Regular Meeting

Monday, April 13, 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, April 13, 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: *March 9 work session and regular meeting*; *March 24 retreat*
B. Personnel Recommendations
C. Termination and Non-Renewal of Probationary Teachers
D. Agreement to Extend Probationary Period
E. Employment Agreements for Additional Full-time Equivalency (FTE)
F. Resignation Agreement and Release of Claims - Woolsey, Michael
G. Memorandum of Understanding Between Edina Public Schools and Education Minnesota/Edina ("EME") relating to the Edina Virtual Pathway Program 2026-2027
H. Teacher Evaluation and Alternative Compensation Program Memorandum of Understanding: Reauthorization
I. Check Register - March 2026
J. Electronic Fund Transfers - March 2026
K. Gifts and Bequests – March 2026
L. Capitals of Scandinavia International Travel Experience Adjustments

VI. Discussion

A. Professional Development Update
B. MN READ Act Update
C. Scheduling a Future Board Discussion on Long-Term Financial Planning

VII. Action

A. K-12 Mathematics Curriculum Review Process
B. Achievement and Integration 2027-2029 Plan
C. Policy Review (614, 621, 633, 901, 904)

VIII. Leadership and Committee Updates

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

IX. Superintendent Updates

X. Adjournment

XI. Information

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

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

III. **Excellence in Action**

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

V. **Consent**

V.A. Minutes: *March 9 work session and regular meeting; March 24 retreat*

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

WORK SESSION
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

PRESIDING OFFICER: Chair Karen Gabler

5:02 PM - 7:00 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
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
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Director of Finance and Operations

Mark Carlson, K-12 Science and Mathematics Coordinator
Chris Holden, Normandale Elementary Principal
Amy Reed, Creek Valley Elementary Principal

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

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

5:02 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg (virtual), Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Leland, Sailer, Woodard; Carlson, Holden, Reed.

APPROVAL OF AGENDA

DISCUSSION

A. K-2 Cornerstone STEAM Recommendation
B. Marketing Update

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

CLOSED SESSION

A. Employee Negotiations. Pursuant to Minnesota Statutes section 13D.03, the Board is authorized to vote to move into closed session to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25. The Board will vote to move into closed session to discuss labor negotiations and strategy for the District's negotiations with the following bargaining units: administrative support professionals (EPASS), bus drivers and route programmers (SEIU Transportation), custodians and groundskeepers (SEIU Buildings, Grounds, and Maintenance), paraprofessionals (MSEA), and principals (EAC).

ADJOURNMENT

The meeting was adjourned at 7:00 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
MARCH 9, 2026 WORK SESSION

5:02 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg (virtual), Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Leland, Sailer, Woodard; Carlson, Holden, Reed.

APPROVAL OF AGENDA

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

DISCUSSION

K-2 Cornerstone STEAM Recommendation: Staff presented information about pausing the development and implementation of K-2 Cornerstone STEAM projects.

Marketing Update: Director Edwards shared an update on marketing and communications efforts.

LEADERSHIP AND COMMITTEE UPDATES

Chair Gabler reminded board members about the upcoming retreat on March 24. She also shared information about other board members who will be speaking for the board at upcoming events like the annual retirement ceremony and commencement.

SUPERINTENDENT UPDATES

Dr. Bittman shared that he had a great day at the Capitol with MSBA and MASA representatives.

At 6:17 PM, Member Birdman moved and Member Mann seconded to close the meeting. All members voted Aye by roll call. The motion passed unanimously. Board members moved to the superintendent's conference room.

CLOSED SESSION

Employee Negotiations: Pursuant to Minnesota Statutes section 13D.03, the Board is authorized to vote to move into closed session to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25. The Board will vote to move into closed session to discuss labor negotiations and strategy for the District's negotiations with the following bargaining units: administrative support professionals (EPASS), bus drivers and route programmers (SEIU Transportation), custodians and

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groundskeepers (SEIU Buildings, Grounds, and Maintenance), paraprofessionals (MSEA), and principals (EAC).

At 6:59 PM Member Barry moved and Member Mann seconded to reopen the meeting. All members voted Aye by roll call. The motion passed unanimously.

ADJOURNMENT

At 7:00 PM, Member Mann moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye by roll call. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF MARCH 9, 2026

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina
and Virtual

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

PRESIDING OFFICER: Chair Karen Gabler

7:04 PM - 8:10 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:

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Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

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

7:04 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg (virtual), 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

PUBLIC HEARING

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

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

DISCUSSION

A. K-12 Mathematics Curriculum Review Process
B. Aligning Community Priorities with Our Learning Environments
C. Policy Review (614, 621, 633, 901, 904)

ACTION

A. Achievement and Integration FY 2027 Plan - *removed from the agenda*
B. Achievement and Integration FY 2027 Budget - *removed from the agenda*
C. Agreement to Construct and Maintain a Stormwater Management Facility
D. Policy Quick Review (514)
E. Policy Review (202, 606, 717, 906, 907)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

A. Enrollment Mobility - February 2026

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B. Expenditure Summary - February 2026
C. Investment Summary - February 2026

ADJOURNMENT

The meeting adjourned at 8:10 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

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OFFICIAL MINUTES OF SCHOOL BOARD'S
MARCH 9, 2026 REGULAR MEETING

7:04 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg (virtual), Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Remsing, Sailer, Woodard.

APPROVAL OF AGENDA

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

EXCELLENCE IN ACTION

Paul Kile and students shared a presentation about the deeper value of band, and how band helps develop the competencies outlined in Edina's Portrait of a Well-Rounded graduate.

Member Arom moved and Member Mann seconded to remove the Achievement and Integration Plan and Budget from the agenda. All members voted Aye by roll call. The motion passed unanimously.

CONSENT

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

The resolutions were:

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

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.

Aligning Community Priorities with Our Learning Environments: Dr. Bittman shared an overview of what has been learned through several task force meetings this year related to safety, security, and learning spaces which may require additional financial investment from both the school district and community as early as November 2026.

Policy Review (614, 621, 633, 901, 904): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- 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

ACTION

Agreement to Construct and Maintain a Stormwater Management Facility: Member Mann moved and Member Arom seconded to approve the motion. All members voted Aye by roll call. The motion passed unanimously.

Policy Quick Review (514): Member Arom moved and Member Birdman seconded to approve the motion. All members voted Aye by roll call. The motion passed unanimously.

- Policy 514 Bullying Prohibition

Policy Review (202, 606, 717, 906, 907) Member Mann moved and Member Arom seconded to approve the motion. All members voted Aye by roll call. The motion passed unanimously.

- 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

LEADERSHIP AND COMMITTEE UPDATES

Member Arom reminded everyone about the Legislative Action Committee's (LAC) Day at the Capitol coming up on April 13. All are welcome.

SUPERINTENDENT UPDATES

Dr. Bittman shared about the Day at the Capitol that he attended with MSBA and MASA leaders and representatives. He also highlighted a number of things to celebrate – band, a student journalist award, and a number of athletic championships.

ADJOURNMENT

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At 8:10 PM, Member Arom moved, and Member Mann seconded to adjourn the meeting. All members voted Aye by roll call. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE RETREAT OF MARCH 24, 2026

RETREAT
5:00 PM

Edina Chamber of Commerce
7201 Metro Blvd, Edina

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

PRESIDING OFFICER: Chair Karen Gabler

5:02 PM - 8:44 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Mert Woodard, Director of Finance and Operations

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

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(Official Publication)
MINUTES OF THE RETREAT
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
MARCH 24, 2026

5:02 PM Chair Gabler called to order the retreat of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Woodard.

APPROVAL OF AGENDA

DISCUSSION

A. Future School Funding
B. Superintendent Onboarding

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 8:44 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

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OFFICIAL MINUTES OF SCHOOL BOARD'S
MARCH 24, 2026 RETREAT

5:02 PM Chair Gabler called to order the retreat of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Woodard.

APPROVAL OF AGENDA

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

DISCUSSION

Future School Funding: Board members reviewed and discussed current and future budgeting needs, realities and priorities, as well as a possible referendum including preliminary internal and external data and information, planning and timelines.

Superintendent Onboarding: Board members and Dr. Bittman discussed expectations and roles to ensure common understanding of the overall goals and direction of the district.

ADJOURNMENT

At 8:44 PM, Member Allenburg moved, and Member Mann seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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V.B. Personnel Recommendations

Meeting Date: April 13, 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

Name	*Building*	*Position*	*Wage*	*Date*
BLOCK, ALANNAH	VV	SPECIAL EDUCATION RESOURCE TEACHER, 1.0 FTE	$65,980.00	08/24/2026
BONNEVILLE, MEGAN	EHS	WORLD LANGUAGE - FRENCH TEACHER, 0.8 FTE	$42,340.80	08/24/2026
COSTA RODRIGUEZ, JORDI	CS	GRADE 4 TEACHER (SPANISH DUAL LANGUAGE), 1.0 FTE	$81,520.00	08/24/2026
DAVIS, GRACIE	CS	PHYSICAL EDUCATION TEACHER (LONG-TERM SUBSTITUTE)	$279.26/DAY	03/23/2026 - 06/01/2026
LAW, MACI	CV	SCHOOL PSYCHOLOGIST, 1.0 FTE	$74,495.00	08/24/2026
MANLAPAS, KATHERINE	EHS	AMERICAN SIGN LANGUAGE TEACHER, 0.6 FTE	$42,966.60	08/24/2026
SINGH, HANNAH	EHS	WORLD LANGUAGE - FRENCH TEACHER, 1.0 FTE	$73,687.00	08/24/2026
STOLPESTAD, BLAKE	CN	ART TEACHER, 1.0 FTE	$69,486.00	08/24/2026
STROEBEL, ASHLEY	CC	GRADE 2 TEACHER, 1.0 FTE	$52,926.00	08/24/2026
TAYLOR, JENNIFER	HL	ORCHESTRA TEACHER, 0.2 FTE	$12,340.00	08/24/2026
VIELGUTH, PABLO	CS	GRADE 4 TEACHER (SPANISH DUAL LANGUAGE), 1.0 FTE	$69,486.00	08/24/2026

B. 2025-26 ADDITIONAL ASSIGNMENTS

Name	*Building*	*Position*	*Wage*	*Date*
AUMAN, SAMANTHA	CS	ESY TEACHER	$56.10/HOUR	06/11/2026 - 07/16/2026
KILE, JACQUELINE	CS	ESY TEACHER	$45.90/HOUR	06/11/2026 - 07/16/2026
O'HEHIR, ALAYNA	ELFC	ESY TEACHER	$45.90/HOUR	06/11/2026 - 07/16/2026
PETERSEN, SERENA	CS	ESY TEACHER	$45.90/HOUR	06/11/2026 - 07/16/2026

C. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
BUCKLEY, JONATHAN	EVP	LANGUAGE ARTS TEACHER RESIGNING FROM 0.2 FTE OF POSITION	03/09/2026

ESADES-THRONE, ALLYSON	ND	MULTILINGUAL LEARNER TEACHER RESIGNING FROM 0.33 FTE OF POSITION	06/02/2026
FRUCI, ERIN	EHS	MATHEMATICS TEACHER, 1.0 FTE	06/02/2026
KARCH, JOANNE	DW	ASSISTANT DIRECTOR OF STUDENT SUPPORT SERVICES, 1.0 FTE	06/30/2026
LEESON, JENNIFER	EHS	LICENSED SCHOOL NURSE, 1.0 FTE	06/02/2026
LINDQUIST, ANNE	VV	LICENSED SCHOOL NURSE, 1.0 FTE	06/02/2026
LOWE, ERIK	VV	ASSISTANT PRINCIPAL, 1.0 FTE	06/30/2026
REMSING, JODY	DW	DIRECTOR OF STUDENT SUPPORT SERVICES, 1.0 FTE	06/30/2026
REYNERTSON, JOHN	EHS, HL	ORCHESTRA TEACHER, 1.0 FTE	06/02/2026

D. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*

NONE.

E. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
WALSH, MARISSA	CV	GRADE 3 TEACHER	05/18/2026 - 12/18/2026

F. REQUEST FOR 1-YEAR JOB SHARE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
CHERRY, MARIE	CS	GRADE 4 TEACHER, 0.5 FTE	08/24/2026 - 06/08/2027
CONVERSE, ALEXANDER	CS	GRADE 4 TEACHER, 0.5 FTE	08/24/2026 - 06/08/2027

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

Name	*Building*	*Position*	*Anticipated Dates of Leave*
BAKER, NADJUA	HL	ELEMENTARY EDUCATION TEACHER FROM 1.0 FTE TO 0.65 FTE	08/24/2026 - 06/08/2027
DREW, EMESE	EHS	LATIN TEACHER FROM 1.0 FTE TO 0.80 FTE	08/24/2026 - 06/08/2027
JOHNSON, JENNIFER	ND	INTERVENTION TEACHER FROM 1.0 FTE TO 0.88 FTE	08/24/2026 - 06/08/2027
SMOLINSKI, MOLLY	NON-PUBLIC	SCHOOL PSYCHOLOGIST FROM 1.0 FTE TO 0.80 FTE	08/24/2026 - 06/08/2027

H. REQUEST FOR PHASED RETIREMENT POSITION (2026 - 2027 PROGRAM)

Name	*Building*	*Assignment Change*	*Wage*	*Date*
BOEDIGHEIMER, CARI	CC	FROM 1.0 ELEM EDUC TEACHER TO 0.43 FTE PHASED RET TEACHER	$52,926	08/24/2026
COEN-PESCH, CARA	ND	FROM 1.0 ELEM EDUC TEACHER TO 0.52 FTE PHASED RET TEACHER	$52,926	08/24/2026

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
CLUFF, NANCY	HL	IA PARA	$23.80/HOUR	03/26/2026
HUSSEIN, KADRA	SV	EA SPED PARA	$23.30/HOUR	03/23/2026
KLITZKE, SARAH	DW	ASSISTANT DIRECTOR OF TEACHING AND LEARNING	$157,629	07/01/2026
MCNAMEE, TOM	TC	BUS DRIVER	$26.64/HOUR	04/03/2026
PITTS, ERIC	SV	CUSTODIAN	$24.26/HOUR	04/08/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
KESLER, ABIGAIL	ELC	OFFICE ASSISTANT - CLASS D	04/06/2026
MAHOUWALD, ALLISON	CN	EA SPED PARA	04/03/2026
TALLEY, OLIVIA	CV	EA SPED PARA	03/17/2026

C. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*
PADDOCK, MELISSA	HL	FROM: IA PARA TO: OFFICE ASST - CLASS E	$25.43	03/23/2026

D. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
BALFANZ, BRUCE	TC	ROUTE PROGRAMMER	04/09/2026 - 05/28/2026
BARND, MARY	TC	BUS DRIVER	02/18/2026 - 03/30/2026
DOWNING, GINGER	TC	BUS DRIVER	03/13/2026 - 04/15/2026

KOCH, ROBERT	TC	BUS DRIVER	04/02/2026 - 05/29/2026
PAGAC, STEPHANIE	VV	MEDIA ASSISTANT	04/21/2026 - 05/12/2026

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
ANDREWS, WILLIAM	CN	SUMMER KIDS' CLUB LEAD	$16.97/HOUR	06/01/2026
ELIASON, ANITA	CC	KIDS' CLUB LEAD	$18.39/HOUR	03/30/2026
BELLAR, JENNA	DW	SUMMER ENRICHMENT LEAD	$19.91/HOUR	06/01/2026
BREWSTER, CORA	CN	KIDS' CLUB LEAD	$23.34/HOUR	04/13/2026
CURTI, MARGARET	ECC	SUMMER CHILDCARE ASSISTANT	$19.91/HOUR	06/01/2026
BUTTERWORTH, AUGUST	CS	SUMMER KIDS' CLUB LEAD	$21.56/HOUR	06/01/2026
DELOACH, BODE	ND	KIDS' CLUB LEAD	$18.39/HOUR	06/01/2026
FEENEY, BROOKE	CV	KIDS' CLUB LEAD	$18.39/HOUR	03/23/2026
GUNDBERG, GRACE	DW	SUMMER ENRICHMENT LEAD	$16.97/HOUR	06/01/2026
HORIHAN, TREVOR	CN	SUMMER KIDS' CLUB LEAD	$19.91/HOUR	06/01/2026
ISLEY, BRODERICK	DW	SUMMER ENRICHMENT LEAD	$19.91/HOUR	06/01/2026
JOHNSON,GEORGE	DW	SUMMER ENRICHMENT LEAD	$16.97/HOUR	06/01/2026
JOHNSON, LAURIE	CN	KIDS' CLUB LEAD	$18.39/HOUR	03/30/2026
MACK, ADAM	DW	SUMMER ENRICHMENT LEAD	$19.91/HOUR	06/01/2026
MOEN, WILLIAM	DW	SUMMER ENRICHMENT LEAD	$18.39/HOUR	06/01/2026
OCHOA HERNANDEZ, ALONDRA	CS	SUMMER KIDS' CLUB LEAD	$16.97/HOUR	06/01/2026
O'DONNELL, MYA	ND	SUMMER KIDS' CLUB LEAD	$18.39/HOUR	06/01/2026
RUBIN, JONAH	DW	SUMMER ENRICHMENT LEAD	$18.39/HOUR	06/01/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
HAMPLE, HOLDEN	CV	KIDS' CLUB LEAD	03/10/2026
JOHNSON, LAURIE	CN	KIDS' CLUB LEAD	03/31/2026
KILEY, SHANNON	CS	KIDS' CLUB LEAD	03/25/2026

MILLER, JOSHUA	CS	KIDS' CLUB LEAD	03/27/2026

C. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Position*	*Wage*	*Date*

NONE.

D. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
DECAIGNY, OLIVIA G	CC	KIDS' CLUB LEAD	04/13/2026 - 05/01/2026

V.C. Termination and Non-Renewal of Probationary Teachers

Board Meeting Date: April 13, 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:

Johnson, Sylvia

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 April 13, 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. Agreement to Extend Probationary Period

Board Meeting Date: 4/13/2026

Title: Agreement to Extend Probationary Period

Type: Consent

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

Background: The Administration proposes extending the probationary period of a probationary teacher by one (1) year to provide additional time for the teacher to complete their licensure program in the assigned subject area and to demonstrate the professional skills and knowledge required for non-probationary status within the School District.

The probationary teacher agrees to this one-year extension, through June 30, 2027, and voluntarily waives certain rights provided under Minnesota law. During the extended period, the teacher will remain in probationary status and will not receive any additional employment protections.

The School Board retains full discretion to decline renewal of the teacher's contract at the conclusion of the extended probationary period. This agreement does not confer non-probationary status.

The probationary teacher acknowledges that this agreement has been entered into voluntarily, with a full understanding of their rights, and that this written document constitutes the entire agreement between the parties.

The terms of this agreement have been reviewed and approved by both the probationary teacher and Education Minnesota/Edina.

Recommendation: Approve the attached agreement to extend a probationary teacher's probationary period.

Attachment: Agreement to Extend Probationary Period.

AGREEMENT TO
EXTEND PROBATIONARY PERIOD

This Agreement is entered into by and between Laura McAnulty (hereinafter "probationary employee"), Education Minnesota/Edina, and Independent School District No. 273, Edina (hereinafter "District").

Recitals

1. The probationary employee is serving a three (3) year probationary period with the District pursuant to Minnesota Statutes Section 122A.40.

2. The 2025-2026 school year is the probationary employee's third year of employment with the District. The probationary employee has worked for the District since September 22, 2023 as a probationary teacher. The probationary employee had not obtained continuing contract rights in another Minnesota school district prior to beginning employment with the District.

3. The probationary employee does not have a Tier 3 or 4 license in their assigned subject matter.

4. The District's administration believes that, if given another year, the probationary employee may obtain full licensure in their subject matter and demonstrate the professional skills and knowledge necessary to become a non-probationary teacher for the District.

5. If the School Board fails to non-renew the probationary employee's employment effective at the end of the 2025-2026 school year, then the probationary employee will attain non-probationary status pursuant to Minnesota Statutes Section 122A.40 in another subject matter.

6. The School Board makes the ultimate decision as to which probationary employees the District renews and non-renews. The School Board has not yet decided whether to renew or non-renew the probationary employee's employment with the District. The School Board will make that decision at its April 13, 2026 meeting.

7. The probationary employee understands there is no obligation to sign this Agreement, and that if they do not sign this Agreement, the School Board will decide whether to renew or non-renew the probationary employee's employment.

8. The probationary employee understands that they have the following choices:

    a. They can sign this Agreement in which they agree to waive their Minnesota Statutes Section 122A.40 rights and extend the probationary period for one year from July 1, 2026 to June 30, 2027. The School Board will then have the following options: (1) approve this Agreement and extend the probationary employee's

probationary period for one year; (2) non-renew the probationary employee's employment; or (3) renew the probationary employee's employment.

b. They can decline to sign this Agreement and the School Board will then have the following options: (1) non-renew the probationary employee's employment; or (2) renew the probationary employee's employment.

9. The probationary employee acknowledges and admits there was no coercion or undue influence in any manner by the District, its elected officials, officers, employees, or agents to choose one option over the other and that the choice made is voluntary.

10. The probationary employee wishes to extend the probationary period by one year (July 1, 2026 to June 30, 2027) to have the opportunity to obtain full licensure in their assigned subject matter and demonstrate professional skills, knowledge and attributes to the District. The probationary employee understands that the School Board has not yet decided whether to agree to a one-year extension of their probationary period. The probationary employee understands that this Agreement will not be effective unless and until it is approved by the School Board.

11. The probationary employee acknowledges that they have had the opportunity to consult with union representation and/or legal counsel before signing this Agreement to be fully informed of and understand their rights under Minnesota Statutes Section 122A.40.

IN CONSIDERATION OF the foregoing recitals and the mutual promises contained herein, the probationary employee and the District agree as follows:

1. The probationary employee agrees to waive their rights under Minnesota Statutes Section 122A.40 and to extend the probationary period under that statute by one additional year to include the period from the date of the signing of this Agreement through June 30, 2027 so that the probationary employee may have an opportunity to obtain full licensure in their subject matter and demonstrate professional skills, knowledge, and attributes as a teacher.

2. During the time period from the date of the signing of this Agreement through June 30, 2027, the probationary employee will be limited in all respects to the employment rights under Minnesota Statutes Section 122A.40 of a probationary teacher.

3. The probationary employee acknowledges that under the terms of this Agreement the District may exercise its discretionary authority to non-renew the probationary employee effective June 30, 2027 as provided in Minnesota Statutes Section 122A.40, subdivision 5, which controls the non-renewal of probationary employees. Nothing in this Agreement may be construed as conferring upon the probationary employee any status as a non-probationary teacher.

4. The probationary employee acknowledges and agrees that this Agreement has been signed voluntarily and with full and complete knowledge of their rights under Minnesota Statutes Section 122A.40. By signing below, the parties affirm that they fully understand and agree to the terms of the Agreement and that it is the complete Agreement. No oral representations not contained herein have been relied upon by the parties.

5. The parties agree that nothing contained in this Agreement shall be deemed to establish a precedent or past practice and the parties waive any right to file a grievance related to or arising out of the terms of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as set forth above.

Dated: 4/07/26

Laura McDonald
Teacher

Dated: 4/09/26

President
Education Minnesota/Edina

Dated: _____

_____
Chair of the School Board
Independent School District No. 273, Edina, MN

Dated: _____

_____
Clerk of the School Board
Independent School District No. 273, Edina, MN

V.E. Employment Agreements for Additional Full-time Equivalency (FTE)

Board Meeting Date: 4/13/2026

Title: Employment Agreements for Additional Full-time Equivalency (FTE)

Type: Consent

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

Background: The administration proposes entering into two separate employment agreements with teachers who currently hold continuing contract rights with the School District. Under these agreements, each teacher would be assigned additional full-time equivalency (FTE) during either the 2025-2026 or 2026-2027 school year, exceeding their existing continuing contract assignments.

Because this additional FTE may not be available in subsequent school years (2026-2027 or 2027-2028), the administration cannot offer it if doing so would result in the teachers acquiring continuing contract rights to the added FTE under Minnesota Statute Section 122A.40.

Both teachers have expressed a desire to take on the additional FTE and are willing to waive any continuing contract rights associated with it. These agreements allow the School District to assign the temporary additional FTE without incorporating it into the teachers' continuing contracts.

The terms of the agreements have been reviewed and agreed upon by both the teachers and Education Minnesota/Edina.

Recommendation: Approve the attached employment agreements.

Attachment(s): Employment agreements.

EMPLOYMENT AGREEMENT

WHEREAS, Jennifer St. Germaine (hereinafter referred to as "St. Germaine") is employed by Independent School District No. 273, Edina, Minnesota, (hereinafter referred to as "School District") as a licensed teacher; and

WHEREAS, St. Germaine has earned continuing contract rights as a 0.5 FTE teacher in the School District; and

WHEREAS, the School District may have additional FTE to be filled by a licensed teacher, but the additional FTE fluctuates and may only be available during the 2025-2026 school year; and

WHEREAS, the School District would like to offer St. Germaine an additional 0.14 FTE on a temporary basis during the 2025-2026 school year but does not want to offer the additional FTE if St. Germaine will gain continuing contract rights to the additional FTE in the School District pursuant to Minn. Stat. § 122A.40; and

WHEREAS, St. Germaine would like to provide an additional 0.14 FTE teaching service during the 2025-2026 school year and is willing to waive any claim to continuing contract rights for the additional FTE; and

WHEREAS, St. Germaine is a member of Education Minnesota Edina (EME), the local teachers' union for teachers in the School District; and

WHEREAS, the parties have been given the opportunity to consult with legal counsel and union representatives and understand their rights and obligations under Minnesota Statute § 122A.40 and the teachers' collective bargaining agreement; and

WHEREAS, St. Germaine understands that the intention of this Agreement is to waive any claim of continuing contract rights with respect to the additional FTE of teaching employment above and beyond their current amount of FTE in their continuing contract position.

NOW THEREFORE, the School District, St. Germaine, and EME hereby agree as follows:

1. The parties to this Agreement have determined that it is in the best interests of St. Germaine and the School District for St. Germaine to provide additional FTE of teaching service during the 2025-2026 school year. The additional FTE will be more than St. Germaine's current 0.5 FTE continuing contract.
2. The School District agrees to employ St. Germaine to provide the additional 0.14 FTE of teaching service during the 2025-2026 school year. The additional 0.14 FTE of employment will automatically expire at the end of the 2025-2026 school year without further action of the School Board.
3. St. Germaine voluntarily agrees they have no continuing contract rights pursuant to Minnesota Statute § 122A.40 or any other law with respect to the additional FTE of

employment with the School District and hereby waives any claim of continuing contract rights with respect to this employment.

4. St. Germaine acknowledges their waiver and relinquishment of rights under Minnesota Statute § 122A.40 and other relevant law is in consideration of the School District's agreement to employ them for the additional FTE for a limited period of time and St. Germaine acknowledges that there has been no coercion by the School District, School Board, superintendent, principals or any other person, and that this choice is made voluntarily.
5. St. Germaine acknowledges that by executing this Agreement that there are no mutual covenants, promises, undertakings or understandings outside of this Agreement regarding the additional FTE of teaching service, other than those specifically set forth herein.
6. The parties agree that nothing contained in this Agreement shall be deemed to establish a precedent or past practice and the parties waive any right to file a grievance related to or arising out of the terms of this Agreement.

The School District, St. Germaine, and EME agree with the above language as evidenced by the signatures below.

Dated: 3/14/2026 _____ Jennifer St. Germaine, Teacher

Dated: 4/2/26 _____ Jason Dockter, EME President

Dated: _____ _____ Karen Gabler, Chair of the School Board

Dated: _____ _____ Erica Allenburg, Clerk of the School Board

EMPLOYMENT AGREEMENT

WHEREAS, Kirsten Horstman (hereinafter referred to as "Horstman") is employed by Independent School District No. 273, Edina, Minnesota, (hereinafter referred to as "School District") as a licensed teacher; and

WHEREAS, Horstman has earned continuing contract rights as a 0.7 FTE teacher in the School District; and

WHEREAS, the School District may have additional FTE to be filled by a licensed teacher, but the additional FTE fluctuates and may only be available during the 2026-2027 school year; and

WHEREAS, the School District would like to offer Horstman an additional 0.2 FTE on a temporary basis during the 2026-2027 school year but does not want to offer the additional FTE if Horstman will gain continuing contract rights to the additional FTE in the School District pursuant to Minn. Stat. § 122A.40; and

WHEREAS, Horstman would like to provide an additional 0.2 FTE teaching service during the 2026-2027 school year and is willing to waive any claim to continuing contract rights for the additional FTE; and

WHEREAS, Horstman is a member of Education Minnesota Edina (EME), the local teachers' union for teachers in the School District; and

WHEREAS, the parties have been given the opportunity to consult with legal counsel and union representatives and understand their rights and obligations under Minnesota Statute § 122A.40 and the teachers' collective bargaining agreement; and

WHEREAS, Horstman understands that the intention of this Agreement is to waive any claim of continuing contract rights with respect to the additional FTE of teaching employment above and beyond their current amount of FTE in their continuing contract position.

NOW THEREFORE, the School District, Horstman, and EME hereby agree as follows:

1. The parties to this Agreement have determined that it is in the best interests of Horstman and the School District for Horstman to provide additional FTE of teaching service during the 2026-2027 school year. The additional FTE will be more than Horstman's current 0.7 FTE continuing contract.
2. The School District agrees to employ Horstman to provide the additional 0.2 FTE of teaching service during the 2026-2027 school year. The additional 0.2 FTE of employment will automatically expire at the end of the 2026-2027 school year without further action of the School Board.
3. Horstman voluntarily agrees they have no continuing contract rights pursuant to Minnesota Statute § 122A.40 or any other law with respect to the additional FTE of employment with the School District and hereby waives any claim of continuing contract rights with respect to this employment.

4. Horstman acknowledges their waiver and relinquishment of rights under Minnesota Statute § 122A.40 and other relevant law is in consideration of the School District's agreement to employ them for the additional FTE for a limited period of time and Horstman acknowledges that there has been no coercion by the School District, School Board, superintendent, principals or any other person, and that this choice is made voluntarily.
5. Horstman acknowledges that by executing this Agreement that there are no mutual covenants, promises, undertakings or understandings outside of this Agreement regarding the additional FTE of teaching service, other than those specifically set forth herein.
6. The parties agree that nothing contained in this Agreement shall be deemed to establish a precedent or past practice and the parties waive any right to file a grievance related to or arising out of the terms of this Agreement.

The School District, Horstman, and EME agree with the above language as evidenced by the signatures below.

Dated: 3/26/26 Kirsten Horstman

Kirsten Horstman, Teacher

Dated: 4/2/26

Jason Dockter, EME President

Dated: _____

Karen Gabler, Chair of the School Board

Dated: _____

Erica Allenburg, Clerk of the School Board

V.F. Resignation Agreement and Release of Claims - Woolsey, Michael

V.G. Memorandum of Understanding Between Edina Public Schools and Education Minnesota/Edina ("EME") relating to the Edina Virtual Pathway Program 2026-2027

Board Meeting Date: 4/13/2026

Title: Memorandum of Understanding Between Edina Public Schools and Education Minnesota/Edina ("EME") relating to the Edina Virtual Pathway Program 2026-2027

Type: Consent

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

Background: The School District and Education Minnesota/Edina (EME) originally established a Memorandum of Understanding (MOU) to define compensation and benefits for the launch of a Secondary Online Teaching Pilot Program - now known as Edina Virtual Pathway (EVP) - during the 2022-2023 school year. This MOU has been updated annually to reflect the program's ongoing development.

For the 2026-2027 school year, both the District and EME agree that an additional MOU is needed to support the continued implementation and evaluation of EVP. The proposed MOU retains the language from the 2025-2026 agreement, with updates limited to aligning dates for the 2026-2027 school year.

Recommendation: Approve the MOU between Edina Public Schools and Education Minnesota/Edina relating to the Edina Virtual Pathway program for the 2026-2027 school year.

Attachment: MOU between Edina Public Schools and Education Minnesota/Edina relating to the Edina Virtual Pathway program for 2026-2027.

Memorandum of Understanding
Between Education Minnesota/Edina and Edina Public Schools
Edina Virtual Pathway 2026-2027

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

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

WHEREAS, the Master Agreement ("Agreement") governs the teachers' terms and conditions of employment between the District and the EM/E for the 2025-2027school years;

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

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

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

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

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

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

1. For the purposes of this MOU, a "fully-subscribed course" is defined as an EVP course with an enrollment of 20 or more students.
2. For the purposes of this MOU, an "undersubscribed course" is defined as an EVP course with an enrollment of 19 or fewer students.
3. A teacher who accepts a supplemental online assignment teaching an EVP course will be compensated based upon the level of student enrollment. For undersubscribed EVP courses, teachers will be compensated at a rate of $270 per student. Teachers of fully-subscribed EVP courses will be compensated according to the full-time equivalency of the assignment, based on the teacher's step and lane. If a teacher's step and lane would amount to compensation of less than $5,400, then the teacher will be compensated at $5,400.
4. The student count for purposes of teacher compensation will be made on the 20th instructional day of the semester. If the total number of students enrolled in the EVP course, on the last day of the semester, is higher than this student count, teachers will receive additional pay equal to $270 per additional student. If the student count for purposes of teacher compensation is less than 4 as of the 20th instructional day of the semester, the teacher will receive no less than $1,080.
5. EVP courses scheduled to be taught during the course of the normal school calendar that are fully-subscribed as of April 15, 2026 will be built into a teacher's workday for the following school year unless, by mutual agreement between the teacher and school leadership, it is decided

to classify the course as a supplemental online assignment. Supplemental online EVP courses that become fully-subscribed after April 15, 2026 may be built into a teacher's workday by mutual agreement between the teacher and school leadership.

6. If a teacher undertakes multiple undersubscribed EVP courses, whose combined registrations equals 20-40 as of the 20th day of the semester, the teacher may have the courses treated in a manner identical to a single, fully-subscribed course for the purpose of compensation. If a teacher undertakes multiple undersubscribed online courses whose combined registrations equals 20-40, by mutual agreement of the teacher and school leadership, the courses may be treated in a manner identical to a single, fully-subscribed course and assigned within the teacher's duty day. This paragraph does not apply to a part-time, online teacher as defined in paragraph 15.
7. Pay for supplemental online EVP courses will be divided into two payments with 50% to be paid following the 20th instructional day of the semester and 50% paid at the end of the semester. Payments will coincide with the District's regular, bimonthly payroll schedule.
8. Compensation for EVP courses taught during the summer or within a stretch calendar will be compensated in accordance with this MOU. Fully-subscribed summer or stretch calendar EVP courses may, as an alternative, be built into a teacher's regular assignment by mutual agreement between the teacher and school leadership.
9. Aligning with Minnesota Statute Section 124D.095, subd. 4, no more than 40 students will be enrolled in any one EVP online learning section.
10. Within any given semester, all students within the same EVP course taught by the same teacher will be considered to be a part of a single section for purposes of compensation and course size measurement, excepting where an additional section, with corresponding additional compensation, is added by mutual agreement of the teacher and school leadership.
11. When assigning special education, multilingual learner, and Talent Development staff to support comprehensive EVP students, the district will follow the Special Education Support MOU, the Online Teaching Terms and Conditions for the Implementation of Edina Online Offerings MOU, and the November 2016 Caseload Taskforce report.
12. Teachers will not be required to remain on district property during the portion of their assignment that is dedicated to teaching EVP courses.
13. Appropriately licensed teachers currently teaching supplemental online EVP classes and performing satisfactorily in that position will have a right to first refusal before the course is offered to another Edina teacher.
14. EVP online assignments will be offered to current Edina teaching staff before the district pursues part-time external hires.
15. For the purposes of this MOU, part-time, online teacher positions are defined as those involving sections of fewer than 20 students as of the 20th instructional day of the semester and taught by a teacher hired for the 2022-2023, 2023-2024, 2024-2025, 2025-2026 and/or 2026-2027 school year. The definition does not apply to an Edina teacher who also teaches in-person or a fully-subscribed online EVP class for the District, or was hired specifically for EVP with an FTE of 0.5 or more.
16. Part-time, online teachers do not qualify for benefits under the Master Agreement between EM/E and the District.
17. Part-time, online teachers do not qualify for compensation under the Teacher Evaluation and Alternative Compensation Program.
18. Part-time, online teachers are not placed on any seniority list.

19. A separate seniority list will be maintained for those who meet the definition of a part-time, online teacher as provided in paragraph 15 of this MOU and achieve continuing contract rights with the District.
20. If a part-time, online teacher is assigned a course during the 2026-2027 regular school calendar that becomes fully-subscribed (20 or more students) as of the 20th instructional day of the of the semester or thereafter, then the teacher will no longer meet the definition of a part-time, online teacher under this MOU and will qualify for compensation and benefits according to the Master Agreement.
21. A teacher who no longer meets the definition of part-time, online teacher due solely to teaching a fully-subscribed course does not qualify for compensation under the Teacher Evaluation and Alternative Compensation Program for that school year unless by mutual agreement of EM/E and the District. Teachers hired specifically for EVP with a FTE of 0.5 or more qualify for compensation under the Teacher Evaluation and Alternative Compensation Program for that school year.
22. Final decision on course offerings will be determined by building and district administration. If a decision is made to run a class and student enrollment meets or exceeds the fully-subscribed number (20), at the time schedules are built in the spring of the preceding year, the District will create at least one fully-subscribed section.
23. Teachers accepting an assignment to teach an online class through EVP will be required to see the assignment to completion. In the event that a teacher wishes to withdraw from an assignment, every effort will be made to find an alternate teacher to accommodate the request.
24. Teachers accepting an assignment to teach an online class through EVP during the regular school year will be required to participate in 2 hours of conferences with families per semester. These 2 hours are inclusive of the 16 hours designated for parent-teacher communication and conferences required by Section 5.01.4 under the Agreement between Education Minnesota/Edina and the District. Teachers may document these hours as part of the 8 hours of flex conferencing required by the EHS conference plan.
25. Teachers accepting an assignment to teach an online class through EVP during the regular school year will be required to participate in 2 hours of staff meetings per semester. Each staff meeting will be offered at least twice, both before and after school, in order to accommodate different teacher schedules.
26. Instructional materials used within the course of teaching EVP classes will be made available to other Edina teachers for instructional purposes. Materials including teacher likeness or voice, such as screencasts or slides within presentations, will not be used by other teachers without permission.
27. Nothing in this MOU alters or adds to a teacher's continuing contract rights under Minn. Stat. Section 122A.40.
28. Nothing in this MOU may be deemed to establish an interpretation of the Agreement, a precedent, a practice, or to alter any established interpretation, precedent, or practice arising out of or relating to the Agreement between the District and EM/E. Neither party may submit this MOU in any proceeding as evidence of a contract interpretation, precedent, or practice. This MOU does not alter any managerial rights that the District has in absence of this MOU. This MOU is not grievable.
29. This MOU sunsets on June 30, 2027.

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

Representative for:

Education Minnesota/Edina	**ISD 273, Edina Public Schools**
President	Superintendent
Date 4/2/26	Date

V.H. Teacher Evaluation and Alternative Compensation Program Memorandum of Understanding: Reauthorization

Board Meeting Date: April 13, 2026

Title: Teacher Evaluation & Alternative Compensation Program Memorandum of Understanding: Reauthorization

Type: Consent

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

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

Our Teacher Evaluation program is aligned with the requirements outlined in statute for both Teacher Evaluation (122A.40) and Quality Compensation (Statute 122A.414). It is the Quality Compensation revenue that funds Teacher Evaluation.

The MOU Reauthorization Committee reviewed stakeholder data, budget projections and current practice. At this time, the committee is recommending the changes outlined in the MOU Summary of Changes document. The large impact changes are minimal, but include the addition of CPSS to the Student Learning Goal process, updating the probationary teacher descriptor subsets and moving the Site Goal incentive payment from September to June. Additional changes/adjustments to the MOU are identified in the Summary of Changes Document.

The EME Governance Board approved the reauthorization on 3/10/26.

Recommendation: Approve the Memorandum of Understanding.

Desired Outcomes from the Board: Consent to reauthorize the Memorandum of Understanding for 2026-2028.

Teacher Evaluation MOU Reauthorization Committee:

Jody De St. Hubert, Director of Teaching and Learning
Libby Sandvick, Teacher Evaluation Program Facilitator
Jason Dockter, President Education Minnesota Edina

2025-2026 Timeline:

- September - February: MOU Committee Meetings
- March 10: EM/E Governance Board Meeting - Action
- April 13: School Board Meeting - Action

PROGRAM OVERVIEW

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

Edina became a Q Comp district in 2008. In Edina, we call our Q Comp program Alternative Compensation (Alt Comp). All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Agreement between the District and EM/E) are required to participate in the Alt Comp program, unless specifically noted otherwise. We currently have six Peer Coaches who work with the district's non-probationary teachers to fulfill program requirements. Administrators (both district- and site-level) work with probationary teachers.

As a Q Comp district, we receive $260/student ($169 per student in state aid and $91 per student in board-approved levy) for the program. (Over the past three years, the state's funding has averaged 99.89%.) The program's budget is responsible for coach and facilitator salaries and benefits, performance incentives, and other minor costs associated with program implementation. Teachers are eligible for an $1,721 incentive based upon successful completion of observations, student learning goal creation and implementation, and site goals based on standardized assessments.

In 2014, Minnesota Statute 122A.40 required all Minnesota school districts "to develop, support and improve teachers and teaching practices, improve student learning and success, and provide all enrolled students with equitable access to more effective and diverse teachers." Districts, through joint agreement with the local teacher union, must design and implement a local teacher development and evaluation model or use the state model.

Our Teacher Evaluation program is aligned with the requirements outlined in statute for both Teacher Evaluation (122A.40) and Quality Compensation (Statute 122A.414). It is the Q Comp revenue that funds Teacher Evaluation.
Every two years the Teacher Evaluation/Alt Comp MOU must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), *"The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement."*

Recommended areas with changes for reauthorization

- Site Goal Incentives: incentive payout date, assessment data, traveling teachers, teachers assigned to non public sites
- Update to the Probationary Teacher Yearly Descriptors (descriptor subsets)
- Aligning Student Learning Goals and CPSS
- Cleaning up language to better reflect best practice and address concerns raised over the period of the 2024-2026 MOU (e.g. Long term sub participation, deadlines, performance assistance, duties of Teacher Evaluation Committee, etc.).

Specifics on each large proposed change can be found in detail below:

Teacher Evaluation Memorandum of Understanding (MOU) 2026-2028

Summary of Changes

Changes	Rationale/Explanation
Long-term substitute participation: Any long-term sub scheduled to work less than 90 days ~~one semester~~ is not eligible nor required to participate. (4.A.b) A long-term sub working in the same position for 90 days ~~one semester~~ or longer will participate in all elements of the program. (4.A.c)	This change will make it easier to track long-term substitute eligibility.
Teachers who leave mid-year: Teachers who are terminated or resign prior to the end of the school year are not eligible for compensation as part of	This is intended to be a cost-savings to the program.

the Teacher Evaluation and Alt Comp program. (4.B.b)	
Site Goal Incentives: Teachers, including Peer Coaches, assigned to more than one site ~~must indicate by September 30 a single site for this incentive.~~ ~~Teachers who do not indicate a preference~~ shall be assigned to the site where their FTE is greatest or their home school if the FTE is equally divided among sites for this incentive. (5.D.b)	This eliminates additional tasks for teachers. With a reduction of the Site Goal (to $1 as part of 24-26 MOU), this additional task seems unnecessary.
Site Goals: Teachers assigned exclusively to a non-public school site are not eligible for this incentive. (5.D.d)	Non-public schools do not write site goals aligned to standardized assessments. This aligns with practice.
Site Goal Incentive: The District will determine no later than May ~~August~~ 30 if each site has met its Site Goal ~~SIP student achievement goal~~ for the current ~~previous~~ school year. Teachers at sites that achieve this goal will receive their incentive no later than June ~~September~~ 30. If Site Goal ~~SIP~~ data is not available by May 30 ~~September 1~~, the incentive will be paid 30 days after it becomes available. (5.D.g) For sites that elect to use the MCA for their Site Goal, goal attainment will be based on preliminary MCA results. (5.D.h)	These changes will bring efficiencies to the incentive payment process. One lump payout instead of two.
Final Program Deadline: Change the deadline from May 30 to May 28. (7.A.h, 8.E.b, 12.K)	This allows teachers to be notified by May 30 if they achieve the various incentives.
Administrator/Supervisor "Take Over" of a Non-Probationary Teacher: When an administrator/supervisor takes over the evaluation process of a non-probationary teacher, the observations become formal until concerns are resolved (see Appendix B). The administrator may conduct as many	Aligns with current practice in Edina.

observations as needed until the concern is resolved. (7.B.d) When the administrator/supervisor takes over the evaluation process of a non-probationary teacher, teachers may be asked to add descriptors to their evaluation process for the year. (7.B.e) When the administrator/supervisor takes over the evaluation process of a non-probationary teacher, data collection may include additional sources, but must be documented in the rubric and separately addressed with the teacher in a timely fashion. (7.B.f)	
Probationary Teacher Descriptor Subsets: Probationary teachers will work on a subset of 'focus' descriptors associated with their particular year of probation. (9.F) a. 1/3 Probationary Status Focus Descriptors: ~~1~~, 2, 3, 5, 6, 8, ~~9~~, 11, 12, 13, 15, 16 b. 2/3 Probationary Status Focus Descriptors: 1, 3, 5, 6, 7, ~~8~~, 9, 10, 11, 13, 16 c. 3/3 Probationary Status Focus Descriptors: 3, 4, 5, 6, 11, 12, 13, 14, 15, 16 ~~It is recommended that one of one (1/1) probationary teachers select a subset of performance descriptors for Alt Comp PGP incentive eligibility.~~ (9.J)	After 10 years, administrators reviewed the descriptor subsets for probationary staff. The changes reflect collaboration and discussion between the administrators. Those teachers who are 1/1 will no longer have to select a subset - this was an extra task that caused confusion. Additionally, probationary teachers will administer a student engagement survey each year of probation (per the Standards of Proficiency for Descriptor 13).
Student Learning Goals (SLGs) SLGs may either be growth goals or proficiency ~~standards~~ goals: (12.E) Proficiency ~~Standards~~ goals identify a level of performance that students would be expected to meet by the conclusion of the instruction. A proficiency ~~standards~~ goal is more focused on the final expected level of performance/learning for all learners or a subset of learners. (12.E.b)	The SLGs have not been revised in multiple reauthorizations. The language changes are to help with clarity. Incorporating CPSS brings greater alignment with district vision and mission.

SLGs will be aligned with the Essential Elements of Culturally Proficient School Systems (CPSS). (12.G - new) SLGs will be reviewed throughout the year with a teacher's evaluator or Peer Coach. At this time, it is acceptable for the goal to be revised based on data collected to-date. (12.J new)	
Peer Coach Assignment: The ratio of non-probationary teachers to peer coach will be no more than ~~96-~~110- to-1. (13.C.b)	This shift is due to changing probationary demographics in the district.
Performance Assistance: A teacher requiring an assistance plan will come off of the three-year evaluation cycle (section 6). Upon completion of their assistance plan, they will return to Year 1. (14.I new)	Aligns with current practice in Edina.
Remove Descriptor Definitions (Appendix A)	These definitions are no longer needed. The current rubric fully defines all descriptors.
Observation Framework: The following framework will be used for non-probationary teachers ~~beginning in Fall, 2024~~. ~~Annually, no later than June 1, the Teacher Evaluation Committee (TEC) will review the definitions of what for each component entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program.~~ (Appendix B)	Review of the Observation Framework is part of the bi-annual reauthorization process.
Student Learning Goal Rubric: *The following are the components of the Student Learning Goal.* ~~Annually, no later than June 1, the Teacher Evaluation Committee (TEC) will review the definitions of what for each component~~	Review of the SLG Rubric is part of the bi-annual MOU reauthorization process.

~~entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program.~~ (Appendix C)	
Teacher Evaluation Glossary of Terms (Appendix F)	The Glossary of Terms will be part of the Teacher Evaluation Program Packet.

Memorandum of Understanding Between Edina Public Schools and Education Minnesota / Edina Teacher Evaluation and Alternative Compensation Program ("Alt Comp")

1. Introduction

Edina Public Schools ("the District") and Education Minnesota/Edina ("EM/E") collaboratively have developed the following Edina Teacher Evaluation and Support Program in alignment with the Alternative Compensation Program ("Alt Comp"). These programs, which meet the requirements of Minnesota Statutes, including section 122A.40, are intended to recognize and support the skilled professionals in Edina Public Schools in their continued professional growth and development. The District and EM/E believe Edina teachers exhibit high levels of professionalism, accomplishment, and ethical conduct. Further, the District and EM/E believe that teachers perform at high levels daily, reflect regularly in order to improve student learning and deepen knowledge, and engage in continuing individual and mission-focused professional growth.

The primary goal of these programs is to increase student learning by providing teachers with support to allow them to maximize their effectiveness as teachers. It is expected that most, if not all, Edina teachers will demonstrate proficiency with the standards presented in this Memorandum.

2. Principles

The following statements reflect core values and beliefs that these programs should strive to exhibit.

A. Professional Learning – The District and EM/E support:
    a. a teacher evaluation program that encourages a growth mindset.
    b. a mentorship program for teachers new to Edina.
    c. having regular professional learning and training that is aligned with our teacher evaluation system.
    d. professional learning that emphasizes collaboration with job-alike colleagues.

    e. professional learning related to teacher evaluation that emphasizes clarity for stakeholders in the performance criteria, evaluation process, and administrator/peer training.
    f. a commitment to incorporating the Tools of Cultural Proficiency in the implementation of the teacher evaluation program.
    g. a teacher evaluation system that focuses on student learning.
B. Student Learning Assessments – The District and EM/E support:
    a. using assessments, including common assessments, developed by Edina teachers to measure student learning.
    b. using formative and summative assessments, aligned to agreed upon standards, to evaluate student learning.
    c. using assessments that are specific and relevant to each subject area/grade level/job position.
    d. using student learning assessments that allow for regular monitoring throughout the year.
C. Evaluation Criteria – The District and EM/E support:
    a. providing resources (e.g., time, materials, training, etc.) to ensure successful implementation of the teacher evaluation program.
    b. using a variety of methods to evaluate teachers.
    c. a model that honors the value of reflection as part of the evaluation process.
D. Evaluators – The District and EM/E support:
    a. non probationary teachers using trained peers to provide structured feedback as part of the evaluation process.
    b. providing thorough training for and assessment of all evaluators.
    c. providing adequate time for evaluators to conduct observations while respecting demands on teacher time.
    d. peer observation procedures that emphasize positive, cooperative, and collegial relationships.
E. Teacher Support and Discipline – The District and EM/E support:
    a. providing teachers with timely, specific feedback about designated standards/goals.
    b. providing teachers the time and resources necessary for success.
    c. the use of collaboratively developed, specific timelines of support and assistance before any discipline for performance occurs.
    d. helping teachers who have demonstrated persistent performance issues transition out of the district.
    e. maintaining consistent coaching support for teachers over multiple years.

3. Funding

A. All alternative compensation funding from the state of Minnesota and from the local alternative compensation levy shall be used exclusively for Alt Comp except that, as per Minnesota Statute, operating and administrative costs may be recovered by the District but cannot exceed more than 5 percent of the total Q Comp allocation. The Teacher Evaluation Committee shall annually recommend a specific percentage no later than April 30 for the following school year.
B. The District may supplement the funding of Alt Comp from the general fund or other funding sources.

C. The District will reimburse the Alt Comp budget for the per-day salary cost of Peer Coaches or the Program Facilitator when they are required to substitute for District teachers, outside of Teacher Evaluation/Alt Comp program requirements. When asked to serve in a substitute capacity, in addition to their normal salary, Peer Coaches and the Program Facilitator will be compensated at the daily sub rate or receive compensatory time due to the shift in the teacher's normal workload.
D. Annually, the Program Facilitator and Director of Teaching and Learning will create a budget for the Teacher Evaluation and Alt Comp Programs that is aligned with the program goals and terms of this memorandum.
E. If the State increases the per capita dollar amount of alternative compensation funding or provides dedicated funding for Teacher Evaluation and Development, the extra funds will be allocated by the Teacher Evaluation Committee with a preference given to increasing incentive payments.
F. If the Alt Comp Fund balance exceeds $200,000 for two years, the Teacher Evaluation Committee will evaluate the budget and budget projections to determine how to spend down the balance (to 4-5% of revenue), with a preference given to returning it to teachers in the form of a one-time payment.
G. Any Alt Comp funds not used in one school year will automatically carry over to the following year's Alt Comp budget.

4. Participation

All teachers (defined as a teacher in Minn. Stat. §179A.03, subd. 18, of PELRA or the Agreement between the District and EM/E) are required to participate in the teacher evaluation and Alt Comp programs, unless specifically noted otherwise.

A. Long-term substitute teachers:
    a. The Program Facilitator will verify with Human Resources the names of long-term subs hired by the school district and number of days each long-term sub is scheduled to work.
    b. Any long-term sub scheduled to work less than 90 days is not eligible nor required to participate. If a long-term sub who falls into this category believes there are extenuating circumstances that should allow participation, the long-term sub may appeal this decision to the Teacher Evaluation Committee.
    c. A long-term sub working in the same position for 90 days or longer will participate in all elements of the program. The long-term sub will complete the descriptors associated with the 1/3 probationary status.
B. Teachers who work a partial year due to late hire, severed employment, partial leave, sabbatical, parental leave, or retirement shall be eligible for all incentive payments, pro-rated based upon completion.
    a. If a teacher did not complete their Professional Growth Plan (PGP) during the partial year, but was eligible to receive a full-year's credit, according to section 2.07 of the Agreement between the District and EM/E, upon returning the following school year the teacher may earn their performance increment if all remaining PGP requirements are successfully completed/fulfilled by September 30. In these instances,

the teacher will not earn additional incentive payments from the previous year.

b. Teachers who are terminated or resign prior to the end of the school year are not eligible for compensation as part of the Teacher Evaluation and Alt Comp program.

C. Teachers who hold a Tier 1 or 2 teaching license shall be eligible for incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals.

D. Part-time teachers shall be eligible for all incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals.

E. No teacher shall receive more than 100 percent of the full incentive amounts.

F. The District will not award the incentive payments to probationary teachers who are non-renewed for performance issues. To deny an incentive payment, (1) the District must comply with the timelines outlined in this Memorandum providing notice to the teacher about performance concerns, and (2) the teacher must receive notice, from their administrative evaluator, that their non-renewal is for performance concerns. This notice must also be communicated to the Program Facilitator.

5. Alt Comp Incentive Components

A. Performance Increment

a. Teachers who achieve their annual Professional Growth Plan in a given school year will be granted a performance increment (i.e. step) at the beginning of the subsequent school year.

b. Once a performance increment is achieved, it becomes a permanent part of a teacher's salary.

c. The values of the performance increments shall be negotiated as part of the Agreement between the District and EM/E.

d. As is current practice, the District and a newly hired teacher must mutually agree upon initial placement on the schedules in Appendix A & B of the Agreement between the District and EM/E.

e. Teachers ineligible for additional performance increments because they have already achieved the highest performance increment shall remain eligible for all other incentives.

B. Professional Growth Plan (PGP)

a. The annual incentive value of the Professional Growth Plan is $1448.

i. Non-probationary teachers are eligible to earn the full incentive.

ii. Probationary teachers are eligible to earn a pro rated incentive each of their probationary years as follows:

1. Year 1 of 3: 25% of the PGP incentive
2. Year 2 of 3: 50% of the PGP incentive
3. Year 3 of 3: 75% of the PGP incentive
4. Year 1 of 1: 75% of the PGP incentive

iii. Tier 1 and 2 Licensed teachers will be eligible to earn 25% of the PGP incentive. Once they earn probationary status, they will be eligible for the pro rated incentive associated with their probationary placement.

b. Teachers shall be notified no later than May 30 whether or not they have achieved this incentive.
c. Teachers who achieve this incentive shall receive it no later than June 30
d. It is the responsibility of the peer coach or supervisor(s) to address concerns about the teacher's achievement of the PGP or SLG no later than the end of semester one. Such concerns shall be noted as early as possible in the school year to give the teacher adequate time to remedy them. In no case shall such concerns only be raised in the summative conference. No teacher shall be denied the PGP or SLG incentive if prior documentation has not occurred.
e. In no case shall a teacher be denied the PGP or SLG incentive if a peer coach or administrator failed to perform the required program element expectations.
f. For probationary teachers, it is the responsibility of the administrative evaluator to ensure program requirements are scheduled and completed in accordance with timelines outlined in this memorandum.
g. For non-probationary continuing contract teachers, it is the responsibility of the teacher to schedule the meetings and observations required as part of the Teacher Evaluation program.

C. Student Learning Goal (SLG)
    a. The incentive value of the Student Learning Goals is $272.
    b. Teachers shall be notified no later than May 30 whether or not they have achieved this incentive.
    c. Teachers who achieve this incentive shall receive it no later than June 30.

D. Site Goal
    a. The Site Goal attainment incentive is $1.
    b. Teachers, including Peer Coaches, assigned to more than one site shall be assigned to the site where their FTE is greatest or their home school if the FTE is equally divided among sites for this incentive.
    c. TOSAs and other teachers not assigned to work with specific sites shall have a District-wide goal as their goal for this incentive.
    d. Teachers assigned exclusively to a non-public school site are not eligible for this incentive.
    e. Each Site Goal shall be established annually no later than September 30 per requirements identified by the Minnesota Department of Education.
    f. Each Site Goal shall be determined with staff input, representing multiple grade levels and/or curriculum areas. The Site Goal is part of a site's Continuous School Improvement Plan (C-SIP).
    g. The District will determine no later than May 30 if each site has met its Site Goal for the current school year. Teachers at sites that achieve this goal will receive their incentive no later than June 30. If Site Goal data is not available by May 30, the incentive will be paid 30 days after it becomes available.
    h. For sites that elect to use the MCA for their Site Goal, goal attainment will be based on preliminary MCA results.
    i. EM/E may appeal the site goal incentive determination to the Teacher Evaluation Appeals Committee.

j. For those sites that did not meet the Site Goal Student Achievement Goal for the previous year, the available funds will be used, at the discretion of the Teacher Evaluation Committee, to complete work required by the program.
k. Teachers who do not earn their SLG incentive for the year are not eligible to receive their Site Goal incentive for that academic year.

6. Three-Year Professional Review Cycle for Non-Probationary Teachers

All non-probationary teachers will participate in a three-year Professional Growth Plan (PGP) cycle as required by state law. The purpose of the cycle is for teachers, over the course of three school years, to find meaningful ways to demonstrate that they are meeting the performance expectations of Edina teachers.

A. The Human Resources Department and Program Facilitator will work cooperatively to track and document which teachers are in each year of the cycle.
B. Probationary teachers moving to non-probationary status will begin the PGP cycle with year 1.
C. In most cases, non-probationary continuing contract teachers will work with peer coaches to fulfill their Professional Growth Plans and Student Learning Goals. At least two of the annual observations shall be conducted by peer coaches.
D. In Year Three of a teacher's evaluation cycle, a Building Administrator will conduct an observation and/or have a reflective conversation with teachers. If the observation is selected, this will count as one of the teacher's two required observations.

7. Professional Growth Plans – Non-Probationary Teachers

A. Professional Growth Plans – Years 1-3
    a. Evaluator: By September 1, teachers will be notified who their trained evaluator will be for the school year. When possible, the same evaluator will be assigned to a teacher for all three years of the PGP. This evaluator is the person responsible for coordinating the Teacher Evaluation and Alt Comp processes over the course of the year, including the tracking of data. Teachers will be encouraged to monitor the data tracked by their evaluator.
    b. Plan Due Date: By October 15, teachers will develop or review a three-year plan that will allow the teachers to demonstrate they are meeting expectations with the Edina Performance descriptors. The PGP should be collaboratively developed with the trained evaluator. The teacher and evaluator must both agree to the plan.
    c. Focus for Years 1-3: While teachers are likely engaged with most, if not all, Edina Performance descriptors across the course of a school year, teachers are encouraged to develop more deliberate plans that allow them to have a more refined focus each of the three years of the plan instead of demonstrating expectations for most areas in a single year. In

general, it is expected that a teacher will intentionally focus on one third of the performance descriptors each year.

    i. Teachers will select Descriptor 13 in year 1 including the Student Engagement Survey.
    ii. Teachers will select Descriptor 4 in year 2. This will include a separate conference with their Peer Coach focused only on Descriptor 4.

d. Data Gathering and Documentation: The evaluator will document evidence related to all performance descriptors. Evidence shall be compiled in a format that is transparent and available to the teacher in a reasonable manner. A teacher will also have the opportunity to provide evidence for all performance descriptors. As aligned with statute, observational notes collected by the peer coach may not be shared with a teacher's administrator.
e. Evidence Opportunities: As part of the PGP plan, teachers may demonstrate performance, development, growth, and reflection through the following:
    i. Formal observations: scheduled observations, with pre- and post-observation conferences
    ii. Informal observations: drop-in, unscheduled observations or walkthroughs; may include pre- and post-observation conferences
    iii. Portfolio evidence: assembled documentary evidence (e.g., student work, lesson plans, research, websites, correspondence, etc.)
    iv. Surveys: survey data collected from peers, students, parents, etc.
    v. Reflective conferences: conferences between the teacher and the evaluator in which the teacher reflects in such a manner as to demonstrate the performance descriptor
    vi. Other: other means collaboratively developed by the teacher and evaluator
f. Year 3 Teachers: Administrators will conduct an observation and/or have a reflective conversation with teachers in year 3 of the PGP cycle for one of the three observations. This may include purposeful reflective conversations, observations, and/or walk-throughs and debriefings.
g. Edina Alternative Compensation Program ("Alt Comp") requirement: As long as Edina Public Schools continues to participate in Alt Comp, the following expectations are in place each year:
    i. A teacher will have at least two observation events during the school year as articulated in the Observation Framework (Appendix A).
        1. Round 1 will be a formal observation.
        2. Round 2 Observation Pathway Options include a formal observation or mini-observations.
    ii. A teacher must be "proficient" in at least five performance descriptors, as identified by the end-of-year PGP performance rating, to qualify for the Alt Comp PGP incentive.
    iii. Since the Professional Growth Plan encompasses three years, a single "proficient" or "developing" for Alt Comp does not guarantee that the final PGP report will contain the same rating for the descriptor.

h. Status Check: No later than May 28, year 1 and 2 teachers will meet with their assigned evaluators to review the status of their PGP plans. These status checks will:
    i. Identify performance descriptors that have been formalized
    ii. Identify evidence that has been accumulated for all performance descriptors
    iii. Allow the teacher to reflect on performance across the year as a whole
    iv. Allow the evaluator to identify any areas that may require additional attention/focus
    v. Provide an opportunity to begin planning for years 2 and/or 3.
i. Summative Professional Growth Plan (PGP) Report: Based on the evidence collected and reflections offered over the three years of the PGP cycle, the evaluator will complete a Summative Professional Growth Plan (PGP) report. The review will be shared in a meeting between the teacher and evaluator. A teacher may appeal the results of a summative PGP report. The summative review will include:
    i. The rubric level rating for each performance descriptor and specific rationale and/or notes for each descriptor
    ii. An opportunity for the teacher to offer comments for each descriptor

B. Role of the Administrator in the Non-Probationary Teacher's PGP
    a. Administrators may participate in any part of the teacher evaluation/Alt Comp process. Administrators will conduct an observation and/or have a reflective conversation with teachers in year 3 of the PGP cycle. If the observation is selected, this will count for one of the teacher's two required observations.
    b. At any point, an administrator/supervisor may request to be the evaluator of a non-probationary teacher for whom they have performance concerns. In this case, the administrator must clearly explain the performance concerns to the teacher. In such cases, the administrator should notify the program facilitator that performance concerns necessitate that the administrator be assigned as evaluator. Administrators are encouraged to notify the facilitator prior to September 1 of these situations when possible.
    c. During the school year, an administrator/supervisor may take over the evaluation process of any non-probationary teacher who has been disciplined. In this case, the performance concerns should be clearly presented to the TEC co-chairs.
    d. When an administrator/supervisor takes over the evaluation process of a non-probationary teacher, the observations become formal until concerns are resolved. The administrator may conduct as many observations as needed until the concern is resolved.
    e. When the administrator/supervisor takes over the evaluation process of a non-probationary teacher, teachers may be asked to add descriptors to their evaluation process for the year.
    f. When the administrator/supervisor takes over the evaluation process of a non-probationary teacher, data collection may include additional sources, but must be documented in the rubric and separately addressed with the teacher in a timely fashion.

g. When the administrator/supervisor take over involves more than one evaluator (i.e. Principal and Student Support Services admin or Principal and Assistant Principal), final PGP ratings will be determined by consensus between the evaluators.
h. In addition to leading the formal teacher evaluation process for teachers, administrators should provide additional levels of assistance for the non-probationary continuing contract teacher as necessary.
i. Non-probationary teachers on an assistance level (see section 14) will be assigned to an administrator/supervisor.

8. Observation Standards

A. Each non-probationary teacher will participate in a minimum of two observations each year as articulated in the Observation Framework (see Appendix A)
B. Each probationary teacher will participate in a minimum of three observations each year.
C. Peer coaches shall be assigned to teachers by the Program Facilitator. A teacher may request a different peer coach through the Program Facilitator. The Program Facilitator shall attempt to honor these requests but may deny them due to staffing needs or insufficient rationale. A teacher may appeal a denied request to the Teacher Evaluation Committee (see Section 18).
D. Pre-Observation Conference
    a. A pre-observation conference is a meeting, usually 15-30 minutes in length, between teacher and administrator/coach.
    b. Probationary teachers: the teacher and the administrator shall mutually schedule a pre-observation conference prior to each observation.
    c. Non-probationary continuing contract teachers: the teacher and the peer coach shall mutually schedule a pre-observation conference prior to the first observation. For subsequent observations, pre-observation conferences shall be scheduled in a mutually agreeable format.
    d. Pre-observation conferences should occur within three working days of the actual formal observation or first mini-observation.
    e. The teacher is encouraged to complete a pre-observation form for each pre-observation conference. The form provides the teacher with an opportunity to state their objectives for the experience that will be observed. These objectives should align with the teacher's Professional Growth Plan (PGP).
E. Observations
    a. For probationary teachers, the first observation shall occur no later than November 1 and at least three observations must be completed by March 1.
    b. For non-probationary continuing contract teachers, the first observation shall occur no later than the last day of semester 1. The observation time shall be scheduled by mutual agreement. The second observation shall occur no later than May 28.
    c. For each observation, the peer coach or administrator will:

        i. Arrive promptly at the scheduled time, remain for the specified time, and observe the total environment.
        ii. Gather information to help determine that the teacher is meeting the established performance descriptors.
        iii. Try to remain inconspicuous, although under certain pre-identified circumstances, they may enter into activity with the class.
        iv. Observe the total situation, including consideration of activities before and after the time being observed.
        v. Objectively record what occurs during the observation.
    d. Scheduled observations may cover a specific lesson component, an entire lesson, a class period, or a planned activity. Observations may include guided practice activities, IEP meetings (with parental consent), presentations, performances, and/or other customary job-related activities that do not necessarily find the staff member in a typical classroom setting.
    e. Formal observations and Round 2 Pathway Options are designed to encompass approximately 30 minutes of instructional time.
    f. When more than one administrator is assigned to a teacher, both administrators will observe formally at least once.
    g. Administrators may conduct unscheduled observations. These observations must be followed by a post-observation conference that is scheduled at a mutually agreeable time between the administrator and teacher. In the event of an unscheduled observation, the administrator is strongly encouraged to make a brief contact with the teacher before the observation to learn the planned objectives and learning activities.

F. Post-Observation Conference
    a. Following each observation, the peer coach or administrator will analyze the data collected, and the teacher should reflect on what occurred during the observation or experience (non-probationary, only).
    b. A post-observation conference should be scheduled at a mutually convenient time, but no more than three school days after the formal observation or final mini-observation. A post-observation conference is recommended to be scheduled for approximately 30 minutes. If there are performance concerns, the peer coach shall immediately address them with the teacher.
    c. During the post-observation conference, the peer coach or administrator will share all data collected during the observation
    d. Reflection should occur for all identified descriptors for the observation. Elements of the teacher's Professional Growth Plan and Student Learning Goals shall be identified.
    e. Teachers, peer coaches, and administrators shall strive for open, honest exchanges while maintaining courtesy, tact, and professionalism.
    f. All documentation required of the peer coach or administrator should be provided to the teacher at the post-observation conference. If this is not possible, the peer coach or administrator shall provide such documentation within five school days after the observation.
    g. If a peer coach notes that a teacher needs help to meet the requirements of their Professional Growth Plan, the peer coach will work with the teacher to identify support and resources available to achieve the appropriate standards. If the peer coach continues not to

observe evidence of the components of either the teacher's Professional Growth Plan or Student Learning Goals, the peer coach shall notify the Program Facilitator of the concern as early as possible during the school year, but no later than February 1. The Program Facilitator may then reassign, no later than February 15, the teacher to the appropriate administrator for the remainder of the observation process. In such a case, the administrator shall be responsible for conducting any necessary observations and the summative SLG report with the teacher. If necessary, an administrator may develop a program, in cooperation with the teacher, to help the teacher improve performance. Subsequent observations will be related to the assistance offered and to the progress, or lack of progress, toward improvement. The Program Facilitator must be notified that such a plan has been created. The EM/E President shall be notified of all these instances.

h. If a teacher disagrees with a decision made by a peer coach or administrator during the post-observation conference, the teacher may appeal this decision (see Section 18).

9. Professional Growth Plan – Probationary Teachers

Minnesota Statute §122A.40, subd. 5 defines probationary teachers and the District's legal obligation toward them.

A. Probationary teachers will be evaluated by their assigned supervisor(s).
B. Probationary teachers do not create a specific Professional Growth Plan (PGP) plan as the District expects supervisors to evaluate all aspects of a probationary teacher's performance during each year of probationary status.
C. Supervisors must meet individually with probationary teachers in August and/or September to develop a plan to conduct a minimum of three formal observations by March 1. The first observation will occur within 90 days of the start of teaching service. During the initial meeting, the supervisor shall review the Edina Performance Descriptors with the teacher, along with the rating levels. If a supervisor wants to collect evidence via means in addition to observations, this collection should be discussed during the planning meeting as well.
D. Because probationary teachers are new to Edina they may demonstrate a range of ratings across the performance descriptors.
E. After three years, teachers (such as Occupational Therapists and Physical Therapists) who do not meet the statutory requirements of continuing contract, will be assigned a peer coach.
F. Probationary teachers will work on a subset of 'focus' descriptors associated with their particular year of probation.
    a. 1/3 Probationary Status Focus Descriptors: 2, 3, 5, 6, 8, 11, 12, 13, 15, 16
    b. 2/3 Probationary Status Focus Descriptors: 1, 3, 5, 6, 7, 9, 10, 11, 13, 16
    c. 3/3 Probationary Status Focus Descriptors: 3, 4, 5, 6, 11, 12, 13, 14, 15, 16
G. One of one (1/1) probationary teachers will be evaluated on all 16 descriptors.
H. Tier 1 and Tier 2 licensed teachers will cycle through the probationary 'focus' descriptors for years 1-3. If they maintain their Tier 1 or 2 license in years four through eight, they will continue to cycle through the 1/3, 2/3, and 3/3 'focus' descriptors until achieving probationary status. Upon receiving probationary

status, they will be assigned the 'focus' descriptors associated with their probationary placement.

I. Administrators will review all descriptors each year with their probationary teachers and may make recommendations for renewal based on the evaluation of all descriptors.
J. Summative reports for probationary staff will be based on focus descriptors
K. Administrators can add descriptors to a teacher's requirement based upon current performance or performance in the previous year.
L. For probationary teachers who are assigned multiple evaluators within a single academic year, Summative Report ratings will be determined by consensus between the evaluators.
M. Probationary teachers are eligible for all Edina Alt Comp incentives, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals:
    a. PGP: A teacher must complete at least three observations and be "proficient" in at least five performance descriptors, as identified by the Summative Report ratings.
    b. SLG: Teachers must be "proficient" in the implementation component of the SLG Rubric (see Appendix B).
    c. Site Goal: Incentives are awarded based on their site meeting their identified student achievement goal

10. Rating Levels

The Edina teacher evaluation program shall use three rating levels. These rating levels shall be used for:

a. rubrics for the performance descriptors
b. the summative Professional Growth Plan (PGP) evaluation
c. the Student Learning Goal

The rating levels and their definitions are:

Proficient: A teacher at this level demonstrates solid, expected performance, meeting and/or exceeding standards for proficiency. Experienced, professional educators primarily will be at this level.

Developing: A teacher at this level requires changes in performance to meet expectations for proficiency but overall displays patterns of professional growth that suggest improvement is likely.

No Evidence: A teacher at this level does not demonstrate evidence of the descriptor. Teachers at this level will require substantial development to meet standards for proficiency.

11. Performance Descriptors

The following are the Edina Performance Descriptors.

Edina Performance Descriptors
Classroom Teachers

1. Plans instruction that helps students develop enduring skills
2. Identifies standards and learning targets for instruction and assessment
3. Uses data, including assessments of student knowledge and skills, to guide and modify planning and instruction
4. Implements current research in curriculum, content-area knowledge, and instructional practices in instructional preparation
5. Delivers instruction using a range of instructional strategies
6. Communicates high, yet attainable expectations for all students
7. Provides students various pathways to access and explore content
8. Uses a variety of methods to assess student learning
9. Provides students clear, specific, actionable feedback
10. Assists students in developing self-assessment skills
11. Creates and maintains a safe, equitable, and culturally inclusive learning environment
12. Develops and maintains clear standards of conduct
13. Engages and motivates students in the learning process
14. Promotes a culture of persistence
15. Communicates and works collaboratively with families and/or community partners
16. Communicates and works collaboratively with colleagues and other district staff

Edina Performance Descriptors
Non-Classroom Teachers

Note: The language "students, families, and/or staff" is inclusive language meant to encompass all individuals who receive instruction and service from non-classroom teachers. Non-classroom teachers and evaluators should work cooperatively to determine the appropriate target group(s) for service.

1. Plans services and/or develops programs designed to meet the needs of students, families, and/or staff and are appropriate to the setting
2. Identifies standards and best practices for the delivery of service
3. Uses data from multiple sources to guide and modify planning, program development, and delivery of service
4. Uses current research in standards, cultural competence, field-specific knowledge, and applicable laws in program preparation
5. Delivers programs and services, using a range of techniques appropriate to the field
6. Communicates high, yet attainable expectations for students, families, and/or staff
7. Demonstrates flexibility in delivery of service
8. Uses a variety of methods to assess student, family, staff, and/or program growth/progress/development
9. Provides clear, specific, actionable feedback
10. Assists students, families, and/or staff to develop self-assessment skills

11. Establishes and maintains a safe, equitable, and culturally inclusive learning environment
12. Develops and maintains clear standards of conduct
13. Engages and motivates students, families, and/or staff in the educational environment
14. Promotes a culture of resilience
15. Communicates and works collaboratively with families and/or community partners
16. Communicates and works collaboratively with colleagues and other district staff

12. Student Learning Goals

A. Each teacher will annually develop a Student Learning Goal (SLG). This program element will be used to meet the Minnesota Statute §122A.40, subd. 8(b)(9) requirement for a measurement of student learning.
B. Teachers should have the ability to select their individual goal, recognizing that they may have two areas to work on during the year (SLG & Site Goal). The goal should align with the Site Goal and prioritize targeted growth with underserved, underrepresented populations.
C. The goal must be developed and submitted to the teacher's assigned evaluator no later than October 15. The teacher and evaluator should discuss the goal and the teacher's rationale for the goal as part of the approval process.
    a. Teachers who do not submit their goals by October 15 may have their SLG incentive pro rated as determined by the Teacher Evaluation Committee.
    b. Teachers hired after the start of the school year will be expected to submit their goal within 5 weeks of hire.
D. The assigned evaluator will review the submitted goal and either (1) approve it or (2) return it to the teacher with suggestions for revisions. If there are suggestions for revisions, the teacher and evaluator should work collaboratively to address these suggestions in the SLG. This revision process must be completed by October 15.
E. SLGs may either be growth goals or proficiency goals:
    a. Growth goals use (pre-)assessment data to determine where students are relative to the focus of the goal. The teacher then establishes a goal that tracks the learning growth of students from the pre-assessment to the final assessment. A growth goal is more focused on the individual growth/improvement of students.
    b. Proficiency goals identify a level of performance that students would be expected to meet by the conclusion of the instruction. A proficiency goal is more focused on the final expected level of performance/learning for all learners or a subset of learners.
F. SLGs may either be targeted or whole-group:
    a. Targeted SLGs allow a teacher to focus on those students who need the most development relative to the standard chosen for the SLG. Targeted students often require additional support or more intensive instruction.

    b. Whole-group SLGs involve a teacher selecting all students in a class or set of classes who are working on the standard chosen for the SLG.

G. SLGs will be aligned with the Essential Elements of Culturally Proficient School Systems (CPSS).

H. An SLG will have the following components:
    a. A goal statement
    b. Identification of growth-focused or proficiency-focused goal (check box)
    c. Identification of targeted or whole-group goal (check box)
    d. The standard on which the goal/student performance is based (note – these goals may be Minnesota academic standards or national organization standards)
    e. Implementation overview (e.g. instruction, interventions, collaboration, progress monitoring, Professional learning, check-points, etc.)
    f. Final Data Point (e.g., means of assessment, common assessment, FAST Bridge, etc.)

I. SLGs, in general, are expected to encompass a significant amount of the school year. For example, a year-long goal is preferable to a three-week unit goal. However, the goal and student performance should dictate the timeline.

J. SLGs will be reviewed throughout the year with a teacher's evaluator or Peer Coach. At this time, it is acceptable for the goal to be revised based on data collected to-date.

K. Data related to the SLG final assessment must be shared with the assigned evaluator no later than May 28. If a later date is required, that should be approved in the teacher's SLG plan submitted in September.

L. The teacher and the evaluator will meet to discuss and reflect on the results of the SLG.

M. For any SLG not rated as "proficient", the evaluator must provide written rationale for the rating.

N. A teacher may appeal a rubric rating of the SLG (see Section 18).

O. As long as Edina Public Schools continues to participate in the Alt Comp program, the format of the Student Learning Goal for Alt Comp shall contain the components identified here. The incentive for the SLG in Alt Comp will continue to be awarded based on successful implementation of the SLG.

P. SLGs, without information that identifies the teacher, may be shared within the District as a learning tool.

Q. The Student Learning Goals shall take the place of other individual goals required of teachers, unless otherwise allowed for in the MOU.

R. The teacher and the evaluator will meet to review the results of the SLG. This meeting may be combined with the year-end PGP status check/summative review.

13. Evaluators

A. Assignment of Evaluators
    a. Probationary teachers will be assigned their direct supervisor(s) as their evaluators.
    b. Non-probationary teachers will be assigned a peer coach except in the following instances:
        i. In the spring of a school year, an administrator/supervisor may request to be assigned a random sampling of non-probationary

teachers, preferably from PGP year 3, in the subsequent school year as a means to have a sense of the work teachers at the site are engaged in.

ii. If an administrator/supervisor has requested to be assigned as coach for the teacher. (see section 7.B.b)

c. Coaches and teachers will work together for a maximum of three years. After three years, the teacher will be assigned to another coach. It is our belief that working with a new coach provides teachers with additional opportunities for growth and reflection. Special considerations may be made for individuals (i.e. Immersion classes/teachers).

B. Training

a. Both administrators/supervisors and teachers may be trained evaluators in the Edina teacher evaluation program.

b. District administrators, coordinators, and supervisors who directly supervise probationary and non-probationary teachers must complete the required training of the Edina teacher evaluation program to be a qualified evaluator for the program.

c. Peer coaches must complete the required training of the teacher evaluation program to be qualified evaluators for the program.

d. The Teacher Evaluation Program Facilitator shall develop annual and ongoing training for evaluators. This training shall be required for all evaluators.

e. The TEC shall determine criteria that evaluators must complete/demonstrate to be considered qualified. An evaluator must maintain this qualified status to complete evaluations in the Edina teacher evaluation program.

C. Peer Coaches

a. Non-probationary teachers with a current Minnesota teaching license and at least three years of teaching/education experience are eligible to be evaluators.

b. The ratio of non-probationary teachers to peer coach will be no more than 110- to-1.

c. As long as Edina Public Schools continues to participate in the Alt Comp program, teacher evaluators shall serve concurrently as Alt Comp coaches. Teachers serving as evaluators and Alt Comp coaches must be hired under the process determined in Section 13.C.i.

d. The Teacher Evaluation Committee shall recommend teacher evaluators for the subsequent school year no later than April 1 using a process that it determines.

e. Peer coaches shall serve three-year terms. Whenever possible, terms will be staggered to ensure a balance between experienced and new coaches.

f. Coaches may serve a maximum of two terms, but they must re-apply and interview for their positions upon completion of the first term. All terms are subject to termination upon withdrawal from the plan by either party. Peer coaches shall be considered a teacher-on-special-assignment under the terms of the Agreement between the District and EM/E.

g. The District and EM/E agree that full-time peer coaches are the most effective option for this program. Therefore, whenever possible, peer coaches shall serve in this position full-time.
h. The Director of Teaching and Learning shall be the supervising administrator for the peer coaches.
i. Hiring guidelines
    i. The District shall follow its usual posting timelines for peer coach positions.
    ii. Hiring preference shall be given to teachers with experience in the Edina Public Schools and who have achieved non-probationary continuing contract status. If not enough candidates apply, the District and EM/E shall work together to seek qualified internal candidates before an external candidate posting occurs.
    iii. The interview committee's size and process shall be determined by the Director of Teaching and Learning and the EM/E President. The Program Facilitator will chair the interview committee. In addition to the Program Facilitator, the committee shall have an equal number of District and EM/E representatives.
    iv. Peer Coaches must be interviewed and hired specifically for these positions. The District may not unilaterally re-assign a teacher as a peer coach, unless the process in the Agreement between the District and EM/E for an unrequested leave of absence for a continuing contract teacher requires reassignment.
    v. The hiring committee shall strive to create balance with the backgrounds of the peer coaches (e.g., elementary vs. secondary, curricular expertise, etc.)
j. Peer coaches shall be assigned to as few sites as reasonable under the circumstances.
k. Peer coaches shall be eligible for all components of Alt Comp.
l. Peer coaches shall be paid commensurate with their placement on the schedules in Appendix A & B of the Agreement between the District and EM/E. Peer coaches may work additional days, at their pro rated daily rate of pay or for comp time, during the summer, as pre-authorized by the Director of Teaching and Learning.
m. Peer coaches shall receive appropriate paid training in cognitive coaching and other professional learning related to district-initiatives to best support district staff. The Program Facilitator and the Director of Teaching and Learning shall coordinate the training.
n. Peer coaches shall receive a base office (including lockable desk or filing cabinet) at the District Office.
o. Peer coaches shall receive appropriate technology and training.
p. If there are performance concerns about a peer coach, the Program Facilitator and the peer coach shall attempt to resolve the concerns. If no resolution is reached, the concerns shall be referred to the Director of Teaching and Learning. If the performance concerns are not resolved, the peer coach may be reassigned to a teaching position, as qualified, in the District if one is available in accordance with the process outlined in Article 6 (Unrequested Leaves of Absence) of the Agreement between the District and EM/E. A peer coach may appeal any element of this process.

q. Upon completion of their work as a peer coach, a teacher shall be returned to the same position held prior to the assignment or, if not available, to a comparable position for which they are licensed. The peer coach shall have a placement conference with the Director of Teaching and Learning to help discern the placement for the teacher.
r. The peer coach job description is attached to this Memorandum for information purposes (see Appendix C).

14. Performance Assistance

Non-probationary teachers who are not meeting program expectations may be placed into one of three levels of assistance.

A. The Edina teacher evaluation program is grounded in the philosophy that teachers can improve with appropriate time and support.
B. Teachers placed on an assistance plan shall be eligible for incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals.
C. Prior to a teacher being placed in any level of assistance, the teacher should have received assistance from their evaluator. This assistance may involve directed coaching, referral to a mentor, sharing of resources, or other positive interventions.
D. In general, teachers should begin at Level 1, meaning that areas for growth or improvement are identified proactively and require relatively moderate attention.
E. All levels of assistance shall involve formal, written plans that describe the assistance that will be provided and the expectations for the teacher receiving the assistance.
F. Assistance plans shall state their duration. They generally shall be for one school year.
G. When a teacher needs an assistance plan, the appropriate administrator(s) and the teacher will work with the program facilitator to develop an assistance plan that is consistent with the requirements of this MOU. The program facilitator will notify the Teacher Evaluation Committee when teachers are placed on assistance plans, but will keep the identity of the teachers confidential.
H. A teacher requiring an assistance plan has the right to union representation throughout the development and implementation of the plan.
I. A teacher requiring an assistance plan will come off of the three-year evaluation cycle (section 6). Upon completion of their assistance plan, they will return to Year 1.
J. Teachers have the right to appeal placement on any level of assistance.
K. Level 1 Assistance
    a. Teachers may be placed in Level 1 Assistance following these guidelines:
        i. If a teacher has two or more performance descriptors rated as developing or 'no evidence' in the Professional Growth Plan (PGP) summative evaluation at the end of Year 3.
        ii. During school years prior to the PGP summative evaluation, an administrator may recommend a teacher for Level I assistance by presenting a written request, including appropriate

documentation, to the TEC co-chairs, who will determine if the request shall be supported

iii. If a teacher has two consecutive years of SLG final evaluations rated as developing or 'no evidence' (all three rubric elements rated developing or 'no evidence')

b. A Level 1 assistance plan will identify training and support the District will offer the teacher. Level 1 assistance plans may require observations, beyond the requirements for all teachers, for successful completion.
c. A teacher on a Level 1 assistance plan will be assigned an administrator/supervisor as evaluator.
d. If a teacher does not successfully complete the Level 1 assistance plan, the teacher may either be required to complete a second year on Level 1 or may be placed on Level 2 assistance.

L. Level 2 Assistance
   a. Teachers may be placed in Level 2 Assistance if the expectations of the Level 1 assistance plan were not met.
   b. A Level 2 assistance plan has a remediation focus. It will identify training and support the District will offer the teacher. It will also specify specific actions the teacher will be expected to take throughout the year to demonstrate improved performance.
   c. Teachers on Level 2 assistance will be assigned a trained mentor. The TEC shall determine the qualifications for trained mentors. This trained mentor will serve as a confidential support for the teacher. The mentor may share information about the teacher's performance with written permission of the teacher.
   d. A teacher on a Level 2 assistance plan will be assigned an administrator/supervisor as evaluator.
   e. Teachers on a Level 2 assistance plan may request specific training and support. The TEC shall determine, in consultation with the evaluator, if this training and/or support will be approved and funded through Q Comp.
   f. If a teacher does not successfully complete the Level 2 assistance plan, the teacher may either be required to complete a second year on Level 2 or may be placed on Level 3 assistance.

M. Level 3 Assistance
   a. Teachers may be placed in Level 3 Assistance if the expectations of the Level 2 assistance plan were not met.
   b. A Level 3 assistance plan has an intensive assistance focus. It will identify training and support the District will offer the teacher. It will also specify specific actions the teacher will be expected to take throughout the year to demonstrate improved performance.
   c. Teachers on Level 3 assistance will be assigned a trained mentor. This trained mentor will serve as a confidential support for the teacher. The mentor may share information about the teacher's performance with written permission of the teacher.
   d. A teacher on a Level 3 assistance plan will be assigned two administrators/supervisors as evaluators. The site administrator will serve as the lead evaluator in the assistance plan.
   e. Teachers on a Level 3 assistance plan may request specific training and support. The TEC shall determine, in consultation with the evaluator, if

this training and/or support will be approved and funded through Q Comp.

f. If a teacher does not successfully complete the Level 3 assistance plan, the teacher may either be required to complete a second year on Level 3 or may be recommended for discipline and/or termination. Discipline and/or termination must be in accordance with the terms of the Agreement between the District and EM/E and Minnesota statutes.

15. Professional Learning

In order for the teacher evaluation program to be successful, professional learning activities must be coordinated with the various elements of the program.

A. Annually, teachers will be provided with a review of the basic components of the teacher evaluation program.
B. The District will develop a multi-year plan of professional learning opportunities that address the dynamic needs of educators aligned with state mandates, state standards, technology developments, relicensure requirements, new research and the Edina Performance Descriptors.
C. As part of annual professional learning, time will be provided to teachers to work on PGP, SLGs, and other elements of the teacher evaluation program.
D. The Teacher Evaluation Committee may make recommendations for training opportunities and work cooperatively with the Teaching and Learning Department to deliver necessary teacher evaluation training.
E. Professional Learning Communities (PLCs)
    a. All teachers will have the opportunity to participate in a PLC.
    b. Teachers may form their own collaborative teams based on common students or content standards taught. Teachers are only expected to be part of one collaborative team.
    c. Teachers in collaborative teams will be encouraged to work on elements of their Student Learning Goals as a team, including sharing of research, the use of common assessments, and analysis of student data.
    d. Collaborative teams will have a goal of meeting, on average, 30-60 minutes weekly during the duty day.
    e. Collaborative team time is exclusive of prep time and duty-free lunch periods.
    f. For those teams that cannot meet during the duty day (i.e. some specialists and non-classroom teachers), the District will help to provide scheduled time throughout the year (e.g. through professional learning days, in-service days, release time with sub coverage) for collaborative team time when possible. In addition, teams may also propose alternative options for meetings to their site supervisor for approval. Such proposals may involve compensatory time, flex time, or hourly compensation for hours outside the duty day.
    g. Unique circumstances for creating meeting times will be agreed upon by the PLC team and the site supervisor(s) (i.e. some specialists and non-classroom teachers).

16. Teacher Induction and Mentorship

The District and EM/E believe that a strong new teacher induction and mentorship program is integral to the success of teachers new to Edina Public Schools.

A. Teachers new to Edina Public Schools will have up to three days of new teacher training prior to the start of the school year. The focus of this training will include:
    a. An introduction to the District
    b. An overview of the curriculum and instructional models of the District
    c. An introduction to the teacher evaluation program
B. The District and EM/E will work cooperatively to develop new teacher training.
C. Consistent with section 5.01.1 of the Agreement between the District and EM/E, teachers in their first year of teaching in the District who have less than three full years of full-time, credible teaching experience as determined by the District will be required to participate in the New To Edina Teacher training (NETT) program. These sessions will be collaboratively planned by the District and EM/E.
D. Mentorship
    a. Teachers in their first year in Edina will be assigned a mentor. When possible, the pairing will be based on content and level. Teachers and mentors will meet monthly for 60 minutes.
    b. Non-probationary teachers will have the opportunity to express interest to become mentors. Building principals will select the building mentors for their site.
    c. Mentors will receive training focused on role expectations.
    d. Mentors will be expected to have monthly interactions and complete two observation events with their assigned teachers.
    e. The mentor role is a one year commitment.
    f. Mentors shall be compensated for their time either with a $500 stipend or one comp day.

17. Teacher Evaluation Committee (TEC)

A. The Teacher Evaluation Committee (TEC) shall have 8 members, 4 appointed by the District and 4 appointed by EM/E. Each party may use its own process to determine its members.
B. Committee members shall serve a two-year term that runs from July 1 to June 30.
C. The TEC shall have co-facilitators, one appointed by the District and one appointed by EM/E.
D. The TEC shall meet regularly to fulfill its responsibilities.
E. Responsibilities include:
    a. Program oversight
    b. Recommendation for the process for the hiring of evaluators
    c. Recommendation of training for evaluators
    d. Recommendations for faculty training
    e. Oversight of the mentorship program
    f. Make recommendations for revisions to the program

    g. Review annual teacher evaluation program reports for the District's School Board and EM/E's Governance Board

F. Teacher members of the TEC will be compensated according to the amount on the Extra Service Schedule Appendix D in the Agreement between the District and EM/E.

18. Appeals Process

A. Individuals, the District, or EM/E may use the appeals process to address concerns with evaluations, decisions, or implementation of the teacher evaluation program. A probationary teacher may not appeal their non-renewal for performance to the Teacher Evaluation Program's Appeal Committee.
B. A request for an appeal shall be made in writing to the co-chairs of the Teacher Evaluation Committee.
    a. Appeal requests must be submitted within the same school year (by the final duty day) of the event/decision that is being appealed.
    b. The Teacher Evaluation Committee will confirm receipt of appeal within three duty days.
    c. Appeal requests submitted outside of this time frame are appealed upon consensus of the co-chairs of the TEC.
C. The TEC will review all requests to determine if the request for appeal will be forwarded to the Appeals Committee.
    a. The TEC will review all requests as part of their monthly meetings.
    b. When possible, the TEC will respond to requests within 21 days of receipt.
D. The co-chairs of the TEC shall facilitate the appeals schedule and process.
E. The appeals committee shall be composed of three District representatives, building- or district-level administrators, appointed by the superintendent, and three EM/E representatives, appointed by the EM/E President. Members of TEC shall not serve on the appeals committee. EM/E representatives shall be compensated at their pro rated rate for time outside of the duty day or contract year.
F. When possible, the appeals committee shall meet within 21 calendar days of receipt of the written appeal. The TEC co-chairs may extend the timeline, and will notify the teacher of the change and reason for the extension.
G. The TEC shall determine the format of appeals committee hearings.
H. A teacher has the right to union representation at the appeals hearing.
I. The appeals committee shall meet in private to deliberate on the appeal. The decision is by majority vote.
J. Information in the appeal and committee deliberations shall be confidential. Members of the appeals committee shall not share this information outside of the committee.
K. The appeals decision by the Appeals Committee is final.

19. Program Facilitation

A. The Teacher Evaluation program shall have a full-time facilitator.
B. The Program Facilitator shall be the primary individual responsible for the day-to-day implementation of the Teacher Evaluation program.

C. The facilitator will also serve as the Alt Comp Facilitator as long as Edina Public School participates in the Alt Comp program.
D. The facilitator shall be a teacher with at least three years of experience in Edina Public Schools.
E. The Director of Teaching and Learning shall be the supervising administrator for the Program Facilitator.
F. The District and EM/E shall each appoint three people to an interview team to recommend a candidate as program facilitator, if interviews are needed.
G. Hiring guidelines
    a. The District shall follow its usual posting timelines for this position.
    b. The District shall attempt to hire the Program Facilitator from within current teacher ranks. If a qualified candidate does not apply, the District and EM/E shall work together to seek qualified internal candidates before an external candidate posting occurs.
    c. The Program Facilitator must have a Minnesota teaching license and a minimum of five years' experience in an educational setting.
    d. Hiring preference will be given to a teacher with experience in the Edina Public Schools and who has achieved non-probationary continuing contract status. Preference shall also be given to teachers with knowledge of both District and EM/E policies and procedures.
    e. The Program Facilitator must be interviewed and hired specifically for this position. The District may not unilaterally re-assign a teacher as the facilitator.
H. The Program Facilitator shall be eligible for all components of Alt Comp.
I. The Program Facilitator shall be paid commensurate with their placement on the Salary Schedule (per the Agreement between the District and EM/E). Additionally, the Program Facilitator may be assigned Additional Services related to Teacher Evaluation, at their pro rated daily rate of pay or through comp time, up to 100 hours during the summer.
J. The Program Facilitator shall receive appropriate paid training in cognitive coaching and other professional learning related to district-initiatives to best support district staff.
K. The Program Facilitator shall receive a base office (including lockable desk or filing cabinet) at the District Office.
L. The Program Facilitator shall receive appropriate technology and training through the Alt Comp budget.
M. The Program Facilitator shall perform the observations of the peer coaches.
N. The Program Facilitator shall work with the Department of Teaching and Learning to develop meaningful professional learning opportunities for all teachers.
O. The Program Facilitator shall work with the Minnesota Department of Education on the implementation of the Teacher Evaluation and Alt Comp programs.
P. The Program Facilitator may serve as a peer coach on a limited basis.
Q. The Program Facilitator shall track all recommended changes to the program and this document. The Program Facilitator shall share these recommendations with the District and EM/E as needed.
R. The Program Facilitator shall serve a three-year term. The district will post the position for application every three years (per section 3.12 of the Agreement between the District and EM/E). The incumbent may apply for the posting.

S. Upon completion of their work as Program Facilitator, the teacher shall return to the same position held prior to the assignment or, if not available, to a comparable position for which they are licensed. The teacher shall have a placement conference with the Director of Teaching and Learning to help discern the best placement for the teacher.
T. The Program Facilitator job description is attached to this Memorandum for information purposes (see Appendix D).

20. Due Process

A. The design, research, and development of the Teacher Evaluation Program, along with its accompanying forms, are an ongoing, collaborative effort involving administrators and teachers. The process and observation tools shall be re-evaluated periodically to ensure their relevance to current practices and standards.
B. Copies of this Memorandum shall be available to the entire staff.
C. The Edina Public Schools Teacher Evaluation Program provides due process protection for teachers, observers, and administrators.
    a. Teachers are provided an opportunity to respond at each reporting cycle and may request a personal conference in the event of disagreement with ratings from building supervisory personnel or Peer Coach. The appeals channel is to the Alt Comp Appeals Committee.
    b. At all times, the teacher may have a union representative present.
    c. All reports of unsatisfactory performance in the Teacher Evaluation Program process must be in writing, enumerate shortcomings in a specific manner, and be shared with the teacher.
    d. Each teacher must be provided access to the file of their observation reports.
    e. In addition, it is understood that everyone involved in the Teacher Evaluation Program is to be provided substantive due process, e.g., what is done in the observation process is intended to be fair, rational, and reasonable. The teacher who is not presently meeting job standards must be given the time, support, and opportunity to meet the standards.

21. Miscellaneous

A. The teacher evaluation program outlined in this Memorandum shall be the sole evaluation program for teachers in the District.
B. The District and EM/E continue to commit to the Edina Alt Comp program. We agree that the 2026-2028 Memorandum of Understanding related to Teacher Evaluation, has incorporated the Alt Comp Program's Memorandum of Understanding.

22. Terms of the Memorandum and Revisions to the MOU

A. This MOU shall be in effect upon ratification by both EM/E and the District through June 30, 2028. Each group shall use its own processes for approval.

B. The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.
C. During the period in which this MOU is in effect, the District, EM/E, or the Teacher Evaluation Committee may propose revisions to the MOU that could be approved by the District and EM/E as an addendum to this MOU until its date of renewal.
D. If the Legislature makes significant changes to either Teacher Evaluation or Q Comp statutes, this teacher evaluation MOU shall immediately be opened for renegotiation between the District and EM/E. Performance increments will be granted at the start of the school year subsequent to the discontinuation of the Alt Comp program subject to the performance increment requirements of this Agreement.

For the District:	For Education Minnesota/Edina:
_____	_____
_____ Date	3/11/2026 Date

Appendix A

Observation Framework

The following framework will be used for non-probationary teachers

Round 1: Formal Observation
Observer: Peer Coach
Timeline: October 15 - end of Semester 1

Round 2: Observation Pathway Options
- Formal Observation
- Scheduled Mini Observations
- Flexibly Scheduled Mini Observations

Observer: Peer Coach
Timeline: Start of Semester 2 - May 28

Other Required Events
- Administrator Event in Year 3: either formal observation or a reflective conference focused on the implementation of new learning
- Descriptor 4 Conversation: Year 2
- Student Engagement Survey: Year 3

Appendix B

Student Learning Goal Rubric

The following are the components of the Student Learning Goal.

Component	Definition
Implementation	The SLG is implemented with fidelity, possibly with modifications for improvement made as appropriate throughout the year
Results	Most or all student results meet the goal
Reflection	Teacher reflection on implementation and results clearly identifies reasons for student results and suggests means to improve the implementation and/or student results in the future

Appendix C

Edina Public Schools
Job Description
Peer Coaches

Reports to: Director of Teaching and Learning

Purpose of Position:
The Peer Coach operates as a facilitator of the Teacher Evaluation and Alternative Compensation programs by providing expertise and knowledge to the employees participating in the program. Essential to the job responsibilities is an ability to coach teachers to reflect on their journey as related to: Edina's Vision, Mission, and Strategic Priorities.

Essential Duties and Responsibilities:

- Conducts observations of teachers for the Teacher Evaluation and Alternative Compensation programs, including all conferences of the observation cycle (planning conferences, pre-observation conferences, observations, post-observation conferences, and summative conferences.) and evaluation of Professional Growth Plans and Student Learning Goals
- Collaborates with teachers and administrators to establish action plans and evaluate a teacher's progress on their Individual Professional Review cycle
- Assists individual teachers with analysis of student achievement data
- Maintains accurate records for all assigned teachers in the Teacher Evaluation Program
- Maintains appropriate background and training in cognitive coaching and other professional learning related to district-initiatives to best support district staff
- Works with the Teacher Evaluation Program Facilitator to ensure Teacher Evaluation and Alternative Compensation policies and procedures are maintained
- Participates in and may lead professional learning opportunities for teachers. These opportunities may include cognitive coaching, peer feedback, team teaching, demonstrations, and presenting strategies to improve instruction, lesson design, and classroom management.
- Attends all training and peer coaching meetings required for the position
- Keeps current on research in the best practices associated with peer coaching and evaluation techniques.
- Provides release time for colleagues to have the opportunity to observe other colleagues
- Maximum caseload of 110 classroom teachers per coach

Required Qualifications:

- Minnesota teaching licensure
- Minimum three years teaching experience in Edina Public Schools
- Completed 1-day Edina Culturally Proficient School Systems training
- Excellent written and verbal communication skills
- Experience and training in a wide range of instructional and student management strategies preferred

Additional Information:

- Peer Coaches shall serve in their position for a three-year term and shall be considered a non-instructional position under the terms of the Agreement between the District and EM/E.

Appendix D

Edina Public Schools
Job Description
Teacher Evaluation and Professional Learning Facilitator

Reports to: Director of Teaching and Learning

Purpose of Position:
The Teacher Evaluation and Professional Learning Facilitator operates as a leader for the Teacher Evaluation program by providing expertise and knowledge to the employees participating in the program. This position also provides support for coordinating professional learning activities for licensed staff in the school district.

Essential Duties and Responsibilities:

- Provides leadership for the Teacher Evaluation program
- Provides coordination and support for professional learning
- Participates in the hiring of Peer Coaches
- Sets goals with, conducts observations of and evaluates Peer Coaches for the Teacher Evaluation and Alternative Compensation program, including all conferences of the observation cycle (planning conferences, pre-observation conferences, observations, post-observation conferences, and summative conferences.)
- May be assigned peer coach of teachers for the Teacher Evaluation and Alternative Compensation program as necessary
- Facilitates Teacher Evaluation and Staff Development Committee meetings
- Works to implement the goals of the Teacher Evaluation Committee
- Works with Minnesota Department of Education on issues pertinent to Teacher Evaluation and Alternative Compensation
- Coordinates the training of the Peer Coaches
- Participates in the coordination and development of staff development opportunities for the Teacher Evaluation and Alternative Compensation program
- Provides updates on Teacher Evaluation and Alternative Compensation to the School Board and District administrators, and EM/E leadership
- Coordinates the Teacher Evaluation, Alternative Compensation, and professional learning recordkeeping systems.
- Develops the staff assignment for each Peer Coach
- Maintains appropriate background and training in cognitive coaching and other professional learning related to district-initiatives to best support district staff
- Ensures compliance with all Teacher Evaluation and Alternative Compensation policies and procedures
- Works with Peer Coaches and Administrative evaluators to maintain inter-rater reliability

- Leads regular meetings of the Peer Coaches
- Keeps current on research regarding best practices for peer coaching and professional learning strategies

Required Qualifications:

- Minnesota teaching licensure
- Minimum three years teaching experience in Edina Public Schools
- Excellent written and verbal communication skills
- Experience as a coach (peer or instructional) preferred
- Experience and training in a wide range of instructional and student management strategies preferred

Additional Information:

- The Teacher Evaluation and Professional Learning Facilitator shall serve a three-year term and be considered a non-instructional position under the terms of the Agreement between the District and EM/E.

V.I. Check Register - March 2026

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 4/13/2026

Title: Check Register – March 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 March 2026:

Fund	Amount
General	$ 3,180,329.22
Food Service	438,028.11
Community Service	131,921.25
Building Construction	418,786.84
Total	**$ 4,169,065.42**

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

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

Attachments:

1. Check Register – March 2026

2025-26 SCHOOL YEAR

Check Register

FOR THE MONTH ENDED MARCH 31, 2026

Edina Public Schools

DEFINING EXCELLENCE

Check No.	Vendor	Description	Date	Amount
408830	MN PEIP	CURRENT EMPLOYEES	3/18/2026	$ 1,267,455.06
408693	CHARTWELLS DINING S	FEB26 FOOD SERVICE	3/11/2026	433,478.06
408711	FOBBE ELECTRIC, INC	VV LIGHTING REPLACE	3/11/2026	228,000.00
408816	H2I GROUP INC	WS 09F EHS MECH. PH	3/18/2026	169,752.65
408852	TWIN CITY HARDWARE	WS 08A EHS MECH. PH	3/18/2026	129,753.74
408784	TWIN CITY TRANSPORT	TYPE III SPED FEBRU	3/11/2026	101,579.69
408830	MN PEIP	RETIREES	3/18/2026	99,415.86
408732	KRAUS-ANDERSON CONS	EHS CONSTRUCTION MG	3/11/2026	76,915.18
408593	HILLYARD/MINNEAPOLI	HS SCRUBBER & DOCKI	3/4/2026	76,330.00
408849	TITAN ENVIRONMENTAL	ELC ABATEMENT	3/18/2026	57,442.50
408678	SFM MUTUAL INSURANC	INSTLLMNT #08 - WOR	3/5/2026	43,745.00
408678	SFM MUTUAL INSURANC	INSTLLMNT #09 - WOR	3/5/2026	43,720.00
408678	SFM MUTUAL INSURANC	INSTLLMNT #10 - WOR	3/5/2026	43,720.00
408789	XCEL ENERGY	EHS 1/25-2/24/26 US	3/11/2026	26,223.26
408674	WOLD ARCHITECTS & E	HL PARKING LOT	3/4/2026	25,710.27
408609	KATH FUEL OIL SERVI	DIESEL	3/4/2026	23,097.86
408948	SONUS INTERIORS INC	CS ACOUSTICAL WALL	3/25/2026	22,050.00
408921	KINECT ENERGY, INC	EHS 1/31-2/28 USE	3/25/2026	21,660.78
408674	WOLD ARCHITECTS & E	HL RENOVATION	3/4/2026	20,498.16
408808	EGAN COMPANY	VESTIBULE CONTROL I	3/18/2026	19,375.00
408921	KINECT ENERGY, INC	SV 1/31-2/28 USE	3/25/2026	18,778.95
408612	KELLY SERVICES, INC	EHS SUBSTITUTES	3/4/2026	18,543.77
408799	CITY OF EDINA	EHS 12/3-2/27 USE	3/18/2026	18,233.97
408729	KELLY SERVICES, INC	EHS SUBSTITUTES	3/11/2026	16,927.83
408878	COMMERCIAL INFRASTR	FICK AUDITORIUM WOR	3/25/2026	16,131.00
408686	ARCON SOLUTIONS INC	KC SUMMER SWIM SHIR	3/11/2026	15,573.40
408749	NATIONAL INSURANCE	CURRENT EMP LIFE/AD	3/11/2026	14,873.64
408612	KELLY SERVICES, INC	EHS SUBSTITUTES	3/4/2026	14,586.68
408803	DAIKIN APPLIED	SV COIL REPLACEMENT	3/18/2026	14,444.00
408674	WOLD ARCHITECTS & E	CV RENOVATIONS	3/4/2026	14,439.62
408789	XCEL ENERGY	SV 1/25-2/24/26 USE	3/11/2026	14,203.56
408749	NATIONAL INSURANCE	LTD DISTRICT W'H	3/11/2026	13,823.97
408800	CITY OF EDINA - BRA	BOYS HOCKEY ADMISSI	3/18/2026	13,636.00
408695	COMMERCIAL FURNITUR	MAHJONG TABLES	3/11/2026	12,716.05
408753	PHOENIX SCHOOL COUN	OLG COUNSELING PMT	3/11/2026	12,616.04
408799	CITY OF EDINA	VV 12/1-2/25 USE	3/18/2026	12,472.97
408921	KINECT ENERGY, INC	ECC 1/31-2/28 USE	3/25/2026	12,314.34
408789	XCEL ENERGY	ECC 1/25-2/24/26 US	3/11/2026	11,854.47
408921	KINECT ENERGY, INC	VV 1/31-2/28 USE	3/25/2026	11,384.96
408789	XCEL ENERGY	VV 1/25-2/24/26 USE	3/11/2026	11,282.79
408830	MN PEIP	COBRA	3/18/2026	11,248.50
408907	INGINA LLC	ENGINEERING & STEAM	3/25/2026	10,848.60
408811	FRANSEN DECORATING	WS 09K EHS MECH. PH	3/18/2026	10,354.20
408642	PLANSOURCE	SERVICES FOR FEB26	3/4/2026	10,229.72
408729	KELLY SERVICES, INC	VV SUBSTITUTES	3/11/2026	10,071.71
408692	CESO HR LLC	MARSS SERVICES	3/11/2026	9,750.00
408612	KELLY SERVICES, INC	SVMS SUBSTITUTES	3/4/2026	9,475.06
408612	KELLY SERVICES, INC	VVMS SUBSTITUTES	3/4/2026	9,391.21
408847	SUPERSET TILE & STO	EHS MECHICANICAL RE	3/18/2026	9,361.51
408822	JOHNSON CONTROLS BU	MAINTENANCE CONTRAC	3/18/2026	8,954.00
408612	KELLY SERVICES, INC	CN SUBSTITUTES	3/4/2026	8,497.91
408612	KELLY SERVICES, INC	VVMS SUBSTITUTES	3/4/2026	8,365.68
408612	KELLY SERVICES, INC	CS SUBSTITUTES	3/4/2026	8,359.23

Check No.	Vendor	Description	Date	Amount
408612	KELLY SERVICES, INC	HL SUBSTITUTES	3/4/2026	8,339.89
408612	KELLY SERVICES, INC	ND SUBSTITUTES	3/4/2026	8,078.65
408745	MN DECA	DECA REGISTRATION/H	3/11/2026	8,050.00
408760	RIDDELL / ALL AMERI	FB HELMETS	3/11/2026	7,931.60
408781	TONEWORKS MUSIC THE	MUSIC THERAPY FEBRU	3/11/2026	7,869.80
408674	WOLD ARCHITECTS & E	CC FLOOR REPLACEMEN	3/4/2026	7,864.08
408729	KELLY SERVICES, INC	CS SUBSTITUTES	3/11/2026	7,759.38
408729	KELLY SERVICES, INC	CV SUBSTITUTES	3/11/2026	7,759.35
408729	KELLY SERVICES, INC	ND SUBSTITUTES	3/11/2026	7,707.77
408948	SONUS INTERIORS INC	VV ACOUSTICAL WALL	3/25/2026	7,640.00
408687	ARVIG	PHONES FEB 2026	3/11/2026	7,587.45
408793	ACOUSTICS ASSOCIATE	WS 09D EHS MECH. PH	3/18/2026	7,575.30
408742	MIKKONEN MUSIC LLC	AFTER SCHOOL MUSIC	3/11/2026	7,450.00
408805	EBERT CONSTRUCTION	WS 03A EHS MECH. PH	3/18/2026	7,312.74
408729	KELLY SERVICES, INC	CN SUBSTITUTES	3/11/2026	7,040.24
408729	KELLY SERVICES, INC	SV SUBSTITUTES	3/11/2026	6,966.00
408787	UNIVERSITY OF MINNE	PSEO-SPRING 2026	3/11/2026	6,960.00
408612	KELLY SERVICES, INC	CV SUBSTITUTES	3/4/2026	6,520.97
408643	POMP'S TIRE SERVICE	TIRES	3/4/2026	6,400.60
408935	NATIONAL TREASURE K	KUNG FU INSTRUCT.	3/25/2026	6,384.00
408700	DOORCO INC	DOOR PANELS	3/11/2026	6,283.00
V21950	RYAN GALLAGHER	DECA - NATIONALS FL	3/11/2026	6,190.29
408612	KELLY SERVICES, INC	SVMS SUBSTITUTES	3/4/2026	6,188.78
408799	CITY OF EDINA	CV 12/3-2/27 USE	3/18/2026	6,173.78
408674	WOLD ARCHITECTS & E	25-26 EHS RENO	3/4/2026	6,145.64
408729	KELLY SERVICES, INC	HL SUBSTITUTES	3/11/2026	6,050.11
408612	KELLY SERVICES, INC	CC SUBSTITUTES	3/4/2026	6,030.75
408729	KELLY SERVICES, INC	CC SUBSTITUTES	3/11/2026	5,982.39
408782	TRANSPORTATION PLUS	TYPE III HHM	3/11/2026	5,850.00
408921	KINECT ENERGY, INC	CS 1/31-2/28 USE	3/25/2026	5,455.01
408921	KINECT ENERGY, INC	CV 1/31-2/28 USE	3/25/2026	5,401.05
408612	KELLY SERVICES, INC	CC SUBSTITUTES	3/4/2026	5,295.46
408540	ADVANCED IMAGING SO	LEASE 03.08 0728562	3/4/2026	5,184.00
408858	ADVANCED IMAGING SO	LEASE 04.08 0728562	3/25/2026	5,184.00
408848	PRESS GOLD GROUP	ATTENDANCE ON DEMAN	3/18/2026	5,136.00
408689	BSN SPORTS, LLC	STORE	3/11/2026	5,132.40
408682	ADVANCED POWER SERV	SPRING SERVICE GENE	3/11/2026	5,130.00
408612	KELLY SERVICES, INC	CN SUBSTITUTES	3/4/2026	5,101.97
408944	RIVER BOTTOM PRODUC	POPS 2026	3/25/2026	5,000.00
408756	PREMIER SPORT PSYCH	PREMIER 4 OF 5	3/11/2026	5,000.00
408596	INSTITUTE FOR ENVIR	23-26 H & S MGMT.	3/4/2026	4,955.92
408654	SCHOOL OUTFITTERS	KC MOBILE DESKS	3/4/2026	4,889.08
408789	XCEL ENERGY	CS 1/25-2/24/26 USE	3/11/2026	4,810.34
408612	KELLY SERVICES, INC	CV SUBSTITUTES	3/4/2026	4,763.33
408818	INSPEC INC	VV FLASHING REPLACE	3/18/2026	4,700.00
408921	KINECT ENERGY, INC	CC 1/31-2/28 USE	3/25/2026	4,672.98
408789	XCEL ENERGY	CC 1/25-2/24/26 USE	3/11/2026	4,625.40
408560	CONCORDIA LANGUAGE	FIELD TRIP-FINAL PA	3/4/2026	4,617.00
408789	XCEL ENERGY	CV 1/25-2/24/26 USE	3/11/2026	4,606.68
408942	RADAR CONSULTING LL	RECRUITING FEE	3/25/2026	4,600.00
408667	UNITED NATIONS ASSO	MODEL UN ENTRY FEES	3/4/2026	4,560.00
408708	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	3/11/2026	4,400.05
408612	KELLY SERVICES, INC	HL SUBSTITUTES	3/4/2026	4,363.44
408921	KINECT ENERGY, INC	CN 1/31-2/28 USE	3/25/2026	4,300.49
408694	CIRCUITWORKS POWER	ERP RENEWAL	3/11/2026	4,265.00
408704	EHLERS	CONTINUING DISCLOSU	3/11/2026	4,250.00
408896	GENERATIVE LEARNING	3 NEW PEER COACH TR	3/25/2026	4,200.00
408612	KELLY SERVICES, INC	ND SUBSTITUTES	3/4/2026	4,195.73
408773	SUNBELT STAFFING LL	SERVICES 2-22-26	3/11/2026	4,190.00
408773	SUNBELT STAFFING LL	SERVICES 2-15-26	3/11/2026	4,190.00
V21969	VALERIE E BURKE	MEDICARE/MEDICARE S	3/18/2026	4,138.62
408560	CONCORDIA LANGUAGE	OVERNIGHT CHINESE C	3/4/2026	4,104.00
408921	KINECT ENERGY, INC	HL 1/31-2/28 USE	3/25/2026	4,064.51
408866	BAYCOM INC	(4) RADIOS (4) BATT	3/25/2026	4,037.00
408805	EBERT CONSTRUCTION	WS 06A EHS MECH. PH	3/18/2026	4,020.78
408749	NATIONAL INSURANCE	VOL AD&D EMPLOYEE W	3/11/2026	4,005.39
408920	KAY ZUCCARO	WATER AEROBICS	3/25/2026	3,894.24
408854	WASTE MANAGEMENT OF	EHS 3/1-3/31 USE	3/18/2026	3,863.99

Check No.	Vendor	Description	Date	Amount
408749	NATIONAL INSURANCE	RETIREE	3/11/2026	3,857.69
408759	RELATE COUNSELING C	CHEMICAL HEALTH-FEB	3/11/2026	3,800.00
408598	JACKI BRICKMAN INC	CATALYST TRAINING 1	3/4/2026	3,800.00
408841	SCHOOL SERVICE EMPL	3/13/26 DUE WITHHOL	3/18/2026	3,781.71
408612	KELLY SERVICES, INC	CS SUBSTITUTES	3/4/2026	3,747.47
408655	SCHOOL SERVICE EMPL	2/27/26 DUES WITHHO	3/4/2026	3,720.79
408799	CITY OF EDINA	CC 11/20-2/24 USE	3/18/2026	3,587.53
408705	EMI AUDIO	WIRELESS AUDIO FOR	3/11/2026	3,584.00
408536	TEAM SELECT HOME CA	Z.N -JAN. NURS	3/4/2026	3,536.25
408763	SARA WAKEFIELD	INTL TRAVEL REFUND	3/11/2026	3,500.00
408789	XCEL ENERGY	HL 1/25-2/24/26 USE	3/11/2026	3,491.47
408921	KINECT ENERGY, INC	ND 1/31-2/28 USE	3/25/2026	3,473.27
408766	SECURITY SPECIALIST	BOYS HOCKEY SECURIT	3/11/2026	3,452.78
408612	KELLY SERVICES, INC	TITLE II PD PROJ I	3/4/2026	3,386.25
408661	SUNBELT STAFFING LL	C.S 2-8-26	3/4/2026	3,352.00
408789	XCEL ENERGY	ND 1/25-2/24/26 USE	3/11/2026	3,343.57
408910	JACKI BRICKMAN INC	CATALYST PD TRAININ	3/25/2026	3,270.00
408674	WOLD ARCHITECTS & E	ECC INTERIOR RENOVA	3/4/2026	3,228.75
408770	SQUIRES, WALDSPURGE	LEGAL SERV - HR	3/11/2026	3,202.00
408800	CITY OF EDINA - BRA	GIRLS HOCKEY ADMISS	3/18/2026	3,177.00
408681	ADVANCED IMAGING SO	CREEK VALLEY 1/26	3/11/2026	3,153.44
408565	THE BINDERY	TRACK TECH - JANUAR	3/4/2026	3,152.00
408819	IWS - INNOVATIONAL	FILTERS	3/18/2026	3,090.00
408947	SINGLEWIRE SOFTWARE	VISITOR AWARE MAR-J	3/25/2026	3,083.74
408593	HILLYARD/MINNEAPOLI	HS DOCKING STATION	3/4/2026	3,071.00
408641	PITNEY BOWES EASYPE	SUMMER CESP CATALOG	3/4/2026	3,034.31
408544	AMPLIFIED IMPACT LL	2 HOUR TEAM AI WORK	3/4/2026	3,000.00
408789	XCEL ENERGY	TRAN. 1/25-2/24/26	3/11/2026	2,994.34
408541	AFFINETY SOLUTIONS	2026-27 REGIST SOFT	3/4/2026	2,985.00
408868	BENEFIT EXTRAS, INC	MAR26 HRA ADMIN	3/25/2026	2,976.05
408791	93 SKIP LLC	CN PV RIDER	3/18/2026	2,928.52
408550	BENEFIT EXTRAS, INC	FEB26 HRA ADMIN	3/4/2026	2,852.85
408735	LANGUAGE LINE SERVI	PHONE INTERPRETATIO	3/11/2026	2,827.60
408878	COMMERCIAL INFRASTR	HS GYM INSTALLS	3/25/2026	2,774.40
408930	MIDWEST SCHOOL OF B	BALLET CLASSES	3/25/2026	2,772.00
408921	KINECT ENERGY, INC	TRAN 1/31-2/28 USE	3/25/2026	2,763.95
408549	BAYCOM INC	MOTOTRBO R5 WALKIE	3/4/2026	2,694.00
408930	MIDWEST SCHOOL OF B	BALLET	3/25/2026	2,681.70
408612	KELLY SERVICES, INC	ELFC SUBSTITUTES	3/4/2026	2,676.76
408883	THE BINDERY	FEBRUARY TRACK TECH	3/25/2026	2,657.00
408674	WOLD ARCHITECTS & E	VV RENOVATIONS	3/4/2026	2,565.73
408618	MACKIN EDUCATIONAL	BOOKS FOR VV	3/4/2026	2,549.54
408610	KELLE WALSTEAD	VOICE OR PIANO LESS	3/4/2026	2,520.00
408846	SUNBELT STAFFING LL	SCHOOL PT 2-21-26	3/18/2026	2,514.00
408680	93 SKIP LLC	CN FEB. SOLAR PRODU	3/11/2026	2,505.75
408875	CHEMSEARCH FE	DEGREASER	3/25/2026	2,415.70
408791	93 SKIP LLC	TRAN. PV RIDER	3/18/2026	2,413.55
408687	ARVIG	INTERNET FEB 2026	3/11/2026	2,407.90
408872	CBG MIDWEST, LLC DB	DYSON HAND DRYERS	3/25/2026	2,391.48
408729	KELLY SERVICES, INC	ELFC SUBSTITUTES	3/11/2026	2,370.39
408785	ULINE	PE SHELVING	3/11/2026	2,335.38
408733	KW SPECIALTY SERVIC	SCAFFOLD BUILD 12/1	3/11/2026	2,330.73
408596	INSTITUTE FOR ENVIR	CV 2026 RENO	3/4/2026	2,320.52
408727	KAETHE BIRKNER	BALLET & PILATES	3/11/2026	2,244.00
408631	MSEA -- MN SCHOOL E	2/27/26 DUES WITHHO	3/4/2026	2,187.54
408550	BENEFIT EXTRAS, INC	FEB26 HSA ADMIN	3/4/2026	2,182.95
408868	BENEFIT EXTRAS, INC	MAR26 HSA ADMIN	3/25/2026	2,179.10
408882	DASH SPORTS LLC	BASKETBALL TYKES	3/25/2026	2,170.70
408770	SQUIRES, WALDSPURGE	LEGAL SERV - MISC	3/11/2026	2,165.21
408614	LAKETOWN ELECTRIC C	SV VESTIBULE CUT IN	3/4/2026	2,119.51
408915	JOAN NIMERFROH	PILATES BARRE	3/25/2026	2,108.40
408792	A.J. MOORE ELECTRIC	WS 26A EHS MECH. PH	3/18/2026	2,096.14
408802	COMMERCIAL FURNITUR	OFFICE CHAIRS	3/18/2026	2,041.04
408888	ELIZABETH POCH	PIANO LESSONS	3/25/2026	2,012.80
408646	READING & MATH, INC	MATH/READING CORP	3/4/2026	2,000.00
408954	TOP 20 TRAINING LLC	TRAIN SEMINAR FEE 2	3/25/2026	2,000.00
408741	MIDWEST BUS PARTS I	STEP	3/11/2026	1,965.10
408730	KIDQUEST LLC	LEGO ADVENTURES	3/11/2026	1,956.50

Check No.	Vendor	Description	Date	Amount
408640	PEDIATRIC HOME SERV	M.B NURSING2/2-2	3/4/2026	1,950.00
408628	MIDWEST BUS PARTS I	MIRROR	3/4/2026	1,937.33
408854	WASTE MANAGEMENT OF	VV 3/1-3/31 USE	3/18/2026	1,891.11
408683	ALLEGRA EDEN PRAIRI	THEATER PROGRAMS	3/11/2026	1,877.95
408880	CROSSTOWN MECHANICA	KITCHEN MAINTENANCE	3/25/2026	1,863.17
408796	BAYCOM INC	WALKIES	3/18/2026	1,821.00
408854	WASTE MANAGEMENT OF	SV 3/1-3/31 USE	3/18/2026	1,805.25
408949	SPS COMPANIES INC	ELKAY LZS8WSLK	3/25/2026	1,803.13
408919	KATH FUEL OIL SERVI	GAS	3/25/2026	1,791.03
408831	MSEA -- MN SCHOOL E	3/13/26 DUES WITHHO	3/18/2026	1,763.25
408681	ADVANCED IMAGING SO	HIGH SCHOOL 1/26	3/11/2026	1,760.41
408733	KW SPECIALTY SERVIC	SCAFFOLD DISMANTLE	3/11/2026	1,749.93
408699	DIANA PAVLYUK	CHOIR ACCOMPANIMENT	3/11/2026	1,745.00
408580	FITNESS DISTRIBUTIN	FITNESS EQUIPMENT R	3/4/2026	1,735.00
408906	INESE KRIEVANS	SUNBEAMS	3/25/2026	1,703.40
408897	GOLF SQUAD LLC	CC GOLF	3/25/2026	1,680.00
408952	STATE OF MINNESOTA	CASE #3100-41328	3/25/2026	1,674.00
408628	MIDWEST BUS PARTS I	ACTUATOR	3/4/2026	1,663.79
408938	PAUL DAVID	3/26 SUPERINTENDENT	3/25/2026	1,650.00
408596	INSTITUTE FOR ENVIR	EHS STAIRWELL REMOV	3/4/2026	1,644.60
408609	KATH FUEL OIL SERVI	UNLEADED	3/4/2026	1,618.19
408801	CITY OF EDINA - POL	STATE B HOCKEY POLI	3/18/2026	1,610.00
408953	STRIVE INC	4 STRIVE COURSES	3/25/2026	1,600.00
408854	WASTE MANAGEMENT OF	ECC 3/1-3/31 USE	3/18/2026	1,556.94
408854	WASTE MANAGEMENT OF	CS 3/1-3/31 USE	3/18/2026	1,541.60
408674	WOLD ARCHITECTS & E	VV LIGHTING REPLACE	3/4/2026	1,530.20
408675	XCEL ENERGY	SV 1/15-2/17 USE	3/4/2026	1,509.72
408572	EDINA EDUCATION FUN	SCHOLARSHIP	3/4/2026	1,500.00
408768	SOFT SERVE SOCIAL L	ICE CREAM-UNIFIED D	3/11/2026	1,500.00
408950	STACY RUTTEN	WORKING GENIUS PD 3	3/25/2026	1,495.00
408958	XCEL ENERGY	SV 2/17-3/18 USE	3/25/2026	1,402.09
408663	THE WORKS MUSEUM	5TH GRADE ONSITE FT	3/4/2026	1,400.00
408612	KELLY SERVICES, INC	ELFC SUBSTITUTES	3/4/2026	1,383.53
408556	BSN SPORTS, LLC	SB EQUIPMENT	3/4/2026	1,370.45
408925	MAYER ARTS INC	WIZARD OF OZ MUSICA	3/25/2026	1,352.00
408690	BUSINESS ESSENTIALS	WHT 8.5 X 11 QTY 40	3/11/2026	1,300.00
408690	BUSINESS ESSENTIALS	WHT 8.5X11 QTY 40 C	3/11/2026	1,300.00
408861	AMAZON CAPITAL SERV	WHEELCHAIR LIFT CYL	3/25/2026	1,292.83
408817	HOGLUND BUS COMPANY	STARTER	3/18/2026	1,292.58
408689	BSN SPORTS, LLC	BOYS VOLLEYBALL	3/11/2026	1,291.44
408854	WASTE MANAGEMENT OF	CC 3/1-3/31 USE	3/18/2026	1,264.63
408839	RIVERSIDE INSIGHTS	WJ V SUBTEST	3/18/2026	1,260.00
408728	KAREN GOLDFARB	MAHJONG	3/11/2026	1,260.00
408663	THE WORKS MUSEUM	FIELD TRIP	3/4/2026	1,255.50
408612	KELLY SERVICES, INC	TITLE II RR PROJ I	3/4/2026	1,241.65
408681	ADVANCED IMAGING SO	CONCORD 1/26	3/11/2026	1,208.97
408895	GENERAL SPORTS	CROSSOVER HOODIE	3/25/2026	1,200.00
408860	ALLEGRA EDEN PRAIRI	RADIUM POSTERS/SIGN	3/25/2026	1,185.96
408720	IWS - INNOVATIONAL	MONTHLY MGMT FEB 26	3/11/2026	1,161.92
V22009	BRIAN MANTHE	RESCHEDULED FLIGHT	3/25/2026	1,161.21
408609	KATH FUEL OIL SERVI	DEF	3/4/2026	1,156.00
V21983	LEIGH A FEILY	HOTEL FOR CONFERENC	3/18/2026	1,145.71
408723	JOHN A DALSIN & SON	RED HALLWAY LEAK	3/11/2026	1,132.33
408698	D.A.T.E.	DIVERSITY TRANINGS	3/11/2026	1,125.00
408591	GRAYBAR ELECTRIC CO	AP LOCKBOXES	3/4/2026	1,124.35
408906	INESE KRIEVANS	PIANO LESSONS	3/25/2026	1,120.00
408951	STAGES THEATRE COMP	2ND GRADE FIELD TRI	3/25/2026	1,095.00
408946	SCHOOL SPECIALTY, L	ART SUPPLIES	3/25/2026	1,090.45
408866	BAYCOM INC	WALKIE BATTERIES	3/25/2026	1,075.00
408589	GRAINGER	LOCK OUT/TAGOUT SUP	3/4/2026	1,073.08
408609	KATH FUEL OIL SERVI	GAS	3/4/2026	1,042.93
408911	JAN HAGERMAN	EMBROIDERY	3/25/2026	1,039.50
408880	CROSSTOWN MECHANICA	WALK IN FREEZER TIM	3/25/2026	1,033.62
408789	XCEL ENERGY	CN 1/25-2/24/26 USE	3/11/2026	1,013.09
408679	TEAM SELECT HOME CA	NURSING FEB.	3/11/2026	1,000.50
408594	HOCOKATA TI	AIPAC - SENIOR QUIL	3/4/2026	1,000.00
408744	MINNESOTA CLAY CO U	STONEWARE CONES	3/11/2026	992.00
408681	ADVANCED IMAGING SO	ECC/DO 1/26	3/11/2026	986.30

Check No.	Vendor	Description	Date	Amount
408861	AMAZON CAPITAL SERV	SPED LIFT CYLINDER/	3/25/2026	976.00
408629	MINNESOTA HISTORICA	2ND GRADE FT	3/4/2026	970.00
408874	CHARACTER KIDS LLC	HS MUSICAL- DESCEND	3/25/2026	963.20
408936	NICKI BLACK	ETIQUETTE	3/25/2026	952.00
408771	STAGES THEATRE COMP	2ND GR FT ON FEB 6T	3/11/2026	943.00
408657	SIGNUM SIGNS AND GR	SCHOOL SIGNAGE	3/4/2026	932.00
408731	KINECT ENERGY, INC	MARCH ENERGY MGMT F	3/11/2026	920.00
408537	93 HOP LLC	TRAN. FEB SOLAR PRO	3/4/2026	908.31
408713	FUN ENGINEERZ LLC	CN STEM CLUB	3/11/2026	907.20
V21977	MARY B MANDERFELD	MEDICARE SUPPLEMENT	3/18/2026	900.75
408835	PAR INC	10993-II	3/18/2026	900.00
408660	SUMMIT 360 INC	MODULES	3/4/2026	895.88
408914	JERRY'S PRINTING	CHOIR CONCERT PROGR	3/25/2026	885.00
408637	ORKIN COMMERCIAL SE	DW JANUARY SERVICE	3/4/2026	880.00
408735	LANGUAGE LINE SERVI	VIDEO INTERPRETATIO	3/11/2026	879.05
408595	HOGLUND BUS COMPANY	SENSOR	3/4/2026	878.90
408701	ECM PUBLISHERS INC	HL RENOVATIONS AD	3/11/2026	874.24
408861	AMAZON CAPITAL SERV	LIGHT BULBS	3/25/2026	870.79
V22000	CRISTIANA P HAWTHOR	THEATER COSTUMES	3/25/2026	868.02
408681	ADVANCED IMAGING SO	NORMANDALE 1/26	3/11/2026	864.67
408939	PRAIRIE ELECTRIC CO	REPLACE FLAG POLE L	3/25/2026	861.68
408815	H&B SPECIALIZED PRO	A/C GYM BASKET REPA	3/18/2026	850.00
408721	JAMES BILLINGS	BAND POSTERS	3/11/2026	850.00
408707	FACTORY MOTOR PARTS	BATTERY	3/11/2026	839.74
408681	ADVANCED IMAGING SO	COUNTRYSIDE 1/26	3/11/2026	812.82
408937	OVERDRIVE INC	BOOKS FOR SV	3/25/2026	803.07
408818	INSPEC INC	EHS 2025 REROOFING	3/18/2026	800.00
408818	INSPEC INC	EHS 2026 REROOFING	3/18/2026	800.00
408736	LOCAL LLC	EDINA MAGAZINE AD A	3/11/2026	800.00
408856	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	3/18/2026	800.00
408904	HEATHER CORNDORF	YOGA FOR ALL	3/25/2026	800.00
408854	WASTE MANAGEMENT OF	CN 3/1-3/31 USE	3/18/2026	794.05
408815	H&B SPECIALIZED PRO	REPAIR CURTAIN	3/18/2026	790.00
408912	JENNIFER TAYLOR	4TH INST INTERVIEW	3/25/2026	787.50
408900	GRAYBAR ELECTRIC CO	WALL MOUNTS FOR APS	3/25/2026	785.28
408864	ASTLEFORD INTERNATI	BELTS	3/25/2026	775.20
408823	KULLY SUPPLY INC	SENSOR ASSEMBLY SIN	3/18/2026	757.74
408767	SLEA-SUBURBAN LAW E	PATROL FIELD TRIP	3/11/2026	750.00
408762	RYDIN	PARKING PERMITS 26-	3/11/2026	748.19
408703	EDUCATORS BENEFIT C	403(B) ADMIN & COMP	3/11/2026	729.84
408882	DASH SPORTS LLC	PHYS ED GAMES CAMP	3/25/2026	724.50
408595	HOGLUND BUS COMPANY	SHOCK	3/4/2026	722.52
408595	HOGLUND BUS COMPANY	CROSSING GATE	3/4/2026	715.53
408817	HOGLUND BUS COMPANY	CROSSING GATE	3/18/2026	715.53
408681	ADVANCED IMAGING SO	CORNELIA 1/26	3/11/2026	707.66
V21952	AARON C LAUBY	MUSICAL - MENARDS -	3/11/2026	703.11
408834	OCCUPATIONAL MEDICI	DRIVER DOT EXAMS	3/18/2026	700.00
408783	TRI-STATE BOBCAT IN	TOOL	3/11/2026	700.00
408700	DOORCO INC	INSTALL DOOR PANEL	3/11/2026	700.00
408790	ZERO CIRCLE LABS	ADVANCED SEL TRAINI	3/11/2026	700.00
408821	JERRY'S FOODS EDINA	UNIFIED FOOD	3/18/2026	694.32
408681	ADVANCED IMAGING SO	HIGHLANDS 1/26	3/11/2026	685.38
V21952	AARON C LAUBY	MUSICAL - ROSEBRAND	3/11/2026	680.73
V22005	AARON C LAUBY	MUSICAL SET	3/25/2026	680.73
408729	KELLY SERVICES, INC	TITLE II RR PROJ I	3/11/2026	677.26
408681	ADVANCED IMAGING SO	SOUTHVIEW 1/26	3/11/2026	675.87
408681	ADVANCED IMAGING SO	VALLEYVIEW 1/26	3/11/2026	656.90
408558	BUSINESS ESSENTIALS	WHT 8.5X11 QTY 20 C	3/4/2026	650.00
408558	BUSINESS ESSENTIALS	WHT 8.5X11 QTY 20 C	3/4/2026	650.00
408844	SOURCEWELL	CONSULTING FEES	3/18/2026	647.50
408835	PAR INC	10992-IC	3/18/2026	645.00
408870	BREEZE ART BY CANDI	"MY CHOICE, MY ART,	3/25/2026	640.00
408577	EMI AUDIO	TRANSMITTER FOR EPA	3/4/2026	639.00
408649	ROCKLER WOODWORKING	INDUSTRIAL ED EQUIP	3/4/2026	636.99
408908	IPROMOTEU.COM INC	UNIFORMS PER CONTRA	3/25/2026	613.91
408817	HOGLUND BUS COMPANY	SPARK PUGS	3/18/2026	611.68
V21977	MARY B MANDERFELD	MEDICARE	3/18/2026	608.70
408928	MICHAEL TISCHENDORF	BOB ROSS OIL PAINTI	3/25/2026	604.80

Check No.	Vendor	Description	Date	Amount
408776	THE RETROFIT COMPAN	WOODSHOP WASTE DISP	3/11/2026	595.00
V21936	TROY STEIN	MILES TO ACTIVITIES	3/4/2026	590.22
408871	BRIN GLASS SERVICE	REPLACED BROKEN WIR	3/25/2026	589.00
408854	WASTE MANAGEMENT OF	TRAN. 3/31-3/31 USE	3/18/2026	588.95
408863	ART FROM THE HEART	WOODLND CREAT ART	3/25/2026	585.90
408854	WASTE MANAGEMENT OF	HL 3/1-3/31 USE	3/18/2026	573.63
408777	THREE RIVERS PARK D	UNIFIED HYLAND SKI	3/11/2026	572.00
408743	MINNEGLASS LLC	GLASS	3/11/2026	550.00
408743	MINNEGLASS LLC	GLASS	3/11/2026	550.00
408877	CLAIRE PAHL	GYMNASTICS	3/25/2026	550.00
408616	LIGHTNING PRINTING	MMEA STORY TIME PRO	3/4/2026	537.00
408688	ASTLEFORD INTERNATI	ACTUATOR	3/11/2026	534.60
408634	NACAC	NACAC COUNSELOR MEM	3/4/2026	530.00
408940	PRIYALATHA GOWDA ST	HATHA SLOW FLOW	3/25/2026	529.20
408558	BUSINESS ESSENTIALS	XEROX GOLD 8.5X11 Q	3/4/2026	520.00
408595	HOGLUND BUS COMPANY	STEP TREAD	3/4/2026	514.76
408939	PRAIRIE ELECTRIC CO	REPL DRIVERS POLE H	3/25/2026	514.04
408764	SCHOOL HEALTH CORPO	ITEM 32076	3/11/2026	513.90
408842	SEAMS 2 EASY	FACS KITS	3/18/2026	510.29
408879	CRISTINA GARRASI	ITALIAN COOKING	3/25/2026	504.00
408777	THREE RIVERS PARK D	ONSITE EDUCATION -	3/11/2026	502.00
408576	EHLERS	2026 TNT TAX TREND	3/4/2026	500.00
408953	STRIVE INC	TRAIN THE TRAINER	3/25/2026	500.00
V21973	CRISTIANA P HAWTHOR	COSTUMES FOR TFA NE	3/18/2026	500.00
408714	GAME ONE	BADMINTON	3/11/2026	497.20
408770	SQUIRES, WALDSPURGE	LEGAL SERV - SSS	3/11/2026	493.00
408812	GRAINGER	DRILL BITS	3/18/2026	488.40
408741	MIDWEST BUS PARTS I	VEST	3/11/2026	478.19
408590	GRAPHIC SOURCE	WEIGHT ROOM POSTERS	3/4/2026	466.39
408741	MIDWEST BUS PARTS I	SHOCKS	3/11/2026	460.15
408581	FLEET PRIDE	STARTER	3/4/2026	458.99
408755	PRAIRIE ELECTRIC CO	TRAN. RECEPTACLE IN	3/11/2026	456.25
408622	MATTHEW ENGELKES	REFUND- DRIVER'S ED	3/4/2026	453.00
408772	STEPHANIE TONSONI	REFUND- DRIVERS ED	3/11/2026	453.00
408612	KELLY SERVICES, INC	TITLE II RR PROJ I	3/4/2026	451.51
408774	SWAGGY D ENTERTAINM	DJ VIBEAGANZA	3/11/2026	450.00
408691	CENTURYLINK	SV333701579	3/11/2026	444.29
408854	WASTE MANAGEMENT OF	ND 3/1-3/31 USE	3/18/2026	439.14
408709	SHRED-IT USA	STERICYCLE SERVICES	3/11/2026	434.53
408582	FOLLETT HIGHER EDUC	PATHWAY BKS-L.MCANU	3/4/2026	428.17
408917	JULIE CALLAHAN	4TH INSTR. INTERVIE	3/25/2026	427.50
408924	LONGFELLOW SOAP COM	GLASS/SOAP CLASS	3/25/2026	426.00
408685	ANNE AMEN	A MONTH OF WALTZ	3/11/2026	421.40
408735	LANGUAGE LINE SERVI	OTHER	3/11/2026	420.01
408782	TRANSPORTATION PLUS	TYPE III SPED	3/11/2026	420.00
408899	GRAINGER	NEW SUMP PUMP	3/25/2026	411.70
408832	THE MUSIC MART	BAND REPAIR	3/18/2026	409.58
408582	FOLLETT HIGHER EDUC	A. N. GYO GRANT BOO	3/4/2026	408.99
408604	JOHNSON CONTROLS FI	RUN WIRE AND MOVE S	3/4/2026	406.00
408647	ROBERT B HILL CO	SALT	3/4/2026	403.99
408605	JONAH WALT	JAZZ BAND COMPOSITI	3/4/2026	400.00
408856	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	3/18/2026	400.00
408538	ABRACADABRA MAGIC	1ST GRADE ONSITE FT	3/4/2026	400.00
408724	JOHN W MCKONE -- BE	BAND TUNING	3/11/2026	390.00
408684	AMAZON CAPITAL SERV	1ST INSTRUCTIONAL S	3/11/2026	389.70
408557	BUILDING CONTROLS &	ROOM #215 ACTUATOR	3/4/2026	388.32
408783	TRI-STATE BOBCAT IN	BATTERY	3/11/2026	380.00
408744	MINNESOTA CLAY CO U	WHITE CLAY	3/11/2026	371.80
408566	DELEGARD TOOL COMPA	EXTRACTION KIT	3/4/2026	365.75
408867	BECKY WEILAND	4TH INST INTERVIEW	3/25/2026	360.00
408696	CONTINENTAL BALLET	BALLET APPRECIATION	3/11/2026	360.00
408669	VENTRIS LEARNING LL	UFLI TEACHER MANUAL	3/4/2026	350.00
408890	ELOISE ANDERSON	GYMNASTICS	3/25/2026	350.00
408707	FACTORY MOTOR PARTS	SHOCK	3/11/2026	347.94
408695	COMMERCIAL FURNITUR	SIT/STAND DESK	3/11/2026	340.00
408804	DRAIN PRO PLUMBING	UNCLOGGED DRAIN	3/18/2026	325.00
408546	APPLE VALLEY HS VOL	VOLLEYBALL TOURNAME	3/4/2026	325.00
408926	MEDICALESHOP INC	TUMBLE FORMS FLOOR	3/25/2026	320.90

Check No.	Vendor	Description	Date	Amount
408829	MN DEBATE TEACHERS	SPEECH ENTRY FEES	3/18/2026	320.00
408700	DOORCO INC	DOOR LUBRICANT	3/11/2026	320.00
408689	BSN SPORTS, LLC	ACTIVITIES OFFICE	3/11/2026	318.24
408691	CENTURYLINK	333527415 VV	3/11/2026	317.35
408702	EDINA GIVE & GO	REFUND- ACT PREP	3/11/2026	315.00
408651	ROTARY INTL EDINA/M	3RD QTR DUES AND FE	3/4/2026	315.00
408566	DELEGARD TOOL COMPA	MANIFOLD REPAIR KIT	3/4/2026	314.77
408868	BENEFIT EXTRAS, INC	MAR26 FLEX ADMIN	3/25/2026	311.75
408755	PRAIRIE ELECTRIC CO	CN RECEPTACLE INSTA	3/11/2026	311.49
408755	PRAIRIE ELECTRIC CO	CC RECEPTACLE INSTA	3/11/2026	310.66
408755	PRAIRIE ELECTRIC CO	EHS RECEPTACLE INST	3/11/2026	310.44
408755	PRAIRIE ELECTRIC CO	CS RECEPTACLE INSTA	3/11/2026	310.35
408755	PRAIRIE ELECTRIC CO	HL RECEPTACLE INSTA	3/11/2026	310.35
408755	PRAIRIE ELECTRIC CO	SV RECEPTACLE INSTA	3/11/2026	310.35
408755	PRAIRIE ELECTRIC CO	VV RECEPTACLE INSTA	3/11/2026	310.35
V21987	LOCHLANN BERTRAND-N	ND FRENCH INTERN PA	3/25/2026	310.00
V21988	LILOU BONNET	ND FRENCH INTERN PA	3/25/2026	310.00
V21989	YOHAN CARRE	ND FRENCH INTERN PA	3/25/2026	310.00
V21990	IZALINE CHARTRON	ND FRENCH INTERN PA	3/25/2026	310.00
V21991	TEA CHIMITS	VV FRENCH INTERN PA	3/25/2026	310.00
V21992	VALENTINE DARNICHE	EHS FRENCH INTERN P	3/25/2026	310.00
V21993	EMMA DESROCHES	ND FRENCH INTERN PA	3/25/2026	310.00
V21994	LISA DUFOUR	ND FRENCH INTERN PA	3/25/2026	310.00
V21995	NINA DUFOUR-FALCOZ	VV FRENCH INTERN PA	3/25/2026	310.00
V21996	LEA FREI	ND FRENCH INTERN PA	3/25/2026	310.00
V21997	AMBRE GENOUD	ND FRENCH INTERN PA	3/25/2026	310.00
V21998	LOUKA GOMES	ND FRENCH INTERN PA	3/25/2026	310.00
V21999	TESS GUYOT	ND FRENCH INTERN PA	3/25/2026	310.00
V22004	THEOTIME LANGEVIN	ND FRENCH INTERN PA	3/25/2026	310.00
V22007	MAEVA LE ROY DE BON	EHS FRENCH INTERN P	3/25/2026	310.00
V22008	THOMAS LITZLER	ND FRENCH INTERN PA	3/25/2026	310.00
V22010	THEO MARTY	VV FRENCH INTERN PA	3/25/2026	310.00
V22011	CHARLOTTE MICHAUD	ND FRENCH INTERN PA	3/25/2026	310.00
V22013	JULIE PERRIER	ND FRENCH INTERN PA	3/25/2026	310.00
V22014	CLARA PIRES	EHS FRENCH INTERN P	3/25/2026	310.00
V22015	NOEMIE RIAUX	ND FRENCH INTERN PA	3/25/2026	310.00
V22016	CLARA ROMANOS	ND FRENCH INTERN PA	3/25/2026	310.00
V22019	LEA SIMON	ND FRENCH INTERN PA	3/25/2026	310.00
V22022	LOIS THIERRY	ND FRENCH INTERN PA	3/25/2026	310.00
V22025	ALEYNA YILDIRGAN	ND FRENCH INTERN PA	3/25/2026	310.00
V22017	GABIN SAMZUN	ND FRENCH INTERN PA	3/25/2026	310.00
V22012	EURYDICE MOYAUX	ND FRENCH INTERN PA	3/25/2026	310.00
408550	BENEFIT EXTRAS, INC	FEB26 FLEX ADMIN	3/4/2026	309.60
408755	PRAIRIE ELECTRIC CO	ECC RECEPTACLE INST	3/11/2026	308.33
408597	I-STATE TRUCK CENTE	STARTER	3/4/2026	306.55
408710	FITNESS DISTRIBUTIN	WEIGHTS	3/11/2026	305.00
408553	BLOOMINGTON FRIENDS	SPEECH FEES-BLOOMIN	3/4/2026	304.00
408553	BLOOMINGTON FRIENDS	SPEECH TOURNAMENT	3/4/2026	304.00
408750	ODP BUSINESS SOLUTI	2ND SUPPLIES	3/11/2026	301.59
408592	HENNEPIN COUNTY ACC	ECC HAZARDOUS WASTE	3/4/2026	301.00
408620	MASBO	2026 ANNUAL CONFERE	3/4/2026	300.00
408738	MASBO	2026 ANNUAL CONFERE	3/11/2026	300.00
408850	TOLL GAS & WELDING	ARGON TANK LEASE	3/18/2026	300.00
408902	HARLOW WILLIAMS	GYMNASTICS	3/25/2026	300.00
408676	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	3/4/2026	300.00
408856	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	3/18/2026	300.00
408959	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	3/25/2026	300.00
408939	PRAIRIE ELECTRIC CO	ELC OUTLET MOVE	3/25/2026	299.96
408561	CONTINENTAL CLAY	LOW-FIRE WHITE PAPE	3/4/2026	293.33
408829	MN DEBATE TEACHERS	DEBATE ENTRY FEES	3/18/2026	290.00
408570	ECM PUBLISHERS INC	CV 2026 RENO AD	3/4/2026	287.74
408812	GRAINGER	TIRE VALVE/AIR TOOL	3/18/2026	282.78
408587	GENERAL SPORTS	HATS STORE	3/4/2026	281.25
408806	ECM PUBLISHERS INC	EHS FLOOR REMOVAL A	3/18/2026	280.50
408734	LAKEVILLE NORTH HIG	GYMNASTICS INVITE	3/11/2026	280.00
408884	DEANN KLUN	4TH INST INTERVIEW	3/25/2026	270.00
408862	ANDREW JENSEN	4TH INST INTERVIEW	3/25/2026	270.00
V21947	CLAIRE THERESE CARL	LIFEGUARD CERTIFICA	3/11/2026	270.00

Check No.	Vendor	Description	Date	Amount
408595	HOGLUND BUS COMPANY	STARTER	3/4/2026	269.36
408701	ECM PUBLISHERS INC	CC FLOORING REPLACE	3/11/2026	267.74
408569	EASTVIEW HIGH SCHOO	EASTVIEW HS SPEECH	3/4/2026	265.00
408824	LAKEVILLE NORTH SPE	SPEECH ENTRIES	3/18/2026	264.00
408707	FACTORY MOTOR PARTS	WIPERS	3/11/2026	263.70
408691	CENTURYLINK	DO 333850968	3/11/2026	260.00
408761	RIFTON EQUIPMENT	ACTIVITY CHAIR TRAY	3/11/2026	258.75
408691	CENTURYLINK	333527415 HS	3/11/2026	253.88
408691	CENTURYLINK	ECC333694796	3/11/2026	253.88
408691	CENTURYLINK	CC 334037045	3/11/2026	253.88
408735	LANGUAGE LINE SERVI	ON-SITE INTERPRETAT	3/11/2026	250.00
408911	JAN HAGERMAN	ELFC PD DAY JANUARY	3/25/2026	250.00
408922	KIRSTEN MADAUS	PD DAY	3/25/2026	250.00
408632	MSOPA	CONF REG	3/4/2026	250.00
408889	ELLA BASILE	GYMNASTICS	3/25/2026	250.00
408788	WILD RUMPUS BOOK ST	BOOKS FOR CC	3/11/2026	248.30
408873	CENTERS FOR MEDICAR	CLIA LAB USER FEES	3/25/2026	248.00
408758	RACHEL SEALS	REFUND-ENGINEERING	3/11/2026	246.00
408845	SPS COMPANIES INC	TOILET WITH SPUD	3/18/2026	241.01
408765	SCHOOL SPECIALTY, L	CONSTRUCTION PAPER	3/11/2026	238.40
V21962	PAMELA M TAYLOR	PART B MILEAGE	3/11/2026	231.78
408899	GRAINGER	CAPITAL/SUPPLIES	3/25/2026	229.12
408739	MCEA	MCEA LEADERSHIP REG	3/11/2026	229.00
408719	I-STATE TRUCK CENTE	SEAL	3/11/2026	221.10
408715	GEMINI ATHLETIC WEA	B HOCKEY	3/11/2026	220.00
408651	ROTARY INTL EDINA/M	3RD QTR MEAL CHARGE	3/4/2026	220.00
408786	UNIVERSITY LANGUAGE	INTERPRETER-1050685	3/11/2026	215.31
408717	GROTH MUSIC COMPANY	RECORDERS	3/11/2026	215.00
408835	PAR INC	12416-IK	3/18/2026	214.70
408668	UNIVERSITY LANGUAGE	INTERPRETER - 10675	3/4/2026	214.19
408881	CUSTOM HOSE TECH IN	HOSE	3/25/2026	207.37
V21939	MARK A THONE	STATE MEET TRANSPOR	3/4/2026	204.00
408865	AUTISM-PRODUCTS.COM	CRASH PAD	3/25/2026	199.00
408956	TYLER CARLSON	REFUND-FLAG FO	3/25/2026	199.00
408859	ALL STRINGS ATTACHE	ORCHESTRA REPAIR	3/25/2026	198.00
408668	UNIVERSITY LANGUAGE	INTERPRETER- 105574	3/4/2026	197.95
408804	DRAIN PRO PLUMBING	CLOG DRAIN IN KITCK	3/18/2026	195.00
408668	UNIVERSITY LANGUAGE	INTERPRETER-1050685	3/4/2026	194.50
408633	NATHAN STIENESSEN	WALSER INVITE OFFIC	3/4/2026	192.00
408684	AMAZON CAPITAL SERV	PTO - ARDINGER/GROS	3/11/2026	191.40
408786	UNIVERSITY LANGUAGE	INTERPRETER 1050685	3/11/2026	190.86
408853	UNIVERSITY LANGUAGE	INTERPRETER 1050686	3/18/2026	190.86
408691	CENTURYLINK	HL 333953691	3/11/2026	190.41
408691	CENTURYLINK	CN 333778976	3/11/2026	190.41
408691	CENTURYLINK	CS333689337	3/11/2026	190.41
408798	CENTURYLINK	333780138-CV	3/18/2026	190.41
408786	UNIVERSITY LANGUAGE	INTERPRETER-1068568	3/11/2026	189.05
V21958	ALLISON M RONGLIEN	HOSA SLC SNACKS	3/11/2026	186.57
408602	JOHN PRIESTER	BUFFALO OFFICIAL	3/4/2026	185.00
408853	UNIVERSITY LANGUAGE	INTERPRETER 1080426	3/18/2026	184.90
408949	SPS COMPANIES INC	SLOAN 3080053 ASSEM	3/25/2026	182.00
408562	CUSTOM HOSE TECH IN	HOSE	3/4/2026	182.00
408876	CITY OF EDINA	GASOLINE	3/25/2026	180.62
408668	UNIVERSITY LANGUAGE	INTERPRETER -106764	3/4/2026	180.00
408668	UNIVERSITY LANGUAGE	INTERPRETER -105388	3/4/2026	180.00
408786	UNIVERSITY LANGUAGE	INTERPRETER-1067561	3/11/2026	180.00
408934	NANCY DOSTAL	4TH INST INTERVIEW	3/25/2026	180.00
408649	ROCKLER WOODWORKING	INDUSTRIAL ED EQUIP	3/4/2026	179.99
408755	PRAIRIE ELECTRIC CO	CC ELECTRICAL SUPER	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	CN ELECTRICAL SUPER	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	CS ELECTRICAL SUPER	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	ECC ELECTRICAL SUPE	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	EHS ELECTRICAL SUPE	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	HL ELECTRICAL SUPER	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	SV ELECTRICAL SUPER	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	TRAN. ELECTRICAL SU	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	VV ELECTRICAL SUPER	3/11/2026	179.34
408755	PRAIRIE ELECTRIC CO	CV ELECTRICAL SUPER	3/11/2026	179.34

Check No.	Vendor	Description	Date	Amount
408893	FP FINANCE, LLC	EHS MAR26 POSTAGE M	3/25/2026	176.95
408893	FP FINANCE, LLC	DO MAR26 POSTAGE MT	3/25/2026	176.95
408945	RIVERSIDE INSIGHTS	WJ IV ORAL LANG TES	3/25/2026	176.82
408881	CUSTOM HOSE TECH IN	HOSE	3/25/2026	174.34
408929	MIDAMERICA ADMIN &R	HRA ADMIN FEE 4Q25	3/25/2026	174.00
408765	SCHOOL SPECIALTY, L	ART INSTRUCTIONAL S	3/11/2026	170.98
V22009	BRIAN MANTHE	HOTEL AFTER FLIGHT	3/25/2026	170.23
408635	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	3/4/2026	170.17
408647	ROBERT B HILL CO	WATER SOFTENER INSP	3/4/2026	170.00
408726	JW PEPPER & SON INC	CHOIR SUPPLIES	3/11/2026	169.20
408751	OPENTEXT INC	FEB 2026 SERVICE	3/11/2026	168.65
408894	FRESHPOINT BIX PROD	CS KC SNACKS	3/25/2026	167.85
V21975	AMBER L KLAPHAKE	01/05 - 03/10MILEAG	3/18/2026	167.77
408608	JW PEPPER & SON INC	CHOIR SUPPLIES	3/4/2026	166.90
408583	FP FINANCE, LLC	EHS FEB26 POSTAGE M	3/4/2026	166.00
408923	LAMINATING AND BIND	LAMINATING ROLLS	3/25/2026	164.86
408921	KINECT ENERGY, INC	ECC 1/31-2/28 USE	3/25/2026	163.81
408726	JW PEPPER & SON INC	CHOIR SUPPLIES	3/11/2026	160.96
408603	JOHN W MCKONE -- BE	CHOIR REPAIR (PIANO	3/4/2026	160.00
408901	GREATAMERICA FINANC	SV MAR26 POSTAGE MT	3/25/2026	159.95
408707	FACTORY MOTOR PARTS	HVAC	3/11/2026	158.08
408835	PAR INC	10995-II	3/18/2026	156.00
408690	BUSINESS ESSENTIALS	PINK 8.5X11 QTY 3	3/11/2026	156.00
V21917	AMY E FAIRWEATHER	BIRTH- 3 HOME VISIT	3/4/2026	155.73
V21931	MEGAN B SCHNEIDER	HOME VISIT MILEAGE	3/4/2026	153.12
408644	POPP BINDING & LAMI	LAMINATE	3/4/2026	151.44
408552	BEYOND THE NOTES MU	FESTIVAL REGISTRATI	3/4/2026	150.00
408748	MULTILINGUAL WORD I	INTERPRETER 177999	3/11/2026	149.40
408717	GROTH MUSIC COMPANY	RECORDERS	3/11/2026	148.48
408689	BSN SPORTS, LLC	TSCHIDA SUPPLIES	3/11/2026	148.47
408653	SCHMITT MUSIC COMPA	BAND REPAIR	3/4/2026	147.00
408674	WOLD ARCHITECTS & E	ECC EXTERIOR STAIR	3/4/2026	145.97
408726	JW PEPPER & SON INC	CHOIR SUPPLIES	3/11/2026	145.00
408931	MN DEPT OF LABOR AN	CC ANNUAL ELEVATOR	3/25/2026	145.00
408684	AMAZON CAPITAL SERV	VOMIT BAGS	3/11/2026	144.95
408547	ASTLEFORD INTERNATI	HOSE	3/4/2026	143.78
408691	CENTURYLINK	334037354 TRANSPORT	3/11/2026	141.94
V21941	EMILY KRISTINE WAAG	"WHT BRD MARK, TAPE	3/4/2026	141.62
V21935	ERIN ST. ORES	01/05 - 02/26 MILEA	3/4/2026	140.80
408832	THE MUSIC MART	BAND REPAIR	3/18/2026	139.80
408855	WILLIAM TOWNSEND	MOORHEAD OFFICIAL	3/18/2026	137.50
408601	JOEL BURFEIND	EDEN PRAIRIE OFFICI	3/4/2026	136.00
408545	ANIS TAHAR	HOPKINS OFFICIAL	3/4/2026	136.00
408575	EDWARD STEVENS	STMA OFFICIAL	3/4/2026	136.00
408677	ZACHARY DYKES	MAPLE GROVE OFFICIA	3/4/2026	136.00
408619	MARLEY KENDALL	LAKEVILLE SOUTH OFF	3/4/2026	136.00
408539	ADAM LAIL	CHAMPLIN PARK OFFIC	3/4/2026	136.00
408797	BRETT MCNEAL	B-BALL VS. CHMPPK O	3/18/2026	136.00
408652	RYAN WITCRAFT	MINNETONKA OFFICIAL	3/4/2026	136.00
408652	RYAN WITCRAFT	STMS OFFICIAL	3/4/2026	136.00
408652	RYAN WITCRAFT	CHASKA OFFICIAL	3/4/2026	136.00
408564	DANIEL BLACK	MAPLE GROVE OFFICIA	3/4/2026	136.00
408564	DANIEL BLACK	ROSEMOUNT OFFICIAL	3/4/2026	136.00
408820	JASON BLAKE	EDEN PRAIRIE OFFICI	3/18/2026	136.00
408638	PATRICK DANIEL RIOR	CHAMPLIN PARK OFFIC	3/4/2026	136.00
408670	VINCENT VANDER TOP	CHAMPLIN PARK OFFIC	3/4/2026	136.00
408659	STEVEN LEDUC	STMA OFFICIAL	3/4/2026	136.00
408613	KESHAWN SUTTON	CHASKA OFFICIAL	3/4/2026	136.00
408588	GERIAND COOK JR	HOPK9A RVLT 9B OFFI	3/4/2026	136.00
408615	LEE CHURCHILL	EDEN PRAIRIE HS OFF	3/4/2026	136.00
408706	EMPOWERED KIDS, LLC	HOW TO TALK: DEATH	3/11/2026	135.00
V21932	LINNEA SHAW	CLASSROOM BINS	3/4/2026	134.78
408701	ECM PUBLISHERS INC	JAN 12 REG MINUTES	3/11/2026	133.87
408573	EDINA GAS, INC	FUEL	3/4/2026	131.28
408886	EDINA GAS, INC	GAS	3/25/2026	130.82
408707	FACTORY MOTOR PARTS	TRICO	3/11/2026	129.96
408894	FRESHPOINT BIX PROD	CN KC SNACKS	3/25/2026	129.38
408579	SHRED-IT USA	SHREDDING	3/4/2026	129.22

Check No.	Vendor	Description	Date	Amount
408894	FRESHPOINT BIX PROD	CV KC SNACKS	3/25/2026	128.12
408836	PAUL BUCKLEY	FIELD TRIP REFUND	3/18/2026	127.00
408894	FRESHPOINT BIX PROD	FRUIT SNACKS	3/25/2026	125.59
408754	PITNEY BOWES EASYPE	ADDITIONAL CHARGES	3/11/2026	125.20
V21966	ANNE C WELLS	PART B MILEAGE JAN/	3/11/2026	124.27
408561	CONTINENTAL CLAY	SHIPPING AND HANDLI	3/4/2026	123.60
V22005	AARON C LAUBY	MUSICAL SET	3/25/2026	122.98
408684	AMAZON CAPITAL SERV	GLOVES XL	3/11/2026	122.97
408680	93 SKIP LLC	TRAN. FEB. SOLAR PR	3/11/2026	120.70
408636	MINNESOTA SECRETARY	NOTARY COMMISSION A	3/4/2026	120.00
408571	EDINA COFFEE ROASTE	DRIP BREW FOR COFFE	3/4/2026	120.00
408807	EDINA COFFEE ROASTE	5LBSEMBER-EHS COFFE	3/18/2026	120.00
408885	EDINA COFFEE ROASTE	COFFEE SHOP DRIP BR	3/25/2026	120.00
V21945	GRACE L BESTLER	JAN/FEB MILEAGE	3/11/2026	119.70
V22021	KORY M SMITH	01/30 - 03/11 MILEA	3/25/2026	118.37
408555	BRITTANY HANSEN	DONUTS FOR PARENT M	3/4/2026	116.22
408758	RACHEL SEALS	REFUND- SOCCER	3/11/2026	115.00
V22001	ALAN K HENDRICKSON	01/06 - 03/13 MILEA	3/25/2026	114.84
408748	MULTILINGUAL WORD I	INTERPRETER 178382	3/11/2026	114.40
408748	MULTILINGUAL WORD I	INTERPRETER 177905	3/11/2026	114.40
408707	FACTORY MOTOR PARTS	SHOCK	3/11/2026	113.14
408726	JW PEPPER & SON INC	CHOIR SUPPLIES	3/11/2026	112.50
408826	MATTHEW LAWRENCE	MOORHEAD OFFICIAL	3/18/2026	112.50
408599	JACKIE MART	COZY WINTER DRINKS	3/4/2026	112.00
408608	JW PEPPER & SON INC	CHOIR SUPPLIES	3/4/2026	111.74
408595	HOGLUND BUS COMPANY	FLOW SWITCH	3/4/2026	111.10
408748	MULTILINGUAL WORD I	INTERPRETER 178220	3/11/2026	110.08
408748	MULTILINGUAL WORD I	INTERPRETER 178106	3/11/2026	109.36
408673	WILLIAM V MACGILL &	ITEM 4739	3/4/2026	109.34
408584	FRESHPOINT BIX PROD	CS KC SNACKS	3/4/2026	108.85
408809	ESCREEN, INC.	DRIVER DOT DRUG	3/18/2026	108.75
408748	MULTILINGUAL WORD I	INTERPRETER 178178	3/11/2026	108.64
408712	FRESHPOINT BIX PROD	FRUIT	3/11/2026	108.48
408748	MULTILINGUAL WORD I	INTERPRETER 178092	3/11/2026	107.20
408748	MULTILINGUAL WORD I	INTERPRETER 178093	3/11/2026	107.20
408712	FRESHPOINT BIX PROD	FRESH FRUIT	3/11/2026	107.11
408810	FOLLETT HIGHER EDUC	PATHWAY GRANT BOOKS	3/18/2026	106.99
408748	MULTILINGUAL WORD I	INTERPRETER 178207	3/11/2026	106.48
408748	MULTILINGUAL WORD I	INTERPRETER 178208	3/11/2026	106.48
V22005	AARON C LAUBY	MUSICAL PROPS/FURNI	3/25/2026	105.85
408586	GENERAL SECURITY SE	TRAN. PATROL STANDB	3/4/2026	105.00
408586	GENERAL SECURITY SE	HL PATROL STANDBY	3/4/2026	105.00
408586	GENERAL SECURITY SE	SV PATROL STANDBY	3/4/2026	105.00
408586	GENERAL SECURITY SE	CC PATROL STANDBY	3/4/2026	105.00
408586	GENERAL SECURITY SE	ECC PATROL STANDBY	3/4/2026	105.00
408586	GENERAL SECURITY SE	CN PATROL STANDBY	3/4/2026	105.00
408586	GENERAL SECURITY SE	EHS PATROL STANDBY	3/4/2026	105.00
408586	GENERAL SECURITY SE	CV PATROL STANDBY	3/4/2026	105.00
408586	GENERAL SECURITY SE	VV PATROL STANDBY	3/4/2026	105.00
408586	GENERAL SECURITY SE	CS PATROL STANDBY	3/4/2026	105.00
408626	MIA MENDOZA	REFUND-WOMEN'S WOOD	3/4/2026	105.00
408624	MENARDS - EDEN PRAI	SEAL	3/4/2026	104.80
408690	BUSINESS ESSENTIALS	YELLOW 8.5X11 QTY 2	3/11/2026	104.00
408690	BUSINESS ESSENTIALS	GREEN 8.5X11 QTY 2	3/11/2026	104.00
V21946	DANIEL T BITTMAN	INTERNATIONAL PHONE	3/11/2026	104.00
408746	MONICA MERO	3/2 CONFERENCE COOK	3/11/2026	103.01
408684	AMAZON CAPITAL SERV	POSTER BOARDS 3RD G	3/11/2026	101.82
V21978	DEBRA K RICHARDS	02/02 MILEAGE	3/18/2026	101.21
V22023	JANE C TIERNEY	01/15 - 03/13 MILEA	3/25/2026	101.21
408671	WAYZATA HIGH SCHOOL	ALPINE BOYS	3/4/2026	100.71
408671	WAYZATA HIGH SCHOOL	ALPINE GIRLS	3/4/2026	100.71
V21928	CHERYL L PARISH	PART B MILEAGE FEB	3/4/2026	100.70
408716	GENERAL SECURITY SE	TRAN. PATROL RESPON	3/11/2026	100.00
408748	MULTILINGUAL WORD I	INTERPRETER 178508	3/11/2026	100.00
408905	HENRY HEIN	GNOME WOODCARVING	3/25/2026	100.00
408676	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	3/4/2026	100.00
408856	XEROX IT SOLUTIONS,	SCREEN DEDUCTIBLES	3/18/2026	100.00
408769	SPEECH CORNER LLC	RM-240	3/11/2026	99.99

Check No.	Vendor	Description	Date	Amount
408543	AMAZON CAPITAL SERV	VIBRATING PLATE	3/4/2026	99.98
408584	FRESHPOINT BIX PROD	FRESH FRUIT	3/4/2026	99.51
408750	ODP BUSINESS SOLUTI	2ND SUPPLIES	3/11/2026	98.66
408740	METRO SALES INC	COPIER	3/11/2026	98.00
408833	NICHOLAS LITFIN	EDEN PRAIRIE OFFICI	3/18/2026	97.00
408607	JOSEPH TITUS	ROSEMOUNT OFFICIAL	3/4/2026	97.00
408662	TANNER PEARSON	OFFICIAL	3/4/2026	97.00
408665	THOMAS LEADENS	ROSEMOUNT OFFICIAL	3/4/2026	97.00
408568	DREW SCHERBER	MAPLE GROVE OFFICIA	3/4/2026	97.00
408840	RYAN PAUL	CHAMPLIN PARK OFFIC	3/18/2026	97.00
408617	LUCAS BERG	STMA OFFICIAL	3/4/2026	97.00
408621	MATT DEBAKER	EDEN PRAIRIE OFFICI	3/4/2026	97.00
408656	SCOTT PETERSON	EDEN PRAIRIE OFFICI	3/4/2026	97.00
408825	MATTHEW GALLAGHER	CHAMPLIN PARK OFFIC	3/18/2026	97.00
408664	THOMAS HENKE	HOPKINS OFFICIAL	3/4/2026	97.00
408648	ROBERT BISSONETTE	MAPLE GROVE OFFICIA	3/4/2026	97.00
408851	TOM GILLUND	CHAMPLIN PARK OFFIC	3/18/2026	97.00
408554	BRADLEY REKSTAD	STMA OFFICIAL	3/4/2026	97.00
408639	PATRICK SOBIECH	MAPLE GROVE OFFICIA	3/4/2026	97.00
408623	MATTHEW KARNAS	HOPKINS OFFICIAL	3/4/2026	97.00
408666	TIMOTHY LITFIN	ROSEMOUNT OFFICIAL	3/4/2026	97.00
408672	WESLEY J HILL	HOPKINS OFFICIAL	3/4/2026	97.00
408625	MESSERLI & KRAMER P	EMPLOYEE GARNISHMEN	3/4/2026	96.44
408701	ECM PUBLISHERS INC	JAN 5 ORG MINUTES	3/11/2026	95.62
408932	MSBA -- MINNESOTA S	DAY AT THE CAPITOL_	3/25/2026	95.00
408932	MSBA -- MINNESOTA S	DAY AT THE CAPITOL_	3/25/2026	95.00
408909	I-STATE TRUCK CENTE	BELT	3/25/2026	94.98
408673	WILLIAM V MACGILL &	ITEM 15538	3/4/2026	94.49
408752	OVERDRIVE INC	EBOOKS FOR EHS	3/11/2026	92.99
408957	WASTE MANAGEMENT OF	SAND	3/25/2026	91.09
408744	MINNESOTA CLAY CO U	FREIGHT	3/11/2026	90.59
408769	SPEECH CORNER LLC	RM-215	3/11/2026	89.99
408543	AMAZON CAPITAL SERV	SENSORY BUBBLE TUBE	3/4/2026	89.89
408752	OVERDRIVE INC	EBOOKS FOR EHS	3/11/2026	87.94
V21976	AARON C LAUBY	MUSICAL - MENARDS -	3/18/2026	86.97
V21950	RYAN GALLAGHER	PARKING - DECA STAT	3/11/2026	85.00
408578	EMILY YUNG	LAKE CONF KICK MEET	3/4/2026	84.00
408548	BARRETT GARFIELD	BUFFALO OFFICIAL	3/4/2026	84.00
408673	WILLIAM V MACGILL &	ITEM 15537	3/4/2026	83.99
V21976	AARON C LAUBY	MUSICAL - GOODWILL	3/18/2026	83.90
408627	MICHAEL MUCKENHIRN	LUNCH ACCT REFUND	3/4/2026	83.50
408861	AMAZON CAPITAL SERV	SEALANT	3/25/2026	81.00
408891	FACTORY MOTOR PARTS	BALL JOINTS	3/25/2026	80.98
408691	CENTURYLINK	DO333690767	3/11/2026	80.52
V21983	LEIGH A FEILY	UBER FROM AIRPORT T	3/18/2026	80.36
408734	LAKEVILLE NORTH HIG	GYMNASTICS INVITE	3/11/2026	80.00
408543	AMAZON CAPITAL SERV	3IN1 FOAM PLYO BOX	3/4/2026	79.99
408869	BLICK ART MATERIALS	ART SUPPLIES	3/25/2026	79.20
408747	MRI SOFTWARE LLC	FEB BKGD CHK: MISC	3/11/2026	78.00
408684	AMAZON CAPITAL SERV	POSTER BOARDS 3RD G	3/11/2026	77.19
V21953	CHRISTINE N LAWRENC	GAS FOR SURBURBAN	3/11/2026	76.26
408725	JOSTENS INC	DIPLOMA ORDER	3/11/2026	76.05
V22020	YATESH N SINGH	PRINTS FOR INFORMAT	3/25/2026	76.05
408592	HENNEPIN COUNTY ACC	TRAN. HAZARDOUS WAS	3/4/2026	76.00
408592	HENNEPIN COUNTY ACC	EHS & VV HAZARDOUS	3/4/2026	76.00
V21976	AARON C LAUBY	MUSICAL - SALVATION	3/18/2026	75.26
408589	GRAINGER	CITY GYM BUBBLERS	3/4/2026	75.12
408826	MATTHEW LAWRENCE	HILL MURRAY OFFICIA	3/18/2026	75.00
408826	MATTHEW LAWRENCE	ANDOVER OFFICIAL	3/18/2026	75.00
408764	SCHOOL HEALTH CORPO	ITEM 37188	3/11/2026	74.40
V21941	EMILY KRISTINE WAAG	BOOK FAIR BOOK PURC	3/4/2026	74.34
V21982	NATALIE M SPICER	03/10 MILEAGE	3/18/2026	73.81
V21954	KATIE E MCFARLAND	JAN -FEB MILEAGE	3/11/2026	73.66
V21963	MARY K TAYLOR-HAUG	HOOKS FOR PE	3/11/2026	73.23
V21949	NICHOLAS J ELLISON	PIZZA FOR JAZZ FEST	3/11/2026	71.92
408543	AMAZON CAPITAL SERV	FAMOUS AMOS COOKIES	3/4/2026	71.88
408946	SCHOOL SPECIALTY, L	ART SUPPLIES	3/25/2026	70.96
408595	HOGLUND BUS COMPANY	VALVE	3/4/2026	70.40

Check No.	Vendor	Description	Date	Amount
408597	I-STATE TRUCK CENTE	DAMPER	3/4/2026	70.30
408887	EDINA GIVE & GO	REFUND BASEBALL	3/25/2026	70.20
408701	ECM PUBLISHERS INC	JAN 12 WS MINUTES	3/11/2026	70.12
408585	GENERAL PARTS LLC	WIC DOOR SWEEP	3/4/2026	69.76
408891	FACTORY MOTOR PARTS	DEGREASER	3/25/2026	69.37
408645	PREMIUM WATERS INC	WATER FOR DMTS	3/4/2026	69.24
408837	PREMIUM WATERS INC	WATER FOR DMTS	3/18/2026	69.24
408650	RONALD POESCHEL	MAPLE GROVE 9A GIRL	3/4/2026	68.00
408619	MARLEY KENDALL	BSM OFFICIAL	3/4/2026	68.00
408606	JOSEPH ANDERSON	MAPLE GROVE OFFICIA	3/4/2026	68.00
408588	GERIAND COOK JR	BSM 9A 9B OFFICIAL	3/4/2026	68.00
408584	FRESHPOINT BIX PROD	CV KC SNACKS	3/4/2026	67.74
408775	THE MUSEUM OF RUSSI	ADULT ENRICH FIELD	3/11/2026	67.00
V21925	EILEY K MISFELDT	02/27 - 02/26 MILEA	3/4/2026	66.70
408608	JW PEPPER & SON INC	CHOIR SUPPLIES	3/4/2026	65.99
408707	FACTORY MOTOR PARTS	DEL	3/11/2026	65.53
408701	ECM PUBLISHERS INC	JAN 8 SPEC MINUTES	3/11/2026	63.75
408701	ECM PUBLISHERS INC	JAN 20 RETREAT MINU	3/11/2026	63.75
408737	MARGARET BUCHANAN	MODEL UN REIMBURSEM	3/11/2026	63.50
408691	CENTURYLINK	333869855-CC	3/11/2026	63.47
408630	MONICA MOHN	DANCE 101:DATE NIGH	3/4/2026	63.00
408684	AMAZON CAPITAL SERV	RYDEEN PTO FUNDS BO	3/11/2026	62.24
408788	WILD RUMPUS BOOK ST	BOOKS FOR CV	3/11/2026	61.56
408943	RAINBOW RESOURCE CE	SKU 62492	3/25/2026	60.54
408943	RAINBOW RESOURCE CE	SKU 62493	3/25/2026	60.54
408608	JW PEPPER & SON INC	ORCHESTRA MUSIC	3/4/2026	60.00
408543	AMAZON CAPITAL SERV	RICE KRISPIES	3/4/2026	59.82
V21924	NATHANIEL M LINDLEY	01/06 - 02/27 MILEA	3/4/2026	59.45
V21968	JONATHAN D BUCKLEY	03/05-03/06 MILEAGE	3/18/2026	58.00
V21971	PATRICIA A DRONEN	03/05-03/06 MILEAGE	3/18/2026	58.00
408608	JW PEPPER & SON INC	ORCHESTRA MUSIC	3/4/2026	57.99
V22001	ALAN K HENDRICKSON	2/17 - 2/19 MILEAGE	3/25/2026	57.86
408624	MENARDS - EDEN PRAI	SUPPLIES	3/4/2026	57.52
408955	TRI-STATE BOBCAT IN	PART FOR STIHL	3/25/2026	57.48
408701	ECM PUBLISHERS INC	JAN 5 SPEC MINUTES	3/11/2026	57.37
V22024	PETER VASKE	01/22 - 03/13 MILEA	3/25/2026	56.70
V22005	AARON C LAUBY	MUSICAL SET	3/25/2026	56.34
408543	AMAZON CAPITAL SERV	MINI PROJECTOR	3/4/2026	55.98
V21946	DANIEL T BITTMAN	LAPTOP COVER	3/11/2026	55.95
408843	SHRED RIGHT	OFFICE SHREDDING	3/18/2026	54.45
408695	COMMERCIAL FURNITUR	SHIPPING	3/11/2026	53.47
408900	GRAYBAR ELECTRIC CO	SHIPPING	3/25/2026	53.05
408543	AMAZON CAPITAL SERV	TENSION RODS	3/4/2026	52.96
408799	CITY OF EDINA	CV 12/03-1/27 USE	3/18/2026	52.68
V21956	DEBRA K RICHARDS	01/05 - 01/23 MILEA	3/11/2026	52.27
V21915	DANIEL W DEGENAAR	INTERNATIONAL STAMP	3/4/2026	51.00
V21970	JENNIFER D CHRIST	03/05 MILEAGE	3/18/2026	50.75
408933	MTI DISTRIBUTING IN	BELT FOR VENTRAC DW	3/25/2026	50.28
408726	JW PEPPER & SON INC	ORCHESTRA SUPPLIES	3/11/2026	50.00
408739	MCEA	KC JOB POSTING	3/11/2026	50.00
408716	GENERAL SECURITY SE	EHS PATROL RESPONSE	3/11/2026	50.00
408716	GENERAL SECURITY SE	HL PATROL RESPONSE	3/11/2026	50.00
408716	GENERAL SECURITY SE	ECC PATROL RESPONSE	3/11/2026	50.00
408543	AMAZON CAPITAL SERV	GREEN FOLDERS	3/4/2026	49.98
V21951	CRISTIANA P HAWTHOR	FABRIC FOR THEATER	3/11/2026	49.97
408865	AUTISM-PRODUCTS.COM	SHIPPING	3/25/2026	49.00
408717	GROTH MUSIC COMPANY	BAND SUPPLIES	3/11/2026	48.95
408750	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	3/11/2026	48.59
V21938	ROLLAND T TALAN	01/07 - 02/27 MILEA	3/4/2026	48.58
V21937	NICOLE R SWOBODA	01/08 - 02/26 MILEA	3/4/2026	48.21
408543	AMAZON CAPITAL SERV	THEATER COSTUME SUP	3/4/2026	48.15
408794	ALLIANCE FRANCOISE	BOOKS FOR ND	3/18/2026	48.00
408783	TRI-STATE BOBCAT IN	CHAIN	3/11/2026	48.00
408574	EDINA GIVE & GO	2/27/26 WITHHOLDING	3/4/2026	48.00
408543	AMAZON CAPITAL SERV	LITTLE SPOT TAKES A	3/4/2026	47.99
V21921	ANGELA K HRUBY	02/02- 02/26 MILEAG	3/4/2026	47.92
408688	ASTLEFORD INTERNATI	HOSE	3/11/2026	47.89
408891	FACTORY MOTOR PARTS	WIPERS	3/25/2026	47.04

Check No.	Vendor	Description	Date	Amount
408653	SCHMITT MUSIC COMPA	BAND REPAIR	3/4/2026	47.00
V21978	DEBRA K RICHARDS	02/03 - 02/27 MILEA	3/18/2026	46.69
408547	ASTLEFORD INTERNATI	WASHER	3/4/2026	46.35
408921	KINECT ENERGY, INC	ND 1/31-2/28 USE	3/25/2026	46.20
408543	AMAZON CAPITAL SERV	LITTLE SPOT EMOTION	3/4/2026	45.97
V21930	TIMOTHY J RONHOVDE	02/02 - 02/27 MILEA	3/4/2026	45.10
408624	MENARDS - EDEN PRAI	PARTS	3/4/2026	45.03
V21927	BRITTANY J MONTGOME	02/25-02/26 MILEAGE	3/4/2026	44.66
408690	BUSINESS ESSENTIALS	WHT 11X17 QTY 1	3/11/2026	44.00
408955	TRI-STATE BOBCAT IN	PARTS-STIHL	3/25/2026	43.98
V21959	ELIZABETH A SANDVIC	SNACKS FOR MEETING	3/11/2026	43.97
408543	AMAZON CAPITAL SERV	HIGHLIGHTED JOURNAL	3/4/2026	43.96
408795	AMAZON CAPITAL SERV	AARONS PUTTY MINIS	3/18/2026	43.95
V21982	NATALIE M SPICER	02/02- 02/25 MILEAG	3/18/2026	43.50
408543	AMAZON CAPITAL SERV	IPAD CASES X3	3/4/2026	42.69
V21983	LEIGH A FEILY	DINNER/LUNCH NEXT D	3/18/2026	42.47
408764	SCHOOL HEALTH CORPO	ITEM 32147	3/11/2026	42.39
408543	AMAZON CAPITAL SERV	BUSY BABY MAT BUNDL	3/4/2026	41.99
V22009	BRIAN MANTHE	UBER TO AIRPORT	3/25/2026	41.95
408780	T-MOBILE	HS ATHLETICS	3/11/2026	41.78
408780	T-MOBILE	HS ATHLETICS	3/11/2026	41.78
408894	FRESHPOINT BIX PROD	CS KC SNACKS	3/25/2026	41.70
408795	AMAZON CAPITAL SERV	BUZZ BUDDY KIT	3/18/2026	41.11
408684	AMAZON CAPITAL SERV	PROFE LU PTO FUNDS	3/11/2026	40.99
408827	MENARDS - GOLDEN VA	TOOLS	3/18/2026	40.97
V22006	CHRISTINE N LAWRENC	STATE HOCKEY PARKIN	3/25/2026	40.38
V22006	CHRISTINE N LAWRENC	STATE HOCKEY PARKIN	3/25/2026	40.38
V21982	NATALIE M SPICER	PARKING STATE HOCKE	3/18/2026	40.38
V21982	NATALIE M SPICER	PARKING STATE HOCKE	3/18/2026	40.38
V21974	RONALD B JENKINS	PARKING FOR STATE H	3/18/2026	40.38
408943	RAINBOW RESOURCE CE	SKU 62496	3/25/2026	40.36
408764	SCHOOL HEALTH CORPO	ITEM 32265	3/11/2026	40.32
408543	AMAZON CAPITAL SERV	BABY SOUND MACHINE	3/4/2026	40.30
408716	GENERAL SECURITY SE	CC INTRUSION MONITO	3/11/2026	40.08
408716	GENERAL SECURITY SE	CN INTRUSION MONITO	3/11/2026	40.08
408716	GENERAL SECURITY SE	VV INTRUSION MONITO	3/11/2026	40.08
408716	GENERAL SECURITY SE	EHS INTRUSION MONIT	3/11/2026	40.08
408716	GENERAL SECURITY SE	HL INTRUSION MONITO	3/11/2026	40.08
408716	GENERAL SECURITY SE	ECC INTRUSION MONIT	3/11/2026	40.08
408716	GENERAL SECURITY SE	SV INTRUSION MONITO	3/11/2026	40.08
408716	GENERAL SECURITY SE	CV INTRUSION MONITO	3/11/2026	40.08
408838	PROPIO LANGUAGE SER	ONSITE INTERPRETATI	3/18/2026	40.00
408813	GREGORY GOOD	WASHBURN OFFICIAL	3/18/2026	40.00
408658	SPARKPATH INC	REGIONAL SPELLING B	3/4/2026	40.00
408658	SPARKPATH INC	SPELLING BEE REGIST	3/4/2026	40.00
408543	AMAZON CAPITAL SERV	5 IS AGAINST THE LA	3/4/2026	39.87
408563	DANEILLE SAIMA	FIELD TRIP REIMBMNT	3/4/2026	39.60
408757	PREMIUM WATERS INC	MAR26 HOT/COLD WATE	3/11/2026	38.95
408543	AMAZON CAPITAL SERV	BINDERS	3/4/2026	38.46
V21942	JANEL M WEILAND	MATERIALS FOR STUDE	3/4/2026	37.56
408684	AMAZON CAPITAL SERV	WEDGE SEATS	3/11/2026	37.42
408955	TRI-STATE BOBCAT IN	PRAT	3/25/2026	37.39
V21943	MEGAN A WILLIAMS	02/02 - 02/26 MILEA	3/4/2026	36.61
V21965	EMILY J VOELKER	01/05 - 01/29 MILEA	3/11/2026	36.25
V21965	EMILY J VOELKER	02/02- 02/26 MILEAG	3/11/2026	36.25
408780	T-MOBILE	DMTS	3/11/2026	36.17
408780	T-MOBILE	DMTS	3/11/2026	36.17
408780	T-MOBILE	ECSE	3/11/2026	36.08
408780	T-MOBILE	ECSE	3/11/2026	36.08
408543	AMAZON CAPITAL SERV	LAMINATING SHEETS	3/4/2026	36.00
408955	TRI-STATE BOBCAT IN	CHAIN	3/25/2026	36.00
408764	SCHOOL HEALTH CORPO	ITEM 32231	3/11/2026	35.98
408608	JW PEPPER & SON INC	SHEET MUSIC- LANDSL	3/4/2026	35.00
408608	JW PEPPER & SON INC	CHOIR MUSIC	3/4/2026	35.00
408918	JW PEPPER & SON INC	CHOIR MUSIC	3/25/2026	35.00
V21923	CHRISTINE N LAWRENC	STATE GIRLS HOCKEY	3/4/2026	34.61
408684	AMAZON CAPITAL SERV	POSTER BOARDS 3RD G	3/11/2026	33.94
408795	AMAZON CAPITAL SERV	CHEW TUBES	3/18/2026	33.60

Check No.	Vendor	Description	Date	Amount
V21974	RONALD B JENKINS	PARKING FOR STATE H	3/18/2026	33.40
408543	AMAZON CAPITAL SERV	LITTLE SPOT PLUSH B	3/4/2026	33.14
408828	MENARDS - EDEN PRAI	PAINT SUPPLIES	3/18/2026	33.11
V21934	CLAUDE E SIGMUND	LUNCH	3/4/2026	33.09
V21932	LINNEA SHAW	STUDENT SUPPLIES +	3/4/2026	32.99
V21948	KIMBERLY J CASTER	UBER FROM AIRPORT	3/11/2026	32.98
V21968	JONATHAN D BUCKLEY	STATE HOCKEY PARKIN	3/18/2026	32.96
V21968	JONATHAN D BUCKLEY	STATE HOCKEY PARKIN	3/18/2026	32.96
408543	AMAZON CAPITAL SERV	PLAY KITCHEN APPLIA	3/4/2026	32.95
V22009	BRIAN MANTHE	UBER TO AIRPORT	3/25/2026	32.93
V22005	AARON C LAUBY	MUSICAL PROPS	3/25/2026	32.93
V21955	KRISTA S PHILLIPS	01/30 - 03/02 MILEA	3/11/2026	32.55
408684	AMAZON CAPITAL SERV	EYE DROPS	3/11/2026	32.16
V22009	BRIAN MANTHE	UBER TO HOTEL	3/25/2026	32.16
408821	JERRY'S FOODS EDINA	FACS	3/18/2026	32.00
408764	SCHOOL HEALTH CORPO	ITEM 27541	3/11/2026	31.60
V21965	EMILY J VOELKER	11/03 - 12/19 MILEA	3/11/2026	31.50
408543	AMAZON CAPITAL SERV	THEATER COSTUME SUP	3/4/2026	31.31
408764	SCHOOL HEALTH CORPO	ITEM 32230	3/11/2026	31.20
408726	JW PEPPER & SON INC	CHOIR SUPPLIES	3/11/2026	30.98
408718	INNOVATIVE OFFICE S	WORKROOM SUPPLIES	3/11/2026	30.86
V21934	CLAUDE E SIGMUND	LUNCH	3/4/2026	30.85
V21986	KEITH G WERNESS	02/11 & 02/13 MILEA	3/18/2026	30.74
V21940	ASHLEY VIDETICH BYE	02/17 MILEAGE	3/4/2026	30.74
408543	AMAZON CAPITAL SERV	VELCRO DOTS	3/4/2026	30.38
V21934	CLAUDE E SIGMUND	LUNCH	3/4/2026	30.36
V22003	SARAH KRALL STEGEMA	CLASSROOM SUPPLIES	3/25/2026	30.29
V21934	CLAUDE E SIGMUND	LUNCH	3/4/2026	30.29
408543	AMAZON CAPITAL SERV	SENSORY MOUTH BRUSH	3/4/2026	30.23
V21971	PATRICIA A DRONEN	PARKING - FRIDAY	3/18/2026	30.00
V21922	RONALD B JENKINS	PARKING FOR STATE H	3/4/2026	30.00
408543	AMAZON CAPITAL SERV	400 SHEETS WRITE PA	3/4/2026	29.99
408543	AMAZON CAPITAL SERV	CHEEZ ITS	3/4/2026	29.90
V22005	AARON C LAUBY	MUSICAL COSTUME BOX	3/25/2026	29.90
408543	AMAZON CAPITAL SERV	WORRIES BOOK	3/4/2026	29.85
V21955	KRISTA S PHILLIPS	01/28 - -02/27 MILE	3/11/2026	29.58
408543	AMAZON CAPITAL SERV	9VOLT BATTERIES	3/4/2026	29.33
408918	JW PEPPER & SON INC	CHOIR MUSIC	3/25/2026	29.00
408918	JW PEPPER & SON INC	CHOIR MUSIC	3/25/2026	29.00
V21923	CHRISTINE N LAWRENC	02/20 - MILEAGE	3/4/2026	29.00
V21916	PATRICIA A DRONEN	02/19 - MILEAGE	3/4/2026	29.00
V21922	RONALD B JENKINS	02/20 - MILEAGE	3/4/2026	29.00
V21944	RUSUL M ALI	02/20 MILEAGE	3/11/2026	29.00
408543	AMAZON CAPITAL SERV	PURPLE SEQUIN FABRI	3/4/2026	28.99
408543	AMAZON CAPITAL SERV	TURQUOISE SEQUIN FA	3/4/2026	28.99
408684	AMAZON CAPITAL SERV	FARM ANIMAL MAGNETI	3/11/2026	28.99
408764	SCHOOL HEALTH CORPO	ITEM 37270	3/11/2026	28.95
V21983	LEIGH A FEILY	BREAKFAST/LUNCH FOO	3/18/2026	28.93
408653	SCHMITT MUSIC COMPA	BAND REPAIR	3/4/2026	28.82
408543	AMAZON CAPITAL SERV	POP TARTS	3/4/2026	28.70
408543	AMAZON CAPITAL SERV	TAKIS	3/4/2026	28.56
408684	AMAZON CAPITAL SERV	MAGNET PEOPLE	3/11/2026	27.99
408795	AMAZON CAPITAL SERV	LITE BRITE	3/18/2026	27.99
V21916	PATRICIA A DRONEN	STATE GIRLS HOCKEY	3/4/2026	27.91
V21984	JANE C TIERNEY	PARKING FOR EHS GIR	3/18/2026	27.91
408543	AMAZON CAPITAL SERV	MAZE RUNNER BOOKS	3/4/2026	27.88
408927	MENARDS - EDEN PRAI	LAUN.SOAP HOSE	3/25/2026	27.86
408712	FRESHPOINT BIX PROD	CV KC SNACKS	3/11/2026	27.75
408894	FRESHPOINT BIX PROD	CV KC SNACKS	3/25/2026	27.75
V21944	RUSUL M ALI	STATE HOCKEY PARKIN	3/11/2026	27.47
408684	AMAZON CAPITAL SERV	LOTION	3/11/2026	27.30
408681	ADVANCED IMAGING SO	BUS GARAGE 1/26	3/11/2026	27.10
408543	AMAZON CAPITAL SERV	INSTRUCTIONAL SUPPL	3/4/2026	27.06
408726	JW PEPPER & SON INC	CHOIR SUPPLIES	3/11/2026	26.99
V22009	BRIAN MANTHE	UBER HOME	3/25/2026	26.94
V21984	JANE C TIERNEY	02/19 MILEAGE	3/18/2026	26.83
408635	ODP BUSINESS SOLUTI	CONSTRUCTION PAPER	3/4/2026	26.72
408684	AMAZON CAPITAL SERV	A 5 IS AGAINST THE	3/11/2026	26.58

Check No.	Vendor	Description	Date	Amount
408584	FRESHPOINT BIX PROD	CV KC SNACKS	3/4/2026	26.49
408669	VENTRIS LEARNING LL	SHIPPING	3/4/2026	26.25
408892	FINKEN WATER INC	WATER FOR NURSE	3/25/2026	26.20
V22009	BRIAN MANTHE	UBER TO HOTEL	3/25/2026	25.93
408543	AMAZON CAPITAL SERV	200 POUCHES LAMINAT	3/4/2026	25.63
408543	AMAZON CAPITAL SERV	CARDSTOCK	3/4/2026	25.45
V21983	LEIGH A FEILY	DINNER - AMERICAN C	3/18/2026	25.35
408684	AMAZON CAPITAL SERV	KOALA TOOLS PENCILS	3/11/2026	25.12
408549	BAYCOM INC	SHIPPING & HANDLING	3/4/2026	25.00
408559	CARL BENNETT	REFUND- SAORI WEAVI	3/4/2026	25.00
V22009	BRIAN MANTHE	MEAL AT CONFERENCE	3/25/2026	25.00
V21936	TROY STEIN	PARKING AT STATE KI	3/4/2026	25.00
V21936	TROY STEIN	PARKING AT STATE JA	3/4/2026	25.00
408673	WILLIAM V MACGILL &	ITEM 81100	3/4/2026	24.98
408827	MENARDS - GOLDEN VA	EXIT LIGHT	3/18/2026	24.97
V21976	AARON C LAUBY	MUSICAL - GOODWILL	3/18/2026	24.97
V22009	BRIAN MANTHE	MEAL AT CONFERENCE	3/25/2026	24.84
408750	ODP BUSINESS SOLUTI	OFFICE SUPPLIES	3/11/2026	24.70
408684	AMAZON CAPITAL SERV	REUSABLE ICE PACKS	3/11/2026	24.69
408780	T-MOBILE	KIDS CLUB CN	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB CS	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB HL	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB ND	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB CV	3/11/2026	24.58
408780	T-MOBILE	COMM ED	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB HL	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB ECC	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB CC	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB CN	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB CS	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB HL	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB ND	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB CV	3/11/2026	24.58
408780	T-MOBILE	COMMUNITY ED	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB HL	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB COMM ED	3/11/2026	24.58
408780	T-MOBILE	KIDS CLUB CC	3/11/2026	24.58
V21967	JESSICA D BATEMAN	SLT WEB DONUTS	3/18/2026	23.92
408684	AMAZON CAPITAL SERV	CUT OUT CUPS	3/11/2026	23.86
V21918	BENJAMIN J FLEMING	02/28 MILEAGE	3/4/2026	23.78
V21972	BENJAMIN J FLEMING	03/10 MILEAGE	3/18/2026	23.78
V21983	LEIGH A FEILY	LUNCH - KYURAMEN	3/18/2026	23.35
408891	FACTORY MOTOR PARTS	WAX	3/25/2026	22.94
V22009	BRIAN MANTHE	MEAL AT CONFERENCE	3/25/2026	22.90
408543	AMAZON CAPITAL SERV	FRITO MIX	3/4/2026	22.43
V21980	STEPHEN P SANGER	MEAL FOR HOSA SLC T	3/18/2026	22.17
V22009	BRIAN MANTHE	UBER TO AIRPORT	3/25/2026	21.99
408684	AMAZON CAPITAL SERV	ARDINGER BOOK PTO	3/11/2026	21.77
408673	WILLIAM V MACGILL &	ITEM 95210	3/4/2026	20.98
408780	T-MOBILE	PHONES CC MAINT	3/11/2026	20.64
408780	T-MOBILE	CN MAINT	3/11/2026	20.64
408780	T-MOBILE	CS MAINT	3/11/2026	20.64
408780	T-MOBILE	CV MAINT	3/11/2026	20.64
408780	T-MOBILE	PHONES CC MAINT	3/11/2026	20.64
408780	T-MOBILE	CN MAINT	3/11/2026	20.64
408780	T-MOBILE	CS MAINT	3/11/2026	20.64
408780	T-MOBILE	CV MAINT	3/11/2026	20.64
408780	T-MOBILE	SV MAINT	3/11/2026	20.64
408780	T-MOBILE	TRANSPORTATION	3/11/2026	20.64
408780	T-MOBILE	VV MAINT	3/11/2026	20.64
408780	T-MOBILE	ECC MAINT	3/11/2026	20.64
408780	T-MOBILE	SV MAINT	3/11/2026	20.64
408780	T-MOBILE	TRANSPORTATION	3/11/2026	20.64
408780	T-MOBILE	VV MAINT	3/11/2026	20.64
408780	T-MOBILE	ECC MAINT	3/11/2026	20.64
408764	SCHOOL HEALTH CORPO	ITEM 43026	3/11/2026	20.52
V21934	CLAUDE E SIGMUND	SNACK	3/4/2026	20.37
408543	AMAZON CAPITAL SERV	MAXI-AIDS RAISED LI	3/4/2026	20.33

Check No.	Vendor	Description	Date	Amount
V21922	RONALD B JENKINS	02/25 MILEAGE	3/4/2026	20.30
V21957	MICHAEL D ROBERTS I	02/25 MILEAGE	3/11/2026	20.30
408943	RAINBOW RESOURCE CE	SKU 62495	3/25/2026	20.18
408764	SCHOOL HEALTH CORPO	ITEM 32145	3/11/2026	20.10
408945	RIVERSIDE INSIGHTS	SHIPPING	3/25/2026	20.00
V21971	PATRICIA A DRONEN	PARKING (SEE NOTE B	3/18/2026	20.00
408543	AMAZON CAPITAL SERV	AAA BATTERIES	3/4/2026	19.99
408684	AMAZON CAPITAL SERV	20PC ZOO COUNTING	3/11/2026	19.99
408814	GROTH MUSIC COMPANY	BAND SUPPLY	3/18/2026	19.95
408795	AMAZON CAPITAL SERV	TIMERS	3/18/2026	19.74
408927	MENARDS - EDEN PRAI	2 PLUG ENDS	3/25/2026	19.18
408673	WILLIAM V MACGILL &	ITEM 95200	3/4/2026	19.17
408543	AMAZON CAPITAL SERV	TAPE MEASURES	3/4/2026	18.99
408543	AMAZON CAPITAL SERV	ACCORDIAN FILE FOLD	3/4/2026	18.99
408684	AMAZON CAPITAL SERV	MARKERS	3/11/2026	18.89
V21980	STEPHEN P SANGER	MEAL FOR HOSA SLC T	3/18/2026	18.80
408922	KIRSTEN MADAUS	SPRING BOWLS	3/25/2026	18.20
408943	RAINBOW RESOURCE CE	SHIPPING	3/25/2026	18.16
408543	AMAZON CAPITAL SERV	BUSY BABY BIB SET	3/4/2026	17.99
V22018	LINNEA SHAW	MOUSE TRAPS	3/25/2026	17.99
V21981	JEFFREY P SORHEIM	FLEET FARM OIL FOR	3/18/2026	17.98
408716	GENERAL SECURITY SE	CS INTRUSION MONITO	3/11/2026	17.95
408795	AMAZON CAPITAL SERV	SENSORY CHEW TOYS	3/18/2026	17.76
V21929	ANDREW RUSSELL PEER	"CAULK, CAULK GUN "	3/4/2026	17.66
408744	MINNESOTA CLAY CO U	PALLETIZE & WRAP	3/11/2026	17.50
408543	AMAZON CAPITAL SERV	NOISE CANCEL HEADPH	3/4/2026	17.49
408543	AMAZON CAPITAL SERV	STERILITE CONTAINER	3/4/2026	17.41
408684	AMAZON CAPITAL SERV	DIAGNOSTIC PEN LIGH	3/11/2026	17.32
V22009	BRIAN MANTHE	MEAL AT AIRPORT	3/25/2026	17.26
V21934	CLAUDE E SIGMUND	DINNER	3/4/2026	17.00
V21976	AARON C LAUBY	MUSICAL - MICHAELS	3/18/2026	16.99
408684	AMAZON CAPITAL SERV	ANXIETY RELIEF BK	3/11/2026	16.95
V21926	BETHANY A MOHS	01/08 - 02/26 MILEA	3/4/2026	16.89
408608	JW PEPPER & SON INC	BAND SUPPLIES	3/4/2026	16.75
V21983	LEIGH A FEILY	LUNCH - MARKET CHIC	3/18/2026	16.43
V21919	TAMARA K FORBY	01/08 - 02/26 MILEA	3/4/2026	16.24
408543	AMAZON CAPITAL SERV	CALCULATORS	3/4/2026	16.14
V21979	ALLISON M RONGLIEN	TUESDAY DINNER: NOO	3/18/2026	16.08
V21980	STEPHEN P SANGER	MEAL FOR HOSA SLC T	3/18/2026	16.00
408684	AMAZON CAPITAL SERV	DISPOSABLE COMBS	3/11/2026	15.99
408795	AMAZON CAPITAL SERV	SENSORY CHEW TOYS W	3/18/2026	15.98
408543	AMAZON CAPITAL SERV	MINI MUFFINS	3/4/2026	15.96
408684	AMAZON CAPITAL SERV	PATTERN BLOCK SET	3/11/2026	15.79
408543	AMAZON CAPITAL SERV	PLAY DOH	3/4/2026	15.24
408543	AMAZON CAPITAL SERV	HANGING STORAGE BAG	3/4/2026	15.19
408543	AMAZON CAPITAL SERV	PLAY DOH	3/4/2026	15.11
V22009	BRIAN MANTHE	MEAL AT CONFERENCE	3/25/2026	15.00
408543	AMAZON CAPITAL SERV	ZIPPER POUCHES	3/4/2026	14.99
408795	AMAZON CAPITAL SERV	LIGHT UP SENSORY CA	3/18/2026	14.99
408543	AMAZON CAPITAL SERV	AA BATTERIES	3/4/2026	14.97
408543	AMAZON CAPITAL SERV	BUTCHERS CROSSING B	3/4/2026	14.95
408684	AMAZON CAPITAL SERV	SPINNING TOPS	3/11/2026	14.59
408543	AMAZON CAPITAL SERV	IPAD CASE	3/4/2026	14.23
408543	AMAZON CAPITAL SERV	IPAD CASE	3/4/2026	14.23
408543	AMAZON CAPITAL SERV	GRANOLA BARS	3/4/2026	14.01
408543	AMAZON CAPITAL SERV	KEYRINGS	3/4/2026	13.99
408543	AMAZON CAPITAL SERV	TOY MICROPHONES	3/4/2026	13.99
V21976	AARON C LAUBY	MUSICAL - VALUE VIL	3/18/2026	13.98
408543	AMAZON CAPITAL SERV	BUBBLES	3/4/2026	13.97
408543	AMAZON CAPITAL SERV	PLAY FOOD SET	3/4/2026	13.87
408764	SCHOOL HEALTH CORPO	ITEM 1050487	3/11/2026	13.81
V22002	JORDAN N JUDD	1/26 - 3/13 MILEAGE	3/25/2026	13.63
408697	CULLIGAN BOTTLED WA	BOTTLED WATER	3/11/2026	13.35
V21979	ALLISON M RONGLIEN	WEDNESDAY BREAKFAST	3/18/2026	13.34
408551	BEV EVERSON	REFUND- THE MINOANS	3/4/2026	13.33
408567	DIANE BLAKE	REFUND- THE MINOANS	3/4/2026	13.33
408795	AMAZON CAPITAL SERV	EAR PLUGS	3/18/2026	13.29
V21979	ALLISON M RONGLIEN	TUESDAY BREAKFAST:	3/18/2026	13.21

Check No.	Vendor	Description	Date	Amount
408916	JOSTENS INC	SIGN CHANGE-SUPERIN	3/25/2026	13.05
V22006	CHRISTINE N LAWRENC	03/05 MILEAGE	3/25/2026	13.05
V21986	KEITH G WERNESS	01/29 MILEAGE	3/18/2026	13.05
V21976	AARON C LAUBY	MUSICAL - GOODWILL	3/18/2026	12.99
408684	AMAZON CAPITAL SERV	SAFETY PINS	3/11/2026	12.98
408684	AMAZON CAPITAL SERV	BROOM AND DUSTPAN S	3/11/2026	12.98
408543	AMAZON CAPITAL SERV	IPAD SHOULDER STRAP	3/4/2026	12.86
408543	AMAZON CAPITAL SERV	SQUISHMALLOW BRACEL	3/4/2026	12.83
408543	AMAZON CAPITAL SERV	CASIO LABEL TAPE	3/4/2026	12.81
408684	AMAZON CAPITAL SERV	CLOROX WIPES	3/11/2026	12.78
408543	AMAZON CAPITAL SERV	CHEW STIXX	3/4/2026	12.60
V21979	ALLISON M RONGLIEN	MONDAY LUNCH: CHIPO	3/18/2026	12.32
408543	AMAZON CAPITAL SERV	BUSY BABY TOY BUNGE	3/4/2026	12.29
408600	JERRY'S HARDWARE	TSCHIDA SUPPLIES	3/4/2026	12.14
V21979	ALLISON M RONGLIEN	MONDAY DINNER: GREE	3/18/2026	12.09
408645	PREMIUM WATERS INC	COOLER RENTAL MAR 2	3/4/2026	12.00
408543	AMAZON CAPITAL SERV	FAMOUS AMOS COOKIES	3/4/2026	11.98
408543	AMAZON CAPITAL SERV	FAMOUS AMOS COOKIES	3/4/2026	11.98
V22020	YATESH N SINGH	PRINTS FOR INFORMAT	3/25/2026	11.98
V21914	BRADLEY G DAHLMAN	PASSPORT VISA	3/4/2026	11.95
408543	AMAZON CAPITAL SERV	STERILITE BOX	3/4/2026	11.89
408543	AMAZON CAPITAL SERV	TOOTSIE ROLLS	3/4/2026	11.50
408543	AMAZON CAPITAL SERV	SLIM JIMS	3/4/2026	11.47
V21913	TAYLOR A BANGERT	FEBRUARY MILEAGE	3/4/2026	11.46
V21980	STEPHEN P SANGER	MEAL FOR HOSA SLC T	3/18/2026	11.34
408673	WILLIAM V MACGILL &	ITEM 68580	3/4/2026	11.16
408684	AMAZON CAPITAL SERV	SMART BUT SCATTERED	3/11/2026	11.05
408717	GROTH MUSIC COMPANY	BAND SUPPLIES	3/11/2026	10.99
408543	AMAZON CAPITAL SERV	PERSONALIZED STAMP	3/4/2026	10.95
V21957	MICHAEL D ROBERTS I	02/21 MILEAGE	3/11/2026	10.88
408898	GOPHER STATE ONE-CA	LOCATING FEES FEB 2	3/25/2026	10.80
408913	JERRY'S HARDWARE	4 KEYS CUT FOR GLAS	3/25/2026	10.76
V21934	CLAUDE E SIGMUND	SNACK	3/4/2026	10.19
408600	JERRY'S HARDWARE	TSCHIDA SUPPLIES	3/4/2026	10.12
408543	AMAZON CAPITAL SERV	SHAVE FOAM	3/4/2026	10.11
V21980	STEPHEN P SANGER	MEAL FOR HOSA SLC T	3/18/2026	10.03
408903	HAWKINS INC	CHLORINE TANK	3/25/2026	10.00
408722	JERRY'S PRINTING	HEADSHOTS FOR WELCO	3/11/2026	10.00
408543	AMAZON CAPITAL SERV	LED LIGHT STRIPS	3/4/2026	9.99
408543	AMAZON CAPITAL SERV	SENSORY LIGHT	3/4/2026	9.99
408543	AMAZON CAPITAL SERV	SENSORY LIGHT	3/4/2026	9.99
408543	AMAZON CAPITAL SERV	ADHESIVE HOOKS	3/4/2026	9.99
408543	AMAZON CAPITAL SERV	EAR PADS	3/4/2026	9.99
408543	AMAZON CAPITAL SERV	FIDGET NECKLACE	3/4/2026	9.99
408926	MEDICALESHOP INC	SHIPPING	3/25/2026	9.99
408543	AMAZON CAPITAL SERV	CHEW NECKLACES	3/4/2026	9.98
408543	AMAZON CAPITAL SERV	RICE KRISPIES	3/4/2026	9.97
V21980	STEPHEN P SANGER	MEAL FOR HOSA SLC T	3/18/2026	9.86
408543	AMAZON CAPITAL SERV	NUMBER/ALPHABET STA	3/4/2026	9.79
408684	AMAZON CAPITAL SERV	INSTR. SUPPLIES	3/11/2026	9.49
408684	AMAZON CAPITAL SERV	SELF CORRECTING ALP	3/11/2026	9.39
V21972	BENJAMIN J FLEMING	03/02 - 03/13 MILEA	3/18/2026	9.24
408764	SCHOOL HEALTH CORPO	ITEM 31131	3/11/2026	9.19
408543	AMAZON CAPITAL SERV	TODDLER UTENSILS	3/4/2026	8.99
408543	AMAZON CAPITAL SERV	STICKER BOOK	3/4/2026	8.99
408684	AMAZON CAPITAL SERV	MEDICINE SPOONS	3/11/2026	8.99
408769	SPEECH CORNER LLC	SHIPPING	3/11/2026	8.99
408780	T-MOBILE	HS MAINT	3/11/2026	8.34
408780	T-MOBILE	HL MAINT	3/11/2026	8.34
408780	T-MOBILE	HS MAINT	3/11/2026	8.34
408780	T-MOBILE	HL MAINT	3/11/2026	8.34
V21961	JACQUELINE STEFFENH	01/08 - 02/26 MILEA	3/11/2026	8.12
408684	AMAZON CAPITAL SERV	HAIR TIES	3/11/2026	7.99
V21918	BENJAMIN J FLEMING	02/19 - 02/26 MILEA	3/4/2026	7.98
408543	AMAZON CAPITAL SERV	COLORED OVERLAYS	3/4/2026	7.95
408543	AMAZON CAPITAL SERV	HIGHLIGHTER TOOLS	3/4/2026	7.69
408543	AMAZON CAPITAL SERV	SENSORY CHEW 4PK	3/4/2026	7.35
V21934	CLAUDE E SIGMUND	STARBUCKS	3/4/2026	7.11

Check No.	Vendor	Description	Date	Amount
408941	R.M. COTTON, LLC	SUPPLIES	3/25/2026	7.04
408684	AMAZON CAPITAL SERV	STICKERS	3/11/2026	6.99
408684	AMAZON CAPITAL SERV	TREADMILL STOP LOCK	3/11/2026	6.99
V21964	KATE TROSKEY	PART B MILEAGE JAN/	3/11/2026	6.96
408707	FACTORY MOTOR PARTS	TRICO	3/11/2026	6.84
408543	AMAZON CAPITAL SERV	TOY MICROPHONES	3/4/2026	6.72
V21960	JOSEPH E SIDDY	03/02 MILEAGE	3/11/2026	6.67
408624	MENARDS - EDEN PRAI	SUPPLIES/RETURN	3/4/2026	6.49
408543	AMAZON CAPITAL SERV	MICROFIBER DUSTER	3/4/2026	6.48
V21934	CLAUDE E SIGMUND	STARBUCKS	3/4/2026	6.22
408827	MENARDS - GOLDEN VA	SUPPLIES	3/18/2026	5.93
408543	AMAZON CAPITAL SERV	SPIKY RINGS	3/4/2026	5.70
408543	AMAZON CAPITAL SERV	DRAWSTRING BAGS	3/4/2026	5.69
V21983	LEIGH A FEILY	DINNER - CIELO CONC	3/18/2026	5.56
408543	AMAZON CAPITAL SERV	BRACELET MAKING KIT	3/4/2026	5.39
V21985	ERICA A WATTSON	03/06 - 03/09 MILEA	3/18/2026	5.00
408543	AMAZON CAPITAL SERV	PENCIL GRIPPERS	3/4/2026	4.99
408543	AMAZON CAPITAL SERV	20ML SYRINGE	3/4/2026	4.99
V21933	JOSEPH E SIDDY	02/26 - 02/27 MILEA	3/4/2026	4.93
408764	SCHOOL HEALTH CORPO	ITEM 27539	3/11/2026	4.90
408543	AMAZON CAPITAL SERV	SCOTCH TAPE	3/4/2026	4.48
408543	AMAZON CAPITAL SERV	GUIDED READING STRI	3/4/2026	4.28
408749	NATIONAL INSURANCE	COBRA	3/11/2026	4.20
V21934	CLAUDE E SIGMUND	WATER	3/4/2026	4.10
408684	AMAZON CAPITAL SERV	TWEEZERS	3/11/2026	3.99
408795	AMAZON CAPITAL SERV	FAIRY LIGHTS	3/18/2026	3.99
408795	AMAZON CAPITAL SERV	SHIPPING	3/18/2026	2.99
408543	AMAZON CAPITAL SERV	COTTON SWABS	3/4/2026	2.89
408653	SCHMITT MUSIC COMPA	ORCHESTRA REPAIR	3/4/2026	2.69
408764	SCHOOL HEALTH CORPO	ITEM 36217	3/11/2026	1.80
V21920	AMY J GILBERTSON-DO	HEALTHY CONNECTIONS	3/4/2026	0.34
408854	WASTE MANAGEMENT OF	CV 3/1-3/31 USE	3/18/2026	(11.78)
408543	AMAZON CAPITAL SERV	CASIO LABEL TAPE RE	3/4/2026	(12.81)
408684	AMAZON CAPITAL SERV	CREDIT MEMO1FRG-RL7	3/11/2026	(101.82)
			Total Value of Checks Issued	**$ 4,169,065.42**

V.J. Electronic Fund Transfers - March 2026

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 4/13/2026

Title: Electronic Fund Transfers – March 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 March 2026, in the amount of $1 1,427,818.

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

Attachments:

1. Electronic Fund Transfers – March 2026

2025-26 SCHOOL YEAR

Electronic Transfers

FOR THE MONTH ENDED MARCH 31, 2026

Edina Public Schools

DEFINING EXCELLENCE

From	To	Description	Date	Amount
US Bank - Checking	Benefit Extras	Flex & HSA	03/02/2026	$ 1,818.93
US Bank - Checking	Delta Dental	Dental Claims	03/02/2026	21,649.79
US Bank - Checking	Minnesota State Tax	District Payroll	03/02/2026	172,412.57
US Bank - Checking	Service Fee	Service Fee	03/03/2026	15.00
US Bank - Checking	Delta Dental	Dental Claims	03/09/2026	19,172.04
US Bank - Checking	Various	Service Fees	03/10/2026	6,452.40
US Bank - Checking	Aviben	Retirement Contributions	03/11/2026	232,523.16
US Bank - Checking	EME	Payroll Vendors	03/11/2026	45,625.78
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	03/11/2026	36,583.15
US Bank - Checking	HRA Funding	Contributions	03/12/2026	2,368.86
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	03/13/2026	945,060.35
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	03/13/2026	170,977.50
US Bank - Checking	Teachers Retirement Association	Contributions	03/13/2026	523,178.35
US Bank - Checking	US Bank - Trustee	Debt Service - Series 2022A COP	03/13/2026	1,043,459.76
US Bank - Checking	Benefit Extras	Flex & HSA	03/13/2026	92,605.24
US Bank - Checking	US Bank - Payroll	District Payroll	03/13/2026	2,659,458.56
US Bank - Checking	Various	Payroll Vendors	03/11/2026	2,049.99
US Bank - Checking	Minnesota State Tax	District Payroll	03/16/2026	166,208.61
US Bank - Checking	Delta Dental	Dental Claims	03/17/2026	17,476.34
US Bank - Checking	US Bank - Trustee	Debt Service - Series 2011C	03/20/2026	134,880.81
US Bank - Checking	Delta Dental	Dental Claims	03/23/2026	19,900.03
US Bank - Checking	Sales Tax	Sales Tax	03/23/2026	3,340.00
US Bank - Checking	Aviben	Retirement Contributions	03/27/2026	234,174.67
US Bank - Checking	EME	Payroll Vendors	03/27/2026	45,625.78
US Bank - Checking	US Bank - One Card	Purchase Casrd Program	03/27/2026	180,562.55
US Bank - Checking	West Metro Credit Union	District Payroll, Dues, Etc.	03/27/2026	36,376.76
US Bank - Checking	Delta Dental	Dental Claims	03/30/2026	16,566.75
US Bank - Checking	HRA Funding	Contributions	03/30/2026	2,534.30
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	03/30/2026	951,447.72
US Bank - Checking	Minnesota Public Employers Retirement Association	Contributions	03/30/2026	176,778.16
US Bank - Checking	Teachers Retirement Association	Contributions	03/30/2026	524,388.72
US Bank - Checking	Minnesota State Tax	District Payroll	03/31/2026	167,239.04
US Bank - Checking	Benefit Extras	Flex & HSA	03/31/2026	85,532.77
US Bank - Checking	Service Fee	Service Fee	03/31/2026	672.41
US Bank - Checking	Various	Payroll Vendors	03/31/2026	3,189.37
US Bank - Checking	US Bank - Payroll	District Payroll	03/31/2026	2,685,511.40
			Total of Electronic Fund Transfers	**$ 11,427,817.62**

V.K. Gifts and Bequests - March 2026

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 4/13/2026

Title: Gifts and Bequests – March 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 March 2026.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of $24,896.08.

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

Attachments:

1. Gifts & Bequests – March 2026

2025-26 SCHOOL YEAR

Gifts & Bequests

FOR THE MONTH ENDED MARCH 31, 2026

Edina Public Schools

DEFINING EXCELLENCE

Donated By	To	Purpose	Amount
Edina Give & Go	Community Ed	Class Scholarships	$ 3,315.30
Edina Ed Fund	Concord Elementary	Mental Health/Wellness	1,848.00
Individuals	Cornelia Elementary	4th Grade Recorders	25.00
Compass Group USA	Edina High School	Chartwells Scholarships	1,500.00
Edina Give & Go	Edina High School	Evp Summer Classes	2,160.00
Edina Give & Go	Edina High School	Summer School	1,440.00
Individuals	Edina High School	Various Sped Field Trips	1,816.00
Boosters	EHS Activities	Debate/Speech Coach	1,504.78
Edina Ed Fund	Highlands Elementary	Mental Health/Wellness	1,848.00
Blackbaud	Normandale Elementary	General Donation	25.00
Minnetonka Schools	Southview Middle School	Band Festival	340.00
Blackbaud	Southview Middle School	General	100.00
Luther	Valleyview Middle School	5K	2,500.00
Patrons	Valleyview Middle School	Choir	1,474.00
Boosters	Valleyview Middle School	Orchestra	5,000.00
		Total Cash Donations	**$ 24,896.08**
		Total In-Kind Donations	**$ -**
		Total 2025-2026 School Year Gifts and Donations	**$ 536,476.38**

V.L. Capitals of Scandinavia International Travel Experience Adjustments

Board Meeting Date: April 13, 2026

Title: Capitals of Scandinavia International Travel Experience Adjustments

Type: Consent

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Assistant Principal Edina High School, and Chris Griggs, Extended Scandinavia Travel Coordinator

Description: The upcoming Capitals of Scandinavia 6/17/2026 - 6/27/2026 International Travel Experience previously approved by the Board has had a change to the original approval. EF Tours recently made an adjustment to the trip's itinerary moving in the final stages of planning.

While the core educational objectives of the program remain unchanged, the finalized route now includes two countries that were not part of the initial proposal. Due to updated travel logistics provided by EF, our students will now be spending time in Helsinki, Finland and Tallinn, Estonia, in addition to Oslo, Norway, Copenhagen, Denmark and Stockholm, Sweden (all previously board approved).

These destinations offer experiences that align with our district's commitment to global competency. The addition of Finland and Estonia provides students with a window into the Baltic region and Nordic culture. From exploring Finland's world-renowned approach to innovation to experiencing Estonia's rich medieval history and digital advancement, these additions enhance the academic rigor of the experience.

These additional locations meet all safety and security standards required by Edina Public Schools and EF: Educational Tours. All other aspects of the trip, including the primary learning targets, supervision ratios, dates of travel and costs, remain consistent with the original approval.

Recommendation: Approve the Scandinavia travel adjustments.

Desired Outcomes from the Board: Consent to approve the Scandinavia travel adjustments.

Attachment: Capitals of Scandinavia 6/17/26 - International Travel Request Board Report

Board Meeting: January 6, 2025

Title: Capitals of Scandinavia 6/17/2026 - International Travel Request - Chris Griggs - Edina High School - World Language

Type: Action

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

Background: In accordance with Policy 538, the following international student travel experience for up to 40 Edina High School students from approximately June 17-27, 2026 has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This expedition, coordinated by EF Tours, utilizes Social Studies, Language Arts and World Language standards, in addition to Edina Public Schools educational competencies. Among other experiences, students will tour historical grounds and cities, experience Scandinavian culture through arts, dance and through one-on- one interaction with local citizens. This experience will be a for-credit high school class; students will be required to keep a journal of their experiences. This will be supported with daily writing prompts as well as teacher-led discussions about their reflections and experiences.

Summary of the Travel Experience: A Social Studies travel-based learning experience to the Capital cities of Scandinavia: Oslo, Norway, Copenhagen, Denmark, Stockholm, Sweden in the summer of 2026. A link to the itinerary can be found **here.**

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

Geography	History	Ethnic Studies
- Places and Regions: Describe places and regions, explaining how they are influenced by power structures. - Human Systems: Analyze patterns of movement and	Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and nondominant narratives about the past.	Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one's own social identities and other groups living in Minnesota,

interconnectedness within and between cultural, economic and political systems from a local to global scale. - Culture: Investigate how sense of place is impacted by different cultural perspectives.	Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources and c) interpreting the historical context, intended audience, purpose and author's point of view of these sources. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue	centering those whose stories and histories have been marginalized, erased or ignored.

Cost: The anticipated inclusive cost of this experience is $5,009 per student. This price is inclusive of all transportation, accommodations, meals, transfers, and insurance. Students will be responsible for any other out of pocket costs or incidentals. Need-based scholarships and fundraising opportunities are available. EF and Edina Public Schools have established a program designed to empower sustainable and impactful travel-based learning programs for the school community that increases equity and access to the global classroom and opportunities like this one. EPS and EF have created a scholarship program aligned with EPS' commitment to equity.

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

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

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

Recommendation: Review and approve the international travel experience.

Desired Outcomes for the Board: Review the International Travel Request to Capitals of Scandinavia for approval.

Attachments:

1. Appendix III Board Policy 538 , Extended Field Trip and Travel Application Preliminary Approval
2. Educational Tours (EF) Itinerary (Note that the extension to Helsinki, Finland and Tallinn, Estonia is not included in the proposal and will not be offered)
3. Fundraising
4. Scholarships EF
5. EF Safety and Insurance Coverages
6. EF Cancellations, Modifications and Booking Conditions

VI. **Discussion**

VI.A.	Professional Development Update	**Speaker(s):** Jody De St. Hubert, Director of Teaching and Learning; Libby Sandvick, Teacher Evaluation & Professional Learning Facilitator

DEFINING EXCELLENCE

Board Meeting: April 13, 2026

Title: Professional Development Update

Type: Discussion

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

Description: Edina Public Schools Professional Development is an intentional, connected, and layered system that supports continuous learning for each and every Edina staff member. Grounded in the district's strategic plan and Policy 425, the system moves beyond isolated workshops to a continuous improvement model that is designed to strengthen teacher efficacy and directly impact student achievement. This report outlines the strategic alignment framework and details the 2025-2026 "Big Rocks" focus areas: Culturally Proficient School Systems (CPSS) and Multi-Tiered Systems of Support (MTSS). It also describes the four primary delivery layers of professional development in Edina. These layers are integrated to ensure the strong application of new learning. The layers are: New to Edina Teacher Training (NETT), designated district calendar days, flexible and supplemental structures, and essential job-embedded professional development through coaching and Professional Learning Communities (PLCs).

Recommendation: Discuss the Professional Development Update.

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key information presented.

System Design

Purpose

The primary goal of Professional Development (PD) in Edina Public Schools is to foster a culture of continuous improvement that directly strengthens teacher efficacy and student achievement in alignment with the district's vision, mission and strategic plan. As outlined in Policy 425, Staff Development and Mentoring, "the school district is committed to facilitating, nurturing, and promoting opportunities to increase the development of all district staff."

In Edina, professional development is not viewed as isolated workshops or one-time events. Instead, we operate within a layered system that allows educators to grow in knowledge, skill, and through the lens of cultural proficiency while providing a high level of consistent learning. Our PD systems are intentionally aligned to policy 425 and specifically to:

- Minnesota academic standards
- Evidence-based curricula
- Data-driven instructional practices
- Strategic district priorities

This system ensures our educators are equipped to meet the academic and social-emotional needs of each and every learner in all Edina educational settings.

The evaluation of Edina professional development and its impact occurs through multiple measures. These measures include:

- frequent progress monitoring of system level goals through reporting of the Data Metrics Plan to the Edina School Board and community, district and administration Instructional Leadership and MTSS meetings, cabinet retreats and meetings, and district department level collaboration;
- frequent progress monitoring (Universal Screening building data reviews, building Principal and Assistant Superintendent monthly meetings) toward building-level goals in reading, math, and SEL;
- District Professional Development committee interactions and feedback gathering;
- building level fidelity checks through formal walk-throughs when implementing evidence-based instructional practices and board approved curriculum;
- staff participation and completion of required professional development sessions, as well as participant feedback responses from these sessions;
- building level ongoing instructional observations and coaching feedback.

These intentionally designed measures, allow district and building leaders to monitor impact, make adjustments, and ensure that professional development is translating into improved student outcomes. This is critical to ensure the professional development in Edina matches what research articulates; that high-quality,

sustained professional development, particularly when it is content-focused, collaborative, and embedded in practice, can increase student achievement by up to 21 percent (Darling-Hammond et al., 2017; Yoon et al., 2007).

Strategic Plan Alignment

Professional development directly advances Strategy D: Develop Leadership Throughout the District, specifically D.2: Provide robust and balanced professional development.

Our layered professional development system supports this strategy through the following commitments:

1. Refining and Prioritizing Professional Development Pathways

Professional learning pathways continue to be prioritized to maximize relevance for all staff. Pathways are developed to ensure consistent learning outcomes as needed with choice on how the learning takes place. This includes:

- differentiating offerings by role (licensed staff, support staff, specialists, and leaders);
- aligning PD to clearly defined district priorities and supporting building choice on how to accomplish the goals of the priorities when applicable and appropriate;
- providing staff choice in the ways in which they access learning when applicable and appropriate.

Example 2025-26 Pathways for Professional Development include:

- *AI Academy*: The Academy provides three optional learning sessions open to all staff to learn synchronously, with an additional on-demand session that is available after the live-in person session. The AI Academy supports the district priority of staff well-being by using AI to increase efficiency, staff capacity, and instructional support in ways that support, not replace, high quality instruction and relationships.
- *State Required Relicensure:* MN Teacher Relicensure requires 125 hours of learning for renewal of a 5 year license. Edina OnDemand courses meet the required areas of license renewal by the state of Minnesota. Staff can register and complete OnDemand courses on their own time and at their own pace through schoology. Another option for staff is to utilize state provided professional development to complete re-licensure hours. Finally, sites have also chosen to provide relicensure specific professional development on their site designated professional development days.

  Relicensure Requirements include the following:
  - Cultural Competency: Training on diverse student populations.
  - Mental Health: Recognizing early-onset mental illness in children.

    - Suicide Prevention: Best practices for prevention.
    - Positive Behavior Intervention: Training in classroom management.
    - English Learner (EL) Needs: Supporting multilingual learners.
    - American Indian History & Culture: Focus on MN context.
    - Reading Preparation: Evidence-based reading instruction.

- *NETT Modules*: These courses are available to all Edina staff and are aligned with our Teacher Evaluation Descriptors.
- *READ Act Phase 1*: LETRS continues to be an enormous undertaking for staff identified in Phase 1 of the READ Act. In order to support staff and ensure learning is maximized, staff have been given a large variety of choices in how to complete the learning. Some of this choice includes when to start the training, choosing to use a limited number of substitute teachers to complete independent learning, utilizing district provided professional development days and/or state provided options to complete whole group learning.

While professional learning pathways provide flexibility in how staff engage in learning, core expectations remain consistent across the district. Required professional development ensures shared understanding of literacy instruction, culturally proficient practices, and student support systems, while choice allows staff to deepen learning aligned to role, experience, and building needs.

2. Science of How the Brain Learns

Through implementation of the Minnesota READ Act and Science of Reading initiatives (including LETRS cohorts), staff engage in structured professional learning grounded in cognitive science and literacy research.

2025-26 Science of Reading professional development includes:

- Phase 1 In-Process Educators: 93 (216 others have *Completed LETRS or OL&LA)*
- Phase 2 Educators (beginning Spring 2026): 99 staff members
- Paraprofessional Training (April 10, 2026): 254 General Ed and Special Ed Paraprofessionals

  The following chart provides an updated progress check on Phase 1 Completion:

	Completed	**In Process**
LETRS with a Principal Primer	16	
LETRS for Administrators	3	7
LETRS for Early Childhood	33	7
LETRS/ OL & LA	216	98
TOTALS	**268**	**112**

3. Literacy Training for All Staff

Literacy is a districtwide priority. Through READ Act implementation, Science of Reading training, curriculum alignment, and coaching structures, we are clarifying expectations for literacy instruction across grade levels and content areas.

2025-26 literacy-focused professional development includes:

- Science of Reading training for PreK–12 staff, including paraprofessionals and administrators;
- additional curriculum and course change training for grades 9–12;
- StudySync curriculum collaboration and support for grades 6–8 ELA teachers;
- Benchmark curriculum training for K–5 classroom teachers;
- job-embedded coaching with elementary literacy coaches;
- Professional Learning Community (PLC) collaboration, PreK–12;
- building-wide academic vocabulary focus at all secondary sites.

4. Cultural Competence and Relevance

Culturally Proficient School Systems (CPSS), developed by Delores Lindsey and Randall Lindsey, serves as a foundational framework for building cultural competence across the district. CPSS ensures staff are equipped to create learning environments where all students experience belonging, relevance, and high expectations.

CPSS anchors all work in Edina, providing the shared values, language, and tools that ensure each strategic priority is implemented through an equity-centered, culturally proficient lens.

Specific 2025-26 CPSS professional development includes:

- one-day foundational facilitated learning session: (935 staff total have completed over the past 4 years);
- ongoing module-based learning for all staff, 4 required in 2025-2026;
- ongoing focus of Instructional Leadership (which include district leadership and building administrators) meetings.

5. Social Emotional Learning (SEL)

SEL is embedded as a Tier 1 focus area within Minnesota Multi-Tiered Systems of Support (MTSS) and every building-level Continuous School Improvement Plans. SEL professional development emphasizes relationship-centered practices aligned with CPSS and MTSS Tier 1 expectations. Building level goals are developed around building specific data and action steps are created that align with accomplishing these goals. District support and collaboration is always available.

2025-26 SEL professional development includes:

- new teacher onboarding SEL specific session;
- continued support of SEL curriculum implementation at the elementary level and SEL advisory implementation at the secondary level;
- training in Working Genius, Top 20, and Envoy (site specific based on C-SIP);
- secondary advisory program development (site specific based on C-SIP).

6. Family Communication

Professional learning related to family engagement has primarily occurred through New Edina Teacher Training. A more systematic approach to building staff capacity in proactive, culturally responsive family communication has been identified as an area for growth. During 2026-2027, district leaders will develop a more systematic professional learning approach to family communication, with particular emphasis on culturally responsive practices, proactive outreach, and consistency across buildings. This work will align with CPSS and MTSS and will be informed by staff and family feedback

Framework for Strategic Alignment and Planning

Pre-Planning and Strategic Leadership (March)

Each spring, district leadership collaborates with building leaders to identify the upcoming year's strategic priority areas (currently called "Big Rocks"). This early planning ensures alignment and coherence across buildings.

Continuous School Improvement Planning (June)
During Continuous School Improvement Plan (C-SIP) sessions, building teams:

- Analyze building-specific data
- Set SMART goals in reading, math, and SEL
- Develop aligned action steps
- Connect professional development to measurable outcomes

Ongoing Collaboration and Monitoring (Year-Round)
Following C-SIP development, the work shifts to ongoing implementation, monitoring, and refinement. Professional development remains dynamic and aligned to building goals and district priorities.

District and building leadership engage in regular, structured collaboration throughout the year to monitor progress and respond to emerging needs. This includes:

- **Regular C-SIP Review Cycles:** Teams revisit goals at established intervals, using student data, instructional practices, and evidence of impact to assess progress in reading, math, and SEL.
- **Aligned Professional Development:** District and site-based professional learning is continuously aligned to C-SIP goals and adjusted to support identified strategies.
- **Responsive, Differentiated Support:** Professional development evolves based on data and implementation evidence, including targeted learning, coaching, and shifts in focus as needed.
- **Collaborative Problem-Solving:** District leaders, instructional coaches, and building teams partner to address challenges, share effective practices, and co-develop solutions.
- **Integration with Existing Structures:** This work is embedded within leadership meetings, PLCs, and coaching cycles, ensuring ongoing reflection and adjustment within the regular school year.

This continuous cycle of implementation, reflection, and adjustment ensures that professional development remains focused, responsive, and directly connected to improved student outcomes.

2025–2026 Strategic Areas of Focus

1. Culturally Proficient School Systems (CPSS)
CPSS serves as the foundation for student support systems and instructional practices. It strengthens staff awareness, equity practices, and culturally responsive decision-making across departments and is the lens we use to implement all things in Edina.

2. Multi-Tiered Systems of Support (MTSS)
MTSS provides a structured framework for:

- Tier 1 evidence-based core instruction
- Data-driven decision making (using FASTBridge)
- Targeted and intensive Tier 2 and 3 intervention systems

These strategic areas of focus ensure alignment between district and building priorities. In 2025-26 they are visualized as "Big Rocks."

Multi-Layered Professional Development Delivery Model

Edina utilizes a multi-layered PD structure to balance state mandates, district priorities, and building-level needs. Together, these layers function as an integrated

system rather than separate initiatives. New staff receive foundational support through NETT, all staff engage in shared district learning on designated PD days, targeted requirements are met through flexible structures, and sustained growth occurs through job-embedded coaching and PLCs. This design ensures coherence, avoids overload for our teachers, and supports continuous improvement over time.

Layer 1: New to Edina Teacher Training (NETT)

The NETT program provides a specialized layer of support for educators entering the district, ensuring they are immediately integrated into Edina's high standards of practice. This program bridges the gap between initial onboarding and long-term mastery by combining system-level orientation, building-based support, and targeted, evaluation-aligned professional development. NETT is designed to be responsive to the specific needs of each teacher, utilizing a three-part framework to ensure immediate and sustained classroom impact:

- **New Teacher Workshop:**
  Prior to the start of the school year, all new educators participate in a three-day New Teacher Workshop held the week before Back-to-School activities. This experience serves as the foundation for understanding Edina's instructional vision and professional expectations. This early investment ensures that new staff begin the year with clarity, connection, and a strong sense of belonging within the district.
- **Building-Level Mentorship:**
  Each new teacher is paired with a compensated Building Peer Mentor who provides ongoing support through regular check-ins and two learning observations. Mentors serve as immediate, job-embedded resources for curriculum, instruction, and day-to-day problem solving. This creates a trusted, non-evaluative space where teachers can receive practical guidance within their specific school context.
- **Targeted On-Demand Modules:**
  Teachers complete a minimum of three specialized modules through Schoology. These modules are intentionally aligned to the district's Teacher Evaluation Framework, ensuring that professional learning directly supports the competencies expected in practice. Learning pathways are often self-selected or determined in collaboration with building administrators based on observation data and instructional needs. This ensures that professional development is targeted, relevant, and directly connected to classroom practice. Topics include:
    - **Effective Planning:** Setting clear learning targets and meeting the needs of all learners.
    - **Data Utilization:** Using multiple data sources to inform instruction.

- **Classroom Management:** Creating equitable and culturally responsive learning environments through the lens of CPSS.

Layer 2: Designated District Calendar Days

Districtwide PD days provide dedicated, student-free time for professional development. These typically occur in August, September, February, and April.

Planning determines which days are district-led versus building-led. For the 2025–26 school year:

- August 20: Kickoff and mandated training
- September 22: Site-sponsored PD
- February 17: AM district / PM site
- April 10: AM district / PM site

District-led days are highly differentiated by role, ensuring relevance and maximizing impact for all staff groups. This February 17, 2026 PD Morning Schedule allows you to see a complete example of the entire scope of differentiation occurring on one morning of district led professional development.

Layer 3: Flexible and Supplemental Structures

To meet expanding requirements while minimizing the work-load of staff, the district utilizes additional delivery and support models. Some examples of this (in addition to those shared in the "Refining and Prioritizing Professional Development Pathways" section of this report) are:

- **READ Act / Science of Reading:** LETRS, OL&LA (CORE), and STRIVE (to begin spring 2026) cohorts extend beyond the contract day, with compensated participation
- **Curriculum Implementation:** Summer learning for time card pay and/or release days with substitutes provided support alignment and planning.
- **CPSS:** One-day foundational training on a release day with substitutes provided supplemented by building-level modules.

Layer 4: Job-Embedded Professional Development

Sustained impact requires learning embedded in daily practice. This approach ensures professional development becomes part of the instructional culture.

Key structures include:

- **Coaching Support:** Administration, literacy coaches, and behavior specialists provide modeling, feedback, and co-planning through a CPSS lens.

- **Edina Teacher Evaluation Program:** High trained Peer coaches provide teachers with timely, specific feedback about designated standards and goals through a CPSS lens, while maintaining consistent coaching support for teachers over multiple years.
- **Professional Learning Communities (PLCs):** Teams engage in ongoing cycles of inquiry focused on student learning and data for each and every Edina learner.
- **Model Lessons:** Structured "pre-brief, lesson, debrief" cycles provide real-time examples of high-impact instruction

These structures ensure that professional development translates directly into classroom practice.

Looking Ahead: Strategic Expansion and Multi-Year Implementation

Upcoming professional development will focus on integrating new curricular mandates with our established strategic priorities to ensure sustained instructional excellence.

- **Sustaining 2025-2026 "Big Rocks":** We will continue to deepen our focus on Culturally Proficient School Systems (CPSS) and Multi-Tiered Systems of Support (MTSS), while adding Non-Exclusionary Practices (NED) and Social & Emotional Learning (SEL) as strategic priority areas. Future professional learning will emphasize the shift from foundational understanding to high-fidelity application, as well as deep integration and alignment across all settings.
- **READ Act Phase 2 and Beyond:** Following the completion of Phase 1 and paraprofessional training in 2026, professional development will transition to Phase 2 requirements. This includes a continued commitment to evidence-based reading preparation for all identified staff to meet state mandates by the July 2027 deadline.
- **Elementary Social Studies Implementation (2026-2027):** Professional development in the 2026-2027 school year will include a dedicated focus on the implementation of the new elementary Social Studies curriculum. Similar to our literacy rollouts, this will involve a blend of district-wide training and job-embedded support to align new standards with evidence-based instructional practices.
- **K-12 Mathematics Multi-Year Roadmap:** The district is launching a comprehensive multi-year plan for K-12 math implementation. This multi-year approach allows for a structured cycle of pre-planning, resource alignment, and sustained teacher coaching to ensure rigorous math instruction across all grade levels.

- **Systematic Family Communication (2026-2027):** As identified in our current strategic plan, the district will move toward a more systematic, culturally responsive approach to family communication through a CPSS lens and professional development to support this.

Conclusion

Edina Public Schools' professional development system is intentionally designed as a coherent, continuous cycle. It begins with strategic planning and is sustained through ongoing collaboration, reflection, and refinement throughout the year. By aligning district priorities, building-level goals, and professional learning outcomes, we ensure that every investment in professional development is purposeful and directly connected to student outcomes.

This work is not static. Through regular review of the Data Metrics Plan and Continuous School and District Improvement Plans, alignment of district and site-based professional development, and responsive adjustments based on data and implementation, the layered system remains dynamic and focused. Professional learning becomes not an isolated event, but an embedded, collaborative process that strengthens instructional practice over time.

Grounded in research, aligned to state and district expectations, and supported through job-embedded coaching and collaborative structures, Edina's approach builds both individual and collective capacity. As a result, educator growth is supported and the Edina educational system as a whole is strengthened. This coherent professional development system ensures that district resources are used strategically, staff learning is aligned to the 2020-2030 Edina Strategic Plan, and continuous improvement remains central to our commitment to each and every Edina student.

VI.B. MN READ Act Update

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

DEFINING EXCELLENCE

Board Meeting: April 13, 2026

Title: MN READ Act Update

Type: Discussion

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

Description: Edina Public Schools is committed to ensuring every student achieves literacy proficiency through evidence-based, structured literacy instruction. While the Minnesota Reading to Ensure Academic Development (READ) Act (2023) established a statewide shift to the Science of Reading, Edina's work began earlier with the Board-approved 2021 PreK–12 Comprehensive Literacy Plan, aligned to the district's Strategic Plan. This proactive foundation positioned Edina to move beyond compliance and establish a system focused on professional excellence, rigorous assessment, and targeted intervention.

Edina is currently in a high-intensity implementation phase, managing overlapping priorities including READ Act professional learning, rollout of Benchmark Advance, and expansion of Capti ReadBasix diagnostics. This work is defined by systemic application of learning into instruction, strategic alignment of resources, and a strong, ongoing partnership between educators, leadership, and the community.

This collective commitment is producing measurable results as demonstrated in the Edina Data Metrics Plan. Edina is one of a few Minnesota districts to demonstrate consistent reading gains on the MCA over the past four years and continues to lead Minnetonka and Wayzata school districts in overall performance.

Recommendation: Discuss the READ Act Update.

Desired Outcomes for the Board: Review the report, have questions prepared, and provide feedback on the key information presented.

Attachments:
2023-2025 Data Metrics Plan Board Update
2025-2027 Data Metrics Plan Board Update

Executive Summary

Overview of Progress

- **Curriculum:** Following a multi-year, educator-led evaluation process, Benchmark Advance was unanimously selected for K–5 core instruction. The 2024–25 school year served as an installation phase with Literacy Leadership Team members, leading to full implementation in 2025–26. Secondary levels have similarly adopted evidence-based resources, including StudySync (6th-8th) and Into Literature (9th-10th). **All curriculum resources meet MN READ Act requirements in this area.**
- **Assessment:** Edina Public Schools utilizes a comprehensive assessment system, including FASTBridge Universal Literacy Screeners (K–9) and the expansion of FASTBridge and Capti ReadBasix diagnostics (4th–12th) to identify student needs and monitor progress. This data-driven approach allows for precise identification of students requiring additional support. **The Edina Comprehensive Assessment System currently meets all READ Act requirements in this area.**
- **Professional Development (PD):** READ Act requirements for PD are broken down into three parts: Phase 1, Phase 2, and Paraprofessional/Support Staff professional development. Edina is on track to have 100% of required Phase 1 staff and paraprofessional/support staff complete this intensive training by July 2026, and or in a two year window of time as new staff starting after the 2024-2025 school year. Edina is also on track to begin Phase 2 training this spring for completion by July 2027. A significant investment has been made in the Science of Reading professional learning and **Edina currently meets all READ Act requirements in this area.**
- **Intervention**: Alignment between the district priority areas in the Comprehensive Literacy Plan and READ Act requirements ensures that Tier 2 and Tier 3 interventions are evidence-based. The 2025-2026 school year has brought an increased focus on resource to skill-gap matches and fidelity of implementation in intervention with the use of Capti in grades 4-12. **Edina currently meets all READ Act requirements in this area.**

Top Four Systemwide Celebrations

- **Consistent Academic Excellence:** When comparing Reading MCA data over the last four years with Minnetonka and Wayzata, Edina is the only district demonstrating steady reading gains, increasing MCA proficiency by 2.94% over this time period (2025-2027 Data Metrics Plan Board Update, Appendix G, page 88).
- **Proactive Systemic Alignment:** Because Edina's Comprehensive Literacy Plan (2021) predated the READ Act (2023), the district had foundational

structures in place that allowed for a seamless transition to meeting state requirements.

- **Collaborative Educator Leadership:** The unanimous recommendation of new curriculum materials by the Literacy Leadership Team reflects a high level of staff input and a shared commitment to evidence-based practices.
- **Strong Community Support:** The strategic implementation of the READ Act has been bolstered by significant financial and collaborative support from the Edina community through the organized efforts of the Edina Education Fund. This partnership has been instrumental in providing the resources necessary for high-intensity professional learning and the support structures to ensure strong application in instruction.

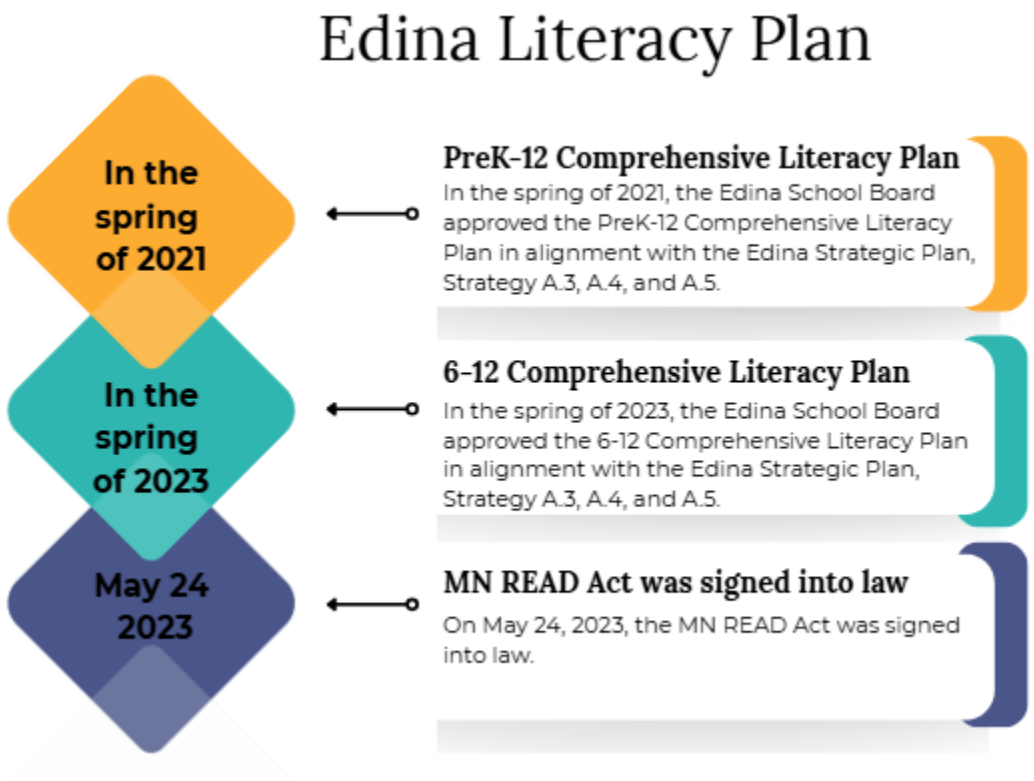
Top Four Systemwide Challenges

- **High-Intensity Implementation:** Managing the simultaneous rollout of intensive professional development, new core curriculum, expanded diagnostic assessments, and new intervention systems requires significant coordination and staff capacity.
- **Accelerating Growth for Students Below Grade Level:** While overall proficiency is high, current "aggressive growth" rates for students starting below benchmark are not yet sufficient to close persistent achievement gaps (2023-2025 Data Metrics Plan Board Update, Executive Summary, page 4).
- **Sustaining Consistent Practice**: Ensuring the Science of Reading is embedded across all tiers of instruction and roles, including specialists and paraprofessionals, is essential for long-term, high-quality implementation and student success.
- **Funding**: Sustaining the level of investment required to fully implement and maintain READ Act expectations presents an ongoing challenge. While community partnerships, including support from the Edina Education Fund, have been critical, many of these resources are not permanent. Long-term financial planning will be necessary to ensure continued funding for professional development, assessment tools, and intervention supports without compromising other district priorities

Overview

Edina Public Schools began targeted, systemwide work on literacy improvement prior to the passage of the Minnesota READ Act. In spring 2021, the Edina School Board approved a PreK–5 Comprehensive Literacy Plan (CLP), followed by the approval of a 6–12 CLP in spring 2023. Both plans are aligned to Strategic Plan priorities (A.3, A.4, A.5). These plans established a cohesive framework focused on academic excellence, multi-tiered systems of support, assessment and data use, professional learning, collaborative leadership, and community partnership.

When the Minnesota READ Act was signed into law on May 24, 2023, Edina already had foundational structures in place that closely aligned with the Read Act's core components of curriculum, assessment, professional development, and intervention. This alignment demonstrates that Edina's literacy work was not only proactive, but also well-positioned to meet and advance the requirements of the READ Act.



Edina PreK-12 Comprehensive Literacy Plan 6 Priority Goal Areas:

- Academic Excellence: *Standards and Curriculum*
- Multi-Tiered Systems of Support: *Tier 1, Tier 2, and Tier 3 layers of support for students who do not demonstrate mastery of learning standards*
- Purposeful Assessment & Data Systems: *Universal Screening, Diagnostic Assessments, and Progress Monitoring*
- Professional Excellence: *Professional Development in ALL areas of Literacy*
- Collaborative Leadership: *Literacy Leadership Teams with teacher and administrative representation*
- Community Partnerships: *Increase and Improve Upon Communication Pathways with Caregivers and partner with the Edina community to ensure outcomes of excellence for each and every*

MN READ Act 4 priority areas:

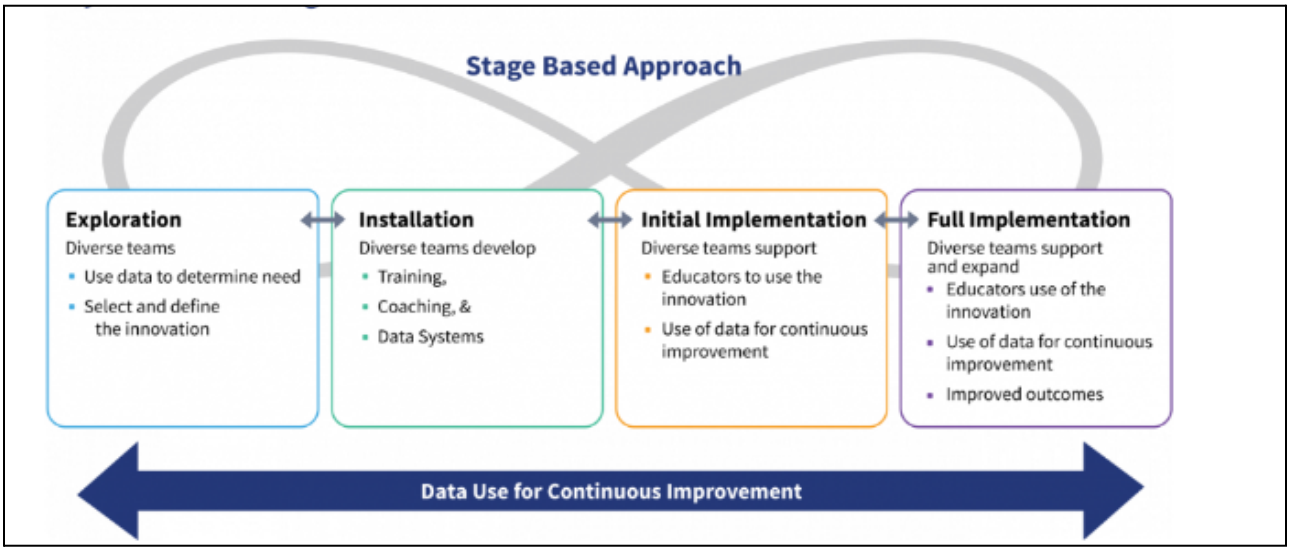
- Curriculum
- Assessment
- Professional Development
- Intervention

This table demonstrates the alignment of the Edina PreK-12 CLP and the MN Read Act.

Topic	**Edina PreK-12 CLP Priority Area**	**MN Read Act Requirement**
What standards do we want students to learn and how do we want them to learn them (alignment of evidence-based instructional strategies)?	Academic Excellence	
What materials will we use to teach the standards?	Academic Excellence	Curriculum
How will we know if they learned the standards?	Purposeful Assessment & Data Systems	Assessment
How will we respond if they have not learned the standards?	Multi-Tier Systems of Support	Intervention

What will we do to support teachers' learning on implementation of curriculum resources in alignment with evidence based instructional practices?	Professional Excellence	Professional Development
What frameworks will we create to ensure strong implementation of new resources and new learning?	Collaborative Leadership	
How will we partner with stakeholders in Edina for the greatest success?	Community Partnerships	

Teaching and Learning uses a **Stage Based Approach called Implementation Science**. In this approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage but the goal is to always move through the steps in each stage in collaboration with the Edina School Board, Administrators and Staff, as well as involve community stakeholders and families when possible.



READ Act Requirement: Curriculum

READ Act State Requirements and Guidance

Minnesota statute requires that school districts utilize evidence-based curriculum materials designed to ensure student mastery in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. In addition, any literacy curriculum or materials purchased after July 1, 2023, must meet the state's definition of evidence-based instruction as outlined in Minnesota law.

The Minnesota Department of Education (MDE) has developed a rubric to support districts in evaluating and categorizing instructional resources based on their alignment with evidence-based structured literacy practices. This rubric provides clear guidance for determining whether programs meet statutory requirements and reflect the science of reading. As a district, we have used this guidance to ensure alignment, compliance, and instructional coherence across grade levels.

Edina Elementary Curriculum Decisions: Alignment and Excellence

Where We Began: Exploration Through Research, Voice, and Readiness (2021–July 2025)

Edina's elementary literacy redesign began in 2021 with the approval of the PreK–5 Comprehensive Literacy Plan well before the passage of the READ Act. From the outset, the district prioritized responsiveness and professional expertise, centering educators as leaders of the work.

A representative Literacy Leadership Team (LLT) including teachers from every elementary site, grade level, Special Education, Multilingual Learning, and Talent Development site led a multi-year process to analyze student data, study the science of reading, and learn new 2020 Minnesota ELA standards. Using the Reading League Curriculum Evaluation Tool (aligned to MDE and READ Act criteria), the LLT evaluated curriculum for strong alignment to evidence-based practices and new standards.

In addition, the district expanded input beyond the LLT, providing all elementary educators with an opportunity to review the top curriculum choices of the LLT in the spring of 2024. *Benchmark Advance* emerged as the clear staff preference during this process. After careful review of staff feedback from this process and getting final questions answered during curriculum vendor presentations, the final LLT recommendation of *Benchmark Advance* was unanimous.

The 2024–25 school year was intentionally designed as an Installation and Initial Implementation year in which LLT members were the only staff to implement

Benchmark Advance. This allowed LLT members to build expertise, test materials in practice, and provide real-time feedback to strengthen full implementation in 2025-26.

Intentional planning ensured alignment for choice programs (CP and immersion), to maintain rigor and coherence across models. While Spanish Dual Language uses parallel content in *Benchmark Adelante*, district staff is working closely with administrators and teachers at Normandale French Immersion to dedicate resources and time to ensure the French student experience remains rigorous and purposeful.

Initial Implementation Action Steps in Spring 2025:

- **Learning From LLT Experiences:** LLT members, through first hand experience in Initial implementation, provided input on Full Implementation during the 2024-2025 school year. Professional development was designed for 2025-26 to support the Full Implementation based on this feedback.
- **Professional Development**: To ensure the "significant lift" of this transition was supported, the curriculum purchase included seven days of professional development for staff to maintain the integrity of the instructional rollout.
- **Readiness for Full Implementation:** Professional Development for all staff began, in collaboration with building administration and literacy coaches through staff meetings, professional learning community meetings, and district professional development days.

On March 3rd the Edina School Board approved the recommendation for elementary to fully implement *Benchmark Advance* as the Tier 1 curriculum during the 2025-2026 school year to replace Collaborative Classroom.

Where We Are Now: Full Implementation and Improved Outcomes (2025-2026)

Our path forward is focused on moving from Initial Implementation to Full Implementation, where all staff are using the new materials as their core resource of high-quality, evidence based instruction.

- **Core Curriculum Launch:** Began using *Benchmark Advance* as the primary Tier 1 curriculum across all literacy blocks in August 2025.
- **Instructional Commitments:** Applied specific "*Benchmark Advance* Commitments" to maintain instructional integrity and consistency district-wide.
- **Comprehensive Professional Support:** Delivered a variety of supports including literacy coaching, change management sessions, and model lessons.

- **Ongoing Collaborative Leadership:** Utilized the Literacy Leadership Team (LLT) to provide real-time feedback and adjustments based on teacher experience.
- **Evidence-Based Monitoring:** Literacy Coaches collected classroom walkthrough data to guide continued implementation plans for the 2026-2027 school year

Where We Are Going: Full Implementation and Equitable Outcomes (2026–27 and Beyond)

Edina's next phase focuses on moving from strong implementation to sustained impact and improved outcomes for all learners.

Key next steps include continuous improvement:

- Using classroom walkthrough data and educator feedback to refine supports and implementation
- Continuing to leverage the LLT and collaborate with them as a driver of continuous improvement and shared leadership
- Deepening instructional practices to ensure high levels of fidelity and responsiveness to student need
- Continue to gather stakeholder feedback on literacy experiences during the elementary literacy instructional period.

Edina Middle School Curriculum Decisions: Alignment and Excellence

Where We Began: Exploration Through Research, Voice, and Redesign (2021–May 2024)

Edina's middle school literacy work began in 2021 as part of the Secondary Comprehensive Literacy Plan, with a clear focus on ensuring equitable access to evidence-based instruction and rigorous core content for all students. From the outset, the district prioritized educator voice and cross-site collaboration to guide decision-making.

A representative Middle School ELA Design Team, including teachers from grades 6–8, Special Education, and Multilingual Learning across both middle school sites, led a multi-year process to analyze student data, study updated research on literacy best practices in secondary, and unpack the 2020 Minnesota ELA Standards alongside the requirements of the READ Act.

Using implementation science, the team evaluated current practices and identified the need for a cohesive Tier 1 instructional resource in Exploration. After two years of research and review of best practices, *StudySync* emerged as the strongest option

for alignment, rigor, and instructional coherence. The Middle School ELA Lead Team unanimously recommended *StudySync* for both Enriched and Standard ELA courses.

On May 13, 2024, the Edina School Board approved the adoption of StudySync to replace previous teacher created instructional materials.

Full Implementation Action Steps in 2024-2025:

- **Curriculum Use:** All middle school ELA teachers started using *StudySync* as the Tier 1 curriculum.
- **Instructional Commitments:** "*StudySync* Commitments" were used to ensure consistency and integrity of implementation across classrooms and sites.
- **Professional Learning:** Ongoing professional development was designed to support instructional shifts, including training on *StudySync* structures and routines.
- **Job-Embedded Coaching and Collaboration:** Literacy leaders and Professional Learning Communities (PLCs) provide job-embedded support, aligned planning, and continuous feedback.
- **Capacity Building:** Staff participated in ASPIRE professional development to strengthen foundational literacy practices and align instruction to research. This professional development started before phase 2 of the READ Act and will be highlighted further in the professional development section of this report.
- **Building Wide Literacy Efforts:** An academic vocabulary professional development session from ASPIRE learning was designed and implemented to lead building wide academic vocabulary training and implementation efforts with building leadership teams across all content areas (Strategy A.4).
- **Monitoring Implementation:** District and building leaders collected and reviewed evidence of Tier 1 instruction, including classroom observations and student data, to guide ongoing support.

Where We Are Now: Full Implementation and Improved Outcomes (2025–2026)

The focus in the 2025-2026 school year has been on strengthening Full Implementation to ensure consistent, high-quality instruction in every classroom.

- **Sustained Professional Support:** Provided ongoing job-embedded coaching and PLC time aligned to *StudySync* practices.
- **Continuous Instructional Improvement:** Refined classroom practices through collaboration and application of ASPIRE research-based training.
- **Building-Wide Literacy Integration:** Continued building-level academic vocabulary efforts across all content areas with leadership teams.

Where We Are Going: Continuous Improvement for Equitable Outcomes (2026–27 and Beyond)

In 2026–27, the district expects to intentionally evaluate how year 1 and 2 of implementation has gone to ensure *Study Sync* is utilized with fidelity and impact in alignment with the PreK-12 Comprehensive Literacy Plan.

Key next steps include continuous improvement:

- Gathering the original team to assess the current reality of implementation after two years and ensuring a deep understanding of the daily experiences of ELA teachers.
- Collecting input from students and families regarding their experiences in 6th-grade reading and 6-8 ELA to ensure literacy instruction and experiences are meeting the needs of our community.
- Utilizing stakeholder data, direct classroom evidence, and student outcome data to refine implementation. This includes updating our '*StudySync* Commitments' (originally created during the exploration phase) to reflect the evolved literacy experiences in Middle School.
- Monitoring the implementation of Literacy Commitments to ensure they are used as intended across all classrooms and that all building-wide literacy efforts remain aligned to state standards and evidence based practices.
- Enhancing building-wide strategies across all content areas specifically for vocabulary, comprehension, and fluency (Strategy A.4).
- Continuing to leverage instructional coaching and PLC (Professional Learning Community) structures to increase instructional consistency and student impact.

Edina High School Curriculum Design: Expanding Access, Rigor, and Choice

Where We Began: Exploration Through Research, Voice, and Redesign (2021–2023)

Edina High School's literacy redesign began in 2021 as part of the district's broader Comprehensive Literacy Plan, with a focus on strengthening access, engagement, and rigor for all learners. This work, initiated prior to the READ Act, reflects a proactive commitment to continuous improvement at the secondary level.

A representative Secondary Design Team, comprised of EHS ELA teachers and department leadership, led a multi-year process grounded in research, student data analysis, and practitioner expertise. Through this work, the team created a Guiding Change document and identified a critical need to move beyond a "one-size-fits-all" model in grades 9 and 10 to better meet the diverse needs of learners.

The Guiding Change Document led to a significant instructional redesign: the development of two distinct, high-quality course pathways titled "Survey" and

“Roundtable” created to provide differentiated entry points into rigorous, standards-aligned literacy experiences. To support this shift, the district transitioned from primarily teacher-created materials to a more coherent curricular foundation through the adoption of *Into Literature* (Houghton Mifflin Harcourt), alongside dedicated investment in core texts and curriculum development.

Year One recommendations also focused on expanded class offerings, including college-credit opportunities and scaffolded supports and flexible pathways. For example College Reading Readiness expanded from 2 sections to 4 to provide targeted intervention for students in 9th and 10th grade who need extra support to succeed in their core Survey or Roundtable classes. On January 8, 2024 the Edina School Board approved the instructional redesign and the additional course offerings for 2024-2025, as well as the purchase of instructional resources to support implementation, including *Into Literature*.

Year Two recommendations continued to focus on expanded class offerings and connected flexible pathways for learning. On January 6, 2025 the Edina School Board approved the proposed year two ELA course offerings as well as the purchase of instructional resources to support implementation.

This multi-year exploration phase reflected intentional leadership, strong persistence, and responsiveness, ensuring that course design was both research-based and teacher-informed, while maintaining high expectations for all students aligned with opportunities to ensure strong instructional matches.

Full Implementation Action Steps in 2024-2025:

- **Clear Communication:** Communicated to all stakeholders about the new course offerings and the shift in instructional design.
- **Targeted Professional Development and Curriculum Writing:** Ensured teachers were equipped to deliver the distinct instructional models of Survey and Roundtable with new instructional resources.
- **Building Wide Literacy Efforts:** Designed an academic vocabulary professional development session using ASPIRE content to lead building-wide academic vocabulary training and implementation efforts with building leadership teams across all content areas (Strategy A.4).
- **Instructional Alignment:** Focused on Roundtable courses emphasizing inquiry, discussion, and collaborative meaning-making, while Survey courses provided structured supports for complex text analysis.
- **Data and Feedback Collection:** Collected student data and educator feedback to refine course design, supports, and instructional practices for originally proposed year 2 and year 3 plans.

Where We Are Now: Full Implementation and Improved Outcomes (2025–2026)

Edina High School is currently in the Full Implementation stage with year 1 and year 2, with a focus on aligning instruction, supporting educators, and refining the student experience.

Implementation has been prioritized in the following way:

- **Instructional Redesign Support:** Provided targeted professional development to ensure teachers could effectively deliver the new Survey and Roundtable models.
- **Strategic Instructional Alignment:** Focused Roundtable courses on inquiry and discussion while Survey courses provided structured support for text analysis.
- **Enhanced Intervention:** Continued to adjust College Reading Readiness courses based on Capti Diagnostic data and MTSS teaming collaboration.
- **Student-Informed Design:** Gathered student input to ensure all students have access to strong instructional matches, access to expanded course offerings, and flexible pathways for high levels of engagement, leading to college readiness outcomes in all ELA course offerings.

Teacher input continues to be central and strong Area Lead leadership continues to be integral to high success outcomes. A collective decision to not add the original year 3 plan to new course recommendations for the 26-27 school year was made this fall and instead a shift was recommended to some of the classes to ensure more offerings were provided to meet the non-fiction graduation requirements in alignment with standards. On January 12 2026, the Edina School Board approved these proposed course adjustments.

Where We Are Going: Full Implementation, Choice, and Post-Secondary Success (2026–27 and Beyond)

The next phase of this work focuses on ensuring that redesigned pathways lead to higher levels of engagement in and excitement about Edina High School ELA experiences, as well as equitable access to advanced coursework and strong post-secondary outcomes.

Key next steps include:

- Refining course offerings to ensure alignment with the Portrait of a Well-Rounded Graduate and district literacy goals.
- Monitoring student access and outcomes to ensure equitable participation in rigorous coursework.
- Sustaining high-quality instruction through ongoing professional development and collaboration.

- Using the Guiding Change framework to ensure consistency, relevance, and rigor across all courses.
- Continuing to use student data and educator feedback to refine course design, supports, and instructional practices.

READ Act Requirement: Assessment

State Requirements and Guidance

The Minnesota READ Act emphasizes the systematic use of assessment data to monitor student progress and identify students who require additional instructional support. Districts are expected to implement universal screening, additional diagnostics when necessary to screen for markers of dyslexia, ongoing progress monitoring, and data-informed decision-making. The goal is to ensure timely and targeted interventions.

Where We Began: Building the Foundation (2021–2023)

Edina's assessment work began prior to the READ Act with the approval of the district's PreK-12 Comprehensive Literacy Plan (CLP), with a focus on creating a more coherent, responsive, and actionable system.

During the 2021–2022 school year, a representative Assessment Design Team led a comprehensive review of existing practices. This process surfaced a critical need showing that current assessment systems were not yet providing consistent, timely data to inform instruction across all grade levels.

In response, the team recommended the adoption of FASTBridge as a Universal Screening tool for reading and math (K–8), while maintaining Teaching Strategies Gold (TS Gold) in Early Learning. This recommendation, which was approved by the Edina School Board in July 2022, positioned the district ahead of state requirements, as FASTBridge meets READ Act assessment criteria.

In the 2022–2023 school year the district moved quickly to Full Implementation, while keeping Installation and Initial Implementation action steps at the forefront in order to ensure a strong foundation for a coherent assessment system into the future.

Key actions included:

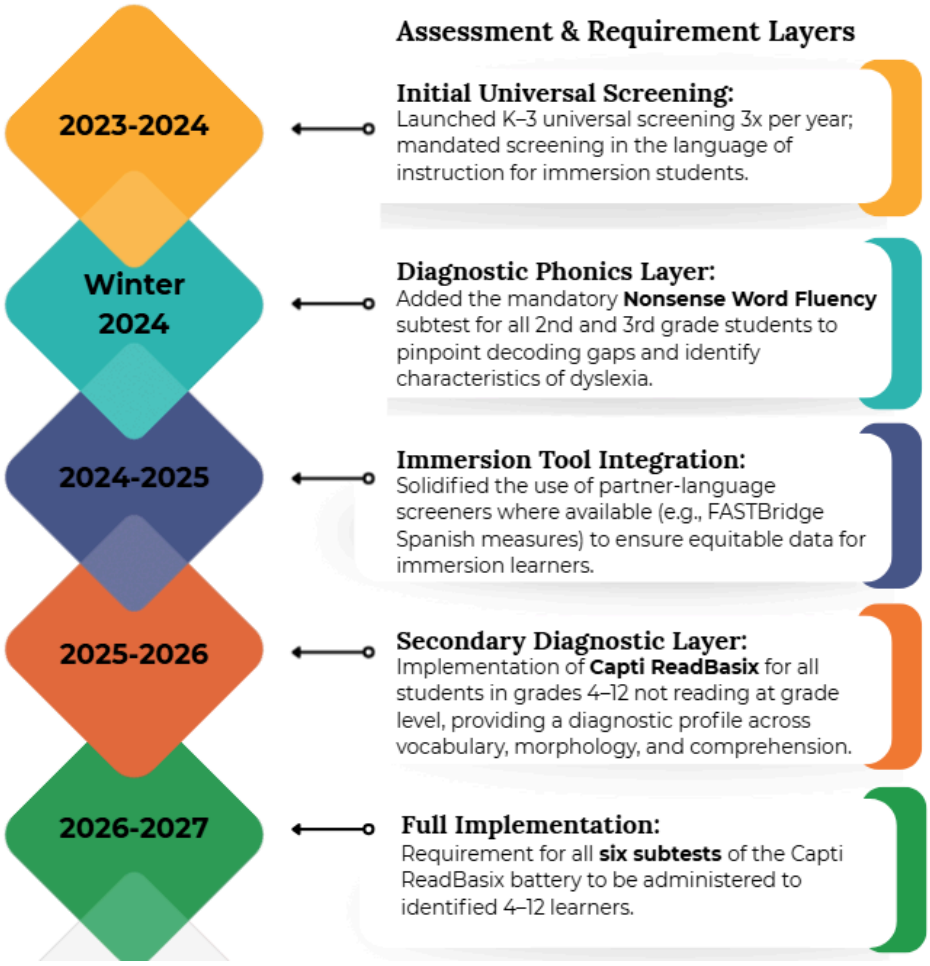
- **Standardized Screening Windows:** Established consistent universal screening windows in the fall, winter, and spring to monitor student growth and instructional impact throughout the year.
- **Connect and Assess Launch:** Introduced "Connect and Assess" days to build student-teacher relationships and gather critical early data on elementary students before the first day of school.
- **Job-Embedded Professional Learning:** Leveraged elementary literacy coaches and secondary literacy leads to provide training on how to effectively administer, interpret, and act on assessment data.

- **Systemic Consistency:** Created building-level systems and supports to ensure assessment practices were implemented uniformly and with high fidelity across all sites.
- **Instructional Shift:** Transitioned assessment practices from compliance-based activities to a critical tool for early identification and instructional response to increase learning outcomes for all students.

Where We Are Now: Deepening Implementation and Instructional Impact (2024–2026)

With the passage of the READ Act in 2023, Edina was well-positioned with an established universal screening system and strong implementation structures already in place. The MN READ Act has however evolved from a broad screening mandate in 2023 into a more sophisticated, multi-layered diagnostic system. The state has progressively added specific diagnostic requirements to ensure that screening doesn't just identify *who* is struggling, but exactly *why* they are struggling. In addition, immersion program requirements were added,

Assessment Timeline



After the quick Full Implementation of Universal Screening, Edina has since deepened implementation to not only align with READ Act requirements but to ensure that assessment directly supports educators, while strengthening instruction, and outcomes for students in alignment with the Edina 2020-2030 Strategic Plan A.3 and the Multi-Tiered Systems of Support and Purposeful Assessment and Data Systems Priority Areas in the Edina PreK-12 Comprehensive Literacy Plan.

Action steps have focused on building a valid, reliable and coherent system that meets the needs each unique learner:

- **Expanded Screening System:** FASTBridge reading is now used across grades K–9 three times a year, exceeding READ Act requirements and allowing for identification of both early and late-emerging reading needs, as well as monitoring the growth of all learners.
- **Strengthening Early Learning Assessment Practices:** In response to identified inconsistencies in Teaching Strategies Gold (TS Gold) data collection, the district prioritized targeted professional development for PreK staff in 2025-2026. An Early Learning assessment coach with expertise in TS Gold was hired to provide job-embedded support, ensuring more consistent administration and improving the reliability and validity of student data used to inform instruction
- **Balanced Assessment Approach:** FASTBridge (2-3) and Capti (grades 4–12) diagnostic assessments have both been to the assessment system. They each provide deeper insight into student skill development which allows for targeted instructional responses and stronger at home family partnerships.
- **Data-Driven Instruction:** Mutli-Tiered Systems of Support (MN-MTSS) Collaboratively Linked Teams meet regularly to analyze data, identify student needs, and plan Tier 1, Tier 2, and Tier 3 instructional responses.
- **Integrated Systems:** Assessment data is now directly connected to the implementation of new literacy curricula (e.g., Benchmark Advance, StudySync), strengthening instructional alignment.
- **Instructional Language Alignment:** Continually collaborating on screening students in the language of foundational reading instruction using MDE-approved resources, while also giving English screening so that students are meeting grade-level benchmarks in both languages.

Recognizing the significant shift in practice, the district has prioritized ongoing support and responsiveness through:

- **Job-Embedded Support:** Utilized coaching, professional learning communities, and district PD focused on data use and instructional response.

- **Continuous Feedback Loops:** Engaged educators and families in feedback cycles to refine assessment practices, including improvements to Connect and Assess days.
- **Collaborative Leadership**: Maintained ongoing leadership collaboration specifically through district level MTSS meetings, as well as providing support with building level implementation.

Through intentional planning and continuous improvement of Full Implementation, the district has responded to several key challenges:

- **System Demands:** Managed the significant time and organizational requirements of universal screening and data analysis.
- **Protocol Standardization**: Developed clear protocols and consistent expectations across all school buildings.
- **Data-Driven Instruction:** Provided targeted support to help educators give assessments in reliable and consistent methods and use assessment data effectively to drive classroom instruction.
- **Regulatory Compliance**: Ensured all evolving READ Act requirements are met with high fidelity.

These adjustments reflect a collective commitment to responsiveness, continuous improvement, and strong collaboration across all levels of the system.

Where We Are Going: Sustained Impact and Equitable Outcomes (2026–27 and Beyond)

Edina's next phase focuses on transitioning from strong system implementation to sustained impact for every learner. While current data confirms Edina remains a high-performing district, it also reveals a persistent gap between academic excellence and equitable outcomes. Spring 2025 FASTBridge data and Data Metrics reporting shows that while 79% of students in grades 2–9 are proficient in literacy, proficiency rates for Black or African American students (52%) and Hispanic/Latino students (58%) reflect gaps of 27 and 21 percentage points, respectively. These disparities persist across every grade level, underscoring an urgent need to strengthen Tier 1 culturally responsive teaching and improve the fidelity and urgency of intervention instruction in Tier 2 and Tier 3 based on skill gaps displayed in diagnostic outcomes.

Key priorities include:

- Utilize the cohesive PreK-12 assessment system to ensure achievement gap data consistently informs instructional shifts in every classroom.
- Articulate and implement the right supports that empower building leaders and teachers to respond to real-time data with agility.

- Provide continued whole group professional development on Culturally Responsive School Systems, while shifting to job-embedded support that translates into actionable outcomes for each and every.
- Continue refining diagnostic assessment, progress monitoring, and reporting systems to ensure students in Tier 2 and Tier 3 receive the precise instructional matches required for accelerated learning.
- Strengthen the direct link between assessment and action, ensuring every data point leads to targeted, effective teaching and intervention

READ Act Requirement: Professional Development (PD)

State Requirements and Guidance

The Minnesota READ Act, enacted in 2023, requires all school districts to provide professional development in evidence-based reading instruction aligned to the Science of Reading. Guidance from the Minnesota Department of Education (MDE) outlines a phased implementation approach to ensure that all educators who are involved in teaching reading develop the knowledge and skills necessary to deliver structured, systematic literacy instruction for all students. While this legislation establishes a statewide expectation, Edina Public Schools entered this work with a strong foundation in place.

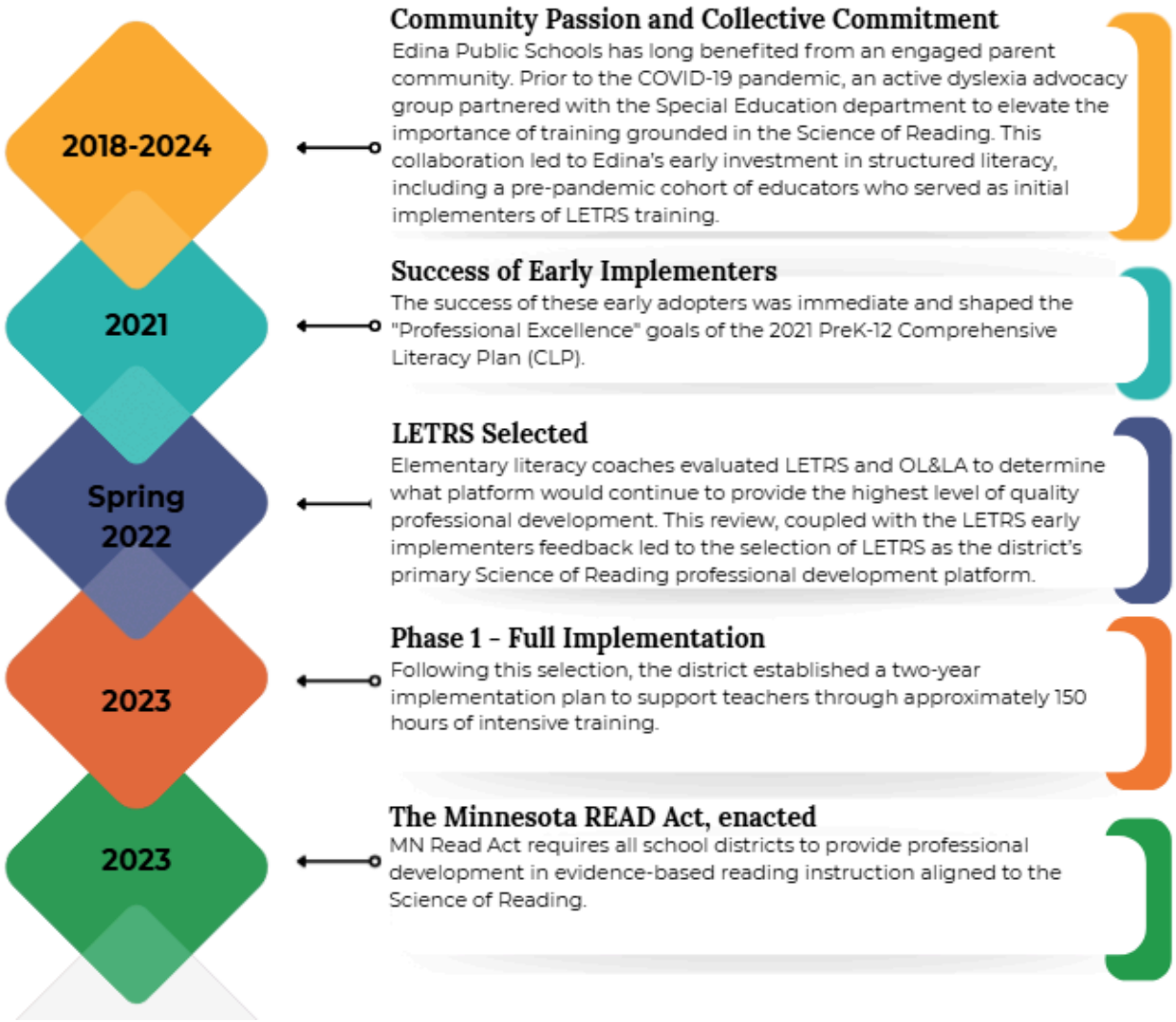
Where We Began: Community Passion and Collective Commitment (2018–2024)

Edina Public Schools has long benefited from an engaged parent community. Prior to the COVID-19 pandemic, an active dyslexia advocacy group partnered with the Special Education department to elevate the importance of training grounded in the Science of Reading. This collaboration led to Edina's early investment in structured literacy, including a pre-pandemic cohort of educators who served as initial implementers of LETRS training.

The success of these early adopters was immediate and shaped the "Professional Excellence" goals of the 2021 PreK-12 Comprehensive Literacy Plan (CLP). In the 2021-2022 school year, three elementary literacy coaches evaluated multiple pathways (LETRS and OL&LA/CORE) for continued Science of Reading Professional Development that ensured the highest level of quality and classroom applicability. This rigorous process led to the selection of LETRS as the district's primary Science of Reading professional development platform in Spring 2022.

Following this selection, the district established a two-year implementation plan to support teachers through approximately 150 hours of intensive training. Full Implementation for all Phase 1 Educators began in 2023. This effort was further solidified on November 4, 2024, when the Edina School Board approved a READ Act Professional Development MOU, outlining the three pathways of support for staff already in place for Edina educators: compensation, choice, and time. This work has been bolstered by a longstanding partnership with the Edina Education Fund. Without the consistent and dedicated support of the Ed Fund, and thus the Edina community, the quality of professional development would not be as excellent. This dedicated support has ensured that important critical learning for staff translates into direct and powerful outcomes for students.

Read Act Professional Development Timeline in Edina



Action Steps to Meet Phase 1 Requirements *(Phase 1 includes: PreK-3 Classroom, K-12 Special Education, EL, Reading Interventionists, and Curriculum Directors):*

- **Intensive Foundational Training:** Implemented LETRS as the primary platform for over 300 Phase 1 educators, providing deep knowledge in phonological awareness, phonics, fluency, vocabulary, and comprehension.
- **Early Success Milestones:** Celebrated the 2023 completion of all eight LETRS units by the inaugural cohort of 22 teachers, who then served as mentors and models for subsequent participants.
- **Critical Partnerships:** Leveraged the expertise of the Edina Education Fund to secure the funding and community buy-in necessary to sustain the highest-level of professional learning excellence over multiple years.
- **Built Internal Capacity:** Established a sustainable model for professional excellence by developing three certified internal LETRS Facilitators. This

internal expertise provides the district with unmatched flexibility in managing cohorts and allows for the expansion of Structured Literacy training beyond those mandated by the READ Act.

- **Robust Tracking and Oversight System:** Developed a sophisticated tracking infrastructure to manage the high-stakes requirements of the READ Act. This system allows the district to monitor the real-time progress of every staff member, providing personalized deadline reminders and support, ensuring no educator falls behind. Additional staff resources through time card and stipend pay were allocated to an Elementary Literacy Coach, an Early Learning Teacher, and a Teaching and Learning Department specialists with the Director of Teaching and Learning responsible for complete project oversight.
- **Strategic Immersion Alignment:** Tailored professional development to meet the unique linguistic needs of Edina's dual-language programs. All French Immersion educators completed LETRS training to align with the district's foundational core. For K-2 Spanish Immersion, the district selected the CORE (OL&LA) platform, while 3rd Grade Spanish Immersion teachers are completing LETRS.
- **Continued Implementation:** Maintained a strict trajectory toward the July 1, 2025, statutory deadline, utilizing a support and application model that ensures all required staff meet the state-mandated 80% mastery threshold, and connect learning to new curriculum resources for instructional transfer.
- **Intermediate Extension:** Enrolled over 50 4-5 and 6-12 Reading and ELA teachers in the ASPIRE platform, a 28-course extension of LETRS designed to bridge deep theory into daily classroom application. Required staff to complete the 5 pre-requisite courses, with the option to do additional courses. The training was paused after pre-requisite completion, in order to ensure alignment with future READ Act requirements. While paused, this training successfully prompted building-wide academic vocabulary initiatives across all content areas at all secondary sites.
- **Coaching and Modeling**: Deployed elementary literacy coaches to provide 1:1 support, classroom observations, and data-driven feedback, ensuring professional learning results in "aggressive growth" for students. Deployed secondary literacy leads to provide structural support for collaborative implementation of ASPIRE PD and secondary intervention to ensure "aggressive growth" for students.

<u>Teacher Testimony:</u>

"In 33 years this has been the best reading training I have received."

"LETRS training created common, research-based tools, strategies, and language to effectively teach literacy across all tiers of instruction. Because students are using the same strategies, with every teacher, across all grades, they are more efficient in applying the strategy to new material and feel confident that they know what to do when they get stuck."

Where We Are Now: Continued Partnerships, Adherence to Requirements, and Committed Classroom Application (2024-Now)

Edina is currently in a high-intensity implementation phase. This is directly related to the overlap of multiple requirements being implemented in different stages with the same amount of resource. It is also related to the collective commitment to ensure the transition from foundational learning to systemic application in instruction through strong support and clear expectations for educators.

- **Phase 1 Completion Trajectory:** Continuing to leverage detailed tracking systems and aligned supports to ensure all Phase 1 educators (K-5, Special Education, EL, and Reading Interventionists) are positioned to complete their training by July 2026, unless a new to Edina teacher who is positioned to complete their training 2 years after their start day.

  The following chart provides an updated progress check on Phase 1 Completion:

	Completed	**In Process**
LETRS with a Principal Primer	16	0
LETRS for Administrators	3	7
LETRS for Early Childhood	33	7
LETRS	216	98
TOTALS	**268**	**112**

- **New Teacher Induction Systems:** A system for educators entering the district after the 23-24 school year has been established. New staff who have not previously completed state-approved training are enrolled upon hire and provided the same two-year completion window as the initial cohort, maintaining long-term sustainability.
- **Curriculum and PD Alignment:** In year 1 of Full Implementation of *Benchmark Advance*, there is intentional alignment with ongoing Science of Reading professional learning. This ensures that "what" is being taught in the classroom is perfectly aligned with the "how" learned during training.
- **Support Staff Training (Paraprofessionals):** A comprehensive training session was conducted on April 10, 2026, for all Special Education paraprofessionals and many General Education paraprofessionals. This session was led by five Edina-trained facilitators (3 General Ed, 2 Special Ed) who completed a rigorous 2 day "Train the Trainer" program to ensure high-quality local delivery.

This 6 hour session will be followed by a 2 hour session before the end of the school year. The 8 hour training will be repeated for all new paraprofessionals engaged in literacy instruction going forward.

- **Phase 2 Planning and Selection:** The selection of *STRIVE* as the primary professional development platform for Phase 2 educators (Grades 6-12 ELA, Reading, and Administrators) has been finalized. This decision followed a collaborative review process where staff evaluated MDE-approved options for rigor and alignment with secondary standards. An initial communication was sent to Phase 2 educators on Wednesday, March 11th indicating that additional details would be provided mid April. Additional details will provide expectations of learning and application, as well as support structures to ensure completion of STRIVE learning by July 2027.
- **Embedded Coaching and Accountability:** The importance of the established and robust tracking systems and principal partnerships, with literacy coaches and district office staff cannot be underestimated. The structures built on clarity, collaboration, and accountability ensures the depth of any READ Act professional development supports participating staff and translates into measurable instructional shifts in the classroom.
- **Critical Partnerships:** The expertise of the Edina Education Fund continues to be leveraged to secure the funding and community support necessary to sustain high-level professional learning over multiple years. This partnership is instrumental in continued implementation.
- **Resource Allocation:** Additional staff resources continued to be allocated through time card and stipend pay to an Elementary Literacy Coach, an Early Learning Teacher, and a Teaching and Learning Department specialists. An additional stipend has been provided to an additional elementary literacy coach to partner with secondary literacy leads in Phase 2 implementation. The Director of Teaching and Learning remains responsible for complete project oversight of READ Act PD requirements.

Where Are We Going: Sustaining Excellence (2026-2027 and Beyond)

As Edina Public Schools move beyond the initial compliance phases of the MN READ Act, the focus shifts to ensuring that high-level professional learning becomes an embedded, permanent feature of the district's instructional culture. The goal is to move from "learning the science" to "mastering the application" for the benefit of each and every Edina student.

Key priorities include:

- Maintaining sustainable induction systems to implement the robust "New to Edina" training pipeline established during Phase 1. This ensures that any educator joining the district after 2024 is immediately enrolled in state-approved professional development,

- Providing strategic support for the comprehensive rollout of the STRIVE platform for required Phase 2 educators.
- Ensuring that all Science of Reading (SoR) learning is directly applied to the district's primary resources. This includes the intentional alignment of SoR principles with:
    - Curriculum: Maximizing the impact of *Benchmark Advance* (K-5) and *StudySync* (6-9).
    - Assessment: Using FASTBridge and Capti ReadBasix data to make precise instructional adjustments aligned with the Science of Reading.
    - Intervention: Ensuring Tier 2 and Tier 3 resources align with the Science of Reading and are implemented with high levels of fidelity matching Science of Reading training.
- Maintaining the focus from professional development completion to instructional impact.
- Leveraging the district's internal Science of Reading Facilitators, as well as expert staff leads, to provide ongoing "booster" sessions and specialized training for non-mandated staff. This internal capacity ensures that Edina remains a self-sustaining learning organization capable of adapting to future literacy research without relying solely on outside vendors.

READ Act Requirements: Intervention

State Requirements and Guidance

The Minnesota READ Act requires that all students not reading at grade level, including multilingual learners and students receiving special education services, receive evidence-based interventions aligned to the Science of Reading. These interventions must be targeted to each student's specific skill needs (e.g., phonics, fluency, vocabulary) as identified through Minnesota Department of Education (MDE)-approved screening and diagnostic tools and be delivered by educators who have completed approved training in the Science of Reading.

Subsequent legislative updates in 2024 expanded the scope of these requirements from 2023 which were to use state approved interventions models released in November 2025, as well as to add intervention requirements to students in 4-12 grade no meeting reading proficiency. These requirements establish a consistent, system-wide expectation that all students receive timely, targeted, and research-based literacy support.

Where We Began: Establishing an Multi-Tier Systems of Support (MTSS) Framework (2021–2024)

Edina's PreK–12 Comprehensive Literacy Plan (CLP), aligned with Strategy A.3 of the Edina Strategic Plan, proactively addresses READ Act Intervention requirements in the MTSS Priority Area. These MTSS priorities established the need for a clear, standardized framework for Tier 2 and Tier 3 support, ensuring a systematic and equitable approach to intervention prior to state mandates. A specific action step for K-5 was noted as, "establish a clear structure for identification of Tier 2 and Tier 3 learning opportunities for students needing additional support and students needing extended learning, talent development pathways, targeted programs, and progress monitoring processes." A specific action step for 6-12 was noted as, "Implement the intervention structure for students in need of Tier Two and Three supports "in addition to" core instruction."

Initial Action Steps following PreK-12 CLP approvals included:

- **Cohesive Team Structures:** Established District and Site-Level MTSS teams to create a common language, non-negotiables for Tier 1 instruction, and standardized "KidTalk" protocols for collaborative problem-solving.
- **Data-Based Entry Criteria:** Defined clear entrance and exit criteria for supplemental (Tier 2) and intensive (Tier 3) interventions based on FASTBridge screening results and diagnostic deep-dives.

- **Progress Monitoring Implementation:** Established a rigorous system for students performing below literacy grade-level standards by leveraging FASTBridge. This was not merely a technical rollout but a shift in practice, supported by targeted professional development to ensure staff understood how to use frequent, short assessments to track student response to instruction.
- **Classroom-Level Intervention Support:** Prioritized the successful administration of FASTbridge interventions within the classroom setting by providing direct, side-by-side support for teachers. Literacy coaches and administrators worked collaboratively with staff to move beyond screening into the response phase, helping teachers select the correct intervention protocols, organize small-group instruction, and ensure that the intervention being delivered matched the specific skill deficit identified in the data.
- **Secondary Intervention Resources:** Engaged in Exploration to conduct initial resource reviews at both the elementary and secondary to establish a current reality of resources being used in intervention, researched resources in alignment with Science of Reading learning. Movement to Installation and Initial Implementation were paused to ensure alignment with the state-approved intervention list projected to be released in November of 2025.

Where We Are Now: Strategic Alignment and Continuous Improvement (2024–2026)

Edina is currently in a critical implementation phase, marked by an urgent need to accelerate growth for students not yet meeting grade-level expectations. Ongoing analysis of universal screening and progress monitoring data shows persistent gaps across student groups, as well as a pattern of insufficient accelerated growth for students performing below grade level. This trend, identified as a priority in fall Data Metrics reporting, calls for a more precise and responsive approach to both core instruction and intervention.

- **MnMTSS Foundation:** Through collaboration implementation a two-year MDE MTSS grant (2024-2025 & 2025-2026) is being leveraged to build a proactive framework that ensures positive academic and behavioral outcomes for every student.
- **Strengthened Tier 1 and Tier 2 Alignment:** Intensifying efforts to ensure core instruction and intervention systems work cohesively to produce accelerated, grade-level outcomes for all students.
- **Data-Driven Precision and Accountability:** Leveraging diagnostic data to more tightly align interventions to student needs, while increasing accountability for measurable student growth.
- **Targeted Paraprofessional Development:** Supporting the role of trained special education and general education paraprofessionals to deliver

interventions under the guidance of licensed teachers, reinforcing Science of Reading practices across all support settings.
- **Secondary Diagnostic Implementation:** Implementing the Capti ReadBasix diagnostic for students in grades 4–12 reading below grade level and creating response systems to ensure strong instructional matches with skill deficits and instructional resources.

Where We Are Going: System Coherence and Measurable Impact (2025 and Beyond)

Edina is entering the next phase of implementation with a clear focus on coherence, consistency, and results. Building on strengthened systems and increased precision, the district's priority is to ensure that all components of literacy instruction and intervention work together to produce measurable, accelerated growth for every student. This includes a sustained commitment to eliminating persistent gaps in achievement and ensuring equitable outcomes across all student groups.

Key priorities include:

- Pursuing a second round of MTSS grant funding to deepen implementation, with a targeted focus on addressing inequitable outcomes in Tier 1 instruction and Tier 2 intervention across PreK–12.
- Transitioning to and implementing fully MDE-approved intervention programs, ensuring consistency, fidelity, and alignment with READ Act requirements across all sites.
- Advancing a tightly articulated intervention model with clear expectations for accelerated growth at each tier.
- Continuing to strengthen core instruction as the foundation of the system, ensuring that high-quality, evidence-based practices reduce the number of students requiring intervention over time.
- Building staff capacity across roles, including teachers, specialists, and paraprofessionals, to ensure consistent, high-quality implementation of structured literacy and intervention practices.
- Ensuring alignment across curriculum, assessment, professional development, and intervention systems, with ongoing monitoring to evaluate impact and inform continuous improvement.

Conclusion: Leading the Way in Literacy Excellence

Edina Public Schools' early and unwavering commitment to the Science of Reading has positioned the district as a state leader in literacy outcomes. While statewide trends have shown significant challenges in reading proficiency over the last five years, Edina has remained a notable outlier, achieving consistent reading gains on the Minnesota Comprehensive Assessments (MCAs) since 2022.

As of the 2025 MCA results, Edina not only continues to exceed the state proficiency average but is also a leader of surrounding high-performing districts in overall reading growth and proficiency. This success is the direct result of the strategic alignment between our Comprehensive Literacy Plan, intensive professional development, and a precise MTSS framework. By fostering a culture of continuous improvement and high expectations while providing educators with the tools and support they need, Edina Public Schools is ensuring that each and every student is on a trajectory toward lifelong literacy and academic success.

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VI.C.	Scheduling a Future Board Discussion on Long-Term Financial Planning	**Speaker(s):** Dr. Daniel Bittman, Superintendent

Board Meeting Date: 4/13/26

Title: Scheduling a Future Board Discussion on Long-Term Financial Planning

Type: Discussion

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: This agenda item provides an opportunity for the School Board to discuss and identify a date and time for a future Board discussion related to long-term financial planning and potential future funding considerations.

Recommendation: No decisions or actions are planned at this time.

Desired Outcome(s) from the Board: The intent is to ensure adequate time is reserved for a thoughtful and focused conversation at a later meeting or work session. No substantive discussion, decisions, or actions regarding funding options are planned at this time.

Attachment(s): N/A

VII. **Action**

VII.A.	K-12 Mathematics Curriculum Review Process	**Speaker(s):** Mark Carlson, Math and Science Coordinator

Board Meeting: April 13, 2026

Title: K-12 Mathematics Curriculum Review Process

Type: Action

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 action.

Desired Outcomes for the Board: Board approval for the purchase of math materials from Imagine Learning and Amplify.

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
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.

Course Options:

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 Summary:

Elementary: Licenses and Materials	$924,761	
Elementary: Professional Development	$24,600	
Secondary: Licenses and Materials	$464,379	
Secondary: Professional Development	$28,050	
Secondary: Consumables (estimate)	$210,000	(8 year cost for in house copying)

Appendix A Quotes:

Below are quotes from both Imagine Learning and Amplify in addition single source letters are included as well.

Quotes

Imagine Quote.pdf
Amplify Quote.pdf

Single Source Letters

Imagine Learning Single Source Letter.pdf
Amplify Sole Source Letter.pdf

VII.B. Achievement and Integration 2027-2029 Plan

Board Meeting Date: April 13th, 2026

Title: Achievement and Integration 2027-2029 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. Input on this plan was gathered from community members, families, and staff across a series of meetings and consultations. The attached 2027–2029 plan focuses on three areas: (1) increasing racial and economic integration, (2) reducing achievement disparities, and (3) increasing student access to effective and diverse teachers. Goals, strategies, and key indicators are aligned with the district strategic plan and the Data Metrics Plan. A full summary report follows the attachments below.

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): **FY27-29 Edina Public Schools Achievement and Integration Plan (shared).docx**

See also: Summary Report (pages 2-8 of this document)

Achievement & Integration Plan | 2027-2029 | Summary Report

Prepared for the April 13, 2025 Board Meeting | Dr. Frannie Becquer, Director of Achievement, Equity & Multilingual Learner Programming

1. Data Foundation

All Achievement and Integration goals are rooted in the Data Metrics Plan, developed with guidance from the Edina School Board. This plan serves as a comprehensive needs assessment identifying achievement, access, and opportunity gaps within the district across racial, ethnic, and economic lines. Edina Public Schools is an adjoining district -- a district that physically borders a racially isolated district. Our partner district is Hopkins Public Schools. As an adjoining district, Edina is required to participate in the Achievement and Integration program and establish a Multidistrict Collaboration Council (MDCC) with Hopkins.

The goals, strategies, and key indicators in this plan are in direct alignment with both the district strategic plan and the data metrics plan, reflecting a continuous improvement approach rooted in existing priorities.

2. Plan Overview

This plan establishes the next three-year goal cycle for the 2027-2029 school years. Districts participating in the Achievement and Integration program must develop comprehensive plans with formal school board approval and input from community members, families, and staff. The plan is organized around three focus areas:

- Increasing racial and economic integration
- Reducing achievement disparities
- Increasing student access to effective and diverse teachers

To support these goals, strategies 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.

Note: *Goals are considered a draft. The plan will be amended once 2025-26 baseline data becomes available, as that year serves as the baseline year. The plan with amended goals will be updated to the District website and publicly available beginning September 2026.*

3. How Feedback Was Gathered on Goals

Input on this plan was gathered from community members, families, and district staff through a structured series of meetings and consultations held between December 2024 and March 2025.

Date	Meeting / Activity	Outcome / Feedback Received

Ongoing (3 years)	CACR Committee -- Plan Presentations	Dr. Becquer has presented the A&I Plan to the Comprehensive Achievement and Civic Readiness Committee over each of the past three years for feedback on goals and overall direction.
Dec. 15, 2024	Instructional Leadership Meeting -- Principal Input on Goal Focus Areas	The plan was presented to district principals and school leadership. Feedback was sought on goal focus areas principals wished to prioritize in the new goal cycle based on a review of the data metrics plan.
Dec. 17, 2024	Multidistrict Collaboration Council (MDCC) -- Edina & Hopkins	MDCC members from Edina and Hopkins met to jointly plan the cross-district integration strategy. Members continue to meet as they plan for implementation.
Jan. 20, 2025	Teaching & Learning Committee -- Review of Basic Goals	The basic goal framework was brought to the Teaching and Learning Committee for review prior to finalizing goal areas.
Jan. 21, 2025	American Indian Parent Advisory Committee (AIPAC)	Dr. Becquer met with the AIPAC to review American Indian student data and gather feedback on AIE goals. AIPAC feedback emphasized continuing to build relationships with American Indian families.
Feb. 16, 2025	Minnesota Department of Education (MDE) -- Draft Goal Review	Dr. Becquer worked with MDE to review draft goals for compliance with new guidance. Feedback was received and incorporated.
Winter/ Spring 2025	Cornelia Elementary -- Principal Goal Development (Pending Racially Identified School (RIS) Designation)	Dr. Becquer met with Principal Lisa Masica to develop site-level goals. Cornelia has held RIS designation in the prior plan cycle; MDE has not yet confirmed whether this designation will be retained for the 2027-29 cycle. Goals developed under MDE recommendation.
Mar. 10, 2025	Cornelia PTO -- Community Collaboration Council (CCC) Input (Pending RIS Designation)	Under MDE guidance, the established Cornelia PTO served as the CCC. Goals were presented and community feedback was gathered. CCC goals developed proactively pending MDE's final RIS determination.

4. Goals & Strategic Plan Alignment

The nine A&I goals map directly to the EPS 2020-2030 Strategic Plan. The summary matrix below shows alignment at a glance; detailed goal cards follow.

Reference Key: Strategic Plan Priority Strategies with Achievement and Integration aligned Sub-Strategies

Code	Priority Strategy	Sub-Strategies
Strategy A	**Advance Academic Excellence, Growth, and Readiness**	A.1 Curriculum, instruction & assessment rigor | A.2 Differentiated education | A.3 Timely interventions | A.4 PreK-12 literacy | A.5 Early childhood education
Strategy B	**Ensure an Equitable and Inclusive School Culture**	B.1 Diverse, empathetic learning environments | B.3 Structural barrier removal | B.4 Recruit & retain culturally competent staff
Strategy C	**Foster Positive Learning Environments & Whole Student Wellness**	C.1 Social-emotional competencies | C.5 Environments conducive to learning
Strategy D	**Develop Leadership Throughout the District**	D.2 Robust professional development | D.4 Culture of continuous improvement; interrupt marginalization
Strategy E	**Engage Parents, Schools, and Community**	E.3 Ensure all families are engaged and well-served | E.4 Leverage community partnerships

Summary Alignment Matrix

● = Primary ○ = Secondary

A&I Goal	A.1	A.2	A.3	A.4	A.5	B.1	B.3	B.4	C.1	C.5	D.2	D.4	E.3	E.4
Goal 1 - Black/AA, Gr.6-8 (Adv.)	●	●	●			●	●	○			●	●	●	●
Goal 2 - Hispanic/L, Gr.6-8 (Adv.)	●	●	●			●	●	○			●	●	●	○
Goal 3 - Black/AA, Gr.9-12 (Adv.)	●	●	●				●	●			●	●	●	●
Goal 4 - Hispanic/L, Gr.9-12 (Adv.)	●	●	●				●	●			●	●	●	○
Goal 5 - Black/AA, Gr.3-5 (Reading)	○		●	●	●	●	●				●	●	●	
Goal 6 - Black/AA, Gr.6-8 (Reading)	●		●	●		●	●				●	●	●	
Goal 7 - Hispanic/L, Gr.9-12 (ELA)	●	●	●			●	●	○			●	●	●	○
Goal 8 - Black/AA, Gr.9-12 (ELA)	●	●	●			●	●	○			●	●	●	
Goal 9 - All Students, District-Wide						●	●	●	●	●	●	●	●	○

A&I Strategies -- Reference

- 1. Family Advocacy & Partnership
- 2. CPSS Teacher Toolkit Implementation with Structured Support
- 3. Connected and Job-Embedded CPSS Professional Learning

- 4. AVID -- Advancement Via Individual Determination
- 5. Curiosity Lab & Equitable Pathways
- 6. Early Learning Readiness Summer Programming (Ready Set K)
- 7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction
- 8. Non-Exclusionary Discipline (NED) Integration with Leadership Playbook

Detailed Goal Cards

The following cards provide goal-by-goal detail including targets, A&I strategies, and rationale for strategic plan alignment.

INTEGRATION GOALS -- Increase Racial & Economic Integration

Goal 1 | Black/African American Students | Grades 6-8

Target: *Maintain or increase representation index to >= 0.57 (baseline participation: 21.2% when overall participation is 37.1%) by end of 2027-28.*

A&I Strategies: Family Advocacy & Partnership | CPSS Teacher Toolkit | Connected CPSS PL | AVID | Curiosity Lab & Equitable Pathways

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	Universal screening, PLC data conversations, flexible pathways, and Curiosity Lab's multi-measure identification model create equitable access to rigorous middle school coursework for Black/AA students.
Strategy B	B.1, B.3	Culturally responsive curriculum and equity lens review of placement policies directly address structural barriers preventing equitable identification for advanced classes.
Strategy D	D.2, D.4	CPSS Teacher Toolkit and job-embedded professional learning build staff capacity to interrupt historical patterns of underrepresentation in middle school advanced coursework.
Strategy E	E.3, E.4	Family Advocacy & Partnership, including Cultural Liaisons conducting family affinity spaces, ensures Black/AA family voice informs placement practices and district policy.

Goal 2 | Hispanic/Latino/Latina Students | Grades 6-8

Target: *Maintain or increase representation index to >= 0.91 (baseline participation: 33.7% when overall participation is 37.1%) by the end of 2027-28.*

A&I Strategies: Family Advocacy & Partnership | CPSS Teacher Toolkit | Connected CPSS PL | AVID | Curiosity Lab & Equitable Pathways

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	Universal screening, PLC data conversations, flexible pathways, and Curiosity Lab's multi-measure approach create equitable access to rigorous middle school coursework.
Strategy B	B.1, B.3	Culturally responsive curriculum and structural barrier removal via equity audits of placement practices directly enable proportional advanced course access.
Strategy D	D.2, D.4	CPSS Toolkit and job-embedded coaching build staff capacity to use disaggregated data to identify and support students for advanced coursework.
Strategy E	E.3	Cultural Liaisons communicating in families' home languages and convening affinity spaces ensure family voice shapes placement and access policies.

Goal 3 | Black/African American Students | Grades 9-12

Target: *Maintain or increase representation index to >= 0.42 (baseline participation: 21.3% when overall participation is 50.5%) by the end of 2027-28.*

A&I Strategies: Family Advocacy & Partnership | CPSS Teacher Toolkit | Connected CPSS PL | AVID

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	AVID's structured academic supports -- organizational skills, study strategies, and advanced coursework enrollment expectations -- remove barriers to rigorous high school coursework.
Strategy B	B.3, B.4	Equitable course placement policies, equity review of enrollment practices, and recruitment of culturally competent staff create systemic conditions for equitable high school access.
Strategy D	D.2, D.4	AVID-aligned professional learning and CPSS coaching actively interrupt enrollment inequities and build high school staff capacity.
Strategy E	E.3, E.4	Family affinity spaces and Cultural Liaisons support Black/AA families in understanding and navigating AP, IB, and honors enrollment.

Goal 4 | Hispanic/Latino/Latina Students | Grades 9-12

Target: *Maintain or increase representation index to >= 0.79 (baseline participation: 39.8% when overall participation is 50.5%) by the end of 2027-28.*

A&I Strategies: Family Advocacy & Partnership | CPSS Teacher Toolkit | Connected CPSS PL | AVID

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	AVID's college-readiness framework and EPS flexible advanced course pathways create structured routes for students to access and succeed in rigorous coursework.
Strategy B	B.3, B.4	Structural equity reviews, anti-bias enrollment practices, and diverse culturally competent staff ensure systemic conditions support students in advanced courses.
Strategy D	D.2, D.4	CPSS Toolkit implementation with job-embedded coaching and PLCs using disaggregated data sustain and grow gains in advanced course representation.
Strategy E	E.3	Cultural Liaisons communicating in home languages and hosting family affinity spaces support families in navigating advanced enrollment at the high school level.

ACHIEVEMENT GOALS -- Reduce Achievement Disparities

Goal 5 | Black/African American Students | Grades 3-5

Target: *At least 50% of students beginning below benchmark will achieve aggressive growth (>=2 performance levels) on FastBridge aReading fall to spring annually, increasing from baseline established in 2025-26, by the end of 2028-29.*

A&I Strategies: Family Advocacy & Partnership | Early Learning Readiness Summer Programming | MTSS & Data-Driven Instruction | Connected CPSS PL | CPSS Teacher Toolkit

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.3, A.4, A.5	MTSS tiered interventions with culturally responsive supports, a comprehensive PreK-12 literacy plan, and Ready Set K early learning

		programming directly address the reading gap for Black/AA elementary learners.
Strategy B	B.1, B.3	Culturally responsive literacy instruction and removal of structural barriers ensure students access high-quality, relevant instruction.
Strategy D	D.2, D.4	CPSS Toolkit professional learning and PLC data cycles build staff capacity to design and implement targeted reading interventions with cultural responsiveness at the core.
Strategy E	E.3	Family Advocacy & Partnership ensures Black/AA families are engaged partners in early literacy, with Cultural Liaisons bridging home-school connections in families' home languages.

Goal 6 | Black/African American Students | Grades 6-8

Target: *At least 50% of students beginning below benchmark will achieve aggressive growth (>=2 performance levels) on FastBridge aReading fall to spring annually, increasing from baseline established in 2025-26, by the end of 2028-29.*

A&I Strategies: Family Advocacy & Partnership | Early Learning Readiness Summer Programming | MTSS & Data-Driven Instruction | Connected CPSS PL | CPSS Teacher Toolkit

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.3, A.4	Content-area embedded literacy instruction, MTSS data-driven supports, and a comprehensive literacy plan address middle school reading gaps through rigorous targeted intervention.
Strategy B	B.1, B.3	Culturally relevant texts and equity audits of instructional practices reduce systemic barriers to middle school literacy achievement.
Strategy D	D.2, D.4	Job-embedded CPSS coaching, PLC data review cycles, and MTSS professional learning ensure culturally responsive evidence-based practices reach Black/AA middle school learners.
Strategy E	E.3	Family Advocacy & Partnership ensures families are meaningfully engaged partners in middle school literacy progress, with liaisons navigating home-school communication.

Goal 7 | Hispanic/Latino/Latina Students | Grades 9-12 -- ELA Achievement

Target: *Increase the percentage of students earning a grade of C or higher in English classes from __% to __% by the end of 2028-29.*

A&I Strategies: Family Advocacy & Partnership | MTSS & Data-Driven Instruction | Connected CPSS PL | CPSS Teacher Toolkit

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	Rigorous culturally responsive ELA instruction, AVID academic supports, differentiated coursework, and MTSS data-driven interventions support students in achieving C or higher in English classes.
Strategy B	B.1, B.3	Culturally responsive ELA curriculum with diverse voices and texts, combined with equity review of grading and instructional practices, creates conditions for ELA success.
Strategy D	D.2, D.4	CPSS Toolkit PD and PLCs using disaggregated grade data build staff capacity to close the ELA achievement gap for high school students.
Strategy E	E.3, E.4	Cultural Liaisons providing communication in home languages and family affinity spaces ensure families understand ELA expectations and can support student success.

Goal 8 | Black/African American Students | Grades 9-12 -- ELA Achievement

Target: *Increase the percentage of students earning a grade of C or higher in English classes from __% to __% by the end of 2028-29.*

A&I Strategies: Family Advocacy & Partnership | MTSS & Data-Driven Instruction | Connected CPSS PL | CPSS Teacher Toolkit

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	Rigorous ELA instruction, differentiated coursework, and MTSS data-driven interventions including F-grade reduction KIPs support Black/AA students in achieving C or higher in English.
Strategy B	B.1, B.3	Culturally relevant texts, Culturally responsive pedagogical practices, and equity review of grading and ELA structures create systemic conditions for Black/AA ELA success.
Strategy D	D.2, D.4	CPSS Toolkit PD and PLC data cycles built around disaggregated ELA and F-grade data build staff capacity to close the achievement gap for high school students.

Strategy E	E.3	Family Advocacy & Partnership and Cultural Liaisons ensure families are engaged partners in understanding high school ELA expectations and supporting student success.

TEACHER DIVERSITY & EFFECTIVENESS GOAL

Goal 9 | All Students -- Focus on Traditionally Underserved Groups | District-Wide

Target: *By the end of 2028-29, educators will demonstrate increased proficiency in CPSS practices, increasing students' access to effective, culturally responsive instruction. Progress measured via composite of KIPs; goal is 'On Track' when >=50% of KIPs are rated 2-4.*

A&I Strategies: Connected CPSS PL | CPSS Teacher Toolkit | Non-Exclusionary Discipline (NED) Integration with Leadership Playbook | Family Advocacy & Partnership

EPS Strategy	Sub-Strategies	Rationale
Strategy B	B.1, B.3, B.4	CPSS Toolkit and job-embedded professional learning advance culturally proficient teaching (B.1), dismantle structural barriers (B.3), and build a diverse culturally competent staff workforce (B.4).
Strategy C	C.1, C.5	NED Integration with the Leadership Playbook addresses racial disparities in discipline, creating positive learning environments and social-emotional conditions for all students to thrive.
Strategy D	D.2, D.4	Monthly instructional leadership CPSS PD, quarterly certified staff sessions, job-embedded coaching, and PLC data cycles are the primary vehicles for professional learning and continuous improvement.
Strategy E	E.3	Family affinity spaces hosted by Cultural Liaisons ensure family voice directly informs district practice changes, aligning family engagement with the district's accountability for culturally proficient teaching.

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.
C. The American Indian Coordinator convenes American Indian families through community cultural events, fostering meaningful connections that honor Indigenous traditions and values—continuously strengthening and deepening the relationship between American Indian families and the school district to ensure belonging, trust, and partnership

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	4	4	4

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 Latino/a families	4	4	4
Number of American Indian Family events hosted.	2	2	2

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			
% 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 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			
Increase the percentage of Latino/a students in grades 6-8 achieving Aggressive Growth (≥75th 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 Divers 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			
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 **R**acially **I**dentifiable **S**chools **(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 Mores 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.C.	Policy Review (*614, 621, 633, 901, 904*)	**Speaker(s):** Policy Committee

Board Meeting Date: 4/13/2026

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 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: Approve the suggested modifications for Policies 614, 621, 633, 901, 904.

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

Attachment(s):

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

Policy 614

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 t~~ 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 ~~D~~director of ~~T~~teaching and ~~L~~learning.
2. The superintendent and ~~D~~director of ~~T~~teaching and ~~L~~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 ~~B~~ 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
~~R~~revised: 6/20/22
revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Edina Public Schools
DEFINING EXCELLENCE

Policy 621

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.

~~D~~E. "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.

~~E~~F. "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.

~~F~~. ~~"Literacy coach" means an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. A district literacy coach will provide job-embedded professional development.~~

~~F~~G. "Multi-tiered system of support" or "MTSS" means a systemic, continuous

improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals; and data is used for educational decision making.

~~G~~H. "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.

~~H~~I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

~~I~~J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

~~J~~K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

~~K~~L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

~~L~~M. "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.

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

~~N~~O. "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, t~~T~~he 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~~ provide~~s~~ 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 literary 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 fo~~r 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.~~1118~~ 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

Edina Public Schools
DEFINING EXCELLENCE

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 ~~r~~Research ~~r~~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~~n~~. 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:
~~R~~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-~~s~~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.

   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 ~~D~~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 ~~C~~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~~ 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 7/19/21~~

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-sSponsor/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.

   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 Ddate 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 Ccopy 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 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 7/19/21~~

Policy 901

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 ~~D~~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 ~~T~~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 ~~A~~area residents and non-residents~~, as space is available, are encouraged~~ to ~~actively~~ participate actively in program opportunities~~.~~;

D. ~~Collaborateion and integrateion 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 district and community partnerships ~~community-district 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 ~~("CESAC")~~

A. The ~~council CESAC~~ advisory council assists in promoting the goals and objectives of the program.

B. ~~CESAC~~ 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 CESAC 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 ~~CESAC~~ 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 CESAC.

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 CESAC 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 CESAC.

3. Special meetings may be called by the chair or by written request of CESAC members.

4. A quorum will be one-half of the active CESAC 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 organization~~s~~ 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 organization~~s~~ 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: 7/19/21~~

VIII. **Leadership and Committee Updates**

IX. **Superintendent Updates**

X. **Adjournment**

XI. **Information**

XI.A. Enrollment Mobility - March 2026

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 4/13/2026

Title: Enrollment Report – March 2026

Type: Information

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

Description: The attached report describes district-wide enrollment through March 31, 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 – March 2026

Edina Public Schools Enrollment Summary

Edina Public Schools
DEFINING EXCELLENCE

Enrollment as of the end of March, 2026

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord Elementary School		106	120	122	130	134	138	**750**
Cornelia Elementary School		79	87	100	94	111	108	**579**
Countryside Elementary School		106	120	121	137	102	103	**689**
Creek Valley Elementary School		85	91	99	100	106	110	**591**
Highlands Elementary School		84	97	89	97	111	93	**571**
Normandale Elementary School		106	99	101	104	121	116	**647**
Totals		**566**	**614**	**632**	**662**	**685**	**668**	**3827**

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	333	338	0	0	0	0	**1020**
Edina High School	0	0	0	700	662	677	668	**2707**
Edina Virtual Pathway Secondary	0	0	0	21	38	38	48	**145**
Options at Edina High School	0	0	0	0	0	0	0	**0**
Totals	**696**	**672**	**678**	**721**	**700**	**715**	**716**	**4898**

Enrollment Comparisons

	April 2025	March 2026	April 2026
K-5	3812	3822	3827
6-8	2025	2048	2046
9-12	2800	2855	2852
Totals K-12	**8637**	**8725**	**8725**
PS	209	176	179
ECSE	225	194	203

March Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	0	0	1	2	0	0	0	0	0	1	0	2	1	7
Enrolled Students	5	1	2	2	0	3	0	2	1	1	0	0	0	17
	5	1	1	0	0	3	0	2	1	0	0	-2	-1	

Leaver Breakdown

Reason for Withdrawal	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
03: Transferred to a Non-Public School	0	0	0	1	0	0	0	0	0	0	0	0	0	1
05: Moved Outside of the State	0	0	1	0	0	0	0	0	0	0	0	0	1	2
20: Transferred to Another MN District, did not move	0	0	0	1	0	0	0	0	0	1	0	2	0	4
Total	0	0	1	2	0	0	0	0	0	1	0	2	1	

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. Investment Summary - March 2026

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 4/13/2026

Title: Investment Summary – March 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 March 31, 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 – March 2026

2025-26 SCHOOL YEAR

Investment Summary

FOR THE MONTH ENDED MARCH 31, 2026

Edina Public Schools

DEFINING EXCELLENCE

General Operating Funds:

Type of Investment	Investment Description	Purchase Date	Maturity Date	Investment Market Value	Investment Yield
MSDLAF+ Liquid	Money Market	N/A	NOW	$ 5,089,922.73	3.53%
MSDLAF+ Max	Money Market	N/A	NOW	2,106,797.97	3.63%
MSDLAF CD Program	Firstbank Southwest, TX	1/23/2026	4/23/2026	247,000.00	3.86%
MSDLAF CD Program	Bank of China, NY	1/23/2026	7/22/2026	245,000.00	4.00%
MSDLAF CD Program	GBank, NV	1/23/2026	7/22/2026	245,000.00	4.00%
PTMA/MN Trust	Money Market	03/31/2026	NOW	14,977,956.97	3.59%
Term Series Flex	MNTrust Term Series-Flex (VNB), IL	03/31/2026	NOW	4,631,412.00	3.63%
SDA Account	NexBank, TX	03/31/2026	NOW	2,245,049.43	3.63%
US Treasury Bonds & Notes	MNTrust TERM SERIES II	05/29/2025	06/24/2026	3,000,000.00	4.23%
Certificate of Deposit	First Internet Bank of Indiana, IN	08/22/2024	07/27/2026	229,800.00	4.47%
Certificate of Deposit	First Capital Bank, SC	08/22/2024	07/27/2026	232,000.00	3.99%
Certificate of Deposit	American Plus Bank, N.A., CA	08/22/2024	07/27/2026	232,400.00	3.90%
Certificate of Deposit	ServisFirst Bank, FL	08/22/2024	07/27/2026	230,700.00	4.32%
Certificate of Deposit	Financial Federal Bank, TN	08/22/2024	07/27/2026	231,000.00	4.25%
Certificate of Deposit	Customers Bank, NY	08/22/2024	07/27/2026	231,800.00	3.99%
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	250,488.33	5.41%
US Treasury Bonds & Notes	STRIPS, 912833PB0	11/13/2024	11/15/2026	2,655,729.89	4.22%
Certificate of Deposit	OPTUM BANK INC, 68405VBK4	11/15/2023	11/16/2026	244,941.67	4.96%
US Treasury Bonds & Notes	US TREASURY N/B, 91282CJT9	01/29/2025	01/15/2027	3,004,711.00	4.07%
Canadian Depositary Receipts	Alliance Bank, MN	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depositary Receipts	Arlo Bank, MO	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depositary Receipts	Bank Five Nine, WI	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depositary Receipts	Mid-America Bank, KS	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depositary Receipts	Pinnacle Bank, NE	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depositary Receipts	Pointbank, TX	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depositary Receipts	The Bennington State Bank, KS	01/22/2026	01/21/2027	237,718.16	3.61%
Canadian Depositary Receipts	People's Bank and Trust Company, TN	01/22/2026	01/21/2027	186,589.27	3.61%
Canadian Depositary Receipts	The Bank, LA	01/22/2026	01/21/2027	149,383.61	3.61%
Certificate of Deposit	Freedom Northwest Credit Union, ID	01/28/2025	01/25/2027	230,900.00	4.10%
Certificate of Deposit	Bank Hapoalim B.M., NY	01/28/2025	01/25/2027	231,100.00	4.09%
US Treasury Bonds & Notes	MNTrust TERM SERIES	03/21/2025	01/25/2027	1,500,000.00	3.93%
Certificate of Deposit	Truxton Trust Company, TN	04/30/2025	01/25/2027	234,500.00	3.71%
Certificate of Deposit	First Bank of Ohio, OH	04/30/2025	01/25/2027	234,400.00	3.74%
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	249,072.56	3.75%
US Treasury Bonds & Notes	MNTrust TERM SERIES II	03/17/2026	03/11/2027	2,500,000.00	3.80%
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	249,592.89	3.95%
Certificate of Deposit	TOYOTA FINANCIAL SGS BK, 89235MSM4	06/05/2025	06/07/2027	244,736.29	4.01%
Certificate of Deposit	Cornerstone Bank, NE	10/01/2025	07/26/2027	234,400.00	3.65%
Certificate of Deposit	WELLS FARGO BANK NA, 949764UQ5	03/20/2026	09/20/2027	248,661.63	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	244,069.27	3.51%
Certificate of Deposit	MORGAN STANLEY PVT BANK, 61776NC92	11/05/2025	11/05/2027	244,067.46	3.51%
Certificate of Deposit	MORGAN STANLEY BANK NA, 61778EHT1	11/05/2025	11/05/2027	244,067.46	3.51%
US Treasury Bonds & Notes	STRIPS, 912833QB9	11/13/2024	11/15/2027	2,663,984.46	4.23%
Certificate of Deposit	DMB Community Bank, WI	10/29/2025	01/07/2028	232,600.00	3.40%
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	Aneca Federal Credit Union, LA	03/16/2026	01/25/2028	234,300.00	3.56%
Certificate of Deposit	CFG Bank, MD	03/16/2026	01/25/2028	234,200.00	3.59%
US Treasury Bonds & Notes	MNTrust TERM SERIES	03/20/2026	01/25/2028	1,800,000.00	3.58%
			Total General Operating Funds:	**$ 60,213,162**	

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	$ 2,781.49	3.59%
PTMA/MN Trust	Money Market	N/A	NOW	973,152.62	2.34%
			Total 2021B General Obligation School Building Bonds:	**$ 975,934**	

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	$ 382.10	3.59%
PTMA/MN Trust	Prime Security Bank	N/A	NOW	1,750,591.98	3.60%
			Total 2024A GO Capital Notes & FM Bonds:	**$ 1,750,974**	

Total Portfolio Value: $ 62,940,070

XI.C. Expenditure Summary - March 2026

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 4/13/2026

Title: Expenditure Summary – March 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 March 31, 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 – March 2026

2025-26 SCHOOL YEAR

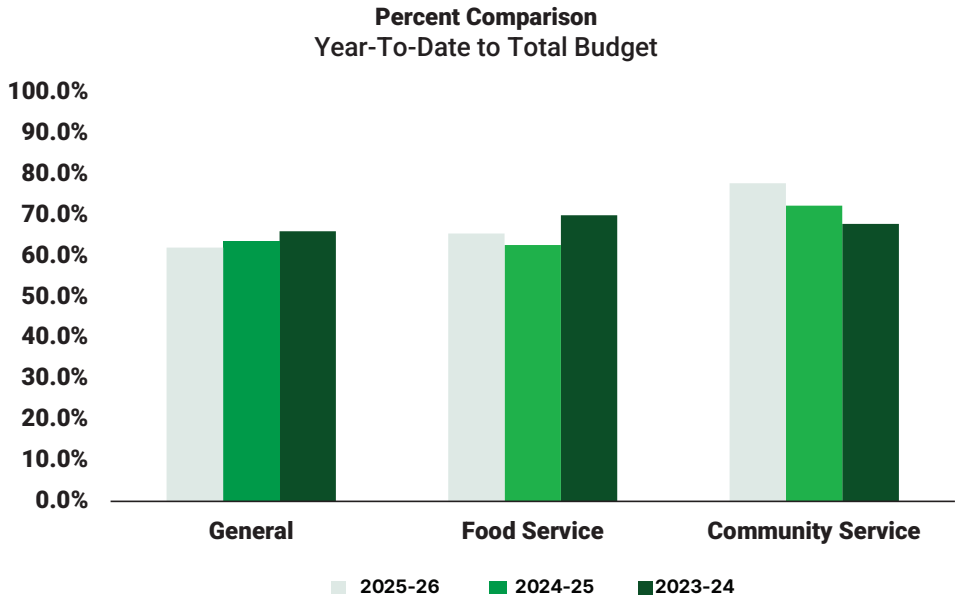
Expenditure Summary

FOR THE MONTH ENDED MARCH 31, 2026

Edina Public Schools

DEFINING EXCELLENCE

Fund	Fiscal Year-to-Date 2025-26 Budget	Fiscal Year-to-Date 2025-26 Actuals	Fiscal Year-to-Date % of Budget 2025-26	2024-25	2023-24
General Fund					
Salaries	$ 96,730,588	$ 61,838,554	63.9%	64.4%	65.7%
Benefits	33,064,313	19,806,812	59.9%	59.6%	59.9%
Purchased Services	12,398,668	6,954,213	56.1%	72.5%	84.9%
Supplies & Materials	5,188,111	2,972,975	57.3%	55.3%	80.4%
Other Expenditures	724,630	145,981	20.1%	21.2%	21.6%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	**148,106,310**	**91,718,535**	**61.9%**	**63.5%**	**65.9%**
Food Service	5,058,082	3,304,186	65.3%	62.5%	69.8%
Community Service	13,292,516	10,314,062	77.6%	72.1%	67.7%
Debt Service	17,636,304	17,752,284	100.7%	100.0%	100.2%
Capital	27,679,036	14,697,288	53.1%	52.0%	67.9%
Internal Service	910,000	566,551	62.3%	79.0%	79.9%
Total Expenditures All Funds	**$ 212,682,248**	**$ 138,352,906**	**65.1%**	**76.5%**	**69.1%**



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.