Regular Meeting

Monday, July 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, July 13, 2026; 7:00 PM
ECC Room 349

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Hearing from Members of the Public

IV. Consent Agenda

A. Minutes: *June 8 work session and regular meeting; June 16 work session; June 26 retreat*
B. Personnel Recommendations
C. Check Register - June 2026
D. Electronic Fund Transfers - June 2026
E. Gifts and Bequests – June 2026
F. Audit Services – Fiscal Year 2026
G. Minnesota School Boards Association (MSBA) 2026-2027 Membership
H. Association of Metropolitan School Districts (AMSD) 2026-2027 Membership
I. BrightWorks 2026-2027 Membership
J. Minnesota State High School League (MSHSL) 2026-2027 Membership
K. Edina e-Learning Day Plan 2026-2027
L. Mid-year Board Liaison Re-Assignments

V. Discussion

A. School Board Goals 2026-2027
B. Superintendent Goals 2026-2027
C. Policy Review (208, 503, 520, 601, 616, 626)

VI. Action

A. Student Handbooks for 2026-2027
B. Long-Term Facilities Maintenance Plan – Fiscal Years 2028-2037
C. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Edina Administrative Council (EAC)
D. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Transportation Employees – *to be walked in*

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

E. Policy Review (410, 539, 618, 629, 902)

VII. Leadership and Committee Updates

VIII. Superintendent Updates

IX. Adjournment

X. Information

A. Investment Summary - June 2026
B. Summary of Edina Public School District Year-End Superintendent Evaluation

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

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

IV. **Consent**

IV.A. Minutes: *June 8 work session and regular meeting; June 16 work session; June 26 retreat*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF JUNE 8, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350
and Virtual

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

Mr. Elliot Mann

PRESIDING OFFICER: Vice Chair Cheryl Barry

5:00 PM - 6:57 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
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
Nate Swenson, Assistant Superintendent
Mert Woodard, Director of Finance and Operations

Lisa Barnholdt, Countryside Elementary Principal
Leigh Ann Feily, Multi-Tiered Systems of Support (MTSS) Coordinator

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

draft

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
JUNE 8, 2026

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

APPROVAL OF AGENDA

DISCUSSION

A. Tier I Social Emotional Learning (SEL) Update
B. Culture and Climate Update
C. Spanish Dual Language End-of-Year Program Update

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT'S UPDATES

ADJOURNMENT

The meeting was adjourned at 6:57 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair Ms. Erica Allenburg, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
JUNE 8, 2026 WORK SESSION

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

APPROVAL OF AGENDA

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

DISCUSSION

Tier I Social Emotional Learning (SEL) Update: Staff shared an overview of the current status and future planning around Tier 1 Social Emotional Learning in Edina Public Schools.

Culture and Climate Update: Staff presented information on Panorama and Employee Engagement surveys, including background, participation rates, data summaries, analysis, and recommended next steps.

Spanish Dual Language End-of-Year Program Update: Staff presented a comprehensive end-of-year update on the Countryside Elementary Spanish Dual Language (SDL) program for the 2025–2026 academic year.

LEADERSHIP AND COMMITTEE UPDATES

Chair Gabler reminded board members that board evaluations are due by June 9.

Vice Chair Barry reminded board members to complete the superintendent evaluation form by June 12; and she shared that she, Chair Gabler, and Dr. Bittman would be meeting to plan 2026-2027 board agenda topics on June 18.

ADJOURNMENT

At 6:57 PM, Member Huwe moved and Member Arom 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 JUNE 8, 2026

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Mr. Dan Arom
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Jennifer Huwe

ABSENT:

Ms. Karen Gabler
Mr. Elliot Mann

PRESIDING OFFICER: Vice Chair Cheryl Barry

7:01 PM - 8:14 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
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

CERTIFIED CORRECT:

_____
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 JUNE 8, 2026

7:01 PM Vice Chair Barry called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Huwe. Staff present: Bittman, Swenson, Becquer, Edwards, Leland, Sailer, Woodard.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

A. Minutes: *May 5 special meeting*; *May 11 work session and regular meeting*; *May 19 work session*
B. Personnel Recommendations
C. 2028-2029 Employee Holiday Schedule
D. Check Register - May 2026
E. Electronic Fund Transfers - May 2026
F. Gifts and Bequests – May 2026
G. Property, Casualty, and Liability Insurance Renewal - Fiscal Year 2027
H. Workers' Compensation Insurance Renewal - Fiscal Year 2027
I. South View Middle School Cafeteria Serving Line Replacement — Equipment Contract Award
J. New EHS Club Proposal - Asian American Pacific Islander Student Union (AAPISU)
K. EHS Club Expansion - First Tech Challenge (FTC)
L. Minnesota Japanese School Room Rental Agreement
M. Minnesota International Chinese School Room Rental Agreement
N. Quality Compensation Annual Report 2025-2026

DISCUSSION

A. Draft student handbooks for 2026-2027
B. Policy Review (410, 539, 618, 629, 902)

ACTION

A. Spanish Dual Language - Middle School Placement for 2028-2029
B. Preliminary Budget - Fiscal Year 2027
C. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Edina Professional Association of Support Staff (EPASS)
D. Policy Quick Review (418, *Medication Authorization Form*, 530, 620, 636)
E. Policy Review (113, 506, 806, 810)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

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A. Expenditure Summary - May 2026
B. Investment Summary - May 2026
C. Enrollment Report - May 2026
D. 2025-2026 Substitute Teacher Fill Rate

ADJOURNMENT

The meeting adjourned at 8:14 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
JUNE 8, 2026 REGULAR MEETING

7:01 PM Vice Chair Barry called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman,Huwe. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Leland, Sailer, Woodard.

APPROVAL OF AGENDA

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

EXCELLENCE IN ACTION

Concord Elementary teacher Allison Knoph and 5th grade students shared their experiences working with Starbase - a free STEM curriculum which challenges students to engage in research and hands-on learning to prepare for life on Mars. Through Starbase, they also learned about a variety of Minnesota-based science careers.

CONSENT

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

The resolutions were:

A. Minutes: *May 5 special meeting*; *May 11 work session and regular meeting*; *May 19 work session*
B. Personnel Recommendations
C. 2028-2029 Employee Holiday Schedule
D. Check Register - May 2026
E. Electronic Fund Transfers - May 2026
F. Gifts and Bequests – May 2026
G. Property, Casualty, and Liability Insurance Renewal - Fiscal Year 2027
H. Workers' Compensation Insurance Renewal - Fiscal Year 2027
I. South View Middle School Cafeteria Serving Line Replacement — Equipment Contract Award
J. New EHS Club Proposal - Asian American Pacific Islander Student Union (AAPISU)
K. EHS Club Expansion - First Tech Challenge (FTC)
L. Minnesota Japanese School Room Rental Agreement
M. Minnesota International Chinese School Room Rental Agreement
N. Quality Compensation Annual Report 2025-2026

DISCUSSION

Draft student handbooks for 2026-2027: Draft student handbooks for the 2026-2027 school year were discussed.

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Policy Review (410, 539, 618, 629, 902): Policy Committee members presented the following policies for discussion. These policies will move forward for approval at the next regular meeting.

- Policy 410 Family Medical Leaves
- Policy 539 Internships and Shadowing
- Policy 618 Assessment, Grading and Reporting of Student Progress
- Policy 629 Student Fundraising
- Policy 902 Use of School District Facilities and Equipment

ACTION

Spanish Dual Language - Middle School Placement for 2028-2029: Member Birdman moved and Member Arom seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Preliminary Budget - Fiscal Year 2027: Member Arom moved and Member Huwe seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Edina Professional Association of Support Staff (EPASS): Member Allenburg moved and Member Birdman seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Policy Quick Review (418, *Medication Authorization Form*, 530, 620, 636): Member Arom moved and Member Huwe seconded to approve the motion. All members voted Aye. The motion passed unanimously.

- Policy 418 Alcohol- and Drug-Free Workplace and School Environment
- Medication Authorization Form (appendix to Policies 516 and 538)
- Policy 530 Immunization Requirements
- Policy 620 Receiving Course Credit for Learning
- Policy 636 Workload for Certain Special Education Teachers

Policy Review (113, 506, 806, 810): Member Arom moved and Member Birdman seconded to approve the motion. All members voted Aye. The motion passed unanimously.

- Policy 113 Data Requests
- Policy 506 Student Conduct and Discipline
- Policy 806 Emergency Management
- Policy 810 Safety and Security of Students, Employees, Visitors, Buildings, and Grounds

LEADERSHIP AND COMMITTEE UPDATES

Member Birdman shared about District 287's graduations and work on their strategic plan.

Member Allenburg commented on the Substitute Teacher Fill Rate information item, noting the 99% fill rate.

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SUPERINTENDENT UPDATES

Dr. Bittman highlighted items that make this an exciting, busy time: graduation, summer Kids Club activities, on-going work on policies, budget, Teaching & Learning, and the focus areas.

ADJOURNMENT

At 8:14 PM, Member Birdman moved, and Member Arom seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF JUNE 16, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

Ms. Jennifer Huwe

PRESIDING OFFICER: Chair Karen Gabler

5:13 PM - 7:32 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

draft

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
JUNE 16, 2026

5:13 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Mann. Staff present: Bittman.

APPROVAL OF AGENDA

DISCUSSION

A. Year-End Evaluation on 2025-2026 Board Goals
B. Board Mid-Year Liaison Re-Assignments if needed
C. Strategic Plan Initiative 2026-2027

LEADERSHIP UPDATES

CLOSED SESSION

A. Superintendent Evaluation

ADJOURNMENT

The meeting was adjourned at 7:32 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
JUNE 16, 2026 WORK SESSION

5:13 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Mann. Staff present: Bittman.

APPROVAL OF AGENDA

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

DISCUSSION

Year-End Evaluation on 2025-2026 Board Goals: Progress toward 2025-2026 board goals was reviewed.

Board Mid-Year Liaison Re-Assignments if needed: Mid-year reassignment of board liaison, committee, and leadership roles were discussed.

Strategic Plan Initiative 2026-2027: Plans to revisit the district's Strategic Plan were discussed.

CLOSED SESSION

At 5:39 PM, Member Mann moved and Member Arom seconded to close the meeting. All members voted Aye. The motion passed unanimously.

Superintendent Evaluation: The meeting was closed, as permitted by Minn. Sta. 13D.05 Subd. 3(a), for the superintendent's evaluation

At 7:31 PM Member Birdman moved and Member Mann seconded to reopen the meeting. All members voted Aye. The motion passed unanimously.

ADJOURNMENT

At 7:32 PM, Member Mann moved and Member Barry seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE RETREAT OF JUNE 26, 2026

RETREAT
9:00 AM

Edina Community Center
5701 Normandale Road, 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

9:00 AM - 12:23 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Brianna Buck, Digital Learning Coordinator

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

draft

(Official Publication)
MINUTES OF THE RETREAT
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
JUNE 26, 2026

9:07 AM Chair Gabler called to order the retreat of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Buck.

APPROVAL OF AGENDA

DISCUSSION

A. Technology and AI
B. 2026-2027 Board Goals
C. 2026-2027 Superintendent Goals
D. Board Compensation Discussion
E. Fall School Board Election
F. Next Steps for 2025-2026 Areas of Emphasis
G. Review Action Items and Next Steps

ADJOURNMENT

The meeting was adjourned at 12:23 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair Ms. Erica Allenburg, Clerk

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OFFICIAL MINUTES OF SCHOOL BOARD'S
JUNE 26, 2026 RETREAT

9:07 AM Chair Gabler called to order the retreat of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Buck.

APPROVAL OF AGENDA

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

DISCUSSION

Technology Use and AI: Discussion about Artificial Intelligence, how Edina is approaching it, and next steps.

2026-2027 Board Goals: Discussion about 2025-2026 end-of-year evaluation, and draft goals for 2026-2027.

2026-2027 Superintendent Goals: Discussion about draft goals for 2026-2027.

Board Compensation Discussion: Discussion about board compensation among other MN districts, and compensation specific to board officers.

Fall School Board Election: Discussion about what to expect regarding the upcoming election, and the role of sitting board members.

Next Steps for 2025-2026 Areas of Emphasis: Discussion about next steps related to Safety and Security, the Early Learning Family Center Facility, the reimagined EHS, Spanish Dual Language, and Talent Development - Elementary Acceleration.

Review Action Items and Next Steps: Discussion about follow up and next steps.

ADJOURNMENT

At 12:23 PM, Member Mann moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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IV.B. Personnel Recommendations

Meeting Date: July 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*
BARTELS, ANNA	SV	SCHOOL PSYCHOLOGIST, 1.0 FTE	$70,558.00	08/24/2026
BJORK, LANDON	EHS	SPECIAL EDUCATION TEACHER, 1.0 FTE	$52,926.00	08/24/2026
DALEIDEN, PAIGE	ELFC	PRESCHOOL TEACHER (LONG-TERM SUBSTITUTE)	$287.64/DAY	08/24/2026-12/18/2026
DAY, MICHAEL	EHS	MATHEMATICS TEACHER, 1.0 FTE	$73,687.00	08/24/2026
GODIN, NATHALIE	VV	GRADE 6 TEACHER - EXTENDED FRENCH, 0.34 FTE	$37,162.34	08/24/2026
HAWTHORNE, CRISTIANA	VV	SOCIAL STUDIES TEACHER - EXTENDED FRENCH, 1.0 FTE	$52,926.00	08/24/2026
JOHNSON, HANNAH	EHS	ENGLISH/LANGUAGE ARTS TEACHER, 1.0 FTE	$79,631.00	08/24/2026
MARTIN, ALAINA	VV	SPECIAL EDUCATION FACILITATOR, 1.0 FTE	$96,471.00	08/24/2026
MOLLEDAHL, MACKENZIE	ELFC	PRESCHOOL TEACHER, 0.66 FTE	$34,931.16	08/24/2026
PAULISON, SAMUEL	EHS	SPECIAL EDUCATION TEACHER, 1.0 FTE	$53,974.00	08/24/2026
STOKES, AMANDA	EHS	ASSISTANT HIGH SCHOOL PRINCIPAL, 1.0 FTE	$158,936.00	07/01/2026
WYATT, MICHAEL	EHS	SOCIAL STUDIES TEACHER, 1.0 FTE	$57,860.00	08/24/2026

B. SEASONAL EMPLOYMENT (SUMMER 2026 ONLY)

Name	*Building*	*Position*	*Wage*	*Date*
CAINES, MATHEW	EHS	OPTIONS SUMMER SCHOOL COUNSELOR	$56.10/HOUR	06/11/2026-07/16/2026
DOCKMAN, LORI	SV	ESY TEACHER	$56.10/HOUR	06/10/2026-07/16/2026
HOVE, LINDSEY	CS	ESY OCCUPATIONAL THERAPIST	$56.10/HOUR	06/11/2026-07/16/2026
OLSON, ALYSSA	SV	ESY TEACHER	$45.90/HOUR	06/11/2026-07/16/2026

C. 2026-27 ADDITIONAL DUTY DAY ASSIGNMENTS

Name	*Building*	*Position*	*Wage*	*Number of Days*
FEILY, LEIGH ANN	DW	CONTINUOUS IMPROVEMENT SPEC./MTSS COORDINATOR	$8,191.63	15

D. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
ABDELLA, ALICIA	EHS	MATHEMATICS TEACHER, 1.0 FTE	06/02/2026
MOE, KRISTIAN	EHS	SCHOOL COUNSELOR, 1.0 FTE	06/02/2026
POPE, ROBERT	HL	SPECIAL EDUCATION TEACHER, 1.0 FTE	06/19/2026
ZAPATA, ALAINA	ELFC	PRESCHOOL TEACHER, 1.0 FTE	06/02/2026

E. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*
KAMP, EILEEN	ELFC	FROM: ECSE TEACHER, 0.9 FTE TO: ECSE TEACHER, 1.0 FTE	$53,974.00	08/24/2026
POPE, ROBERT	HL	FROM: ADMIN DEAN, 1.0 FTE TO: SPECIAL EDUCATION TEACHER, 1.0 FTE	$109,301	08/16/2026
SVIDERSKY, OKSANA	CC	FROM: TD/INTERVENTION, 0.5 FTE TO: TD/INTERVENTION, 0.75 FTE	$44,071.50	08/24/2026

F. OVERLOAD ASSIGNMENTS

Name	*Building*	*Position*	*Wage*	*Date*
MCCARTAN, CARISSA	EHS	PERSONAL FINANCE TEACHER, 0.1 FTE	$10,323.60	08/24/2026 - 06/08/2027

G. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
BYRNES, ALYSSA	ND	SPECIAL EDUCATION TEACHER	09/08/2026 - 12/18/2026
COOLEY, MIRANDA	EHS	SPECIAL EDUCATION TEACHER	09/14/2026 - 12/18/2026

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
AVELAR, TREVINO, SANDRA	CS	EA SDL PARA	$23.30/HOUR	09/02/2026
CRANDELL, MADELINE	HS	OFFICE ASSISTANT CLASSIFICATION D	$25.70/HOUR	08/10/2026
DUMAS, NATALIE	DW	STUDENT BEHAVIOR AND CULTURE COORDINATOR	$94,755/YEAR	08/02/2026
KOHOUT, NICHOLAS	SV	CUSTODIAN	$24.26/HOUR	06/05/2026
LAWLESS, JANNE	ELC	INSTRUCTIONAL ASSISTANT	$24.30/HOUR	09/02/2026

B. SEASONAL EMPLOYMENT (SUMMER 2026 ONLY)

AUSTIN, TRE	CC	EXCITED EA PARA	$23.50/HOUR	07/07/2026
CAMPBELL, ELLA	CC	EXCITED EA PARA	$23.30/HOUR	07/07/2026
SIEGEL, LOUIE	SV	ESY EA SPED PARA	$23.00/HOUR	06/08/2026
WANG, WENJING	SV	ESY EA SPED PARA	$23.30/HOUR	06/08/2026

C. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
DAVIES, ELIZABETH	VV	EA SPED PARA	07/06/2026
GEIER,VICKIE	CV	MEDIA ASSISTANT	06/05/2026
HINNENKAMP, WENDY	ECC	SUBSTITUTE INSTRUCTIONAL ASSISTANT	06/19/2026
HOSEA, DAVY	EHS	SECURITY MONITOR	06/04/2026

D. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*
NELSON, BRYNN	HL	FROM: SUB EA SPED PARA TO FULL TIME EA SPED PARA	$23.50/HOUR	09/02/2026
SPICER, NATALIE	EHS	FROM: ACTIVITIES COORDINATOR CST LEVEL VIII TO LEVEL VI	$88,933	07/01/2026

E. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*

NONE.

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
JOHNSON, KARYN	CN	KIDS CLUB LEAD	$21.56/HOUR	07/06/2026

B. SEASONAL EMPLOYMENT (SUMMER 2026 ONLY)

Name	*Building*	*Position*	*Wage*	*Date*
HANSON, SOPHIE	CS	SUMMER KIDS CLUB LEAD	$19.91/HOUR	06/08/2026
HOLM, VINCENT	CN	SUMMER KIDS CLUB LEAD	$23.34/HOUR	06/29/2026
MALLACE, CRAIG	CN	SUMMER KIDS CLUB LEAD	$21.56/HOUR	06/09/2026
REINEKING, JACOB	DW	SUMMER ENRICHMENT LEAD	$21.56/HOUR	06/08/2026
ROBY, ARIYAH	ND	SUMMER KIDS CLUB LEAD	$23.34/HOUR	06/15/2026
VEDDER, JAMES	CS	SUMMER KIDS CLUB LEAD	$19.91/HOUR	06/11/2026
WAIBEL, ALEX	ND	SUMMER KIDS CLUB LEAD	$21.56/HOUR	06/29/2026

C. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
MALLACE, CRAIG	CS	KIDS CLUB LEAD	07/01/2026
MOHAMED, HAYAT	CN	KIDS CLUB LEAD	06/16/2026
PEDERSEN, SUNNIVA	CS	KIDS CLUB LEAD	07/02/2026
VIDELE, GRACE	CN	KIDS CLUB LEAD	06/18/2026

D. CHANGE OF EMPLOYMENT STATUS

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

NONE.

E. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*

NONE.

IV.C. Check Register - June 2026

Board Meeting Date: 7/13/2026

Title: Check Register – June 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 June 2026:

Fund	Amount
General	$4,383,625.22
Food Service	372,916.46
Community Service	444,818.35
Building-Construction	204,857.97
Total	**$5,406,218.00**

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

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

Attachments:

1. **Check Register – June 2026**

IV.D. Electronic Fund Transfers - June 2026

Edina Public Schools
DEFINING EXCELLENCE

Board Meeting Date: 7/13/2026

Title: Electronic Fund Transfers – June 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 June 2026, in the amount of $12,227,486.88

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

Attachments:

1. **Electronic Fund Transfers – June 2026**

IV.E. Gifts and Bequests - June 2026

Board Meeting Date: 7/13/2026

Title: Gifts & Bequests – June 2026

Type: Consent

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

Description: The attached report describes gifts and bequests made to the District during the month of June 2026.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of $243,900.87

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

Attachments:

1. **Gifts & Bequests – June 2026**

IV.F. Audit Services – Fiscal Year 2026

Board Meeting Date: 7/13/2026

Title: Audit Services – Fiscal Year 2026

Type: Consent

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

Description: The firm of LB Carlson, formerly known as Malloy, Montague, Karnowski, Radosevich, & Co., P.A. (MMKR) has conducted the financial audits of the District since 1997. William Lauer is the consulting principal of the District's audit. The base fee for the fiscal year 2026 audit is $76,950, a 4.0% increase from the prior year. Charged fees will be adjusted accordingly if unforeseen circumstances requiring additional hours are encountered during the audit.

Recommendation: Appoint the audit firm of LB Carlson to perform the audit of the District's financial statements for the fiscal year ended June 30, 2026.

Desired Outcomes from the Board: Compliance with District Policy 704.

Attachments:

1. Audit Engagement Letter – Fiscal Year 2026

LB | CARLSON

July 8, 2026

To the School Board and Management of
Independent School District No. 273
5701 Normandale Road
Edina, MN 55424

Dear School Board Members and Management:

We are pleased to confirm our understanding of the services we are to provide Independent School District No. 273 (the District) for the year ended June 30, 2026.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements of the District as of and for the year ended June 30, 2026. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB), who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1) MD&A
2) GASB-required supplementary pension and other post-employment benefits information (as needed)
3) Budgetary comparison schedules for the General Fund and major special revenue funds (as applicable)

We have also been engaged to report on supplementary information, other than RSI, that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a separate written report accompanying our auditor's report on the financial statements OR in a report combined with our auditor's report on the financial statements:

1) Schedule of Expenditures of Federal Awards
2) Combining and individual fund statements and schedules
3) Uniform Financial Accounting and Reporting Standards Compliance Table

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

1) Introductory section
2) Statistical section

We will perform the required State Legal Compliance Audit conducted in accordance with auditing standards generally accepted in the United States of America and the provisions of the *Legal Compliance Audit Guide*, promulgated by the State Auditor pursuant to Minnesota Statutes § 6.65, and will include such tests of the accounting records and other procedures we consider necessary to enable us to conclude that, for the items tested, the District has complied with the material terms and conditions of applicable legal provisions.

We will also prepare a management report for the District's School Board and administration. This report will communicate such things as our concerns regarding accounting procedures or policies brought to our attention during our audit, along with recommendations for improvements. The report will also contain certain financial comparisons and analysis.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts; tests of the physical existence of inventories; and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

1) Management override of controls
2) Constructed capital asset additions
3) Revenue recognition
4) Significant estimates inherent in state aid revenues and receivables recognized

At this time, audit planning has not concluded and modifications may be made to significant risks of material misstatement. If modifications are made, we will communicate them to you.

We may, from time to time and depending on the circumstances, use third party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third party service provider. Furthermore, we will remain responsible for the work provided by any such third party service providers.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures – Internal Control

We will obtain an understanding of the government and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under the American Institute of Certified Public Accountants (AICPA) professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *Office of Management and Budget Compliance Supplement* (*OMB Compliance Supplement*) for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the *OMB Compliance Supplement*, our compliance and internal control procedures will relate to the compliance requirements that the *OMB Compliance Supplement* identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, Schedule of Expenditures of Federal Awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, Schedule of Expenditures of Federal Awards, all financial records, and related information available to us; for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; Schedule of Expenditures of Federal Awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review at the scheduled time of our audit.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the Schedule of Expenditures of Federal Awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the Schedule of Expenditures of Federal Awards in any document that contains, and indicates that we have reported on, the Schedule of Expenditures of Federal Awards. You also agree to [include the audited financial statements with any presentation of the Schedule of Expenditures of Federal Awards that includes our report thereon OR make the audited financial statements readily available to intended users of the Schedule of Expenditures of Federal Awards no later than the date the Schedule of Expenditures of Federal Awards is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the Schedule of Expenditures of Federal Awards in accordance with the Uniform Guidance; (2) you believe the Schedule of Expenditures of Federal Awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the Schedule of Expenditures of Federal Awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to [include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Other Services

We will also assist in preparing the financial statements, Schedule of Expenditures of Federal Awards, and related notes of the District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, Schedule of Expenditures of Federal Awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, Schedule of Expenditures of Federal Awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the Schedule of Expenditures of Federal Awards, and related notes and that you have reviewed and approved the financial statements, the Schedule of Expenditures of Federal Awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, Schedule of Expenditures of Federal Awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the Federal Audit Clearinghouse. We will coordinate with you the electronic submission and certification.

The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of LB Carlson, LLP (LB Carlson) and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to a cognizant or oversight agency for audit or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of LB Carlson personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of six years after the report release date or for any additional period requested by the cognizant agency, oversight agency for audit, or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

William J. Lauer, CPA, is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit shortly after the end of the fiscal year and have a goal of issuing the annual financial audit reports and the Single Audit reports by December 31, 2026.

Our fees for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, confirmation service provider fees, etc.). Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. Unless additional work is requested or circumstances require additional work, we estimate the basic audit fees will be $76,950 for the year ended June 30, 2026.

In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

The fees charged are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If we find that additional audit procedures are required, or if additional services are requested by the District, those services will be billed at our standard hourly rates. Additional audit procedures might be required for certain accounting issues or events such as new contractual agreements, new accounting and auditing standards, transactions and legal requirements of new bond issues, new funds, major capital projects, or if there is an indication of misappropriation or misuse of public funds, or if significant difficulties are encountered due to the lack of accounting records, incomplete records, or turnover in the District’s staff. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

If you intend to publish or otherwise reproduce the financial statements, such as in a bond statement, and make reference to our firm name, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

During the year, you might request additional services such as routine advice, assistance in implementing audit recommendations, review of your projections or budgets, and other similar projects. Independence standards allow us to perform these routine services; however, it is important that you understand that we are not allowed to make management decisions, perform management functions, nor can we audit our own work or provide nonaudit services that are significant to the subject matter of the audit.

In connection with this engagement, we may communicate with you or others via e-mail transmission. As e-mails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that e-mails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of e-mails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of e-mail transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

ShareFile is used solely as a method of exchanging information and is not intended to store the District's information. At the end of the engagement, LB Carlson will provide the District with a copy (in an agreed-upon format) of deliverables and data related to the engagement. Upon completion of the engagement, data and other content will either be removed from ShareFile or become unavailable to LB Carlson within a reasonable time frame.

Professional standards require us to be independent with respect to the District and any of its affiliates in the performance of our services. Any discussions that you have with personnel of LB Carlson regarding employment could pose a threat to our independence. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence. In addition, if you or any of your affiliates hire one of our personnel, you agree to pay LB Carlson a fee equal to that individual's annual base compensation at the District upon commencement of employment.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the School Board and management of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will also provide a report (that does not include an opinion) on the District's compliance with applicable provisions of the *Minnesota Legal Compliance Audit Guide*, promulgated by the State Auditor pursuant to Minnesota Statutes § 6.65. The report will state (1) whether, in connection with our audit, anything came to our attention that caused us to believe that the District failed to comply with the applicable provisions of the *Minnesota Legal Compliance Audit Guide*, insofar as they relate to accounting matters, and (2) that the purpose of the report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion on compliance. The report will also state that the report is not suitable for any other purpose.

When requested, *Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any subsequent peer review reports received during the period of the contract. Our most recent peer review report accompanies this letter.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign where indicated and e-mail it to blauer@lbcarlson.com.

Sincerely,

LB CARLSON, LLP

LB Carlson, LLP

Response:

This letter correctly sets forth the understanding of Independent School District No. 273.

School Board Representative		District Management Representative	
By:	_____	By:	_____
Title:	_____	Title:	_____
Date:	_____	Date:	_____

KerberRose

Report on the Firm's System of Quality Control

To the Principals of LB Carlson, LLP and the
Peer Review Committee of the Minnesota Society of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of LB Carlson, LLP (the firm) in effect for the year ended June 30, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included an audit of an employee benefit plan and an examination of service organization (SOC 2 engagement).

As part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of LB Carlson, LLP in effect for the year ended June 30, 2023 has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass, pass with deficiency(ies) or fail.* LB Carlson, LLP has received a peer review rating of *pass.*

KerberRose SC

September 27, 2023

IV.G. Minnesota School Boards Association (MSBA) 2026-2027 Membership

Board Meeting Date: 7/13/2026

Title: Minnesota School Boards Association (MSBA) 2026-2027 Membership

Type: Consent

Description: Dues are based on 8711.16 “Average Daily Membership of Students Served” (ADM) for the fiscal year ending June 30, 2025 as provided by the Minnesota Department of Education. This year’s dues represent an increase of $523 over last year’s dues of $14,638.00.

Recommendation: Renew MSBA membership for the 2026–2027 school year, with dues and services in the amount of $15,161.00.

Desired Outcomes from the Board: Renew MSBA membership.

IV.H. Association of Metropolitan School Districts (AMSD) 2026-2027 Membership

Board Meeting Date: 7/13/2026

Title: Association of Metropolitan School Districts (AMSD) 2026-2027 Membership

Type: Consent

Description: Dues are comprised of a fixed fee and a variable fee, based on resident student enrollment. Dues for 2025-2026 were $10,176.00. This year's total represents a $91 increase.

AMSD is the only education organization with the mission of advocating for the unique needs and challenges facing metropolitan school districts. It continues to be the voice for metropolitan school districts and plays a major role in shaping state education policy and building support for public education among policymakers and the general public.

The School Board of Edina Public Schools has been a member of AMSD since its beginning more than forty years ago.

Recommendation: Renew membership in the Association of Metropolitan School Districts (AMSD) for the school year 2026-2027 with dues totaling $10,267.00.

Desired Outcome(s) from the Board: Renewal of AMSD dues.

IV.I. Brightworks 2026-2027 Membership

Board Meeting Date: July 13, 2026

Title: BrightWorks 2026-2027 Membership

Type: Consent

Presenter(s): Jenn Froelich, Director of Student Support Services

Description: The 2026-2027 general service fee is determined at a rate of $1,500 plus $2.50 per student based on the FY27 enrollment estimate of 8,689 students with a max at $19,000.

BrightWorks provides a wide variety of benefits and services such as staff development, administrative services, special programs including services for special education, student programs, contracted programs, planning/professional development activities, and resources/libraries.

Recommendation: Approve the Edina Public Schools as a continuing member of BrightWorks for the school year 2026-2027 by payment of the general service fee of $19,000.00.

Desired Outcome(s) from the Board: Approve the membership in BrightWorks.

IV.J. Minnesota State High School League (MSHSL) 2026-2027 Membership

Board Meeting Date: July 13, 2026

Title: Minnesota State High School League (MSHSL) Membership Resolution

Type: Consent

Presenter(s): Troy Stein, Edina High School Assistant Principal/Activities Director

Description: The MSHSL and Edina High School believe and support these three main goals:

- Providing safe, respectful and inclusive environments
- Recruiting and retaining coaches, officials and school administrators
- Maintaining our focus on educational-based activities and sports

Recommendation: Edina Public Schools supports the initiative to be an active partner with the MSHSL.

Desired Outcome(s) from the Board: Review the linked information below, and support this active partnership.

Attachment(s): MSHSL Letter to Member Schools_2026-2027 Member Resolution

IV.K. Edina e-Learning Day Plan 2026-2027

Board Meeting Date: July 13th, 2026

Title: Edina e-Learning Day Plan 2026-2027

Type: Consent

Presenter (s): Nathaniel Lindley, Director of Media and Technology; and Brianna Buck, Digital Learning Coordinator

Background: The Edina e-Learning Day Plan was designed in collaboration with a variety of stakeholders including principals, EME leadership, teachers, and district-level leaders to develop a comprehensive plan for emergency closing days. The e-Learning Day Plan is designed to meet the requirements of Minn. Stat. § 120A.414.

As per contract the EME President, Director of Teaching and Learning, and Director of Media and Technology Services met in June 2026 in order to review the e-Learning Day Plan for the purpose of continuous improvement.

Recommendation: Approve the Edina e-Learning Day Plan 2026-2027 for approval.

Desired Outcomes from the Board: Consent to approve the Edina e-Learing Day Plan 2026-2027 for approval.

Edina e-Learning Plan

Purpose

Edina Public Schools Inclement Weather e-Learning Plan (following: Minn. Stat. § 120A.414) hopes to minimize the disruption of learning caused by a school closure:

- Due to inclement weather.
- Up to five days in one school year.
- Counted as an instructional day and included as hours of instruction.
- Provide continuity of learning during non-student days.

School districts must provide a minimum number of annual instructional hours: 850 for full-day, daily kindergarten; 935 for grades 1 through 6; and 1,020 for grades 7 through 12 (Minn. Stat. § 120A.41).

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During the school year, e-Learning days will go into effect, districtwide, following the first 3 emergency closures.

★ Please note, EPS will move to e-Learning prior to the 4th emergency closure, if the district falls short of state required days.

A preparation experience may occur in consultation with building administration and staff before the end of the first week of November where K-5 students and staff will practice in buildings and send devices home with an activity in preparation for e-Learning.

All learning will be asynchronous, with an opportunity for office hours or connection with staff. Students who receive special services may receive synchronous support.

Communications

Parent communication

The following forms of communication will provide parents and students with information about e-Learning days, when they will be used, how they will be notified, what to expect for an e-Learning day, and to answer additional questions:

1. Communication to families about e-Learning days
    - Annual communication
      to the district website (bit.ly/EPS_elearning). It will provide background on what to expect when an e-Learning day is called and what to expect for notification.
    - Timely communication
      The first school cancellation due to inclement weather will prompt further communication to families about the specifics of the District's e-learning Plan and future possibility of its implementation.
    - Notification to parents of an e-Learning day
      As much advance notice will be given as possible. The following practice already exists for notifying parents of school closings due to inclement weather: Parents/Guardians receive an automated phone call, email, and optionally a text via the district's mass notification service. In addition to district mass communication, announcements are shared with WCCO, KSTP, KMSP/Fox9, and KARE 11, and the school district web page, www.edinaschools.org, prior to 6:30 a.m. that school will be closed. This practice will be amended to include notification that the district is invoking an e-Learning day and provide instructions for accessing e-Learning activities. If non-student days need to be converted to e-Learning, families will receive advance warning. In addition, updates will be given to parents and students.
    - Website with e-Learning day resources. Additional information about e-Learning days can be found at bit.ly/EPS_elearning.

2. Communications between teachers and students and families
    - Teacher Availability: A legislative requirement for e-Learning is that teachers must be accessible for student questions.
        - Building administration will communicate expectations for Teacher contact/office hours to provide support for students and families, with student experiences and the developmental needs of students in mind. Teachers will communicate these times to families and be available to answer inquiries throughout the workday.
        - Teachers will communicate to families and students the best ways to receive support.

- Teachers will be present for student support in a format accessible to students and provide a classroom telephone number where parents can call to leave a message if they have questions. Voice messages left at an Edina Public Schools number will be forwarded to the teacher's email for appropriate response.

- Learning Expectations:
  - Activities and virtual office hours will be posted to Schoology or Seesaw
    - Elementary Teachers by 9 am the morning of an eLearning day. (Normandale by 10 am)
    - Secondary Teachers by 10 am the morning of an eLearning day.

K-2: When the weather presents the possibility of a fourth emergency closure, classroom devices will be sent home. Student activities will be updated on classroom Seesaw pages. Activities will total up to 45-90 minutes which may include a blend of both device-dependent and/or offline activities.

3-5: When the weather presents the possibility of a fourth emergency closure, classroom devices will be sent home. Activities will be posted to class Schoology pages, with instructions for completion. It is suggested that activities total 90 minutes (not all screen time).

6-12: Create an attendance based assignment (Assignment/Activity in Schoology) with instructions for students to complete. Activity title should include the name of the assignment, e-Learning Day and the date. The suggested time is 30 minutes per course. Attendance for the class period is based on completion of the assignment. All assignments should be completed by the end of the regular school day. There will be a 48 hour window of time to rectify absences.

Instruction

The purpose of e-Learning is to support student learning through intentional practice of current classroom topics and skills when in-person learning is interrupted by emergency closing. Edina has established an asynchronous learning plan to support the differing experiences of students. Meeting and support time should not be required or graded on e-learning days. All learning should be communicated to students/families through rostered Schoology & Seesaw courses to provide ease of access for students, exceptions may be made for students receiving special education services. Instruction may include:

Instructional Practices:

- Connect with your student in support of their learning through:
    - Delivering content
    - Assessment of and for learning
    - Providing feedback
    - Diagnosing misconceptions
    - Coaching
    - Explaining concepts
- Be available through office hours, email, or phone messages.
- Take attendance.
- Plan for self-directed, independent learning with specific consideration to student age and individual learning needs.
- Customize learning opportunities with student access and opportunity in mind.
- Communicate and collaborate with colleagues to ensure common expectations, communications, and protocols.

Instructional Content

The following is a suggested framework for content during an e-Learning day. It is important that there is consistency across the system in the delivery of this content.

ECSE	Details in Students with Special Needs section
K-1 Classroom Staff	• Share activities with students via Seesaw or on student iPad • Use Seesaw to share journals for parents to view. • Communicate via Seesaw, email or ParentSquare.
2-5 Classroom Staff	• Create an e-Learning Day folder in Schoology or activity in Seesaw. • Have an attendance-based activity included in the folder. • Communicate via Seesaw/Schoology, email or ParentSquare.
K-5 Specialists	• Communicate with classroom teachers a brief activity for classrooms you would have met with.
6-12 Classroom Staff	• Create an assignment in Schoology at the top of the course with the instructions. ○ Title: name of the assignment, “e-Learning Day”, and date. ○ All files needed for students should be attached to the assignment. ○ Include interaction with content, a Schoology

	assignment/discussion/assessment to be completed. ○ **The item should be due at the end of the regular school day for attendance.** There will be a 48 window of time to rectify absences.

- Content in **Schoology** should include:
  - Easy to find expectations for the day; Assignment, Calendar event, or Folder posted by 10 am with the due date and time.
  - Clear step-by-step directions focused on steps for access and completion of the assignment.
  - Learning outcomes for that day listed
  - Attendance is confirmed via one of the following:
    i. Student Completion on the assignment or folder to confirm that students viewed the materials if using the folder.
    ii. Some type of submitted student creation or reflection to document learning.
    iii. Formative assessments to check for understanding
- Be present for student support in a format accessible to students. These **could** include the following:
    i. Responding via electronic messaging
    ii. Creating an online meeting for office hours using Google Meet
    iii. Screencast of lessons for direct instruction
    iv. Set clear expectations for participation in the digital environment

Students with Special Needs

The following is implemented in order to assist students with special needs:
Special Education will have access to their students' courses. Additionally, teachers will be able to create their own courses with their students. Below is additional information.

- **Special Education Resource Staff:** Contact students directly through ParentSquare (ECSE), Seesaw (Gr. K-2), Schoology (Gr. 3-12), or email with reminders for how their accommodations and modifications can support their engagement with e-Learning Day activities *or* support general education teachers in lesson plan development to ensure accommodations are available. Asynchronous instruction and activities must align with the student's direct service minutes listed in the IEP. For asynchronous instruction to be considered direct service MDE requires a feedback loop such as interacting with the student through a live check-in, assignment completion, or other assessment of student learning from the activity.

    - Be present for student support in a format accessible to students. These **could** include the following:
        - Responding via electronic messaging
        - Creating an online meeting for office hours using Google Meet for virtual office hours.
        - Screencast of lessons for direct instruction
        - Set clear expectations of participation

- **Special Education Site-Based Staff:** Create asynchronous lessons that will provide instruction and activities that align with the student's direct service minutes listed in the IEP. Contact students directly through ParentSquare (ECSE), Seesaw (Gr.K-2), Schoology (Gr. 3-12), or email. For asynchronous instruction to be considered direct service MDE requires a feedback loop such as interacting with the student through a live check-in, assignment completion, or other assessment of student learning from the activity.
    - Be present for student support in a format accessible to your students. These **could** include the following:
        - Responding via online electronic messaging
        - Creating an online meeting for office hours using Google Meet for virtual office hours.
        - Screencast of Lessons for direct instruction
        - Set clear expectations of participation

Preparation

To assist our teachers in creating the necessary content as well as provide consistency across our learning environment, frameworks for instructions have been developed and will be accessible via our Learning Management Systems.

Access to devices

Access to technology is critical for learning at Edina Public Schools. Therefore access to technology and Internet access is critical for day-to-day learning in Edina Public Schools regardless of e-Learning or normal instruction.

K-1	• When the weather presents the possibility of a fourth emergency closure the superintendent will make the decision that classroom iPads will be sent home with students. Sending devices home does not mean that school is closed. It indicates there is the potential for a closure and students should be prepared to access e-Learning plans with their devices at home.
2-5	• When the weather presents the possibility of a fourth emergency closure the superintendent will make the decision that classroom

	Chromebooks will be sent home with students. Sending devices home does not mean that school is closed. It indicates there is the potential for a closure and students should be prepared to access e-Learning plans with their devices at home.
6-12	• Will access resources using their district-provided or personal device.

Checking Access

Ensuring elementary student access to the internet at home might require connecting to a home wireless source.

Connect an iPad to a home network - Connect a Chromebook to a home network

Review

Though Edina Public Schools has a rich tradition of leveraging technology in our learning, e-Learning is different and there will be opportunities to learn from our experiences once put into place. To that end, this program will be reviewed annually.

Appendix A: FAQ

What are e-Learning Days?

e-Learning days are stay-at-home learning days that are invoked when inclement weather conditions force the district to close. Using our normal severe weather communications, families will be instructed to access technology to learn about what is expected on these days.

Why do we need e-Learning Days?

Continuity of learning is important for our students to succeed. In order to do this, we feel that learning needs to continue even when we have an unplanned cancellation of a school day due to inclement weather.

All schools in Minnesota have a required amount of time for which students must attend. In the event that we have a school cancellation due to inclement weather emergency closing, e-Learning Days ensure that Edina Public Schools will meet our minimum number of annual instructional hours without extending the school year.

How do e-Learning Days work?

- When the weather presents the possibility of a fourth emergency closure the superintendent will make the decision that classroom devices in the elementary will be sent home with students. Sending devices home does not mean that school is closed. It ensures access to technology if closing does occur. Secondary students will access resources using their district-provided or personal device that already go home on a daily basis.
- Families will receive an automated message notifying them of a school cancellation. Messages will also be distributed on the district website, social media, and appear on local television stations.
- Students will log on to their courses in Seesaw/Schoology to connect with their teachers and work on their assignments.
- Teachers will check email, electronic messages and voicemail periodically during the school day to answer questions and provide guidance.
- The due dates for e-Learning Day assignments will be determined by each teacher but attendance is taken for that day.
- Students with special needs may face unique challenges while performing academic tasks independently. Provisions will be made for the particular needs of these students by their teachers.

How will the district ensure access to e-Learning materials for all students?

Access to technology is critical for learning at Edina Public Schools. Therefore access to technology and Internet access is critical for day-to-day learning in Edina Public Schools regardless of e-Learning or normal instruction.
All students are able to access instructional material through LaunchPad with internet access. Personal devices can be used for this purpose, and Chrome is our suggested browser for ease of access. Knowing that not all students have their own device, Edina Public Schools will send K-5 student classroom devices home if there is a likelihood of a significant weather event. Students will be expected to participate in their courses in district approved tools or through activities that they can do around their home.

Mobile hotspots are also available to support student access to the internet and instructional materials. Families will need to connect with their school media staff or administration in the beginning of the school year to request Hot Spot checkout before November to ensure availability.

During e-Learning days the expectation is that a telephone can be used to provide assistance to our students. Families and students can utilize the voicemail system to leave messages, which then go directly to the teacher's email for review.

About this plan

The original plan was created in 2019 over a two year period with input from many stakeholders, including: Teaching and Learning, Communications Department, Student Services, Assistive Technology, Teaching and Learning Board committee, EME, Technology Advisory Team, parents and the Department of Media and Technology Services. Upon completion, the Edina School Board approved the plan. **The document is an update to the original plan.** This plan will be reviewed and modified annually in collaboration with a wide variety of stake-holders.

IV.L. Mid-Year Board Liaison Re-Assignments

Board Meeting Date: 7/13/2026

Title: Mid-Year Board Liaison Re-Assignments

Type: Consent

Presenter(s): Karen Gabler, Edina School Board Chair

Description: Approval of mid-calendar year board liaisons, committee and leadership roles.

Background Information: Each summer, the board re-assigns, updates and votes on certain liaison, committee and leadership roles for school, district, and state-level organizations. The board's goal when assigning these roles is to balance institutional knowledge while diversifying leadership opportunities, board member interest and work load.

Due to the upcoming board election, the recommendation is being made to keep all liaison roles the same for the remainder of this calendar year knowing that in January a larger re-assignment will be needed.

Recommendation: Approve the Board Roles, Committees, Liaison document for the 2026-2027 school year.

Desired Outcomes from the Board: See recommendation.

Attachment(s): 2026 Board Roles, Committees, Liaisons, and Representatives

ROLES	Term Renewed	FUNCTION	Effective Jan 2026
Chair	**January**	Presides @ all board mtgs; countersigns allowable RFPs; district rep in all actions; performs all duties chair usually performs	Gabler
Vice Chair	**January**	Performs duties of chair in event of their temporary absence	Barry
Treasurer	**January**	Deposits funds in official depository; makes all reports called for by board; performs all duties treasurer usually performs	Huwe
Asst. Treasurer	**January**	Assists treasurer	Mann
Clerk	**January**	Keeps record of all mtgs	Allenburg
Asst. Clerk	**January**	Assists clerk	Arom
Asst. Clerk	**January**	Assists clerk	Birdman
COMMITTEES	**Term Renewed**		**Effective Jan 2026**
Finance/Facilities	**January**	Asterisk indicates chair.	Huwe* Allenburg Mann
Governance	**January**	Asterisk indicates chair.	Gabler* Barry Birdman
Policy	**January**	Asterisk indicates chair.	Allenburg* Barry Arom
T&L	**January**	Asterisk indicates chair.	Mann* Huwe Gabler
LAC	**June**	Asterisk indicates chair.	Arom* Birdman
COMMITTEES	**Term Renewed**		**Effective Jan 2026**
District 287	**January**	N/A	Birdman
Negotiations	**Negotiation Years**	Board representatives at EME contract negoiations	NA

	Term Renewed	Function	Role Definition	Effective Jan/June 2026
ASSOCIATIONS				
AMSD	**JUNE**	AMSD advocates for metropolitan school districts and advances legislation supporting student achievement. The Bd of Directors, comprised of the superintendent & 1 school board member from each of the 44 member school districts, governs the association. Board representative also serves on LAC.	One board member attends AMSD meetings monthly and ongoing representation.	Dan Arom
MSBA	**JUNE**	Supports, promotes, enhances the work of public school boards and public education. Bd of Directors is comprised of 1 rep from each MSBA District. 6 divisions - Admin/Governance; Bd Devel/Training; Gov't Relations; Mgmnt Svcs; Policy Svcs; PR/Communications.	One board member attends MSBA meetings (online coffee and conversation) monthly.	Michael Birdman
GROUPS				
Ed Fund/Edina Give and Go	**JUNE**	Independent non-profit organization dedicated to continued EPS academic excellence. Secures private, supplemental funding to support valuable education experiences & innovative projects. Funds raised augment school system revenues provided by taxes, state aid, and other parent and student led fundraising efforts.	One board member attends Ed Fund and Give & Go meetings (twice yearly), ongoing representation as needed.	Michael Birdman
Talent Development Advisory Cmte	**JUNE**	Incls Talent Development Coord, teaching specialists, a principal rep, two volunteer parent reps from each school. Provides network for communication, support, and accountability.	One-time introductory meeting; available as resource on-call.	Cheryl Barry
Cultural Liaison Representative	**JUNE**	This liaison will work with our Director of Equity to identify opportunities for board members to seek voice and information from underrepresented groups. Liasion will seek to inform board of these opportunities.	One board member assigned.	Jen Huwe
SEAC - Special Services Advisory Cmte and Wellness Committee	**JUNE**	State required; promotes understanding of district-wide issues relating to education/welfare of EPS students. Incls reps of each school parent organization, ELC, Community Ed, & Ed Fund. SEAC meets monthly.	One board member attends SEAC meetings, monthly, and ongoing representation / Wellness Committee	Karen Gabler Cheryl Barry
Meet and Confer	**JAN**	Policies and other matters related to employment other than terms and conditions of employment as defined by the Minnesota Public Employee Labor Relations Act. Meet and Confer meets a minimum of three times a year and as needed for additional issues.	Board Chair and Vice Chair	Karen Gabler Cheryl Barry
Community Ed Services Advisory	**JUNE**	Provides input, direction & insight to Community Education, meets quarterly	One board member assigned	Jen Huwe
City Council	**JUNE**	A committee dedicated to facilitating the partnership with the City of Edina. Two board members will be assigned to this committee, along with the Superintendent. Goal is for meetings to be quarterly or as needed when issues arise.	2 board members assigned	Erica Allenburg Elliot Mann
Go Green Advisory Committee	**JAN**	The committee promotes sustainable environmental and energy conservation initiatives by providing information and support for schools and programs in the district. Meetings are montly for one hour.	One board member, who is a member of the finance and facilities committee, will attend one meeting per year; available as a resource on-call.	Jen Huwe
SCHOOL SITES				
ELC/ECSE	**JUNE**	Attend PTO or site council meetings only to share information about the board and collect information about site. It is recommended that the board members assigned to this does not have students at this site.	One-time introductory meeting; available as resource on-call.	Cheryl Barry
Elementary Site Liaison 1: Concord, Countryside	**JUNE**	Attend PTO or site council meetings only to share information about the board and collect information about site. Board members attend every third month; site to receive monthly written board summary. It is recommended that the board members assigned to this do not have students at any of these sites.	One-time introductory meeting; available as resource on-call.	Elliot Mann
Elementary Site Liaison 2: Normandale, Creek Valley	**JUNE**	Attend PTO or site council meetings only to share information about the board and collect information about site. Board members attend every third month; site to receive monthly written board summary. It is recommended that the board members assigned to this do not have students at any of these sites.	One-time introductory meeting; available as resource on-call.	Erica Allenburg
Elementary Site Liaison 3: Cornelia, Highlands	**JUNE**	Attend PTO or site council meetings only to share information about the board and collect information about site. Board members attend every third month; site to receive monthly written board summary. It is recommended that the board members assigned to this do not have students at any of these sites.	One-time introductory meeting; available as resource on-call.	Karen Gabler
Middle School Liaison	**JUNE**	Attend PTO or site council meetings only to share information about the board and collect information about site. It is recommended that the board members assigned to this do not have students at any of these sites.	One-time introductory meeting; available as resource on-call.	Michael Birdman
EHS	**JUNE**	Attend PTO or site council meetings only to share information about the board and collect information about site. It is recommended that the board members assigned to this does not have students at this site.	One-time introductory meeting; available as resource on-call.	Dan Arom

***ISD 287 has been removed from this chart because it is more than a liaison role, it is a paid full board position that needs to be renewed annually in January.

* 2026 BrightWorks rep is Karen Gabler, 3 year term

Board Calendar for PLC Attendance 2026-2027. 9:30AM-12:00PM

Dates are subject to change based on PLC leadership/district leadership planning happening in July.

September	Dan Arom	9/15
October	Erica Allenburg	10/13
November	Cheryl Barry	11/10
December	Jen Huwe	12/8
January	Michael Birdman*	1/12
February	Karen Gabler*	2/9
March	Elliot Mann	3/9
April	New Board Member/Cheryl Barry	4/13
May	New Board Member/Jen Huwe	5/11

V. **Discussion**

V.A. School Board Goals 2026-2027 **Speaker(s):** Governance Committee

Board Meeting Date: 7/13/2026

Title: 2026-2027 Proposed School Board Goals

Type: Discussion

Presenter(s): Governance

Description: The 2026-2027 school board goals were developed based on Board discussion and work to encapsulate areas of focus identified at the June Board retreat.

This work supports best practice in school board operations as well as the Edina Public Schools Strategic Plan, specifically Strategy D: Developing Leaders Throughout the District.

Recommendation: Review the 2026-2027 proposed School Board Goals.

Desired Outcomes from the Board: Review the 2026-2027 proposed School Board Goals and bring forth any questions.

Attachment(s): Draft School Board Goals 2026-2027

2026-2027 School Board Goals

Goal 1: Engage with internal stakeholders to review, evaluate and discuss the district's 2020-2030 strategic plan to assess progress, ensure alignment and chart future areas of focus.

Key Actions:

- Partner with the Superintendent to design an inclusive and thorough process for reviewing the 2020-2030 Strategic Plan.
- Engage in Strategic Plan Assessment sessions to increase understanding of the district's strategic plan progress.
- Use synthesized stakeholder feedback to make any refinements to the 2020-2030 strategic plan and guide future discussions around time, human, financial and physical resource allocations to best achieve the Edina Public Schools mission and vision.
- Engage with district leadership in discussions around ways to measure strategic plan progress moving forward.

Key Indicators of Success:

- Broad board participation and engagement in the Strategic Plan Assessment sessions.
- A synthesized report is presented to the board at the completion of the assessment sessions, showcasing progress, suggested updates, and further implementation steps of the strategic plan.
- Clear, intentional linkage between strategic priorities and district resource decisions referenced in board deliberations and decisions.

draft

Goal 2: Sustain a balanced budget and strong fund balance while strategically planning for a potential future bond.

Key Actions:

- Monitor district finances to maintain a balanced/sustainable budget and an unassigned fund balance within board policy.
- Continue to ensure accessible, transparent, user friendly financial reporting is available to the public.
- Work with the Superintendent and finance leadership to assess the scope, timing and rationale for a potential future bond referendum.
- Ensure a clear, well thought-out referendum plan is developed and communicated to the community.

Key Indicators of Success:

- Balanced annual budget and maintenance of unassigned fund balance aligned with board policy.
- Maintenance of the district's strong AAA bond rating.
- A documented, board reviewed framework and timeline for a potential bond, including key decision points and a community communication plan.
- Demonstrated full board engagement in long-term fiscal and bond planning.

Goal 3: Engage and strategize with district leadership on the role of technology and Artificial Intelligence (AI) as well as continuing the advancement of areas of emphasis in Edina Public Schools.

Key Actions:

- Receive updates and provide feedback on the 2025-2026 areas of emphasis to ensure continued progress. These key areas included safety and security, talent development, the Early Learning and Family Center, Edina High School, and the Spanish Dual Language program.
- Partner with the Superintendent and district leadership to understand best practice and research, capture stakeholder voice, and center students and staff in an effort to help set guidelines that shape the role of technology in teaching, learning, operations and wellness for both students and staff.

draft

- Explore the opportunities and risks of artificial intelligence through governance level discussions and ensure technology and AI considerations reflect the strategic plan's emphasis on helping students live effectively with technology and on healthy, researched-based standards for students and staff.

Key Indicators of Success:

- Advancement of key initiatives as measured by data metrics, panorama data, and completion of steps taken towards execution of district vision.
- Quarterly structured board work sessions held with district leadership on technology and artificial intelligence.
- A shared and documented board understanding of the district's direction, guardrails and priorities for technology and AI.

Goal 4: Enhance board governance through continuous professional development, reflection and effective onboarding of new board members.

Key Actions:

- Engage in ongoing individual and collective professional development through MSBA offerings, board retreats and independent study to ensure continued board growth and to uphold the commitment to develop exemplary leadership through the district.
- Dedicate time at retreats to governance related topics that have been identified by the board as well as are in line with best practice.
- Utilize an annual board self-evaluation to assess strengths, challenges, goal achievement and areas for improvement.
- Assess and deliver a thorough onboarding for any new board members seated in January, including, but not limited to, orientation to the Strategic Plan, board norms and goals, committee and liaison roles, board governance and any preparation to understand and support a potential bond.
- Consider how to best build board capacity, institutional knowledge and shared responsibilities.

draft

Key Indicators of Success:

- Hold a minimum of three board retreats with topics relating to district initiatives as well as board related development.
- A documented onboarding plan delivered to new members seated in January, with positive new-member feedback.
- Completion of the annual board self-evaluation in June 2027 with identified follow-up actions.

draft

V.B. Superintendent Goals 2026-2027	**Speaker(s):** Dr. Daniel Bittman, Superintendent

Board Meeting Date: 7/13/2026

Title: 2026-2027 Superintendent Goals

Type: Discussion

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: The 2026-2027 Superintendent goals presented are the result of a collaborative process between the School Board and the Superintendent. Designed to operationalize the district's long-term vision, these goals are aligned to the priority areas and strategies established in the Edina Public Schools Strategic Plan. This collaborative framework ensures that leadership competencies, community engagement efforts, and fiscal planning are seamlessly aligned. By establishing clear and measurable action steps, this structure supports board governance, accountability, and a shared dedication to continuous district improvement.

Recommendation: Review the 2026-2027 Superintendent Goals.

Desired Outcomes from the Board: Review the 2026-2027 Superintendent Goals and bring forth any questions.

Attachment(s): 2026-2027 Superintendent Goals

2026-2027 Superintendent Goals

Goal 1: Strategic Plan Review and Refinement

Description: Partner with stakeholders to review the status of the 2020-2030 Strategic Plan, assess progress toward stated outcomes, and refine action steps to ensure a clear path forward for district work.

- **Strategic Plan Alignment:** Strategy D.4: Develop and maintain a culture of continuous improvement based on evidence;
  Superintendent Competencies (MSBA/MASA): Standard 1: Governance Team; Standard 3: Communication & Community Relations.

Measurable Action Steps:

- Collaborate with the School Board to design and launch an inclusive process for reviewing the 2020-2030 Strategic Plan by October 2026.
- Facilitate Strategic Plan Assessment sessions in partnership with the School Board to capture feedback on the initial intent when creating the strategic plan, as well as current strengths and opportunities for growth.
- Present a report to the Board by June 2027 that outlines progress, a summary of feedback and suggested refinements to action steps.
- Identify and create a shared understanding of how any refinements will be measured and communicated moving forward.
- In partnership with the Board, align new and/or refined action steps with existing systems and structures including but not limited to the district's data metrics plan, CSIP structures, areas of emphasis, and the district's strategic plan.

Goal 2: Comprehensive Special Education Program Audit

Description: Conduct a thorough review and audit of special education programming, staffing, and supports to ensure the district is identifying and eliminating structural barriers to success for all students.

- **Strategic Plan Alignment:** Strategy A.3: Audit, advance, and monitor intervention programming; Strategy B.3: Critically review practices using an equity lens; D.4 Develop and maintain a culture of continuous improvement based on evidence.
- **Superintendent Competencies (MSBA/MASA):** Standard 6: Teaching and Learning; Standard 7: Student Support.

Measurable Action Steps:

- Initiate an audit of Special Education programming (i.e. continuum of services) by January 1, 2027, focusing on the efficacy of current supports and student outcomes.
- Review staffing levels and caseload ratios against student enrollment data and state/federal guidelines, and present recommendations for adjustment when ratios exceed or fall below established thresholds.
- Identify specific disparities in service delivery and develop a potential multi-year plan in order to address identified gaps.
- Present findings and a prioritized list of actionable improvement steps to the School Board during a mid-year work session to provide feedback and for review and consideration.

Goal 3: Strategic Advancement of the Five Areas of Emphasis

Description: Lead the implementation and continuous improvement of the district's 2025-2026 five areas of emphasis: Early Learning, Elementary Talent Development, High School Experience, Safety and Security, and Spanish Dual Language as appropriate.

- **Strategic Plan Alignment:** This goal advances multiple priority strategies within the Edina Public Schools Strategic Plan, including Strategy A (Academic Excellence), Strategy C (Positive Learning Environments), and Strategy D (Leadership Development), while also supporting equity (Strategy B) and stakeholder engagement (Strategy E) through the implementation of the district's five areas of emphasis.
- **Superintendent Competencies (MSBA/MASA):** Standard 6: Teaching and Learning; Standard 4: Operations.

Measurable Action Steps:

- In partnership with the School Board, review and prioritize next-phase action steps emerging from the 2025–2026 program analyses for each

of the five focus areas, and lead the implementation of those collaboratively determined priorities.
- Monitor the effectiveness of safety enhancements, such as the anonymous reporting system and taskforce recommendations, to ensure a secure learning environment.
- Achieve measurable progress in addressing needs within the Spanish Dual Language and Talent Development programs, as recommended by research, evidenced based practices, and findings highlighted in the taskforce report.
- Provide a minimum of two updates throughout the school year to the School Board on the instructional progress and student achievement data related to these specific pathways.

Goal 4: Fiscal Planning and Community-Supported Funding (Bond Referendum)

Description: In partnership with the School Board, develop and communicate a long-term, comprehensive funding plan—potentially including a bond referendum—through a collaborative process that identifies priorities, aligns resources, and outlines recommended next steps for Board consideration.

Strategic Plan Alignment: This goal most directly advances Strategy D (Leadership) and Strategy E (Engagement) within the Edina Public Schools Strategic Plan by strengthening collaborative governance, long-term planning, and community communication. It also supports Strategies A (Academic Excellence), B (Equity), and C (Learning Environment) by aligning financial resources to district priorities and ensuring sustainable support for programs and facilities.

Superintendent Competencies (MSBA/MASA): Standard 4: Operations; Standard 3: Communication & Community Relations.

Measurable Action Steps:

- Facilitate at least two School Board work sessions focused on long-term funding needs, priorities, and potential funding strategies.
- Provide materials for each session that include data, options, and alignment to district priorities.
- Develop a draft comprehensive funding plan framework that:
    - Identifies priority investments aligned to district strategic plan
    - Includes multiple funding scenarios (minimum of 2–3), which may include a bond referendum
- Present the draft framework to the School Board for feedback and refinement.

- Conduct and present an analysis of current and projected financial resources aligned to district priorities and needs.
- Identify and communicate key gaps or pressures for Board consideration.
- Partner with the School Board to identify and document prioritized next steps, which may include:
    - Advancing a referendum exploration
    - Phasing or sequencing investments
    - Adjusting scope or timing of initiatives
- Develop and implement a communication plan that includes:
    - At least 10 stakeholder engagement opportunities (e.g., community meetings, surveys, etc.)
    - Clear communication of needs, priorities, and potential options
- Provide updates to the Board and community at key milestones.
- Provide at least five updates to the School Board on:
    - Progress toward development of the funding plan
    - Feedback gathered and any proposed adjustments
- Present a finalized long-term funding plan to the School Board by January 1, 2027 including:
    - Priority investments
    - Funding scenarios/options
    - Recommended next steps for Board consideration

Goal 5: Technology and AI Practice Review and Modification

Description: In partnership with district leaders and the School Board, conduct a review of technology use across the district, and a review of Artificial Intelligence (AI). Reviews should include how they both are aligned with research, best practices, and student needs, while collaboratively identifying potential next steps, scope, and priorities for future implementation.

- **Strategic Plan Alignment:** Strategy C.4: Determine healthy habits around technology use; Strategy C.7: Review and develop a technology plan for students and staff.
- **Superintendent Competencies (MSBA/MASA):** Standard 4: Operations; Standard 6: Teaching and Learning.

Measurable Action Steps:

- Facilitate a minimum of two (2) School Board sessions to review current technology use and Artificial Intelligence, examine research and emerging trends, and collaboratively define vision, guiding principles, and desired/undesired outcomes.

- Partner with District Media and Technology Services (DMTS) to conduct a comprehensive review of current technology and AI use (PreK–12), and present a summary of current practices, opportunities, and areas for further exploration.
- Design and implement a stakeholder engagement plan for both technology use and artificial intelligence. Plan should include students, families, staff, and community members.
- Conduct at least two (2) engagement opportunities related to technology use, and Artificial Intelligence (e.g., surveys, focus groups, listening sessions).
- Engage external experts and research resources (e.g., AI in education, screen time, student mental health) and incorporate findings into Board discussions and community engagement to inform shared understanding.
- Review relevant Board policies (including MSBA model policies) related to technology and AI, and facilitate discussion with the School Board regarding potential policy implications, revisions, or next steps.
- Collaborate with the School Board and district leadership to establish clear guiding principles (“guardrails”) and priority areas for technology and AI use, aligned with student learning, wellness, and Strategic Plan priorities.
- Present a multi-year action plan to the School Board that outlines recommended next steps, scope, phased implementation considerations, and future decision points for Board consideration.

V.C. Policy Review (*208, 503, 520, 601, 616, 626*) **Speaker(s):** Policy Committee

Board Meeting Date: 7/13/2026

Title: Policy Review

Type: Discussion

Presenter(s): Board Policy Committee

Description: The following policies have been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes.

- Policy 208 Development, Adoption, and Implementation of Policies
- Policy 503 Student Attendance
- Policy 520 Student Surveys
- Policy 601 Educational Competencies, Academic Standards, and Instructional Curriculum
- Policy 616 School District System Accountability
- Policy 626 Independent Provider Activity Programs

Recommendation: Review the suggested modifications for Policies 208, 503, 520, 601, 616, 626.

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

Attachments:

1. Policy 208 Development, Adoption, and Implementation of Policies
2. Policy 503 Student Attendance
3. Policy 520 Student Surveys
4. Policy 601 Educational Competencies, Academic Standards, and Instructional Curriculum
5. Policy 616 School District System Accountability
6. Policy 626 Independent Provider Activity Programs

POLICY 208 — SCHOOL BOARD

Development, Adoption, and Implementation of Policies

I. Purpose

This policy emphasizes the importance of the policymaking role of the school board and provides the framework for regular review.

II. General Statement of Policy

Formal guidelines are necessary to ensure that the school district responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policy statements is maintained and modified as needed and in accordance with this policy and applicable laws. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. Development of Policy

A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. Policy provides the ~~school~~ board's general direction for the ~~school~~ district while delegating policy implementation to the administration.

B. The ~~school~~ district's policies provide the basis for guidelines and regulations created by the administration.

C. Policies may be proposed by a ~~school~~ board member, employee, student, or ~~school~~ district stakeholder. Proposed policies or ideas are submitted to the ~~B~~board's Policy Committee for review prior to possible placement on the ~~school~~ board agenda.

IV. Adoption and Review of Policy

A. The school board gives notice of proposed policy changes or adoption of new policies by placing the item on the agenda of at least two ~~school~~ board meetings: (1) first meeting for discussion, and (2) second meeting for final action. The proposals will be available for the public to review and comment at both meetings prior to final ~~school~~ board action.

B. The final action taken to adopt the proposed policy will be approved by a simple majority vote of the ~~school~~ board at a subsequent meeting after the meeting where

the proposed policy was discussed. The policy will be effective immediately, or on ~~the~~ such later date as may be stated in the motion.

C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the ~~school~~ board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy will be included in the minutes. The policy adopted in an emergency will expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The ~~school~~ board has discretion to determine what constitutes an emergency situation.

D. If an appendix or policy is ~~modified~~ revised with minor, technical changes that do not affect the substance of the policy, the board directs school district staff to incorporate the technical revisions in the relevant policy. Technical changes would include changing formatting, correcting any typographical or grammatical errors, and updating statutory references.

E. If a substantive revision is made to a policy ~~or~~ because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the ~~school~~ board.

V. Implementation of and Access to Policy

A. The superintendent has the responsibility to implement school district policies, excluding those governing the school board. The superintendent will develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, are subject to annual review by the ~~school~~ board.

B. District policies will be made available in a manner that is publicly accessible.

C. It is the responsibility of the superintendent, employees designated by the superintendent, and individual board members to keep policies current according to the policy review process.

D. When no board policy exists that provides guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, vision, values, and financial condition of the district. Under these circumstances, the superintendent will advise the board of the need for a policy and present a recommended policy to the board for approval.

VI. Policy Review Process

A. The school board will review policies at least once every four years. The superintendent is responsible for developing a system of periodic review, addressing approximately

one fourth of the policies annually, other than those requiring annual or biennial review ~~(see Appendix I)~~.

B. The review process will be the responsibility of the board's Policy Committee pursuant to Policy 213 (School Board Committees).

C. The review process will include the following steps:

1. Complete an internal assessment – An assessment gaining input from district stakeholders, as appropriate. The internal assessment also includes consideration of the school district's equity framework guidelines set forth in Appendix II.

2. Complete an external assessment – Gaining input from outside the district (e.g., MSBA, legal counsel, other school districts.)

3. Develop recommended revisions, additions, deletions, and/or further study proposals and present to the board based on the completed assessments

D. All district policies are subject to an individual review in accordance with the following four-year review cycle for District Policy Manual sections, with Year 1 starting in the 2026-2027 school year: ~~and p~~

Year 1	School District (100), School Board (200), Administration (300), Non-Instructional Operations (700)
Year 2	Personnel (400), Non-Instructional Operations (700), Buildings and Sites (800), including Policy 806 (biennial review)
Year 3	Students (500), Educational Programs (600)
Year 4	Educational Programs (600), Community Relations (900), plus Policy 806 (biennial review)
Annual Reviews	113 Data Requests 506 Student Conduct and Discipline 806 Emergency Management

Policies may be brought forward for additional out-of-cycle reviews as deemed advisable or necessary by the superintendent or Policy Committee.

E. Policies may be added to the District Policy Manual or amended based on need or change in law.

Legal References

Minn. Stat. § 123B.02, ~~S~~subd. 1	Board Authority
Minn. Stat. § 123B.09, ~~S~~subd. 1	School Board Membership

Cross References

Policy 213	School Board Committees
Policy 304	Policy Implementation

Policy

Adopted	04/16/2007
~~Amended~~ Revised	01/10/2011
~~Amended~~ Revised	09/26/2011
~~Amended~~ Revised	11/13/2012
Revised	08/13/2018
Revised	06/12/2023
Revised	__/__/2026

{Appendix I Deleted]

~~APPENDIX I TO POLICY 208~~

~~Policy Review Cycle~~

~~The four-year review cycle for 2025 2026 to 2029 2030 is as follows:~~

~~Year~~	~~Area (Series Number)~~
~~2025 - 2026~~	~~Educational Programs (600), Community Relations (900)~~
~~2026 - 2027~~	~~School District (100), School Board (200), Administration (300), Non-Instructional Operations (700)~~
~~2027 - 2028~~	~~Personnel (400), Non-Instructional Operations (700), Buildings and Sites (800)~~
~~2028 - 2029~~	~~Students (500), Educational Programs (600)~~
~~2029 - 2030~~	~~Educational Programs (600), Community Relations (900)~~

~~The school board will review Policy 524 biennially.~~

~~In addition, the board will review the following policies annually:~~

- ~~113 Data Requests~~
- ~~506 Student Conduct and Discipline~~
- ~~806 Emergency Management~~

~~Appendix~~

~~Reviewed 11/13/2012~~
~~Revised 02/24/2014~~
~~Revised 08/17/2015~~
~~Revised 08/13/2018~~
~~Revised 06/12/2023~~
~~Revised 07/14/2025~~
~~Revised __/__/2026~~

Policy Development, Adoption, and Implementation Review Rubric

Edina Public Schools – Continuum of Cultural Proficiency for EPS Policy Development and Refinement		
Unhealthy Behaviors & Actions of the Policy		
Cultural Destructiveness	Cultural Incapacity	Cultural Ignorance (formerly blindness)
Policy or parts of the policy eliminates all vestiges of other people's cultures.	Policy or parts of the policy disempowers people who differ from the dominant group.	Policy or parts of the policy reflects the values and behaviors of the dominant culture which are presumed to be universally applicable and beneficial.
Healthy Behaviors & Actions of the Policy		
Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Policy or parts of the policy recognizes diversity of cultural groups and the barriers present but does not have provisions to support or make adaptations to the cultural differences.	Policy or parts of the policy relies upon the use of the essential elements as the standards for policy development, adoption, and implementation. The policy has in place language that promotes acceptance and respect for difference.	Policy in its entirety holds culture in high esteem and acknowledges and honors all stakeholders and their representative groups. ~~Policy is guided by the values of the cultural proficiency framework as noted in Table 1.~~

[Delete Table 1]

~~Table 1: Tools of Cultural Proficiency~~

THE CULTURAL PROFICIENCY FRAMEWORK

Cultural Proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The four tools of cultural proficiency are the Elements, the Continuum, the Barriers and the Principles.

THE ESSENTIAL ELEMENTS -- *Standards for Planning and Evaluating*
• **Assess Culture:** Identify the cultural groups present in the system • **Value Diversity:** Develop an appreciation for the differences among and between groups • **Manage the Dynamics of Difference:** Learn to respond appropriately and effectively to the issues that arise in a diverse environment • **Adapt to Diversity:** Change and adopt new policies and practices that support diversity and inclusion • **Institutionalize Cultural Knowledge:** Drive the changes into the systems of the organization

CULTURAL PROFICIENCY CONTINUUM					
Change Mandated for Tolerance			*Change Chosen for Transformation*		
DESTRUCTION	**INCAPACITY**	**BLINDNESS**	**PRECOMPETENCE**	**COMPETENCE**	**PROFICIENCY**
Eliminate differences The elimination of other people's cultures	*Demean differences* Belief in the superiority of one's culture and behavior that disempowers another's culture	*Dismiss differences* Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures	*Respond inadequately to the dynamics of difference* Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups	*Engage with differences using the essential elements as standards* Using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices	*Esteem and learn from differences as a lifelong practice* Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others.

Reactive Behaviors, Shaped by the **BARRIERS**	*Proactive Behaviors, Shaped by the* **PRINCIPLES**
• Unawareness of the need to adapt • Resistance to change • Systems of oppression and privilege • A sense of entitlement	• Culture is a predominant force • People are served in varying degrees by the dominant culture • There is diversity within and between cultures • Every group has unique culturally-defined needs • People have personal identities and group identities. • Marginalized populations have to be at least bicultural • Families, as defined by culture, are the primary systems of support • The diverse thought patterns of cultural groups influence how problems are defined and solved. • The absence of cultural competence anywhere is a threat to competent services everywhere

From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012
www.TheRobinsGroup.org

Appendix

Adopted 06/12/2023
Rev_____ __/__/2026

Edina Public Schools
DEFINING EXCELLENCE

Students

Student Attendance

I. Purpose

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

II. General Statement of Policy

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

A. Responsibilities

1. Student's Responsibility

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

2. Parent or Guardian's Responsibility

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

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon

request.

4. Administrator's Responsibility

   a. It is the administrator's responsibility to require students to attend all assigned classes. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students.~~,~~

   b. The administrator will ~~to~~ maintain accurate records on student attendance, and ~~to~~ prepare a list of the previous day's absences stating the status of each. The administrator will count a student as in attendance on each day the student receives supervision, instruction, or services from school staff in accordance with applicable program parameters. Records will be kept in sufficient manner to allow the district to comply with reporting requirements set forth in state law for the purposes of funding.

   c. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

III. Attendance Procedures

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

IV. Required Reporting

A. Continuing Truant

1. State law provides that a continuing truant is a student who is subject to the Compulsory Instruction law and is absent from instruction in a school without a valid excuse within a single school year for:

   a. Three (3) cumulative days if the child is in elementary school; or

   b. Three (3) or more class periods on three (3) cumulative days if the child is in middle school or high school.

2. When a student is initially classified as a continuing truant, state law provides that the building administrator or designee will notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

   a. That the child is truant;

   b. That the parent or guardian should notify the school if there is a valid

excuse for the child's absences;

c. That, under state law, the parent or guardian is obligated to compel the attendance of the child at school and parents or guardians who fail to meet this obligation may be subject to prosecution;

d. That this notification serves as the notification required by state law;

e. That alternative educational programs and services may be available in the school district;

f. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

g. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under state law; and

h. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to state law.

B. Habitual Truant

1. A habitual truant is a child who is at least twelve (12) years old and less than eighteen (18) years old ~~under the age of 17 years~~ who is absent from attendance at school without lawful excuse for either (~~1~~a) seven (7) cumulative school days if the child is in elementary school or (~~2~~b) one (1) or more class periods on seven (7) cumulative school days if the child is in middle school or high school. Also, a habitual truant is a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days and who has not lawfully withdrawn from school in accordance with state law.

   Under state law, habitual truant also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

2. The building administrator or designee will refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures under state law.

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

V. Student Status

A pupil, regardless of age, who has been absent, whether exempt, excused or

unexcused, from school for fifteen (15) consecutive school days during the regular school year or for five (5) consecutive school days during summer school or intersession classes of flexible school year programs, without receiving instruction in the home or hospital, will be dropped from the roll and classified as withdrawn.

VI. Pre-Arranged Absences

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

VII. Request for Modified Learning Experience

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

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

- Students desire for a performance acceleration
- Extended family travel schedule
- Attendance challenges associated with unique learning needs

Families seeking approval of a modified learning experience must do so six (6) weeks prior to the experience's beginning date. The district review and decision of the proposal will be completed within four (4) weeks of the received proposal. The modified proposal can be found in Appendix III.

VIII. Support for Student Attendance

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

IX. Dissemination of Policy

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

Legal References:
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)

Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 126C.05 (Definition of Pupil Units)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross Reference:
Policy 506 (Student Conduct and Discipline)
Student and Family Handbook, for the relevant Edina Public Schools location.

Policy
adopted: 06/16/08
amended: 05/21/12
revised: 03/14/16
revised: 04/17/17
revised: 06/12/17
revised: 12/17/18
revised: 04/08/24
revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 503

ATTENDANCE PROCEDURES

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

I. Attendance Procedures

A. If a student is absent or will be absent from class or arrive late to school, the student's parent/guardian must call the school office before noon the day of the absence. Digital reporting of absences is preferred. Phone calls through the attendance line ~~is~~ are a second reporting option. If a phone call cannot be made, a note with a phone number where a parent/~~ or~~ guardian can be reached will be acceptable on the day the student returns; otherwise, the absence will be considered unexcused. The parent/guardian must contact the school within forty-eight (48) hours to change an absence from unexcused to excused. If for some reason a parent/guardian is unable to follow the above procedure, the building administrator or designee must be contacted.

B. Students must be in school for a minimum of three (3) hours (unless absent due to a school-sponsored activity or documented medical/dental appointment) in order to be eligible to practice or participate in any school-sponsored activity after school.

C. When a temporary condition or disability resulting from illness or injury makes it necessary for a student not to participate in physical education or swimming, the parent/guardian is asked to notify the teacher through email or a written note making this request. If the student is to be excused for longer than a week, a statement from the attending physician requesting this is required. These requests should be brought to the school health office before classes start in the morning.

II. Classification of Absences

A. Exempt Absence

An exempt absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to assist the student with all make-up work. Each teacher will notify the students of the classroom's make-up work policy. A student should complete all missing work within a period equating to two (2) days per day of exempt absence from school. Students should proactively request work or assignments in cases of prearranged absences. Exempt absences will be treated the same as excused absences except they will not be counted toward cumulative absences (see Section III.D.). The following absences are considered exempt:

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

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

B. Excused Absence

An excused absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to assist the student with all make-up work. Each teacher will notify the students of the classroom's make-up work policy. A student should complete all missing work within a period equating to two (2) days per day of excused absence from school. Students should proactively request work or assignments in cases of prearranged absences. Excused absences will be counted toward cumulative absences (see Section III.D.) The following are excused absences:

1. Illness (non-chronic) (a doctor's note may be required after a student has three (3) cumulative absences during a school year)
2. Medical, dental, or orthodontic treatment or counseling appointment that cannot be completed outside of the school day. The appointment should last no more than one half (½) day, and the school may require documentation in order for it to be considered an excused absence.
3. Driver's examination. The school requires documentation in order for this to be considered an excused absence.
4. Pre-arranged personal or family vacations. A student must have completed and turned in the form for Pre-Arranged Personal Absences, Family Vacations, and Significant Educational Opportunities not less than five (5) school days in advance of the first day of absence for a vacation to be considered an excused absence.
5. College visit. The school requires documentation in order for this to be considered an excused absence.
6. Transportation miscue, including missed bus, traffic congestion, and vehicle malfunction

C. Unexcused Absence

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

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

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

III. Monitoring Absenteeism

A. A staff attendance review team may meet on a regular basis to monitor exempt, excused, and unexcused student absenteeism. The school will utilize the table below to provide communication to parents/guardians.

B. The school notification system will provide communication electronically to parents/guardians with each absence from the school day or a class.

C. School administration will monitor exempt and excused absences and work with families to improve attendance.

D. School administration will follow the steps below based on the number of unexcused absences and cumulative absences (including excused and unexcused, but not exempt absences as described in Section II) a student has incurred.

Elementary and Middle School	
3 Unexcused Absences	School administration may communicate with parents/guardians about attendance concerns via letter, email, or phone call. Parents/guardians may be required to meet with the school social worker, counselor, or administrator. Schools mail a Three-Day Continuing Truant notification ~~3-day attendance~~ letter to parent(s)/guardian(s).
6 Cumulative Absences	School administration will communicate with parents/guardians and may begin an intervention process to improve attendance. Resources are provided to the family and ongoing communication with the family occurs. Parents/guardians may be required to attend a Parent Group Meeting through the "Be@School" program in Hennepin County if all six (6) absences are unexcused.
9 Unexcused Absences	The student will be required to participate in a conference with the building administrator or designee. Truancy Report 1 will be filed through the Hennepin County "Be@School" program.~~The school sends initial report to Be@School program~~ at the seventh (7th) unexcused absence. The administration will communicate to the parents/guardians that the continued absences will result in eventual referral to the state attorney.

9-18 Cumulative Absences	At twelve (12) unexcused absences, Truancy Report 2 will be filed through the Hennepin County "Be@School" program, ~~school sends report 2 to Be@School,~~ which includes additional information about the student, known or suspected barriers, and attendance interventions. School administration will continue to work with the family to communicate absences. At seventeen (17) days, school sends Truancy R~~r~~eport 3 to Be@School to update attendance, contact information, or any additional concerns. A student that reaches eighteen (18) cumulative (excused and unexcused absences) may be recommended for retention.

*These are total absences throughout the school year.

High School

UNEXCUSED ABSENCES

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

*~~All absences are reset at the start of a new semester~~ These are total absences throughout the school year.

EXCUSED ABSENCES

Any Excused Absence	Full credit is given for make-up work. A student should complete ALL missing work within a period equating to two (2) school days per day of excused absence to receive full credit.
12 Excused Absences	The school will communicate with parents about attendance concerns via phone call or parent meeting. The student may be placed on an intervention plan which may require pre-approval from administration/health services or provide a note from a medical provider upon subsequent excused absences. At seventeen(17) days, school sends Truancy R~~r~~eport 3 to Be@School to update attendance, contact information, or any additional concerns.

*~~All absences are reset at the start of a new semester.~~ These are total absences throughout the school year.

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

E. Attendance Appeal Process for Edina High School

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

IV. Suspension from School

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

V. Tardiness

A. At the Elementary level, tardiness is late arrival to school, not to exceed thirty (30) minutes. Any student arriving later than thirty (30) minutes will be marked as a half (½) day absence.

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

Tardiness, other than the first (1st) period of the day, will be handled by the teacher. Each teacher will advise students of penalties and/or makeup for their class. Late arrivals to school in the morning will be dealt with through the office. The fourth (4th) unexcused tardy in any given quarter will result in an intervention (e.g., attendance plan, parent/guardian meeting, team meeting).

C. Tardiness or half (½) day absence is classified as exempt, excused, or unexcused, depending on whether the reason is defined as exempt, excused, or unexcused in Section II.

Reviewed:	04/17/17
revised:	06/12/17
revised:	12/17/18
updated:	11/18/19
revised:	06/12/23
revised:	04/08/24
revised:	__/__/26

Appendix II to Policy 503

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

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

Student Name: _____ Grade: _____ ID#: _____

Parent/Guardian Name(s): _____

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

Home (_____)_____-_____

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

*Leaving midday at: _____AM/PM *Returning midday at: _____AM/PM

Check one Box Below:

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

Written Explanation for Absences:

_____

_____

_____

_____

_____

_____

_____

_____

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

I have read and understand the conditions listed above:

Student Signature: _____

Parent/Guardian Signature(s):_____

Date:_____

Office Use Only:
Date received by Office Staff: _____

(~~04/24~~ __/26)

Appendix III to Policy 503 and 509

Family Proposal for a Modified Learning Experience

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

Date of Submission: _____

Experience Begin Date: _____ Experience End Date: _____

Experience School Day Adjustment: _____

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

_____

_____

_____

_____

_____

Customized Learning Experience:

Subject(s)	Modified Instructional Approach	Assessment Process

Requirements of Modified Learning Experience:

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

Student Signature: _____ Date: _____

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

District Administrative Approval:

___ Approved ___ Denied

___ Approved with the following modifications:

_____

_____

_____

District Administrative Decision-Makers:

_____ _____
Director of Teaching & Learning Building Principal

_____ _____
Date Date

Appeal Request Date: _____

Decision of District Task Force:

___ Approved ___ Denied

(~~04/24~~ __/26)

Edina Public Schools
DEFINING EXCELLENCE

Policy 520

Students

Student Surveys

I. Purpose

This policy establishes the parameters of information that may be sought in student surveys.

II. General Statement of Policy

Student surveys may be conducted, as determined necessary, by the school district or other governmental entities to obtain student opinions and information about students. The superintendent or designee may refuse to permit a survey to be conducted based on the alignment of the survey to the mission of the district and the impact the administration of the survey would have on the students' instructional day. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education will comply with federal law.

III. Definitions

A. "Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

B. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

C. "Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the student lives, or a person who is legally responsible for the welfare of the student.

D. "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

IV~~III~~. Student Surveys in General

A. Student surveys will be conducted anonymously, unless the parents~~/guardians~~ of the students are notified in writing that the student survey responses are to be identified with the students' names, and the parents~~/guardians~~ are provided the opportunity to opt out of the survey. There will be no requirement that the student return the survey, and no record of the student returning a survey will be maintained.

B. Surveys containing questions pertaining to the student's or the student's parent(s)' ~~or guardian(s)~~' personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent ~~or guardian~~ of the student is notified in writing that such survey is to be administered and the parent ~~or guardian~~ of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent~~/guardian~~ for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

C. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in their responses to a survey, the district will take appropriate steps to ensure the data is protected in accordance with federal and state law.

D. The district will inform parents~~/guardians~~ at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents/guardians reasonable notice of planned surveys scheduled after the start of the school year. The district will give parents~~/guardians~~ direct, timely notice when their students are scheduled to participate in a student survey by United States mail, email, or another direct form of communication.

E. The district will give parents~~/guardians~~ the opportunity to review the survey and to opt their students out of participating in the survey.

F. The district ~~must~~ will not impose an academic or other penalty on a student who opts out of participating in a student survey.

~~I~~V. Student Surveys Conducted as Part of U.S. Department of Education Program

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, will be available for inspection by the parents ~~or guardians~~ of the students.

B. No student will be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent ~~or guardian~~, to submit to a survey that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parent~~/guardian~~;

2. Mental and psychological problems of the student or the student's family;

3. Sex behavior or attitudes;

4. Illegal, antisocial, self-incriminating, or demeaning behavior;

5. Critical appraisals of other individuals with whom respondents have close family relationships;

6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. Religious practices, affiliations, or beliefs of the student or the student's parent~~/guardian~~; or

8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. If a survey or evaluation is funded in whole or in part by the U.S. Department of Education, the district will develop local policies consistent with Sections V.A. and V.B. concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent of a student to inspect, upon request of the parent, a survey, including an evaluation, created by a third party before the survey is administered or distributed by the district to a student, including any applicable procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student, including an evaluation, to a student which contains one (1) or more of the items listed in Section V.B., including the right of a parent of a student to inspect, upon request of the parent, any such survey.

c. The right of a parent of a student to inspect, upon request of the parent, any instructional material used as part of the educational curriculum for the student and any applicable procedures for granting a request by a parent for such reasonable access to instructional material within a reasonable period of time after the request is received.

d. The administration of physical examinations or screenings that the district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act.

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the district in the event of such collection, disclosure, or use.

(1) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other postsecondary education recruitment or military recruitment;

(b) book clubs, magazines, and programs providing access to low-cost literary products;

(c) curriculum and instructional materials used by elementary or secondary schools;

(d) tests and assessments used by elementary or secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(2) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Subsection V.C.1.e., before the instrument is administered or distributed to a

student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Subsection V.C.1. will provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the district.

    a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

    b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

        (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

        (2) The administration of any third-party survey (not funded by the Department of Education) containing one or more of the items contained in Section V.B.

        (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the district and scheduled by the district in advance, and not necessary to protect the immediate health and safety of the student or other students.

    c. The notice will advise students of the specific or approximate dates during the school year when the activities in Subsection V.C.2.b. are scheduled, or expected to be scheduled.

    d. The notice provisions will not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

VI. Notice

A. The school district will give parents and students direct notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The district will inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys

and give parents reasonable notice of planned surveys scheduled after the start of the school year. The district will give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The district will give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights)
20 U.S.C. § 1400, *et seq*. (Individuals with Disabilities Education Act)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, 122 S. Ct. 2268, 153 L. Ed. 2d 309 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References:
Policy 515 (Protection and Privacy of Student Records)
Policy 521 (Student Disability Nondiscrimination Under Section 504 of the Rehabilitation Act)
Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)
~~Policy 606 (Selection and Review and Selection of, and Reconsideration Request Process for, Instructional Text, Materials, Content, or Issues)~~
~~Policy 633 (Research Requests)~~

Policy
adopted: 04/14/08
amended: 03/12/12
revised: 11/17/14
reviewed: 08/10/20
revised: 02/03/25
revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Edina Public Schools
DEFINING EXCELLENCE

Policy 601

Education Programs

Educational Competencies, Academic Standards, and Instructional Curriculum

I. Purpose

This policy defines the school district's educational competencies, instructional curriculum, academic standards, and K-12 talent development framework, including state and federal educational requirements.

II. General Statement of Policy

The school district is committed to providing a comprehensive educational experience for students that is defined by educational competencies and academic standards and implemented through an aligned instructional curriculum for early childhood through grade 12. The district will deliver the standards and curriculum at identified grade levels through classes and/or courses.

III. Definitions

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

A. "Academic standards" mean a state-prescribed or locally-adapted set of content standards that the school district must offer and certify for a student to be eligible to receive a high school diploma.

B. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness that are used~~. an instructional area of study for early childhood through grade 12 that is required~~ to meet the academic standards of the State of Minnesota or the district.

C. "Educational competencies" mean the articulated skills and literacies that learners need to have social, emotional, academic, and professional success in a rapidly changing, global world.

D. "K-12 Talent Development Framework" means (1) servicing students demonstrating high performance and cultivating potential in each and every student; (2) providing early intervention and development opportunities ensuring all students have opportunities to grow; and (3) providing learning experiences that are independent of students' background or economic status.

IV. Educational Competencies/Portrait of a Well-Rounded Edina Graduate

A. The school district places a high value on the holistic view of the learner. The view is responsive to the district's mission, which seeks to "deliver educational excellence and prepare all students to realize their full potential."

These competencies/Portrait of a Well-Rounded Edina Graduate are intended to help guide a learner along their educational journey, striving to become:

- Academically Prepared
- A Globally Competent Individual
- A Responsible and Engaged Citizen
- An Effective Communicator and Collaborator
- An Innovative Thinker and Problem Solver
- A Motivated Lifelong Learner

B. The educational competency descriptors/Portrait of a Well-Rounded Edina Graduate are located in Appendix I.

C. The district administration is responsible for embedding the educational competencies/Portrait of a Well-Rounded Edina Graduate into the learning experience and curriculum. This responsibility includes using the competencies as a framework for:

- Professional learning
- Curriculum development with courses and at grade levels
- Student assessment
- Staff evaluation

V. Academic Standards, Instructional Curriculum, Resources, and Experience

A. The director of teaching and learning will be responsible for the implementation of the school district's academic standards and instructional curriculum.

B. The district has defined academic standards, a comprehensive instructional curriculum, and common summative assessments for the following content areas:

- English language arts
- social studies
- ethnic studies
- math
- physical education
- music
- health
- business education
- financial literacy (applicable starting with 2028 graduates)
- science
- media literacy
- technology/engineering
- world languages

- family and consumer sciences
- visual, media, and performing arts

C. Each curricular content area will have a guide that includes:

- mission
- grade-appropriate standards
- curriculum materials
- supplemental resource materials
- common assessments
- differentiation ~~and personalization~~ suggestions
- media and technology ~~materials~~ resources as appropriate

D. Each curricular content area will be reviewed and revised on a cyclical basis as per Policy 603 (Curriculum and Program Review and Development).

E. The academic standards and instructional curriculum will align with those established by the Minnesota Department of Education or by local adoption as provided in statute.

F. The elementary schools will offer the following:

- visual, media, and performing arts
- ~~integrated~~ English language arts
- math
- music
- physical education
- science
- health
- social studies

G. The middle schools will offer the following:

- visual, media, and performing arts
- ~~integrated~~ English language arts
- math
- music
- physical education
- science
- health
- social studies
- career and technology education
- world languages
- family and consumer sciences

H. The high school will require forty-three (43) credits for graduation pursuant to district policy. Starting with the class of 2028, the high school will require forty-four (44) credits for graduation.

I. The K-12 Talent Development Framework (see Appendix II) consists of enrichment, extended learning, acceleration, and authentic learning opportunities.

J. The school board will approve all academic standards and instructional curriculum revisions at least as frequently as prescribed by Minnesota Department of Education's K-12 Academic Standards Review Schedule as approved by state law.

K. The district will provide professional learning opportunities to advance employees' knowledge, skills, and abilities in effectively delivering the standards, competencies, and curriculum through instruction.

Legal References:
Minn. Stat. § 120A.22 (Compulsory Instruction)
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.024 (Credits)
Minn. Stat. § 120B.101 (Curriculum)
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.12 (READ Act Goal and Interventions)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)
Minn. Stat. § 120B.30 (~~Statewide Testing and Reporting System~~ General Requirements; Statewide Assessments)
20 U.S.C. § 5801, *et seq*. (Goals 2000: Educate America Act)
20 U.S.C. § 6301, *et seq*. (Every Student Succeeds Act)
Minnesota K-12 Academic Standards in Arts Education

Cross References:
Policy 105 (School District Mission, Vision, Strategic Direction and Plan)
Policy 603 (Curriculum and Program Review and Development)
Policy 613 (Graduation Requirements)
Policy 614 (Assessment Plan)
Policy 616 (School District System Accountability)
EPS 2020-2030 Strategic Plan

Policy
adopted: 07/20/09
revised: 08/17/15
modified: 11/11/19
revised: 02/10/20
revised: 09/14/20
revised: 03/04/24
revised: 01/06/25
revised: 11/10/25 (correction under quick review)
revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 601

Edina Public Schools
DEFINING EXCELLENCE

Portrait of a Well-Rounded Edina Graduate



ACADEMICALLY PREPARED

- Demonstrates foundational academic knowledge in Reading, English Language Arts, Mathematics, Social Studies, Science, Technology, Engineering, and the Arts.
- Masters and applies standards aligned to challenging and rich curricula.
- Identifies, understands, and solves complex issues.

GLOBALLY COMPETENT INDIVIDUAL

- Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures and environmental conditions.
- Engages in multiple opportunities to broaden language knowledge and application.
- Embraces the individual and cultural dignity of all people and actively seeks multicultural interactions.

RESPONSIBLE AND ENGAGED CITIZEN

- Demonstrates a high level of integrity and ethical action.
- Applies knowledge and education for the good of the community.
- Demonstrates empathy, compassion and open-mindedness.
- Accepts responsibility for personal choices and actions, including impact on others and learns from mistakes.
- Applies the social-emotional skills of self-awareness and self-management to lead a healthy and well-balanced life.

EFFECTIVE COMMUNICATOR AND COLLABORATOR

- Communicates effectively as a listener, speaker, writer, and responder through appropriate and timely communication platforms (digital, print, video, and social media).
- Possesses strong social and interpersonal skills, including verbal, nonverbal, and conflict resolution.
- Works effectively with others in academic and social settings, both as a leader and a contributor.

INNOVATIVE THINKER AND PROBLEM SOLVER

- Thinks and produces creatively, both collaboratively and independently.
- Demonstrates intellectual curiosity.
- Critically analyzes and evaluates information sources.
- Adapts to changing demands.

MOTIVATED LIFE-LONG LEARNER

- Understands personal interests and passions, while valuing continuous learning and seeking opportunities for growth.
- Understands own needs as a learner and advocates appropriately.
- Persists when faced with challenge or adversity.
- Actively researches opportunities, sets personal learning goals, makes choices that support long-term aspirations and successful transitions.

Appendix
adopted: 03/04/24
reviewed: 01/06/25
reviewed: __/__/26

Appendix II to Policy 601

K-12 Talent Development Framework

~~In addition to serving students already demonstrating high performance, talent development services cultivate potential in students whose strengths are not yet tapped or readily observable in typical classroom environments. By fostering talent development, Edina ensures that each and every student has the opportunity to grow at accelerated rates in enriching learning environments.~~

Talent Development in Edina is Gifted Education and more. It takes a broader, more inclusive, and proactive approach. It focuses on nurturing potential in all students by providing opportunities, support, and meaningful challenges that match each learner's readiness. The Edina Talent Development Framework provides four learning opportunities to nurture the potential in all students. The framework aligns with the vision of the Portrait of a Well-Rounded Edina Graduate, ensuring that every learner is seen, supported, and stretched to develop their potential and thrive.

Opportunity	**~~Vision~~ What**	**~~Description~~ Why**	**Examples**
Enrichment	Enrichment happens in the regular classroom setting for all students led by the licensed classroom teacher. Enrichment is integrated into the curriculum and the instructional culture of the school. ~~Rigorous and enriching opportunities for learners to discover their unique interests and strengths integrated into the core curriculum and culture of the school~~	Sets a foundation for talent development Provides new experiences and information that expands background knowledge Offers rigorous, inquiry-based experiences Fosters critical, reflective, and creative thinking Allows student strengths and talents to emerge	Lessons focused on critical, reflective, and creative thinking within the standards Inquiry-based learning Problem-solving activities
Extended Learning	Extended Learning happens in the regular classroom setting led by the licensed classroom teacher for some students who are consistently	Builds learner confidence in a talent area Recognizes students' knowledge and skills Promotes development of higher order thinking skills	Extending the standards beyond what is required for all

	performing above grade level. Extended learning happens when students show teachers they have mastered content in a specific area and teachers find flexible time to provide students with additional challenging opportunities. ~~Opportunities provided to **some** students to engage with grade-level content at a deeper level during flexible times throughout school day or year~~	Offers content depth and complexity Increases rigor and knowledge	
Acceleration	Acceleration happens in a different classroom with a licensed Talent Development teacher for **some** students who are significantly above grade level. Acceleration is providing learning at a faster pace so that there is substantial additional time to introduce students to new content and deepen learning. ~~Opportunities for **some** students to compact grade-level standards and be exposed to higher grade-level standards at a faster pace~~	Reinforces learner commitment in a talent area Recognizes students' knowledge and skills Offers content at a faster pace Provides above-level content Increases rigor and knowledge Ensures strong student engagement and optimal academic and social and emotional growth	Accelerated pacing beyond the typical learning sequence Compacted courses College-level courses

Authentic Learning	Authentic learning happens in the regular classroom setting for all students led by the licensed classroom teacher. These opportunities engage ~~Opportunities provided to **all**~~ students ~~to engage~~ in real-world application of strengths and talents	Recognizes and responds to students' talent area expertise Provides opportunities for learners to apply their strengths and interests in real-world inquiry or production Promotes high intellectual performance and production	Provide real-world opportunities for students to apply their strengths and interests in specific talent areas 3-5 STEAM Cornerstone projects integrated

Appendix
adopted: 09/14/20
revised: 03/04/24
reviewed: 01/06/25
revised: __/__/26

Edina Public Schools
DEFINING EXCELLENCE

Policy 616

Education Programs

School District System Accountability

I. Purpose

This policy sets forth the school district's strategies for a process that promotes high academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of state and federal academic standards.

II. General Statement of Policy

The school district will establish a system to review and improve instruction, curriculum, and assessment which will include input from students, parents/guardians, and local community members. The district will be accountable to the public and the state through annual reporting.

III. Establishment of Goals, Implementation, Evaluation, and Reporting

A. School District Goals

1. The school board has established district improvement goals that provide broad direction for the district. ~~The improvement goals will be reviewed annually and approved biannually by the board.~~ The board will adopt the goals based on feedback received from multiple sources, including the recommendations of the Comprehensive Achievement and Civic Readiness Committee (the ~~"CA&CR~~ "CACR Committee").

2. The district-wide improvement goals will ~~address~~ consider feedback from multiple sources, including recommendations identified through the ~~CA&CR~~ CACR Committee's process and the district's strategic planning process. The district's goal-setting process will include the alignment of individual school improvement goals with district improvement goals.

B. System for Reviewing All Instruction and Curriculum.

The district will use the curriculum and program review cycles as defined by district policy to analyze the district's progress toward implementation of the state standards.

C. The ~~CA&CR~~ CACR Committee

1. By October 1 of each year, the ~~CA&CR~~ CACR Committee will meet to

advise and assist the district in the implementation of the district system accountability and continuous improvement process.

2. The ~~CA&CR~~ CACR Committee, working in cooperation with other district committees, will provide active community participation in:

    a. Reviewing the district instructional and curriculum plan, including the implementation of state standards.

    b. Identifying annual instruction and curriculum improvement goals for recommendation to the board.

    c. Making recommendations regarding the evaluation process that will be used to measure district progress toward its improvement goals.

    d. Monitoring the district and schools' student achievement levels and progress towards improvement goals.

3. The ~~CA&CR~~ CACR Committee will reflect the diversity of the community. ~~Membership will include:~~

    ~~a. director of teaching and learning~~

    ~~b. principal representative~~

    ~~c. board member~~

    ~~d. student representative~~

    ~~e. one teacher from each instructional level~~

    ~~f. two parents/guardians from each instructional level~~

    ~~g. two residents without school-aged children, non-representative of local business or industry~~

    ~~h. two residents representative of local business or industry~~

4. Translation services should be provided as needed.

5. The ~~CA&CR~~ CACR Committee will meet the following timeline each year:

    - Fall: Organizational meeting to review the authorizing legislation and the roles and responsibilities of the ~~CA&CR~~ CACR Committee as

determined by the board. Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

- Winter: Review evaluation results and prepare recommendations.
- Spring: Develop recommendations to the board for its input and approval.

D. A committee of professional staff will develop a plan for assessment of student progress, the graduation standards, as well as program evaluation data for use by the ~~CA&CR~~ CACR Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school sites.

E. Reporting

1. Annually, the board will hold a public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness.

2. Consistent with the requirements for school performance reports under state law, the board will publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means such as on the district website.

3. The board will transmit an electronic summary of its report to the Minnesota Commissioner of Education in the form and manner the commissioner determines. The district will periodically survey affected constituencies about their connection to and level of satisfaction with school. The district will include the results of this evaluation in its summary report to the commissioner.

Legal References~~:~~
~~20 U.S.C. § 6301 (2015) (Every Student Succeeds Act)~~
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. §120B.36 (School Accountability)
Minn. Stat. §122A.40, subd. 8 (Employment Contracts; Termination)
Minn. Stat. §122A.41, subd.5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other

Agreements)
Minn. Stat. § 123B.147, subd. 3 (Duties; Evaluation)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Art Standards for ~~the Arts~~ Kindergarten through Grade 12)
Minn. Rules Parts ~~3501.0900-~~3501.0960 (Academic Science Standards ~~in Science~~ for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13~~00-3501.1345~~ (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301 (2015) (Every Student Succeeds Act)

Cross References~~:~~
Policy 105 (School District Mission, Values, Strategic Direction and Plan)
Policy 425 (Staff Development and Mentoring)
Policy 601 (Educational Competencies, Academic Standards, and Instructional Curriculum)
Policy 603 (Curriculum and Program Review and Development)
Policy 613 (Graduation Requirements)
Policy 614 (Assessment Plan)
Policy 618 (Assessment, Grading and Reporting of Student Progress)
Policy 620 (Receiving Course Credit for Learning)

Policy
adopted: 08/17/09
revised: 05/18/15
reviewed: 04/20/20
revised: 08/08/22
revised: 10/07/24
revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Edina Public Schools
DEFINING EXCELLENCE

Education Programs

Independent Provider Activity Programs

I. Purpose

This policy provides criteria and rationale for the school district to facilitate student activities through the use of an independent provider. An independent provider is an individual, group, or organization that provides an opportunity for district students to participate in an extracurricular program that would not normally be offered and sponsored by the district.

II. General Statement of Policy

The school district recognizes that situations occur when, although students demonstrate an interest in an activity, the district is unable to sponsor the activity due to staffing, facilities, budget, or other limitations.

III. Criteria and Procedures

A. On an annual basis, the activities director, working with the Student Activities Advisory Committee ("SAAC"), will review and approve or disapprove of requested independent provider activities.

B. The independent provider activity may not duplicate an existing school district activity and must follow all district policies.

C. Activities under consideration by the Minnesota State High School League ("MSHSL") will be given preferred consideration.

D. All participants in the independent provider program must be ~~fully~~ full-time enrolled students in the district in grades 7-12. Students below grade 7 are not eligible to participate in the program. The independent provider program can limit ~~participate~~ participation to grades 9-12 at its discretion. Given the independent nature of these providers, ~~a~~Appendix ~~IV~~ I to ~~p~~Policy 628 regarding participation of 7th and 8th grade middle school students in interscholastic athletics does not apply to independent provider activity.

E. There must be a team component and public competition involved for an activity to qualify as a program under this policy. ~~All members of the team must be full-time students in grades 7-12 in the district.~~ The team will be allowed to use the high school official logo, nickname, and school colors in accordance with the district's brand guidelines in its competitions. Any use of the district's copyrighted Hornet logo by an independent provider must be specifically approved by the director of marketing and communications.

IV. Procedures and Requirements

A. An individual, group, or organization interested in applying for independent provider status should obtain an application packet from the high school activities office and complete the application packet, including additional background information. Renewal applications and compliance information must be done annually. Failure to renew annually jeopardizes independent provider status and benefits.

B. The application and relevant materials must be completed and submitted to the activities office for review by SAAC no later than two months prior to the start of the independent provider-sponsored activity or on a designated date as determined by the administration. SAAC will review the application~~,~~ and decide whether an independent provider status will be granted. ~~, and~~ Additional information and/or a request for appearance at a SAAC meeting may be necessary. SAAC will ensure that the school board is informed of new independent providers. ~~for information as an appendix to this policy (Appendix II).~~ The activities office will notify the provider of the school district's decision. The activities office will maintain a complete list of all currently approved independent providers. ~~Additional information and/or a request for appearance at a SAAC meeting may be necessary.~~

C. The independent provider is responsible to collect registration forms, fees, and other program-related information, and submit all items simultaneously to the activities office.

D. Students are responsible for knowing and following all ~~school~~ district rules and policies concerning student activities including, but not limited to: attendance, conduct, academic eligibility, and all other district eligibility requirements. ~~(see *Student Rights and Responsibilities Handbook* and Policy 627; Athletics, Fine Arts, and Activities – Participation and Academic Eligibility).~~ Students will be disciplined for infractions.

E. The independent provider must review the district's policies related to discrimination, harassment, and violence ~~policies~~ and ~~to~~ provide these policies to employees who will be working with the students. The independent provider must be aware of and adhere to ~~of the~~ all district policies.

F. The independent provider will provide to the district ~~,~~ a certificate of liability insurance to provide for the safety of the student participants, naming the district as an additional insured party.

G. As necessary, the independent provider will provide proof of adequate workers' compensation coverage to the district.

H. The independent provider will provide the district with completed background checks on all coaches, advisors, employees, ~~or~~ and volunteers with the independent provider. Such background checks will be of a type acceptable to

the district. The independent provider will cover the costs and any related incidental expenses ~~to~~ for the background checks.

I. All costs for the independent provider will be provided by the independent provider and/or participants. With availability and following district facility use policies, the independent provider may use district facilities for practices and/or games/contests.

J. In order for participants in an independent provider activity to qualify for an Edina letter "E," the independent provider must have written lettering criteria meeting the requirements of this policy, approved by SAAC, and in place prior to the start of the season. The minimum requirements for lettering are:

1. The individual members of the team must have a time commitment of at least 150 hours, similar to other district activities in which a letter may be earned.

2. The participation must be at an advanced rather than an entry level.

3. The independent provider sport/activity must have a competition component, some part of which must be held in Minnesota, must be against other high school programs or clubs, and must be organized in such a way that the general public is aware of and may attend if they choose. The competitions must use a set of standardized rules or guidelines for play, teams must be able to compete against other teams of similar age, and there must be officials or judges who apply a standard set of judging criteria.

K. At the conclusion of the season, the independent provider will provide the activities office with its awards list within seven days so certificates and letters can be prepared. Fees for providing certificates of participation and chenille letters ("E") are the responsibility of the independent provider.

L. Upon approval, the district will work cooperatively with the independent provider and involved coaches, advisors, and participants ~~on~~ to meet~~ing~~ the needs of the activity program. This cooperation includes appropriate participation in meetings and communications.

M. Approval as an independent provider will be effective for one calendar year or one season at SAAC's discretion.

Cross References:
Policy 627 (Athletics, Fine Arts, and Activities – Participation and Academic Eligibility)
Policy 628 (Student Activities Program)
~~*Edina Public Schools Student Rights and Responsibilities Handbook*~~
Student and Family Handbook, for the relevant Edina Public Schools location.

amended: 07/23/12
revised: 08/17/15
revised: 06/21/21
revised: __/__/26

Appendix I

Student Registration Form – Independent Provider Activity Programs

Edina High School Activities Department

6754 Valley View Road ▪ Edina, MN 55439 ▪ 952-848-3815 ▪ Fax 952-848-3818

This form must be completed and returned to the Activities Department before the student will be permitted to participate in independent provider activity programs.

Program/Activity/Sport: _____

Independent Provider: _____

Student Name: _____ Grade: _____
First MI Last School *(circle one)*: HS SV VV

Date of Birth: _____ Male _____ Female _____ Student ID#: _____

Parent/Guardian AFather's Name: _____ CellWork Phone: _____

Parent/Guardian BMother's Name: _____ CellWork Phone: _____

Address (Street, City, Zip): _____

Home Phone: _____ Student lives with *(circle one)*: Parent/Guardian AMother Parent/Guardian BFather Both

Person, other than parent/guardianbeside parent, to notify in case of emergency: _____ Phone: _____

I understand that this activity is provided by an independent provider and is not an activity of Edina Public Schools. My student will follow the policies and procedures of Edina Public Schools when participating in the program. All monies paid to the district are for administrative processing of end-of the year awards for the program.

Parent/Guardian Signature _____ Date: _____

I will follow the policies and procedures of Edina Public Schools when participating in the program.

Student Signature _____ Date: _____

Independent Provider Insurance Waiver

I fully understand that Edina Public Schools **DOES NOT** provide insurance coverage for my student while participating in independent provider activity programs and that it is my responsibility to provide insurance coverage for my student.

Insurance Company: _____

Parent/Guardian Signature _____ Date: _____

Release of Student's Name and Pictures

Public directory information includes a student's name and pictures for a student participating in independent provider activity programs or events.

Parent/Guardian Signature _____ Date: _____

DISTRICT USE ONLY

Date:	Independent Provider Activity Program:	Fee Paid:
_____	_____	$_____
_____	_____	$_____
_____	_____	$_____

Reviewed: 6/21/21 (__/26)

~~Appendix II~~

~~INDEPENDENT PROVIDERS~~

~~Snowboarding~~
~~Equestrian~~
~~Rugby~~
~~Trapshooting~~
~~Ultimate Frisbee~~
~~Bowling~~
~~Figure Skating~~

~~Updated: 6/21/21~~

VI. **Action**

VI.A.	Student Handbooks for 2026-2027	**Speaker(s):** Nate Swenson, Assistant Superintendent

Board Meeting Date: 7/13/26

Title: Student Handbooks for 2026-2027

Type: Action

Presenter(s): Nate Swenson, Assistant Superintendent

Description: Four level-specific handbooks have been developed for elementary, middle school, Edina High School, and the Edina Virtual Pathway. These handbooks will replace the district's current Rights and Responsibilities Handbook with documents tailored to each level of student experience.

Recommendation: Approve handbooks.

Desired Outcome(s) from the Board: Approve handbooks.

Attachment(s):

- Elementary Student Handbook
- Middle School Student Handbook
- Edina High School Student Handbook
- Edina Virtual Pathway Student Handbook

Edina Public Schools
DEFINING EXCELLENCE

2026-27 Student and Family Handbook

Elementary Schools



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> We believe that strong partnerships between families, staff, and the community are essential to creating meaningful learning experiences for every student.

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Welcome from the Superintendent

Dear Elementary School Families,

At Edina Public Schools (EPS), we believe that strong partnerships between families, staff, and the community are essential to creating meaningful learning experiences for every student. Together, we can foster academic excellence and prepare our learners to thrive in an ever-evolving, culturally rich global society.

A safe, inclusive, and welcoming environment is the foundation for student success. The Edina School Board has developed comprehensive policies and procedures that outline student rights and responsibilities to provide a positive and respectful learning climate across all our schools.

The Edina Elementary School Handbook is a key resource for families and students. It provides clarity on district and building policies and expectations, and how they align with our shared commitment to student well-being and achievement. We encourage all parents and guardians to review the handbook with their student(s). Teachers will also guide students through its contents at the start of the school year.

By working together, we can ensure that every learner is supported, empowered, and inspired to discover their full potential and thrive. Thank you for your continued partnership and commitment to our students' success.

Sincerely,



Dr. Daniel Bittman
Superintendent
Edina Public Schools

Handbook Layout

This handbook is comprised of five parts. Topics within each section are alphabetized.

1. General Information
2. Academics
3. Student Conduct and Discipline
4. Health and Safety
5. District Policy Manual (Select Topics Index)

Part 1: General Information

Edina Public Schools Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Edina Public Schools Vision

For each and every student to discover their possibilities and thrive.

Policy Information

All district policies can be found in the District Policy Manual. Besides the policies that are included and/or referred to in this handbook, students are expected to be aware of and to abide by all of the district's policies. Students should pay particular attention to the policies in Section 500, which specifically pertains to students. Questions regarding policies can be directed to your building administrator.

Current district policy may be amended throughout the school year. If the language in this handbook at any time conflicts with the official policies adopted by the school board, such conflict will be resolved in accordance with the language of the policy as most recently adopted. Policy terms are also controlled by statutory requirements in effect at the applicable time.

Elementary School Information

Concord Elementary

Principal: Paul Domer
Assistant Principal: Mark DeYoung

Address: 5900 Concord Ave S
School Hours: 7:50–2:25 p.m.

Main Office: (952) 848-4300
Attendance Line: (952) 848-4302
Kids Club: (952) 848-4308

Website: concord.edinaschools.org

Cornelia Elementary

Principal: Lisa Masica
Administrative Dean: Leona Santillan

Address: 7000 Cornelia Drive
School Hours: 7:50–2:25 p.m.

Main Office: (952) 848-4600
Attendance Line: (952) 848-4602

Website: cornelia.edinaschools.org

Countryside Elementary

Principal: Lisa Barnholdt
Administrative Dean: Erin Finn

Address: 5701 Benton Ave S
School Hours: 7:50–2:25 p.m.

Main Office: (952) 848-4700
Attendance Line: (952) 848-4702
Kids Club: (952) 848-4775

Website: countryside.edinaschools.org

Creek Valley Elementary

Principal: Amy Reed, Ed.D.
Admin. Dean: Jamie Hawkinson

Address: 6401 Gleason Road
School Hours: 7:50–2:25 p.m.

Main Office: (952) 848-4300
Attendance Line: (952) 848-4302
Kids Club: (952) 848-4308

Website: concord.edinaschools.org

Highlands Elementary

Principal: Cara Rieckenberg, Ed.D
Administrative Dean: Tom Luu

Address: 5505 Doncaster Way
School Hours: 7:50–2:25 p.m.

Main Office: (952) 848-4500
Attendance Line: (952) 848-4502
Kids Club: (952) 848-4569

Website: highlands.edinaschools.org

Normandale Elementary

Principal: Chris Holden
Administrative Dean: Kany Seck, Ed.D

Address: 5701 Normandale Road
School Hours: 8:40–3:15 p.m.

Main Office: (952) 848-4100
Attendance Line: (952) 848-4102
Kids Club: (952) 848-4175

Website: normandale.edinaschools.org

Programming

Continuous Progress (CP) and Discovery Program

Continuous Progress (CP) is a districtwide Edina Choice Program that offers multi-grade classes.

Two classrooms form a "family" - one classroom includes grades 2 and 3 and the other classroom includes grades 4 and 5.

Highlands students who join CP would begin in second grade and stay in their "family" for all 4 years with the same two teaching partners. This structure promotes student/teacher and parent/teacher relationships as well as leadership opportunities, self advocacy, family activities, and parent involvement.

Highlands also has the Discovery program which includes "looping" for grades 2-3 and 4-5. This is a single grade program that allows students and teachers to know each other better by staying with the same teacher and students for two years at a time.

Learn More by Clicking Here

Spanish Dual Language

In a two-way Spanish immersion model, classrooms are a mix of English-speaking and heritage Spanish-speaking students, allowing students to learn both languages together in the classroom.

Through this model, both groups experience faster acquisition of the other language, support one another's learning of English and Spanish, and demonstrate higher academic achievement by Grade 5. Studies suggest that concepts learned in two languages are learned more deeply and better retained. The program is also open to students who speak heritage languages other than English or Spanish.

Learn More by Clicking Here

Neighborhood

Discover the Benefits of a Neighborhood School!

Choosing a neighborhood school means more than just convenience—it's about fostering a thriving community of learners.

Normandale French Immersion

French Immersion is a districtwide option that immerses students in a second language (French) while they learn mathematics, science, reading, writing and other curricular areas.

Learn More by Clicking Here

Arrival and Departure

See each school above for specific start and end times. Students may enter the building 15 minutes prior to the start of the school day. Families who need to drop their student off before the official start time can enroll in our Kids Club. Students who do not ride a bus should not arrive at school prior to this time (unless they are enrolled in Kids Club). All students must leave the building at the end of the day, unless they are enrolled in a supervised after-school activity.

Attendance Details

Edina Public Schools follows the Be@School guidelines for Hennepin County, which are included in Policy 503. For more detailed information, please visit Be@School Guidelines.

Late Arrivals

Students who arrive late for any reason (except a late bus) must sign-in through the main office before going to class. Parents can excuse late arrivals by calling the main office attendance line or using Infinite Campus (see 'Absences' section below).

Early Release

For excused absences during the day, such as doctor or dental appointments, parents or guardians must enter the absence in the parent portal or use the 24-hour attendance line in advance.

Report an Absence

Please use the online attendance system in your parent portal or call your school's 24-hour attendance line with the following information:

- Student's name and grade
- Date of absence and reason for absence
- Your name and relationship to the student

Details Regarding Excused/Unexcused Absences

- Exemption for Religious Holidays are limited to 3 consecutive days per observance
- Absence for “missed bus” is not an excused absence
- Excused Absences for medical-related situations are as follows:
    - Chronic illness with documentation (must be on file with health office)
    - General physical illness (sick)
    - Medical, dental, orthodontic, or mental health appointment (not lasting more than ½ school day)
    - Surgery or hospitalization (work with health office directly regarding details)
    - Medical Recovery (work with health office directly regarding details)
- Unexcused Absences are as follows:
    - Any absence not approved by parent/guardian (through the parent portal or 24-hour attendance phone line)
    - Working on school assignments or exam preparation
    - Vacations that are not pre-arranged
- Oversleeping, missing alarms, missing buses, studying or volunteer work
- Illness that occurs during the school day - **IMPORTANT!**
    - Students **MUST** go through the health office for any illness to be excused to leave school mid-day. If your child contacts you during the school day regarding illness, please direct them to go to the health office and our team will reach out to you regarding next steps.

What Can Parents/Guardians Do To Help Promote Good Attendance?

- Schedule vacations and appointments outside of school time.
- Set a routine for bedtime, morning wake-up, and transportation to school so your student is on time every day.
- Monitor your student’s attendance using the parent portal
- Set a goal of 95% or better attendance every year (less than 9 days out of school per year/1 day per month).
- Report your student’s absence immediately through the parent portal or using the 24 hour attendance line for your school.
- All absences/tardies are marked as unexcused unless a parent/guardian has entered an absence request through the parent portal or attendance line.

How Will The School Help Promote Good Attendance?

- Our teachers and student support staff will closely monitor attendance.
- Families will be contacted if a student is frequently absent and/or tardy.
- Elementary staff will work with families to develop a plan for school success.

- Chronic attendance issues may be referred to Hennepin County Be@School program for intervention. Please see below for an overview of the monitoring and reporting process.

Important Note: Due to state requirements a student must be dropped from enrollment after 15 consecutive days of absence.

Calendar Information

The school calendar is adopted annually by the school board. A copy of the school calendar and each elementary school calendar can be found below.

District Calendar

For a complete overview of district-wide dates, including holidays, breaks, and professional development days, please visit: www.edinaschools.org/calendar

Elementary School Calendars

Each elementary school may also include building-specific events such as conferences, performances, and activity nights. Please refer to your child's school calendar below:

- Concord
- Cornelia
- Creek Valley
- Countryside
- Highlands
- Normandale

Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint. For more detailed information, please visit Complaints - Students, Employees, Parents, Other Persons (Policy 104) in our District Policy Manual

Reporting Comments or Concerns

Classroom

Classroom issues should first be directed to the teacher. If the first level of communication does not resolve the issue, the immediate supervisor, principal, or superintendent should be the next contact.

School Issues

School issues should first be directed to the principal. Operational or management issues are best directed to the school personnel or district office personnel closest to the areas of concern.

District Issues

District issues should be directed to the administrator responsible for the program or service involved. Operational or management issues are best directed to the school personnel or district office personnel closest to the areas of concern.

E-Learning Days

In the event that severe weather requires schools to close, the district may implement an e-Learning Day to ensure continuity of learning. On these days, students remain at home and engage in learning activities through their school's online platforms (such as Schoology or Seesaw), following guidance provided by their teachers. Families will be notified of an e-Learning Day using the district's standard communication methods, including email, phone, text, website updates, and local media. Students are expected to participate in assigned learning activities, and attendance is taken for the day. For more details, please visit our Weather Emergencies and School Closings page.

Employment Background Checks

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also

will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees. For more detailed information, please visit Employment Background Checks Policy (policy 404) in our District Policy Manual.

Equal Access to School Facilities

The school district has created a limited open forum for secondary students to conduct noncurriculum-related meetings during noninstructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a nonparticipatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district. For more detailed information, please visit Equal Access by Students to School Facilities (Policy 801) in our District Policy Manual.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.

- Items of personal use or products that a student has an option to purchase such as student publications and yearbooks.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities conducted at locations other than school.

Students will be charged for textbooks, workbooks, library books, and equipment that are lost or destroyed. If books/materials are not turned in at the end of the semester or school year as required, a fee will be entered into Infinite Campus and email reminders will be sent to parents and students. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the main office of your student's school.

Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by a school administrator. Participation in nonapproved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day. For more detailed information, please visit Student Fundraising Policy (Policy 629) in our District Policy Manual.

Gifts to Employees

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude. For more detailed information, please visit Gifts to Employees and School Board Members (Policy 421) in our District Policy Manual.

Holiday Celebrations and Parties

The district is committed to maintaining a respectful and inclusive environment regarding religion in schools. Schools neither promote nor discourage any particular religious belief or nonbelief, but instead encourage understanding, tolerance, and respect for diverse perspectives. Instruction may include the study of religion's role in history, culture, literature, and the arts, as long as it is presented in an objective,

nonsectarian manner. Religious expression by students is permitted within appropriate guidelines, and school activities may include religious content only when it supports educational goals and is not intended to endorse a specific belief system. For more detailed information, please visit Religion Policy (Policy 609) in our District Policy Manual.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy. For more detailed information, please visit Interviews of Students by Outside Agencies (Policy 519) in our District Policy Manual.

Language Access Plan

The district has adopted a Language Access Plan that includes processes and procedures to assist students and adults who communicate in a language other than English. This plan provides information about the language access rights, tools, processes, and resources available for students, families, and staff in the district. A copy of this plan and additional information can be found on the Language Access Plan page of the website.

Library and Media Center

The media centers serve as welcoming, flexible learning spaces where students can read, research, collaborate, and explore new ideas. These spaces support student learning by providing access to books, digital resources, and guidance from knowledgeable staff, helping students build skills in inquiry, creativity, and responsible information use. Media centers are an important part of each school's commitment to fostering curiosity, innovation, and lifelong learning within a supportive environment. Families can learn more about each school's media center using the links below:

- Concord
- Cornelia
- Creek Valley
- Countryside
- Highlands
- Normandale

Lunch and Breakfast

The district partners with Chartwells to offer a choice of healthy food options for all students. Meals are prepared and served under the National School Lunch Program,

and Edina is part of the Minnesota Free School Meals Program. All students are given the opportunity to receive **one free breakfast** and **one free lunch** each day. To receive the free lunch, students must have a minimum of three (3) different food groups on their tray, and they may choose a maximum of five (5). One of those foods must be ½ cup of fruits or vegetables. **À la carte options such as snacks or beverages other than milk, and second meals or extra milk, all need to be paid for with money from the student's meal account**.

Meal accounts, including purchase history and funding options, can be accessed through Infinite Campus. Students will need to enter their account PIN to receive any food from the cafeteria.

Students may choose to bring lunch from home. To help maintain a safe school environment, lunches may not be delivered to school by outside organizations (such as DoorDash or similar services). Parents/guardians are welcome to drop off lunch for their student in the main office. We ask that families only bring lunches for their own student(s) and not for other students.

Lunch is to be eaten in designated areas only. Lunch times vary by classroom and grade level. Students will be notified of their assigned lunch time on the first day of school.

For further information about the district's meal program, including menus, à la carte prices, and how to add funds to student meal accounts, please see the Food and Nutrition Services webpage.

Messages to Students and Families

If a caregiver needs to get a message to their student during the school day, they should contact the school's main office, and staff will ensure the message is delivered. Due to our "Away for the Day" cell phone policy, students are not expected to access personal devices during the school day, and families should not directly message their student during learning time. Families are encouraged to remind students to stay engaged with school communication platforms to remain informed about important information and opportunities.

Opt In to Receive Text Messages from Edina Public Schools

EPS uses the electronic notifications system, School Messenger, to send direct messages via email, voicemail, or text message to District families.

- Text the word "YES" to 67587 from each wireless device on which you wish to receive text messages.

- Confirm all device phone numbers you wish to receive messages on are listed in your contact information on Infinite Campus.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Sonya Sailer, Executive Director of HR, as the district's human rights officer to handle inquiries regarding nondiscrimination:

Sonya Sailer
Executive Director of Human Resources
sonya.sailer@edinaschools.org
(952) 848-4911

For more information, please see Policies 103, 521, 522, and 528 in our District Policy Manual. The Discrimination, Harassment, and Violence Report Form can be found on the website's Families page.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior. For more detailed information, please visit Staff Notification of Violent Behavior of Students (Policy 529) in our District Policy Manual.

Parent Teacher Conferences

Conferences/Connect and Assess

Connect and Assess Days allow teachers and parents to meet individually to assess academic status and foster relationships. Assessments given during Connect and Assess are brief screeners designed to help teachers understand where their students are academically and help them prepare to meet student needs most effectively. By screening before the beginning of the school year, teachers can better target their instruction to the needs of their students beginning on the first day of school. Additional conferences take place in the fall and spring semester at all sites.

Connect and Assess vs. Open Houses



Connect and Assess

- One-to-one connection between teacher and student
- High priority attendance
- Helps teachers prepare to meet students needs most effectively



Open Houses

- Fun, community-building event as a whole school
- Optional attendance
- Meet other families and students, and learn about the year ahead

Parent Volunteers

Families play an important role in supporting our schools, and we welcome parent/guardian involvement in a variety of ways. Opportunities may include volunteering in classrooms, supporting school events, participating in the Parent Teacher Organization (PTO), or partnering with school and district programs. These opportunities help strengthen the connection between home and school and enrich the overall student experience. Families interested in volunteering or getting involved can click the “Get Involved” tab at each schools’ website. We are grateful for the many ways families support our schools and encourage all who are interested to explore opportunities to get involved.

Pledge of Allegiance

Students in Edina Public Schools participate in the Pledge of Allegiance on a regular basis as part of the school routine. At elementary schools, the pledge is recited weekly. Participation is voluntary, and students may choose not to participate for personal reasons. All students and staff are expected to respect each individual’s choice regarding participation, helping to maintain a respectful and inclusive school environment. For more detailed information, please visit Pledge of Allegiance (Policy 531) in our District Policy Manual.

School Closing Procedures

School may be cancelled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent

will decide as early in the day as possible about closing school or school buildings. School closing announcements will be broadcast over automated voicemail, email, text, the district website, and through local media. For more detailed information, please visit our Weather Emergencies and School Closings page.

School Resource Officers

One or more School Resource Officers (SROs) may be present at various times within any district school. The district contracts with the City of Edina for the services of trained and licensed peace officers during the regular instructional day. The SROs' duties are set forth in district policy and include, but are not limited to, fostering a positive school climate through relationship building and open communication, protecting students, staff, and visitors on school grounds from criminal activity, and coordinating with the district's emergency management and school safety officer on school safety matters. SROs may not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules. Policy 507.5 in our District Policy Manual

Searches

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy (Policy 506), which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant. Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students

whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students' convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Student Publications and Materials

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Nonschool-sponsored publications may not be distributed without prior approval.

Posters and Signs

All posters or signs displayed in or on the building must have prior approval of building administration.

Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of postsecondary education. For more detailed information, please visit Protection and Privacy of Student Records (Policy 515) in our District Policy Manual.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and

use of information for marketing purposes, and certain physical examinations, please visit Student Surveys (Policy 520) in our District Policy Manual.

Transportation of Public Schools Students

The school district will provide transportation, at the expense of the school district, for all resident students who live one mile or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parent or guardian.

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

For further information, please visit our Transportation web page.

Technology Resources for Students/Families

The Portal (Parent Portal/LaunchPad Portal)

The Portal serves as the landing space for accessing and updating important information throughout your child's time in Edina Public Schools. You can access the portal using this link.

Infinite Campus

Infinite Campus serves as our student information system and Schoology serves as our virtual classroom within Edina Public Schools. Both of these are available through your Parent Portal. If you have trouble logging in, email parent.portal@edinaschools.org for assistance.

Infinite Campus is where you can access and update:

- Reports & grades
- Personal contact details
- School meal payments
- Student health records
- Academic schedules
- Attendance records
- Transportation

- Online Forms

Travel

Families of students traveling outside of Minnesota for 15 or more consecutive school days must contact the Edina High School office prior to travel. Under 2025-2026 guidance from the Minnesota Department of Education, and according to district policy, students must either be unenrolled during their time out of state or families must pay tuition during that time.

Video and Audio Recording

To support a safe and secure school environment, the district uses video and electronic surveillance systems on school property, including in school buildings, on school grounds, and on school buses. These systems are used to monitor activity, help prevent and address safety concerns, and protect students, staff, and district property. Recorded footage may be reviewed by school administrators and, when appropriate, shared with law enforcement in accordance with district procedures and applicable laws. The use of surveillance is conducted in a manner that respects student privacy while prioritizing the overall safety of the school community. For more detailed information, please visit Non-Instructional Operations and Business Services (Policy 717) in our District Policy Manual.

Part 2: Academic Information

Assessments

Elementary students will experience a variety of assessments throughout the year. These assessments include state mandated testing like the Minnesota Comprehensive Assessments to district wide assessments such as CogAT and FASTBridge. Parents or guardians may excuse students from these tests using this form. Please visit the Student Assessment web page for more information or contact your school office with any questions.



CogAT | Grade 2, Cognitive Abilities Test

CogAT offers detailed information on students' **Verbal, Quantitative, and Figural (Nonverbal)** reasoning in less than two class periods through multiple, engaging measures that reflect student potential for learning.

Individual domain scores, partial composites, and complete test composites are available for every student that finishes the test, providing a multifaceted view of student ability.

FASTBridge | Grades K-5

Parent Letters
English | Spanish | Somali

By Grade

- Grades K-1: EarlyReading, EarlyMath
- Grades 1-5: CBM-R
- Grades 2-5: aReading, aMath
- Grades 4-5: autoReading

MCAs (Minnesota Comprehensive Assessment) | Grades 3-5

Minnesota's academic standards-based assessments begin in Grade 3. Students in grades 3, 4, and 5 will take both Reading and Math MCAs. In grade 5, they will take the Science MCA. These assessments are held each spring between March and May.

- Link to MCA Parent Fact Sheet
- Link to translated documents to support MCAs

Cheating and Plagiarism

Plagiarism and cheating are considered forms of scholastic dishonesty and are strictly prohibited under district policy. This includes, but is not limited to, copying work, using unauthorized resources, submitting someone else's ideas as your own, or collaborating inappropriately on assignments or assessments. The purpose of this expectation is to ensure fairness and maintain the integrity of the learning process. Violations may result in academic consequences, as well as disciplinary actions that can increase in severity with repeated offenses. For more detailed information, review item #30 of Policy 506 in our District Policy Manual.

Academic dishonesty includes "AI Plagiarism", the act of submitting content generated by AI (e.g., ChatGPT) as one's own original work without explicit teacher permission.

Extended School Year Opportunities

Edina Public Schools provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact your student's IEP case manager directly.

Field Trips

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation. For more detailed information, please visit Policy 538 in our District Policy Manual.

Grades/Grading

Grading/Assessment Practices

Our curriculum and assessments are tied to standards. The grades that we assign students are a report of what the student has learned, as opposed to a reflection of their behavior, compliance, or timeliness, or lack thereof. We believe that all students can learn at high levels and meet the standards, and realize they may learn at different rates.

Homework

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly. For more detailed information, please visit Policy 610 in our District Policy Manual.

Promotion and Retention

The district is committed to supporting all students in reaching appropriate levels of academic growth and success. In general, students are promoted to the next grade level after meeting expected academic standards; however, decisions about promotion, acceleration, or retention are made based on each student's individual academic, social, and emotional needs.

When a student may benefit from additional support or a different placement, school staff work closely with families to review progress, consider available

interventions, and determine the best path forward. Decisions are made collaboratively, with input from educators and families, and are guided by what will best support the student's long-term success. For more detailed information, please visit Policy 513 in our District Policy Manual.

Summer School and Summer Enrichment

Edina Public Schools offers summer learning opportunities to support student growth, provide additional support, and extend learning beyond the school year. Summer programming may include intervention opportunities for elementary school students who need additional support, as well as opportunities to strengthen skills or accelerate learning. In some cases, summer school may be recommended or required based on a student's academic needs, and these services are provided at no cost for students identified for support. To learn more, please visit Policy 623 in our District Policy Manual.

In addition to academic programming, the district offers a wide range of optional summer enrichment opportunities through Community Education. Elementary school students can participate in camps, classes, and activities focused on areas such as arts, STEM, athletics, and leadership, providing engaging ways to explore interests and stay connected during the summer months. For more detailed information, please view the Summer Enrichment Catalog.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of their child's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for

four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Part 3: Rules and Discipline

Edina Public Schools is committed to maintaining a safe, respectful, and productive learning environment for all students. The district's discipline approach is designed to support student growth, teach responsibility, and ensure that behavior does not interfere with learning. Expectations for student behavior are clearly outlined in this handbook and Policy 506 and apply in school, on school property, during transportation, and at school-sponsored activities.

When concerns arise, school staff work with students to understand the situation and respond in a fair and consistent manner. Consequences may vary depending on the severity and frequency of the behavior and can include restorative practices, loss of privileges, parent/guardian communication, or more serious actions such as suspension when necessary. Serious behaviors—especially those involving safety concerns, harassment, or disruption—may result in more immediate or significant consequences.

The district also emphasizes prevention and support, encouraging positive behavior, strong relationships, and collaboration between school and home. Students are expected to follow school rules, attend class regularly, and contribute to a positive school community, while families are encouraged to partner with schools in addressing concerns and supporting student success.

This section provides key examples of behaviors, expectations, and potential infractions outlined in Policy 506. Parents and students are expected to review all of Policy 506 in our District Policy Manual.

Attendance

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see 'Attendance Details' in Part 1 of this handbook.

Bullying Prohibition

The act of bullying, including cyberbullying, is prohibited on district property, at district functions, or on district transportation. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with

regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity, as defined in statute, is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other district personnel.

- "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
    1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
    2. materially and substantially interferes with a student's ability to learn, or ability to participate in district functions or activities, or receive district benefits, services, or privileges, or with a teachers' ability to educate students in a safe environment.

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

- "Malicious and sadistic conduct" means creating a hostile learning environment by acting with intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or other conduct prohibited by Policy 514 will report the alleged acts immediately to an appropriate district official designated by the policy. A person may report bullying anonymously; however, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. The Bullying Report Form is Appendix I to Policy 514 and can be found on the website's Families page. For detailed information, see Policy 514 in our District Policy Manual.

Buses - Conduct on School Buses and Consequences for Misbehavior

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

When expectations are not met, consequences will be applied in accordance with district discipline guidelines. These may include warnings, assigned seating, parent/guardian communication, or suspension of bus privileges. Repeated or serious misconduct may result in longer suspensions or loss of transportation services. Review Policy 506 in our District Policy Manual for more information.

Cell Phones and Other Personal Electronic Devices

Away for the Day

Cell Phones and other smart device use is not permitted during the school day. If a student must bring a cell phone to school for before or after school reasons, it should be turned off and secured in a student's locker or backpack during the school day. Use during the school day will result in the following:

- **Warning from Staff** – Staff will remind students of the Away for The Day practice.
- **Confiscation** – Staff will confiscate device and contact parent.
- **Office Referral** – The device will be confiscated and given to administration.

Discipline

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see Policy 506 of our District Policy Manual.

Dress and Appearance

Students will be asked to remove items that may conceal their identity. We assume students will come to school wearing appropriate dress. Clothing that advertises drug or alcohol use, makes fun of others or has derogatory language is not appropriate. Attire with obscene language or obscene pictures also is not permitted. Students wearing such attire will be asked to change or cover up. State law requires shoes must be worn in a public building. For more detailed information, please visit Policy 506 in our District Policy Manual.

Drug-Free School and Workplace

Edina Public Schools is committed to maintaining a safe, healthy, and drug-free environment for all students, staff, and visitors. The use, possession, distribution, or being under the influence of alcohol, controlled substances, or other intoxicating or harmful substances is strictly prohibited on school property, during the school day, and at all school-sponsored activities. This expectation applies to students, employees, and visitors and is essential to ensuring a safe learning and working environment.

Violations of this policy will result in disciplinary action in accordance with district guidelines and may include school consequences and/or involvement of law

enforcement. The district also emphasizes education, prevention, and support to help students make safe and healthy choices. For more detailed information, please visit Policy 506 in our District Policy Manual.

Harassment and Violence Prohibition

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Detailed information on the school district's "Harassment and Violence Prohibition" policy is included in Policy 413 in our District Policy Manual. The Discrimination, Harassment, and Violence Report Form can be found on the website's Families page.

Hazing Prohibition

Hazing is defined as an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. No student or staff will plan, direct, encourage, aid, or engage in hazing. This policy against hazing applies to behavior that occurs either on or off district property and at any time of day. Any person who believes they have been the target or victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, will report the alleged acts immediately to an appropriate school district official designated by Policy 526. A person may report hazing anonymously; however, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. Detailed information on the school district's "Harassment and Violence Prohibition" policy is included in Policy 526 in our District Policy Manual. The Hazing Report Form is Appendix I to Policy 526 and can be found on the website's Families page.

Internet Acceptable Use

Edina Public Schools provides students with access to technology resources—including devices, networks, and online tools—to support learning, communication, and collaboration. These resources are to be used for educational purposes only, and all use must align with school expectations and district policies. Inappropriate use, such as accessing or sharing harmful or inappropriate content, disrupting systems, misusing accounts, or violating laws, may result in loss of technology access, school discipline, and/or legal consequences. Families and

students are required to review and agree to the acceptable use expectations each year to ensure safe and responsible use of technology. For more detailed information, please visit Policy 524 in our District Policy Manual.

Lockers

Students are responsible for the security of their property. All students will have access to an assigned locker. *The school does not assume responsibility for your belongings*. The school reserves the right to inspect the contents of the locker to remove anything contrary to school rules or anything deemed detrimental to the school or its occupants. Report problems with locks or lockers to office staff.

Technology Use

The use of any digital device on the District Network requires students to abide by Edina School Board Policy 524 Acceptable Use Policy. Some examples of computer misuse include accessing inappropriate internet sites, sharing passwords, storing programs (games), contaminating the system, and violation of copyright laws. Suspension of technology privileges and/or school suspension can result from a technology violation.

Tobacco-Free Schools

Edina Public Schools is committed to maintaining a healthy, safe, and tobacco-free environment for all students, staff, and visitors. The use or possession of tobacco products, tobacco-related devices, or electronic delivery devices (including vaping products) is prohibited on all school property, in school vehicles, and at all school-sponsored events, whether on or off campus. This expectation applies to students, staff, and visitors.

Students who violate this policy are subject to school discipline, and the district also emphasizes education and prevention, including instruction on the risks of vaping and tobacco use. The goal is to promote student health and well-being while ensuring a safe learning environment. For more detailed information, please visit Policy 419 in our District Policy Manual.

Vandalism/Property Damage

Students are expected to respect and care for school property, as well as the property of others. Vandalism—including but not limited to damaging, defacing, or destroying school facilities, equipment, or personal belongings—undermines a safe and respectful learning environment. Any student found responsible for vandalism may be required to restore or replace damaged property and may face disciplinary

consequences in accordance with district guidelines. Repeated or serious incidents may result in additional school-based consequences and/or referral to law enforcement. Maintaining our shared spaces is a collective responsibility, and students are expected to take pride in keeping them clean, safe, and welcoming for all. For more detailed information, please visit Policy 506 in our District Policy Manual.

Weapons Prohibition

Edina Public Schools is committed to maintaining a safe learning environment, and the possession, use, or distribution of weapons or look-alike weapons is strictly prohibited on school property and at all school-related activities. This includes items designed to cause harm as well as objects used in a way that could threaten safety. The policy applies in school buildings, on school grounds, on buses, at bus stops, and during all school-sponsored events.

Any violation of this policy will result in serious disciplinary action, which may include suspension, expulsion, and/or involvement of law enforcement, depending on the situation. Students who accidentally bring a prohibited item to school are expected to immediately report it to a staff member or administrator. The district takes all concerns seriously and responds promptly to ensure the safety of students, staff, and the broader school community. For more detailed information, please visit Policy 501 in our District Policy Manual.

Part 4: Health and Safety

Accidents

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the supervising adult and school nurse when applicable. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Plan

The school district has developed an asbestos management plan. A copy of this plan can be found on the Edina Public Schools Health and Safety web page.

Crisis Management

Edina Public Schools has developed Crisis Management plans. Each school building also has its own building-specific crisis management plan. Students and parents will be provided with information as to district- and school-specific plans.

The Crisis Management plans address a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill throughout the school year. To learn more about the district's crisis management planning visit our Safety and Security web page and see Policy 806 in our District Policy Manual.

Emergency Contact Information

Edina Public Schools uses the contact information provided in Infinite Campus to identify emergency contacts for each student. This information guides who is contacted in both emergency and non-emergency situations, including illness, schedule changes, or urgent school notifications. It is important that caregivers ensure all contact details are accurate and that the order of priority reflects who should be contacted first. Caregivers can review and update this information at any time by logging into the parent portal and accessing Infinite Campus. For assistance, families are encouraged to contact their school's main office.

Health Information

First Aid

The nurse's office in each building is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation. The district has installed automated external defibrillators (AEDs) as well. Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that their child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Health Services

The student health office is staffed by a trained Licensed School Nurse (LSN). Students who become sick at school should visit the nurse for support. The LSN will arrange for students who get sick at school to go home early. In the event of an emergency, our LSN or other designated staff member will enact our emergency response protocols. A parent/guardian should first notify the attendance office if their child is unable to attend school because of illness They can also notify the school school nurse if necessary. To learn more about health service please visit the EPS Health and Wellness page.

Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, visit our EPS Health and Wellness page OR reach out to your school's health office.

Medications During the School Day

EPS acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administrating Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered

as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (section504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in administration of a student's prescription medication. To learn more about Medications During the School Day visit our EPS Health and Wellness page or reach out to your school's health office.

Lead in School Drinking Water

Edina Public Schools has historically conducted, and continues to conduct, Lead in Drinking Water testing per the Minnesota Department of Health's "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's Schools" recommendations and Minnesota Statute 121A.335 requirements. Anyone interested in discussing the district Lead in Drinking Water program or results may contact the district's Buildings and Grounds Department for access to documentation. Additional information can be found on our Health and Safety page.

Pesticide Application Notice

Edina Public Schools uses a licensed, professional pest control service firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings. Their program consists of:

- Inspection and monitoring to determine if pests are present and whether any treatment is needed;
- Recommendations for maintenance and sanitation to eliminate pests without need for pest control materials;
- Utilization of non-chemical measures such as traps, caulking, and screening; and
- Application of EPA-registered pest control materials when needed.

The long-term health effects on children from the application of pest control materials may not be fully understood. All pest control materials are chosen and applied according to label directions per federal law.

An estimated schedule of pest control inspections and possible lawn treatments are available for review. Parents of students may submit a request to receive prior notification of any application by calling the school principal or the Buildings and Grounds Department at (952) 848-3999.

Safety Data Sheets for all pesticides and herbicides utilized are available for review by calling the Buildings and Grounds Department. Additional information can be found on our Health and Safety page.

Suicide Prevention Information

Students and families can get help any time. Call or text 988 to reach the 988 Suicide & Crisis Lifeline. To reach the Crisis Text Line, text HOME to 741741. In Hennepin County, local mobile crisis services are available 24 hours a day at (612) 596-1223. If there is an immediate safety emergency, call 911.

Visitors

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office upon entering the building, with the exception of events open to the public. All visitors will be required to provide a valid ID, to sign in at the main office and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employees, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal.

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Edina Public Schools
DEFINING EXCELLENCE

2026-27 Student and Family Handbook

Middle Schools



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> We believe that strong partnerships between families, staff, and the community are essential to creating meaningful learning experiences for every student.

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Welcome from the Superintendent

Dear Middle School Families,

At Edina Public Schools (EPS), we believe that strong partnerships between families, staff, and the community are essential to creating meaningful learning experiences for every student. Together, we can foster academic excellence and prepare our learners to thrive in an ever-evolving, culturally rich global society.

A safe, inclusive, and welcoming environment is the foundation for student success. The Edina School Board has developed comprehensive policies and procedures that outline student rights and responsibilities to provide a positive and respectful learning climate across all our schools.

The Edina Middle School Handbook is a key resource for families and students. It provides clarity on district and building policies and expectations, and how they align with our shared commitment to student well-being and achievement. We encourage all parents and guardians to review the handbook with their student(s). Teachers will also guide students through its contents at the start of the school year.

By working together, we can ensure that every learner is supported, empowered, and inspired to discover their full potential and thrive. Thank you for your continued partnership and commitment to our students' success.

Sincerely,



Dr. Daniel Bittman
Superintendent
Edina Public Schools

Handbook Layout

This handbook is comprised of five parts. Topics within each section are alphabetized.

1. General Information
2. Academics
3. Student Conduct and Discipline
4. Health and Safety
5. District Policy Manual (Select Topics Index)

Part 1: General Information

Edina Public Schools Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Edina Public Schools Vision

For each and every student to discover their possibilities and thrive.

Policy Information

All district policies can be found in the District Policy Manual. Besides the policies that are included and/or referred to in this handbook, students are expected to be aware of and to abide by all of the district's policies. Students should pay particular attention to the policies in Section 500, which specifically pertains to students. Questions regarding policies can be directed to your building administrator.

Current district policy may be amended throughout the school year. If the language in this handbook at any time conflicts with the official policies adopted by the school board, such conflict will be resolved in accordance with the language of the policy as most recently adopted. Policy terms are also controlled by statutory requirements in effect at the applicable time.Middle School Information

Middle School Information

South View Middle School

Principal: Tricia Pettis
Assistant Principal: Tami Jo Cook
Administrative Dean: Sarah Miziorko

Address: 4725 South View Lane
School Hours: 9:20 a.m.–4:05 p.m.

Main Office: (952) 848-3700
Attendance Line: (952) 848-3702

Website: southview.edinaschools.org

Daily Schedules: Link
Parent Portal: Link
Staff Directory: Link

Health Office
(952) 848-3715 | Link

Student Services
(952) 848-4402 | Link

Valley View Middle School

Principal: Patrick Bass
Assistant Principal: Erik Lowe
Administrative Dean: Kris Watson

Address: 6750 Valley View Rd
School Hours: 9:20 a.m.–4:05 p.m.

Main Office: (952) 848-3500
Attendance Line: (952) 848-3502

Website: valleyview.edinaschools.org

Daily Schedules: Link
Parent Portal: Link
Staff Directory: Link

Health Office
(952) 848-3500 | Link

Student Services
(952) 848-3389 | Link

Anonymous Reporting System – Say Something

Edina Public Schools participates in the Say Something Anonymous Reporting System, a school safety program that empowers students to recognize warning signs of potential threats and report concerns anonymously. Students can submit tips 24 hours a day, 365 days a year by phone at 1-844-5-SAY-NOW, through the mobile app, or online here. Tips are reviewed by trained crisis counselors who will contact school administration and, if necessary, law enforcement. Intentionally submitting a false tip is a serious offense and will result in disciplinary action in accordance with this handbook.

Arrival and Dismissal Hours

Students may enter the building starting at 9 a.m. (20 minutes prior to the start of the school day). Families who need to drop their student off before 9 a.m. can enroll in our Hornet Central program. Students who do not ride a bus should not arrive at school prior to this time (unless they are enrolled in Hornet Central). All students

must leave the building at the end of the day, unless they are enrolled in a supervised after-school activity.

Attendance Details

Edina Public Schools follows the Be@School guidelines for Hennepin County, which are included in Policy 503. For more detailed information, please visit Be@School Guidelines.

Late Arrivals

Students who arrive late for any reason (except a late bus) must sign-in through the main office before going to class. Parents can excuse late arrivals by calling the main office attendance line or using Infinite Campus (see 'Absences' section below).

Early Release

For excused absences during the day, such as doctor or dental appointments, parents or guardians must enter the absence in the Parent Portal or use the 24-hour attendance line in advance.

Report an Absence

Please use the online attendance system in your parent portal or call your school's 24-hour attendance line with the following information:

- Student's name and grade
- Date of absence and reason for absence
- Your name and relationship to the student

Details Regarding Excused/Unexcused Absences

- Exemption for Religious Holidays are limited to 3 consecutive days per observance
- Absence for "missed bus" is not an excused absence
- Excused Absences for medical-related situations are as follows:
    - Chronic illness with documentation (must be on file with health office)
    - General physical illness (sick)
    - Medical, dental, orthodontic, or mental health appointment (not lasting more than ½ school day)
    - Surgery or hospitalization (work with health office directly regarding details)
    - Medical Recovery (work with health office directly regarding details)
- Unexcused Absences are as follows:

    - Any absence not approved by parent/guardian (through the parent portal or 24-hour attendance phone line)
    - Working on school assignments or exam preparation
    - Vacations that are not pre-arranged
- Oversleeping, missing alarms, missing buses, studying or volunteer work
- Illness that occurs during the school day - **IMPORTANT!**
    - Students **MUST** go through the health office for any illness to be excused to leave school mid-day. If your child contacts you during the school day regarding illness, please direct them to go to the health office and our team will reach out to you regarding next steps.

What Can Parents/Guardians Do To Help Promote Good Attendance?

- Schedule vacations and appointments outside of school time.
- Set a routine for bedtime, morning wake-up, and transportation to school so your student is on time every day.
- Monitor your student's attendance using the parent portal
- Set a goal of 95% or better attendance every year (less than 9 days out of school per year/1 day per month).
- Report your student's absence immediately through the parent portal or using the 24 hour attendance line for your school.
- All absences/tardies are marked as unexcused unless a parent/guardian has entered an absence request through the parent portal or attendance line.

How Will The School Help Promote Good Attendance?

- Our teachers and student support staff will closely monitor attendance.
- Families will be contacted if a student is frequently absent and/or tardy.
- Elementary staff will work with families to develop a plan for school success.
- Chronic attendance issues may be referred to Hennepin County Be@School program for intervention. Please see below for an overview of the monitoring and reporting process.

Important Note: Due to state requirements a student must be dropped from enrollment after 15 consecutive days of absence.

Calendar Information

The school calendar is adopted annually by the school board. A copy of the school calendar and each middle school calendar can be found below.

District Calendar

For a complete overview of district-wide dates, including holidays, breaks, and professional development days, please visit: www.edinaschools.org/calendar

Middle School Calendars

Each middle school may also include building-specific events such as conferences, performances, and activity nights. Please refer to your child's school calendar below:

- South View Middle School
- Valley View Middle School

Notes on A/B Day Calendar

Both South View and Valley View Middle Schools operate on a block schedule. Students attend classes on an alternating A Day / B Day rotation:

- A Days: Students attend one set of classes
- B Days: Students attend a different set of classes

Classes meet every other day, allowing for longer instructional periods and deeper learning. Families should refer to the school calendar to determine whether a day is an A Day or B Day, as well as for any schedule adjustments due to special events or shortened school days.

Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint. For more detailed information, please visit Complaints - Students, Employees, Parents, Other Persons (Policy 104) in our District Policy Manual

Reporting Comments or Concerns

Classroom

Classroom issues should first be directed to the teacher. If the first level of communication does not resolve the issue, the immediate supervisor, principal, or assistant superintendent should be the next contact.

School Issues

School issues should first be directed to the principal. Operational or management issues are best directed to the school personnel or district office personnel closest to the areas of concern.

District Issues

District issues should be directed to the administrator responsible for the program or service involved. Operational or management issues are best directed to the school personnel or district office personnel closest to the areas of concern.

E-Learning Days

In the event that severe weather requires schools to close, the district may implement an e-Learning Day to ensure continuity of learning. On these days, students remain at home and engage in learning activities through their school's online platforms (such as Schoology or Seesaw), following guidance provided by their teachers. Families will be notified of an e-Learning Day using the district's standard communication methods, including email, phone, text, website updates, and local media. Students are expected to participate in assigned learning activities, and attendance is taken for the day. For more details, please visit our Weather Emergencies and School Closings page.

Employment Background Checks

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees. For more detailed information, please visit Employment Background Checks Policy (policy 404) in our District Policy Manual.

Equal Access to School Facilities

The school district has created a limited open forum for secondary students to conduct noncurriculum-related meetings during noninstructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a nonparticipatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the

procedures established by the school district. For more detailed information, please visit Equal Access by Students to School Facilities (Policy 801) in our District Policy Manual.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications and yearbooks.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities conducted at locations other than school.

Students will be charged for textbooks, workbooks, library books, and equipment that are lost or destroyed. If books/materials are not turned in at the end of the semester or school year as required, a fee will be entered into Infinite Campus and email reminders will be sent to parents and students. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the main office of your student's school.

Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by a school administrator. Participation in nonapproved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day. For more detailed information, please visit Student Fundraising Policy (Policy 629) in our District Policy Manual.

Gifts to Employees

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude. For more detailed information, please visit Gifts to Employees and School Board Members (Policy 421) in our District Policy Manual.

Holiday Celebrations and Parties

The district is committed to maintaining a respectful and inclusive environment regarding religion in schools. Schools neither promote nor discourage any particular religious belief or nonbelief, but instead encourage understanding, tolerance, and respect for diverse perspectives. Instruction may include the study of religion's role in history, culture, literature, and the arts, as long as it is presented in an objective, nonsectarian manner. Religious expression by students is permitted within appropriate guidelines, and school activities may include religious content only when it supports educational goals and is not intended to endorse a specific belief system. For more detailed information, please visit Religion Policy (Policy 609) in our District Policy Manual.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy. For more detailed information, please visit Interviews of Students by Outside Agencies (Policy 519) in our District Policy Manual.

Language Access Plan

The district has adopted a Language Access Plan that includes processes and procedures to assist students and adults who communicate in a language other than English. This plan provides information about the language access rights, tools,

processes, and resources available for students, families, and staff in the district. A copy of this plan and additional information can be found on the Language Access Plan page of the website.

Library and Media Center

The media centers at both middle schools serve as welcoming, flexible learning spaces where students can read, research, collaborate, and explore new ideas. These spaces support student learning by providing access to books, digital resources, and guidance from knowledgeable staff, helping students build skills in inquiry, creativity, and responsible information use. Media centers are an important part of each school's commitment to fostering curiosity, innovation, and lifelong learning within a supportive environment. Families can learn more about each school's media center using the links below:

- South View Middle School
- Valley View Middle School

Lunch and Breakfast

The district partners with Chartwells to offer a choice of healthy food options for all students. Meals are prepared and served under the National School Lunch Program, and Edina is part of the Minnesota Free School Meals Program. All students are given the opportunity to receive **one free breakfast** and **one free lunch** each day. To receive the free lunch, students must have a minimum of three (3) different food groups on their tray, and they may choose a maximum of five (5). One of those foods must be ½ cup of fruits or vegetables. **À la carte options such as snacks or beverages other than milk, and second meals or extra milk, all need to be paid for with money from the student's meal account**.

Meal accounts, including purchase history and funding options, can be accessed through Infinite Campus. Students will need to enter their account PIN to receive any food from the cafeteria.

Students may choose to bring lunch from home. To help maintain a safe school environment, lunches may not be delivered to school by outside organizations (such as DoorDash or similar services). Parents/guardians are welcome to drop off lunch for their student in the main office. We ask that families only bring lunches for their own student(s) and not for other students.

Lunch is to be eaten in designated areas only. Lunch times vary by classroom and grade level. Students will be notified of their assigned lunch time on the first day of school.

For further information about the district's meal program, including menus, à la carte prices, and how to add funds to student meal accounts, please see the Food and Nutrition Services webpage.

Messages to Students and Families

Students receive important information and updates from our school through several school communication channels. Students should regularly check their school-issued email account, as teachers and staff may send messages and updates directly to students. In addition, announcements and reminders are shared during Advisory, through daily school announcements, and via Schoology.

If a caregiver needs to get a message to their student during the school day, they should contact the school's main office, and staff will ensure the message is delivered. Due to our "Away for the Day" cell phone policy, students are not expected to access personal devices during the school day, and families should not directly message their student during learning time. Families are encouraged to remind students to stay engaged with school communication platforms to remain informed about important information and opportunities.

Opt in to receive text messages from Edina Public Schools

EPS uses the electronic notifications system, School Messenger, to send direct messages via email, voicemail, or text message to District families.

- Text the word "YES" to 67587 from each wireless device on which you wish to receive text messages.
- Confirm all device phone numbers you wish to receive messages on are listed in your contact information on Infinite Campus.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Sonya Sailer, Executive Director of HR, as the district's human rights officer to handle inquiries regarding nondiscrimination:

Sonya Sailer
Executive Director of Human Resources
sonya.sailer@edinaschools.org
(952) 848-4911

For more information, please see Policies 103, 521, 522, and 528 in our District Policy Manual. The Discrimination, Harassment, and Violence Report Form can be found on the website's Families page.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior. For more detailed information, please visit Staff Notification of Violent Behavior of Students (Policy 529) in our District Policy Manual.

Parent Teacher Conferences

Each year, we will offer the following opportunities for families to collaborate with teachers.



Curriculum Night

Meet-and-Greet while following your student's schedule, offered prior to the start of the school year.



Advisory Conferences

In September, families meet with their student's advisor.



Traditional Conferences

In November (virtual and in-person offered), families and learners can choose to meet with their teachers.

Learner-Led Conferences

In March, students share progress with their families during learner-led conferences, supported by advisors.

Parent Volunteers

Families play an important role in supporting our schools, and we welcome parent/guardian involvement in a variety of ways. Opportunities may include volunteering in classrooms, supporting school events, participating in the Parent Teacher Organization (PTO), or partnering with school and district programs. These opportunities help strengthen the connection between home and school and enrich the overall student experience. Families interested in volunteering or getting involved can learn more using the links below:

- South View Middle School – Get Involved
- Valley View Middle School – Get Involved

We are grateful for the many ways families support our schools and encourage all who are interested to explore opportunities to get involved.

Pledge of Allegiance

Students in Edina Public Schools participate in the Pledge of Allegiance on a regular basis as part of the school routine. At both middle schools, the pledge is recited weekly during Advisory. Participation is voluntary, and students may choose not to participate for personal reasons. All students and staff are expected to respect each individual's choice regarding participation, helping to maintain a respectful and inclusive school environment. For more detailed information, please visit Pledge of Allegiance (Policy 531) in our District Policy Manual.

School Activities

Edina Public Schools provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority. Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities. All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

Edina Public School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable. Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact Troy Stein.

Troy Stein
Athletic Director
troy.stein@edinaschools.org

Aside from district activities, both Valley View and South View Middle Schools offer a wide range of clubs, extracurricular activities, and athletics designed to help students explore interests, build skills, and connect with peers. Opportunities may include academic teams, performing arts, student leadership, service-oriented groups, and interest-based clubs, along with programs offered through Community Education. Participation in activities helps students develop confidence, teamwork, and a sense of belonging within the school community. Families can learn more about available opportunities at each school using the links below:

- South View Middle School Activities and Clubs
- Valley View Middle School Activities and Clubs

School Closing Procedures

School may be cancelled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings. School closing announcements will be broadcast over automated voicemail, email, text, the district website, and through local media. For more detailed information, please visit our Weather Emergencies and School Closings page.

School Resource Officers

One or more School Resource Officers (SROs) may be present at various times within any district school. The district contracts with the City of Edina for the services of trained and licensed peace officers during the regular instructional day. The SROs' duties are set forth in district policy and include, but are not limited to, fostering a positive school climate through relationship building and open communication, protecting students, staff, and visitors on school grounds from criminal activity, and coordinating with the district's emergency management and school safety officer on

school safety matters. SROs may not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules. Policy 507.5 in our District Policy Manual

Searches

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. “Contraband” means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district’s “Student Discipline” policy (Policy 506), which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students’ convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant. Students’ personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student’s personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students’ convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student’s Person

The personal possessions of a student and/or a student’s person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Student IDs

Each student will be issued an ID card that includes a picture, barcode, and other identification data. Students should carry this card at all times at school and school activities. Students can use this card for activities such as: paying for lunches, checking out books/materials from the media center, or entry into school events (such as parties, dances, etc.). Lost cards may be replaced for a fee of $5 in the Media Center.

Student Publications and Materials

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Nonschool-sponsored publications may not be distributed without prior approval.

Posters and Signs

All posters or signs displayed in or on the building must have prior approval of building administration.

Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of postsecondary education. For more detailed information, please visit Protection and Privacy of Student Records (Policy 515) in our District Policy Manual.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, please visit Student Surveys (Policy 520) in our District Policy Manual.

Transportation of Public Schools Students

The school district will provide transportation, at the expense of the school district, for all resident students who live one mile or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days.

Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parent or guardian.

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

For further information, please visit our Transportation web page.

Technology Resources for Students/Families

The Portal (Parent Portal/LaunchPad Portal)

The Portal serves as the landing space for accessing and updating important information throughout your child's time in Edina Public Schools. You can access the portal using this link.

Infinite Campus

Infinite Campus serves as our student information system and Schoology serves as our virtual classroom within Edina Public Schools. Both of these are available through your Parent Portal. If you have trouble logging in, email parent.portal@edinaschools.org for assistance.

Infinite Campus is where you can access and update:

- Reports & grades
- Personal contact details
- School meal payments
- Student health records
- Academic schedules
- Attendance records
- Transportation
- Online Forms

Schoology

Schoology is where you can access the following for your student:

- Virtual classrooms
- Classroom assignments

- Student announcements
- Academic calendar information

Travel

Families of students traveling outside of Minnesota for 15 or more consecutive school days must contact the Edina High School office prior to travel. Under 2025-2026 guidance from the Minnesota Department of Education, and according to district policy, students must either be unenrolled during their time out of state or families must pay tuition during that time.

Video and Audio Recording

To support a safe and secure school environment, the district uses video and electronic surveillance systems on school property, including in school buildings, on school grounds, and on school buses. These systems are used to monitor activity, help prevent and address safety concerns, and protect students, staff, and district property. Recorded footage may be reviewed by school administrators and, when appropriate, shared with law enforcement in accordance with district procedures and applicable laws. The use of surveillance is conducted in a manner that respects student privacy while prioritizing the overall safety of the school community. For more detailed information, please visit Non-Instructional Operations and Business Services (Policy 717) in our District Policy Manual.

Part 2: Academic Information

Cheating and Plagiarism

Plagiarism and cheating are considered forms of scholastic dishonesty and are strictly prohibited under district policy. This includes, but is not limited to, copying work, using unauthorized resources, submitting someone else's ideas as your own, or collaborating inappropriately on assignments or assessments. The purpose of this expectation is to ensure fairness and maintain the integrity of the learning process. Violations may result in academic consequences, as well as disciplinary actions that can increase in severity with repeated offenses. For more detailed information, review item #30 of Policy 506 in our District Policy Manual.

Academic dishonesty includes "AI Plagiarism", the act of submitting content generated by AI (e.g., ChatGPT) as one's own original work without explicit teacher permission.

Extended School Year Opportunities

Edina Public Schools provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact your student's IEP case manager directly.

Field Trips

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation. For more detailed information, please visit Policy 538 in our District Policy Manual.

Grades/Grading

Grading/Assessment Practices

Our curriculum and assessments are tied to standards. The grades that we assign students are a report of what the student has learned, as opposed to a reflection of their behavior, compliance or timeliness, or lack thereof. We believe that all students can learn at high levels and meet the standards, and realize they may learn at different rates. Grading is broken into two categories: summative and formative.

Summative Assessments

Summative Assessments give the learner a chance to prove what they have learned or to "show what they know".
Use of Zeroes and marking as "late" for Summative Assessments:

- All Summative Assessments must be attempted.
- Work not submitted for summative originally receives an "M" for missing. This indicates we have no evidence for the work.
- We will use flex time to compel students to attempt/complete the work.
- On summative work that is not turned in and remains missing at the end of the marking period, our default is to not use zeroes, but instead insert 50% of possible score for that assessment.

Formative Assessments

Formative Assessments give the learner chances to improve on their learning and provide feedback on learning experiences.

Exceptions
Students who have accommodations under an IEP, 504 Plan, or for Multilingual (ML) Supports are allowed further flexibility with regard to items mentioned above.

Homework

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly. For more detailed information, please visit Policy 610 in our District Policy Manual.

Parent/Guardian Refusal for Statewide Assessments

Edina Public Schools middle school students take part in several statewide assessments. These include: MCA Reading (6th-8th grade students), MCA Math (6th-8th grade students), MCA Science (8th grade students), and ACCESS (students who have qualified for English Language Learner services.

Parents or guardians may excuse students from these tests using this form. Please visit the Student Assessment web page for more information or contact your school office with any questions.

Promotion and Retention

The district is committed to supporting all students in reaching appropriate levels of academic growth and success. In general, students are promoted to the next grade level after meeting expected academic standards; however, decisions about promotion, acceleration, or retention are made based on each student's individual academic, social, and emotional needs.

When a student may benefit from additional support or a different placement, school staff work closely with families to review progress, consider available interventions, and determine the best path forward. Decisions are made collaboratively, with input from educators and families, and are guided by what will best support the student's long-term success. For more detailed information, please visit Policy 513 in our District Policy Manual.

Summer School and Summer Enrichment

Edina Public Schools offers summer learning opportunities to support student growth, provide additional support, and extend learning beyond the school year. Summer programming may include intervention opportunities for elementary

school students who need additional support, as well as opportunities to strengthen skills or accelerate learning. In some cases, summer school may be recommended or required based on a student's academic needs, and these services are provided at no cost for students identified for support. To learn more, please visit Policy 623 in our District Policy Manual.

In addition to academic programming, the district offers a wide range of optional summer enrichment opportunities through Community Education. Elementary school students can participate in camps, classes, and activities focused on areas such as arts, STEM, athletics, and leadership, providing engaging ways to explore interests and stay connected during the summer months. For more detailed information, please view the Summer Enrichment Catalog.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of their child's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Part 3: Rules and Discipline

Edina Public Schools is committed to maintaining a safe, respectful, and productive learning environment for all students. The district's discipline approach is designed to support student growth, teach responsibility, and ensure that behavior does not interfere with learning. Expectations for student behavior are clearly outlined in this

handbook and Policy 506 and apply in school, on school property, during transportation, and at school-sponsored activities.

When concerns arise, school staff work with students to understand the situation and respond in a fair and consistent manner. Consequences may vary depending on the severity and frequency of the behavior and can include restorative practices, loss of privileges, parent/guardian communication, or more serious actions such as suspension when necessary. Serious behaviors—especially those involving safety concerns, harassment, or disruption—may result in more immediate or significant consequences.

The district also emphasizes prevention and support, encouraging positive behavior, strong relationships, and collaboration between school and home. Students are expected to follow school rules, attend class regularly, and contribute to a positive school community, while families are encouraged to partner with schools in addressing concerns and supporting student success.

This section provides key examples of behaviors, expectations, and potential infractions outlined in Policy 506. Parents and students are expected to review all of Policy 506 in our District Policy Manual.

Attendance

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see 'Attendance Details' in Part 1 of this handbook.

Bullying Prohibition

The act of bullying, including cyberbullying, is prohibited on district property, at district functions, or on district transportation. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity, as defined in statute, is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other district personnel.

- "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
    1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of

the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's ability to learn, or ability to participate in district functions or activities, or receive district benefits, services, or privileges, or with a teachers' ability to educate students in a safe environment.

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

- "Malicious and sadistic conduct" means creating a hostile learning environment by acting with intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or other conduct prohibited by Policy 514 will report the alleged acts immediately to an appropriate district official designated by the policy. A person may report bullying anonymously; however, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. The Bullying Report Form is Appendix I to Policy 514 and can be found on the website's Families page. For detailed information, see Policy 514 in our District Policy Manual.

Buses - Conduct on School Buses and Consequences for Misbehavior

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.

- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

When expectations are not met, consequences will be applied in accordance with district discipline guidelines. These may include warnings, assigned seating, parent/guardian communication, or suspension of bus privileges. Repeated or serious misconduct may result in longer suspensions or loss of transportation services. Review Policy 506 in our District Policy Manual for more information.

Cell Phones and Other Personal Electronic Devices

Away for the Day

Cell phones and other smart device use is not permitted during the school day from 9:20 a.m.-4:05 p.m. If a student must bring a cell phone to school for before or after school reasons, it should be turned off and secured in a student's locker or backpack during the school day. Use during the school day will result in the following:

- **1st Office Referral** – The device will be confiscated until the end of the school day. The student may pick up their device in the main office at the end of the school day.

- **2nd Office Referral** – The device will be confiscated until the end of the school day. A parent/guardian must pick up the device.
- **3rd Office Referral** – The device will be confiscated until the end of the day. A Student Success Plan will be created for the student, which may include a meeting with the parent/guardian. A parent/guardian must pick up the device.

Note: Lack of follow-through on the Student Success Plan will result in consequence per Policy 506 under the umbrella of Insubordination and/or Disruptive/Disrespectful Behavior.

Discipline

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see Policy 506 of our District Policy Manual.

Dress and Appearance

Students will be asked to remove items that may conceal their identity. We assume students will come to school wearing appropriate dress. Clothing that advertises drug or alcohol use, makes fun of others or has derogatory language is not appropriate. Attire with obscene language or obscene pictures also is not permitted. Students wearing such attire will be asked to change or cover up. State law requires shoes must be worn in a public building. For more detailed information, please visit Policy 506 in our District Policy Manual.

Drug-Free School and Workplace

Edina Public Schools is committed to maintaining a safe, healthy, and drug-free environment for all students, staff, and visitors. The use, possession, distribution, or being under the influence of alcohol, controlled substances, or other intoxicating or harmful substances is strictly prohibited on school property, during the school day, and at all school-sponsored activities. This expectation applies to students, employees, and visitors and is essential to ensuring a safe learning and working environment.

Violations of this policy will result in disciplinary action in accordance with district guidelines and may include school consequences and/or involvement of law enforcement. The district also emphasizes education, prevention, and support to help students make safe and healthy choices. For more detailed information, please visit Policy 506 in our District Policy Manual.

Harassment and Violence Prohibition

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Detailed information on the school district's "Harassment and Violence Prohibition" policy is included in Policy 413 in our District Policy Manual. The Discrimination, Harassment, and Violence Report Form can be found on the website's Families page.

Hazing Prohibition

Hazing is defined as an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. No student or staff will plan, direct, encourage, aid, or engage in hazing. This policy against hazing applies to behavior that occurs either on or off district property and at any time of day. Any person who believes they have been the target or victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, will report the alleged acts immediately to an appropriate school district official designated by Policy 526. A person may report hazing anonymously; however, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. Detailed information on the school district's "Harassment and Violence Prohibition" policy is included in Policy 526 in our District Policy Manual. The Hazing Report Form is Appendix I to Policy 526 and can be found on the website's Families page.

Internet Acceptable Use

Edina Public Schools provides students with access to technology resources—including devices, networks, and online tools—to support learning, communication, and collaboration. These resources are to be used for educational purposes only, and all use must align with school expectations and district policies. Inappropriate use, such as accessing or sharing harmful or inappropriate content, disrupting systems, misusing accounts, or violating laws, may result in loss of technology access, school discipline, and/or legal consequences. Families and students are required to review and agree to the acceptable use expectations each year to ensure safe and responsible use of technology. For more detailed information, please visit Policy 524 in our District Policy Manual.

Lockers

Students are responsible for the security of their property. All students will have access to an assigned locker and must use school-purchased locks only on these lockers. Once you purchase a lock, you can re-use it from year to year. Record your combination somewhere for safe keeping. Students should keep their lockers locked at all times (including PE lockers, if they use them) and keep their combinations confidential. Lockers MUST NOT BE SHARED and students may only use the locker that has been assigned to them. Always lock your valuables and clothing in your locker. The school does not assume responsibility for your belongings. The school reserves the right to inspect the contents of the locker to remove anything contrary to school rules or anything deemed detrimental to the school or its occupants. Report problems with locks or lockers to office staff. If a student chooses not to use their assigned locker, that is fine, but the locker is still their responsibility so they should keep it locked so no one else has access to it.

Technology Use

The use of any digital device on the District Network requires students to abide by Edina School Board Policy 524 Acceptable Use Policy. Some examples of computer misuse include accessing inappropriate internet sites, sharing passwords, storing programs (games), contaminating the system, and violation of copyright laws. Suspension of technology privileges and/or school suspension can result from a technology violation.

Tobacco-Free Schools

Edina Public Schools is committed to maintaining a healthy, safe, and tobacco-free environment for all students, staff, and visitors. The use or possession of tobacco products, tobacco-related devices, or electronic delivery devices (including vaping products) is prohibited on all school property, in school vehicles, and at all school-sponsored events, whether on or off campus. This expectation applies to students, staff, and visitors.

Students who violate this policy are subject to school discipline, and the district also emphasizes education and prevention, including instruction on the risks of vaping and tobacco use. The goal is to promote student health and well-being while ensuring a safe learning environment. For more detailed information, please visit Policy 419 in our District Policy Manual.

Vandalism/Property Damage

Students are expected to respect and care for school property, as well as the property of others. Vandalism—including but not limited to damaging, defacing, or destroying school facilities, equipment, or personal belongings—undermines a safe and respectful learning environment. Any student found responsible for vandalism may be required to restore or replace damaged property and may face disciplinary consequences in accordance with district guidelines. Repeated or serious incidents may result in additional school-based consequences and/or referral to law enforcement. Maintaining our shared spaces is a collective responsibility, and students are expected to take pride in keeping them clean, safe, and welcoming for all. For more detailed information, please visit Policy 506 in our District Policy Manual.

Weapons Prohibition

Edina Public Schools is committed to maintaining a safe learning environment, and the possession, use, or distribution of weapons or look-alike weapons is strictly prohibited on school property and at all school-related activities. This includes items designed to cause harm as well as objects used in a way that could threaten safety. The policy applies in school buildings, on school grounds, on buses, at bus stops, and during all school-sponsored events.

Any violation of this policy will result in serious disciplinary action, which may include suspension, expulsion, and/or involvement of law enforcement, depending on the situation. Students who accidentally bring a prohibited item to school are expected to immediately report it to a staff member or administrator. The district takes all concerns seriously and responds promptly to ensure the safety of students, staff, and the broader school community. For more detailed information, please visit Policy 501 in our District Policy Manual.

Part 4: Health and Safety

Accidents

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the supervising adult and school nurse when applicable. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Plan

The school district has developed an asbestos management plan. A copy of this plan can be found on the Edina Public Schools Health and Safety web page.

Crisis Management

Edina Public Schools has developed Crisis Management plans. Each school building also has its own building-specific crisis management plan. Students and parents will be provided with information as to district- and school-specific plans.

The Crisis Management plans address a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill throughout the school year. To learn more about the district's crisis management planning, visit our Safety and Security web page and see Policy 806 in our District Policy Manual.

Emergency Contact Information

Edina Public Schools uses the contact information provided in Infinite Campus to identify emergency contacts for each student. This information guides who is contacted in both emergency and non-emergency situations, including illness, schedule changes, or urgent school notifications. It is important that caregivers ensure all contact details are accurate and that the order of priority reflects who should be contacted first. Caregivers can review and update this information at any time by logging into the parent portal and accessing Infinite Campus. For assistance, families are encouraged to contact their school's main office.

Health Information

First Aid

The nurse's office in each building is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation. The district has installed automated external defibrillators (AEDs) as well. Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian

suspects that their child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Health Services

The student health office is staffed by a trained Licensed School Nurse (LSN). Students who become sick at school should visit the nurse for support. The LSN will arrange for students who get sick at school to go home early. In the event of an emergency, our LSN or other designated staff member will enact our emergency response protocols. A parent/guardian should first notify the attendance office if their child is unable to attend school because of illness They can also notify the school school nurse if necessary. To learn more about health service please visit the EPS Health and Wellness page.

Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, visit our EPS Health and Wellness page OR reach out to your school's health office.

Medications During the School Day

EPS acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administrating Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent

with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (Section 504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in administration of a student's prescription medication. To learn more about Medications During the School Day visit our EPS Health and Wellness page or reach out to your school's health office.

Lead in School Drinking Water

Edina Public Schools has historically conducted, and continues to conduct, Lead in Drinking Water testing per the Minnesota Department of Health's "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's Schools" recommendations and Minnesota Statute 121A.335 requirements. Anyone interested in discussing the district Lead in Drinking Water program or results may contact the district's Buildings and Grounds Department for access to documentation. Additional information can be found on our Health and Safety page.

Pesticide Application Notice

Edina Public Schools uses a licensed, professional pest control service firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings. Their program consists of:

- Inspection and monitoring to determine if pests are present and whether any treatment is needed;
- Recommendations for maintenance and sanitation to eliminate pests without need for pest control materials;
- Utilization of non-chemical measures such as traps, caulking, and screening; and
- Application of EPA-registered pest control materials when needed.

The long-term health effects on children from the application of pest control materials may not be fully understood. All pest control materials are chosen and applied according to label directions per federal law.

An estimated schedule of pest control inspections and possible lawn treatments are available for review. Parents of students may submit a request to receive prior

notification of any application by calling the school principal or the Buildings and Grounds Department at (952) 848-3999.

Safety Data Sheets for all pesticides and herbicides utilized are available for review by calling the Buildings and Grounds Department. Additional information can be found on our Health and Safety page.

Suicide Prevention Information

Students and families can get help any time. Call or text 988 to reach the 988 Suicide & Crisis Lifeline. To reach the Crisis Text Line, text HOME to 741741. In Hennepin County, local mobile crisis services are available 24 hours a day at (612) 596-1223. If there is an immediate safety emergency, call 911.

Visitors

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office upon entering the building, with the exception of events open to the public. All visitors will be required to provide a valid ID, to sign in at the main office and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employees, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal.

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Edina
High School
DEFINING EXCELLENCE

2026-27 Student and Family Handbook



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> We strive to provide a quality educational experience for each of our students.

Welcome from the Administrative Team

Dear Edina High School Students and Families,

Welcome to Edina High School! This handbook provides academic and general information about the upcoming school year. It is the responsibility of each student and their parent(s)/guardian(s) to become familiar with the content of this handbook. Please review it carefully and ask a teacher, a counselor, or an administrator questions that you have about the contents. Students and parents should look at the Rights and Responsibilities handbook for detailed information about student conduct expectations.

Our school has enjoyed an admirable state and national reputation for excellence. We have an excellent curriculum and our faculty is well-trained and deeply committed to student learning. Our co-curricular programs are equally impressive. Edina varsity sports teams have earned over 200 state championships, more than any other school in Minnesota. Non-athletic co-curricular activities and fine arts programs have also earned numerous awards.

A safe and positive school environment is essential. It is expected that the adults and students at Edina High School treat each other with respect and dignity. Each person associated with Edina High School should experience a warm and welcoming environment that is conducive to learning. This allows everyone to learn and develop to their full potential. We strive to provide a quality educational experience for each of our students. It is important that teachers and parents be supportive partners in order to maximize educational opportunities for our students. We wish you the very best this year and will work hard to help you make the most of it.

Sincerely,

Mr. Paul Paetzel
Principal

Mrs. Jenn Carter
Assistant Principal

Mr. William Britt
Assistant Principal

Mr. Michael Pretasky
Assistant Principal

Mr. Troy Stein
Assistant Principal/Activities

Mr. Jeff Pope
Academic Dean

Welcome from the Edina Student Council Executives

Dear Edina High School Students and Families,

Welcome to another exciting school year at Edina High School! As we embark on this journey together, we are delighted to present the updated Student and Family Handbook for the 2025-2026 academic year. This comprehensive guide has been designed to support our students and their families, providing essential information about Edina's policies, academic programs, health services, and other school resources. It is the responsibility of each student and their parent(s)/guardian(s) to become familiar with the content of this handbook.

A safe and positive school environment is essential. It is expected that the adults and students at Edina High School treat each other with respect and dignity. Each student attending Edina High School should experience a welcoming community that encourages a productive learning environment.

Edina High School has over 100 sports, clubs, and opportunities in the fine arts in which your student can participate. With 215 State Championship titles (the most of any high school in Minnesota) and numerous awards throughout our arts programs, Edina has fostered a strong sense of school spirit that is embodied by every student. At Edina High School, every student can discover their own unique place. Whether through our diverse clubs, competitive sports teams, or vibrant fine arts programs, there is a home for everyone.

The people who get the most out of their high school experience are the ones who engage in their school's offerings. Students will find a home in any one of these hundreds of opportunities. We encourage all students to explore these options, show respect for everyone in our community, and strive to contribute to making our school a more inclusive and welcoming environment.

We are honored to be serving the student body and excited to see what this school year will bring!

Sincerely,

Claire Boylan, Carter Seifert, and Anna Bovy
The Edina Student Council Executives

General Information

Edina Public Schools Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Edina Public Schools Vision

For each and every student to discover their possibilities and thrive.

Policy Information

All district policies can be found in the District Policy Manual. Besides the policies that are included and/or referred to in this handbook, students are expected to be aware of and to abide by all of the district's policies. Students should pay particular attention to the policies in Section 500, which specifically pertains to students. Questions regarding policies can be directed to your building administrator.

Current district policy may be amended throughout the school year. If the language in this handbook at any time conflicts with the official policies adopted by the school board, such conflict will be resolved in accordance with the language of the policy as most recently adopted. Policy terms are also controlled by statutory requirements in effect at the applicable time.

Staff Directory

Edina High School Leadership Team
Grades 9-12

Paul Paetzel

Principal
Email
(952) 848-3899

Jenn Carter

Assistant Principal
Email
(952) 848-3806

William Britt

Assistant Principal
Email
(952) 848-3805

Michael Pretasky

Assistant Principal, Fine Arts
Email
(952) 848-3140

Troy Stein

Assistant Principal, Athletics
Email
(952) 848-3825

Jeff Pope

Administrative Dean
Email
(952) 848-3218

Staff Directory

Link

Where Do I Go for Help at Edina High School?

Service	Where to Go
Accident Report	Health Office
Athletic Calendar	hornets.edinaschools.org
Athletic Eligibility	mshsl.org
Attendance Questions	(952) 848-3802
Bus Information	(952) 848-4979
Change of Address	Counselor's Office
Club Information	Activities Office
College Information	Career Center
College Recommendations	Counselor
Course Work	Teacher

Emergency	Any Staff Member
Financial Aid/Scholarships	Counselor
Grading Questions	Teacher
Homework (Extended Illness)	Health Office/Counselor
Injury	Health Office
Locker Problems	Main Office
Lost and Found	Main Office
Lost Textbooks	Main Office
Lunch Assistance	Chartwells Food Service Office
Make-Up Tests	Teacher
Map of the Building	Main Office
Nutritional Assistance	Social Worker
Off Campus Permission Forms	Main Office
Parking Permit Application	Main Office
Requirements for Graduation	Counselor
Summer School Information	Counselor
Student ID Replacement	Main Office
Textbook Fines	Teacher/Main Office
Theft Reports	Main Office/School Resource Officer (SRO)
Transcripts (Official)	Counselor's Office
Transferring Schools	Counselor's Office

Academic and Credit Information

Academic Recognition

Honor Roll (Grades 9 - 12)

Students who earn a semester GPA of 3.5 or higher will be placed on the Honor Roll and recognized by the Principal at the end of each semester.

Edina Academic Letter (Grades 9 - 12)

Students who maintain a cumulative GPA of 3.5 or higher will be recognized annually with an Academic Letter at the conclusion of the academic year.

Edina Scholars

All students who earn a weighted/unweighted cumulative grade point average at or above 3.5 for marks earned at Edina Public Schools in grades 9, 10, 11, and the first semester of grade 12 are designated Edina Scholars. A student who enters Edina during the first semester of their senior year and earns a weighted cumulative grade point average of 3.5 for their work also qualifies.

Award	Accomplishment(s)
Edina Scholar	• Weighted/Unweighted Cumulative GPA: 3.5-3.74
Edina Scholar with Merit	• Weighted/Unweighted Cumulative GPA: 3.5-3.74 • Service (1 semester of peer tutoring or earned EHS community service letter)
Edina Scholar of Distinction	• Weighted/Unweighted Cumulative GPA 3.75 (+)
Edina Scholar of Highest Distinction	• Weighted/Unweighted Cumulative GPA 3.75 (+) • Service (1 semester of peer tutoring or earned EHS community service letter)

Students in grades 9-12 with a GPA of 3.5 or higher will be recognized each semester and cumulatively.

Alternative Methods of Earning Credit at EHS (Policy 620)

Edina High School has long been recognized for offering a rich and comprehensive curriculum for our students. On rare occasions, students may have interests and/or abilities that exceed the many varied courses and programs available. In an effort to provide students in 9th-12th grade who are motivated to extend beyond the range of our curriculum, we offer an independent study option.

Credit for Prior Learning/Credit by Assessment (Policy 620)

Credit may be granted for student learning that occurs in another learning environment other than the standard course curriculum. The application for course credit for prior learning can be found in Appendix I of Policy 620. The form can be found on the Edina High School webpage under “Student Support Services” and “Forms.” The application is due 45 days prior to the start of the course (full year and semester courses) with results available no later than 10 days prior to the start of the course. Once completed, return the form to your counselor.

Early Graduation (Policy 613)

Students may be considered for early graduation after meeting the conditions provided in school district policy.

Final Exams

Final exams are given at the end of each semester and are typically 20% of the final semester grade.

Graduation Requirements (Policy 613)

A student must earn 43 semester credits (Class of 2025, 2026, 2027) in grades 9-12 for graduation, 44 semester credits (Class of 2028+).

Required Subject	Required Credits
English	8 credits
Social Studies	7 credits (Class of 2026, 2027; 8 credits Class of 2028+)
Math	6 credits
Health	1 credit
Physical Education	2 credits
Science	6 credits
Fine Arts	2 credits
Personal Finance	1 credit (Class of 2028+)

Homebound Instruction

In any case of an excused absence because of an illness which the attending physician feels may be 15 consecutive days in duration, parents should notify the appropriate counselor in order to initiate homebound instruction.

Independent Study

Outside of EHS (External)

Sometimes students wish to enroll in programs outside of EHS for which they want to receive credit toward graduation. These are usually organized programs offered by recognized educational institutions that help students expand their education and experience (ie. Concordia Language Villages).

Within EHS Departments (Internal)

Sometimes students wish to earn independent study credit by conducting an independent project or study under the supervision of an EHS staff member.

Any student wishing to earn independent study credit toward graduation must complete the following process prior to the semester of institution.

1. Student obtains an Independent Study application form and reviews the scope of the expectations in consultation with their counselor. Forms can be found on the Edina High School webpage under "Student Support Services" and "Forms".
2. Student secures a teacher/advisor and two adult recommendations (one can be the teacher/advisor) to support participation and ensure rigorous learning in the Independent Study Project.
3. Student completes the Independent Study application form, securing the parent and teacher/advisor signature.
4. Student meets with the area leader and teacher/advisor. Expectations to demonstrate learning for earning credit would be determined and specified at this meeting.
5. The area leader and cooperating teacher present the project to the department for approval.
6. Upon departmental approval, the application, with all specific conditions and expectations attached, is presented to the principal for final approval.
7. Upon successful completion of the Independent Study project, the teacher/advisor determines final grade.
8. The final grade for the Independent Study activity is entered onto the student's transcript as a permanent record. The grade is not calculated into the GPA.

Parent/Guardian Refusal for Statewide Assessments

Edina High School students take part in several statewide assessments. These include: MCA Reading (10th grade students), MCA Math (11th grade students), MCA Science (students enrolled in Biology), and ACCESS (students who have qualified for English Language Learner services.

Parents or guardians may excuse students from these tests using this form.

Please visit the Student Assessment web page for more information or contact the Edina High School office at (952) 848-3800 or email edina.edinahigh@edinaschools.org with any questions.

Postsecondary Enrollment Options (Policy 620)

Ninth, tenth, eleventh, and twelfth grade students may apply to enroll in Postsecondary Enrollment Options (PSEO) and other advanced enrichment programs. A student who satisfactorily completes a postsecondary enrollment options (PSEO) course or program under state law, that has been approved as meeting the necessary graduation requirements, is not required to complete other requirements corresponding to that specific course of study. The grade will be reflected on the transcript and calculated into the overall GPA. A list of the courses or programs meeting the necessary requirements may be obtained from the commissioner of the Minnesota Department of Education. Students wishing to take a PSEO course should contact the school counselor.

Support/Assistance with School Work

Students have several options available for additional assistance with school work.

- Contact Teacher
- Utilize Teacher Office Hours

Teacher Conferences

Families and students will have opportunities to meet virtually with teachers on a designated day each semester. Information regarding sign-up for conferences will be provided via email and the school newsletter. Families may also schedule meetings during school hours with teachers on other days at mutually convenient times.

Attendance Expectations/Procedures (Policy 503)

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

School administration will follow the steps below based on the number of unexcused/excused absences a student has incurred.

Please contact the attendance line at (952) 848-3802 or use Infinite Campus to excuse a student.

Excused Absences

Any Excused Absence

Full credit is given for make-up work. A student should complete ALL missing work within a period equating to two school days per day of excused absence to receive full credit.

12 Excused Absences

The school will communicate with parents about attendance concerns via phone call or parent meeting. The student may be placed on an intervention plan which may require pre-approval from administration/health services or provide a note from a medical provider upon subsequent excused absences.

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

Unexcused Absences

Any Unexcused Absence

The family will be notified via automated phone call. The family has 48 hours to excuse the absence via the EHS online system or by phone. Students have the opportunity to make up missed work for up to 75% or equivalent.

3 Unexcused Absences

At three unexcused absences, schools are required to send a Three-Day Continuing Truant notification letter home to parents/guardians.

7 Unexcused Absences

Truancy Report 1 will be filed through the Hennepin County “Be@School” program. Parents may be required to attend a Parent Group Meeting through the “Be@School” program. At seven unexcused absences, a student is considered a habitual truant. The school will communicate with parents about attendance concerns via phone call or parent meeting including EHS staff to create an intervention plan.

12 Unexcused Absences

Truancy Report 2 will be filed through the Hennepin County “Be@School” program. Pending student performance or extenuating circumstances, students may be dropped from class with a grade of NC.

Consecutive Absences

When a student is absent for 15 consecutive school days they will be unenrolled from school. Re-enrollment in school may be considered dependent upon residency, space, and circumstances of absences. Families should contact the school in anticipation of or during extended absences, or to request re-enrollment.

Chronic Absenteeism

Regardless of whether absences are excused or unexcused, students missing 10% or more of school days (approx. 18 days per year) are considered chronically absent. EHS will initiate a support plan once a student reaches 5 cumulative absences in a semester to prevent academic decline.

Tardiness

Tardiness is late arrival to school or to a class, not to exceed 10 minutes. Tardiness, other than the first period of the day, will be handled by the teacher. Each teacher will advise students of penalties and/or makeup for their class. Late arrivals to school in the morning will be dealt with through the office. The fourth unexcused tardy in any given quarter will result in an intervention (e.g., attendance plan, parent/guardian meeting, team meeting).

Attendance at Assemblies and Pep Fests

Students are expected to attend assemblies during the day. Students who do not wish to attend assemblies during the day must report to the commons during the assembly.

E-Learning/Weather Days

No School (Traditional “Snow Day”)

Used for the first three weather-related closures. Students do not have school, and no instruction is provided.

What families can generally expect:

- K-12 activities are canceled
- EHS Athletics and Activities decisions may differ; decisions are made by the superintendent, principal, and athletic director/advisor. Decisions are communicated to participating families by the director/advisor.
- Community Education activities are canceled

- Kids Club care is closed
- No community groups or rentals can access the buildings; the buildings will be closed

E-Learning Day

After three closures (Day 4+), learning continues at home to prevent long-term disruption. Students receive guidance and assignments from teachers through their online learning platform.

What families can generally expect:

- All K–12 activities are canceled
- Decisions for EHS athletics and activities may vary. They are made by the superintendent, principal, and athletic director/advisor, and communicated directly to participating families.
- Community Education activities are canceled
- Kids Club care is closed; No community groups or rentals can access the buildings; the buildings will be closed

Electronic Technology

Acceptable and Unacceptable Use (Policy 524)

Purpose

The school district is providing students with access to the district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The Internet is accessible in the district for use as an educational resource. Families and students are required to review and agree to the acceptable use expectations each year to ensure safe and responsible use of technology. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network. In addition, the use of any digital device on the District Network requires students to abide by Edina Public Schools' Policy 524 (Electronic Technologies Acceptable Use).

Cell Phone and Personal Electronic Device Usage

The use of the school district system and access to use of the Internet is a privilege, not a right. Edina Public Schools provides the opportunity for secondary students to bring a personal device, including cell phones, to school to use as an educational tool. The use of these devices will be at teacher discretion.

- Students must obtain teacher permission before using a personal device during classroom instruction.
- The use of a student-owned device should not require undue accommodation or technical support.
- Student use of a personal device must support the instructional activities currently occurring in each classroom and lab. The use of a student-owned device should not interfere with classroom order nor cause undue disturbance.
- Students must turn off and put away a personal device when requested by a teacher.
- Audio should be muted, or headphones used.
- No electronic devices may be used in a testing environment without teacher approval. Use of an unauthorized device in a testing environment will result in the loss of credit for the exam regardless of whether or not the student has completed the exam.

Classroom Expectations Using Technology

A tiered system will be implemented for instances when teachers direct students to use a device to complete classroom assignments or permit device use during independent work time. High school students may use personal electronic devices outside of their classroom following established digital citizenship practices.

Tier 1

Devices must be stored in a locker, backpack, purse, etc., and remain out of sight and not in use in the classroom. This is the default expectation for all classrooms.

Tier 2

At the teacher's direction, students may use a device to complete a specific learning task.

Tier 3

A teacher may grant permission to use a device during independent work time (i.e., listening to music with earbuds) with the expectation that students display strong digital citizenship.

Misuse of Technology

First Infraction

The teacher reminds the student to put away the device for the class period.

Second Infraction

The teacher takes the device for the remainder of the class period and calls or emails the parent/guardian. The student is given the device at the end of the period.

Third Infraction

The teacher takes the device and brings it to the main office. A school administrator will call home to request that the device is picked up by a parent/guardian.

Fourth Infraction

An administrator, parent/guardian and student meet to develop a device contract and plan to move forward.

Device Security Risks

Personal digital devices are especially vulnerable to loss and theft. Electronic devices are a target in school, on school grounds, and on buses for theft. Although the majority of thefts may be for a profit from selling the device, there is a growing number who steal devices specifically for the sensitive data they may contain. Students are encouraged to proactively take steps to secure personal property brought to school.

- Edina Public Schools does not accept responsibility for personal property brought to the school by students. This includes personal digital devices.
- Students who choose to bring a device to school assume total responsibility for the device. Devices that are stolen or damaged are the responsibility of the student and their parents or guardians.
- If a device is left unattended it will be picked up by staff and turned into the Media Center or Main Office.
- Students should not allow others to log in on their personal device, even if the other student has rights to log in on their own device.

Online Code of Ethics (Policy 524)

In the Edina Public Schools, it is important to use information and technology in safe, legal, and responsible ways. At the same time, the school district has a desire for our students to leave our system with a positive digital footprint. We embrace these

conditions as facets of being a digital citizen and strive to help students develop a positive digital footprint.

1. Students accessing or using electronic products, including but not limited to blogs, wikis, podcasts, Google workspace, and district learning management systems for student assignments are required to keep personal information out of their postings. At the high school level, parents/guardians may opt to allow their students to utilize their full name in order to increase their positive digital footprint when publishing to an authentic audience.
2. Students will select online names that are appropriate and will consider the information and images that are posted online at an age-appropriate level.
3. Students will not log into the network, devices, or other educational technologies as another classmate.
4. Students using electronic tools will treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on electronic tools. Students are expected to treat others and their ideas online with respect.
5. Assignments on electronic tools are like any other assignment in school. Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism, academic integrity, and acceptable use of technology.
6. Student blogs, webpages, and other content creation tools are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in school board policy.
7. Students will not use the Internet, in connection with the teacher assignments, to harass, discriminate, bully, or threaten the safety of others. If students receive a comment on an electronic tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher or another trusted staff member and must not respond to the comment. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications.
8. Students accessing electronic tools from home or school, using school equipment, will not download or install any software without permission and will not click on ads or unknown links.
9. Students should be honest, fair, and show integrity in gathering, interpreting, and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.
10. Students will treat information, sources, subjects, colleagues, and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person

or group of people. Students will gain permission from students or staff who are the focus of their research, recording, or content creation.

11. Students are accountable to their readers, listeners, and viewers, and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.
12. Users will not repost or resend content that was sent to the user privately without the permission of the person who created the content.
13. Board policies concerning acceptable use of electronic technology include the use of these electronic tools for school activities.
14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action.

Limitation of Liability

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on district cloud services, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the district system. The district will not be responsible for financial obligations arising through unauthorized use of the district system or the Internet.

Grading Information

Grading (Policy 618)

Academic progress is reported with an A to F marking system. Letter grades are used to report scholastic achievement in most classes. In those few courses in which a different reporting pattern is employed, students and parents will be informed in advance of the procedure to be used by the teacher.

Grade Letters and Values (Non-Weighted) (Policy 618)

The letter grades listed below are assigned on report cards and transcripts. The accompanying numbers represent the grade point values for non-Advanced Placement classes and are used in the calculation of the unweighted class rank.

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

GPA	4.0	3.667	3.333	3.0	2.667	2.333	2.0	1.667	1.333	1.0	0.667	0.0

Grade Letters and Values (Weighted) (Policy 618)

The letter grades listed below are assigned on report cards and transcripts. The accompanying numbers represent the grade point values for Advanced Placement classes and are used in the calculation of the weighted class rank.

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA	4.8	4.4	4.0	3.6	3.2	2.8	2.4	2	1.6	1.2	0.8	0.0

Grade Replacement

Students earning a D+ or lower in a required class may retake the course through an approved partner program (EHS or NSO). When considering this option students must work directly with their parents/guardians, teacher, and assigned counselor to understand all future impacts. When the retaken course is successfully completed, the new grade will appear on the transcript, and the original grade will be replaced on the transcript with an NG.

Grade Reporting Updates

Marking periods will vary in length from one school year to the next. Student progress is reported via Schoology. Students and parents are expected to be aware of ongoing grades throughout the school year.

Make-Up Work Guidelines (Policy 503)

Any absence will require the student to make up for missed work. Students will be allowed two school days for each day of absence to complete missed assignments. Students with an unexcused absence may make up missed work for no more than a grade of C (75%).

- The student is responsible for seeing the teachers to initiate make-up work.
- In the event of a long-term absence, the student will be given 10 days after returning to school to make up work.
- If the long-term illness occurs at the end of a semester, a mark of “Incomplete” (I) will be given.

Making Up Incompletes (Policy 618)

A maximum of three weeks after the end of a semester reporting period is the deadline to make up all work due to the preceding semester unless special arrangements have been made with the teacher.

Pass/No Credit Grading Request (Policy 618)

Students may elect to change grading for one elective class to P/NC each semester. This choice needs to be made and the counseling office informed of it no later than 9 weeks into the semester. The deadline to complete this form for the first semester is October 15th, and March 27th for the second semester. The form can be found on the Edina High School webpage under "Student Support Services" and "Forms".

- This grading option is not allowed for courses that are required for graduation, Advanced Placement (AP), or College in the Schools (CIS) courses.
- No changes will be made after a student has elected to take a course for a P/NC grade and submitted the form.

Please fill out all the information. An email will be sent to the teacher, counselor, and the parent(s)/guardian(s). Consult with your teacher, parents/guardians, and/or counselor prior to choosing to take a course P/NC, as it could have impacts on future opportunities.

Health Services

For more information, visit the Health and Wellness website.

The Licensed School Nurse (LSN), assisted by the Health Service Associate (HSA), provides the following services to support Edina High School students and staff.

- Provides health consultation and assessment
- Promotes the health and well-being of all students
- Develops health plans for students with health conditions
- Coordinates prevention and control of communicable diseases
- Develops a system of first aid, nursing procedures, and emergency care
- Provides referrals to community resources
- Administers approved medication
- Processes immunization records and maintains health records

Health Office Procedures

Absences

Call the attendance line at (952) 848-3802. Please call the Licensed School Nurse at (952) 848-3075 if your child will be absent for an extended period of time due to illness, surgery, or other medical circumstances.

Please note: Illnesses such as Strep Throat, Mononucleosis, pertussis, and influenza should be reported to the health office.

First Aid and Illness at School

If a student becomes ill at school and needs to go home, Health Services staff will attempt to contact a parent/guardian. The emergency contact will be contacted if a parent/guardian is not able to be reached.

A student will NOT be allowed to leave school without contacting an adult. Please update the health office with any changes in these contacts.

Student Medication Administration (Policy 516)

All medication, with the exception of inhalers, must be kept in the Health Office.

Registration/Scheduling Information

Advanced Placement Courses Offered at Edina High School

Subject	Courses
English	AP English Language and Composition AP English Literature and Composition
Math	AP Statistics AP Precalculus AP Calculus AB AP Calculus BC
Science	AP Biology AP Chemistry AP Environmental Science AP Physics 1 AP Physics C: Mechanics AP Computer Science Java AP Computer Science Principles
Social Studies	AP US History AP Economics

	AP African American Studies AP Comparative Government AP US Government AP European History AP Human Geography AP Psychology AP World History
World Language	AP Chinese Language and Culture AP French Language and Culture AP Spanish Language and Culture
Art	AP Studio Art 2D AP Studio Art 3D

Course Registration Requirements

A student may register for seven courses, but must register for at least six credit-bearing courses each semester. A student registering for six courses must also register for a student prep, teacher assistant, peer tutor, or other alternative for one period each day.

Schedule Changes

Each year, students participate in a thorough registration process in February and March that determines course sections, course offerings, and teacher staffing. Schedule changes will only be made for the following reasons after registration closes.

- Open class period on schedule
- Missing graduation requirement
- Prerequisite not met
- Class drop to Student Prep, Teacher Assistant, or Peer Tutor.

Course Drops (Policy 618, Appendix I)

Students may drop a course prior to the 4th week of each semester with a notation of the drop made on the student's transcript.

Students who drop a class before the end of the fourth week of the semester due to unique circumstances may receive one of the marks listed below. Non-letter grades have no impact on grade point average. These marks will remain on the student's permanent record until the student retakes the course during a future semester. Non-letter grade marks are:

- NG – No letter grade assigned; a grade of NG should be supplemented by anecdotal reports to the parent(s)/guardian(s).
- NC – No credit given for the class; no letter grade assigned.
- P – Credit granted for passing the class with a D- or higher; no letter grade assigned.

Students who drop a class after the end of the fourth week of the semester will incur a penalty by receiving a grade of "F" which will be calculated into the grade point average. An appeal may be submitted by a counselor to the principal on a case-by-case basis, where special circumstances should be taken into consideration.

Repeating a Class

A student may not repeat a course for credit if the course has already been successfully completed. Any exception to this policy must have prior administrative approval.

Student Conduct And Discipline (Policy 506)

Expectations for student conduct are specifically outlined in this handbook and Policy 506. Students and their parents are expected to read and be responsible for all the content of this document. Some areas of student conduct worthy of additional highlighting are included below.

Bullying Prohibition (Policy 514)

The act of bullying, including cyberbullying, is prohibited on district property, at district functions, or on district transportation. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity, as defined in statute, is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other district personnel.

- "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
    1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
    2. materially and substantially interferes with a student's ability to

learn, or ability to participate in district functions or activities, or receive district benefits, services, or privileges, or with a teachers' ability to educate students in a safe environment.

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

- "Malicious and sadistic conduct" means creating a hostile learning environment by acting with intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or other conduct prohibited by Policy 514 will report the alleged acts immediately to an appropriate district official designated by the policy. A person may report bullying anonymously; however, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. The Bullying Report Form is Appendix I to Policy 514 and can be found on the website's Families page.

Cafeteria Expectations

The cafeteria is in continuous use throughout the day. It is essential that students clean up after themselves in order to maintain a pleasant, clean, and relaxed atmosphere for all students. Some basic regulations are necessary due to the large number of students using the cafeteria.

- Cooperation and thoughtful consideration for other students are expected and appreciated.
- Students are to conduct themselves in an orderly manner at all times in the lunch lines and while eating.
- Students are responsible for picking up garbage and returning trays and utensils when they are finished eating.

In an effort to keep our school clean, students are not allowed to take food out of designated eating areas.

Distribution of Materials (Policy 904)

Students are entitled to express opinions in writing and to distribute written materials on school grounds, provided the distribution guidelines presented below are followed.

- All written and/or posted materials must be signed by an administrator.
- The material may be distributed only in the cafeteria and commons between 8:00–8:20 a.m. and 3:15–3:30 p.m.
- The distribution may not include: “Hate” literature which attacks groups such as ethnic, religious, and/or racial, material that is pornographic or obscene, material that is libelous, material designated for commercial purposes, for example to advertise a product or service, material designated to solicit funds, or material that is likely to disrupt class work, involve substantial disorder, or infringe on the rights of others.
- Distributed materials that are littered in the immediate area (hallways, sidewalks, etc.) should be removed by the persons distributing the material.
- Bulletin boards are provided for the use of approved student groups and individual students.
    - Materials placed by students on bulletin boards designated for official school announcements or in other non-designated areas may be removed by school personnel.
    - Bulletin boards designated for students may be used for school activities, out-of-school activities, or matters of general interest to students.
    - Any posted material deemed to violate the general guidelines herein provided may be removed immediately by the school administration.

All student-posted notices or communications will be subject to reasonable size limitations and will be dated and may be removed by the school after seven days to assure full access to bulletin boards. Signs and posters should not be adhered to windows, trophy or display cases, emergency or directional signs, or any other surface that will be damaged by adhesives.

Hazing Prohibition (Policy 526)

Hazing is defined as an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. No student or staff will plan, direct, encourage, aid, or engage in hazing. This policy against hazing applies to behavior that occurs either on or off district property and at any time of day. Any person who believes they have been the target or victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, will report the alleged acts immediately to an appropriate school district official designated by Policy 526. A person may report hazing anonymously; however, the district may not rely solely on an anonymous report to determine discipline or

other remedial responses. The Hazing Report Form is Appendix I to Policy 526 and can be found on the website's Families page.

Loitering

Students have a responsibility to be good neighbors. Students should not congregate in the parking lots or any area adjacent to or abutting school grounds. Students are not allowed to loiter in the restrooms, locker rooms, or other unsupervised areas of the school.

Scholastic Dishonesty (Policy 506)

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism, or collusion is prohibited. Disciplinary measures may include a student services referral or, for repeated offenses, suspension. Academic consequences may also be assigned.

Academic dishonesty includes “AI Plagiarism”, the act of submitting content generated by AI (e.g., ChatGPT) as one’s own original work without explicit teacher permission.

School Resource Officers (Policy 507.5)

One or more School Resource Officers (SROs) may be present at various times within any district school. The district contracts with the City of Edina for the services of trained and licensed peace officers during the regular instructional day. The SROs’ duties are set forth in district policy and include, but are not limited to, fostering a positive school climate through relationship building and open communication, protecting students, staff, and visitors on school grounds from criminal activity, and coordinating with the district’s emergency management and school safety officer on school safety matters. SROs may not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

Sportsmanship Expectations and Procedures for All Events

Basic fundamentals of human respect, sportsmanship, and acts of good conduct are expected. It is expected that this respect is extended to all in attendance; including participants, spectators, and officials/judges.

Offensive Behavior

Offensive behavior, such as teasing, name-calling, put-downs, inappropriate language, coercive behavior, or other mean-spirited behavior, is prohibited.

- First offense: Verbal warning; Discretionary depending on level of behavior
- Second offense: Removal from event (7 calendar days), suspension from attending Edina activities
- Third Offense: Full-year suspension from attending Edina Activities

MSHSL Rules

Please also note that MSHSL rules prohibit the following:

1. Use of air-horns, whistles, cowbells, firecrackers, etc.
2. Use of banners, signs, or flags
3. Throwing objects
4. Being on the premise of the scheduled contest while under the influence of chemicals, including alcohol
5. Unauthorized entry into any scheduled contest
6. Inappropriate dress and/or behavior
7. Spectator demonstrations on the playing field, courts, etc.

NOTE: Students may be asked to submit to a PBT test at any time. Offenses could carry over from game to game. Administrative discretion applies in all cases.

Student Dress (Policy 504)

This policy enhances the education of students by establishing expectations of dress and appearance that are related to educational goals, promote school unity, enhance student safety, and permit appropriate freedom of expression. Students cannot wear:

- Clothing or accessories depicting violent language or images.
- Clothing or accessories depicting images or language depicting or promoting any illegal item or activity, hate speech, promotion of threat/hate groups including gangs or supremacist groups, profanity, or pornography. This includes: emblems, badges, symbols, signs, words, objects or pictures on clothing or accessories.
- Accessories that could be considered dangerous or could be used as a weapon or damage school property.
- Any item that obscures (conceals) the face (except as a religious observance) including, but not limited to, masks, face paint, or grooming.

Student Safety

Student safety is a top priority in all courses, particularly those involving hands-on activities, laboratory work, physical education, or other potentially hazardous

environments. To ensure a safe learning environment, all students are expected to adhere to established safety guidelines and procedures at all times.

Expectations

- Safety Procedures: Following the appropriate classroom instruction regarding safety
- Classroom material and equipment: Only to be used as intended
- Removal of items: Items should not be removed from the designated classroom area.
- Appropriate Behavior: Disruptive, reckless, or intentionally dangerous behavior that jeopardizes one's safety or that of others will not be tolerated.
- Protective Gear: Students must wear appropriate safety gear, such as goggles, gloves, or lab coats, where required.
- Emergency Procedures: Students must be familiar with and adhere to emergency response protocols in case of an accident or hazardous situation.

Consequences for Violations

Failure to comply with safety expectations may result in disciplinary actions, including but not limited to:

- Temporary removal from the activity or class session
- Required safety training before resuming participation
- Parent/guardian notification
- Permanent removal from the course if violations persist or if a single violation poses a serious risk to the safety of self or others

Course Removal Policy

The decision to remove a student from a course will be made by the school administration. The student may be dropped from the course if their actions:

- Repeatedly violate safety expectations despite warnings
- Endanger themselves or others through negligence or misconduct
- Demonstrate an unwillingness to follow necessary safety guidelines

Tobacco/Vaping (Policy 419)

School district students and staff have the right to learn and work in an environment that is tobacco-free. School policy is violated by any individual’s use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related

devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline.

Vandalism (Policy 506)

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition (Policy 501)

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal will, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis.

Student Services

For more information, visit the Student Services webpage.

College and Career Center

The College and Career Center is open daily for student use throughout the school year. It contains information and materials helpful in career and post-high school planning. Students are encouraged to familiarize themselves with the materials and the services offered by the College & Career Center.

Language Access Plan

The district has adopted a Language Access Plan that includes processes and procedures to assist students and adults who communicate in a language other than English. This plan provides information about the language access rights, tools, processes, and resources available for students, families, and staff in the district. A copy of this plan and additional information can be found on the Language Access Plan page of the website.

School Counselors

Counselors are assigned to students by alphabet and typically stay with the same students through graduation. Counselors work with the student to plan and schedule courses and give academic, vocational, and career guidance. They work with students, parents, teachers, and referral agencies to help students solve problems. The counselor serves as an advocate for the student in relationships with the school, peers, parents, and outside agencies. A counselor will not break confidentiality unless it involves danger to the student or to others.

School Social Workers

Social workers at EHS work to provide services to students to improve their academic performance and to help enhance their social-emotional well-being. They also connect families with resources within the community that help to support them.

General Procedures/Other Information

Anonymous Reporting System – Say Something

Edina Public Schools participates in the Say Something Anonymous Reporting System, a school safety program that empowers students to recognize warning signs of potential threats and report concerns anonymously. Students can submit tips 24 hours a day, 365 days a year by phone at 1-844-5-SAY-NOW, through the mobile app, or online here. Tips are reviewed by trained crisis counselors who will contact school administration and, if necessary, law enforcement. Intentionally submitting a false tip is a serious offense and will result in disciplinary action in accordance with this handbook.

Asbestos Management Plan

The school district has developed an asbestos management plan. A copy of this plan can be found on the district's website.

Backpacks

Students are allowed to bring backpacks to school. It is strongly suggested that students make use of an assigned locker to avoid carrying backpacks and books around school all day. Students are not to leave backpacks unattended in the cafeteria, commons, or in other areas of the building. Unattended backpacks and clothing bags will be confiscated and taken to the office.

Calendar

Edina High School follows the Edina Public Schools district calendar, linked here. Please contact the Edina High School office at (952) 848-3800 or email edina.edinahigh@edinaschools.org with any questions.

Complaints (Policy 104)

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

Controversial Issues (Policy 606 - Appendix IV)

Controversial issues may be discussed in the classroom provided specific criteria are met.

Crisis Management (Policy 806)

Edina Public Schools uses the "Standard Response Protocol" (Hold, Secure, Lockdown, Evacuate, Shelter) for emergencies, focusing on clear, actionable steps for staff and students. Key protocols include locking down during immediate threats, securing campus for nearby activity, and a structured reunification process for safe student-parent release. Families are notified when this is necessary.

Drug Free School and Workplace (Policy 418)

The possession or use of alcohol, controlled substances, toxic substances, medical cannabis, nonintoxicating cannabinoids, and edible cannabinoid products are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances is also prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance, except for marijuana, which is not allowed on school property, even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. (Policy 516) The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Eighteen-Year-Old Students

Students aged 18 and older are legal adults and have all the legal rights and responsibilities that adults do. When enrolled in school, it is their responsibility to obey school regulations and the school authorities who enforce them. In relation to issues requiring parental permission for minors, 18-year-olds must abide by the same guidelines unless they have obtained legal emancipation from their parents/guardians through a court order and have presented that court order to the school authorities.

Emergency Drills

In a building the size of Edina High School, it is necessary for all students to be knowledgeable about emergency procedures. Classroom teachers will explain procedures for practice drills, and all students are expected to participate.

Employment Background Checks (Policy 404)

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district will also seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities (Policy 801)

The school district has created a limited open forum for secondary students to conduct noncurriculum-related meetings during noninstructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such

meetings. These limited open forum meetings will be voluntary and student-initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a nonparticipatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Extracurricular Transportation (Policy 713)

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

Family Status Changes

Parents should notify the Student Services office immediately regarding any change in address or changes to family structures such as separation, divorce, guardian, or custody arrangements.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, yearbooks, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.

- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, library books, and equipment that are lost or destroyed. If books/materials are not turned in at the end of the semester or school year as required, a fee will be entered into Infinite Campus and email reminders will be sent to parents and students. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the main office of your student's school.

Fundraising (Policy 629)

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the school supervisor. Participation in non-approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day.

Food & Beverages in Classrooms

Pop, juice, and food are not allowed in classrooms. Students may have water in classrooms unless a teacher disallows it. Pop, juice, and food spills contribute to carpet stains and an unsanitary environment including rodent infestation. Pop, juice, and food should be consumed only in the cafeteria or other designated areas.

Gifts to Employees (Policy 421)

The school district recognizes that students, parents/guardians, and others may wish to show appreciation to district employees. The district, however, discourages gift giving to employees and encourages appreciation letters and notes or small tokens of gratitude. An employee may not solicit, accept, or receive, either by direct or indirect means, a gift from a student, parent/guardian, or other individual or organization of greater than limited value. The superintendent has discretion to determine what value is "limited."

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal(s).

Harassment and Violence Prevention (Policy 413)

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The Discrimination, Harassment, and Violence Report Form can be found on the website's Families page.

ID Cards

Each student will be issued an ID card that includes a picture, barcode, and other identification data. It is necessary to carry this card at all times at school activities. Teachers or supervisors may ask students to show this card for identification purposes; it is required for entrance to all dances. Lost cards will be replaced for a fee of $5.

Immunizations (Policy 530)

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse.

Inspections & Searches (Policy 502)

Edina Public Schools does not allow students to use lockers, desks, or their vehicle for unauthorized purposes or to store contraband. Further, students will not carry contraband on their person or in their personal possessions while on district property or during district-sponsored or school-sponsored events.

- School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- When a school official has a reasonable suspicion that a search will uncover a violation of law, district policy, or school rules; the school official may search a student's personal possessions, vehicle, or the student's person. The search will be reasonable in its scope and intrusiveness.

Instructional Content Policy (Policy 606)

The school district will provide a process for district families and/or community members to request a review of select instructional text and/or materials. Standardized tests and all teacher-made tests that have not yet been administered, must remain confidential, and therefore may not be reviewed.

Interviews of Students by Outside Agencies (Policy 519)

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the district. Interviews of students by outside agencies are generally not permitted except as described in School Board Policy 519.

Lead in Drinking Water Testing

Edina Public Schools has historically conducted, and continues to conduct, Lead in Drinking Water testing per the Minnesota Department of Health's "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's Schools" recommendations and Minnesota Statute 121A.335 requirements. Anyone interested in discussing the district Lead in Drinking Water program or results may contact the district's Buildings and Grounds Department for access to documentation.

Lunch and Breakfast

The district partners with Chartwells to offer a choice of healthy food options for all students. Meals are prepared and served under the National School Lunch Program,

and Edina is part of the Minnesota Free School Meals Program. All students are given the opportunity to receive **one free breakfast** and **one free lunch** each day. To receive the free lunch, students must have a minimum of three (3) different food groups on their tray, and they may choose a maximum of five (5). One of those foods must be ½ cup of fruits or vegetables. **À la carte options such as snacks or beverages other than milk, and second meals or extra milk, all need to be paid for with money from the student's meal account**.

Meal accounts, including purchase history and funding options, can be accessed through Infinite Campus. Students will need to enter their account PIN to receive any food from the cafeteria.

Students may choose to bring lunch from home. To help maintain a safe school environment, lunches may not be delivered to school by outside organizations (such as DoorDash or similar services). Parents/guardians are welcome to drop off lunch for their student in the main office. We ask that families only bring lunches for their own student(s) and not for other students.

Lunch is to be eaten in designated areas only. Lunch times vary by classroom and grade level. Students will be notified of their assigned lunch time on the first day of school.

For further information about the district's meal program, including menus, à la carte prices, and how to add funds to student meal accounts, please see the Food and Nutrition Services webpage.

Medical/Health/Accident Insurance (Policy 534)

The school district does not provide medical, health, or accident insurance for students. If a student has an accident, is ill, or is injured while at school or while participating in a district-sponsored activity, families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation, etc.). Direct all questions related to insurance to the Director of Business Services.

Non-Sponsored Student Activities (Policy 628)

Students with questions about student organizations should see the activities director or a supervisor.

A. Non-sponsored student activities are organizations, clubs, societies, and/or fraternities that are not recognized by the school district, and do not meet the established criteria of a sponsored school activity.
B. The non-sponsored student activities have membership composed primarily of students from a district school, are sponsored by other than school personnel, meet outside school hours at places other than the school, and establish aims that are other than educational. These activities are beyond the jurisdiction of school authorities. The members may access the district facilities according to Policy 801 – Equal Access to School Facilities
C. Membership in secret fraternities, sororities and/or clubs is prohibited in the district. Further, activities contrary to the best interest of a school or that negatively reflect on the reputation of a school or that interfere with the school's basic educational mission are prohibited.

Nondiscrimination (Policies 103, 521, 522, 528)

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Sonya Sailor, Executive Director of Human Resources, as the district's human rights officer to handle inquiries regarding nondiscrimination:

Sonya Sailer
Executive Director of Human Resources
sonya.sailer@edinaschools.org
(952) 848-4911

The Discrimination, Harassment, and Violence Report Form can be found on the website's Families page.

Notice of Violent Behavior By Students (Policy 529)

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of their child's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Pesticide Application Notice

Edina Public Schools uses a licensed, professional pest control service firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings. Their program consists of:

- Inspection and monitoring to determine if pests are present and whether any treatment is needed;
- Recommendations for maintenance and sanitation to eliminate pests without need for pest control materials;
- Utilization of non-chemical measures such as traps, caulking and screening; and
- Application of EPA-registered pest control materials when needed.

The long-term health effects on children from the application of pest control materials may not be fully understood. All pest control materials are chosen and applied according to label directions per federal law.

An estimated schedule of pest control inspections and possible lawn treatments are available for review. Parents of students may submit a request to receive prior notification of any application by calling the school principal or the Buildings and Grounds Department at (952) 848-3999. Safety Data Sheets for all pesticides and herbicides utilized are available for review by calling the Buildings and Grounds Department.

Pledge of Allegiance (Policy 531)

Students will recite the Pledge of Allegiance to the flag of the United States of America weekly in one of the school's synchronous classes. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Release of Records to Other Persons (Policy 515)

The school district will release information from a student's record only to those persons authorized by federal statute to receive information subject to the limitations to the federal statute.

Scholarships and Grant-In-Aids

National, state, and local scholarships and other financial aid programs are available to students who can qualify. Students interested in scholarships or other forms of financial assistance should contact their counselor early in their senior year.

School Closing Procedures (Policy 807)

School may be canceled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings. School closing announcements will be broadcast over automated voicemail, email, text, the district website, and through local media. For more detailed information, please visit our Weather Emergencies and School Closings page.

School-Sponsored Media (Policy 512)

Student media advisers will supervise student journalists to ensure compliance with the law and school district policies. Students producing school-sponsored media and participating in school activities will be under the supervision of a student media adviser and the school principal. Expression in school-sponsored media or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules;
8. advertises or promotes any product or service not permitted for minors by law;
9. advocates sexual, racial, or religious harassment or violence or prejudice; or
10. is distributed or displayed in violation of time, place, and manner regulations.

Expression in school-sponsored media or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. School-sponsored media may be distributed at reasonable times and locations.

Student Records (Policy 515)

A cumulative record is maintained for each student. Such records may be used only for the benefit, promotion, or welfare of the student. Records include personal and family data, test data, including aptitude and interest, medical reports, anecdotal reports, records of conferences, copies of correspondence with parents and others concerning the student, and all achievement records, as determined by tests and teacher evaluation.

Student Surveys (Policy 520)

Student surveys will be conducted anonymously, unless the parents/guardians of the students are notified in writing that the student survey responses are to be identified with the students' names, and the parents/guardians are provided the opportunity to opt out of the survey. There will be no requirement that the student return the survey, and no record of the student returning a survey will be maintained. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to

participate in a survey will be maintained by the school district in a file separate from the survey responses

Suicide Prevention Information

Students and families can get help any time. Call or text 988 to reach the 988 Suicide & Crisis Lifeline. To reach the Crisis Text Line, text HOME to 741741. In Hennepin County, local mobile crisis services are available 24 hours a day at 612-596-1223. If there is an immediate safety emergency, call 911.

Travel

Families of students traveling outside of Minnesota for 15 or more consecutive school days must contact the Edina High School office prior to travel. Under 2025-2026 guidance from the Minnesota Department of Education, and according to district policy, students must either be unenrolled during their time out of state or families must pay tuition during that time.

Video and Audio Recording (Policy 717)

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

Visitors in District Buildings (Policy 903)

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office or front desk upon entering the building, with the exception of events open to the public. All visitors will be required to sign in and to wear a “visitors badge” while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employees, or the school district.

Students are not allowed to bring visitors to school without prior permission from the principal.

Automobile Parking And Traffic Regulations (Policy 527)

For safety reasons and because of limited parking space, students are urged to ride the school buses. Students may not drive to school without a parking permit clearly displayed in their car windshield. Applications for a parking permit are completed prior to the start of each school year.

There are no reserved parking spots for parking permit holders. Driving to and parking at school is a privilege, not a right. Permits are assigned on a temporary basis with the expectation that all parking and traffic laws will be followed. Failure to comply with the parking permit regulations may result in the loss of the parking permit and parking-driving privilege.

Edina High School and Edina Public Schools are not responsible for theft, vandalism, or injury in the parking lots. Drivers are advised to lock motor vehicles parked in the school parking lots.

Parking Permit Regulations

1. A parking permit must be displayed at all times when the vehicle is parked on campus. It must be applied and displayed hanging from the rear view mirror.
2. Permits are non-transferable. Students may not give away or sell a permit to another student or carpool. Parking permits are considered the property of the school.

Violations

Compliance with traffic regulations is essential and expected. In accordance with Policy 506, violations will result in possible loss of parking privileges and/or suspension from classes.

1. Cars that are illegally parked, parked outside of designated areas, or parked without a permit displayed may be booted or towed without warning;
2. Speeding, careless driving, or dangerous driving (as deemed by the administration) may result in the revocation of a parking permit for an entire carpool for an entire year or semester without refund;
3. Lost or stolen permits are subject to a replacement fee;
4. Stealing, forging or using a false permit will result in a school suspension and the loss of parking privileges.

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Edina
Virtual Pathway
DEFINING EXCELLENCE

2026-27 Student and Family Handbook



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> We strive to provide a quality educational experience for each of our students.

Welcome from the Administrator

Dear Edina Virtual Pathway Students and Families,

Welcome to Edina Virtual Pathway! This handbook provides academic and general information about the upcoming school year. It is the responsibility of each student and their parent(s)/guardian(s) to become familiar with the content of this handbook. Please review it carefully and ask a teacher, a counselor, or an administrator questions that you have about the contents. Students and parents should review Policy 506 for detailed information about student conduct expectations.

Our district has enjoyed an admirable state and national reputation for excellence. We have an excellent curriculum and our faculty is well trained and deeply committed to student learning. Our co-curricular programs are equally impressive. Edina varsity sports teams have earned over 200 state championships, more than any other school in Minnesota. Non-athletic co-curricular activities and fine arts programs have also earned numerous awards.

A safe and positive school environment is essential. It is expected that the adults and students in Edina Schools treat each other with respect and dignity. Each person associated with Edina Virtual Pathway should experience a warm and welcoming environment that is conducive to learning. This allows everyone to learn and develop to their full potential. We strive to provide a quality educational experience for each of our students. It is important that teachers and parents be supportive partners in order to maximize educational opportunities for our students. We wish you the very best this year and will work hard to help you make the most of it.

Sincerely,



Mr. Steven Cullison
Edina Virtual Pathway Supervisor

General Information

Edina Public Schools Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Edina Public Schools Vision

For each and every student to discover their possibilities and thrive.

Policy Information

All district policies can be found in the District Policy Manual. Besides the policies that are included and/or referred to in this handbook, students are expected to be aware of and to abide by all of the district's policies. Students should pay particular attention to the policies in Section 500, which specifically pertains to students. Questions regarding policies can be directed to your building administrator.

Current district policy may be amended throughout the school year. If the language in this handbook at any time conflicts with the official policies adopted by the school board, such conflict will be resolved in accordance with the language of the policy as most recently adopted. Policy terms are also controlled by statutory requirements in effect at the applicable time.

Staff Directory

Edina Virtual Pathway Support Team
Grades 9-12

Steven Cullison
Supervisor
Email
(952) 848-4050

Andrea Baldwin
Counselor
Email
(952) 848-3954

Andrew Kiel
Social Worker
Email
(952) 848-4069

Isabella Kilibarda
Department Specialist
Email
(952) 848-4053

Kimberly Guettler
School Nurse
Email
(952) 848-4331

Where Do I Go for Help in Edina Virtual Pathway?

Service	Where to Go
Athletic Calendar	hornets.edinaschools.org
Athletic Eligibility	mshsl.org
Attendance Questions	(952) 848-4950
Change of Address	Department Specialist
Club Information	hornets.edinaschools.org/activities/student-led-clubs
College Information	Counselor
College Recommendations	Counselor
Course Work	Teacher
Emergency	Any Staff Member
Financial Aid/Scholarships	Counselor
Grading Questions	Teacher
Homework (Extended Illness)	Health Office/Counselor
Nutritional Assistance	Social Worker
Make-Up Tests	Teacher
Requirements for Graduation	Counselor
Summer School Information	Counselor

Student ID replacement	Department Specialist
Textbook Fines	Department Specialist
Transcripts (Official)	Department Specialist
Transferring Schools	Supervisor

Academic and Credit Information

Academic Recognition

Honor Roll (Grades 9 - 12)

Students who earn a semester GPA of 3.5 or higher will be placed on the Honor Roll and recognized by the Principal at the end of each semester.

Edina Academic Letter (Grades 9 - 12)

Students who maintain a cumulative GPA of 3.5 or higher will be recognized annually with an Academic Letter at the conclusion of the academic year.

Edina Scholars

All students who earn a weighted/unweighted cumulative grade point average at or above 3.5 for marks earned at Edina Public Schools in grades 9, 10, 11, and the first semester of grade 12 are designated Edina Scholars. A student who enters Edina during the first semester of their senior year and earns a weighted cumulative grade point average of 3.5 for their work also qualifies.

Award	Accomplishment(s)
Edina Scholar	• Weighted/Unweighted Cumulative GPA: 3.5-3.74
Edina Scholar with Merit	• Weighted/Unweighted Cumulative GPA: 3.5-3.74 • Service (1 semester of peer tutoring or earned EHS community service letter)
Edina Scholar of Distinction	• Weighted/Unweighted Cumulative GPA 3.75 (+)
Edina Scholar of Highest Distinction	• Weighted/Unweighted Cumulative GPA 3.75 (+) • Service (1 semester of peer tutoring or earned EHS community service letter)

Students in grades 9-12 with a GPA of 3.5 or higher will be recognized each semester and cumulatively.

Alternative Methods of Earning Credit at EVP (Policy 620)

Edina Schools have long been recognized for offering a rich and comprehensive curriculum for our students. On rare occasions, students may have interests and/or abilities that exceed the many varied courses and programs available. In an effort to provide students in 9th-12th grade who are motivated to extend beyond the range of our curriculum, we offer an independent study option.

Credit for Prior Learning/Credit by Assessment (Policy 620)

Credit may be granted for student learning that occurs in another learning environment other than the standard course curriculum. The application for course credit for prior learning can be found in Appendix I of Policy 620. The form can be found on the Edina High School webpage under "Student Support Services" and "Forms." The application is due 45 days prior to the start of the course (full year and semester courses) with results available no later than 10 days prior to the start of the course. Once completed, return the form to your counselor.

Early Graduation (Policy 613)

Students may be considered for early graduation after meeting the conditions provided in school district policy.

Final Exams

Final exams are given at the end of each semester and are typically 20% of the final semester grade.

Graduation Requirements (Policy 613)

A student must earn 43 semester credits (Class of 2025, 2026, 2027) in grades 9-12 for graduation, 44 semester credits (Class of 2028+).

Required Subject	Required Credits
English	8 credits
Social Studies	7 credits (Class of 2026, 2027; 8 credits Class of 2028+)
Math	6 credits
Health	1 credit
Physical Education	2 credits
Science	6 credits
Fine Arts	2 credits
Personal Finance	1 credit (Class of 2028+)

Independent Study

Outside of EVP (External)

Sometimes students wish to enroll in programs outside of EVP for which they want to receive credit toward graduation. These are usually organized programs offered by recognized educational institutions that help students expand their education and experience (ie. Concordia Language Villages).

Within EVP Departments (Internal)

Sometimes students wish to earn independent study credit by conducting an independent project or study under the supervision of an EVP staff member.

Any student wishing to earn independent study credit toward graduation must complete the following process prior to the semester of institution.

1. Student obtains an Independent Study application form and reviews the scope of the expectations in consultation with their counselor. Forms can be found on the Edina High School webpage under “Student Support Services” and “Forms”.
2. Student secures a teacher/advisor and two adult recommendations (one can be the teacher/advisor) to support participation and ensure rigorous learning in the Independent Study Project.
3. Student completes the Independent Study application form, securing the parent and teacher/advisor signature.
4. Student meets with the area leader and teacher/advisor. Expectations to demonstrate learning for earning credit would be determined and specified at this meeting.
5. The area leader and cooperating teacher present the project to the department for approval.
6. Upon departmental approval, the application, with all specific conditions and expectations attached, is presented to the administrator for final approval.
7. Upon successful completion of the Independent Study project, the teacher/advisor determines final grade.
8. The final grade for the Independent Study activity is entered onto the student’s transcript as a permanent record. The grade is not calculated into the GPA.

Parent/Guardian Refusal for Statewide Assessments

Edina Virtual Pathway students take part in several statewide assessments. These include: MCA Reading (10th grade students), MCA Math (11th grade students), MCA

Science (students enrolled in Biology), and ACCESS (students who have qualified for English Language Learner services).

Parents or guardians may excuse students from these tests using this form.

Please visit the Student Assessment web page for more information or contact the Edina Virtual Pathway office at (952) 848-4950 or virtual.pathway@edinaschools.org with any questions.

Postsecondary Enrollment Options (Policy 620)

Ninth, tenth, eleventh, and twelfth grade students may apply to enroll in Postsecondary Enrollment Options (PSEO) and other advanced enrichment programs. A student who satisfactorily completes a postsecondary enrollment options (PSEO) course or program under state law, that has been approved as meeting the necessary graduation requirements, is not required to complete other requirements corresponding to that specific course of study. The grade will be reflected on the transcript and calculated into the overall GPA. A list of the courses or programs meeting the necessary requirements may be obtained from the commissioner of the Minnesota Department of Education. Students wishing to take a PSEO course should contact the school counselor.

Support in Studies

Students have several options available for additional assistance with school work.

- Contact Teacher
- Utilize Teacher Office Hours
- Utilize the School Tutor

Teacher Conferences

Families and students will have opportunities to meet virtually with teachers on a designated day each semester. Information regarding sign-up for conferences will be provided via email and the school newsletter. Families may also schedule meetings during school hours with teachers on other days at mutually convenient times.

Attendance Expectations/Procedures (Policy 503)

It is the right of each Edina student to be in school. It is also the student's responsibility to attend, on time, all assigned classes every day school is in session, and to be aware of and follow the correct procedures when absent from an assigned

class. Students are responsible for securing missed work, scheduling make-up assessments, and are accountable for making up missed course content.

School administration will follow the steps below based on the number of unexcused/excused absences a student has incurred.

Please contact the attendance line at (952) 848-4950 or use Infinite Campus to excuse a student.

Online Attendance

Students must login to Schoology and interact with at least one assignment in order to be marked 'present' on a school day in their classes. Additionally, unless they have been exempted from the requirement by a parent/guardian, students must participate in scheduled live Google Meets associated with their coursework. Failure to login to Schoology will result in being marked absent for the entire day in all courses. Failure to attend a required Google Meet will result in being marked absent for that specific class.

Excused Absences

Any Excused Absence

Full credit is given for make-up work. A student should complete ALL missing work within a period equating to two school days per day of excused absence to receive full credit.

12 Excused Absences

The school will communicate with parents about attendance concerns via phone call or parent meeting. The student may be placed on an intervention plan which may require pre-approval from administration/health services or provide a note from a medical provider upon subsequent excused absences.

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

Unexcused Absences

Any Unexcused Absence

The family will be notified via email. The family has 48 hours to excuse the absence via the online system or by phone. Students have the opportunity to make up missed work for up to 75% or equivalent.

3 Unexcused Absences

At three unexcused absences, schools are required to send a Three-Day Continuing Truant notification letter home to parents/guardians.

7 Unexcused Absences

Truancy Report 1 will be filed through the Hennepin County “Be@School” program. Parents may be required to attend a Parent Group Meeting through the “Be@School” program. At seven unexcused absences, a student is considered a habitual truant. The school will communicate with parents about attendance concerns via phone call or parent meeting including EVP staff to create an intervention plan.

12 Unexcused Absences

Truancy Report 2 will be filed through the Hennepin County “Be@School” program. Pending student performance or extenuating circumstances, students may be dropped from class with a grade of NC.

Consecutive Absences

When a student is absent for 15 consecutive school days they will be unenrolled from school. Re-enrollment in school may be considered dependent upon residency, space, and circumstances of absences. Families should contact the school in anticipation of or during extended absences, or to request re-enrollment.

Chronic Absenteeism

Regardless of whether absences are excused or unexcused, students missing 10% or more of school days (approx. 18 days per year) are considered chronically absent. EVP will initiate a support plan once a student reaches 5 cumulative absences in a semester to prevent academic decline.

E-Learning/Weather Days

No School (Traditional “Snow Day”)

Used for the first three weather-related closures. Students do not have school, and no instruction is provided.

What families can generally expect:

- K-12 activities are canceled
- EHS Athletics and Activities decisions may differ; decisions are made by the superintendent, principal, and athletic director/advisor. Decisions are communicated to participating families by the director/advisor.
- Community Education activities are canceled
- Kids Club care is closed
- No community groups or rentals can access the buildings; the buildings will be closed

E-Learning Day

After three closures (Day 4+), learning continues at home to prevent long-term disruption. Students receive guidance and assignments from teachers through their online learning platform.

What families can generally expect:

- All K–12 activities are canceled
- Decisions for EHS athletics and activities may vary. They are made by the superintendent, principal, and athletic director/advisor, and communicated directly to participating families.
- Community Education activities are canceled
- Kids Club care is closed
- No community groups or rentals can access the buildings; the buildings will be closed

Electronic Technology

Acceptable and Unacceptable Use (Policy 524)

Purpose

The school district is providing students with access to the district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The Internet is accessible in the district for use as an educational resource. Families and students are required to review and agree to the acceptable use expectations each year to ensure safe and responsible use of technology. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network. In addition, the use of any digital device

on the District Network requires students to abide by Edina Public Schools' Policy 524 (Electronic Technologies Acceptable Use).

Misuse of Technology

First Infraction

The teacher reminds the student to put away the device for the class period.

Second Infraction

The teacher takes the device for the remainder of the class period and calls or emails the parent/guardian. The student is given the device at the end of the period.

Third Infraction

The teacher takes the device and brings it to the main office. A school administrator will call home to request that the device is picked up by a parent/guardian.

Fourth Infraction

An administrator, parent/guardian and student meet to develop a device contract and plan to move forward.

Device Security Risks

Personal digital devices are especially vulnerable to loss and theft. Electronic devices are a target in school, on school grounds, and on buses for theft. Although the majority of thefts may be for a profit from selling the device, there is a growing number who steal devices specifically for the sensitive data they may contain. Students are encouraged to proactively take steps to secure personal property brought to school.

- Edina Public Schools does not accept responsibility for personal property brought to the school by students. This includes personal digital devices.
- Students who choose to bring a device to school assume total responsibility for the device. Devices that are stolen or damaged are the responsibility of the student and their parents or guardians.
- If a device is left unattended it will be picked up by staff and turned into the Media Center or Main Office.
- Students should not allow others to log in on their personal device, even if the other student has rights to log in on their own device.

Online Code of Ethics (Policy 524)

In the Edina Public Schools, it is important to use information and technology in safe, legal, and responsible ways. At the same time, the school district has a desire for our students to leave our system with a positive digital footprint. We embrace these conditions as facets of being a digital citizen and strive to help students develop a positive digital footprint.

1. Students accessing or using electronic products, including but not limited to blogs, wikis, podcasts, Google workspace, and district learning management systems for student assignments are required to keep personal information out of their postings. At the high school level, parents/guardians may opt to allow their students to utilize their full name in order to increase their positive digital footprint when publishing to an authentic audience.
2. Students will select online names that are appropriate and will consider the information and images that are posted online at an age-appropriate level.
3. Students will not log into the network, devices, or other educational technologies as another classmate.
4. Students using electronic tools will treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on electronic tools. Students are expected to treat others and their ideas online with respect.
5. Assignments on electronic tools are like any other assignment in school. Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism, academic integrity, and acceptable use of technology.
6. Student blogs, webpages, and other content creation tools are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in school board policy.
7. Students will not use the Internet, in connection with the teacher assignments, to harass, discriminate, bully, or threaten the safety of others. If students receive a comment on an electronic tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher or another trusted staff member and must not respond to the comment. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications.
8. Students accessing electronic tools from home or school, using school equipment, will not download or install any software without permission and will not click on ads or unknown links.

9. Students should be honest, fair, and show integrity in gathering, interpreting, and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.
10. Students will treat information, sources, subjects, colleagues, and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people. Students will gain permission from students or staff who are the focus of their research, recording, or content creation.
11. Students are accountable to their readers, listeners, and viewers, and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.
12. Users will not repost or resend content that was sent to the user privately without the permission of the person who created the content.
13. Board policies concerning acceptable use of electronic technology include the use of these electronic tools for school activities.
14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action.

Limitation of Liability

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on district cloud services, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the district system. The district will not be responsible for financial obligations arising through unauthorized use of the district system or the Internet.

Grading Information

Grading (Policy 618)

Academic progress is reported with an A to F marking system. Letter grades are used to report scholastic achievement in most classes. In those few courses in which a different reporting pattern is employed, students and parents will be informed in advance of the procedure to be used by the teacher.

Grade Letters and Values (Non-Weighted) (Policy 618)

The letter grades listed below are assigned on report cards and transcripts. The accompanying numbers represent the grade point values for non-Advanced Placement classes and are used in the calculation of the unweighted class rank.

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA	4.0	3.667	3.333	3.0	2.667	2.333	2.0	1.667	1.333	1.0	0.667	0.0

Grade Letters and Values (Weighted) (Policy 618)

The letter grades listed below are assigned on report cards and transcripts. The accompanying numbers represent the grade point values for Advanced Placement classes and are used in the calculation of the weighted class rank.

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA	4.8	4.4	4.0	3.6	3.2	2.8	2.4	2	1.6	1.2	0.8	0.0

Grade Replacement

Students earning a D+ or lower in a required class may retake the course through an approved partner program (EHS or NSO). When considering this option students must work directly with their parents/guardians, teacher, and assigned counselor to understand all future impacts. When the retaken course is successfully completed, the new grade will appear on the transcript, and the original grade will be replaced on the transcript with an NG.

Grade Reporting Updates

Marking periods will vary in length from one school year to the next. Student progress is reported via Schoology. Students and parents are expected to be aware of ongoing grades throughout the school year.

Make-Up Work Guidelines (Policy 503)

Any absence will require the student to make up for missed work. Students will be allowed two school days for each day of absence to complete missed assignments. Students with an unexcused absence may make up missed work for no more than a grade of C (75%).

- The student is responsible for seeing the teachers to initiate make-up work.

- In the event of a long-term absence, the student will be given 10 days after returning to school to make up work.
- If the long-term illness occurs at the end of a semester, a mark of “Incomplete” (I) will be given.

Making Up Incompletes (Policy 618)

A maximum of three weeks after the end of a semester reporting period is the deadline to make up all work due to the preceding semester unless special arrangements have been made with the teacher.

Pass/No Credit Grading Request (Policy 618)

Students may elect to change grading for one elective class to P/NC each semester. This choice needs to be made and the counseling office informed of it no later than 9 weeks into the semester. The deadline to complete this form for the first semester is October 15th, and March 27th for the second semester. The form can be found on the Edina High School webpage under “Student Support Services” and “Forms”.

- This grading option is not allowed for courses that are required for graduation, Advanced Placement (AP), or College in the Schools (CIS) courses.
- No changes will be made after a student has elected to take a course for a P/NC grade and submitted the form.

Please fill out all the information. An email will be sent to the teacher, counselor, and the parent(s)/guardian(s). Consult with your teacher, parents/guardians, and/or counselor prior to choosing to take a course P/NC, as it could have impacts on future opportunities.

Health Services

For more information, visit the Health and Wellness website.

The Licensed School Nurse (LSN), assisted by the Health Service Associate (HSA), provides the following services to support Edina Virtual Pathway students and staff.

- Provides health consultation and assessment
- Promotes the health and well-being of all students
- Develops health plans for students with health conditions
- Coordinates prevention and control of communicable diseases
- Develops a system of first aid, nursing procedures, and emergency care
- Provides referrals to community resources
- Administers approved medication

- Processes immunization records and maintains health records

Health Office Procedures

Absences

Call the attendance line at (952) 848-3802. Please call the Licensed School Nurse at (952) 848-3075 if your child will be absent for an extended period of time due to illness, surgery, or other medical circumstances.

Please note: Illnesses such as Strep Throat, Mononucleosis, pertussis, and influenza should be reported to the health office.

Registration/Scheduling Information

Course Registration Requirements

A student may register for seven courses, but must register for at least six credit-bearing courses each semester.

Course Drops (Policy 618, Appendix I)

Students may drop a course prior to the 4th week of each semester with a notation of the drop made on the student's transcript.

Students who drop a class before the end of the fourth week of the semester due to unique circumstances may receive one of the marks listed below. Non-letter grades have no impact on grade point average. These marks will remain on the student's permanent record until the student retakes the course during a future semester.

Non-letter grade marks are:

- NG – No letter grade assigned; a grade of NG should be supplemented by anecdotal reports to the parent(s)/guardian(s).
- NC – No credit given for the class; no letter grade assigned.
- P – Credit granted for passing the class with a D- or higher; no letter grade assigned.

Students who drop a class after the end of the fourth week of the semester will incur a penalty by receiving a grade of "F" which will be calculated into the grade point average. An appeal may be submitted by a counselor to the administrator on a case-by-case basis where special circumstances should be taken into consideration.

Repeating a Class

A student may not repeat a course for credit if the course has already been successfully completed. Any exception to this policy must have prior administrative approval.

Student Conduct And Discipline

Expectations for student conduct are specifically outlined in this handbook and Policy 506. Students and their parents are expected to read and be responsible for all the content of this document. Some areas of student conduct worthy of additional highlighting are included below.

Bullying Prohibition (Policy 514)

The act of bullying, including cyberbullying, is prohibited on district property, at district functions, or on district transportation. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity, as defined in statute, is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other district personnel.

- "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
    1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
    2. materially and substantially interferes with a student's ability to learn, or ability to participate in district functions or activities, or receive district benefits, services, or privileges, or with a teachers' ability to educate students in a safe environment.

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

- "Malicious and sadistic conduct" means creating a hostile learning environment by acting with intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or other conduct prohibited by Policy 514 will report the alleged acts immediately to an appropriate district official designated by the policy. A person may report bullying anonymously; however, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. The Bullying Report Form is Appendix I to Policy 514 and can be found on the website's Families page.

Distribution of Materials (Policy 904)

Students are entitled to express opinions in writing and to distribute written materials on school grounds, provided the distribution guidelines presented below are followed.

- All written and/or posted materials must be signed by an administrator.
- The material may be distributed only in the cafeteria and commons between 8:00–8:20 a.m. and 3:15–3:30 p.m.
- The distribution may not include: “Hate” literature which attacks groups such as ethnic, religious, and/or racial, material that is pornographic or obscene, material that is libelous, material designated for commercial purposes, for example to advertise a product or service, material designated to solicit funds, or material that is likely to disrupt class work, involve substantial disorder, or infringe on the rights of others.
- Distributed materials that are littered in the immediate area (hallways, sidewalks, etc.) should be removed by the persons distributing the material.
- Bulletin boards are provided for the use of approved student groups and individual students.
    - Materials placed by students on bulletin boards designated for official school announcements or in other non-designated areas may be removed by school personnel.
    - Bulletin boards designated for students may be used for school activities, out-of-school activities, or matters of general interest to students.
    - Any posted material deemed to violate the general guidelines herein provided may be removed immediately by the school administration.

All student-posted notices or communications will be subject to reasonable size limitations and will be dated and may be removed by the school after seven days to assure full access to bulletin boards. Signs and posters should not be adhered to windows, trophy or display cases, emergency or directional signs, or any other surface that will be damaged by adhesives.

Hazing Prohibition (Policy 526)

Hazing is defined as an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. No student or staff will plan, direct, encourage, aid, or engage in hazing. This policy against hazing applies to behavior that occurs either on or off district property and at any time of day. Any person who believes they have been the target or victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, will report the alleged acts immediately to an appropriate school district official designated by Policy 526. A person may report hazing anonymously; however, the district may not rely solely on an anonymous report to determine discipline or other remedial responses. The Hazing Report Form is Appendix I to Policy 526 and can be found on the website's Families page.

Loitering

Students have a responsibility to be good neighbors. Students should not congregate in the parking lots or any area adjacent to or abutting school grounds. Students are not allowed to loiter in the restrooms, locker rooms, or other unsupervised areas of the school.

Scholastic Dishonesty (Policy 506)

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments or tests, plagiarism, or collusion is prohibited. Disciplinary measures may include a student services referral or, for repeated offenses, suspension. Academic consequences may also be assigned.

Academic dishonesty includes “AI Plagiarism”, the act of submitting content generated by AI (e.g., ChatGPT) as one’s own original work without explicit teacher permission.

School Resource Officers (Policy 507.5)

One or more School Resource Officers (SROs) may be present at various times within any district school. The district contracts with the City of Edina for the services of trained and licensed peace officers during the regular instructional day. The SROs’ duties are set forth in district policy and include, but are not limited to, fostering a positive school climate through relationship building and open communication, protecting students, staff, and visitors on school grounds from criminal activity, and coordinating with the district’s emergency management and school safety officer on school safety matters. SROs may not use force or the authority of their office solely to

enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

Sportsmanship Expectations and Procedures for All Events

Basic fundamentals of human respect, sportsmanship, and acts of good conduct are expected. It is expected that this respect is extended to all in attendance; including participants, spectators, and officials/judges.

Offensive Behavior

Offensive behavior, such as teasing, name-calling, put-downs, inappropriate language, coercive behavior, or other mean-spirited behavior, is prohibited.

- First offense: Verbal warning; Discretionary depending on level of behavior
- Second offense: Removal from event (7 calendar days), suspension from attending Edina activities
- Third Offense: Full-year suspension from attending Edina Activities

MSHSL Rules

Please also note that MSHSL rules prohibit the following:

1. Use of air-horns, whistles, cowbells, firecrackers, etc.
2. Use of banners, signs, or flags
3. Throwing objects
4. Being on the premise of the scheduled contest while under the influence of chemicals, including alcohol
5. Unauthorized entry into any scheduled contest
6. Inappropriate dress and/or behavior
7. Spectator demonstrations on the playing field, courts, etc.

NOTE: Students may be asked to submit to a PBT test at any time. Offenses could carry over from game to game. Administrative discretion applies in all cases.

Student Dress (Policy 504)

This policy enhances the education of students by establishing expectations of dress and appearance that are related to educational goals, promote school unity, enhance student safety, and permit appropriate freedom of expression. Students cannot wear:

- Clothing or accessories depicting violent language or images.
- Clothing or accessories depicting images or language depicting or promoting any illegal item or activity, hate speech, promotion of threat/hate groups

including gangs or supremacist groups, profanity, or pornography. This includes: emblems, badges, symbols, signs, words, objects or pictures on clothing or accessories.
- Accessories that could be considered dangerous or could be used as a weapon or damage school property.
- Any item that obscures (conceals) the face (except as a religious observance) including, but not limited to, masks, face paint, or grooming.

Tobacco/Vaping (Policy 419)

School district students and staff have the right to learn and work in an environment that is tobacco-free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline.

Vandalism (Policy 506)

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition (Policy 501)

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal will, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be

expelled for at least one year, subject to school district discretion on a case-by-case basis.

Student Services

Language Access Plan

The district has adopted a Language Access Plan that includes processes and procedures to assist students and adults who communicate in a language other than English. This plan provides information about the language access rights, tools, processes, and resources available for students, families, and staff in the district. A copy of this plan and additional information can be found on the Language Access Plan page of the website.

School Counselors

Counselors work with the student to plan and schedule courses and give academic, vocational, and career guidance. They work with students, parents, teachers, and referral agencies to help students solve problems. The counselor serves as an advocate for the student in relationships with the school, peers, parents, and outside agencies. A counselor will not break confidentiality unless it involves danger to the student or to others.

School Social Workers

Social workers at EVP work to provide services to students to improve their academic performance and to help enhance their social-emotional well-being. They also connect families with resources within the community that help to support them.

General Procedures/Other Information

Anonymous Reporting System – Say Something

Edina Public Schools participates in the Say Something Anonymous Reporting System, a school safety program that empowers students to recognize warning signs of potential threats and report concerns anonymously. Students can submit tips 24 hours a day, 365 days a year by phone at 1-844-5-SAY-NOW, through the mobile app, or online at edinaschools.org/about/departments/safety-and-security/submit-a-safety-tip. Tips are reviewed by trained crisis counselors who will contact school administration and, if necessary, law enforcement. Intentionally submitting a false tip is a serious offense and will result in disciplinary action in accordance with this handbook.

Asbestos Management Plan

The school district has developed an asbestos management plan. A copy of this plan can be found on the district's website.

Calendar

Edina Virtual Pathway follows the Edina Public Schools district calendar, linked here. Please contact the Edina Virtual Pathway office at (952) 848-4950 or virtual.pathway@edinaschools.org with any questions.

Complaints (Policy 104)

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

Controversial Issues (Policy 606 - Appendix IV)

Controversial issues may be discussed in the classroom provided specific criteria are met.

Crisis Management (Policy 806)

Edina Public Schools uses the "Standard Response Protocol" (Hold, Secure, Lockdown, Evacuate, Shelter) for emergencies, focusing on clear, actionable steps for staff and students. Key protocols include locking down during immediate threats, securing campus for nearby activity, and a structured reunification process for safe student-parent release. Families are notified when this is necessary.

Drug Free School and Workplace (Policy 418)

The possession or use of alcohol, controlled substances, toxic substances, medical cannabis, nonintoxicating cannabinoids, and edible cannabinoid products are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance, excepting marijuana

which is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. (Policy 516) The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Eighteen-Year-Old Students

Students aged 18 and older are legal adults and have all the legal rights and responsibilities that adults do. When enrolled in school, it is their responsibility to obey school regulations and the school authorities who enforce them. In relation to issues requiring parental permission for minors, 18-year-olds must abide by the same guidelines unless they have obtained legal emancipation from their parents/guardians through court order and have presented that court order to the school authorities.

Employment Background Checks (Policy 404)

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities (Policy 801)

The school district has created a limited open forum for secondary students to conduct noncurriculum-related meetings during noninstructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a nonparticipatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Extracurricular Transportation (Policy 713)

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

Family Status Changes

Parents should notify the Student Services office immediately regarding any change in address or changes to family structures such as separation, divorce, guardian or custody arrangements.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, yearbooks, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, library books, and equipment that are lost or destroyed. If books/materials are not turned in at the end of the semester or school year as required, a fee will be entered into Infinite Campus and email reminders will be sent to parents and students. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the main office of your student's school.

Fundraising (Policy 629)

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the school supervisor. Participation in nonapproved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day.

Gifts to Employees (Policy 421)

The school district recognizes that students, parents/guardians, and others may wish to show appreciation to district employees. The district, however, discourages gift giving to employees, and encourages appreciation letters and notes or small tokens of gratitude. An employee may not solicit, accept, or receive, either by direct or indirect means, a gift from a student, parent/guardian, or other individual or organization of greater than limited value. The superintendent has discretion to determine what value is "limited."

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal(s).

Harassment and Violence Prevention (Policy 413)

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The Discrimination, Harassment, and Violence Report Form can be found on the website's Families page.

ID Cards

Each student will be issued an ID card that includes a picture, barcode, and other identification data. It is necessary to carry this card at all times at school activities. Teachers or supervisors may ask students to show this card for identification purposes; it is required for entrance to all dances. Lost cards will be replaced for a fee of $5.

Immunizations (Policy 530)

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school nurse.

Inspections & Searches (Policy 502)

Edina Public Schools does not allow students to use lockers, desks, or their vehicle for unauthorized purposes or to store contraband. Further, students will not carry contraband on their person or in their personal possessions while on district property or during district-sponsored or school-sponsored events.

- School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- When a school official has a reasonable suspicion that a search will uncover a violation of law, district policy, or school rules; the school official may search a student's personal possessions, vehicle, or the student's person. The search will be reasonable in its scope and intrusiveness.

Instructional Content Policy (Policy 606)

The school district will provide a process for district families and/or community members to request a review of select instructional text and/or materials. Standardized tests and all teacher-made tests that have not yet been administered, must remain confidential, and therefore may not be reviewed.

Interviews of Students by Outside Agencies (Policy 519)

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the district. Interviews of students by outside agencies are generally not permitted except as described in School Board Policy 519.

Lead in Drinking Water Testing

Edina Public Schools has historically conducted, and continues to conduct, Lead in Drinking Water testing per the Minnesota Department of Health's "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's Schools" recommendations and Minnesota Statute 121A.335 requirements. Anyone interested in discussing the district Lead in Drinking Water program or results may contact the district's Buildings and Grounds Department for access to documentation.

Medical/Health/Accident Insurance (Policy 534)

The school district does not provide medical, health, or accident insurance for students. If a student has an accident, is ill, or is injured while at school or while participating in a district-sponsored activity, families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation, etc.). Direct all questions related to insurance to the Director of Business Services

Non-Sponsored Student Activities (Policy 628)

Students with questions about student organizations should see the activities director or a supervisor.

- Non-sponsored student activities are organizations, clubs, societies, and/or fraternities that are not recognized by the school district, and do not meet the established criteria of a sponsored school activity.
- The non-sponsored student activities have membership composed primarily of students from a district school, are sponsored by other than school personnel, meet outside school hours at places other than the school, and establish aims that are other than educational. These activities are beyond the jurisdiction of school authorities. The members may access the district facilities according to Policy 801 – Equal Access to School Facilities
- Membership in secret fraternities, sororities and/or clubs is prohibited in the district. Further, activities contrary to the best interest of a school or that

negatively reflect on the reputation of a school or that interfere with the school's basic educational mission are prohibited.

Nondiscrimination (School Board Policies 103, 521, 522, 528)

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Sonya Sailor, Executive Director of Human Resources, as the district's human rights officer to handle inquiries regarding nondiscrimination:

Sonya Sailer
Executive Director of Human Resources
sonya.sailer@edinaschools.org
(952) 848-4911

The Discrimination, Harassment, and Violence Report Form can be found on the website's Families page.

Notice of Violent Behavior By Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of their child's classroom teachers, including, at a minimum, the following:

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher;

- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Pesticide Application Notice

Edina Public Schools uses a licensed, professional pest control service firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings. Their program consists of:

- Inspection and monitoring to determine if pests are present and whether any treatment is needed;
- Recommendations for maintenance and sanitation to eliminate pests without need for pest control materials;
- Utilization of non-chemical measures such as traps, caulking and screening; and
- Application of EPA-registered pest control materials when needed.

The long-term health effects on children from the application of pest control materials may not be fully understood. All pest control materials are chosen and applied according to label directions per federal law.

An estimated schedule of pest control inspections and possible lawn treatments are available for review. Parents of students may submit a request to receive prior notification of any application by calling the school principal or the Buildings and Grounds Department at (952) 848-3999. Safety Data Sheets for all pesticides and herbicides utilized are available for review by calling the Buildings and Grounds Department.

Pledge of Allegiance (Policy 531)

Students will recite the Pledge of Allegiance to the flag of the United States of America weekly in one of the school's synchronous classes. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Release of Records to Other Persons (Policy 515)

The school district will release information from a student's record only to those persons authorized by federal statute to receive information subject to the limitations to the federal statute.

Scholarships and Grant-In-Aids

National, state, and local scholarships and other financial aid programs are available to students who can qualify. Students interested in scholarships or other forms of financial assistance should contact their counselor early in their senior year.

School Closing Procedures (Policy 807)

School may be cancelled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings. School closing announcements will be broadcast over automated voicemail, email, text, the district website, and through local media. For more detailed information, please visit our Weather Emergencies and School Closings page.

School-Sponsored Media (Policy 512)

Student media advisers will supervise student journalists to ensure compliance with the law and school district policies. Students producing school-sponsored media and participating in school activities will be under the supervision of a student media adviser and the school principal. Expression in school-sponsored media or school-sponsored activity is prohibited when the material:

- is obscene to minors;
- is defamatory;
- is profane, harassing, threatening, or intimidating;
- constitutes an unwarranted invasion of privacy;
- violates federal or state law;
- causes a material and substantial disruption of school activities;
- is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules;
- advertises or promotes any product or service not permitted for minors by law;
- advocates sexual, racial, or religious harassment or violence or prejudice; or
- is distributed or displayed in violation of time, place, and manner regulations.

Expression in school-sponsored media or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. School-sponsored media may be distributed at reasonable times and locations.

Student Records (Policy 515)

A cumulative record is maintained for each student. Such records may be used only for the benefit, promotion, or welfare of the student. Records include personal and family data, test data, including aptitude and interest, medical reports, anecdotal reports, records of conferences, copies of correspondence with parents and others concerning the student, and all achievement records, as determined by tests and teacher evaluation.

Student Surveys (Policy 520)

Student surveys will be conducted anonymously, unless the parents/guardians of the students are notified in writing that the student survey responses are to be identified with the students' names, and the parents/guardians are provided the opportunity to opt out of the survey. There will be no requirement that the student return the survey, and no record of the student returning a survey will be maintained. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

Suicide Prevention Information

Students and families can get help any time. Call or text 988 to reach the 988 Suicide & Crisis Lifeline. To reach the Crisis Text Line, text HOME to 741741. In Hennepin County, local mobile crisis services are available 24 hours a day at 612-596-1223. If there is an immediate safety emergency, call 911.

Travel

Families of students traveling outside of Minnesota for 15 or more consecutive school days must contact the Edina Virtual Pathway office prior to travel. Under 2025-2026

guidance from the Minnesota Department of Education, and according to district policy, students must either be unenrolled during their time out of state or families must pay tuition during that time.

Video and Audio Recording (Policy 717)

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

Visitors in District Buildings (Policy 903)

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the main office or front desk upon entering the building, with the exception of events open to the public. All visitors will be required to sign in and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employees, or the school district.

Students are not allowed to bring visitors to school without prior permission from the principal.

District Policy Manual (Select Topics Index)

Topic	Policy Number(s)
Accidents	806
Alternative Educational Opportunities	605
Attendance	503
Bullying Prohibited	514
Cell Phone	506, 524
Class Assignments	619
Complaints	104

Crisis Management	806
Discipline	506
Drug-Free School and Workplace	418
Emergency Contact Information	515
Employee Directory	406
Employment Background Checks	404
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Field Trips	538
Fundraising	629, 709
Gifts to Employees	421
Harassment and Violence Prohibited	413
Hazing Prohibited	526
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Interviews of Students by Outside Agencies	519
Nondiscrimination	103, 401, 402, 521, 522, 528
Notification of Violent Students	529
Pledge of Allegiance	531
Schedule	602
School Activities	627, 628
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School Calendar	602
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School Promotion and Retention	513
Student Publications and Materials	512
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Tobacco-Free Schools	419
Transportation of Public School Students	713
Vandalism	506
Video and Electronic Surveillance	717
Visitors in School District Buildings	903
Weapons Prohibited	501

VI.B. Long-Term Facilities Maintenance Plan – Fiscal Years 2028-2037

Board Meeting Date: 7/13/2026

Title: Long-Term Facilities Maintenance Plan – Fiscal Years 2028-2037

Type: Action

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

Description: The Long-Term Facilities Maintenance (LTFM) program requires the School Board to adopt and submit a ten-year facilities plan and a signed assurance of project eligibility each year. District staff, its municipal advisors, and construction partners have reviewed the plan, which remains largely unchanged from the prior year. For taxes payable in 2026, the administration recommends levying an estimated $20,245,644 between pay-as-you-go revenue and bonded debt, up from $18,488,184 in 2026. The administration has structured projects and debt payments to maintain as neutral a tax rate as possible for taxpayers of the District. The District's overall tax rate for capital related levies for taxes payable in 2027 is estimated to be 25.50% of net tax capacity versus the prior year figure of 25.36%.

A list of projects that will take place during the summers of 2026, 2027, and 2028 were reviewed by the Finance & Facilities Committee and at the May 19, 2026 Board work session. They include, but are not limited to: Creek Valley Elementary interior surfaces and restroom renovation, Highlands Elementary interior surfaces and restroom renovation, Edina Community Center gymnasium stair replacement, Edina High School roof replacement, South View Middle School mechanical system replacement, Valley View Middle School elevator replacement, Edina Performing Arts Center lighting and sound panel replacement, Cornelia Elementary parking lot reconfiguration and rehabilitation.

Recommendation: Approve the District administration's recommended ten-year Long-Term Facilities Maintenance plan and execute the related resolution.

Desired Outcomes from the Board: Compliance with Minn. Stat. § 123B .595 Subd. 4.

Attachments:

1. LTFM Ten-Year Revenue Plan – FY 2028-2037
2. LTFM Ten-Year Expenditure Plan – FY 2028-2037
3. Estimated Tax Rates for Capital Levies & Debt Service – 2026-2051

4. Resolution – Long-Term Facilities Maintenance Ten-Year Plan FY 2028-2037

	FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				5/20/2026									
273	<= Type in School District Number													
	EDINA		Change only											
			if requiring levy	Payable 2026										
	Calculations for Ten Year Projection	**Pay 26**	adjustments	LLC Certification	Current Estimate									
		LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
1	**Type your district number in cell A2 (Minneapolis = 1.2)**													
2	**Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b, 16s, 18, 18r, 20b, 21, 26, 27 and 50b**													
3	**Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33**													
4	**Look-up data from following tabs**													
5	**Initial Formula Revenue**													
6	Current year APU	57		9,578.99	9,585.08	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00
6a	Additional Pre-K Pupil Units (see line 16 of Pre-K application for details)				-	-	-	-	-	-	-	-	-	-
6b	Total Adjusted Pupil Units = (6) + (6a)				9,585.08	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00
7	District average building age (uncapped)	401		50.69	50.69	51.69	52.69	53.69	54.69	55.69	56.69	57.69	58.69	59.69
8	Formula allowance			$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	402			1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10	Initial revenue = (6) * (8) * (9)	403		3,640,016	3,642,331	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318
11	**Added Revenue for Eligible H&S Proj and/or Roofing > $100,000 / site**													
12	Debt Service for Existing Alt Facilities H&S Bonds (1B) - Gross before Debt Excess - Projects > $500,000 per site	701			-	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt Service for Existing Alt Facilities H&S Bonds (1B)	755			-	-	-	-	-	-	-	-	-	-
14	Debt Service for Portion of Existing Alt Facilities Bonds from line (22) attributable to Eligible H&S Projects > $100,000 per site (1A)				-	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt Service for Portion of Existing Alt Facilities Bonds attributable to Eligible H&S Projects > $100,000 per site (1A)				-	-	-	-	-	-	-	-	-	-
16a	Existing Net Debt Service for LTFM Bonds for Eligible New H&S Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue from "IAQFAA Bonds" tab				-	-	-	-	-	-	-	-	-	-
16b	New Debt Service for LTFM Bonds for Eligible New H&S Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue				-	-	-	-	-	-	-	-	-	-
16r	Existing Debt Service for LTFM Bonds for Eligible New Roofing Projects > $100,000 / site = (principal + interest)*1.05		beginning FY27		-	-	-	-	-	-	-	-	-	-
16s	New Debt Service for LTFM Bonds for Eligible New Roofing Projects > $100,000 / site = (principal + interest)*1.05				-	-	-	-	-	-	-	-	-	-
17	Net Debt Service for LTFM Bonds for Eligible New H&S Projects & Roofing Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue = (16a) + (16b) + (16r) + (16s)				-	-	-	-	-	-	-	-	-	-
18	Pay as you Go Revenue for Eligible New H&S Projects > $100,000 / site (corresponds to Category 2 on the expenditures spreadsheet)	405	-		-	-	-	-	-	-	-	-	-	-
18r	Pay as you Go Revenue for Eligible New Roofing Projects > $100,000 / site (corresponds to Category 6 on the expenditures spreadsheet)	406	beginning FY27		-	-	-	-	-	-	-	-	-	-
19	Total Additional Revenue for Eligible Projects >$100,000 / site (12) - (13) + (14) -(15) + (16a) + (16b) + (16r) + (16s) + (18) +(18r)	407		-	-	-	-	-	-	-	-	-	-	-
	Added Revenue for Pre-K Remodeling (for VPK approvals only)													
20a	Net Debt Service for Bonds Approved for Pre-K Remodeling	768			-	-	-	-	-	-	-	-	-	-
20b	Pay as you Go for Projects Approved for Pre-K Remodeling	408			-	-	-	-	-	-	-	-	-	-
20c	Total Pre-K Revenue				-	-	-	-	-	-	-	-	-	-
20d	**Total New Law Revenue (10) + (19) + (20c)**	409			3,642,331	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318
	Old Formula Revenue													
21	Old Formula Health & Safety Revenue (should match amounts entered into the Health & Safety Data Submission System through FY 2028) (corresponds to Category 1 on the expenditures spreadsheet)	410		351,359	351,359	456,354	339,272	385,501	342,583	362,569	308,917	317,955	324,314	330,800
22	Old Formula Alt Facilities Debt Revenue (1A) - gross before Debt Excess	700			261,030	261,030	261,030	261,030	1,279,530	1,286,355	1,300,793	1,311,818	1,319,430	-
23	Debt Excess allocated to Alt Facilities Debt Service (1A) on line 22	754			11,498	-	-	-	-	-	-	-	-	-
24	Old Formula Alt Facilities Debt Revenue (1A) less Debt Excess	765			249,532	261,030	261,030	261,030	1,279,530	1,286,355	1,300,793	1,311,818	1,319,430	-

	FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				5/20/2026									
273	<= Type in School District Number													
	EDINA		Change only											
			if requiring levy	Payable 2026										
	Calculations for Ten Year Projection	**Pay 26**	adjustments	LLC Certification	Current Estimate									
		LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
25	Old Formula Alt Facilities Net Debt Revenue (1B) = (12) - (13)	766			-	-	-	-	-	-	-	-	-	-
26	Old Formula Alt Facilities Pay as you Go Revenue (1A)	411	-		10,303,923	8,938,141	7,500,000	7,000,000	9,000,000	7,990,291	7,071,633	7,100,000	7,189,999	7,280,899
26b	Pay as you Go Revenue for Projects > $100,000 per site				-	-	-	-	-	-	-	-	-	-
27	Old Formula Alt Facilities Pay as you Go Revenue (1B) > $500,000 (should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2028)	412			-	-	-	-	-	-	-	-	-	-
27a	LTFM ">100K per site" Bonds				-	-	-	-	-	-	-	-	-	-
27b	LTFM "Other" Bonds for 1A Hold Harmless	414			7,439,633	10,445,505	12,411,210	10,430,438	9,194,745	5,703,285	6,869,730	5,625,165	5,288,168	4,570,020
28	Old Formula Deferred Maintenance Revenue = (if (22) + (26) = 0, (10) * ($64 / formula allowance))	417			-	-	-	-	-	-	-	-	-	-
29	Total Old Formula Revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)	418		18,344,447	18,344,447	20,101,030	20,511,512	18,076,969	19,816,858	15,342,500	15,551,073	14,354,938	14,121,911	12,181,719
30	**Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]**	**419**		18,344,447	18,344,447	20,101,030	20,511,512	18,076,969	19,816,858	15,342,500	15,551,073	14,354,938	14,121,911	12,181,719
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as Positive Number	420		-	-	-	-	-	-	-	-	-	-	-
32	**District LTFM Revenue (30) - (31)**	**421**		18,344,447	18,344,447	20,101,030	20,511,512	18,076,969	19,816,858	15,342,500	15,551,073	14,354,938	14,121,911	12,181,719
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	422		143,737	143,737	144,614	144,614	144,614	144,614	144,614	144,614	144,614	144,614	144,614
34	**Grand Total LTFM Revenue (32) + (33)**	**423**		18,488,184	18,488,184	20,245,644	20,656,126	18,221,583	19,961,472	15,487,114	15,695,687	14,499,552	14,266,525	12,326,333
	Aid and Levy Shares of Total Revenue													
35	For ANTC & APU - Three Year Prior Date			2024	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
36	Three Year Prior Ag Modified ANTC	35		168,628,764	168,628,764	173,951,326	181,953,087	191,778,554	199,449,696	207,427,684	215,724,791	224,353,783	233,327,934	242,661,051
37	Three Year Prior Adjusted Pupil Units (APU)	54		9,352.10	9,352.10	9,542.19	9,553.42	9,585.08	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00	9,564.00
38	ANTC / APU = (36) / (37)	425		18,031.11	18,031.12	18,229.70	19,045.85	20,008.02	20,854.22	21,688.39	22,555.93	23,458.16	24,396.49	25,372.35
39	State Average ANTC / APU with Ag Value Adjustment	426		13,658.30	13,658.30	14,248.69	14,899.31	15,697.71	16,326.00	16,979.00	17,658.00	18,364.00	19,099.00	19,863.00
40	Equalizing Factor = 125.5% of (39) or 127% of (39) starting FY 28 and late	427		17,141.17	17,141.17	18,095.84	18,922.12	19,936.09	20,734.02	21,563.33	22,425.66	23,322.28	24,255.73	25,226.01
41	Local (Levy) Share of Equalized Revenue (lesser of 1 or (38) / (40))	428		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
42	State (Aid) Share of Equalized Revenue (1 - (41))	429		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
43	Equalized Revenue (lesser of (34) or (6) * (8))	424		3,640,016	3,642,331	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318
44	Initial LTFM State Aid (42) * (43)	430		-	-	-	-	-	-	-	-	-	-	-
45	Old Formula Grandfathered Alternative Facilities Aid	432		-	-	-	-	-	-	-	-	-	-	-
46	Total LTFM State Aid (greater of (44) or (45))	433		-	-	-	-	-	-	-	-	-	-	-
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	436		18,488,184	18,488,184	20,245,644	20,656,126	18,221,583	19,961,472	15,487,114	15,695,687	14,499,552	14,266,525	12,326,333
48	**Debt Service Portion of Revenue (non-grandfather districts *)**													
49	Subtotal Debt Service Revenue from Above = (12) - (13) + (17) + (20a) + (24)	765+766+ 767+768+ 770			249,532	261,030	261,030	261,030	1,279,530	1,286,355	1,300,793	1,311,818	1,319,430	-
50	Existing LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab				7,439,633	8,897,805	10,098,690	9,459,398	8,013,285	4,788,315	6,002,220	4,814,985	4,523,768	4,570,020
50b	New LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05				-	1,547,700	2,312,520	971,040	1,181,460	914,970	867,510	810,180	764,400	-
51	Total Debt Service Revenue = (49) + (50) + (50b)	771			7,689,165	10,706,535	12,672,240	10,691,468	10,474,275	6,989,640	8,170,523	6,936,983	6,607,598	4,570,020
52	Equalized Debt Service Revenue (lesser of (43) or (51))	437			3,642,331	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318
53	Debt Service Aid = (52) * (42)	438			-	-	-	-	-	-	-	-	-	-
54	Equalized Debt Service Levy = (52) - (53)	440			3,642,331	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318
55	Unequalized Debt Service Revenue and Levy = (greater of zero or (51) - (52))	441			4,046,833	7,072,217	9,037,922	7,057,150	6,839,957	3,355,322	4,536,204	3,302,664	2,973,279	935,702
56	**General Fund Portion of Revenue (non-grandfather districts *)**													
57	Total General Fund Revenue = (34) - (51) (includes **Coop Levy**, if any in line 33)	442			10,799,019	9,539,109	7,983,886	7,530,115	9,487,197	8,497,474	7,525,164	7,562,569	7,658,927	7,756,313
58	General Fund Equalized Revenue = (43) - (52)	443			-	-	-	-	-	-	-	-	-	-
59	Total General Fund Aid = (46) - (53)	444			-	-	-	-	-	-	-	-	-	-
60	General Fund Equalized Levy = (58) * (41)	445			-	-	-	-	-	-	-	-	-	-
61	General Fund Unequalized Levy = (57) - (58)	446			10,799,019	9,539,109	7,983,886	7,530,115	9,487,197	8,497,474	7,525,164	7,562,569	7,658,927	7,756,313
62	Total General Fund Levy = (60) + (61)	447			10,799,019	9,539,109	7,983,886	7,530,115	9,487,197	8,497,474	7,525,164	7,562,569	7,658,927	7,756,313

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				**5/20/2026**									
273	**<= Type in School District Number**												
	EDINA		Change only										
			if requiring levy	Payable 2026									
Calculations for Ten Year Projection		**Pay 26**	adjustments	LLC Certification	Current Estimate								
		LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
48	**Debt Service Portion of Revenue (Grandfather Districts *)**													
	*** MPLS, Anoka, Bloomington, Robbinsdale, Rochester, St. Paul, Duluth**	765+766+ 767+768+ 770												
51	Total Debt Service Revenue = (49) + (50) + (50b)	771			7,689,165	10,706,535	12,672,240	10,691,468	10,474,275	6,989,640	8,170,523	6,936,983	6,607,598	4,570,020
52	Equalized Debt Service Revenue (lesser of (43) or (51))	437			3,642,331	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318
53	Debt Service Aid = (52) * (42)	439			-	-	-	-	-	-	-	-	-	-
54	Equalized Debt Service Levy = (52) - (53)	440			3,642,331	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318	3,634,318
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	441			4,046,833	7,072,217	9,037,922	7,057,150	6,839,957	3,355,322	4,536,204	3,302,664	2,973,279	935,702
56	**General Fund Portion of Revenue (Grandfather Districts *)**													
57	Total General Fund Revenue = (34) - (51) (includes coop levy, if any in line 33)	442			10,799,019	9,539,109	7,983,886	7,530,115	9,487,197	8,497,474	7,525,164	7,562,569	7,658,927	7,756,313
58	General Fund Equalized Revenue = (43) - (52)	443			-	-	-	-	-	-	-	-	-	-
59	Total General Fund Aid = (46) - (53)	444			-	-	-	-	-	-	-	-	-	-
60	General Fund Equalized Levy = (58) * (41)	445			-	-	-	-	-	-	-	-	-	-
61	General Fund Unequalized Levy = (57) - (58)	446			10,799,019	9,539,109	7,983,886	7,530,115	9,487,197	8,497,474	7,525,164	7,562,569	7,658,927	7,756,313
62	Total General Fund Levy = (60) + (61)	447			10,799,019	9,539,109	7,983,886	7,530,115	9,487,197	8,497,474	7,525,164	7,562,569	7,658,927	7,756,313

Notes:

1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.
2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.
3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.

End of Worksheet

DEPARTMENT OF EDUCATION

Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - *Fund 01 and Fund 06 Projects Only*

ED - 02478-12

Instructions: Enter estimated, allowable LTFM expenditures ***(Fund 01 and/or Fund 06 only)*** under Minnesota Statutes 2025, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	Edina Public Schools	Date:	7/13/2026
District Number:	273	Email:	mert.woodard@edinaschools.org
District Contact Name:	Mert Woodard		
Contact Phone #	952-848-4916		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	**Category (1)**											
347	Physical Hazards	$44,337	$45,667	$47,037	$48,448	$49,902	$51,399	$59,906	$0	$6,677	$6,811	$6,947
349	Other Hazardous Materials	$40,536	$41,752	$43,005	$44,295	$45,624	$46,993	$48,402	$49,855	$50,024	$51,024	$52,045
352	Environmental Health and Safety Management	$210,641	$216,960	$223,469	$230,173	$237,079	$244,191	$251,517	$259,062	$258,624	$263,796	$269,072
358	Asbestos Removal and Encapsulation	$0	$7,924	$64,943	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$39,056	$77,899	$16,355	$52,897	$0	$2,744	$0	$2,630	$2,683	$2,736
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects - Category (1)	$295,515	$351,360	$456,354	$339,272	$385,501	$342,583	$362,569	$308,917	$317,955	$324,314	$330,800
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	**Category (2)**											
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More - Category (2)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	**Category 3 (a)**											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025 and Beyond***											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility												
Finance Code	**Category (4)**											
367	Accessibility	$708,750	$664,463	$837,650	$1,002,063	$125,076	$361,826	$389,373	$100,000	$100,000	$100,000	$100,000
	Total Accessibility Projects - Category (4)	$708,750	$664,463	$837,650	$1,002,063	$125,076	$361,826	$389,373	$100,000	$100,000	$100,000	$100,000
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	**Category (5)**											
368	Building Envelope	$525,000	$365,053	$744,975	$1,852,972	$64,325	$1,206,086	$67,207	$1,385,114	$0	$0	$0
369	Building Hardware and Equipment	$2,035,454	$2,451,335	$1,041,880	$315,059	$746,510	$229,133	$208,075	$0	$9,890	$9,989	$10,089
370	Electrical	$2,204,430	$586,530	$1,416,933	$466,754	$259,596	$824,159	$101,311	$0	$0	$0	$0
379	Interior Surfaces	$2,407,971	$7,370,532	$3,390,601	$632,962	$1,185,563	$3,160,377	$2,571,634	$354,589	$1,206,938	$1,219,007	$1,231,197
380	Mechanical Systems	$2,043,359	$1,069,945	$367,500	$6,342,938	$2,717,865	$1,829,242	$4,980,212	$6,788,693	$6,698,794	$6,765,782	$6,833,440
381	Plumbing	$776,370	$528,704	$404,127	$164,336	$381,225	$529,231	$176,450	$0	$0	$0	$0
382	Professional Services and Salary	$538,545	$165,375	$173,644	$182,326	$191,442	$201,014	$211,065	$221,618	$232,699	$235,026	$237,376
383	Roof Systems (normally below $100,000 unless the school chooses not to receive additional revenue for $100K or more roofing project/site/year - pending 2025 Legislation)	$1,135,045	$37,333	$1,962,382	$380,631	$1,715,151	$1,721,133	$140,710	$147,746	$155,133	$156,684	$158,251
384	Site Projects	$125,076	$479,653	$1,598,449	$659,959	$4,613,247	$937,799	$1,144,254	$73,873	$696,546	$703,511	$710,546
	Total Deferred Capital Expenditures and Maintenance Projects - Category (5)	$11,791,250	$13,054,460	$11,100,491	$10,997,937	$11,874,924	$10,638,174	$9,600,918	$8,971,633	$9,000,000	$9,089,999	$9,180,899
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for $100,000 or more project/site/year			**EFFECTIVE FY 2027**									
Finance Code	**Category (6)**											
383	**Roofing Systems - Additional Revenue**				$0	$0	$0	$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Annual 10-Year Plan Expenditures		$12,795,515	$14,070,283	$12,394,495	$12,339,272	$12,385,501	$11,342,583	$10,352,860	$9,380,550	$9,417,955	$9,514,313	$9,611,699
Fund Balance Section												
	Fund 01	**FY 26 and 27 Revenue Projection Model Revenue**		**FY 28 Revenue Projection Ten-Year Spreadsheet**								
	Beginning Fund Balance 01-467-XX	$0	$152,391	$434,240	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753
	LTFM Fiscal Year Revenue - Levy	$9,997,582	$10,799,019	$9,539,109	$7,983,886	$7,530,115	$9,487,197	$8,497,474	$7,525,164	$7,562,569	$7,658,927	$7,756,313
	LTFM Fiscal Year Revenue - AID if Applicable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$152,392	$281,850	-$617,993	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LEVY Page 10, Line 422	*LTFM Deduction for applicable Cooperative/Intermediate Member District Levy*	$82,068	$143,737	$144,614	$144,614	$144,614	$144,614	$144,614	$144,614	$144,614	$144,614	$144,614
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$9,915,515	$10,655,283	$9,394,495	$7,839,272	$7,385,501	$9,342,583	$8,352,860	$7,380,550	$7,417,955	$7,514,313	$7,611,699
	Ending Fiscal Year Fund Balance 01-467-XX	$152,391	$434,240	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753	-$183,753
	Fund 06											
	Beginning Fund Balance 06-467-XX	$7,397,346	$4,517,346	$8,602,346	$5,602,346	$8,102,347	$3,102,346	$5,102,347	$3,102,347	$5,102,347	$3,102,347	$5,102,347
	LTFM Fiscal Year Bonded Revenue	$0	$7,500,000	$0	$7,000,000	$0	$4,000,000	$0	$4,000,000	$0	$4,000,000	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$2,880,000	$3,415,000	$3,000,000	$4,500,000	$5,000,000	$2,000,000	$2,000,000	$2,000,000	$2,000,000	$2,000,000	$2,000,000
	Ending Fiscal Year Fund Balance 06-467-XX	**$4,517,346**	**$8,602,346**	**$5,602,346**	**$8,102,347**	**$3,102,346**	**$5,102,347**	**$3,102,347**	**$5,102,347**	**$3,102,347**	**$5,102,347**	**$3,102,346**

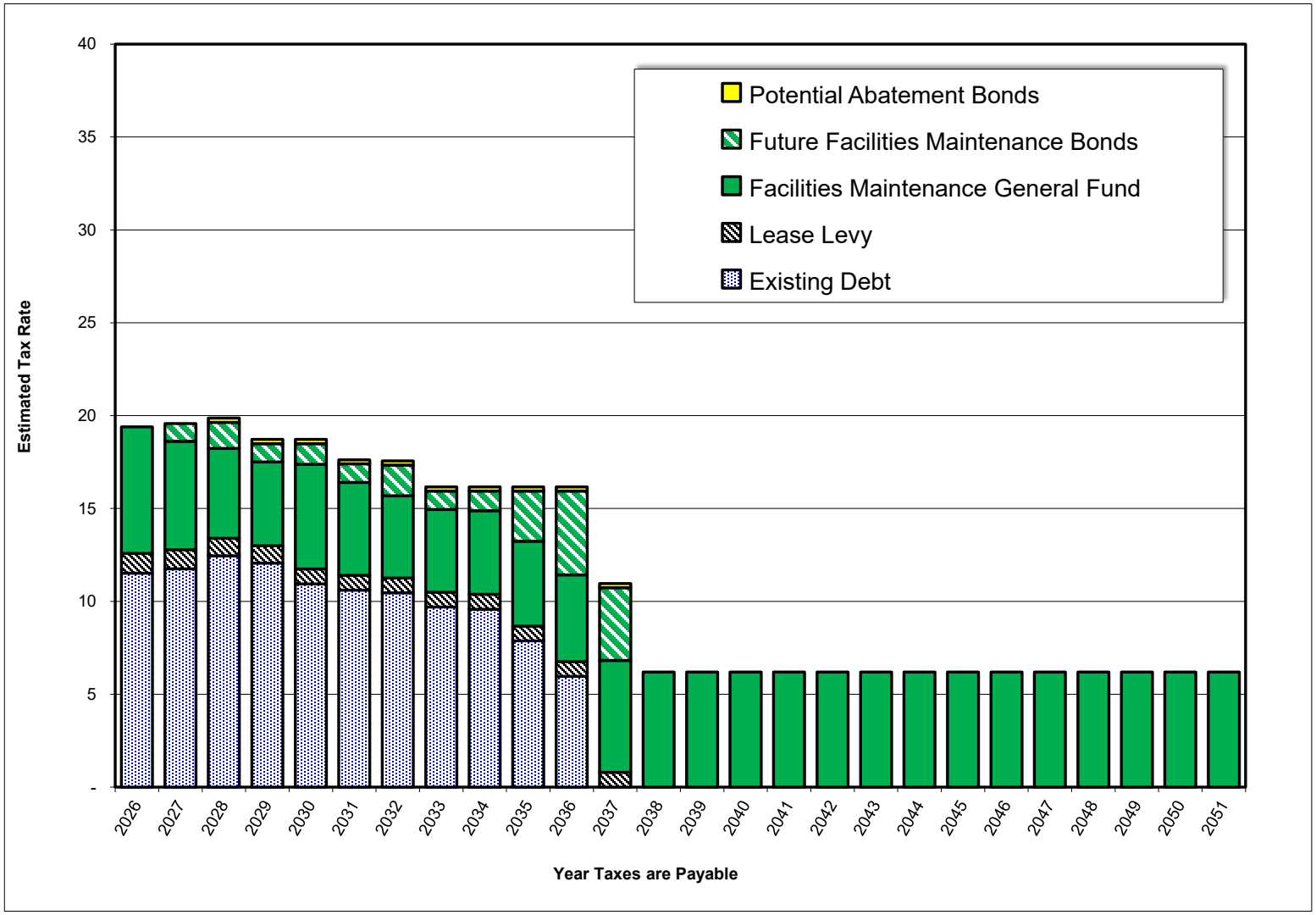
End of worksheet

PRELIMINARY INFORMATION - FY 2028 10 YEAR LTFM PLAN AND PAY 2027 LEVY PLANNING

Edina Public Schools, ISD 273
Estimated Tax Rates for Capital and Debt Service Levies

5 FM Bond Issues ($4M - $8M) and Abatement ($3M)
Wrapped Around Existing Debt
LTFM Project Costs:
$9 million to $14 million Annual Projects thru FY 2036

Date Prepared: July 8, 2026



INDEPENDENT SCHOOL DISTRICT NO. 273
Edina Public Schools
Edina, Minnesota

BOARD OF EDUCATION
Regular Meeting – July 13, 2026

RESOLUTION ADOPTING THE FISCAL YEAR 2027 TEN-YEAR PLAN FOR THE LONG-TERM FACILITIES MAINTENANCE REVENUE PROGRAM

BE IT RESOLVED by the School Board of Independent School District No. 273, Edina, State of Minnesota, as follows:

WHEREAS, to qualify for long-term facilities maintenance revenue, Minnesota statutes, section 123B.595, subdivision 4, states that a school district or intermediate district must annually adopt and approve a ten-year long-term facilities maintenance plan by July 31 for commissioner approval, and

WHEREAS, the District has developed a ten-year long-term facilities maintenance plan consistent with this law.

THEREFORE, BE IT RESOLVED, that the School Board of Independent School District No. 273 approves and adopts the ten-year long-term facilities maintenance plan for fiscal year 2027 as recommended by the District administration.

STATE OF MINNESOTA
COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273, Edina, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Independent School District No. 273, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of the ten-year long-term facilities maintenance plan for fiscal year 2026.

WITNESS MY HAND officially as such Clerk this 13th day of July 2026.

_____
Erica Allenburg
Clerk, Board of Education

VI.C. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Edina Administrative Council (EAC)	**Speaker(s):** Sonya Sailer, Executive Director of Human Resources; and Mert Woodard, Director of Finance and Operations

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 7/13/2026

Title: Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Edina Administrative Council (EAC)

Type: Action

Presenter(s): Sonya Sailer, Executive Director of Human Resources; Mert Woodard, Director of Finance and Operations

Description: The School District's EAC employees have ratified a tentative agreement for a two-year contract effective July 1, 2026 through June 30, 2028. The proposed terms and conditions of employment are reflected in the attached agreement with underlined font used to represent new language and strikethrough font used to show language to be removed from the contract as a part of the tentative agreement. All changes are shaded in yellow. Financial highlights of the proposed agreement include:

1. Step advancement for eligible principals and assistant principals in each year of the agreement;
2. A salary increase of 3.4% in the first year and 4.0% in the second year for all positions, with the exception of the high school principal position, which will receive a 4.0% increase in both years of the agreement. This additional adjustment is intended to address market competitiveness with our comparison school districts;
3. An annual increase of $500 to the district's contribution to the Minnesota State Retirement System (MSRS) Health Care Savings Plan (HCSP) for principals and assistant principals who are not eligible for a retiree insurance subsidy;
4. Effective January 1, 2027, an increase of $125 per month to the district's contribution toward a single health insurance plan and an increase of $30 per month toward single plus one and family plans; and
5. An increase of one-half percent in the district's annual matching contribution to the 403(b) plan, bringing the match to 3.5%.

The two-year total package for this proposed agreement is $7,871,747, which represents an increase of $480,797. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 6.5%. This amount is within the School Board's financial parameters for this collective bargaining agreement. Dr. Bittman supports the recommendation.

Recommendation: Approve the proposed 2026-2028 collective bargaining agreement.

Attachments:

1. DRAFT underlined/strikethrough version of proposed 2026-2028 EAC agreement.
2. Final clean copy of the proposed 2026-2028 EAC agreement

DEFINING EXCELLENCE

MASTER AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273

EDINA PUBLIC SCHOOLS
AND THE
EDINA ADMINSTRATIVE COUNCIL

JULY 1, ~~2024~~ 2026 THROUGH JUNE 30, ~~2026~~ 2028

Approved by the ISD 273 School Board _____.

Accessibility Compliant

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1. INTRODUCTION

1.1 Master Agreement

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools ("Employer" or "District") and the Edina Administrative Council ("EAC").

1.2 Definitions

The following definitions are applicable to terms used in this Agreement:

Administrator. Any person who holds a position in the unit for which EAC is the certified exclusive representative and who works more than fourteen (14) hours per week and one hundred (100) workdays per year.

Duty Day. Any workday that an administrator is required to perform duties as established by the Employer.

Terms and Conditions of Employment. The hours of employment, compensation including fringe benefits, except retirement contributions or benefits, and the Employer's personnel policies affecting the working conditions of the administrator. This definition does not include the educational policies of a school district. This definition is subject to Minn. Stat. § 179A.07.

Other Terms. Other terms not specifically defined have the definitions given them under PELRA.

1.3 Recognition

The Employer recognizes EAC as the exclusive representative of all administrators in the positions of Principal, Assistant Principal, and Activities Director for the purpose of negotiating terms and conditions of employment.

1.4 Vacancy Notification

Administrative vacancies are posted on the District's website. Applications for vacancies must be submitted via the internal application to the online application process. Each administrator applying for and who is appropriately licensed and qualified will be granted an interview prior to filling the position.

1.5 Rights and Obligations

1.5.1 Rights of Administrators

Nothing in this Agreement denies or restricts any rights the administrator may have under state or federal law.

1.5.2 Rights of the Employer

State law has vested in the Employer the authority to manage, control and direct the operation of the School District, and to adopt, modify or repeal policies, rules, and regulations for the District. All such authority of the Employer continues unimpaired, except as limited by a specific provision of this Agreement.

2. WORK YEAR

2.1 Duty Weeks and Vacation Days

An administrator will work fifty-two (52) duty weeks each fiscal year.

An administrator assigned to fifty-two (52) weeks will receive thirty (30) days of vacation annually. An assistant principal who was a member of the EAC on July 1, 2024, and is assigned to fifty-two (52) weeks will receive thirty-five (35) days of vacation annually. Any administrator assigned to less than fifty-two (52) weeks will receive a prorated vacation allotment (e.g., administrator whose assignment is one-half of the fiscal year would receive fifteen (15) days. ~~The scheduling of vacation days is by mutual agreement between the supervisor and administrator.~~ Principals may schedule up to ten (10) vacation days during teacher duty days, subject to supervisor approval. No more than five (5) consecutive vacation days may be taken during teacher duty days at any one time. Exceptions to these limits may be approved at the Superintendent's discretion. A full-time administrator for purposes of Section 2.1 is employed for a full fiscal year for more than thirty (30) hours per week.

When attending conventions or other professional meetings, it may be necessary for administrators to attend meetings or travel to or from the meeting site on weekends. As a professional exempt employee, the administrator may be flexible in their workweek when weekend meetings or travel occur.

Administrators may carry forward up to thirty (30) vacation days into the next fiscal year. In unusual circumstances, the Superintendent may approve additional carryover or up to ten (10) days of paid vacation at the end of the school year.

At the time of separation from the District, the administrator will be paid for any remaining unused vacation days, based upon an accrual at the time of separation.

2.1.1 Year in Position

A year in the position is defined as commencement of position duties prior to January 1.

2.2 Holidays

Administrators have twelve (12) holidays each fiscal year as designated by the Employer.

2.3 Strikes and Emergency Closings

If the school year is extended due to a strike or work stoppage by other employees, administrators who are required by the Employer to perform duties beyond their contracted number of days will receive compensation on a per diem basis for the performance of these duties.

2.4 Calculation of Daily Rate of Pay

To determine an administrator's daily rate of pay, the annual base salary is divided by the number days listed below:

Position	Days
Principal	219 days
Assistant Principal	214 days

3. SALARIES AND COMPENSATION

3.1 Basic Compensation

Administrative salaries are contained in Appendix A.

3.2 Extra Duty Assignment

The Employer may create extra duty administrative assignments and will offer assignment of such positions to administrators. No administrator is required to accept an offer for an extra duty assignment. Contracts for extra duty assignments must include the specific assignment, the duration of the assignment, all required and special provisions pertaining to the assignment, and the compensation for the assignment. Compensation is based on the administrator's prorated weekly salary multiplied by the number of weeks agreed to by the Employer and the administrator.

3.3 Tax-Deferred Matching Contribution Plan

An Employer contribution is payable to an administrator's tax-deferred matching contribution plan, subject to the following subsections.

3.3.1 Matching Salary Deduction

The Employer contribution is not payable unless the administrator authorizes a matching salary reduction up to the amount the administrator is eligible to receive under Subsection 3.3.2.

3.3.2 Employer Contribution

The amount of the Employer contribution will be up to ~~three (3)~~ three and one half (3.5) percent of the administrator's annual base salary. If a change in

training for the administrator is approved after the school year begins, the ~~three (3)~~ three and one half (3.5) percent will be adjusted to include the additional salary. If subsequent agreements are settled after the school year begins, the ~~three (3)~~ three and one half (3.5) percent will be adjusted to include any additional raise in the administrator's salary.

3.3.3 Administrator and Employer Contribution

The Employer contribution and matching administrator contribution will be made to a district-approved company of the administrator's choice, subject to Subsection 3.3.1. The administrator is responsible for making all arrangements required with the vendor to ensure that proper payment can be made by the Employer.

3.3.4 Special Situations

Administrators on sabbatical leave are eligible to participate in the tax-deferred matching contribution plan. Administrators on other types of leave are not eligible to participate in the tax-deferred matching contribution plan.

3.4 Doctorate Degree Stipend

An administrator, who has earned a doctorate degree, will receive $2000 annually which will be added to the administrator's annual salary.

4. HEALTH AND WELFARE BENEFITS

The Employer will provide administrators the health and welfare benefits as follows. It is understood that the provisions described are general statements of the coverages provided and that the administrator's eligibility for benefits is governed by the terms of the master insurance contracts in force between the Employer and the insurers providing coverage.

4.1 Life Insurance

4.1.1 Basic Group Life Insurance

An administrator is eligible for basic group term life insurance coverage in an amount equal to twice the administrator's basic annual salary rounded up to the next whole thousand. ~~If insurance coverage exceeds $250,000, the insurance provider may require proof of insurability.~~ The Employer pays the entire premium for this coverage.

4.1.2 Supplemental Coverage

An administrator may also apply for supplemental coverage ~~in $10,000 increments up to the administrator's basic annual salary.~~ Premiums for this coverage will be paid by the administrator through payroll deduction. Administrators electing to take the maximum supplemental coverage will receive an additional Employer-paid supplemental coverage in an amount

equal to the administrator's base salary rounded up to the next whole thousand.

An administrator may also apply for supplemental group term life insurance coverage for a spouse or dependent child as stipulated in the additional life insurance certificate. Premiums for this coverage will be paid by the administrator through payroll deduction. The Employer responsibility is to facilitate the supplemental group term life process by offering the plan and assisting with enrollment and payroll deductions but does not determine the specific requirements or terms of the insurance coverage. The requirements and terms of the supplemental group term life insurance coverage are established by the life insurance carrier.

4.1.3 Accidental Death and Dismemberment Coverage

An administrator is eligible for accidental death and dismemberment insurance coverage in an amount equal to four times the administrator's basic annual salary rounded up to the next whole thousand. The Employer pays the entire premium for such coverage.

4.2 Income Protection Insurance

An administrator is covered by income protection insurance in the amount of two thirds (2/3) of the administrator's basic annual salary up to a maximum benefit of ~~$10,000~~ 15,000 per month. Payments begin after sixty-five (65) days of continuous absence due to disability and (1) continue to age seventy (70); or (2) if the disabling event occurs after age seventy (70), payments will occur for twelve (12) months; or (3) if the disabling event occurs prior to age seventy (70) but continues after age seventy (70) and the administrator has not received twelve (12) months in benefits, payments will occur for twelve (12) months. The Employer pays the entire premium. An administrator receiving income protection insurance benefits also remains eligible for the Employer contributions for medical insurance.

4.3 Medical Insurance

Participation in the medical insurance programs is voluntary. The Employer will contribute the following amounts toward the monthly premium of each administrator enrolled in the coverages available.

Type of Coverage	~~Effective 01/01/23~~	Effective 01/01/25	Effective 01/01/27
Single	~~$662.58~~	$725.00	$850.00
Single + One	~~$1379.54~~	$1379.54	$1,409.54
Family	~~$1800.72~~	$1800.72	$1,830.72

In the event an administrator selects a medical insurance plan for which the monthly premium is less than the Employer contribution, the Employer will deposit, into an administrator's health savings plan, the difference between the Employer contribution and the amount of the monthly premium.

An administrator will contribute, through payroll deduction, any excess monthly premium remaining after the Employer's contribution toward the type of coverage for which the administrator is enrolled.

When two full-time employees are married and at least one of them is an administrator covered by this Agreement, and both employees are enrolled in a single plus one or family medical insurance plan through the Employer with one employee waiving coverage and covered as a dependent on the other employee's elected plan, then the employee who has elected the medical insurance plan will receive a monthly contribution in an amount equal to the Employer contribution under their work agreement for a single plus one plan (if enrolled in a single plus one plan), or a family plan (if enrolled in a family plan), plus the amount of the Employer's contribution towards a single medical insurance plan under their spouse's work agreement. Any balance remaining after married full-time employees have applied their pooled Employer insurance contributions towards their selected medical insurance plan remains with the Employer.

4.4 Dental Insurance

The Employer will provide a dental insurance program for full-time administrators. Participation in this program is voluntary. The Employer will contribute up to the following amounts toward the monthly premium for each administrator enrolled in the coverages available.

Type of Coverage	Monthly District Contribution
Single	$40
Single + One	$75
Family	$121

An administrator enrolled in the program will contribute through payroll deduction, any excess of monthly premium over the Employer contribution toward the type of coverage for which the administrator is enrolled.

5. PROFESSIONAL EXPENSES

5.1 Automobile Travel Reimbursement

Approved mileage for travel outside the district is reimbursed at the current IRS mileage rate established by the Employer. When an administrator or supervisor is requested to represent the district at a meeting or to visit a site beyond the district, the Employer will reimburse the person at the current per mile rate.

5.2 Meetings in Pursuit of District Interests

The Employer will reimburse an administrator for necessary expenses incurred while attending authorized meetings representing the interests of the district.

5.3 Professional Meetings

The Employer will reimburse an administrator for necessary expenses incurred for Employer-approved attendance at local, state, and national conventions, conferences, workshops, seminars, and institutes. See also Section 6.6, Policy on Reimbursable Convention Expenses, and School Board policies.

5.4 Membership in Professional Organizations

An administrator's membership in professional organizations may enhance the administrator's ability to exercise educational leadership within the district. When the Employer requests an administrator to belong to a professional organization, either for a specific school year or on a continuing basis, the Employer will reimburse the administrator for fees associated with the membership. The Superintendent will notify an administrator in writing of eligibility for reimbursement.

The Employer will pay the membership dues for one approved national organization and one approved state organization for each administrator. An approved list of professional organizations will be jointly determined by the administrative committee on policies and procedures.

5.5 Tuition Reimbursement

If the Employer requests that an administrator takes a specific course or courses from an academic institution, the Employer will reimburse the administrator for tuition costs. The Superintendent will notify the administrator in writing of the specific course or courses requested by the Employer for which the administrator will be reimbursed. A request may be initiated by the administrator.

6. BASIC LEAVE ALLOWANCE

An administrator receives a one-time basic leave allowance of thirty-five (35) days in addition to the amount granted below annually. Basic leave allowance is granted each fiscal year according to the following schedule, provided that an administrator

has served for a minimum of twenty (20) business days within the fiscal year. If an administrator is hired mid-year or leaves mid-year, the basic leave allowance will be prorated. Leave not used during the fiscal year may accumulate without limit.

Weeks Assigned	Annual Days
52	18

6.1 Basic Leave

An administrator may use one (1) day of accumulated basic leave for each day of personal illness. An administrator who has been absent may be required to present a statement to the Human Resources Department from a physician verifying an illness and certifying that the administrator has recovered sufficiently to return to the administrator's normal duties. An administrator absent more than five (5) consecutive working days must present this certification. If the Employer requires a certification for an absence of less than six (6) days, the Employer will designate the physician and is responsible for paying the cost of the physician's examination. For certification of absences greater than five (5) consecutive working days, an administrator will be responsible for paying the cost of the physician's examination unless the Employer requires examination by a specified physician, in which instance the Employer will be responsible for paying the cost of the examination.

Basic leave benefits are coordinated with any other benefits received by an administrator from Workers' Compensation or other sources paid for, in whole or in part, by the Employer, so that the total pay received by an administrator from all sources does not exceed the administrator's regular daily rate of pay. The administrator's basic leave will be deducted in the amount necessary to bring the administrator to the administrator's regular daily rate of pay.

If the administrator has exhausted all accumulated basic leave, the administrator is entitled only to the benefits available from sources other than basic leave.

6.2 Emergency Sick Leave Bank (ESLB)

The Employer and EAC have developed an emergency sick leave bank (ESLB) for qualifying administrators who have exhausted all paid leave options including basic leave, workers' compensation (if applicable), and any other state and/or federal paid leave programs. The ESLB also includes eligible members of the Superintendent's Advisory Council (SAC) and employees whose positions are contained in the Non-Affiliated guidebook. Administrators may apply for days from the ESLB when they are experiencing or will experience a medical emergency, or their immediate family member is experiencing or will experience a medical emergency. A "medical emergency" is defined as a medical condition of the administrator (or their

immediate family member) that will require the prolonged absence of the administrator from duty (five (5) or more consecutive days) and will result in a substantial loss of income to the administrator because the administrator has or will have exhausted all forms of paid leave. The medical condition must be recognized by the mainstream medical community to be deemed an eligible medical condition for the ESLB program. The ESLB will be filled by donations made by other administrators to support colleagues experiencing such circumstances.

Administrators will be notified of the open enrollment for participation in the ESLB at the beginning of employment. Administrators who wish to participate in the ESLB are required to donate one (1) basic leave day within thirty (30) days of their start date with the Employer. All donations are confidential and nonrefundable. Once a day is donated, an administrator cannot retract or reclaim the donated basic leave for any reason.

If at any point the ESLB is not self-sustaining, the Employer and EAC may request additional donations. Administrators that did not donate at the beginning of their employment may choose to participate at that time by donating one (1) basic leave day within the open enrollment period. Open enrollment may be allowed at other times with the mutual agreement of the Employer and EAC.

Recipient Eligibility. Membership will be open to all regularly contracted administrators. An administrator who has exhausted all forms of paid leave may apply for leave from the ESLB for a medical emergency, as defined above, by submitting a written application and a medical certification from the administrator or immediate family member's treating physician to the Human Resources Department. Administrators may not begin to use sick leave from the ESLB until the Employer has approved the written application. No application will be approved if the ESLB does not contain donated days of leave. The Employer will inform the EAC when an application for sick leave from the ESLB has been approved.

No administrator may withdraw more than sixty-five (65) days from the ESLB during their career with the Employer unless the Employer and the EAC agree to a greater number of days for a life-threatening medical emergency. No administrator may withdraw days from the ESLB for use on non-contract days.

Administrators will immediately become ineligible for the ESLB if they become eligible to receive long-term disability benefits, workers' compensation, state and/or federal paid leave benefits, or other pay or other benefits in place of any part of their salary.

6.3 Family Illness or Bereavement Leave

An administrator may use accumulated basic leave for absences due to an illness or injury to the administrator's dependent child for reasonable periods as the

administrator's attendance with the child may be necessary, on the same terms the administrator is able to use accumulated basic leave for the administrator's own illness or injury.

For absence because of illness in the family, an administrator may deduct a reasonable number of days per incident from accumulated basic leave at no salary deduction. The family includes husband, wife, father, mother, brother, sister, son, daughter, father-in-law, mother-in-law, any relative or non-relative living in the household of the administrator, or others as required by state law. When a physician certifies that in-home care is essential because of illness or injury of an administrator's spouse, the administrator may deduct up to fifteen (15) days from accumulated basic leave with no salary deduction.

For absence because of death in the family or of friends, an administrator may deduct a reasonable number of days per incident from accumulated leave at no salary deduction.

6.4 Personal Business Leave

For absence required for the transaction of personal business that cannot be completed outside business hours, up to two (2) days during any fiscal year may be deducted from accumulated basic leave at no salary deduction.

Requests for personal business leave must be submitted to the administrator's immediate supervisor in writing at least three (3) duty days in advance of the requested personal leave day, except in cases of extreme emergency, and must be approved by the Superintendent or authorized representative.

6.5 Religious Observance Leave

Up to three (3) days leave are available to an administrator for religious observance. These days must be recognized as religious holidays and are not permitted for circumstances where personal alternative attendance options exist. These days will be deducted from an administrator's accumulated basic leave. Notification must be submitted to the Superintendent, via the District's electronic leave system, at least three (3) days prior to such absence.

6.6 Professional Leave

Professional leave without deduction from pay or accumulated basic leave may be approved to permit attendance at professional meetings, subject matter conferences, professional visitation of an approved school system or institution of higher learning, or the carrying out of other professional duties. This professional leave must be approved in advance by the Superintendent or their authorized representative. See also Section 5.3.

6.7 Superintendent's Discretionary Leave

Any circumstance that arises necessitating the absence of an administrator not specifically included in any of the sections above may be granted as discretionary leave. This leave must be approved in advance by the Superintendent or authorized representative.

6.8 Judicial Leave

An administrator who is subpoenaed or called for jury duty will be compensated for the difference between regular pay and pay received for the performance of such obligation.

7. LONG-TERM LEAVES

7.1 Sabbatical Leave

Sabbatical leave for study or professional improvement may be approved for an administrator who has been continuously employed in the district for six (6) or more full school years, of which at least three (3) years must be in an administrative position. Applicants with a Master's Degree or training beyond the Master's Degree must submit for prior approval a detailed summary of plans for study, research, and/or travel. Applications must be submitted between September 15 and December 15 for a sabbatical leave for the next fiscal year.

The Employer may post a request for sabbatical applications relating to School District initiatives. The Employer will seek qualified applicants with an interest in the topic to consider applying for the sabbatical opportunity. This interest may coincide with an administrator's graduate course work and/or final projects.

7.1.1 Full-Time Sabbatical Leave

A full-time sabbatical leave will be for one (1) contract year and compensated for in the following manner:

Years of Service in the District*	Percentage of Base Salary Paid by the Employer
7th year	50%
8th year	60%
9th year	65%
10th year	70%
11th year	75%

*Years of service or the number of years since the expiration of an administrator's last sabbatical leave.

The percent of base salary paid by the Employer is based on the full-time salary the administrator would receive if not on sabbatical leave. An administrator's compensation from grants, aids, and Employer payment while on sabbatical is limited to the administrator's base salary but for the sabbatical.

If an administrator's compensation from grants, aids, G.I. Bill, and Employer payment while on sabbatical is in excess of the administrator's base salary but for the sabbatical, then the Employer's payment will be reduced by the amount in excess of the administrator's base annual salary. Salary received by the administrator for services performed while on sabbatical leave, such as assistantships, is not included under an administrator's compensation as described above.

An administrator on sabbatical leave remains eligible, upon request, for participation in all insurance programs available under this Agreement. The Employer contribution toward insurance coverage is prorated by the same percentage as the percentage of the administrator's base salary paid by the Employer while on sabbatical, as noted in the above table. An administrator electing to continue insurance coverage while on sabbatical leave will contribute, through payroll deduction, any excess premium over the Employer's contribution.

7.1.2 Half-Time Sabbatical Leave

Full-time administrators may apply for a half-time sabbatical leave. This type of leave is granted on a half-time basis at full pay for the contract year. Half-time service is defined as equivalent to half the number of weeks in the regular contract. The minimum length of service in the School District to qualify is the same as that for a full-time sabbatical.

7.1.3 Sabbatical Leave Candidate Selection

The following factors should be considered in determining which qualified applicants should receive sabbatical leave if there are more applicants than leaves available:

The primary objective should be to improve an administrator's competence in the administrator's present positions or to achieve proficiency in an area where the District has determined a need exists for a specific competency.

An administrator who is subject to reassignment due to reduction or discontinuation of positions may benefit from a sabbatical leave to retrain themselves to better serve the District in subsequent years.

It should be reasonably possible to provide a replacement for the year that the administrator is on sabbatical leave.

An administrator who has previously been granted a sabbatical as an administrator, or is applying for a travel leave without a plan of graduate study, will not be considered for selection unless there are no other qualified applicants.

After the above factors have been considered, if two (2) or more candidates are considered equal, leave will be granted on the basis of seniority in the District.

Selection for sabbatical leave is on the condition that the administrator returns to the School District for a period of at least one (1) school year following the sabbatical leave. The final recommendation for approval of sabbatical leave is made by the Superintendent.

7.1.4 Number of Leaves

One (1) sabbatical leave for administrators may be approved each contract year.

An approved sabbatical leave may be rescheduled for good cause to another mutually agreeable time period.

7.2 Long-Term Leaves of Absence Without Pay

A long-term leave of absence without pay may be requested. The granting or denial of such requests is at the discretion of the Employer. In order to be eligible for such leave, an administrator must have completed three (3) fiscal years of service with the Employer.

All long-term leaves of absence, except for health reasons, must be requested prior to March 1, and if approved by the Employer, will be for a period of one (1) fiscal year, except that a leave of absence for health reasons will be for an initial period of the remainder of the fiscal year in which the leave begins. An administrator on a long-term leave must notify the Superintendent by March 1 of each fiscal year that (1) the administrator intends to return at the beginning of the next fiscal year, or (2) request a renewal of the long-term leave without pay. Failure of the administrator on long-term leave of absence without pay to notify of the intent to return or renew is considered a resignation by the administrator. Each renewal of a long-term leave of absence will be for a period of one (1) year. No long-term leave may be renewed more than twice.

An administrator granted a long-term leave of absence will be returned to employment at the end of the leave of absence to a position for which the administrator is licensed. In the event the administrator's leave is renewed, the administrator will be returned to employment at the end of the leave provided there is a vacant position for which the administrator is licensed and qualified. Failure to return upon expiration of leave of absence will result in termination of employment.

An administrator on a long-term leave of absence remains eligible, upon request, for participation in all insurance programs other than income protection insurance, but must pay the entire premium for the insurance coverage. Premium payments must be received by the Employer's insurance administrator at least one (1) month in advance.

No administrator will be granted experience credit while on a long-term leave of absence.

7.3 Parenting Leave

An administrator is granted a leave of absence without pay for a period of up to twelve (12) months for the purpose of providing full-time care for a newborn or newly-adopted child or children. Whenever possible, written application for the leave will be submitted to the human resources department at least four (4) months prior to the expected commencement of the leave.

Parenting leave may be granted to begin immediately upon the termination of any period of disability resulting from pregnancy and childbirth or the date of placement of an adopted child. By mutual agreement between the Employer and an administrator, parenting leave may also be granted to begin before any period of physical disability resulting from the pregnancy. However, once a parenting leave without pay has started, accumulated basic leave pay is no longer available for the remainder of the leave without pay.

Additionally, in the case of adoptions, by mutual agreement between the Employer and the administrator, an administrator may use up to and including twenty-five (25) days of accumulated basic leave prior to the adoption to fulfill requirements of the adoption. These days may include, but are not limited to, pre-adoption consultation, legal counsel, legal proceedings, and naturalization proceedings. These days need not be consecutive.

An administrator may use up to and including five (5) days of accumulated basic leave after the birth of a child or after an adoption.

An administrator may return to work prior to the date designated in the approved parenting leave only if approved by the Employer in its sole discretion. Failure to

return to work on the designated date will be considered a voluntary termination of employment unless a leave extension is approved by the Employer.

An administrator returning from parenting leave will be returned to the position held when placed on leave, or if not available, to any other position for which such administrator is licensed and qualified, subject to approval of physician certifying the return and to the discontinuance of position provisions incorporated in this Agreement. Following return to duty, the administrator will be credited with the amount of their unused basic leave.

An administrator on parenting leave remains eligible, upon request, for participation in all insurance programs other than income protection insurance, but must pay the entire premium for the insurance coverage. Premium payments must be received by the District's insurance administrator at least one (1) month in advance.

Any period of parenting leave taken under this provision is used simultaneously with any period of leave for which the administrator is eligible under state and federal leave laws.

8. RETIREMENT

8.1 Insurance Benefits

8.1.1 A full-time administrator and their dependents may continue to participate in the Employer's medical and dental group insurance plans that the administrator and their dependents participated in immediately before the administrator's retirement if the administrator meets the requirements for insurance continuation under state law and pays the full amount of the insurance premiums for such coverage.

8.1.2 Retiree Insurance Subsidy (Hired Prior to July 1, 2010)

A full-time administrator hired on or after July 1, 2010 is not eligible for the benefits described in this Subsection 8.1.2, unless the newly hired administrator was a District employee prior to July 1, 2010 under a Master Agreement or guidebook that contained post-retirement benefits continuation language and had no break in employment with the Employer.

A full-time administrator retiring after age fifty-five (55) with a minimum of ten (10) full years of service is eligible for the Employer premium contributions toward group medical and dental insurance coverage at the same rate as active administrators. However, the Employer premium contribution for a retired administrator will be limited to the contribution rate for single coverage unless the retired administrator participated in single plus one or family coverage immediately preceding retirement. The Employer premium contribution will also be limited to the contribution rate for single coverage

upon the death of the retired administrator's spouse, unless the retired administrator participated in family coverage immediately preceding retirement. Single and family coverage will continue despite the death of a retired administrator's spouse. All Employer premium contributions will cease on the earliest of the following events: (1) the death of the retired administrator, or (2) the expiration of eight (8) years from the effective date of the administrator's retirement.

If the retired administrator becomes eligible for Medicare benefits and the expiration of eight (8) years from the effective date of the administrator's retirement has not occurred, then the Employer will reimburse the retired administrator for Medicare insurance and a Medicare supplement for both the retired administrator and spouse not to exceed the single, single plus one, or family contribution rate for an active administrator as eligibility for these contributions is defined in the above paragraph. When the retired administrator or spouse is eligible for Medicare benefits, the non-eligible retired administrator or spouse may remain on the Employer health insurance plan until the administrator becomes eligible for Medicare benefits. At no time can the Employer contribution exceed the single, single plus one, or family contribution rate for an active administrator with respect to the retired administrator's election on the effective date of retirement.

8.1.3 Minnesota State Retirement System (MSRS) Health Care Savings Plan (HCSP) (Hired on or after July 1, 2010)

Only a full-time administrator hired on or after July 1, 2010 is eligible for the benefits provided in this Subsection 8.1.3. A new administrator, who is eligible to qualify for benefits under Subsection 8.1.2, does not receive the contribution in Subsection 8.1.3.

The Employer will contribute ~~$2000~~ $2,500 per year to a Minnesota State Retirement System (MSRS) Health Care Savings Plan (HCSP) after an administrator has received non-probationary continuing contract status as an administrator covered by the Master Agreement between EAC and the Employer.

Year	Contribution
~~2024-2025~~ 2026-2027	~~$2000~~ $2,500
~~2025-2026~~ 2027-2028	~~$2000~~ $2,500

If the administrator leaves employment with the Employer, this administrator's Health Care Savings Plan remains the property of the administrator.

8.1.4 Retiree Life Insurance

An administrator who retires after age fifty-five (55) and has worked at least twenty (20) years as an employee in an accredited institution of education, or for other governmental employers, may

continue any life insurance coverage in force until age seventy (70) by continuing to pay the full premium.

8.2 Early Retirement Payments

Provided that all other conditions of eligibility are met, the following administrators are eligible for the early retirement payments described in this Section 8.2 and detailed in Subsections 8.2.1, 8.2.2, 8.2.3, 8.2.4, and 8.2.5: Tami Jo Cook, Mark DeYoung, Christopher Holden, ~~Jennifer Johnson~~, Troy Stein, and Michael Pretasky. No other administrators are eligible for early retirement payments pursuant to this Section or its Subsections. This Section and its Subsections will automatically expire upon the final retirement of the administrators listed above.

8.2.1 Eligibility

To be eligible for the early retirement payments described below, an administrator must be listed as an eligible administrator in Section 8.2 above.

8.2.2 Deadline for Application

Application for the early retirement payments for retirement at the end of the school year must be submitted to the Human Resources Office by February 1. The Employer, in its sole discretion, may approve a retirement request effective at a date prior to the end of the fiscal year. Application for this consideration for "mid-year" retirement must be submitted by the end of the previous fiscal year.

8.2.3 Distribution of Early Retirement Payments

An administrator eligible for the early retirement payments will receive payment in two (2) installments. The first payment will be on the last day of the month the administrator retires in an amount equal to two-thirds (2/3) of the early retirement incentive payment amount. The remaining one-third (1/3) will be paid the following January 15.

If an administrator applied for mid-year retirement, as defined above, the amount of early retirement payments is based on the last full fiscal year of employment.

The early retirement payments (early retirement incentive payment and basic leave conversion payment) will be deposited in the administrator's 403(b) account to the maximum extent allowed by the 403(b) administrator and any remainder of the payment will be deposited into the administrator's account with Minnesota State Retirement System's Health Care Savings Plan.

8.2.4 Calculation of Early Retirement Incentive Payment

An eligible administrator will receive an early retirement incentive payment in an amount described below. An administrator's daily rate of pay is calculated from the last year of full-time service.

Number of Assigned Weeks	Number of Days
All administrators	120 days

8.2.5 Calculation of Basic Leave Conversion Payment

In addition to the Early Retirement Incentive Payment, an eligible administrator will receive a basic leave conversion for unused basic leave days, in an amount described below. The payment equals the number of accumulated unused basic leave days, not to exceed the maximum number of days in the table below, multiplied by the daily rate of pay for the administrator. The number of duty weeks and the daily rate of pay are calculated from the last year of full-time service.

Number of Assigned Weeks	Number of Days
All eligible administrators	83 days

A combined total of early retirement incentive payment, basic leave conversion payment, and the Employer contribution to the Health Care Savings Plan provided in Section 8.3 must not exceed the administrator's last full year salary.

8.3 Employer Contribution to the Health Care Savings Plan

A full-time administrator retiring after age fifty (50) with a minimum of ten (10) full years of service is eligible for an Employer contribution toward the Minnesota State Retirement System's Health Care Savings Plan. The accumulative total of this contribution will not exceed the following calculation: $35 multiplied by the administrator's accumulated unused basic leave days in excess of one-hundred forty (140) days as of the date of retirement.

9. REDUCTION OR DISCONTINUANCE OF POSITIONS

Any reduction in force will be made on the basis of the least total administrative experience in this District. For administrators with identical total administrative experience in this District, reductions will be made on the basis of the least total licensed experience in this District. In every case, however, an impacted administrator's licensure and qualifications as determined by the Employer must be acceptable to perform the responsibilities of the remaining positions. Reductions will be made among elementary administrative positions as a group, and among secondary administrative positions as a group, with no cross-over or bumping between elementary and secondary administrators.

If an administrator is reassigned under the terms of reduction or discontinuance of positions, the administrator will be assigned to a position (administrative or teaching) at no reduction of weekly salary or the Employer's monthly medical contribution. Seniority as a teacher will be as provided by law.

10. PROFESSIONAL DEVELOPMENT AND TECHNOLOGY ALLOWANCE

Administrators will be eligible for up to four hundred ($400.00) dollars per administrator for professional development/technology allowance per year. In order to receive the allowance of four hundred ($400.00) dollars or a portion thereof, the administrator must apply and receive prior approval from their supervisor. The administrator may carry over this allowance, up to two thousand ($2,000) dollars.

Use of funds may include:

1. Conventions, seminars, workshops (registration, travel, meals, and accommodations);
2. Tuition and materials for training or graduate courses;
3. Hardware/software for professional use that will mutually benefit the District and administrator; or
4. Dues for professional education organizations not presently paid by the District.

The allowance will not be distributed in salary or payout to any current or past administrator.

11. GRIEVANCE PROCEDURE

11.1 Definition

A grievance is defined as a dispute or disagreement as to the interpretation or application of any term or terms of this Agreement.

11.2 Procedure

Step I

The parties to this Agreement shall make reasonable efforts to meet and resolve grievances informally. Notwithstanding this, a grievance must be submitted in writing to the Executive Director of Human Resources within twenty (20) days after the administrator knew or should have known of the facts giving rise to the grievance. The parties shall meet within five (5) working days of the submission of the grievance. The Executive Director of Human Resources shall issue a written decision on the grievance within five (5) working days of the meeting.

Step II

Administrator may appeal the decision of the Executive Director of Human Resources to the Superintendent. This appeal shall be made in writing to the Superintendent within ten (10) days of the decision of the Executive Director of Human Resources. The Superintendent shall issue a decision on the appeal within five (5) working days of receipt of the appeal and shall forward the decision to the administrator and the President of the EAC.

Step III

An administrator and the EAC may submit the matter to arbitration within ten (10) working days of receipt of the Superintendent's decision issued in step II.

Step IV - Arbitration

The Employer and EAC will endeavor to select a mutually acceptable arbitrator to hear and decide the grievance. If the Employer and EAC are unable to agree on an arbitrator, they will request from the Bureau of Mediation Services, State of Minnesota, a list of five (5) names of qualified arbitrators. The parties will alternately strike names from the list of five (5) arbitrators until only one (1) name remains. The remaining arbitrator will hear and decide the grievance. If the parties are unable to agree on who will strike the first name, the question will be decided by a flip of the coin.

Each party will be responsible for equally compensating the arbitrator for their fee and necessary expenses. The arbitrator does not have the power to add, to subtract from, or to modify in any way the terms of the existing Agreement.

The decision of the arbitrator will be final and binding upon the parties. The decision will be issued to the parties by the arbitrator and a copy will be filed with the Bureau of Mediation Services, State of Minnesota.

The processing of all grievances will be during the regularly scheduled working hours and an administrator will not lose wages due to necessary participation.

11.3 Other Provisions

The parties by mutual written agreement may waive any step and extend any time limits in the grievance procedures; however, failure by an administrator or EAC to adhere to the timelines without mutual agreement to waive the timelines will result in a forfeit of the grievance. Failure of the Employer to act within the timelines specified without mutual agreement to waive such limits will constitute a denial of the grievance and will permit the grievant to proceed to the next step.

11.3.2 "All notices, appeals and other documents may be submitted electronically by the parties."

11.3.3 "Unless otherwise designated, days shall be defined as calendar days."

12. DURATION AND RENEGOTIATION OF AGREEMENT

12.1 Term of Agreement

This Agreement will become effective July 1, ~~2024~~ 2026, and will continue in full force and effect to and including June 30, ~~2026~~ 2028, and thereafter until modifications are made pursuant to PELRA. In the event a successor agreement is not entered into prior to July 1, ~~2026~~ 2028, an administrator will be compensated according to the previous contract executed between EAC and the Employer until such time that a successor agreement is adopted.

12.2 Effect of Agreement

Any and all prior agreements, resolutions, practices, policies, rules and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

13. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have signed this Agreement ~~this 4th day of November 2024~~ as follows:.

FOR EDINA ADMINISTRATIVE COUNCIL

Mike Pretasky, Edina Administrative Council President

Patrick Bass, Edina Administrative Council Representative

Chris Holden, Edina Administrative Council Representative

Paul Paetzel, Edina Administrative Council Representative

Dated this ____ day of _____ 2026.

FOR INDEPENDENT SCHOOL DISTRICT 273

Karen Gabler, Board Chair

Erica Allenburg, Board Clerk

Dated this ____ day of _____ 2026.

APPENDIX A

EDINA ADMINISTRATIVE COUNCIL (EAC)

Salary Schedules

2026-2027						
Step	High School Principal	Middle School Principal	Elementary School Principal	High School Assistant Principal	Middle School Assistant Principal	Elementary School Assistant Principal
1	$200,159	$182,965	$175,076	$154,591	$150,519	$138,894
2	$203,245	$185,786	$177,775	$156,975	$152,841	$141,034
3	$206,471	$188,735	$180,596	$159,466	$155,266	$143,274
4	$209,696	$191,683	$183,417	$161,956	$157,692	$145,512
5	$212,783	$194,504	$186,117	$164,340	$160,013	$147,653
6	$216,007	$197,452	$188,938	$166,831	$162,437	$149,891
7	$220,472	$201,533	$192,842	$170,279	$165,795	$152,989
8	$221,605	$202,569	$193,835	$171,155	$166,648	$159,993

2027-2028						
Step	High School Principal	Middle School Principal	Elementary School Principal	High School Assistant Principal	Middle School Assistant Principal	Elementary School Assistant Principal
1	$208,165	$190,284	$182,079	$160,775	$156,540	$144,450
2	$211,375	$193,217	$184,886	$163,254	$158,955	$146,675
3	$214,730	$196,284	$187,820	$165,845	$161,477	$149,005
4	$218,084	$199,350	$190,754	$168,434	$164,000	$151,332
5	$221,294	$202,284	$193,562	$170,914	$166,414	$153,559
6	$224,647	$205,350	$196,496	$173,504	$168,934	$155,887
7	$229,291	$209,594	$200,556	$177,090	$172,427	$159,109
8	$230,469	$210,672	$201,588	$178,001	$173,314	$166,393

Memorandum of Understanding

Between Edina Public Schools and Edina Administrative Council Regarding Benefits for Active Principals who are Annuitants of the Teachers Retirement Association

This Memorandum of Understanding ("MOU") is made by and between Independent School District No. 273, Edina Public Schools ("Employer" or "District") and the Edina Administrative Council ("EAC").

WHEREAS, the EAC is the exclusive representative of principals employed by the District;

WHEREAS, the Master Agreement ("Agreement") governs the principals' terms and conditions of employment between the District and EAC for the ~~2024-2025~~ 2026-2027 and ~~2025-2026~~ 2027-2028 school years; and

WHEREAS, the District and EAC agree that hiring experienced principals who are annuitants of the Teachers Retirement Association (TRA) can be beneficial to the students and staff of Edina Public Schools;

THEREFORE, the District and EAC agree as follows:

1. This MOU applies to ~~A~~an active principal covered by the Agreement who is also an annuitant of the Teachers Retirement Association ("TRA") ~~will receive as compensation a monetary amount equal to the contribution the Employer would have paid to TRA on behalf of such principal had the principal not been an annuitant.~~
2. ~~Such monetary amount will be paid to the annuitant principal as salary addition. The monetary amount will be calculated based on the annuitant principal's placement on the salary schedule~~.
3. If an annuitant principal is receiving full health insurance coverage as a retirement benefit from a former school district, then the District will not make any contributions towards health insurance for such principal and the annuitant principal will receive an amount equal to the District's monthly contribution towards a single health insurance plan as salary addition.
4. Nothing in this MOU may be deemed to establish 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 EAC.
5. This MOU does not alter any managerial rights that the District has in absence of this MOU.
6. Unless extended in writing by both parties, this MOU automatically expires on June 30, ~~2026~~ 2028.

The District and EAC agree with the above language as evidenced by their representatives' signatures below.

FOR EDINA ADMINISTRATIVE COUNCIL	**FOR INDEPENDENT SCHOOL DISTRICT 273**
Mike Pretasky, Edina Administrative Council President	Karen Gabler, Board Chair
Dated this ____ day of _____ 2026.	Dated this ____ day of _____ 2026.

DEFINING EXCELLENCE

MASTER AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273

EDINA PUBLIC SCHOOLS
AND THE
EDINA ADMINSTRATIVE COUNCIL

JULY 1, 2026 THROUGH JUNE 30, 2028

Approved by the ISD 273 School Board 07.13.2026.

Accessibility Compliant

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1. INTRODUCTION

1.1 Master Agreement

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools ("Employer" or "District") and the Edina Administrative Council ("EAC").

1.2 Definitions

The following definitions are applicable to terms used in this Agreement:

Administrator. Any person who holds a position in the unit for which EAC is the certified exclusive representative and who works more than fourteen (14) hours per week and one hundred (100) workdays per year.

Duty Day. Any workday that an administrator is required to perform duties as established by the Employer.

Terms and Conditions of Employment. The hours of employment, compensation including fringe benefits, except retirement contributions or benefits, and the Employer's personnel policies affecting the working conditions of the administrator. This definition does not include the educational policies of a school district. This definition is subject to Minn. Stat. § 179A.07.

Other Terms. Other terms not specifically defined have the definitions given them under PELRA.

1.3 Recognition

The Employer recognizes EAC as the exclusive representative of all administrators in the positions of Principal, Assistant Principal, and Activities Director for the purpose of negotiating terms and conditions of employment.

1.4 Vacancy Notification

Administrative vacancies are posted on the District's website. Applications for vacancies must be submitted via the internal application to the online application process. Each administrator applying for and who is appropriately licensed and qualified will be granted an interview prior to filling the position.

1.5 Rights and Obligations

1.5.1 Rights of Administrators

Nothing in this Agreement denies or restricts any rights the administrator may have under state or federal law.

1.5.2 Rights of the Employer

State law has vested in the Employer the authority to manage, control and direct the operation of the School District, and to adopt, modify or repeal policies, rules, and regulations for the District. All such authority of the Employer continues unimpaired, except as limited by a specific provision of this Agreement.

2. WORK YEAR

2.1 Duty Weeks and Vacation Days

An administrator will work fifty-two (52) duty weeks each fiscal year.

An administrator assigned to fifty-two (52) weeks will receive thirty (30) days of vacation annually. An assistant principal who was a member of the EAC on July 1, 2024, and is assigned to fifty-two (52) weeks will receive thirty-five (35) days of vacation annually. Any administrator assigned to less than fifty-two (52) weeks will receive a prorated vacation allotment (e.g., administrator whose assignment is one-half of the fiscal year would receive fifteen (15) days. Principals may schedule up to ten (10) vacation days during teacher duty days, subject to supervisor approval. No more than five (5) consecutive vacation days may be taken during teacher duty days at any one time. Exceptions to these limits may be approved at the Superintendent's discretion. A full-time administrator for purposes of Section 2.1 is employed for a full fiscal year for more than thirty (30) hours per week.

When attending conventions or other professional meetings, it may be necessary for administrators to attend meetings or travel to or from the meeting site on weekends. As a professional exempt employee, the administrator may be flexible in their workweek when weekend meetings or travel occur.

Administrators may carry forward up to thirty (30) vacation days into the next fiscal year. In unusual circumstances, the Superintendent may approve additional carryover or up to ten (10) days of paid vacation at the end of the school year.

At the time of separation from the District, the administrator will be paid for any remaining unused vacation days, based upon an accrual at the time of separation.

2.1.1 Year in Position

A year in the position is defined as commencement of position duties prior to January 1.

2.2 Holidays

Administrators have twelve (12) holidays each fiscal year as designated by the Employer.

2.3 Strikes and Emergency Closings

If the school year is extended due to a strike or work stoppage by other employees, administrators who are required by the Employer to perform duties beyond their contracted number of days will receive compensation on a per diem basis for the performance of these duties.

2.4 Calculation of Daily Rate of Pay

To determine an administrator's daily rate of pay, the annual base salary is divided by the number days listed below:

Position	Days
Principal	219 days
Assistant Principal	214 days

3. SALARIES AND COMPENSATION

3.1 Basic Compensation

Administrative salaries are contained in Appendix A.

3.2 Extra Duty Assignment

The Employer may create extra duty administrative assignments and will offer assignment of such positions to administrators. No administrator is required to accept an offer for an extra duty assignment. Contracts for extra duty assignments must include the specific assignment, the duration of the assignment, all required and special provisions pertaining to the assignment, and the compensation for the assignment. Compensation is based on the administrator's prorated weekly salary multiplied by the number of weeks agreed to by the Employer and the administrator.

3.3 Tax-Deferred Matching Contribution Plan

An Employer contribution is payable to an administrator's tax-deferred matching contribution plan, subject to the following subsections.

3.3.1 Matching Salary Deduction

The Employer contribution is not payable unless the administrator authorizes a matching salary reduction up to the amount the administrator is eligible to receive under Subsection 3.3.2.

3.3.2 Employer Contribution

The amount of the Employer contribution will be up to three and one half (3.5) percent of the administrator's annual base salary. If a change in training for

the administrator is approved after the school year begins, the three and one half (3.5) percent will be adjusted to include the additional salary. If subsequent agreements are settled after the school year begins, the three and one half (3.5) percent will be adjusted to include any additional raise in the administrator's salary.

3.3.3 Administrator and Employer Contribution

The Employer contribution and matching administrator contribution will be made to a district-approved company of the administrator's choice, subject to Subsection 3.3.1. The administrator is responsible for making all arrangements required with the vendor to ensure that proper payment can be made by the Employer.

3.3.4 Special Situations

Administrators on sabbatical leave are eligible to participate in the tax-deferred matching contribution plan. Administrators on other types of leave are not eligible to participate in the tax-deferred matching contribution plan.

3.4 Doctorate Degree Stipend

An administrator, who has earned a doctorate degree, will receive $2000 annually which will be added to the administrator's annual salary.

4. HEALTH AND WELFARE BENEFITS

The Employer will provide administrators the health and welfare benefits as follows. It is understood that the provisions described are general statements of the coverages provided and that the administrator's eligibility for benefits is governed by the terms of the master insurance contracts in force between the Employer and the insurers providing coverage.

4.1 Life Insurance

4.1.1 Basic Group Life Insurance

An administrator is eligible for basic group term life insurance coverage in an amount equal to twice the administrator's basic annual salary rounded up to the next whole thousand. The Employer pays the entire premium for this coverage.

4.1.2 Supplemental Coverage

An administrator may also apply for supplemental coverage. Premiums for this coverage will be paid by the administrator through payroll deduction. Administrators electing to take the maximum supplemental coverage will receive an additional Employer-paid supplemental coverage in an amount equal to the administrator's base salary rounded up to the next whole thousand.

An administrator may also apply for supplemental group term life insurance coverage for a spouse or dependent child as stipulated in the additional life insurance certificate. Premiums for this coverage will be paid by the administrator through payroll deduction. The Employer responsibility is to facilitate the supplemental group term life process by offering the plan and assisting with enrollment and payroll deductions but does not determine the specific requirements or terms of the insurance coverage. The requirements and terms of the supplemental group term life insurance coverage are established by the life insurance carrier.

4.1.3 Accidental Death and Dismemberment Coverage

An administrator is eligible for accidental death and dismemberment insurance coverage in an amount equal to four times the administrator's basic annual salary rounded up to the next whole thousand. The Employer pays the entire premium for such coverage.

4.2 Income Protection Insurance

An administrator is covered by income protection insurance in the amount of two thirds (2/3) of the administrator's basic annual salary up to a maximum benefit of $15,000 per month. Payments begin after sixty-five (65) days of continuous absence due to disability and (1) continue to age seventy (70); or (2) if the disabling event occurs after age seventy (70), payments will occur for twelve (12) months; or (3) if the disabling event occurs prior to age seventy (70) but continues after age seventy (70) and the administrator has not received twelve (12) months in benefits, payments will occur for twelve (12) months. The Employer pays the entire premium. An administrator receiving income protection insurance benefits also remains eligible for the Employer contributions for medical insurance.

4.3 Medical Insurance

Participation in the medical insurance programs is voluntary. The Employer will contribute the following amounts toward the monthly premium of each administrator enrolled in the coverages available.

Type of Coverage	Effective 01/01/25	Effective 01/01/27
Single	$725.00	$850.00
Single + One	$1379.54	$1,409.54
Family	$1800.72	$1,830.72

In the event an administrator selects a medical insurance plan for which the monthly premium is less than the Employer contribution, the Employer will deposit,

into an administrator's health savings plan, the difference between the Employer contribution and the amount of the monthly premium.

An administrator will contribute, through payroll deduction, any excess monthly premium remaining after the Employer's contribution toward the type of coverage for which the administrator is enrolled.

When two full-time employees are married and at least one of them is an administrator covered by this Agreement, and both employees are enrolled in a single plus one or family medical insurance plan through the Employer with one employee waiving coverage and covered as a dependent on the other employee's elected plan, then the employee who has elected the medical insurance plan will receive a monthly contribution in an amount equal to the Employer contribution under their work agreement for a single plus one plan (if enrolled in a single plus one plan), or a family plan (if enrolled in a family plan), plus the amount of the Employer's contribution towards a single medical insurance plan under their spouse's work agreement. Any balance remaining after married full-time employees have applied their pooled Employer insurance contributions towards their selected medical insurance plan remains with the Employer.

4.4 Dental Insurance

The Employer will provide a dental insurance program for full-time administrators. Participation in this program is voluntary. The Employer will contribute up to the following amounts toward the monthly premium for each administrator enrolled in the coverages available.

Type of Coverage	Monthly District Contribution
Single	$40
Single + One	$75
Family	$121

An administrator enrolled in the program will contribute through payroll deduction, any excess of monthly premium over the Employer contribution toward the type of coverage for which the administrator is enrolled.

5. PROFESSIONAL EXPENSES

5.1 Automobile Travel Reimbursement

Approved mileage for travel outside the district is reimbursed at the current IRS mileage rate established by the Employer. When an administrator or supervisor is

requested to represent the district at a meeting or to visit a site beyond the district, the Employer will reimburse the person at the current per mile rate.

5.2 Meetings in Pursuit of District Interests

The Employer will reimburse an administrator for necessary expenses incurred while attending authorized meetings representing the interests of the district.

5.3 Professional Meetings

The Employer will reimburse an administrator for necessary expenses incurred for Employer-approved attendance at local, state, and national conventions, conferences, workshops, seminars, and institutes. See also Section 6.6, Policy on Reimbursable Convention Expenses, and School Board policies.

5.4 Membership in Professional Organizations

An administrator's membership in professional organizations may enhance the administrator's ability to exercise educational leadership within the district. When the Employer requests an administrator to belong to a professional organization, either for a specific school year or on a continuing basis, the Employer will reimburse the administrator for fees associated with the membership. The Superintendent will notify an administrator in writing of eligibility for reimbursement.

The Employer will pay the membership dues for one approved national organization and one approved state organization for each administrator. An approved list of professional organizations will be jointly determined by the administrative committee on policies and procedures.

5.5 Tuition Reimbursement

If the Employer requests that an administrator takes a specific course or courses from an academic institution, the Employer will reimburse the administrator for tuition costs. The Superintendent will notify the administrator in writing of the specific course or courses requested by the Employer for which the administrator will be reimbursed. A request may be initiated by the administrator.

6. BASIC LEAVE ALLOWANCE

An administrator receives a one-time basic leave allowance of thirty-five (35) days in addition to the amount granted below annually. Basic leave allowance is granted each fiscal year according to the following schedule, provided that an administrator has served for a minimum of twenty (20) business days within the fiscal year. If an administrator is hired mid-year or leaves mid-year, the basic leave allowance will be prorated. Leave not used during the fiscal year may accumulate without limit.

Weeks Assigned	Annual Days
52	18

6.1 Basic Leave

An administrator may use one (1) day of accumulated basic leave for each day of personal illness. An administrator who has been absent may be required to present a statement to the Human Resources Department from a physician verifying an illness and certifying that the administrator has recovered sufficiently to return to the administrator's normal duties. An administrator absent more than five (5) consecutive working days must present this certification. If the Employer requires a certification for an absence of less than six (6) days, the Employer will designate the physician and is responsible for paying the cost of the physician's examination. For certification of absences greater than five (5) consecutive working days, an administrator will be responsible for paying the cost of the physician's examination unless the Employer requires examination by a specified physician, in which instance the Employer will be responsible for paying the cost of the examination.

Basic leave benefits are coordinated with any other benefits received by an administrator from Workers' Compensation or other sources paid for, in whole or in part, by the Employer, so that the total pay received by an administrator from all sources does not exceed the administrator's regular daily rate of pay. The administrator's basic leave will be deducted in the amount necessary to bring the administrator to the administrator's regular daily rate of pay.

If the administrator has exhausted all accumulated basic leave, the administrator is entitled only to the benefits available from sources other than basic leave.

6.2 Emergency Sick Leave Bank (ESLB)

The Employer and EAC have developed an emergency sick leave bank (ESLB) for qualifying administrators who have exhausted all paid leave options including basic leave, workers' compensation (if applicable), and any other state and/or federal paid leave programs. The ESLB also includes eligible members of the Superintendent's Advisory Council (SAC) and employees whose positions are contained in the Non-Affiliated guidebook. Administrators may apply for days from the ESLB when they are experiencing or will experience a medical emergency, or their immediate family member is experiencing or will experience a medical emergency. A "medical emergency" is defined as a medical condition of the administrator (or their immediate family member) that will require the prolonged absence of the administrator from duty (five (5) or more consecutive days) and will result in a substantial loss of income to the administrator because the administrator has or will have exhausted all forms of paid leave. The medical condition must be recognized by

the mainstream medical community to be deemed an eligible medical condition for the ESLB program. The ESLB will be filled by donations made by other administrators to support colleagues experiencing such circumstances.

Administrators will be notified of the open enrollment for participation in the ESLB at the beginning of employment. Administrators who wish to participate in the ESLB are required to donate one (1) basic leave day within thirty (30) days of their start date with the Employer. All donations are confidential and nonrefundable. Once a day is donated, an administrator cannot retract or reclaim the donated basic leave for any reason.

If at any point the ESLB is not self-sustaining, the Employer and EAC may request additional donations. Administrators that did not donate at the beginning of their employment may choose to participate at that time by donating one (1) basic leave day within the open enrollment period. Open enrollment may be allowed at other times with the mutual agreement of the Employer and EAC.

Recipient Eligibility. Membership will be open to all regularly contracted administrators. An administrator who has exhausted all forms of paid leave may apply for leave from the ESLB for a medical emergency, as defined above, by submitting a written application and a medical certification from the administrator or immediate family member's treating physician to the Human Resources Department. Administrators may not begin to use sick leave from the ESLB until the Employer has approved the written application. No application will be approved if the ESLB does not contain donated days of leave. The Employer will inform the EAC when an application for sick leave from the ESLB has been approved.

No administrator may withdraw more than sixty-five (65) days from the ESLB during their career with the Employer unless the Employer and the EAC agree to a greater number of days for a life-threatening medical emergency. No administrator may withdraw days from the ESLB for use on non-contract days.

Administrators will immediately become ineligible for the ESLB if they become eligible to receive long-term disability benefits, workers' compensation, state and/or federal paid leave benefits, or other pay or other benefits in place of any part of their salary.

6.3 Family Illness or Bereavement Leave

An administrator may use accumulated basic leave for absences due to an illness or injury to the administrator's dependent child for reasonable periods as the administrator's attendance with the child may be necessary, on the same terms the administrator is able to use accumulated basic leave for the administrator's own illness or injury.

For absence because of illness in the family, an administrator may deduct a reasonable number of days per incident from accumulated basic leave at no salary deduction. The family includes husband, wife, father, mother, brother, sister, son, daughter, father-in-law, mother-in-law, any relative or non-relative living in the household of the administrator, or others as required by state law. When a physician certifies that in-home care is essential because of illness or injury of an administrator's spouse, the administrator may deduct up to fifteen (15) days from accumulated basic leave with no salary deduction.

For absence because of death in the family or of friends, an administrator may deduct a reasonable number of days per incident from accumulated leave at no salary deduction.

6.4 Personal Business Leave

For absence required for the transaction of personal business that cannot be completed outside business hours, up to two (2) days during any fiscal year may be deducted from accumulated basic leave at no salary deduction.

Requests for personal business leave must be submitted to the administrator's immediate supervisor in writing at least three (3) duty days in advance of the requested personal leave day, except in cases of extreme emergency, and must be approved by the Superintendent or authorized representative.

6.5 Religious Observance Leave

Up to three (3) days leave are available to an administrator for religious observance. These days must be recognized as religious holidays and are not permitted for circumstances where personal alternative attendance options exist. These days will be deducted from an administrator's accumulated basic leave. Notification must be submitted to the Superintendent, via the District's electronic leave system, at least three (3) days prior to such absence.

6.6 Professional Leave

Professional leave without deduction from pay or accumulated basic leave may be approved to permit attendance at professional meetings, subject matter conferences, professional visitation of an approved school system or institution of higher learning, or the carrying out of other professional duties. This professional leave must be approved in advance by the Superintendent or their authorized representative. See also Section 5.3.

6.7 Superintendent's Discretionary Leave

Any circumstance that arises necessitating the absence of an administrator not specifically included in any of the sections above may be granted as discretionary

leave. This leave must be approved in advance by the Superintendent or authorized representative.

6.8 Judicial Leave

An administrator who is subpoenaed or called for jury duty will be compensated for the difference between regular pay and pay received for the performance of such obligation.

7. LONG-TERM LEAVES

7.1 Sabbatical Leave

Sabbatical leave for study or professional improvement may be approved for an administrator who has been continuously employed in the district for six (6) or more full school years, of which at least three (3) years must be in an administrative position. Applicants with a Master's Degree or training beyond the Master's Degree must submit for prior approval a detailed summary of plans for study, research, and/or travel. Applications must be submitted between September 15 and December 15 for a sabbatical leave for the next fiscal year.

The Employer may post a request for sabbatical applications relating to School District initiatives. The Employer will seek qualified applicants with an interest in the topic to consider applying for the sabbatical opportunity. This interest may coincide with an administrator's graduate course work and/or final projects.

7.1.1 Full-Time Sabbatical Leave

A full-time sabbatical leave will be for one (1) contract year and compensated for in the following manner:

Years of Service in the District*	Percentage of Base Salary Paid by the Employer
7th year	50%
8th year	60%
9th year	65%
10th year	70%
11th year	75%

*Years of service or the number of years since the expiration of an administrator's last sabbatical leave.

The percent of base salary paid by the Employer is based on the full-time salary the administrator would receive if not on sabbatical leave. An administrator's compensation from grants, aids, and Employer payment while on sabbatical is limited to the administrator's base salary but for the sabbatical.

If an administrator's compensation from grants, aids, G.I. Bill, and Employer payment while on sabbatical is in excess of the administrator's base salary but for the sabbatical, then the Employer's payment will be reduced by the amount in excess of the administrator's base annual salary. Salary received by the administrator for services performed while on sabbatical leave, such as assistantships, is not included under an administrator's compensation as described above.

An administrator on sabbatical leave remains eligible, upon request, for participation in all insurance programs available under this Agreement. The Employer contribution toward insurance coverage is prorated by the same percentage as the percentage of the administrator's base salary paid by the Employer while on sabbatical, as noted in the above table. An administrator electing to continue insurance coverage while on sabbatical leave will contribute, through payroll deduction, any excess premium over the Employer's contribution.

7.1.2 Half-Time Sabbatical Leave

Full-time administrators may apply for a half-time sabbatical leave. This type of leave is granted on a half-time basis at full pay for the contract year. Half-time service is defined as equivalent to half the number of weeks in the regular contract. The minimum length of service in the School District to qualify is the same as that for a full-time sabbatical.

7.1.3 Sabbatical Leave Candidate Selection

The following factors should be considered in determining which qualified applicants should receive sabbatical leave if there are more applicants than leaves available:

The primary objective should be to improve an administrator's competence in the administrator's present positions or to achieve proficiency in an area where the District has determined a need exists for a specific competency.

An administrator who is subject to reassignment due to reduction or discontinuation of positions may benefit from a sabbatical leave to retrain themselves to better serve the District in subsequent years.

It should be reasonably possible to provide a replacement for the year that the administrator is on sabbatical leave.

An administrator who has previously been granted a sabbatical as an administrator, or is applying for a travel leave without a plan of graduate study, will not be considered for selection unless there are no other qualified applicants.

After the above factors have been considered, if two (2) or more candidates are considered equal, leave will be granted on the basis of seniority in the District.

Selection for sabbatical leave is on the condition that the administrator returns to the School District for a period of at least one (1) school year following the sabbatical leave. The final recommendation for approval of sabbatical leave is made by the Superintendent.

7.1.4 Number of Leaves

One (1) sabbatical leave for administrators may be approved each contract year.

An approved sabbatical leave may be rescheduled for good cause to another mutually agreeable time period.

7.2 Long-Term Leaves of Absence Without Pay

A long-term leave of absence without pay may be requested. The granting or denial of such requests is at the discretion of the Employer. In order to be eligible for such leave, an administrator must have completed three (3) fiscal years of service with the Employer.

All long-term leaves of absence, except for health reasons, must be requested prior to March 1, and if approved by the Employer, will be for a period of one (1) fiscal year, except that a leave of absence for health reasons will be for an initial period of the remainder of the fiscal year in which the leave begins. An administrator on a long-term leave must notify the Superintendent by March 1 of each fiscal year that (1) the administrator intends to return at the beginning of the next fiscal year, or (2) request a renewal of the long-term leave without pay. Failure of the administrator on long-term leave of absence without pay to notify of the intent to return or renew is considered a resignation by the administrator. Each renewal of a long-term leave of absence will be for a period of one (1) year. No long-term leave may be renewed more than twice.

An administrator granted a long-term leave of absence will be returned to employment at the end of the leave of absence to a position for which the administrator is licensed. In the event the administrator's leave is renewed, the administrator will be returned to employment at the end of the leave provided there

is a vacant position for which the administrator is licensed and qualified. Failure to return upon expiration of leave of absence will result in termination of employment.

An administrator on a long-term leave of absence remains eligible, upon request, for participation in all insurance programs other than income protection insurance, but must pay the entire premium for the insurance coverage. Premium payments must be received by the Employer's insurance administrator at least one (1) month in advance.

No administrator will be granted experience credit while on a long-term leave of absence.

7.3 Parenting Leave

An administrator is granted a leave of absence without pay for a period of up to twelve (12) months for the purpose of providing full-time care for a newborn or newly-adopted child or children. Whenever possible, written application for the leave will be submitted to the human resources department at least four (4) months prior to the expected commencement of the leave.

Parenting leave may be granted to begin immediately upon the termination of any period of disability resulting from pregnancy and childbirth or the date of placement of an adopted child. By mutual agreement between the Employer and an administrator, parenting leave may also be granted to begin before any period of physical disability resulting from the pregnancy. However, once a parenting leave without pay has started, accumulated basic leave pay is no longer available for the remainder of the leave without pay.

Additionally, in the case of adoptions, by mutual agreement between the Employer and the administrator, an administrator may use up to and including twenty-five (25) days of accumulated basic leave prior to the adoption to fulfill requirements of the adoption. These days may include, but are not limited to, pre-adoption consultation, legal counsel, legal proceedings, and naturalization proceedings. These days need not be consecutive.

An administrator may use up to and including five (5) days of accumulated basic leave after the birth of a child or after an adoption.

An administrator may return to work prior to the date designated in the approved parenting leave only if approved by the Employer in its sole discretion. Failure to return to work on the designated date will be considered a voluntary termination of employment unless a leave extension is approved by the Employer.

An administrator returning from parenting leave will be returned to the position held when placed on leave, or if not available, to any other position for which such administrator is licensed and qualified, subject to approval of physician certifying the

return and to the discontinuance of position provisions incorporated in this Agreement. Following return to duty, the administrator will be credited with the amount of their unused basic leave.

An administrator on parenting leave remains eligible, upon request, for participation in all insurance programs other than income protection insurance, but must pay the entire premium for the insurance coverage. Premium payments must be received by the District's insurance administrator at least one (1) month in advance.

Any period of parenting leave taken under this provision is used simultaneously with any period of leave for which the administrator is eligible under state and federal leave laws.

8. RETIREMENT

8.1 Insurance Benefits

8.1.1 A full-time administrator and their dependents may continue to participate in the Employer's medical and dental group insurance plans that the administrator and their dependents participated in immediately before the administrator's retirement if the administrator meets the requirements for insurance continuation under state law and pays the full amount of the insurance premiums for such coverage.

8.1.2 Retiree Insurance Subsidy (Hired Prior to July 1, 2010)

A full-time administrator hired on or after July 1, 2010 is not eligible for the benefits described in this Subsection 8.1.2, unless the newly hired administrator was a District employee prior to July 1, 2010 under a Master Agreement or guidebook that contained post-retirement benefits continuation language and had no break in employment with the Employer.

A full-time administrator retiring after age fifty-five (55) with a minimum of ten (10) full years of service is eligible for the Employer premium contributions toward group medical and dental insurance coverage at the same rate as active administrators. However, the Employer premium contribution for a retired administrator will be limited to the contribution rate for single coverage unless the retired administrator participated in single plus one or family coverage immediately preceding retirement. The Employer premium contribution will also be limited to the contribution rate for single coverage upon the death of the retired administrator's spouse, unless the retired administrator participated in family coverage immediately preceding retirement. Single and family coverage will continue despite the death of a retired administrator's spouse. All Employer premium contributions will cease on the earliest of the following events: (1) the death of the retired

administrator, or (2) the expiration of eight (8) years from the effective date of the administrator's retirement.

If the retired administrator becomes eligible for Medicare benefits and the expiration of eight (8) years from the effective date of the administrator's retirement has not occurred, then the Employer will reimburse the retired administrator for Medicare insurance and a Medicare supplement for both the retired administrator and spouse not to exceed the single, single plus one, or family contribution rate for an active administrator as eligibility for these contributions is defined in the above paragraph. When the retired administrator or spouse is eligible for Medicare benefits, the non-eligible retired administrator or spouse may remain on the Employer health insurance plan until the administrator becomes eligible for Medicare benefits. At no time can the Employer contribution exceed the single, single plus one, or family contribution rate for an active administrator with respect to the retired administrator's election on the effective date of retirement.

8.1.3 Minnesota State Retirement System (MSRS) Health Care Savings Plan (HCSP) (Hired on or after July 1, 2010)

Only a full-time administrator hired on or after July 1, 2010 is eligible for the benefits provided in this Subsection 8.1.3. A new administrator, who is eligible to qualify for benefits under Subsection 8.1.2, does not receive the contribution in Subsection 8.1.3.

The Employer will contribute $2,500 per year to a Minnesota State Retirement System (MSRS) Health Care Savings Plan (HCSP) after an administrator has received non-probationary continuing contract status as an administrator covered by the Master Agreement between EAC and the Employer.

Year	Contribution
2026-2027	$2,500
2027-2028	$2,500

If the administrator leaves employment with the Employer, this administrator's Health Care Savings Plan remains the property of the administrator.

8.1.4 Retiree Life Insurance

An administrator who retires after age fifty-five (55) and has worked at least twenty (20) years as an employee in an accredited institution of education, or for other governmental employers, may

continue any life insurance coverage in force until age seventy (70) by continuing to pay the full premium.

8.2 Early Retirement Payments

Provided that all other conditions of eligibility are met, the following administrators are eligible for the early retirement payments described in this Section 8.2 and detailed in Subsections 8.2.1, 8.2.2, 8.2.3, 8.2.4, and 8.2.5: Tami Jo Cook, Mark DeYoung, Christopher Holden, Troy Stein, and Michael Pretasky. No other administrators are eligible for early retirement payments pursuant to this Section or its Subsections. This Section and its Subsections will automatically expire upon the final retirement of the administrators listed above.

8.2.1 Eligibility

To be eligible for the early retirement payments described below, an administrator must be listed as an eligible administrator in Section 8.2 above.

8.2.2 Deadline for Application

Application for the early retirement payments for retirement at the end of the school year must be submitted to the Human Resources Office by February 1. The Employer, in its sole discretion, may approve a retirement request effective at a date prior to the end of the fiscal year. Application for this consideration for “mid-year” retirement must be submitted by the end of the previous fiscal year.

8.2.3 Distribution of Early Retirement Payments

An administrator eligible for the early retirement payments will receive payment in two (2) installments. The first payment will be on the last day of the month the administrator retires in an amount equal to two-thirds (2/3) of the early retirement incentive payment amount. The remaining one-third (1/3) will be paid the following January 15.

If an administrator applied for mid-year retirement, as defined above, the amount of early retirement payments is based on the last full fiscal year of employment.

The early retirement payments (early retirement incentive payment and basic leave conversion payment) will be deposited in the administrator’s 403(b) account to the maximum extent allowed by the 403(b) administrator and any

remainder of the payment will be deposited into the administrator's account with Minnesota State Retirement System's Health Care Savings Plan.

8.2.4 Calculation of Early Retirement Incentive Payment

An eligible administrator will receive an early retirement incentive payment in an amount described below. An administrator's daily rate of pay is calculated from the last year of full-time service.

Number of Assigned Weeks	Number of Days
All administrators	120 days

8.2.5 Calculation of Basic Leave Conversion Payment

In addition to the Early Retirement Incentive Payment, an eligible administrator will receive a basic leave conversion for unused basic leave days, in an amount described below. The payment equals the number of accumulated unused basic leave days, not to exceed the maximum number of days in the table below, multiplied by the daily rate of pay for the administrator. The number of duty weeks and the daily rate of pay are calculated from the last year of full-time service.

Number of Assigned Weeks	Number of Days
All eligible administrators	83 days

A combined total of early retirement incentive payment, basic leave conversion payment, and the Employer contribution to the Health Care Savings Plan provided in Section 8.3 must not exceed the administrator's last full year salary.

8.3 Employer Contribution to the Health Care Savings Plan

A full-time administrator retiring after age fifty (50) with a minimum of ten (10) full years of service is eligible for an Employer contribution toward the Minnesota State Retirement System's Health Care Savings Plan. The accumulative total of this contribution will not exceed the following calculation: $35 multiplied by the administrator's accumulated unused basic leave days in excess of one-hundred forty (140) days as of the date of retirement.

9. REDUCTION OR DISCONTINUANCE OF POSITIONS

Any reduction in force will be made on the basis of the least total administrative experience in this District. For administrators with identical total administrative experience in this District, reductions will be made on the basis of the least total licensed experience in this District. In every case, however, an impacted administrator's licensure and qualifications as determined by the Employer must be acceptable to perform the responsibilities of the remaining positions. Reductions will be made among elementary administrative positions as a group, and among secondary administrative positions as a group, with no cross-over or bumping between elementary and secondary administrators.

If an administrator is reassigned under the terms of reduction or discontinuance of positions, the administrator will be assigned to a position (administrative or teaching) at no reduction of weekly salary or the Employer's monthly medical contribution. Seniority as a teacher will be as provided by law.

10. PROFESSIONAL DEVELOPMENT AND TECHNOLOGY ALLOWANCE

Administrators will be eligible for up to four hundred ($400.00) dollars per administrator for professional development/technology allowance per year. In order to receive the allowance of four hundred ($400.00) dollars or a portion thereof, the administrator must apply and receive prior approval from their supervisor. The administrator may carry over this allowance, up to two thousand ($2,000) dollars.

Use of funds may include:

1. Conventions, seminars, workshops (registration, travel, meals, and accommodations);
2. Tuition and materials for training or graduate courses;
3. Hardware/software for professional use that will mutually benefit the District and administrator; or
4. Dues for professional education organizations not presently paid by the District.

The allowance will not be distributed in salary or payout to any current or past administrator.

11. GRIEVANCE PROCEDURE

11.1 Definition

A grievance is defined as a dispute or disagreement as to the interpretation or application of any term or terms of this Agreement.

11.2 Procedure

Step I

The parties to this Agreement shall make reasonable efforts to meet and resolve grievances informally. Notwithstanding this, a grievance must be submitted in writing to the Executive Director of Human Resources within twenty (20) days after the administrator knew or should have known of the facts giving rise to the grievance. The parties shall meet within five (5) working days of the submission of the grievance. The Executive Director of Human Resources shall issue a written decision on the grievance within five (5) working days of the meeting.

Step II

Administrator may appeal the decision of the Executive Director of Human Resources to the Superintendent. This appeal shall be made in writing to the Superintendent within ten (10) days of the decision of the Executive Director of Human Resources. The Superintendent shall issue a decision on the appeal within five (5) working days of receipt of the appeal and shall forward the decision to the administrator and the President of the EAC.

Step III

An administrator and the EAC may submit the matter to arbitration within ten (10) working days of receipt of the Superintendent's decision issued in step II.

Step IV - Arbitration

The Employer and EAC will endeavor to select a mutually acceptable arbitrator to hear and decide the grievance. If the Employer and EAC are unable to agree on an arbitrator, they will request from the Bureau of Mediation Services, State of Minnesota, a list of five (5) names of qualified arbitrators. The parties will alternately strike names from the list of five (5) arbitrators until only one (1) name remains. The remaining arbitrator will hear and decide the grievance. If the parties are unable to agree on who will strike the first name, the question will be decided by a flip of the coin.

Each party will be responsible for equally compensating the arbitrator for their fee and necessary expenses. The arbitrator does not have the power to add, to subtract from, or to modify in any way the terms of the existing Agreement.

The decision of the arbitrator will be final and binding upon the parties. The decision will be issued to the parties by the arbitrator and a copy will be filed with the Bureau of Mediation Services, State of Minnesota.

The processing of all grievances will be during the regularly scheduled working hours and an administrator will not lose wages due to necessary participation.

11.3 Other Provisions

The parties by mutual written agreement may waive any step and extend any time limits in the grievance procedures; however, failure by an administrator or EAC to adhere to the timelines without mutual agreement to waive the timelines will result in a forfeit of the grievance. Failure of the Employer to act within the timelines specified without mutual agreement to waive such limits will constitute a denial of the grievance and will permit the grievant to proceed to the next step.

11.3.2 "All notices, appeals and other documents may be submitted electronically by the parties."

11.3.3 "Unless otherwise designated, days shall be defined as calendar days."

12. DURATION AND RENEGOTIATION OF AGREEMENT

12.1 Term of Agreement

This Agreement will become effective July 1, 2026, and will continue in full force and effect to and including June 30, 2028, and thereafter until modifications are made pursuant to PELRA. In the event a successor agreement is not entered into prior to July 1, 2028, an administrator will be compensated according to the previous contract executed between EAC and the Employer until such time that a successor agreement is adopted.

12.2 Effect of Agreement

Any and all prior agreements, resolutions, practices, policies, rules and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

13. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have signed this Agreement as follows:

FOR EDINA ADMINISTRATIVE COUNCIL

Mike Pretasky, Edina Administrative Council President

Patrick Bass, Edina Administrative Council Representative

Chris Holden, Edina Administrative Council Representative

Paul Paetzel, Edina Administrative Council Representative

Dated this _____ day of July 2026.

FOR INDEPENDENT SCHOOL DISTRICT 273

Karen Gabler, Board Chair

Erica Allenburg, Board Clerk

Dated this 13th day of July 2026.

APPENDIX A

EDINA ADMINISTRATIVE COUNCIL (EAC)

Salary Schedules

2026-2027						
Step	**High School Principal**	**Middle School Principal**	**Elementary School Principal**	**High School Assistant Principal**	**Middle School Assistant Principal**	**Elementary School Assistant Principal**
1	$200,159	$182,965	$175,076	$154,591	$150,519	$138,894
2	$203,245	$185,786	$177,775	$156,975	$152,841	$141,034
3	$206,471	$188,735	$180,596	$159,466	$155,266	$143,274
4	$209,696	$191,683	$183,417	$161,956	$157,692	$145,512
5	$212,783	$194,504	$186,117	$164,340	$160,013	$147,653
6	$216,007	$197,452	$188,938	$166,831	$162,437	$149,891
7	$220,472	$201,533	$192,842	$170,279	$165,795	$152,989
8	$221,605	$202,569	$193,835	$171,155	$166,648	$159,993

2027-2028						
Step	**High School Principal**	**Middle School Principal**	**Elementary School Principal**	**High School Assistant Principal**	**Middle School Assistant Principal**	**Elementary School Assistant Principal**
1	$208,165	$190,284	$182,079	$160,775	$156,540	$144,450
2	$211,375	$193,217	$184,886	$163,254	$158,955	$146,675
3	$214,730	$196,284	$187,820	$165,845	$161,477	$149,005
4	$218,084	$199,350	$190,754	$168,434	$164,000	$151,332
5	$221,294	$202,284	$193,562	$170,914	$166,414	$153,559
6	$224,647	$205,350	$196,496	$173,504	$168,934	$155,887
7	$229,291	$209,594	$200,556	$177,090	$172,427	$159,109
8	$230,469	$210,672	$201,588	$178,001	$173,314	$166,393

Memorandum of Understanding

Between Edina Public Schools and Edina Administrative Council Regarding Benefits for Active Principals who are Annuitants of the Teachers Retirement Association

This Memorandum of Understanding ("MOU") is made by and between Independent School District No. 273, Edina Public Schools ("Employer" or "District") and the Edina Administrative Council ("EAC").

WHEREAS, the EAC is the exclusive representative of principals employed by the District;

WHEREAS, the Master Agreement ("Agreement") governs the principals' terms and conditions of employment between the District and EAC for the 2026-2027 and 2027-2028 school years; and

WHEREAS, the District and EAC agree that hiring experienced principals who are annuitants of the Teachers Retirement Association (TRA) can be beneficial to the students and staff of Edina Public Schools;

THEREFORE, the District and EAC agree as follows:

1. This MOU applies to an active principal covered by the Agreement who is also an annuitant of the Teachers Retirement Association ("TRA").
2. If an annuitant principal is receiving full health insurance coverage as a retirement benefit from a former school district, then the District will not make any contributions towards health insurance for such principal and the annuitant principal will receive an amount equal to the District's monthly contribution towards a single health insurance plan as salary addition.
3. Nothing in this MOU may be deemed to establish 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 EAC.
4. This MOU does not alter any managerial rights that the District has in absence of this MOU.
5. Unless extended in writing by both parties, this MOU automatically expires on June 30, 2028.

The District and EAC agree with the above language as evidenced by their representatives' signatures below.

FOR EDINA ADMINISTRATIVE COUNCIL

Mike Pretasky, Edina Administrative Council President

Dated this _____ day of July 2026.

FOR INDEPENDENT SCHOOL DISTRICT 273

Karen Gabler, Board Chair

Dated this 13th day of July 2026.

VI.D. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Transportation Employees – *to be walked in*	**Speaker(s):** Sonya Sailer, Executive Director of Human Resources; and Mert Woodard, Director of Finance and Operations

Board Meeting Date: 7/13/2026

Title: Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Transportation Employees

Type: Action

Presenter(s): Sonya Sailer, Executive Director of Human Resources; Mert Woodard, Director of Finance and Operations

Description: The School District's transportation employees have ratified a tentative agreement for a two-year contract effective July 1, 2026 through June 30, 2028. The proposed terms and conditions of employment are reflected in the attached agreement with underlined font used to represent new language and strikethrough font used to show language to be removed from the contract as a part of the tentative agreement. All changes are shaded in yellow. Financial highlights of the proposed agreement include:

1. Step advancement for eligible employees in both years of the agreement;
2. A three (3) percent improvement to step 1 of the bus driver wage schedule in both years of the agreement;
3. A four (4) percent improvement to longevity steps L6, L11, L16, and L21 of the bus driver wage schedule in the first year of the agreement, and a four and one-half (4.5) percent improvement in the second year;
4. A five (5) percent improvement to the lead mechanic, mechanic, route programmer, and interschool mail driver wage schedules in both years of the agreement;
5. A $50.00 per month increase to the district's contribution towards health insurance beginning on January 1, 202, with an additional $75.00 monthly increase on January 1, 2028; and
6. An adjustment to the vacation schedule for 12-month transportation employees consistent with similarly situated employee groups.

The two-year total package for this proposed agreement is $7,393,314, which represents an increase of $466,408. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 6.73%. This amount is within the School Board's financial parameters for this collective bargaining agreement. Dr. Bittman supports the recommendation.

Recommendation: Approve the proposed 2026-2028 collective bargaining agreement.

Attachments:

1. DRAFT underlined/strikethrough version of proposed 2026-2028 transportation agreement.
2. Final clean copy of the proposed 2026-2028 transportation agreement.

DEFINING EXCELLENCE

MASTER AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273, EDINA PUBLIC SCHOOLS

AND THE

SERVICE EMPLOYEES INTERNATIONAL UNION, LOCAL 284 REPRESENTING TRANSPORTATION EMPLOYEES

JULY 1, ~~2024~~ 2026 THROUGH JUNE 30, ~~2026~~ 2028

Approved by the ISD 273 School Board _____.

Accessibility Compliant

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1. INTRODUCTION

1.1 Master Agreement

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools, ("Employer" or "District") and Service Employees International Union, Local No. 284, ("Union" or "Exclusive Representative").

1.2 Recognition

The Employer recognizes the Union as the exclusive representative for the purpose of negotiating terms and conditions of employment for all transportation employees employed by Independent School District No. 273, Edina, Minnesota, who are public employees within the meaning of Minn. Stat. § 179A.03, subd. 14, excluding managerial, confidential, supervisory and all other employees.

1.3 Right to Views

Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any employee or their representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the terms and conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the Union.

1.4 Union Dues

Employees shall have the right to request and be allowed dues checkoff for the Exclusive Representative. The Exclusive Representative will submit a written certification to the Employer that the Exclusive Representative has received an authorization signed by the employee authorizing the deduction of union dues. The Employer will deduct monthly the dues that employees have agreed to pay to the organization during the period provided in said authorization and remit these dues to the Union. The Union will indemnify, defend, and hold the District harmless against any claims made against and any suits instituted against the Employer, its officers, or employees, by reason of the deduction of union dues.

1.5 Union Access to Information

Upon the Union's request, the Employer shall make available to the Union a bargaining unit list of employees including name, address, phone numbers, electronic mail address(es), work hours, work location, job classification, wage schedule placement, and dates of employment. Additionally, the Employer will notify the Union of new hires, transfers out of the bargaining unit, and separations from employment, in the time period required by law.

1.6 Managerial Rights

State law has vested in the Employer the full authority and power to manage, control and direct the operation of the school district, and to adopt, modify or repeal policies, rules, and regulations for the Employer. All such authority and power of the Employer will continue unimpaired, except as limited by a specific provision of this Agreement.

1.7 Provisions Contrary to Law

Any portion of this Agreement that violates any provision of state or federal law, or any rules or regulations promulgated thereunder, either now or hereafter, are null and void and without force and effect.

If any provision of this Agreement or the application of any provision under any circumstances is held invalid, that provision is severable, and it will not affect any other provisions of this Agreement or the application of provisions under other circumstances.

2. WAGES AND OTHER COMPENSATION

2.1 Hourly Wage Schedules

2026-2027

The following hourly wage schedule applies during the period of July 1, 2026 through June 30, 2027:

Step	Bus Mechanic*	Interschool Mail Driver*; Route Programmer*	Lead Bus Mechanic*	Bus Driver*
1	$35.07	$31.43	$43.07	$27.44
L6	$35.37	$31.73	$43.35	$28.00
L11	$35.67	$32.04	$43.66	$28.29
L16	$35.97	$32.33	$43.96	$28.59
L21	$36.26	$32.61	$44.26	$28.87

~~*12-month position.~~

* 12-month position.

2027-2028

The following hourly wage schedule applies during the period of July 1, 2027 through June 30, 2028:

Step	Bus Mechanic*	Interschool Mail Driver*; Route Programmer*	Lead Bus Mechanic*	Bus Driver
1	$36.82	$33.00	$45.22	$28.26
L6	$37.14	$33.32	$45.52	$29.25
L11	$37.45	$33.64	$45.84	$29.56
L16	$37.77	$33.95	$46.16	$29.88
L21	$38.07	$34.24	$46.47	$30.18

~~*12-month position.~~

2.2 Credit for Outside Experience

The Employer may grant credit for prior experience to a new employee and place the employee at the appropriate level on the wage schedule. Any credit granted must be for same or similar work as the work to be performed for the Employer. Upon the request of the Union Steward, the Employer will provide its basis for granting experience credit for a new employee.

2.3 Longevity Steps

Eligibility for advancement to a longevity step on the wage schedule will be determined as of July 1 with new employees hired prior to January 1 considered to have worked for one (1) year for the purposes of step advancement. Employees will qualify to move to the applicable longevity step of the hourly wage schedule after five (5) years, ten (10) years, fifteen (15) years, and twenty (20) years of service to the Employer within this bargaining unit.

For employees employed prior to July 1, 2022, the longevity calculation will include years of service in the combined Transportation Department and Buildings and Grounds Department bargaining unit that existed prior to the BMS Unit Amendment Order of August 2022. Effective January 1, 2023, employees granted credit for outside experience at the time of hire resulting in an initial placement on a longevity step will advance to the next longevity step after five years of service to the Employer within this bargaining unit (e.g., an employee granted outside experience and placed at step L6 at the time of hire must work five full years for the Employer before advancing to step L11).

* 12-month position.

2.4 Wage Differential for Multi-District (UFARS Finance Code 714) Routes

A bus driver assigned to a multi-district (UFARS Finance Code 714) route will receive a wage differential of $5.00 per hour while driving this route. As listed in Appendix A, employees assigned to these routes at the time of ratification and approval of the 2022-2024 contract were grandpersoned at the $7.00 per hour wage differential in place at that time.

2.5 Wage Differential for Transportation of Students with Special Needs

An hourly bus driver regularly assigned to transport students with special needs will be paid a differential of $1.00 per hour. This differential will also be applied for the hours that an hourly paid driver is transporting student(s) in wheelchairs on field trips.

2.6 Wage Differential for Substitute Bus Driver

Hourly bus drivers regularly assigned to drive routes on a substitute basis will be paid a differential of $1.00 per hour. This differential will also be paid to other drivers who substitute on a route but limited only to those hours worked as a substitute bus driver.

2.7 Wage Differential for Bus Driver Pulling a Trailer

Bus drivers assigned to pull a trailer behind their school bus for student activity purposes shall be paid a differential of $1.00 per hour while towing the trailer.

2.8 Wage Differential for Automotive Service Excellence (ASE) Certification

A mechanic that holds a valid Master Certification from ASE is eligible to receive a wage differential of $2.00 per hour. A mechanic that has passed at least four (4) certification tests is eligible to receive a wage differential of $1.00 per hour.

A mechanic who holds a valid xEV Electrical Safety Awareness Certification – Level One Standards is eligible to receive a wage differential of $1.00 per hour. A mechanic who holds a valid xEV Technician Electrical Safety Certification – Level Two Standards is eligible to receive an additional wage differential of $1.00 per hour.

To receive ~~the~~ a wage differential, a mechanic must provide the Human Resources Department with a copy of their certification. The wage differential will be added to the mechanic's hourly rate beginning with the first payroll following such receipt.

A mechanic must retest every five (5) years to maintain their ASE certifications and eligibility for ~~the~~ wage differentials.

2.9 New Classification

A current employee who moves to a higher paid classification will be placed at (1) the first step of the wage schedule in the new classification or (2) at the first step that exceeds their current hourly rate by at least $0.50 per hour, whichever is greater.

2.10 Recruitment of New Bus Drivers and Mechanics

An employee will receive $250.00 from the Employer for each new bus driver or mechanic that the employee recruits to work for the Employer. The compensation will be provided after the recruited bus driver or mechanic completes the probationary period set forth in Section 13.1.

2.11 Shift Differentials for Approved Custodial Work

Employees approved by the Buildings and Grounds Department to perform custodial work outside of an employee's assigned transportation work schedule will receive all shift differentials provided in the Custodial contract.

3. HOURS, ASSIGNMENTS, AND OVERTIME

3.1 Regular Work Week

The regular work week consists of five (5) consecutive days totaling forty (40) hours. The workweek commences at 12:01 a.m. on Monday and concludes at midnight the following Sunday. This workweek will be used to determine overtime. The five (5) consecutive days need not fall within a single Monday through Sunday work week.

3.2 Route Times for Bus Drivers

Route times are calculated by the Supervisor of Transportation Services as the route schedules are developed. These times are approximations and may be amended if an employee finds the employee's route takes a longer period of time to complete, subject to review with the supervisor. The employee is compensated based upon the time worked.

3.3 Overtime

An employee will be paid at one and one-half (1.5) times the employee's regular rate for work in excess of forty (40) hours per week, which includes days worked and holidays. Hours not worked by a school-term employee due to a holiday will count as hours worked for purposes of calculating when an employee has exceeded forty (40) hours of work in a workweek and is thus entitled to overtime pay. Sick leave and vacation days will not be included in calculating overtime.

Overtime hours worked on a holiday designated in this Agreement will be paid at two (2) times the regular rate. This payment is in addition to any holiday pay the employee may be eligible for under the terms of this Agreement.

School-term employees scheduled to work non-overtime hours on the holidays recognized in this Agreement are paid at one and one-half (1.5) time their regular rate.

Overtime will be assigned to employees and is rotated as equitably as possible among the employees who are qualified to handle the work as determined by the Employer. When the Employer has been notified of possible overtime situations, the overtime work will be posted one (1) week prior to the scheduled event. In the event no employee is willing to work overtime, the Employer will assign an employee on a rotational basis using reverse seniority at the building.

The Employer, insofar as possible, will include pay for the overtime with the paycheck for the period following the period in which the overtime was earned.

Overtime pay will be calculated using the employee's regular rate of pay as defined by state and federal law.

3.4 Snowplowing Overtime

An employee who is assigned or approved to work hours outside the employee's assigned shift for snowplowing purposes will be compensated at one and one-half (1.5) times the regular rate.

3.5 Return to Work Pay

An employee called into work receives a minimum of two (2) hours of pay regardless of hours worked. This "called into work" provision does not include the extension of a regular shift.

3.6 Emergency Transfers

The Employer may transfer an employee in an emergency or to fill a temporary vacancy without posting that position, provided the transfer does not exceed one-hundred eighty (180) calendar days. During the period of reassignment, if the temporary assignment is to fill a Bus Mechanic or Lead Mechanic position, the employee will be paid at the rate of pay provided for the temporary position under the terms of this Agreement. The Employer will notify in writing the union steward of transfers exceeding five (5) days indicating the effective date of the temporary transfer. This notification will be completed prior to the tenth (10th) day of the temporary transfer.

4. VACATION AND HOLIDAYS FOR TWELVE-MONTH EMPLOYEES

A twelve-month employee receives vacation days as follows:

Years of Service in Unit	Number of Vacation Days
~~1-5~~ 1-2	~~10~~ 12
~~6-12~~ 3-10	~~15~~ 17
~~13-19~~ 11-19	~~20~~ 22
20 or more	25

A twelve-month employee will be credited with vacation on a prorated basis at the time of hire and each subsequent July 1. Upon an employee's departure from employment with the Employer any used, unearned vacation will be deducted from the employee's final payment. A twelve-month employee may carry up to ten (10) days of vacation from one fiscal year to the next fiscal year.

4.1 Vacation Scheduling for Twelve-Month Employees

An employee may schedule vacation on any day or days subject only to the requirement that sufficient employees remain on the job to constitute an efficient work force, as determined by the Supervisor of Transportation Services.

All vacation requests submitted prior to March 1st for the following fiscal year (July 1 to June 30) will be granted on a seniority basis. All other requests for vacation must be received by the supervisor two (2) weeks in advance and will be granted on a first come first serve basis.

4.2 Holidays for Twelve-Month Employees

Twelve-month employees will receive twelve (12) holidays with pay per year. Placement of days is determined by the Employer, after consultation with the Union Steward. Holiday pay is based on an employee's regular daily hours.

5. HOLIDAYS FOR SCHOOL-TERM EMPLOYEES

School-term employees regularly scheduled to work each week are eligible to receive nine (9) paid holidays. Placement of the days is determined by the Employer, after consultation with the Union Steward. Holiday pay is prorated based on an employee's regular daily work hours. If an employee's regular daily work hours vary each day, their regular daily work hours will be calculated based on their regular weekly work hours. For example, if an employee regularly works twenty (20) hours per week over five (5) days, then their regular daily work hours would be four (4) hours per day.

School-term employees who work at least sixty (60) hours between school terms (i.e., during the summer months) are eligible for one (1) additional paid holiday. The

summer holiday pay will be issued on either the July 30 or August 30 payroll, depending on when the employee completes the required sixty (60) hours.

6. PHYSICAL EXAMINATIONS FOR BUS DRIVERS

State law requires annual or biennial physical examinations for bus drivers. The Employer will pay for a driver's required physical examination, whether annual or biennial.

If a full-time employee with three (3) or more years of seniority with the Employer fails to qualify as a bus driver but is certified by the Employer's physician to be capable of doing custodial work, the employee will be transferred to a vacant custodial position, if approved by the Employer.

7. INCLEMENT WEATHER

On days when school is canceled due to inclement weather, an employee normally assigned solely to school bus driving duties will not report to work, but is paid for the regular amount of hours worked on a normal school day. An employee normally assigned to other duties beyond school bus driving may work remotely as approved by their supervisor.

8. TEMPORARY CUSTODIAL WORK

A transportation employee may express their interest in performing temporary custodial work by contacting the Buildings and Grounds Department. The decision to grant a transportation employee's request to perform temporary custodial duties is at the sole discretion of the Director of Buildings and Grounds. During the school year, the rate of pay will reflect step one (1) of the custodian wage schedule. The Director of Buildings and Grounds will determine the hourly rate of pay for temporary summer assignments.

9. INSURANCE

9.1 Hospitalization-Medical Insurance

An employee working twenty-five (25) or more hours per week may enroll for single, single plus one, or family coverage in the Employer's hospitalization-medical insurance program. Participation in this program is voluntary. The maximum monthly Employer contribution toward the premium for the type of coverage in which a full-time employee is enrolled will be as follows:

Type of Coverage	Employer Maximum Monthly Contribution as of 01/01/2025	Employer Maximum Monthly Contribution as of 01/01/2027	Employer Maximum Monthly Contribution as of 01/01/2028
Single	$775.00	$825.00	$900.00
Single + One	$1,240.00	$1,290.00	$1,365.00
Family	$1,590.0	$1,640.0	$1,715.00

Eligible employees who are legal spouses may choose to be covered under separate, single Employer hospitalization-medical insurance plans ("plan"). If eligible employees who are legal spouses choose to be covered by a family or single plus one plan, the married employees will receive a monthly Employer contribution equal to two (2) single Employer contributions to the enrollee's premium. This election must be made during (1) the open enrollment period or (2) upon the occurrence of a qualifying event, as defined by the hospitalization-medical insurance carrier.

If an employee selects a plan for which the monthly premium is less than the Employer contribution toward the premium, the Employer will deposit the excess contribution into the employee's health reimbursement account.

An employee enrolled in the Employer's hospitalization-medical insurance program will contribute through payroll deduction any excess of the monthly premium over the maximum Employer contribution toward the type of coverage for which the employee is enrolled.

An employee receiving wage replacement benefits from the Employer's workers' compensation carrier, or the long-term disability carrier remains eligible for the Employer contribution towards a plan.

9.2 Dental Insurance

An employee working twenty-five (25) or more hours per week may participate in the Employer's dental plan. An employee who enrolls in the program will contribute the entire premium through payroll deduction.

9.3 Life Insurance

A twelve-month employee working twenty-five (25) or more hours per week is eligible to participate in the Employer's group term life insurance program and is insured for an amount equal to the whole number of thousands of annual base wages. The Employer pays the entire premium for this coverage.

A school-term employee is eligible to receive a $10,000 term life policy. The Employer pays the entire premium for this coverage.

9.4 Accidental Death and Dismemberment Insurance

A twelve-month employee working twenty-five (25) or more hours per week is eligible for accidental death and dismemberment insurance in an amount equal to the employee's annual wages rounded up to the next whole thousand. The Employer pays the entire premium for this coverage.

A school-term employee working twenty-five (25) or more hours per week is eligible for accidental death and dismemberment insurance in an amount equal to $10,000. The Employer pays the entire premium for this coverage.

9.5 Long-Term Disability Insurance

An employee working twenty-five (25) or more hours per week is eligible to participate in the Employer's long-term disability insurance program. The Employer pays the entire premium for this coverage.

9.6 Flexible Benefits Plan

An employee is eligible to participate in the Flexible Benefits Plans established by the Employer, however, the employee must meet all other requirements for eligibility set forth in the Flexible Benefits Plans.

10. RETIREMENT

10.1 Retirement

An employee who retires may elect to maintain participation in the Employer's hospital medical insurance program by paying the full premium costs of this program in accordance with Minn. Stat. § 471.61.

~~10.2 Severance Pay~~

~~10.2.1 Eligibility for Severance Pay (Employees hired prior to July 1, 1990)~~

~~In order to be eligible for severance pay, an employee must have attained the age of fifty-five (55) years as of June 30 of the school year in which an application is made and must have completed a minimum of twenty (20) full years of continuous service to the Employer.~~

~~Severance pay is only available to employees hired prior to July 1, 1990. No severance pay will be paid to any employee who is discharged for cause.~~

~~10.2.2 Severance Pay Payment~~

~~At the time of retirement, unused sick leave accumulation over ninety (90) days will be converted to severance pay at the rate of one day of severance pay for each two (2) days of sick leave. The amount of severance pay is determined by multiplying $85.00 by the number of days of severance pay for which the employee is eligible. In no case, however, will the severance pay exceed $5,000.~~

~~**10.2.3 Application and Payment**~~

~~An employee's application for severance pay at the end of the school year must be submitted to the Human Resources Department by February 1. An employee will receive the employee's severance payment in three (3) equal installments. These payments will be made on July 15 of each year, following the effective date of retirement in accordance with Minn. Stat. § 465.72.~~

~~**10.2.4 Reduction for Tax-Deferred Matching Contribution**~~

~~The amount of severance pay for which an employee may be eligible under this section is reduced by the amount of any Employer contribution that has been made to that employee's tax-deferred matching contribution plan account.~~

10.2 Retirement Savings Plans

An employee may participate in a retirement savings program by contributing a portion of the employee's annual base wages to this program. A list of eligible programs is available on the Employer's website and with the Business Services Department.

10.3 Tax-Deferred Matching Contribution Plan

An Employer contribution is payable to an employee's tax- deferred matching contribution plan, subject to the following provisions.

10.3.1 Eligibility

Only an employee who is beginning their sixth (6th) year of service as determined under Section 2.3 and whose regular assignment is equivalent to or greater than twenty-five (25)hours per week is eligible for the matching Employer contribution provided in this section.

10.3.2 Approved Plan

The employee's tax-deferred matching contribution plan must be approved and subject to applicable provisions of Minnesota Statutes and IRS Code Section 403(b).

10.3.3 Matching Wage Deduction

The Employer contribution is not payable unless the employee authorizes a matching wage reduction in the amount they are eligible to receive in Section 10.4.4 for the same period.

10.3.4 Employer Contribution

Employer contribution will be up to two (2) percent of the employee's annual base wages.

10.3.5 Employee and Employer Contribution

The Employer contribution and matching employee contribution will be made to an Employer-approved company of the employee's choice, subject to Section 10.4.2. The employee is responsible for making all arrangements required by the company to ensure that proper payment can be made by the Employer.

11. UNIFORMS

Employees shall report to work with the uniform type approved by the Director of Business Services or designee. Items requiring an official logo must be purchased through an approved vendor.

If an employee is required to wear a uniform, the employer will pay an annual uniform allowance to the employee in the amount of $225.00. New employees must purchase their uniforms within thirty (30) days after employment and will receive the uniform allowance on their first paycheck.

12. LEAVES OF ABSENCE

12.1 Requests for Leave

Leave requests should be submitted to the employee's supervisor. The supervisor will respond to the leave request as soon as possible but within a maximum of three (3) working days after receiving the leave request.

If the supervisor is not available to make the decision within this timeframe, or if a leave is denied and the employee disagrees with the decision, the employee should contact the Human Resources Department to discuss the leave. Any unique circumstances surrounding the leave request will be considered as it relates to legal obligations or other factors presented by the employee.

In situations where the number of leave requests exceeds the ability to grant the leave, leave approvals will first be determined by the request date of the leave with seniority being the secondary criteria.

12.1.1 Leaves for Good Cause

There is no loss of job or seniority in case of leaves of absence for good cause. The Employer determines whether the leave of absence is for good cause.

12.2 Sick Leave

An employee is entitled to sick leave of one (1) working day per month worked, accumulative without limit. An employee will be credited with sick leave on July 1. If employment is concluded before the end of any year, sick leave days will be prorated.

Accumulated sick leave is to be used for personal illness or serious illness of the employee's immediate family.

An employee may use leave allowance provided by the Employer for absences due to an illness or injury to the employee's dependent child, adult child, spouse, sibling, parent, grandparent, or stepparent, for such reasonable periods as the employee's attendance may be necessary, on the same terms the employee is able to use accumulated leave allowance for the employee's own illness or injury and in accordance with state and federal law.

When a medical doctor certifies that home care is essential because of illness or injury of the employee's spouse, the employee may deduct up to fifteen (15) days from accumulated leave allowance at no wage deduction.

If the Employer reasonably believes that an employee is abusing the use of sick leave, the Employer may require the employee to provide a note from a physician indicating that an absence was due to illness that prevented the employee from performing their work duties in accordance with state and federal law. Normally, the Employer will provide advance notice to the employee that the Employer believes an abuse of sick leave is occurring and that the employee will be required to provide a physician's note for a subsequent absence; however, the Employer may require a physician's note without advance notice if the Employer has information that causes the Employer to reasonably believe that an employee is abusing the use of sick leave and such request is allowed by state and federal law. The Employer may designate the physician the employee is required to see if medical certification is required. If the Employer designates the physician the employee is required to see for medical certification, then the Employer will reimburse the employee for any out-of-pocket medical costs incurred in obtaining the physician's note.

12.2.1 Use of Sick Leave for Bereavement

For death or illness in the immediate family (immediate family includes spouse, children, mother, father, brother, sister, grandparents and grandchildren; also in-laws of a similar degree of relationship), up to five (5) days of current sick leave may be used. For death or illness in other than the immediate family, up to three (3) days of current sick leave may be used upon the approval of the Human Resources Department.

12.3 Personal Leave

An employee may use a maximum of four (4) days of paid leave, up to thirty-two (32) hours for an eight (8) hour per day employee, during a contract year as personal leave. Personal leave is deducted from accumulated sick leave.

The specific reason for the requested leave does not have to be given. Requests for personal leave must be submitted to the employee's supervisor in writing at least

three (3) days in advance, except in cases of extreme emergency, and are subject to the approval of the Human Resources Department. Adequate staffing must be ensured as determined by the supervisor.

12.4 Jury Duty

An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave and will be paid by the Employer the difference between the regular hourly wage and the fee received for the required jury or court duty, unless the employee is a party in the case.

12.5 Military Leave

Military service leave will be granted in accordance with state and federal law.

12.6 Childcare Leave

An employee is eligible for a leave of absence without pay for a period of up to twelve (12) months for childcare purposes. The employee will submit an application for childcare leave at least sixty (60) calendar days before requested leave is to begin. The sixty (60) day requirement may be waived when an emergency makes notice impossible. Childcare will commence at a date agreed upon between the Employer and the employee. Failure to return to work upon expiration of a leave of absence will result in termination of employment. The employee will be reinstated to the employee's original job or to a transportation position with no reduction of monthly pay and will retain all seniority and leave benefits accrued prior to taking the leave of absence.

12.7 Short-Term Disability Leave

The Employer will provide short-term disability leave coverage for employees who have exhausted accumulated paid leave options including basic leave, workers' compensation (if applicable), and any other state and/or federal paid leave programs prior to the commencement of long-term disability benefits.

12.7.1 Eligibility

An employee who has been employed by the Employer for one (1) calendar year will become eligible for short-term disability leave coverage after the employee has been totally and continuously disabled and unable to work for fifteen (15) consecutive duty days, as certified by a medical doctor. An employee who receives short-term disability leave coverage is ineligible to receive it again until twelve (12) months after the date of the last payment.

12.7.2 Short-Term Disability Leave Allowance

Short-term disability leave payments commence as of the sixteenth (16th) continuous duty day the employee is totally unable to work or after the last day of paid sick leave, whichever occurs last. Short-term disability leave will

end after the employee has been unable to work for sixty-five (65) continuous duty days.

12.7.3 Short-Term Disability Leave Payments

Short-term disability leave payments will be fifty (50) percent of an employee's daily rate of pay. If an employee works hours that vary, an average of the previous six (6) weeks of pay will be used to determine the daily rate.

12.8 Sick Leave Conversion to Vacation Time

After a twelve-month employee has accumulated ninety (90) days of unused sick leave, the employee may convert additional sick leave to vacation days at the rate of one (1) vacation day for each two (2) days of unused sick leave. Forms requesting this election must be received in the Payroll office no later than July 15th. There is no vacation conversion for less than two (2) day segments of accumulated sick leave. Up to five (5) days of vacation may be converted each year. These vacation days are subject to the provisions of Article.

13. BARGAINING UNIT SENIORITY, JOB VACANCIES, PROBATIONARY PERIOD

13.1 Probationary Period

All new employees will be on probation for a period of one (1) year. During this time period, the Employer has the unqualified right to terminate the probationary employee without assigning any cause for the termination. After serving the probationary period, the employee, if retained, will be a non-probationary employee and assigned the privileges afforded to a non-probationary employee.

If a non-probationary employee is transferred or promoted to a new classification, the employee will serve a new probationary period of ninety (90) calendar days in the new classification. During the probationary period in a new classification, the Employer may reassign the employee to the former classification if the employee's performance in the new classification is unsatisfactory. Also, during the probationary period in the new classification, the employee has the right to return to a position within the employee's former classification, without loss of seniority.

13.2 Layoffs

13.2.1 Bargaining Unit Seniority

Bargaining unit seniority is established based on the date an employee first began continuous employment within this bargaining unit or its predecessor bargaining unit. An employee's bargaining unit seniority ends when they terminate employment within the unit.

13.2.2 Classification Seniority

Classification seniority is based on the date an employee first began continuous employment in their current classification. There are five (5) classifications (also known as positions) in the bargaining unit including Bus Driver, Route Programmer, Interschool Mail Driver, Lead Mechanic, and Mechanic. Classification seniority ends when an employee leaves a classification, whether through transfer to a different classification or termination of employment within the bargaining unit. However, an employee will retain their classification seniority if laid off and subsequently recalled to their former position within two (2) years of the layoff.

13.2.3 Layoffs Due to Employee Reductions

Layoffs due to employee reductions will be based on seniority. The District will determine the classification where layoffs will occur, and within that classification, layoffs will happen in reverse order of classification seniority. The last employee hired in a classification facing a layoff will be the first to be laid off within that classification.

An employee who is laid off will be offered re-employment in their former classification before a new employee is hired; however, an employee retained or recalled must be qualified to perform the work available. An employee who is laid off will be recalled back in reverse order of layoff. A laid-off employee retains their seniority, bargaining unit seniority, classification seniority, and right to recall for two (2) years from the date of layoff. A more senior employee may volunteer for layoff in place of a less senior employee.

A laid-off employee holding the position of Lead Bus Mechanic, Bus Mechanic, Route Programmer, or Interschool Mail Driver may immediately bump into a Bus Driver position provided they are fully qualified and have greater bargaining unit seniority than the less senior Bus Driver.

13.2.4 Callback to Position

An employee notified of call back to an available position must report to duty within fifteen (15) calendar days of the date the notice of call back was mailed by certified mail. The notice will be sent to the last known address of the employee. Failure to report within fifteen (15) calendar days constitutes a waiver of rights and the employee will be terminated.

13.2.5 Qualification as a Bus Driver

A laid-off employee who subsequently becomes qualified as a bus driver (license, physical examination, and any other requirements) may, within ninety (90) days from the date of layoff, bump either (1) the least senior bus driver with lesser bargaining unit seniority than the employee, or (2) the bus driver

with lesser bargaining unit seniority than the employee who is working the greatest number of hours per week.

13.2.6 Bumping Procedure

The Employer will combine bus driver positions, if practicable, to provide a total of forty (40) hours per week to laid off employees with greater bargaining unit seniority. The bus driver employees with lesser bargaining unit seniority will be laid off in turn.

A laid-off Lead Bus Mechanic, Bus Mechanic, Route Programmer, or Interschool Mail Driver employee who bumps into a different position is “red-circled” and will continue to be paid at the then-current equivalent hourly rate of pay. A “red-circled” rate applies to the individual employee, not to the position.

13.3 Vacancies

A transportation job vacancy is posted at the transportation facility for five (5) business days. In the event no employee applies for a vacancy, the least senior employee may be required to fill the vacancy. Job vacancies will be posted on the Employer's website.

13.3.1 Application for Job Vacancies

An employee interested in being considered for job vacancies should submit a letter of application outlining the employee’s work history within and outside of the District. An employee who submits a letter of application for any posted vacancy pursuant to this section will be interviewed. Interviews may be in the form of preliminary screening interviews in an effort to allow the Employer to determine finalists for the position. A probationary employee is not eligible to apply for posted vacancies without the employee’s supervisor’s approval.

13.3.2 Selection for Job Vacancies

Vacant positions will be filled by the Employer with the most qualified candidate. In making its determination, the Employer will consider current employees’ qualifications and Employer seniority along with other relevant factors. These relevant factors include, but are not limited to, quality of work, dependability, general work ethic, customer service, and interpersonal skills as observed or reported by the employees’ supervisors. Employees from within the bargaining unit who apply for promotion or transfer will be given priority consideration. The decision for advancement, transfers, or promotions will be made by the Employer.

13.3.3 Employee Applicant Feedback

An employee applicant who is not offered a position has the right to request feedback from the Employer so they can increase skills or correct deficiencies in order to be considered for future job postings.

14. DISCIPLINE AND DISCHARGE

14.1 Discipline and Discharge

The Employer has the right to impose disciplinary actions on employees for just cause. Disciplinary actions by the Employer will normally take the course of #1, 2, 3 and 4, except in cases of a serious magnitude that could seriously jeopardize the safety of the students, fellow employees or the physical and financial assets of the school district, including falsification of time records.

- Oral reprimand
- Written reprimand
- Suspension without pay
- Discharge

An employee who is subjected to the above actions has the right to request that these actions be reviewed through the recourse of the grievance procedure.

14.2 Written Records

If an employee has a deficiency of such magnitude that a written record is made of it, the employee and the Union Steward will be provided with a copy of the report. An employee's records will be examined annually by the administration and a notation will be made on any record of deficiency that has been satisfactorily corrected. Uncorrected deficiencies will be called to the attention of the employee and the Union in writing. Reasonable time and assistance will be granted for the correction of deficiencies. An employee who fails to correct deficiencies will be asked to resign or be discharged.

15. GRIEVANCES AND ARBITRATION

15.1 Definitions and Interpretation

15.1.1 Days

Reference to "days" regarding time periods within this section refers to working days. A "working day" is defined as all weekdays not designated as holidays by state law.

15.1.2 Computation of Time

In computing any period of time within this section, the date of the act, event, or default for which the designated period of time begins to run will not be

included. The last day of the period so computed will be counted, unless it is a Saturday, Sunday, or a legal holiday, in which event the period runs until the end of the next day that is not a Saturday, Sunday, or legal holiday.

15.1.3 Filing and Postmark

The filing or service of any notice or document herein will be timely if it is personally serviced or if it bears a certified postmark of the United States Postal Service within the time period.

15.2 First Step

An employee with a grievance will take the matter up with the immediate supervisor within six (6) scheduled working days after the alleged original occurrence of the grievance.

15.3 Second Step

An employee who is not satisfied with the disposition of the grievance at the first step will, with the assistance of the Union Steward, file a written statement of the grievance with the Executive Director of Human Resources within fifteen (15) scheduled working days after the first step discussion with the immediate supervisor.

The written statement must (1) be dated and signed by the employee and (2) set forth the facts and state the provisions of the Agreement alleged to have been violated. If the parties fail to agree, or the matter has not been satisfactorily adjusted within fifteen (15) scheduled working days after the grievance has reached the second step, the employee may appeal the grievance to the third step.

15.4 Third Step

An employee who is not satisfied with the disposition of the grievance at the second step will file a copy of the written statement of the grievance with the Superintendent within ten (10) scheduled working days after the disposition of the grievance at the second step.

The Superintendent or designee and the Business Representative or designee will then attempt to resolve the grievance and provide a written statement to the Union within ten (10) scheduled working days after receiving the third step written statement of grievance.

If the grievance is not satisfactorily resolved under the procedure of the third step, it will be submitted to arbitration in accordance with the terms of this Section.

15.5 Submission to Arbitration

The Union may submit to arbitration any grievance that has been properly processed through the third step of the formal grievance procedure. A grievance may only be

advanced to final and binding arbitration provided that the employee has not elected to pursue a veteran's discharge hearing and the timeline for such hearing has been exhausted, if applicable.

The Union must file with the Superintendent a written notice of intention to arbitrate within fifteen (15) scheduled working days after disposition of the grievance at the third step. The parties will select an arbitrator in accordance with Minnesota Statutes, Section 179A.21 of PELRA.

15.6 Jurisdiction and Authority of Arbitrator

The arbitrator has jurisdiction only over those grievances that have been properly submitted to arbitration in accordance with the terms of this Agreement. The arbitrator has no power to add to or subtract from, or change, modify or amend in any way the terms and conditions of employment set forth in this Agreement; nor does the arbitrator have any power to hear or determine any dispute involving matters of inherent managerial policy. The decision of the arbitrator is subject to all the limitations of arbitration decisions set forth in PELRA. Within these constraints the decision of the arbitrator is final and binding.

15.7 Representation

An employee, supervisor or the School Board may be represented at any stage of the formal grievance procedure by any person or agent designated by the represented party to act in its behalf.

15.8 Time Limitations

Since it is important that grievances be processed as rapidly as possible, the time limitations specified in this Agreement are considered as a maximum and every effort will be made to expedite the process.

Time limitations may be extended only by mutual consent. Failure of an employee or the Union to comply with the limitations specified constitutes a waiver of the grievance. Failure of a supervisor to act within the time limitations specified constitutes a denial of the grievance and the employee or the Union may proceed to the next stage.

15.9 Number of Arbitrators

Arbitration proceedings under this Section are limited to the services of one arbitrator.

16. DURATION AND RENEGOTIATION OF AGREEMENT

16.1 Term of Agreement

This Agreement becomes effective on July 1, ~~2024~~ 2026, and will continue in full force and effect to and including June 30, ~~2026~~ 2028, and annually thereafter except as modified or terminated in accordance with the provisions of this Section.

In the event negotiations are not completed by July 1, ~~2026~~ 2028, terms of the Agreement will remain in full force and effect and any scheduled longevity increases will be granted as specified in this Agreement.

16.2 Effect of Agreement

Any and all prior agreements, resolutions, practices, policies, rules, and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

16.3 Termination or Modification

Either party desiring to terminate or modify this Agreement must notify the other party in writing at least sixty (60) days but not more than ninety (90) days prior to June 30 of any year thereafter.

16.4 Negotiations During Term

The parties mutually acknowledge that during the negotiations that resulted in this Agreement, each had the unlimited opportunity to make demands and proposals regarding terms and conditions of employment. All understandings and agreements arrived at by the parties are set forth in this Agreement. For the duration of this Agreement, the Employer and the Union each voluntarily and unqualifiedly waive the right to meet and negotiate (except by mutual consent) regarding any and all terms and conditions of employment, whether or not specifically referred to or covered in this Agreement, even though such matters may not have been within the knowledge or contemplation of either or both of the parties at the time this Agreement was negotiated or executed.

17. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

Service Employees International Union Local 284	**INDEPENDENT SCHOOL DISTRICT 273**
Jeff Leys, Contract Organizer	Karen Gabler, Board Chair
David Harrison, Co-Union Steward	Erica Allenburg, Board Clerk
Leonard Lewis, Co-Union Steward	
Dated this ___ day of _____ 2026.	Dated this ___ day of _____ 2026.

APPENDIX A

As referred to in Section 2.4 of this Agreement, the following bus drivers are grandpersoned at a $7.00 per hour wage differential when driving multi-district (UFARS Finance Code 714) routes:

- ~~Nichole Albertson~~
- Bruce Balfanz
- Brian Dimberg
- ~~Robert Erickson~~
- David Harrison
- Dennis Harmon
- Bradley Johnson
- Craig Johnson
- Philip Johnson
- Robert Koch
- Randy Miller
- Christina Pauli
- Lavina Phillips
- ~~Richard Sherman~~
- Colleen Sivilay
- Jeffrey Slater
- James Trainis
- ~~Jay Winger~~
- ~~Jeffrey Wesselman~~

The grandpersoned Route Programmers and Interschool Mail Drivers listed above who drive UFARS 714 routes will be paid based on the same step of the Bus Driver wage scale as their Route Programmer step, plus an additional $7.00 per hour. For example, a Route Programmer who's currently on step L11 of the Route Programmer wage scale will be paid an hourly rate equal to step L11 of the Bus Driver wage scale plus an additional $7.00 per hour for time spent driving UFARS 714 routes.

DEFINING EXCELLENCE

MASTER AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273, EDINA PUBLIC SCHOOLS

AND THE

SERVICE EMPLOYEES INTERNATIONAL UNION, LOCAL 284 REPRESENTING TRANSPORTATION EMPLOYEES

JULY 1, ~~2024~~ 2026 THROUGH JUNE 30, ~~2026~~ 2028

Approved by the ISD 273 School Board _____.

Accessibility Compliant

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1. INTRODUCTION

1.1 Master Agreement

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools, ("Employer" or "District") and Service Employees International Union, Local No. 284, ("Union" or "Exclusive Representative").

1.2 Recognition

The Employer recognizes the Union as the exclusive representative for the purpose of negotiating terms and conditions of employment for all transportation employees employed by Independent School District No. 273, Edina, Minnesota, who are public employees within the meaning of Minn. Stat. § 179A.03, subd. 14, excluding managerial, confidential, supervisory and all other employees.

1.3 Right to Views

Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any employee or their representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the terms and conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the Union.

1.4 Union Dues

Employees shall have the right to request and be allowed dues checkoff for the Exclusive Representative. The Exclusive Representative will submit a written certification to the Employer that the Exclusive Representative has received an authorization signed by the employee authorizing the deduction of union dues. The Employer will deduct monthly the dues that employees have agreed to pay to the organization during the period provided in said authorization and remit these dues to the Union. The Union will indemnify, defend, and hold the District harmless against any claims made against and any suits instituted against the Employer, its officers, or employees, by reason of the deduction of union dues.

1.5 Union Access to Information

Upon the Union's request, the Employer shall make available to the Union a bargaining unit list of employees including name, address, phone numbers, electronic mail address(es), work hours, work location, job classification, wage schedule placement, and dates of employment. Additionally, the Employer will notify the Union of new hires, transfers out of the bargaining unit, and separations from employment, in the time period required by law.

1.6 Managerial Rights

State law has vested in the Employer the full authority and power to manage, control and direct the operation of the school district, and to adopt, modify or repeal policies, rules, and regulations for the Employer. All such authority and power of the Employer will continue unimpaired, except as limited by a specific provision of this Agreement.

1.7 Provisions Contrary to Law

Any portion of this Agreement that violates any provision of state or federal law, or any rules or regulations promulgated thereunder, either now or hereafter, are null and void and without force and effect.

If any provision of this Agreement or the application of any provision under any circumstances is held invalid, that provision is severable, and it will not affect any other provisions of this Agreement or the application of provisions under other circumstances.

2. WAGES AND OTHER COMPENSATION

2.1 Hourly Wage Schedules

2026-2027

The following hourly wage schedule applies during the period of July 1, 2026 through June 30, 2027:

Step	Bus Mechanic*	Interschool Mail Driver*; Route Programmer*	Lead Bus Mechanic*	Bus Driver*
1	$35.07	$31.43	$43.07	$27.44
L6	$35.37	$31.73	$43.35	$28.00
L11	$35.67	$32.04	$43.66	$28.29
L16	$35.97	$32.33	$43.96	$28.59
L21	$36.26	$32.61	$44.26	$28.87

~~*12-month position.~~

* 12-month position.

2027-2028

The following hourly wage schedule applies during the period of July 1, 2027 through June 30, 2028:

Step	Bus Mechanic*	Interschool Mail Driver*; Route Programmer*	Lead Bus Mechanic*	Bus Driver
1	$36.82	$33.00	$45.22	$28.26
L6	$37.14	$33.32	$45.52	$29.25
L11	$37.45	$33.64	$45.84	$29.56
L16	$37.77	$33.95	$46.16	$29.88
L21	$38.07	$34.24	$46.47	$30.18

~~*12-month position.~~

2.2 Credit for Outside Experience

The Employer may grant credit for prior experience to a new employee and place the employee at the appropriate level on the wage schedule. Any credit granted must be for same or similar work as the work to be performed for the Employer. Upon the request of the Union Steward, the Employer will provide its basis for granting experience credit for a new employee.

2.3 Longevity Steps

Eligibility for advancement to a longevity step on the wage schedule will be determined as of July 1 with new employees hired prior to January 1 considered to have worked for one (1) year for the purposes of step advancement. Employees will qualify to move to the applicable longevity step of the hourly wage schedule after five (5) years, ten (10) years, fifteen (15) years, and twenty (20) years of service to the Employer within this bargaining unit.

For employees employed prior to July 1, 2022, the longevity calculation will include years of service in the combined Transportation Department and Buildings and Grounds Department bargaining unit that existed prior to the BMS Unit Amendment Order of August 2022. Effective January 1, 2023, employees granted credit for outside experience at the time of hire resulting in an initial placement on a longevity step will advance to the next longevity step after five years of service to the Employer within this bargaining unit (e.g., an employee granted outside experience and placed at step L6 at the time of hire must work five full years for the Employer before advancing to step L11).

* 12-month position.

2.4 Wage Differential for Multi-District (UFARS Finance Code 714) Routes

A bus driver assigned to a multi-district (UFARS Finance Code 714) route will receive a wage differential of $5.00 per hour while driving this route. As listed in Appendix A, employees assigned to these routes at the time of ratification and approval of the 2022-2024 contract were grandpersoned at the $7.00 per hour wage differential in place at that time.

2.5 Wage Differential for Transportation of Students with Special Needs

An hourly bus driver regularly assigned to transport students with special needs will be paid a differential of $1.00 per hour. This differential will also be applied for the hours that an hourly paid driver is transporting student(s) in wheelchairs on field trips.

2.6 Wage Differential for Substitute Bus Driver

Hourly bus drivers regularly assigned to drive routes on a substitute basis will be paid a differential of $1.00 per hour. This differential will also be paid to other drivers who substitute on a route but limited only to those hours worked as a substitute bus driver.

2.7 Wage Differential for Bus Driver Pulling a Trailer

Bus drivers assigned to pull a trailer behind their school bus for student activity purposes shall be paid a differential of $1.00 per hour while towing the trailer.

2.8 Wage Differential for Automotive Service Excellence (ASE) Certification

A mechanic that holds a valid Master Certification from ASE is eligible to receive a wage differential of $2.00 per hour. A mechanic that has passed at least four (4) certification tests is eligible to receive a wage differential of $1.00 per hour.

A mechanic who holds a valid xEV Electrical Safety Awareness Certification – Level One Standards is eligible to receive a wage differential of $1.00 per hour. A mechanic who holds a valid xEV Technician Electrical Safety Certification – Level Two Standards is eligible to receive an additional wage differential of $1.00 per hour.

To receive ~~the~~ a wage differential, a mechanic must provide the Human Resources Department with a copy of their certification. The wage differential will be added to the mechanic's hourly rate beginning with the first payroll following such receipt.

A mechanic must retest every five (5) years to maintain their ASE certifications and eligibility for ~~the~~ wage differentials.

2.9 New Classification

A current employee who moves to a higher paid classification will be placed at (1) the first step of the wage schedule in the new classification or (2) at the first step that exceeds their current hourly rate by at least $0.50 per hour, whichever is greater.

2.10 Recruitment of New Bus Drivers and Mechanics

An employee will receive $250.00 from the Employer for each new bus driver or mechanic that the employee recruits to work for the Employer. The compensation will be provided after the recruited bus driver or mechanic completes the probationary period set forth in Section 13.1.

2.11 Shift Differentials for Approved Custodial Work

Employees approved by the Buildings and Grounds Department to perform custodial work outside of an employee's assigned transportation work schedule will receive all shift differentials provided in the Custodial contract.

3. HOURS, ASSIGNMENTS, AND OVERTIME

3.1 Regular Work Week

The regular work week consists of five (5) consecutive days totaling forty (40) hours. The workweek commences at 12:01 a.m. on Monday and concludes at midnight the following Sunday. This workweek will be used to determine overtime. The five (5) consecutive days need not fall within a single Monday through Sunday work week.

3.2 Route Times for Bus Drivers

Route times are calculated by the Supervisor of Transportation Services as the route schedules are developed. These times are approximations and may be amended if an employee finds the employee's route takes a longer period of time to complete, subject to review with the supervisor. The employee is compensated based upon the time worked.

3.3 Overtime

An employee will be paid at one and one-half (1.5) times the employee's regular rate for work in excess of forty (40) hours per week, which includes days worked and holidays. Hours not worked by a school-term employee due to a holiday will count as hours worked for purposes of calculating when an employee has exceeded forty (40) hours of work in a workweek and is thus entitled to overtime pay. Sick leave and vacation days will not be included in calculating overtime.

Overtime hours worked on a holiday designated in this Agreement will be paid at two (2) times the regular rate. This payment is in addition to any holiday pay the employee may be eligible for under the terms of this Agreement.

School-term employees scheduled to work non-overtime hours on the holidays recognized in this Agreement are paid at one and one-half (1.5) time their regular rate.

Overtime will be assigned to employees and is rotated as equitably as possible among the employees who are qualified to handle the work as determined by the Employer. When the Employer has been notified of possible overtime situations, the overtime work will be posted one (1) week prior to the scheduled event. In the event no employee is willing to work overtime, the Employer will assign an employee on a rotational basis using reverse seniority at the building.

The Employer, insofar as possible, will include pay for the overtime with the paycheck for the period following the period in which the overtime was earned.

Overtime pay will be calculated using the employee's regular rate of pay as defined by state and federal law.

3.4 Snowplowing Overtime

An employee who is assigned or approved to work hours outside the employee's assigned shift for snowplowing purposes will be compensated at one and one-half (1.5) times the regular rate.

3.5 Return to Work Pay

An employee called into work receives a minimum of two (2) hours of pay regardless of hours worked. This "called into work" provision does not include the extension of a regular shift.

3.6 Emergency Transfers

The Employer may transfer an employee in an emergency or to fill a temporary vacancy without posting that position, provided the transfer does not exceed one-hundred eighty (180) calendar days. During the period of reassignment, if the temporary assignment is to fill a Bus Mechanic or Lead Mechanic position, the employee will be paid at the rate of pay provided for the temporary position under the terms of this Agreement. The Employer will notify in writing the union steward of transfers exceeding five (5) days indicating the effective date of the temporary transfer. This notification will be completed prior to the tenth (10th) day of the temporary transfer.

4. VACATION AND HOLIDAYS FOR TWELVE-MONTH EMPLOYEES

A twelve-month employee receives vacation days as follows:

Years of Service in Unit	Number of Vacation Days
~~1-5~~ 1-2	~~10~~ 12
~~6-12~~ 3-10	~~15~~ 17
~~13-19~~ 11-19	~~20~~ 22
20 or more	25

A twelve-month employee will be credited with vacation on a prorated basis at the time of hire and each subsequent July 1. Upon an employee's departure from employment with the Employer any used, unearned vacation will be deducted from the employee's final payment. A twelve-month employee may carry up to ten (10) days of vacation from one fiscal year to the next fiscal year.

4.1 Vacation Scheduling for Twelve-Month Employees

An employee may schedule vacation on any day or days subject only to the requirement that sufficient employees remain on the job to constitute an efficient work force, as determined by the Supervisor of Transportation Services.

All vacation requests submitted prior to March 1st for the following fiscal year (July 1 to June 30) will be granted on a seniority basis. All other requests for vacation must be received by the supervisor two (2) weeks in advance and will be granted on a first come first serve basis.

4.2 Holidays for Twelve-Month Employees

Twelve-month employees will receive twelve (12) holidays with pay per year. Placement of days is determined by the Employer, after consultation with the Union Steward. Holiday pay is based on an employee's regular daily hours.

5. HOLIDAYS FOR SCHOOL-TERM EMPLOYEES

School-term employees regularly scheduled to work each week are eligible to receive nine (9) paid holidays. Placement of the days is determined by the Employer, after consultation with the Union Steward. Holiday pay is prorated based on an employee's regular daily work hours. If an employee's regular daily work hours vary each day, their regular daily work hours will be calculated based on their regular weekly work hours. For example, if an employee regularly works twenty (20) hours per week over five (5) days, then their regular daily work hours would be four (4) hours per day.

School-term employees who work at least sixty (60) hours between school terms (i.e., during the summer months) are eligible for one (1) additional paid holiday. The

summer holiday pay will be issued on either the July 30 or August 30 payroll, depending on when the employee completes the required sixty (60) hours.

6. PHYSICAL EXAMINATIONS FOR BUS DRIVERS

State law requires annual or biennial physical examinations for bus drivers. The Employer will pay for a driver's required physical examination, whether annual or biennial.

If a full-time employee with three (3) or more years of seniority with the Employer fails to qualify as a bus driver but is certified by the Employer's physician to be capable of doing custodial work, the employee will be transferred to a vacant custodial position, if approved by the Employer.

7. INCLEMENT WEATHER

On days when school is canceled due to inclement weather, an employee normally assigned solely to school bus driving duties will not report to work, but is paid for the regular amount of hours worked on a normal school day. An employee normally assigned to other duties beyond school bus driving may work remotely as approved by their supervisor.

8. TEMPORARY CUSTODIAL WORK

A transportation employee may express their interest in performing temporary custodial work by contacting the Buildings and Grounds Department. The decision to grant a transportation employee's request to perform temporary custodial duties is at the sole discretion of the Director of Buildings and Grounds. During the school year, the rate of pay will reflect step one (1) of the custodian wage schedule. The Director of Buildings and Grounds will determine the hourly rate of pay for temporary summer assignments.

9. INSURANCE

9.1 Hospitalization-Medical Insurance

An employee working twenty-five (25) or more hours per week may enroll for single, single plus one, or family coverage in the Employer's hospitalization-medical insurance program. Participation in this program is voluntary. The maximum monthly Employer contribution toward the premium for the type of coverage in which a full-time employee is enrolled will be as follows:

Type of Coverage	Employer Maximum Monthly Contribution as of 01/01/2025	Employer Maximum Monthly Contribution as of 01/01/2027	Employer Maximum Monthly Contribution as of 01/01/2028
Single	$775.00	$825.00	$900.00
Single + One	$1,240.00	$1,290.00	$1,365.00
Family	$1,590.0	$1,640.0	$1,715.00

Eligible employees who are legal spouses may choose to be covered under separate, single Employer hospitalization-medical insurance plans ("plan"). If eligible employees who are legal spouses choose to be covered by a family or single plus one plan, the married employees will receive a monthly Employer contribution equal to two (2) single Employer contributions to the enrollee's premium. This election must be made during (1) the open enrollment period or (2) upon the occurrence of a qualifying event, as defined by the hospitalization-medical insurance carrier.

If an employee selects a plan for which the monthly premium is less than the Employer contribution toward the premium, the Employer will deposit the excess contribution into the employee's health reimbursement account.

An employee enrolled in the Employer's hospitalization-medical insurance program will contribute through payroll deduction any excess of the monthly premium over the maximum Employer contribution toward the type of coverage for which the employee is enrolled.

An employee receiving wage replacement benefits from the Employer's workers' compensation carrier, or the long-term disability carrier remains eligible for the Employer contribution towards a plan.

9.2 Dental Insurance

An employee working twenty-five (25) or more hours per week may participate in the Employer's dental plan. An employee who enrolls in the program will contribute the entire premium through payroll deduction.

9.3 Life Insurance

A twelve-month employee working twenty-five (25) or more hours per week is eligible to participate in the Employer's group term life insurance program and is insured for an amount equal to the whole number of thousands of annual base wages. The Employer pays the entire premium for this coverage.

A school-term employee is eligible to receive a $10,000 term life policy. The Employer pays the entire premium for this coverage.

9.4 Accidental Death and Dismemberment Insurance

A twelve-month employee working twenty-five (25) or more hours per week is eligible for accidental death and dismemberment insurance in an amount equal to the employee's annual wages rounded up to the next whole thousand. The Employer pays the entire premium for this coverage.

A school-term employee working twenty-five (25) or more hours per week is eligible for accidental death and dismemberment insurance in an amount equal to $10,000. The Employer pays the entire premium for this coverage.

9.5 Long-Term Disability Insurance

An employee working twenty-five (25) or more hours per week is eligible to participate in the Employer's long-term disability insurance program. The Employer pays the entire premium for this coverage.

9.6 Flexible Benefits Plan

An employee is eligible to participate in the Flexible Benefits Plans established by the Employer, however, the employee must meet all other requirements for eligibility set forth in the Flexible Benefits Plans.

10. RETIREMENT

10.1 Retirement

An employee who retires may elect to maintain participation in the Employer's hospital medical insurance program by paying the full premium costs of this program in accordance with Minn. Stat. § 471.61.

~~10.2 Severance Pay~~

~~10.2.1 Eligibility for Severance Pay (Employees hired prior to July 1, 1990)~~

~~In order to be eligible for severance pay, an employee must have attained the age of fifty-five (55) years as of June 30 of the school year in which an application is made and must have completed a minimum of twenty (20) full years of continuous service to the Employer.~~

~~Severance pay is only available to employees hired prior to July 1, 1990. No severance pay will be paid to any employee who is discharged for cause.~~

~~10.2.2 Severance Pay Payment~~

~~At the time of retirement, unused sick leave accumulation over ninety (90) days will be converted to severance pay at the rate of one day of severance pay for each two (2) days of sick leave. The amount of severance pay is determined by multiplying $85.00 by the number of days of severance pay for which the employee is eligible. In no case, however, will the severance pay exceed $5,000.~~

~~**10.2.3 Application and Payment**~~

~~An employee's application for severance pay at the end of the school year must be submitted to the Human Resources Department by February 1. An employee will receive the employee's severance payment in three (3) equal installments. These payments will be made on July 15 of each year, following the effective date of retirement in accordance with Minn. Stat. § 465.72.~~

~~**10.2.4 Reduction for Tax-Deferred Matching Contribution**~~

~~The amount of severance pay for which an employee may be eligible under this section is reduced by the amount of any Employer contribution that has been made to that employee's tax-deferred matching contribution plan account.~~

10.2 Retirement Savings Plans

An employee may participate in a retirement savings program by contributing a portion of the employee's annual base wages to this program. A list of eligible programs is available on the Employer's website and with the Business Services Department.

10.3 Tax-Deferred Matching Contribution Plan

An Employer contribution is payable to an employee's tax- deferred matching contribution plan, subject to the following provisions.

10.3.1 Eligibility

Only an employee who is beginning their sixth (6th) year of service as determined under Section 2.3 and whose regular assignment is equivalent to or greater than twenty-five (25)hours per week is eligible for the matching Employer contribution provided in this section.

10.3.2 Approved Plan

The employee's tax-deferred matching contribution plan must be approved and subject to applicable provisions of Minnesota Statutes and IRS Code Section 403(b).

10.3.3 Matching Wage Deduction

The Employer contribution is not payable unless the employee authorizes a matching wage reduction in the amount they are eligible to receive in Section 10.4.4 for the same period.

10.3.4 Employer Contribution

Employer contribution will be up to two (2) percent of the employee's annual base wages.

10.3.5 Employee and Employer Contribution

The Employer contribution and matching employee contribution will be made to an Employer-approved company of the employee's choice, subject to Section 10.4.2. The employee is responsible for making all arrangements required by the company to ensure that proper payment can be made by the Employer.

11. UNIFORMS

Employees shall report to work with the uniform type approved by the Director of Business Services or designee. Items requiring an official logo must be purchased through an approved vendor.

If an employee is required to wear a uniform, the employer will pay an annual uniform allowance to the employee in the amount of $225.00. New employees must purchase their uniforms within thirty (30) days after employment and will receive the uniform allowance on their first paycheck.

12. LEAVES OF ABSENCE

12.1 Requests for Leave

Leave requests should be submitted to the employee's supervisor. The supervisor will respond to the leave request as soon as possible but within a maximum of three (3) working days after receiving the leave request.

If the supervisor is not available to make the decision within this timeframe, or if a leave is denied and the employee disagrees with the decision, the employee should contact the Human Resources Department to discuss the leave. Any unique circumstances surrounding the leave request will be considered as it relates to legal obligations or other factors presented by the employee.

In situations where the number of leave requests exceeds the ability to grant the leave, leave approvals will first be determined by the request date of the leave with seniority being the secondary criteria.

12.1.1 Leaves for Good Cause

There is no loss of job or seniority in case of leaves of absence for good cause. The Employer determines whether the leave of absence is for good cause.

12.2 Sick Leave

An employee is entitled to sick leave of one (1) working day per month worked, accumulative without limit. An employee will be credited with sick leave on July 1. If employment is concluded before the end of any year, sick leave days will be prorated.

Accumulated sick leave is to be used for personal illness or serious illness of the employee's immediate family.

An employee may use leave allowance provided by the Employer for absences due to an illness or injury to the employee's dependent child, adult child, spouse, sibling, parent, grandparent, or stepparent, for such reasonable periods as the employee's attendance may be necessary, on the same terms the employee is able to use accumulated leave allowance for the employee's own illness or injury and in accordance with state and federal law.

When a medical doctor certifies that home care is essential because of illness or injury of the employee's spouse, the employee may deduct up to fifteen (15) days from accumulated leave allowance at no wage deduction.

If the Employer reasonably believes that an employee is abusing the use of sick leave, the Employer may require the employee to provide a note from a physician indicating that an absence was due to illness that prevented the employee from performing their work duties in accordance with state and federal law. Normally, the Employer will provide advance notice to the employee that the Employer believes an abuse of sick leave is occurring and that the employee will be required to provide a physician's note for a subsequent absence; however, the Employer may require a physician's note without advance notice if the Employer has information that causes the Employer to reasonably believe that an employee is abusing the use of sick leave and such request is allowed by state and federal law. The Employer may designate the physician the employee is required to see if medical certification is required. If the Employer designates the physician the employee is required to see for medical certification, then the Employer will reimburse the employee for any out-of-pocket medical costs incurred in obtaining the physician's note.

12.2.1 Use of Sick Leave for Bereavement

For death or illness in the immediate family (immediate family includes spouse, children, mother, father, brother, sister, grandparents and grandchildren; also in-laws of a similar degree of relationship), up to five (5) days of current sick leave may be used. For death or illness in other than the immediate family, up to three (3) days of current sick leave may be used upon the approval of the Human Resources Department.

12.3 Personal Leave

An employee may use a maximum of four (4) days of paid leave, up to thirty-two (32) hours for an eight (8) hour per day employee, during a contract year as personal leave. Personal leave is deducted from accumulated sick leave.

The specific reason for the requested leave does not have to be given. Requests for personal leave must be submitted to the employee's supervisor in writing at least

three (3) days in advance, except in cases of extreme emergency, and are subject to the approval of the Human Resources Department. Adequate staffing must be ensured as determined by the supervisor.

12.4 Jury Duty

An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave and will be paid by the Employer the difference between the regular hourly wage and the fee received for the required jury or court duty, unless the employee is a party in the case.

12.5 Military Leave

Military service leave will be granted in accordance with state and federal law.

12.6 Childcare Leave

An employee is eligible for a leave of absence without pay for a period of up to twelve (12) months for childcare purposes. The employee will submit an application for childcare leave at least sixty (60) calendar days before requested leave is to begin. The sixty (60) day requirement may be waived when an emergency makes notice impossible. Childcare will commence at a date agreed upon between the Employer and the employee. Failure to return to work upon expiration of a leave of absence will result in termination of employment. The employee will be reinstated to the employee's original job or to a transportation position with no reduction of monthly pay and will retain all seniority and leave benefits accrued prior to taking the leave of absence.

12.7 Short-Term Disability Leave

The Employer will provide short-term disability leave coverage for employees who have exhausted accumulated paid leave options including basic leave, workers' compensation (if applicable), and any other state and/or federal paid leave programs prior to the commencement of long-term disability benefits.

12.7.1 Eligibility

An employee who has been employed by the Employer for one (1) calendar year will become eligible for short-term disability leave coverage after the employee has been totally and continuously disabled and unable to work for fifteen (15) consecutive duty days, as certified by a medical doctor. An employee who receives short-term disability leave coverage is ineligible to receive it again until twelve (12) months after the date of the last payment.

12.7.2 Short-Term Disability Leave Allowance

Short-term disability leave payments commence as of the sixteenth (16th) continuous duty day the employee is totally unable to work or after the last day of paid sick leave, whichever occurs last. Short-term disability leave will

end after the employee has been unable to work for sixty-five (65) continuous duty days.

12.7.3 Short-Term Disability Leave Payments

Short-term disability leave payments will be fifty (50) percent of an employee's daily rate of pay. If an employee works hours that vary, an average of the previous six (6) weeks of pay will be used to determine the daily rate.

12.8 Sick Leave Conversion to Vacation Time

After a twelve-month employee has accumulated ninety (90) days of unused sick leave, the employee may convert additional sick leave to vacation days at the rate of one (1) vacation day for each two (2) days of unused sick leave. Forms requesting this election must be received in the Payroll office no later than July 15th. There is no vacation conversion for less than two (2) day segments of accumulated sick leave. Up to five (5) days of vacation may be converted each year. These vacation days are subject to the provisions of Article.

13. BARGAINING UNIT SENIORITY, JOB VACANCIES, PROBATIONARY PERIOD

13.1 Probationary Period

All new employees will be on probation for a period of one (1) year. During this time period, the Employer has the unqualified right to terminate the probationary employee without assigning any cause for the termination. After serving the probationary period, the employee, if retained, will be a non-probationary employee and assigned the privileges afforded to a non-probationary employee.

If a non-probationary employee is transferred or promoted to a new classification, the employee will serve a new probationary period of ninety (90) calendar days in the new classification. During the probationary period in a new classification, the Employer may reassign the employee to the former classification if the employee's performance in the new classification is unsatisfactory. Also, during the probationary period in the new classification, the employee has the right to return to a position within the employee's former classification, without loss of seniority.

13.2 Layoffs

13.2.1 Bargaining Unit Seniority

Bargaining unit seniority is established based on the date an employee first began continuous employment within this bargaining unit or its predecessor bargaining unit. An employee's bargaining unit seniority ends when they terminate employment within the unit.

13.2.2 Classification Seniority

Classification seniority is based on the date an employee first began continuous employment in their current classification. There are five (5) classifications (also known as positions) in the bargaining unit including Bus Driver, Route Programmer, Interschool Mail Driver, Lead Mechanic, and Mechanic. Classification seniority ends when an employee leaves a classification, whether through transfer to a different classification or termination of employment within the bargaining unit. However, an employee will retain their classification seniority if laid off and subsequently recalled to their former position within two (2) years of the layoff.

13.2.3 Layoffs Due to Employee Reductions

Layoffs due to employee reductions will be based on seniority. The District will determine the classification where layoffs will occur, and within that classification, layoffs will happen in reverse order of classification seniority. The last employee hired in a classification facing a layoff will be the first to be laid off within that classification.

An employee who is laid off will be offered re-employment in their former classification before a new employee is hired; however, an employee retained or recalled must be qualified to perform the work available. An employee who is laid off will be recalled back in reverse order of layoff. A laid-off employee retains their seniority, bargaining unit seniority, classification seniority, and right to recall for two (2) years from the date of layoff. A more senior employee may volunteer for layoff in place of a less senior employee.

A laid-off employee holding the position of Lead Bus Mechanic, Bus Mechanic, Route Programmer, or Interschool Mail Driver may immediately bump into a Bus Driver position provided they are fully qualified and have greater bargaining unit seniority than the less senior Bus Driver.

13.2.4 Callback to Position

An employee notified of call back to an available position must report to duty within fifteen (15) calendar days of the date the notice of call back was mailed by certified mail. The notice will be sent to the last known address of the employee. Failure to report within fifteen (15) calendar days constitutes a waiver of rights and the employee will be terminated.

13.2.5 Qualification as a Bus Driver

A laid-off employee who subsequently becomes qualified as a bus driver (license, physical examination, and any other requirements) may, within ninety (90) days from the date of layoff, bump either (1) the least senior bus driver with lesser bargaining unit seniority than the employee, or (2) the bus driver

with lesser bargaining unit seniority than the employee who is working the greatest number of hours per week.

13.2.6 Bumping Procedure

The Employer will combine bus driver positions, if practicable, to provide a total of forty (40) hours per week to laid off employees with greater bargaining unit seniority. The bus driver employees with lesser bargaining unit seniority will be laid off in turn.

A laid-off Lead Bus Mechanic, Bus Mechanic, Route Programmer, or Interschool Mail Driver employee who bumps into a different position is “red-circled” and will continue to be paid at the then-current equivalent hourly rate of pay. A “red-circled” rate applies to the individual employee, not to the position.

13.3 Vacancies

A transportation job vacancy is posted at the transportation facility for five (5) business days. In the event no employee applies for a vacancy, the least senior employee may be required to fill the vacancy. Job vacancies will be posted on the Employer's website.

13.3.1 Application for Job Vacancies

An employee interested in being considered for job vacancies should submit a letter of application outlining the employee’s work history within and outside of the District. An employee who submits a letter of application for any posted vacancy pursuant to this section will be interviewed. Interviews may be in the form of preliminary screening interviews in an effort to allow the Employer to determine finalists for the position. A probationary employee is not eligible to apply for posted vacancies without the employee’s supervisor’s approval.

13.3.2 Selection for Job Vacancies

Vacant positions will be filled by the Employer with the most qualified candidate. In making its determination, the Employer will consider current employees’ qualifications and Employer seniority along with other relevant factors. These relevant factors include, but are not limited to, quality of work, dependability, general work ethic, customer service, and interpersonal skills as observed or reported by the employees’ supervisors. Employees from within the bargaining unit who apply for promotion or transfer will be given priority consideration. The decision for advancement, transfers, or promotions will be made by the Employer.

13.3.3 Employee Applicant Feedback

An employee applicant who is not offered a position has the right to request feedback from the Employer so they can increase skills or correct deficiencies in order to be considered for future job postings.

14. DISCIPLINE AND DISCHARGE

14.1 Discipline and Discharge

The Employer has the right to impose disciplinary actions on employees for just cause. Disciplinary actions by the Employer will normally take the course of #1, 2, 3 and 4, except in cases of a serious magnitude that could seriously jeopardize the safety of the students, fellow employees or the physical and financial assets of the school district, including falsification of time records.

- Oral reprimand
- Written reprimand
- Suspension without pay
- Discharge

An employee who is subjected to the above actions has the right to request that these actions be reviewed through the recourse of the grievance procedure.

14.2 Written Records

If an employee has a deficiency of such magnitude that a written record is made of it, the employee and the Union Steward will be provided with a copy of the report. An employee's records will be examined annually by the administration and a notation will be made on any record of deficiency that has been satisfactorily corrected. Uncorrected deficiencies will be called to the attention of the employee and the Union in writing. Reasonable time and assistance will be granted for the correction of deficiencies. An employee who fails to correct deficiencies will be asked to resign or be discharged.

15. GRIEVANCES AND ARBITRATION

15.1 Definitions and Interpretation

15.1.1 Days

Reference to "days" regarding time periods within this section refers to working days. A "working day" is defined as all weekdays not designated as holidays by state law.

15.1.2 Computation of Time

In computing any period of time within this section, the date of the act, event, or default for which the designated period of time begins to run will not be

included. The last day of the period so computed will be counted, unless it is a Saturday, Sunday, or a legal holiday, in which event the period runs until the end of the next day that is not a Saturday, Sunday, or legal holiday.

15.1.3 Filing and Postmark

The filing or service of any notice or document herein will be timely if it is personally serviced or if it bears a certified postmark of the United States Postal Service within the time period.

15.2 First Step

An employee with a grievance will take the matter up with the immediate supervisor within six (6) scheduled working days after the alleged original occurrence of the grievance.

15.3 Second Step

An employee who is not satisfied with the disposition of the grievance at the first step will, with the assistance of the Union Steward, file a written statement of the grievance with the Executive Director of Human Resources within fifteen (15) scheduled working days after the first step discussion with the immediate supervisor.

The written statement must (1) be dated and signed by the employee and (2) set forth the facts and state the provisions of the Agreement alleged to have been violated. If the parties fail to agree, or the matter has not been satisfactorily adjusted within fifteen (15) scheduled working days after the grievance has reached the second step, the employee may appeal the grievance to the third step.

15.4 Third Step

An employee who is not satisfied with the disposition of the grievance at the second step will file a copy of the written statement of the grievance with the Superintendent within ten (10) scheduled working days after the disposition of the grievance at the second step.

The Superintendent or designee and the Business Representative or designee will then attempt to resolve the grievance and provide a written statement to the Union within ten (10) scheduled working days after receiving the third step written statement of grievance.

If the grievance is not satisfactorily resolved under the procedure of the third step, it will be submitted to arbitration in accordance with the terms of this Section.

15.5 Submission to Arbitration

The Union may submit to arbitration any grievance that has been properly processed through the third step of the formal grievance procedure. A grievance may only be

advanced to final and binding arbitration provided that the employee has not elected to pursue a veteran's discharge hearing and the timeline for such hearing has been exhausted, if applicable.

The Union must file with the Superintendent a written notice of intention to arbitrate within fifteen (15) scheduled working days after disposition of the grievance at the third step. The parties will select an arbitrator in accordance with Minnesota Statutes, Section 179A.21 of PELRA.

15.6 Jurisdiction and Authority of Arbitrator

The arbitrator has jurisdiction only over those grievances that have been properly submitted to arbitration in accordance with the terms of this Agreement. The arbitrator has no power to add to or subtract from, or change, modify or amend in any way the terms and conditions of employment set forth in this Agreement; nor does the arbitrator have any power to hear or determine any dispute involving matters of inherent managerial policy. The decision of the arbitrator is subject to all the limitations of arbitration decisions set forth in PELRA. Within these constraints the decision of the arbitrator is final and binding.

15.7 Representation

An employee, supervisor or the School Board may be represented at any stage of the formal grievance procedure by any person or agent designated by the represented party to act in its behalf.

15.8 Time Limitations

Since it is important that grievances be processed as rapidly as possible, the time limitations specified in this Agreement are considered as a maximum and every effort will be made to expedite the process.

Time limitations may be extended only by mutual consent. Failure of an employee or the Union to comply with the limitations specified constitutes a waiver of the grievance. Failure of a supervisor to act within the time limitations specified constitutes a denial of the grievance and the employee or the Union may proceed to the next stage.

15.9 Number of Arbitrators

Arbitration proceedings under this Section are limited to the services of one arbitrator.

16. DURATION AND RENEGOTIATION OF AGREEMENT

16.1 Term of Agreement

This Agreement becomes effective on July 1, ~~2024~~ 2026, and will continue in full force and effect to and including June 30, ~~2026~~ 2028, and annually thereafter except as modified or terminated in accordance with the provisions of this Section.

In the event negotiations are not completed by July 1, ~~2026~~ 2028, terms of the Agreement will remain in full force and effect and any scheduled longevity increases will be granted as specified in this Agreement.

16.2 Effect of Agreement

Any and all prior agreements, resolutions, practices, policies, rules, and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

16.3 Termination or Modification

Either party desiring to terminate or modify this Agreement must notify the other party in writing at least sixty (60) days but not more than ninety (90) days prior to June 30 of any year thereafter.

16.4 Negotiations During Term

The parties mutually acknowledge that during the negotiations that resulted in this Agreement, each had the unlimited opportunity to make demands and proposals regarding terms and conditions of employment. All understandings and agreements arrived at by the parties are set forth in this Agreement. For the duration of this Agreement, the Employer and the Union each voluntarily and unqualifiedly waive the right to meet and negotiate (except by mutual consent) regarding any and all terms and conditions of employment, whether or not specifically referred to or covered in this Agreement, even though such matters may not have been within the knowledge or contemplation of either or both of the parties at the time this Agreement was negotiated or executed.

17. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

Service Employees International Union Local 284	**INDEPENDENT SCHOOL DISTRICT 273**
Jeff Leys, Contract Organizer	Karen Gabler, Board Chair
David Harrison, Co-Union Steward	Erica Allenburg, Board Clerk
Leonard Lewis, Co-Union Steward	
Dated this ___ day of _____ 2026.	Dated this ___ day of _____ 2026.

APPENDIX A

As referred to in Section 2.4 of this Agreement, the following bus drivers are grandpersoned at a $7.00 per hour wage differential when driving multi-district (UFARS Finance Code 714) routes:

- ~~Nichole Albertson~~
- Bruce Balfanz
- Brian Dimberg
- ~~Robert Erickson~~
- David Harrison
- Dennis Harmon
- Bradley Johnson
- Craig Johnson
- Philip Johnson
- Robert Koch
- Randy Miller
- Christina Pauli
- Lavina Phillips
- ~~Richard Sherman~~
- Colleen Sivilay
- Jeffrey Slater
- James Trainis
- ~~Jay Winger~~
- ~~Jeffrey Wesselman~~

The grandpersoned Route Programmers and Interschool Mail Drivers listed above who drive UFARS 714 routes will be paid based on the same step of the Bus Driver wage scale as their Route Programmer step, plus an additional $7.00 per hour. For example, a Route Programmer who's currently on step L11 of the Route Programmer wage scale will be paid an hourly rate equal to step L11 of the Bus Driver wage scale plus an additional $7.00 per hour for time spent driving UFARS 714 routes.

VI.E. Policy Review (*410, 539, 618, 629, 902*) **Speaker(s):** Policy Committee

Board Meeting Date: 7/13/2026

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 410 Family Medical Leaves
- Policy 539 Internships and Shadowing
- Policy 618 Assessment, Grading and Reporting of Student Progress
- Policy 629 Student Fundraising
- Policy 902 Use of School District Facilities and Equipment

Recommendation: Approve the suggested modifications for Policies 410, 539, 618, 629, 902.

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

Attachment(s):

1. Policy 410 Family Medical Leaves
2. Policy 539 Internships and Shadowing
3. Policy 618 Assessment, Grading and Reporting of Student Progress
4. Policy 629 Student Fundraising
5. Policy 902 Use of School District Facilities and Equipment

[**Policy 410 is fully restated.]

Edina Public Schools
DEFINING EXCELLENCE

Policy 410

Personnel

~~Family and Medical Leaves~~

~~I. Purpose~~

~~This policy provides guidance regarding family and medical leaves of absence for school district employees in accordance with state and federal law, master agreements, guidebooks, and district policy.~~

~~II. General Statement of Policy~~

~~The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the Family and Medical Leave Act of 1993 ("FMLA") and consistent with pregnancy and parenting leave under state law.~~

~~III. Definitions~~

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

~~A. For the purposes of the FMLA, an "eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has worked at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave.~~

~~B. A "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.~~

~~IV. Leave Entitlements~~

~~A. Twelve Workweeks Leave under the FMLA (federal law)~~

~~1. Eligible employees are entitled to a total of 12 workweeks of unpaid family and medical leave during the applicable 12-month period as defined below. Leave may be taken for one or more of the following reasons in accordance with applicable law:~~

~~a. birth of the employee's child and to care for such child;~~

~~b. placement of an adopted or foster child with the employee;~~

~~c. to care for the employee's spouse, child, or parent with a serious health condition;~~

d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or

e. any qualifying exigency arising from the employee's spouse, child, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.

2. Spouses: In general, eligible spouses who are both employed by the school district are limited to an aggregate of 12 workweeks of leave during any 12-month period for the birth, care of or adoption of a child; the placement of a child for foster care; or to care for a parent with a serious health condition. Eligible spouses who both work for the district are also limited to a combined total of 26 workweeks of leave in a single 12-month period to care for a covered servicemember with a serious injury or illness.

3. Intermittent Leave: Depending on the type of leave, intermittent or reduced schedule leave may be granted at the discretion of the district or when medically necessary.

4. Serious Health Condition: If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification.

5. Health Insurance: During the period of designated FMLA leave, the district will provide health insurance under its group health plan under the same conditions that coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after FMLA leave may be required to reimburse the district for the cost of health insurance premiums paid by the district.

6. Paid Leave: The district may request or require the employee to substitute accrued paid leave for any part of the 12-workweek period. Employees may be allowed to substitute paid leave for unpaid leave.

7. Special Rules for Instructional Employees: An instructional employee who requests continuous leave near the end of a school term may be required to extend the leave through the end of the term. If an instructional employee begins leave for any purpose more than five weeks before the end of a term and it is likely the leave will last at least three weeks, the district may require that the leave be continued until the end of the term if the employee would otherwise return during the last three weeks of the term. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a term, the district may require that the leave be continued until the end of the term if the leave will last more than two weeks or if the employee's return from leave would occur

~~during the last two weeks of the term. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the term and the leave will last more than five working days, the district may require the employee to continue taking leave until the end of the term. The district will continue to fulfill the district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.~~

~~B. Twelve Workweeks Leave under Minnesota Pregnancy and Parenting Leave (state law)~~

~~1. An employee who does not qualify for parenting leave under the FMLA leave provisions may qualify for a 12-week unpaid leave, which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to an employee for their prenatal care or incapacity due to pregnancy, childbirth, or related health conditions.~~

~~2. Health Insurance: The district will continue to make insurance coverage available to the employee while on leave. The employee is responsible to pay the full cost of any insurance while on a leave of absence.~~

~~CB.Twenty-Six Workweeks Leave for Military Caregiver Leave under the FMLA~~

~~1. An eligible employee who is the spouse, child, parent, or next of kin of a covered service member is entitled to a total of 26 workweeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph is only available during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.~~

~~2. During a single 12-month period, an employee will be entitled to a combined total of 26 work weeks of leave under sections IV.A and IV.C above.~~

~~V. Dissemination of Policy~~

~~A poster summarizing the major provisions of the FMLA will be conspicuously posted in each district building in areas accessible to employees and on the job posting section of the district website to provide notice to applicants for employment.~~

Family and Medical Leave

I. Purpose

This policy provides for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA).

II. General Statement of Policy

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA.

III. Definitions

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code, section 101(a)(13)(B).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least twelve (12) months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling their Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation will be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations.

While the twelve (12) months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of their USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the district's intention to rehire the employee after the break in service.

D. “Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness.

E. “Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember’s spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as their nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members will be considered the covered servicemember’s next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual will be deemed to be the covered servicemember’s only next of kin.

F. “Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:

1. a military medical treatment facility as an outpatient; or

2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

G. “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven (7) calendar days or less) of a covered military member;

2. to attend military events and related activities of a covered military member;

3. to address issues related to childcare and school activities of a covered military member’s child;

4. to address financial and legal arrangements for a covered military member;

5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or their child;

6. to spend up to fifteen (15) calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. to attend post-deployment activities related to a covered military member;

8. to address care needs of a covered military member’s parent who is

incapable of self-care; and

9. to address other events related to a covered military member that both the employee and the district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or

2. continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

J. "Veteran" has the meaning given in 38 United States Code, section 101.

IV. Leave Entitlement

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of twelve (12) work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one (1) or more of the following reasons in accordance with applicable law:

a. birth of the employee's child and to care for such child;

b. placement of an adopted or foster child with the employee;

c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;

d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or

e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:

    a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

    b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five (5) years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

        (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or

        (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of fifty (50) percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

        (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

        (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the

Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

6. Eligible spouses employed by the district are limited to an aggregate of twelve (12) weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the district does not apply to leave taken: by one (1) spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Subparagraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted at the discretion of the district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within fifteen (15) days from the date of the request or as soon as practicable under the circumstances.

9. If the district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the district's expense. If the opinions of the first and second health care providers differ, the district may require certification from a third health care provider at the district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave will be made to the district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Subparagraph IV.A.1.e. above, and such leave is foreseeable, the employee will provide reasonable and practical notice to the district of the need for leave. For all other leaves, employees must give thirty (30) days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the district, subject to and in coordination with the health care provider.

11. The district may require that a request for leave under Subparagraph IV.A.1.e. above be supported by a copy of the covered military member's

active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the district for the cost of the health plan premiums paid by it.

13. The district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent will be responsible to develop directives and guidelines as necessary to implement this policy. The district will comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twenty-Six-Week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember will be entitled to a total of twenty-six (26) work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph will be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee will be entitled to a combined total of twenty-six (26) work weeks of leave under Paragraphs IV.A. and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends twelve (12) months after that date.

4. Eligible spouses employed by the district are limited to an aggregate of

twenty-six (26) weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within fifteen (15) days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Subparagraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above will apply to leaves under this section.

V. Special Rules for Instructional Employees

A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than twenty (20) percent of the workdays in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or

2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five (5) weeks before the end of a semester and it is likely the leave will last at least three (3) weeks, the school district may require that the leave be continued until the end of the semester.

2. If the instructional employee begins leave for a purpose other than the

employee's own serious health condition during the last five (5) weeks of a semester, the district may require that the leave be continued until the end of the semester if the leave will last more than two (2) weeks or if the employee's return from leave would occur during the last two (2) weeks of the semester.

3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three (3) weeks of the semester and the leave will last more than five (5) working days, the district may require the employee to continue taking leave until the end of the semester.

4. If the district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work will be charged against the employee's FMLA leave entitlement. Any additional leave required by the district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the district will maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

VI. Other

A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) will be followed.

VII. Dissemination of Policy

A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint will be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.

Legal References:
10 U.S.C. § 101 et seq. (Armed Forces General Military Law)
29 U.S.C. § 2601 et seq. (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)
~~Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)~~

Policy
adopted: 09/22/08
amended: 09/29/09
revised: 06/24/13
revised: 07/18/16
revised: 08/14/17
reviewed: 08/13/18
revised: 04/20/20
revised: 02/08/21
revised: 08/08/22
revised: 05/13/24
restated: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

[**Policy 539 Rescinded]

~~Policy 539~~

~~Students~~

~~Internships and Shadowing~~

~~I. Purpose~~

~~This policy provides for safe and successful internships and shadowing opportunities which advance student learning.~~

~~II. General Statement of Policy~~

~~The school district values and supports internships and shadowing that allow students to learn while exploring careers and workplace opportunities. Internships and shadowing are unpaid partnerships between the district and a business or government agency and may be initiated by the district, business or government agency, or student. The experience will be coordinated by the high school principal or their designee, and will be approved jointly by the high school principal and the superintendent or his/her designee. Internship and shadowing opportunities will only be made available to high school students.~~

~~III. Definitions~~ [~~Re-ordered to alphabetize. Any changes are marked~~]

~~A. Internship "Business or government agency partner" ("Partner") means the entity with whom training occurs for a particular occupation, or simulates all aspects and elements of a work experience.~~

~~B. Shadowing "Insurance coverage" means insurance benefits for work injuries and occupational diseases sustained during or as a result of the internship or shadowing.~~

~~C. Business or Government Agency Partner. An "internship" means activities that involve actual work experience and connect classroom learning to workplace learning. An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, and give employers the opportunity to guide and evaluate talent.~~

~~D. Student Records "Internship/Shadowing Proposal" means a request for a possible internship/shadowing designed and developed by a partner or student, to be considered for approval by the district.~~

E. Insurance Coverage The "learning plan" defines the outcomes of an internship/shadowing, including identifiable course credit, educational competencies, and the goals and objectives of a student's experience. The learning plan is agreed upon between the school, the student, and the partner.

A learning plan needs to be developed for each participating student, and will include the responsibilities of the work-site mentor (as applicable), the student, and the district. It will identify what each party will contribute to and receive from the experience. Individual teachers may develop standards or rubrics for student assessment. A system will be developed for student accountability (e.g., signing out from school and signing in at a worksite).

F. Internship/Shadowing Proposal "Shadowing" means activities that involve students accompanying professionals in their work environment with the purpose of connecting learning with gained insight into the roles and functions of the work. Shadowing gives students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, while giving employers the opportunity to guide and develop talent.

G. Learning Plan "Student records" means the educational records which relate to the student and are maintained by the school district or by a party acting for the district.

IV. Procedures

A. Approved Internships/Shadowing

Internship or shadowing opportunities are posted internally when available through a specific class. For students creating their own internship opportunities during May term, they should utilize the application found online.

B. Internship/Shadowing Proposal

An internship/shadowing proposal must be developed for any internship/ shadowing experience not designed by, or previously approved by, the school district. The high school administration will make the proposal form available to students and potential partners. The high school principal or designee must approve the proposal before a learning plan is developed.

C. Internship/Shadowing Learning Plan

The learning plan is jointly approved by the student, the partner, and the district or site. The student, with support – as requested – by staff, will author the plan. The high school principal or designee will approve the learning plan on behalf of the district. A learning plan must be approved by the district prior to beginning the experience.

1. The learning plan will include:

a. Alignment with the school's course offerings and educational competencies;

b. The goals and objectives of the experience;

c. The desired skills and knowledge transferable to the work force and/or future learning; and

d. The staff member who will coordinate the experience.

2. The high school principal or designee will complete the district's component of the learning plan. This component will include assured compliance with all district policies and curricular requirements; specifically, the requirements for on-site supervision, and the Minnesota Department of Education's requirements for student class time.

D. Partnership Agreement

1. The partner and the district will enter into an agreement for the specific internship/shadowing described in the learning plan. The high school principal or designee will approve the agreement on behalf of the district.

2. The partnership agreement will include:

a. Direction to the student by a worksite professional with expertise in the field of experience;

b. A commitment to routine feedback between the workplace supervisor and designated district staff member coordinating the experience;

c. Worksite training necessary for the student to have a safe and successful experience;

d. The completion of necessary background checks for worksite supervisors, as per district policy;

e. For internship experiences only, the successful completion of an on-site visit by the coordinating staff member, prior to the internship's beginning;

f. The structure of the student's internship/shadowing schedule, as it relates to the regular school day, after school hours, or during school breaks.

g. The extent and length of the internship/shadowing.

h. Identification of the qualified staff who will coordinate and monitor the internship/shadowing.

i. Include A review period of partnership agreement. Review period should not exceed two years.

E. Awarded Credit

~~Prior to the internship, the amount of credit to be awarded to students for an internship/ shadowing will be determined by the district according to the district's course credit requirements.~~

~~F. District Policy Compliance~~

~~All partners will be required to follow district policies including, but not limited to:~~

1. ~~Policy 103, Equal Education Opportunity~~
2. ~~Policy 413, Harassment and Violence Prohibition, Students and Employees~~
3. ~~Policy 515, Protection and Privacy of Student Records~~
4. ~~Policy 911, Volunteers in the Schools~~

~~G. Student Insurance~~

~~The district will not provide any student insurance coverages specific to internship/ shadowing experiences.~~

~~H. Background Checks for Worksite Mentors~~

1. ~~The district requires all partners to comply with district policies related to background checks for volunteers. In particular, individuals at the business or government agency who supervise or work directly with students will be required to complete a background check. This background check could be conducted through the employer.~~

2. ~~For those who have not participated in a background check through their employer, they should follow the district's volunteer background policy (Policy 911 Volunteers in the Schools). Appendix I of Policy 911 provides the cost and process for conducting a background check on volunteers. The cost of the volunteer background check is responsibility of the individual.~~

~~I. Transportation~~

~~The district will not provide transportation to or from internships/shadowing. When requested, the district's program coordinator will provide assistance in arranging transportation for students participating in an internship/shadowing. The student's parent/guardian will approve in writing the arrangements for the student travel to and from the internship/shadowing.~~

~~J. Release~~

~~The student's parent/guardian will sign a voluntary waiver releasing the district from any and all liability for personal injury, death, or property loss arising out of, or relating to, the student's participation in the internship/shadowing off school property.~~

~~K. Program Development~~

- The high school principal and Director of Teaching and Learning will coordinate program development of internships and shadowing. Program development will include creation of:

    - Internship/Shadowing Handbook for Students, Staff, and Business or Government Agency Partners
    - Professional Staff Criteria
    - Roles and Expectations
    - Training Requirements
    - Curriculum Requirements
    - Eligibility and Application Process
    - Internship/Shadowing Proposal
    - Student Learning Plans and Agreements
    - Student Product Design and Development
    - Internship/Shadowing Assessments
    - Coordinator's job description and duties (see Appendix I)
    - Forms

Cross Reference:
Policy 103, Equal Education Opportunity
Policy 413, Harassment and Violence Prohibition, Students and Employees
Policy 515, Protection and Privacy of Student Records
Policy 911, Volunteers in the Schools

Policy INDEPENDENT SCHOOL DISTRICT 273
adopted: 2/27/17 Edina, Minnesota
reviewed: 3/23/20

APPENDIX I to Policy 539

Internships and Shadowing

Role of Teacher/Coordinator (to be determined by administration)

As supervisor of the program, the teacher or coordinator generally will:

- Provide information about the program to students, parents/guardians, and employers.
- Keep the school and community informed regarding all aspects of the program.
- Set up an advisory council to promote internships/shadowing and to involve parents/guardians and business leaders in the design and implementation of the program.
- Identify potential internship/shadowing sites, contact persons, and hosts.
- Visit training sites to meet personnel, observe the work performed at the worksite, and confirm appropriate safety practices, training, and background checks.
- Provide orientation for parents/guardians and students.
- Select dates for internship/shadowing experiences.
- Guide students in researching background on the company/industry.
- Develop appropriate forms — such as Parent/Guardian Consent Forms and Student/Teacher Consent Forms, and Internship/Shadowing Proposal Forms — in conformity with school policies.
- Work with students in the selection of their placements, considering student interests, host and student personalities, and other factors.
- Develop a learning plan/agreement in consultation with the student and employer.
- Orient work-site personnel to district policies, procedures, and guidelines.
- Teach students appropriate dress and behavior skills.
- Help coordinate transportation arrangements when requested.
- Observe students at their sites.
- Stay in contact with employers.
- Integrate the student's work-site learning with school-based learning through seminar/class instruction.
- Provide recognition and appreciation for business/industry and school personnel involved in the program.

[Policy reviewed solely for clarification revision of Appendix I, Section II.D.]

Edina Public Schools
DEFINING EXCELLENCE

Policy 618

Education Programs

Assessment, Grading, and Reporting of Student Progress

I. Purpose

The purpose of this policy is to provide a structure and framework for grading student learning in the school district.

II. General Statement of Policy

A. The purpose of grading includes:

- Communicating the academic achievement of students to parents/guardians and others
- Providing information that students can use as feedback on their work and levels of learning
- Providing motivation to learn
- Providing information that teachers will use to modify planning and instruction
- Evaluating the effectiveness of instructional programs and classroom instruction

B. Grading should reflect student performance, relative to the standards of the course, as measured by several forms of assessment.

C. Grades reflect a student's level of achievement relative to the standards of the course and aligned with the grading scale.

D. Student understanding of scoring criteria is a hallmark of quality standards-based instruction and grading.

E. Course or subject objectives are aligned with school district curriculum standards. Grading practices will be based on assessment of students against a standard for learning.

F. The grading system at the high school will involve weighted and unweighted grades and values. This grading system is designed to provide more effective, responsive, and flexible postsecondary college and university planning for students.

G. Teachers and other professional staff will not use grading procedures that are open to widely divergent interpretations within and across subjects, courses, and/or grade levels.

III. Definitions

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

A. “Academic Standards” means state or nationally-prescribed grade and course benchmarks in a content area.

B. “Assessments” means the multiple tools used to gather information about a student’s performance on the standards taught.

C. “Benchmark” means a clear, specific description of knowledge or skills the student should acquire by a particular point in the learning process.

D. “Course” means a class that typically lasts one academic term, is led by one or more instructors (teachers or professors), and has a fixed roster of students. A course usually covers an individual content area or subject within that content area.

E. “Grades” refers to an assessment tool used by teachers to communicate the achievement of students to parents/guardians, students, and others.

F. “Reporting” refers to the communicating of a student’s achievement to the parents/guardians, students, and others.

IV. Standards for Completing Student Grading and Assessment

A. Grading Criteria

Each school program level (elementary, middle school, and high school) will establish standardized grading criteria. The grading criteria will be reflective of the age of the student and the level of content learning.

The grading criteria will include:

- Definition of the grading scale
- Definition of credit and no credit for coursework
- Definition of pass or fail for credit
- Definition of weighted grading (if appropriate)
- Definition of student honor roll or recognition for progress reports
- Frequency of grade reporting schedule

B. Establishing Grading Criteria

The grading criteria will be coordinated by the director of teaching and learning and established by the administration with input from task forces at the elementary, middle, and high school levels. The criteria will be reviewed on a periodic basis. The administration will ensure the grading criteria are clearly articulated from kindergarten through grade twelve (see Appendix I).

C. Grading Procedure

The teacher responsible for the instruction of the student's class or course will complete the necessary assessment and provide the appropriate grade. No grade will be altered without consultation with the assigned teacher.

D. Informing Students and Parents/Guardians

1. When developmentally appropriate, students will be informed of the grading criteria at the beginning of the school year or course. Students and parents/guardians will be informed of the grading criteria in each school's handbook and/or course syllabi. Secondary teachers will determine if a final examination requirement is part of the grading requirement.

2. Each school level will determine the frequency of reporting student progress. The district reporting calendar will determine the beginning and end of each marking period.

3. A notification will be made to the parents/guardians when the student is performing unsatisfactorily at various points in the marking period, determined by school level.

4. Variations in grading are acceptable when approved by the superintendent.

E. High School Honors

A student's high school grade point average and academic honors will be based solely on grades approved by the school district.

V. Acceptance of Grades from Other Schools, Institutions, or Agencies

A. Student Grade Review

The school district administration will determine appropriate grade placement, course completion, and accepted grade of a student transferring from another public school, nonpublic school, home school, educational institution, or educational agency. Transferred students may be required to demonstrate knowledge and expertise of the required standards in a specific course or class

to assist the administration in determining grade placement, satisfaction of course completion, and appropriate course grade. The administration may award a passing grade for acceptable course completion versus the grade given from another school, institution, or agency.

Only grades earned while in 9th-12th grade and completed through Edina High School, Edina Virtual Pathway, or partner programs will be calculated in the Edina cumulative grade point average. High school classes taken while in middle school will not factor into the Edina cumulative grade point average.

B. Student Grade Transfer Appeals

Appeals by a transfer student will be directed to the director of teaching and learning who will review the information from the school transfer and make a final determination. The decision of the director of teaching and learning is final.

C. High School Diploma

Any student who transfers into the high school and wishes to receive a high school diploma must meet all the district requirements for credits and graduation standards.

VI. Confidentiality

A student's grades and individual assessments are confidential and can only be shared with the student and their parents/guardians or designee(s), with parental/guardian permission. Confidential information may also be shared with the appropriate teachers, administrators, and other educators who are assisting in the student's educational program.

Legal Reference:
Minn. Stat. §120B.018 (Definitions)

Cross Reference:
Policy 613 (Graduation Requirements)
Policy 515 (Protection and Privacy of Student Records)
Policy 620 (Receiving Course Credit for Learning)

Policy
adopted: 10/26/09
revised: 08/10/20
revised: 10/07/24

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 618

Grade Letters and Values

I. Elementary School

A. Elementary progress is scored on a 4-3-2-1 scale against the academic standards to be accomplished in the subject at the grade level. The criteria are standards-referenced and not based on percentiles.

- 4 – Advanced; independently exceeds standards at this time
- 3 – Proficient; independently meets standards expectations at this time (an excellent score)
- 2 – Partially proficient; making progress toward basics of standards at this time, with support
- 1 – Needs improvement; lacks expected progress towards standards at this time

The scoring points should assist teachers in maintaining a focus on the learning expectations, encourage frequent diagnosis of how well students are meeting them, and align learning expectations, teaching, and feedback.

B. Not Assessed

"Not assessed at this time" simply means that the content area or indicator was not assessed for the semester for which the report is provided. In the first semester, for some elementary content areas, and in some specialist classes, it may be premature to provide this assessment information. In other content areas, teachers may balance the distribution of content so that one or two areas are the focus in the fall and other areas in the spring so there will be no score.

C. Progress Reporting for Special Needs Students

Progress by all students is reported against the same criteria; the standards/benchmarks for that grade level. A lack of proficiency on any standard does not signal failure but signals a need to continue to assist student development in that area.

II. Secondary Schools

A. Middle School

1. The middle school assigns a letter grade with a numerical value for the purpose of calculating grades for courses or subjects. The following unweighted letter grade values are used by the middle schools:

A	4.000	B-	2.667	D+	1.333
A-	3.667	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	0.667

B	3.000	C-	1.667	F	0.000

2. In certain cases, the letters “NG” (no grade) are earned, or a “P” (passing) is granted to represent the passing of a course or subject with a C- or higher when no letter grade is assigned. An “I” (incomplete) may be assigned as an indication that work has not met an expected standard or is still in progress.

3. In certain cases, the letters “NY” (not yet) are reported throughout the marking period. “NY” is feedback to the student that they are on their way to learning the standard but have not done so yet. A “NY” is changed to a grade noted in II A.1 and 2 at the end of the marking period.

B. High School

1. A dual-weighted grading system will be implemented at the high school. The dual-weighted grading system will calculate a weighted and an unweighted grade point average for all high school students.

2. Grade Unweighted Letters and Values

A	4.000	B-	2.667	D+	1.333
A-	3.667	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	0.667
B	3.000	C-	1.667	F	0.000

Each letter grade has been assigned a numerical value for the purpose of calculating final grades and for determining the grade point average of each student.

3. Grade Weighted Letters and Values

A	4.800	B-	3.200	D+	1.600
A-	4.400	C+	2.800	D	1.200
B+	4.000	C	2.400	D-	0.800
B	3.600	C-	2.000	F	0.000

Determined courses at the high school are assigned a weighted value of 1.2 for purposes of calculating a weighted grade point average.

4. Final Exams

Final exams may be given at the discretion of the teacher.

C. Grade Weighted Courses

The criteria and procedures for determining that a course will be designated as a grade weighted course at the high school will involve the following steps:

1. Advanced placement courses will be grade weighted.

2. High school courses that are not advanced placement courses and that are requested to have a weighted status require staff to complete a proposal.

    a. Teachers or other school professionals will complete a grade weighted course proposal. The proposal content and intent will be discussed at high school area leader meetings and with a teaching and learning representative.

    b. The proposal will be submitted for approval to the high school principal and director of teaching and learning.

    c. The new course-weighted proposal will be discussed and reviewed by the school board's Teaching and Learning Committee. The submission of a new course-weighted proposal will follow the same timeline as secondary new course proposals.

    d. Following the advisory approval of the board's Teaching and Learning Committee, the proposal will be shared with the board for discussion and action.

D. Dropping Classes:

1. Students who adjust their schedule within the first four weeks of the semester will not have an exit mark recorded on the transcript. These adjustments are processed as schedule changes only, with no NC (No Credit) entered.

2. Students who drop a course after the fourth week, will receive an F on the transcript. An F is factored into the student's GPA.

3. An appeal may be submitted by a counselor to the principal on a case-by-case basis where special circumstances should be taken into consideration.

E. Pass/No Credit

1. Pass/No Credit is not available for courses required for graduation, AP, or CIS courses.

2. Students have until the ninth week of each semester to request one elective course per semester as Pass/No Credit.

3. The Pass is earned if the student completes the course with a grade of D– or higher. Credit is granted with no impact to a student's GPA.

4. If the grade is below a D–, no credit is granted and there is no impact to a student's GPA.

5. Pass/No Credit is not available for courses required for graduation, AP, or CIS courses.

~~1. Students who drop a class before the end of the fourth week of the semester due to unique circumstances may receive one of the marks listed below. Non-letter grades have no impact on grade point average. These marks will remain on the student's permanent record until the student retakes the course during a future semester. Non-letter grade marks are:~~

- ~~NC – No letter grade assigned; a grade of NC should be supplemented by anecdotal reports to the parent(s)/guardian(s).~~
- ~~NC – No credit given for the class; no letter grade assigned.~~
- ~~P – Credit granted for passing the class with a C- or higher; no letter grade assigned.~~

~~2. Students who drop a class after the end of the fourth week of the semester will incur a penalty by receiving a grade of "F" which will be calculated into the grade point average. An appeal may be submitted by a counselor to the principal on a case-by-case basis where special circumstances should be taken into consideration.~~

~~E~~.F. Interpretation of Letter Grades

1. A grade is given to every secondary student to reflect the student's learning progress. Letter achievement grades are interpreted as follows:

A – Excellent	C – Satisfactory	F – Failure (No credit)
B – Very good	D – Lowest passing grade	I – Incomplete

2. Letter grades should be used only in those courses where the teacher intends to report learning progress that students make on course or subject standards and objectives. Grade distributions will be monitored regularly to identify areas of possible inconsistency. Teachers with classes in which the letter grade approach is not desirable are urged to use another system of reporting student progress. Alternative grading approaches need to be reviewed and approved by area leaders, the principal, and the director of teaching and learning.

~~F~~.G. Grade "F"

1. The grade of "F" should be reserved for the student who fails to exert reasonable effort to complete class assignments.

2. In no case should a student be assigned an "F" grade without prior written or verbal communication with the parent(s)/guardian(s). A midterm communication indicating unsatisfactory progress should be made to the family.

~~G~~.H. Incompletes (“I”)

1. An incomplete or “I” may be used to temporarily indicate low performance or missing work when the grade earned is lower than C-. Teachers may allow retake/resubmission of work until a standard is met at a C- or better level and the grade can be changed up to 3 weeks after the end of the semester. If this allowance is granted, the school will notify the parent(s)/guardian(s) of this process.

2. A student who has been provided an opportunity to retake/resubmit work and has an outstanding incomplete or “I” after a maximum of three weeks will be assigned the original “D” or “F” they would have received.

3. Every student, regardless of the reason for an absence, has a right to make up the missed work. Students who have been absent and have not had a reasonable opportunity to complete the class work will be given an incomplete rather than the letter grade “F.”

4. The maximum deadline to remove all incompletes, due to absence, is 3 weeks after the end of the semester. Work that has not been made up will be marked zero. This implies that daily assignments and activities will be well-defined and necessitates complete recordkeeping of such assignments and activities. A daily plan of activities and assignments will be replicable for make-up purposes. Teachers and other school professionals are required to contact the student and parent(s)/guardian(s) to provide the student with a thorough timeline and list of required assignments. If the assignments are not made up during the 3-week allotted time period after the end of a semester, the original grade will be given, unless there is approval by an administrator for the continuing incomplete such as a prolonged illness.

Appendix
revised: 08/19/13
revised: 03/14/16
revised: 07/16/18
updated: 01/28/19
revised: 10/07/24
revised: __/__/26

Appendix II to Policy 618

Student Progress Reports

I. Marking Periods

Marking periods will vary in length from one school year to the next. The school calendar adopted each year will determine the beginning and end of each marking period. Special instructions and details regarding the processing of student progress reports will be issued preceding the close of each marking period by an administrator, when needed. Student learning progress is reported at the end of all marking periods.

II. Progress Reporting for Secondary Schools

A. Student learning progress may be reported to the parent(s)/guardian(s) midway through the marking period.

B. Student learning progress on the school district's parent/guardian portal will be updated on a regular basis, as determined by the district administration.

C. In addition to regular electronic reporting, parental/guardian contact will be made when a student is performing unsatisfactorily at various points in the marking period, determined by school level. This affords the family, teacher, and student adequate time to impact the student's performance before the end of the marking period. Appropriate documentation of this contact will be maintained during the academic year.

D. Teachers and other school professionals are encouraged to contact parent(s)/guardian(s) to highlight unique or significant student contributions on a regular basis.

Appendix
revised: 08/19/13
revised: 10/07/24

Edina Public Schools
DEFINING EXCELLENCE

Policy 629

Education Programs

Student Fundraising

I. Purpose

This policy regulates fundraising activities by school district-sponsored athletics, fine arts, and activities. Refer to ~~Policies 912 and~~ Policy 913 for fundraising by other groups.

II. General Statement of Policy

The school district recognizes the desire by district-sponsored athletics, fine arts, and activities to raise funds to meet their needs and goals, and to fund student activities. The district also recognizes a need for limitations to prevent fundraising activities from becoming too numerous or overly demanding for students, employees, and the community.

III. Definitions

A. "District-sponsored" are athletics, fine arts, or other student ~~acitivities~~ activities that (1) are directly related to a class offered by the school district; (2) receive funding directly from the district; or (3) have a teacher or other district employee assigned to and overseeing its activities.

B. "Student group or student organization" is a group or organization, whatever its organizational structure or title, comprised of one or more current district students, in which the membership is limited to current district students and any district-assigned advisor.

C. "Student activity" is a program, presentation, or other event, other than a fundraising activity, conducted or sponsored by a district-sponsored student group or organization.

D. "Fundraising activity" is any program or event conducted by or on behalf of a student group or student organization that has the primary purpose of raising money for the use of a student group, student organization, to pay for any part of a student activity, or for approved donations as outlined in Section IV.~~E~~D.4.

IV. Fundraising Guidelines

~~A. No student group or student organization, other than a district-sponsored student group or organization, may conduct a fundraising activity on school district property.~~

~~B~~A. All organizations seeking to organize a fundraiser on district property ~~A district-sponsored student group or student organization~~ must submit a written request to the building or program administrator and director of finance and operations, and receive approval of the written request ~~from the administrator~~ prior to conducting, sponsoring, or advertising a fundraising activity. The fundraising organization must also hold a facilities use permit for the proposed location of the fundraiser.

~~C~~B. The written request to conduct or sponsor a fundraising activity must contain the following:

1. The name of the organization ~~district-sponsored student group or student organization~~.

2. A description of the proposed fundraising activity.

3. The dates of fundraising.

4. A statement identifying the need for and proposed use of funds to be raised by the fundraising activity.

5. All necessary permits or forms of authorization necessary to conduct the fundraising activity (e.g., solicitation permits, work permits, parade permits).

6. The names of students, employees, and volunteers who may be participating in the fundraising activity.

~~D~~C. The ~~building or program administrator's~~ decision regarding whether the fundraising activity will occur is final. The ~~administrator~~ district may limit the number, location, and length of fundraising activities that are approved. The administrator may deny a fundraising activity request due to past violations of this policy by students or the organization.

~~E~~D. Money or other resources raised by the fundraising activity must be:

1. Used by the student group or student organization, or its members or advisor, to pay for necessary expenses incurred in connection with the fundraising activity;

2. Used to pay for a student activity sponsored or conducted by any district-sponsored student group or student organization;

3. Used to purchase an item which then will be donated to the district; or

4. Donated to a tax-exempt, nonprofit organization on behalf of the district-sponsored student group or student organization, only with approval and written consent of the building administrator (see Section VII).

~~F~~E. Fundraising activities must adhere to district policies, even if the fundraising activity is not conducted during regular school hours or on district property.

~~G~~F. Fundraising activities must not result in additional expense to the district.

~~H~~G. A student's participation or lack of participation in a fundraising activity will not form the basis for determinations relating to the student's participation in the district-sponsored student group or student organization or any student activity sponsored by the student group or student organization.

~~I~~H. Fundraising activities conducted on district property during the regular school day must be conducted in a manner that minimizes interference with the regular functioning of the school.

~~J~~I. Fundraising activities must be age-appropriate for the involved student group or student organization.

~~K~~J. Fundraising activities must comply with federal, state, ~~or~~ and local laws and regulations.

V. Discontinuance of Fundraising Activity

A. The building or program administrator may revoke the permission to conduct a fundraising activity for violation of law, district policy, or school rule at any time. The administrator may also terminate any fundraising activity if the fundraising activity becomes unduly disruptive or poses a health or safety risk to students, employees, or community members.

B. Violations of this policy may result in disciplinary action for an employee or student, or revocation of a volunteer's permission to enter school district property and provide services to the district. Disciplinary action could include suspension or expulsion for students. Disciplinary action could include suspension or termination for employees.

VI. Accounting of Fundraising Funds

Money or other resources raised by fundraising activities conducted by district-sponsored student groups or organizations becomes school district property, designated for the use described on the written request to conduct a fundraiser. All such money is subject to the district's accounting procedures.

VII. Donations to a Non-~~d~~District Organization

~~A.~~ Donations from a fundraising activity by a student group or student organization to a tax-exempt, nonprofit organization not associated with the school district may be permitted when:

~~1~~A. The building and program administrator approves the fundraising activity and plans for the funds being donated to an identified non-district organization. Appendix I provides guidelines for an administrator to utilize when reviewing the request. Any contract language will be reviewed by the district to ensure rights of the district are protected. The decision of the administrator is final.

~~2~~B. The funds are sent directly to an identified organization. The funds will not be deposited into a district account prior to sending to an identified organization.

~~Legal References:~~

Cross References:
Policy 628 (Student Activities Program)
Policy 703 (Accounting)
Policy 709 (Acceptance of Gifts, Donations, and Bequests)
Policy 711 (Student Activities Accounting)
~~Policy 912 (Partnerships – Community Organizations, Governmental Entities, Educational Institutions, and Other Organizations)~~
Policy 913 (Partnership – Parent Organizations and Booster Clubs)

Policy
adopted: 07/18/11
revised: 11/16/15
modified: 04/17/17
revised: 11/13/17
revised: 09/13/21
revised: ____/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 629

Administrator Guidelines on Approval of Non-District Fundraising

When receiving a request for a student group to fundraise for a non-district organization the administrator should consider these guidelines when approving or denying the request:

A. The funds being raised by the student group are sent directly to an identified organization. The funds cannot be deposited into a school district account prior to sending to an identified organization. The funds should be provided to the non-district organization using one of these methods:

   1. A representative from the non-district organization is responsible to collect all donations;

   2. Donations are made out directly to and sent to the non-district organization; or

   3. Another organization can act as the fiscal agent (e.g., parent organization or booster club).

B. The non-district organization has a current tax-exempt status and can provide a current certificate of insurance (if coming on district property).

C. The non-district organization's mission or program charge aligns with the district's educational mission and a pre-determined priority of a student group or organization.

D. The involved student group or organization should complete a periodic review of other tax-exempt nonprofit organizations with similar mission statements.

E. The purpose of the review would be to provide an opportunity by a student group or organization to fund other non-district organizations. If the outside organization is providing employees or equipment as part of the fundraising activity, they must comply with the district policies, including, but not limited to:

   1. Policy 103 - Equal Education Opportunity:
   2. Policy 413 - Harassment and Violence Prohibition, Students and Employees:
   3. Policy 515 - Protection and Privacy of Student Records;
   4. Policy 902 - Use of School District Facilities and Equipment; and
   5. Policy 903 - Visitors to School District Buildings and Property.

Appendix
~~C~~created: 11/13/17
reviewed: _/__/26

Edina Public Schools
DEFINING EXCELLENCE

Policy 902

Community Relations

Use of School District Facilities and Equipment

I. Purpose

This policy provides guidelines for community use of school district facilities and equipment. The district is committed to making its facilities and equipment available to the community.

II. General Statement of Policy

The school district encourages maximum use of district facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school or district purposes. The use of district facilities as community centers to promote educational, recreational, cultural, and civic activities in the community ~~are~~ is an important resource in the development of the whole person through learner success, achievement, health, and physical wellbeing across age groups.

III. Process and Procedures

A. Facilities are available to the community on an equitable basis and are to be used in a manner consistent with district policies and their appendices.

B. The community education facility use office serves as the operations and facilities service center for all community use of district facilities in the areas of scheduling, billing, and supervision. The office provides these services in accordance with the process and procedures set forth in the appendices to this policy.

IV. Fees

The community education facility use office will annually submit a Facility Rental Fee Schedule to the board for its approval. The fee schedule will be available on the district's website and through the community education facility use office.

Legal Reference:
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)

Cross References:
Policy 628 (Student Activity Programs)
Policy 901 (Community Education Services)

Policy
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amended: 03/12/12
revised: 03/14/16
revised: 06/21/21
revised: 02/12/24
revised: __/__/26

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 902

Procedures for Using School District Facilities and Equipment

Facilities Available

Most school district facilities are available for a variety of activities, as guided by school board policies.

- Gymnasiums
- Athletic Fields/Stadiums
- Auditoriums
- Meeting Rooms
- Swimming Pools
- Classrooms
- Cafeterias
- Kitchens

Facilities are available during non-school hours. General hours of operation for non-~~school~~ district activities and events during the school year are Monday – Friday 6:00 p.m. – 10:00 p.m. and Saturdays 7:30 a.m. – 3:00 p.m. Third floor rooms are available at the Edina Community Center Monday through Friday 7:30 a.m. – 10:00 p.m. and Saturdays 7:30 a.m. – 3:00 p.m.

Additional days and times may be available upon request and are dependent on staffing availability.

Services Available

Community education is a part of Edina Public Schools, serving the community of Edina. The community education facility use office serves as the operations and facilities service center for all community use of district facilities in the areas of scheduling, billing, and supervision. Community ~~E~~ education employees coordinate requests for district equipment related to the activity (on-site-use only) and schedule building supervisors.

Classification of Organizations and Priorities for Use of Facilities

Organizations using district facilities are grouped into one of five classification, four non-~~school~~ district sponsored groups, and a fifth user group for district sponsored activities. A rental fee schedule has been established for facility usage for non-district organizations based on the nature and purpose of each group, agency, or organization. All other requirements for use, such as application procedure, standards of conduct during use, and supervision, are constant for all user groups regardless of organizational differences.

Classifications and priority of access to district facilities are as follows:

Class E Priority one	Edina Public Schools sponsored groups, including community education, athletics, and ~~extra-curricular~~ extracurricular activities. Edina Public Schools support organizations including PTO, site councils, and booster organizations.
Class A Priority two	City of Edina groups and athletic associations under the umbrella of the City of Edina. Edina-based non-profit organizations that are not charging fees.
Class B Priority three	Edina-based non-profits organizations charging fees.
Class C Priority four	Private groups and individuals not charging admission. Non-Edina-based non-profit organizations.
Class D Priority five	Private individuals, groups, agencies, companies, and vendors using district facilities for commercial purposes or profit.

The facility use office operates a centralized scheduling system coordinating all requests for the use of district spaces. Occasionally, a non-district-scheduled activity may conflict with a planned or rescheduled district

activity or program. If a conflict occurs, the district activity or program has priority. Every effort will be made to find an alternate facility for the non-district organization or individual.

The class and rental schedule are determined by the district administration and approved by the board on an annual basis. Additional modifications may be made with board approval.

Process and Procedures for Scheduling Facilities

A facility use permit ("permit") process is used to secure the use of district facilities creating a centralized schedule for use and operations. The initial step in the process is the completion of the online facility request. An online facility use request must be completed to provide reservation information for requested facilities, equipment, and special use.

1. Prior to using district facilities, a district applicant must apply for a facility use permit ("permit") at least three business days prior to expected use. A non-district applicant must apply for a permit at least five business days prior to expected use.

2. The application for permit must be submitted by an authorized adult representative of the organization or individual applying for the use and must list the person responsible during the use.

3. A submitted application for a permit for district facilities use constitutes acceptance by the applicant of the responsibilities stated and the willingness to comply with all district policies, rules, and regulations regarding the use of school facilities.

4. Each application for a permit for use of district facilities will state the general nature and purpose of the use. A permit will be issued only for the dates, hours, area, and equipment specified.

5. If the application is approved, the district will issue a permit to the applicant. Facilities are not reserved until the user group receives a facility use permit distributed by the facility use office via e-mail or the group can verify through their online account that the request has been processed and approved. If deemed necessary by the district, an emergency event plan may be required and facility use is contingent upon a satisfactory emergency event plan.

6. Once a permit is granted to an organization or individual, facilities will be used strictly for purposes for which the space was requested. Permit holders must not transfer or sublet the permit to another organization or individual, doing so nullifies an approved permit.

7. The permit should be in the possession of the group leader upon entry for use of district facilities to ensure that all details of the event are appropriate for the space being used.

8. District staff are allowed to request a copy of the permit from the organization or individual. If an approved permit cannot be verified, district staff may request the organization or individual to leave the facilities or grounds. Law enforcement will be contacted when a non-verified organization or individual fails to leave the facilities or grounds when requested to by the district representative.

9. Facility rental fees associated with use of district facilities, deposits/down payments for use of facilities, support staff, and special equipment are required for using specific facilities. The Facility Rental Fee Schedule is available on the district's website and through the community education facility use office. ~~Please see Appendix II for a Facility Rental Fee Schedule.~~

10. A permit will not be granted for any use that in the judgment of the district administration (1) may conflict with the mission of the district, or (2) for which satisfactory sponsorship or adequate adult supervision is not provided.

Scheduling

Scheduling is based on four seasons. The following chart highlights the timeline used for priority scheduling. Facility use permits may be submitted after the given dates with approval based on availability. Permits must be submitted at least three business days prior to expected use for district applicants and at least five business days priority to expected use for non-district applicants.

Scheduling Request Groups	**FALL** August 15 – October 31	**WINTER** November 1 – March 14	**SPRING** March 15 – May 31	**SUMMER** June 1 – August 14
District groups submit requests by	July 1	September 15	February 1	January 1
City of Edina submit requests by	July 15	October 1	February 15	February 1
All other users submit requests by	August 1	October 15	March 1	March 1

Tournaments, concerts, and other large-scale events may be scheduled prior to the schedule set out above with the approval of the director of community education and strategic partnerships or designee.

Scheduling of auditoriums will follow the timeline guidelines set forth in Appendix ~~III~~ II.

The building administration or designee will identify the classrooms and facilities that are available for use beyond the school day, recognizing some classroom limitations may need to occur.

The custodians must apply for a permit for dates and times required for preparation and special maintenance of facilities, grounds, and fields. The building administration will be notified when custodial permits impact regular education (e.g., physical education) or after-school activities.

District employees or employee groups may not block out facilities for use by other district or non-district users. Non-district users may not block out facilities for use by other users. The district facilities staff or district administration must approve any blocking out of facilities.

Completing the Application Process

1. Online Registration: If you do not have an account, please call 952-848-3963. If you already have an account, you may request a facility at https://edina.ce.eleyo.com/

2. In Person: Visit our office 8:00 AM – 4:00 PM, Edina Community Center, 5701 Normandale Rd, Edina, MN.

For questions, contact the facility use office at 952-848-3963 or visit our website at https://communityed.edinaschools.org/facilities. Office hours are Monday through Friday, 8:00 AM – 4:00 PM.

Administrative Responsibility

1. The district administration is authorized to approve and arrange for scheduling the use of district facilities by applicants satisfying the terms of this policy. The district reserves the right to revoke any permit, without liability, should the revocation be deemed necessary or desirable.

2. The district scheduler will receive pre-approval from the building administration for use of facilities, including grounds and equipment, on school days during regular school hours.

3. The district scheduler will ensure that all required permit information is complete prior to the use of the facilities.

4. The district scheduler will maintain a master calendar of activities occurring in the district on a yearly, quarterly, weekly, and daily basis.

5. The building administration or designee is responsible for monitoring all activities held in the building. The administration will work with the district administration when a conflict or concern occurs.

6. The business office will ensure necessary custodial coverage is available during evening hours and on non-school days, including the summer. The district will assess a fee for such custodial time.

Indemnification and Public Liability Insurance

The permit holder agrees to protect, indemnify, and hold harmless the district and its employees from any and all claims, liabilities, damages, or rights of action, directly or indirectly, growing out of the use of the premises covered by the permit.

The permit holder will indemnify the district for all damage to its facility or equipment occurring during the scheduled activity by persons participating or in attendance.

The administration is authorized to require users of district facilities to furnish public liability insurance issued by a responsible insurer indemnifying the district against any public liability claims for personal injury or property damage alleged to have resulted during the use or occupancy, or both, of property owned by the district. The public liability insurance must be in the amount and for the duration that may be deemed to be necessary and suitable in the circumstances. The insurer must agree to waive the defense of governmental immunity in the event a claim is made against the district.

The user must provide proof of insurance to the facilities scheduler before a permit can be approved. The insurance must provide coverage of at least $50,000 per person, $500,000 per accident, and $50,000 property damage. The insurance policies and the companies writing them are subject to approval by the district. Exceptions may be granted but must be approved by the director of community education and strategic partnerships or designee.

In the event that a user has liability coverage that can be extended by endorsement to provide satisfactory coverage, this endorsement may be acceptable. Either a certificate of insurance or an endorsement on a present policy must be submitted with the enclosed facility use permit before approval can be made for use of district facilities.

District activities (e.g., pre-K–12, ~~extra-curricular~~ extracurricular, community education services) and parental support groups (e.g., PTOs, site councils, booster organizations) do not need to provide separate liability coverage.

Changes and Cancellation of Facility Use Permits

1. Changes in use needs of existing permits must be communicated to the facility use office as far in advance as possible or a minimum of five business days prior to the event to ensure requests can be fulfilled. Requests must be submitted in writing. Failure to meet this timeline will result in full charges for the permit or permit part, including space, equipment, and personnel fees.

2. Cancellation by the permit holder must be received by the facility use office in writing. Cancellation of a permit in full or in part by the permit holder must be received at least five business days prior to the rental date in order to receive a refund. Failure to meet this timeline will result in full charges for the permit or permit part, including space, equipment, and personnel fees.

3. An approved permit will not be considered by the applicant as a lease, and the building administrator or designee reserves the right to cancel or revoke any permit at any time. Reasons that the district may cancel a facility permit include, but are not limited to:
   a. Inadequate group supervision as determined by the building administrator or designee.

b. Misuse of equipment or facilities.
c. Group conduct of an inappropriate or unacceptable nature as determined by the building administrator or designee.
d. Emergency situations, including weather conditions or school building site limitations (e.g., water, heat, electrical). The decision to close the school will be made by the superintendent or designee. On days when school is closed, the decision on cancellation or postponement of ~~school~~ district co-curricular events and all other events scheduled in district facilities will be made by the building administrator or designee.
e. Violation of any district policies and failure to comply with district policy.

4. District administration may cancel a permit effective immediately, if in its judgment continuation would be potentially harmful, dangerous, or the program or participants' actions are not in alignment with the district's mission, core values, and policies.

5. The district reserves the right to cancel or withhold use privileges if rules and regulations are violated.

6. In the event of the cancellation or revocation of a permit, there will be no claim or right to damages or compensation on account of any loss, damage, or expenses whatsoever.

Facility, Personnel, and Equipment Use Fees

Annually, the superintendent will recommend and receive board approval for the district facility and equipment use fees and personnel fees. Refer to ~~Appendix II~~ the Facility Rental Fee Schedule for specific fees. The following is additional information regarding the fee schedule.

1. Rental fees are calculated on a per hour basis and begin at the determined entry time and end at the projected completion of the event.

2. A service fee may be charged if an employee is not on regular duty, or if the intended use does not permit the employee to complete regularly assigned duties. Direct payment by the user to an employee for services is prohibited.

3. Organizations and individuals will assume the cost of custodial service for the use of the school beyond regular custodial duty hours.

4. Any facility user may be assessed a custodial service fee if the use of a facility requires significant clean up. Organizations and individuals are expected to return the facility to its original state before leaving.

5. Facility users must supply and assume the cost of any special supervision required, such as security or parking supervision, as determined by the building administrator or designee.

6. Specific events (e.g., section athletic tournaments) may require a district administrator or designee to assist with site supervision. The additional supervisor fee will be the responsibility of the facility user.

7. The district reserves the right to require a payment deposit or rental and user fees in advance before the application for permit is processed for non-district users. Deposits must be received by the facility use office a minimum of 10 business days before the start of the event.

8. A billing statement will be sent at the conclusion of each month. Fees are due within 30 days of billing. A late charge will be assessed if a bill is overdue.

Site Supervision and Required Personnel

The user organization is fully responsible for the safety and supervision of the specific space that they are using and will assume full liability for any damages keeping in mind the following additional regulations:

1. All activities must be under competent and responsible adult supervision (defined as a high school graduate, 18 years old or older) with an overall site supervisor identified prior to the start of the event use.

2. Admittance to the designated area is not permitted until the adult supervisor is present. District personnel on duty will supervise the operation of facilities but are not required to supervise the group or its activities.

3. The organization's site supervisor should be the first to arrive and the last to leave the premises at the conclusion of each event.

4. A district employee must be on duty whenever facilities are in use. Custodians, cooks, auditorium technicians, and media/technical support assistants will supervise the facility, but not the facility user or its activities. Additional personnel are required in the following areas:
   a. Kitchen – A food service employee must be on duty whenever cafeteria kitchen facilities are used.
   b. Performing Arts – A trained district media technology employee must be on duty when the operation of sound and/or lighting systems is required.
   c. Media and Technology Spaces – Computer labs may be used when a trained district media technology employee is on duty, and the use of the lab is approved by the director of media and technology services or their designee.
   d. Swimming Pool – A certified lifeguard is required for groups/organizations and individuals using a district pool. Proof of certification is required.

5. If deemed necessary by the district, police supervision may be required and charged to the user.

6. When adult supervision is not adequate, district employees ~~must~~ will report this information to the community education administration and take immediate action as appropriate.

7. Responsibility for loss, breakage, or repair of any district property rests solely with the organization using the facility or leader in charge of the group.

Prohibited Activities at Facilities

The following types of activities are prohibited by permit holders:

1. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence.

2. Any activity that may violate the canons of good morals, manners, or taste or be injurious to the buildings, grounds, or equipment.

3. Any purpose in conflict with school activities.

4. Fundraising campaigns, except as already permitted by board policy.

5. Activities violating district policies.

6. During the school day, the district prohibits the selling or displaying for sale of any items or services by commercial organizations or individuals for profit-making purposes, except those specifically related to the school in which they are displayed.

Rules for District Facilities and Equipment Use

The following rules must be observed in the use of district facilities, and the groups, organizations, and individuals will be held responsible for compliance.

1. The use of district-owned equipment for private purposes either on or off district property is prohibited. No exceptions are to be made except by express approval granted by the superintendent.

2. The district is not responsible for lost or stolen items.

3. Possession and use of tobacco and alcoholic beverages are not permitted on district property at any time, except as permitted by policy.

4. No firearms will be brought onto district property for any reason other than an authorized firearms safety program.

5. Fire and safety regulations of the state, district, county, and city must be observed at all times. All legal ordinances pertaining to public assemblies must be adhered to and will be enforced.

6. District facilities must be vacated by the time indicated on the usage permit or additional charges will be assessed.

7. The building administrator or designee is authorized to act in any case not covered by the rules and regulations or to make exceptions to the rules and regulations as deemed necessary.

8. Equipment of a specialized nature will be made available only with authorized personnel, approved by a district administrator, to supervise its operations.

9. The district will not assume liability or responsibility for any equipment owned or leased by any permit holder, which is used or stored on district property.

10. Organizations and individuals having special needs, such as extra electrical, generators, dry ice, or reconfiguration of standard district equipment and facilities, may be required to seek prior plan approval from the local fire inspector, building inspector, or health inspector. Any and all expenses incurred through these approvals and licenses are to be paid by the organization or individual.

11. All accidents occurring while using district facilities must be reported to the building supervisor or custodian on duty.

12. Any loss, breakage, or need of repair of facilities or equipment must be reported to the building administrator or designee immediately by the supervisor in charge of the scheduled activity. In the event of damage to district property, the applicant will pay all appropriate repair costs as determined by the district. If damage is not reported, it could result in revocation of future facility usage.

13. Vehicle parking must use the dedicated parking lots of the district and all posted parking regulations must be followed.

<u>Special Use Areas</u>

Athletic Fields

1. Vehicles are not allowed on athletic fields. Unauthorized use of bikes, motor vehicles, or horses is prohibited.

2. Only use the space that has been permitted and respect the rights of other users of the space in field areas where multiple uses may be taking place. Any use of space not listed within the permit is strictly prohibited.

3. Users will be responsible for proper policing of the grounds. If security is required because of the size of the event, user groups will be assessed all fees involved.

4. Beverages may not be served in glass containers.

Gyms

1. No one will be allowed on a gymnasium floor without gym shoes. Rubber-soled street shoes cannot be used.

2. All gymnasium users are required to have a first aid kit on site at all times. The district does not provide first aid supplies.

3. Use of district-owned physical education supplies and/or equipment is not permitted.

Swimming Pools

1. Swimming pool regulations are posted in each pool area. It is the responsibility of the person in charge of the group to enforce the regulations.

2. All swimming pool users are required to have an adequate number of certified lifeguards on deck at all times of use and must show lifeguard certification prior to gaining access to pool space. ~~Lifeguards are available to be hired through community education.~~

Cafeterias/Kitchen Areas

All groups wanting to reserve cafeterias and kitchen areas must be aware of all food policies, including catering and concessions. Contact the facility use office for details.

1. For the use of kitchen areas, a nutrition staff member must be present. The user is responsible for covering all personnel expenses.

2. All uses of food and beverage in cafeterias and commons areas must be included in the application request as it will likely involve cleanup fees. In addition, the user group is responsible for ensuring that all trash is disposed of properly in the containers provided.

3. All health and food permits, as required by the City of Edina, must be obtained by the user prior to sales or distribution.

Concessions Stands

Edina Athletic Boosters ("Boosters") hold the rights for use of concession areas in district facilities. The Boosters may approve outside groups to operate concessions on a case-by-case basis. Such approval will be coordinated by the facility use office.

1. Requests for use and specific operational arrangement must be made a minimum of 21 calendar days in advance of the scheduled event.

2. All health and food permits for concessions or refreshments, as required by the City of Edina, must be obtained by the user prior to sales or distribution.

Auditoriums

Auditoriums are available to be rented for special events and activities through the facility use application process. Specific guidelines regarding the scheduling and use of auditoriums are set forth in Appendix ~~III~~ II.

Leases

The district may lease facilities to organizations and individuals.

1. Leases should generally involve physical facilities that are not otherwise used or needed by other ~~school~~ district programs or services.

2. All leases are coordinated through the director of community education and strategic partnerships and reviewed and approved annually by the board.

3. The lease is defined as a written agreement between the district and another party for the purpose of exclusive use of district property for a specified period of time.

Appendix
revised: 06/21/21
revised: 02/12/24
revised: __/__/26

[**Appendix II Deleted]

Appendix II to Policy 902

Facility Rental Fee Schedule

Class E No Charge	Edina Public Schools sponsored groups, including community education, athletics, and extra-curricular extracurricular activities. Edina Public Schools support organizations including PTO, site councils, and booster organizations.
Class A	City of Edina groups and athletic associations under the umbrella of the City of Edina. Edina-based non-profit organizations that are not charging fees.
Class B	Edina-based non-profits organizations charging fees.
Class C	Private groups and individuals not charging admission. Non-Edina-based non-profit organizations.
Class D	Private individuals, groups, agencies, companies, and vendors using district facilities for commercial purposes or profit.

	Hourly Rate							
	July 1, 2023 – June 30, 2024				July 1, 2024 – June 30, 2025			
	Class				Class			
	A	B	C	D	A	B	C	D
Auditoriums								
EHS EPAC/Fick, SVMS								
No spectators	$48	$106	$155	$250	$50	$108	$160	$258
Events	$89	$148	$220	$280	$92	$150	$228	$288
VVMS, ECC								
No spectators	$32.50	$48	$102	$151	$35	$50	$105	$152
Events	$41.75	$90	$146	$238	$45	$95	$150	$240
Gymnasiums								
ECC/EHS/SVMS Large	$18.25	$41	$64	$112	$19	$42.50	$66.25	$116
ECC/SVMS/VVMS Small	$14.50	$34	$57	$96	$15	$35	$59	$99
Elementary	$14.50	$28.50	$44	$78	$15	$29.50	$45.50	$80.75
EHS Activity Center – per court	$14.50	$33.50	$55	$90	$15	$34.50	$57	$93
Cafeterias/Kitchens								
Secondary	$27.50	$53	$77.50	$112	$28.50	$54.75	$80	$116
Elementary	$20.25	$40	$59	$78	$21	$41.50	$61	$80.75
Classrooms								
Secondary and Elementary	$7.50	$15.75	$21.75	$37.50	$7.75	$16.25	$22.50	$39
Professional Development Rooms								
EHS Community Rms, ECC Rms 166/170/317/348/349/350/351 (ea)	$11.75	$19.50	$27.50	$46	$12	$20	$28.50	$47.50
Swimming Pools								
SVMS (includes diving well)	$72	$107	$138	$250	$74	$110.75	$142	$252
VVMS	$39.50	$54	$78	$150	$41	$56	$80	$152
Timing/Sound Equipment	$14.75	$14.75	$14.75	$14.75	$15.25	$15.25	$15.25	$15.25
Fields								
Kuhlman Stadium	$16.75	$56	$102	$146	$17.50	$58	$105.50	$151
ECC Multipurpose Fields (ea)	$16.75	$56	$102	$146	$17.50	$58	$105.50	$151
EHS Upper Turf	$16.75	$56	$102	$146	$17.50	$58	$105.50	$151
EHS Multipurpose Fields (ea)	$16.75	$56	$102	$146	$17.50	$58	$105.50	$151
Grass Field	$8.50	$16.25	$35.75	$50	$9	$16.75	$37	$51.75
Tennis Courts	$8.50	$16.25	$22	$40	$9	$16.75	$37	$51.75
Stadium Lights	$88.75	$88.75	$88.75	$88.75	$92	$92	$92	$92
Locker Rooms (daily rate)	$7.50	$7.50	$7.50	$7.50	$7.75	$7.75	$7.75	$7.75

Fees do not include equipment use charges such as technical equipment, or any applicable sales tax.

Kitchen equipment use must be arranged through the manager of food services. Fees to use the kitchen are per day, and fees to use the cafeteria are per hour.

Additional Fees/Charges

Application fee per permit	$16
Large group process fee (75+ people)	$80
Building supervision	$23.60/hour (2 hour minimum)
Custodial time (setup, cleanup, and assistance)	$52/hour ($70/hour on Sundays and holidays)
Kuhlman Stadium Press Box	$36.25/hour
District technician*	$36.25/hour
Additional dressing room	$25 per day
Orchestra Shell Setup/Teardown:	$300

*Required for auditorium use and pool timing/sound equipment use.

Appendix

established: 07/19/10
revised: 03/12/12
revised: 05/29/13
revised: 11/22/13
revised: 06/16/14
revised: 01/25/16
revised: 05/15/17
revised: 06/17/19
revised: 12/06/19
revised: 07/19/21
revised: 11/08/21
revised: 12/12/22
revised: 02/12/24

Appendix ~~III~~ II to Policy 902

Procedures for Using Auditoriums and Equipment

Facility use

Auditoriums will only be open when the facility is scheduled for use within the current school district permitting system and all scheduled use will be entered into the centralized scheduling system. All school day uses must be approved by the facility use office prior to any further planning and will be placed on the centralized scheduling system to ensure appropriate safety, security, setup, and maintenance of the site.

Practices, rehearsals, and special setups will be scheduled at the time of initial permitting and will be reasonably accommodated with regard to the best uses of the overall facility.

Use of auditoriums will follow the guidelines set forth in ~~the~~ Appendix I except where specifically contradicted in this Appendix ~~III~~ II.

Scheduling

Scheduling for auditoriums is based on an annual calendar corresponding to the academic school year.

Edina Public Schools fine arts and special district event functions will be the first priority scheduled and will be coordinated by the facility use office and respective user groups. These requests will be submitted to the facility use office annually by February 15.

Once district-requested permits have been approved, the facility use office will have the authority to market, promote, sell, and schedule groups from outside of the district for special events, concerts, and performances. The additional events to be scheduled will be done keeping in mind the facility needs of the district users and the operational challenges that specific activities create for a facility of this nature.

Additional use dates may be requested by district users, but they are now available on a first-come, first-served basis. It is to the advantage of the district users that advanced scheduling be done as much as possible within the first priority time frame.

The facility use office in consultation with the involved district groups will make any and all decisions pertaining to extended use, large-scale events, or other special requests by specific user groups that could impact the use of auditoriums. These requests may be scheduled prior to the schedule set out above with the approval of the director of community education and strategic partnerships or designee.

Rules for Auditoriums

The following rules must be observed in the use of auditoriums, and the groups, organizations, and individuals will be held responsible for compliance.

1. No food or beverage, except water, is permitted in the auditoriums.
2. Possession and use of alcohol and tobacco are not permitted on district property, except as permitted by policy.
3. Health and food permits, as required by the City of Edina, must be obtained by the user prior to sales or distribution.
4. Only authorized personnel can operate the counterweight fly systems.
5. Only authorized personnel can work in the catwalk.
6. Marley flooring is required for dance performances and is not supplied by the district.
7. Only water-based hazers and foggers are permitted for use. No open flame or pyrotechnics are permitted.
8. No confetti, glitter, or loose sequins are permitted on stage or in dressing rooms. Streamers are allowable.

Concert and Production Sound Volume Policy

The district requires compliance with the following guidelines for the safety of patrons and performers. These guidelines will apply to all presentations or productions that occur in district auditoriums, including concerts, dance performances, theatrical productions, and any event using sound reinforcement, amplification, or sound playback.

Volume levels exceeding 85 decibels will not be prolonged but short-lived (less than 15 seconds). Volumes above 100 decibels will not occur, even briefly.

Measurement of the decibel level will be performed by district staff using the NIOSH SLM (National Institute of Occupational Health and Safety - Sound Level Meter) application on a smartphone, positioned at the center of the venue's seating during the rehearsal or sound check time. The user, their sound engineer, or a district technician will adjust volume levels independently, until the sound level is determined to be compliant with these guidelines. Volume levels are to remain compliant thereafter and throughout the production or performance.

Site Supervision

There will be on-site supervision in auditoriums during all hours of operation. A building supervisor is scheduled by the facility use office and has site responsibilities in the areas of information and assistance, opening and securing space, monitoring use, and other related duties. The supervisor is the on-site contact person for situations that pertain to the facility and the operation of the facility.

In addition to the site supervisor, a district technician must be on site when an auditorium is in use by an external user.

The user will be responsible for covering the expenses related to site supervision and technical personnel.

Rental Rates and Fees

For the rental fee schedule, ~~P~~please refer to ~~Appendix II~~ the Facility Rental Fee Schedule on the district's website or in the community education facility use office. ~~for the rental fee schedule.~~ Dress rehearsals will be charged the no spectators rate and performances with spectators will be charged the events rate.

Included in an auditorium rental are the following:

- Stage lights
- Sound system
- Two microphones
- One dressing room/changing area
- Use of the respective lobby area

Space Specifications

Fick Auditorium

- Ideal venue for music performances, dance performances, musical theater, and lectures
- Seating capacity: 690
- Wireless microphones available: 8 handhelds or 8 bodypacks
- Changing areas: 2 dressing rooms and green room
- Intercom system: 8 wired intercoms available
- A/V Capabilities: projector and screen with inputs on stage right and front of house

Edina Performing Arts Center (EPAC)

- Ideal venue for music performances, dance performances, musical theater, and lectures
- Seating capacity: 640
- Wireless microphones available: 4 handhelds or 22 bodypacks
- Changing areas: 2 dressing rooms and green room
- Intercom system: 8 wired intercoms and 4 wireless intercoms
- A/V Capabilities: projector and screen with inputs on stage right, front of house, and tech booth

South View Auditorium
- Ideal venue for music performances, dance performances, musical theater, and lectures
- Seating capacity: 604
- Full stage orchestra shell
- Wireless microphones available: 4 handhelds or 4 bodypacks
- Changing areas: 2 classrooms
- Intercom system: 8 wired intercoms and 4 wireless intercoms
- A/V Capabilities: projector and screen with inputs on stage left, tech booth, and front of house

Valley View Auditorium
- Ideal venue for small performances and lectures
- Seating capacity: 552
- Wireless microphones available: 2 handhelds
- Changing areas: 2 classrooms
- A/V Capabilities: projector and screen with inputs on stage right and tech booth

Edina Community Center Auditorium
- Ideal venue for lectures
- Seating capacity: 500 in bleachers, 125 in chairs
- Wireless microphones available: 4 handhelds or 4 bodypacks
- Changing areas: 2 classrooms
- A/V Capabilities: projector and screen with inputs on stage right and tech booth

Appendix
established: 06/17/19
reviewed: 06/21/21
revised: 02/12/24
revised: __/__/26

VII. **Leadership and Committee Updates**

VIII. **Superintendent Updates**

IX. **Adjournment**

X. **Information**

X.A. Investment Summary - June 2026

Edina Public Schools
DEFINING EXCELLENCE

Board Meeting Date: 7/13/2026

Title: Investment Summary – June 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 June 30, 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 – June 2026**

X.B. Summary of Edina Public School District Year-End Superintendent Evaluation

Summary of Edina Public School District Year-End Superintendent Evaluation

Dr. Daniel Bittman

06/12/2026

School Board's Summary of Conclusions	
Goal 1: Build trust and establish leadership credibility	Over the past year, Dr. Bittman excelled in building trust and credibility with cabinet members, site level leadership, board members, teachers and community members. His tenure in Edina started with many meetings with stakeholders where he prioritized listening and learning about Edina. This was quickly followed by an action plan to build upon what he learned from those conversations and to strengthen our district. His engagement with the community and accessibility to all stakeholders demonstrated his commitment to the district. Dr. Bittman established himself as a district leader and mentor to the cabinet members. He set regular meetings with cabinet members, and increased the frequency of these meetings by request of the cabinet, who expressed appreciation for his guidance and experience.
Goal 2: Drive strategic alignment and instructional excellence across key programs	The board appreciates having a strong partnership with Dr. Bittman, which allows the district to focus on priorities that directly align with the strategic plan. Dr. Bittman's method of identifying areas of emphasis for the year allowed the district to focus on key areas to drive improvement. The board looks forward to further exploring the strategic plan with Dr. Bittman to better align our work as we continue to carry out the mission and vision of the district.
Goal 3: Enhance communication and community engagement	This is a strength for Dr. Bittman and he is backed by a strong communications team. He has a gift for communicating and connecting with others. He is visible in our schools in a genuine way, and leaders and staff appreciate his presence and engagement. His weekly leadership updates are robust, including not just the happenings within the district, but information about education priorities discussed at the state level that may impact Edina. Continued partnership with the board regarding the frequency and level of proactivity of communications in normal as well as crisis situations is appreciated as he continues to get to know the community.
Goal 4: Ensure a seamless leadership transition	Dr. Bittman hit the ground running when he started as an interim, through mentoring cabinet members and moving the business of the district forward. The transition from interim to permanent superintendent has indeed been seamless and he has received a strong level of support and appreciation across all levels of staff throughout the district.

A. General Comments

Dr. Bittman's leadership, experience, and communication skills have had an immediate positive impact on the district. He has a collaborative approach to district work and holds himself and his cabinet to a high standard. Dr. Bittman has been highly engaged in the Edina community to learn about what makes our district unique and the expectation of excellence the community holds. The board looks forward to continuing to partner with Dr. Bittman to strengthen the district as guided by the strategic plan.