

Regular Meeting

Monday, September 14, 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, September 14, 2026; 7:00 p.m.
ECC Room 349

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Excellence in Action**
- IV. Hearing from Members of the Public**
- V. Presentation**
 - A. Permanent School Fund
- VI. Report**
 - A. 2026 Summer Programming - Community Education & Strategic Partnerships
- VII. Consent Agenda**
 - A. Minutes: *August 10 work session and regular meeting*
 - B. Personnel Recommendations
 - C. Check Register - August 2026
 - D. Electronic Fund Transfers - August 2026
 - E. Gifts and Bequests - August 2026
 - F. Adult Meal Pricing Requirements - 2026-2027
 - G. Historic Document Resolution
- VIII. Discussion**
 - A. Board Compensation Analysis
 - B. Policy Review (213, 524, 538)
- IX. Action**
 - A. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA)
 - B. Intent to Issue General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A
 - C. Policy Quick Review (113, 402, 423, 425, 507.5, 510, 521, 613, 621, 713)
- X. Leadership and Committee Updates**

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

XI. Superintendent Updates

XII. Adjournment

XIII. Information

A. Investment Summary - August 2026

draft

III. Excellence in Action

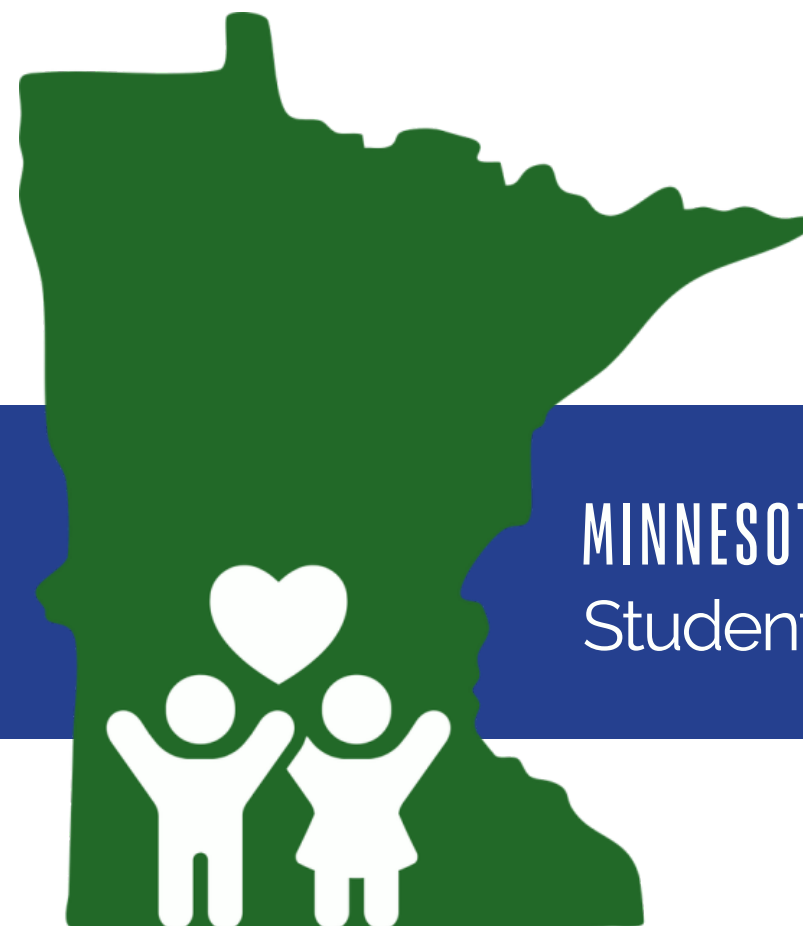
IV. Hearing from Members of the Public

V. Presentation

V.A. Permanent School Fund

A LEGACY FOR MINNESOTA'S PUBLIC SCHOOLS

Learn more about this fall's constitutional amendment modernizing how Minnesota's permanent school trust supports students, schools and communities.



MINNESOTA'S PERMANENT SCHOOL FUND
Students First. Improve the Trust.



© Minnesota School Boards Association 2026. All rights reserved.

These materials are for informational use only and have been created by the Minnesota School Boards Association in conjunction with the Association of Metropolitan School Boards, the Minnesota Association of School Administrators, and the Minnesota Rural Education Association.

Sources: Association of Metropolitan School Districts (Permanent School Fund: A New Constitutional Amendment Would Increase Funding for Schools, May 2026); Minnesota Office of School Trust Lands; Minnesota Department of Natural Resources; Permanent School Fund: Distribution of Endowment Fund Earnings Task Force Report (January 2026).



Key Issue

This fall, Minnesota voters will be asked to update our state's constitution by voting on an amendment to modernize how **Minnesota's Permanent School Fund (PSF)** distributes revenue to public schools.

Because education leaders are among the most trusted sources of information in their communities, school board members, superintendents, administrators, and communications professionals will likely receive questions about the amendment and its potential impact on local schools.

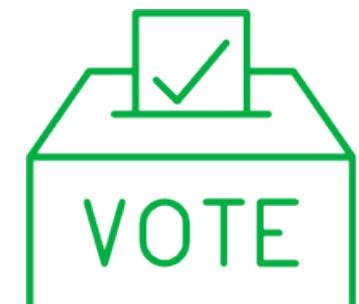
EDUCATION LEADERS



EDUCATE COMMUNITIES



WIN VOTES



What is the Permanent School Fund?

Sustained by Minnesota's Natural Wealth

Minnesota's Permanent School Fund (PSF) is one of the oldest sources of funding for public education in our state.

Constitutionally established in 1858 when public lands were set aside specifically to support public education, Minnesota's Permanent School Fund (PSF) is built upon proceeds from public lands. Rather than a one-time spending account, it acts as a permanent endowment, continually generating revenue from Minnesota's natural resources.

1858

DATING BACK TO STATEHOOD

Constitutionally established trust fund created when public lands were set aside specifically to support public education.

WHO MANAGES THE LANDS AND FUND?

Several state agencies work together to manage the Permanent School Fund.

MN Department of Natural Resources

Manages school trust lands and generates revenue from those lands.

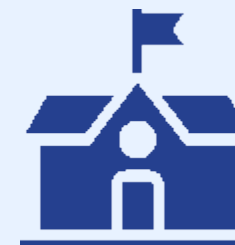
State Board of Investment

Invests the assets of the Permanent School Fund.

Permanent School Fund:
lands and trust

MN Department of Education

Distributes annual payments to public school districts and charter schools.



Together, these entities help ensure the trust remains productive while supporting Minnesota students.

\$2.3 B

CURRENT FUND VALUE

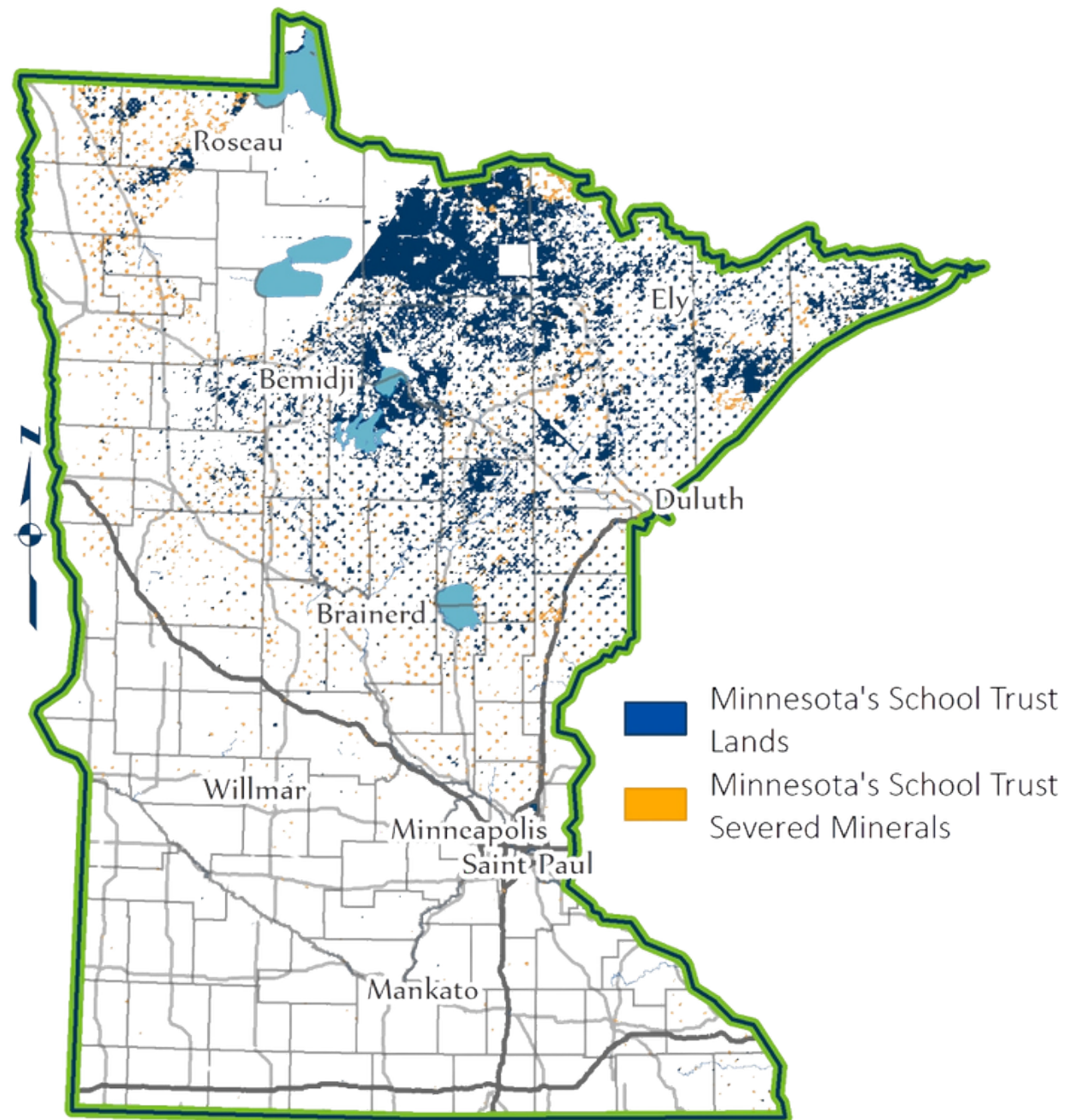
A massive, growing financial asset managed by the Minnesota State Board of Investment.



MINNESOTA'S PERMANENT SCHOOL FUND
Students First. Improve the Trust.



Where are the school trust lands?



- 92% of trust lands are located in ten northern Minnesota counties due to state sale of most southern trust lands during the 1800's to promote agriculture.
- Lands include forests, grasslands, farmlands used for grazing and crop production, construction aggregate, and mineral production.
- A significant portion of of current trust lands are wetlands that are low-lying and inaccessible.



The Limits of the Current System

Despite the fund growing to over \$2.3 billion, the way money is distributed to school districts is tightly restricted by historical rules inside the Minnesota Constitution. These rules have not evolved with modern accounting and trust distribution practices and are inhibiting disbursements to Minnesota's public schools.

① "INTEREST & DIVIDENDS" RESTRICTION

This land is managed by the DNR, while the accumulated funding capital is invested in diversified portfolios by the State Board of Investment (SBI).

② UNPREDICTABLE ANNUAL FUNDING

Interest and dividend income is highly volatile and fluctuates year-to-year based on market yields, leaving school districts unable to predict or rely on stable fund distributions for budget planning.

THE MODEST RESULT TODAY

Despite the multi-billion dollar size of the asset, current constitutional rules suppress distributions to Minnesota public schools:

TOTAL AVERAGE
STATEWIDE PAYOUT
2025

\$58M

AVERAGE ANNUAL
PER PUPIL 2025

\$68

IF PROPOSED AMENDMENT WERE IN PLACE IN 2025

TOTAL AVERAGE
STATEWIDE PAYOUT
IN 2025 COULD
HAVE BEEN
INCREASED TO:

\$86M

AVERAGE ANNUAL
PER PUPIL IN 2025
COULD HAVE BEEN
INCREASED BY:

\$33



The Proposed Amendment

Key 2026 Legislative Actions

The proposed changes are built on robust, bipartisan policy recommendations designed to better leverage public assets for Minnesota education.

A BIPARTISAN SOLUTION

Based directly on findings from a nonpartisan legislative task force convened in 2024. The task force concluded that the current constitutional formula severely limits the fund's overall impact and distribution potential.

BIPARTISAN HOUSE FILE 3900 / SF3593

Passed overwhelmingly in the 2026 Minnesota Legislative Session to put the question directly to state voters on the November ballot.

Shift to Modern Endowment Model

CURRENT METHOD

Yield Only

Distributes interest and dividends only (historically roughly 2.5% of average market value).

UPDATED METHOD

4.5% POMV

Distributes exactly 4.5% based on a rolling three-year average of the fund's total market value.



What Differs?

The purpose of the fund remains exactly the same: supporting Minnesota’s public school students. The method of distribution changes.

WHAT DIFFERS

2-2.5% annual distribution	Estimated 4.5% annual distribution
Interests and dividends only	Includes full market value
\$68 per pupil per school district in 2025	\$101 potential annual per pupil payout per district

FUNDING INCREASE

By establishing a modern payout percentage, the annual school trust land revenue delivered directly to public schools could nearly double in the near term.



This recommendation preserves the fund balance for future generations of public school students and increases distributions for current students.



Why This Matters for Minnesota

NO NEW INDIVIDUAL OR PROPERTY TAXES

Unlike typical education funding increases that rely on local property tax referendums or income tax hikes, this constitutional amendment does not raise taxes.

It simply unlocks and better leverages a substantial, existing state asset that has been constitutionally dedicated to public schools since 1858.



RELIEF FOR STRAINED BUDGETS

School districts across Minnesota are under increasing financial strain, with many projecting budget shortfalls. Nearly doubling the annual fund payments provides a source of fiscal relief.



STABLE AND PREDICTABLE PLANNING

The rolling average formula smooths out market fluctuations. Schools can predict exact fund payouts years in advance, allowing for confident, long-term staffing and program investments.



ALIGNMENT WITH MODERN BEST PRACTICES

Overwhelmingly, large university endowments and foundations manage assets with the POMV method. It ensures the purchasing power of the trust is preserved over generations while maximizing current payouts.



The Proposed Ballot Question

OFFICIAL BALLOT LANGUAGE

"Shall the Minnesota Constitution be amended to increase the funding going to all school districts from the permanent school fund, which is a fund that supports school districts without raising individual income or property taxes, effective July 1, 2027?"



CRITICAL VOTING RULE

LEAVING THE QUESTION BLANK
IS A "NO" VOTE

in Minnesota, constitutional amendments require a **majority of all voters casting ballots in that election** to pass.

If a voter skips this question on their ballot but votes for other races, it is counted as a "No" vote. Active voter education on this rule is vital.



The Path to Execution and Impact



PHASE 1: COMPLETED **Legislative Approval**

The 2026 Legislature approved putting the constitutional amendment directly on the statewide ballot (HF3900 / SF3593).



PHASE 2: UPCOMING (EARLY VOTING STARTS SETP 18) **Voter Approval at General Election**

Minnesota voters choose “Yes” or “No” at the ballot. Active voter turnout and understanding of the ballot rules are essential for passage.



PHASE 3: IMPLEMENTATION **Constitutional Transition (July 1, 2027)**

If approved by voters, the State transitions to the 4.5% POMV calculation, nearly doubling predictable revenue flow starting the following school fiscal year.



VI. Report

VI.A. 2026 Summer Programming – Community
Education & Strategic Partnerships

Speaker(s) : Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Dr. Cheryl Gunness, Community Engagement & Purpose Learning Supervisor; and Mark De Young, Assistant Principal at Concord Elementary



Board Meeting Date: September 14, 2026

Title: 2026 Summer Programming - Community Education & Strategic Partnerships

Type: Discussion

Presenter(s): Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Dr. Cheryl Gunness, Community Engagement & Purpose Learning Supervisor; and Mark De Young, Assistant Principal at Concord Elementary

Description: Edina Public Schools Community Education's 2026 summer programming was exciting and engaging. Our presentation will provide a comprehensive overview, detailing quantitative and qualitative information and feedback from students, parents, and staff.

The data paints a powerful picture of reach and impact. Little Kids Club for three and four-year old students was offered for the very first time this summer, providing an enriching and high quality environment for 56 students. Regular Kids Club provided care to 1,145 students in incoming grades K-6, an increase of 67 students from last year, delivering 244,098 hours of attendance offering 243 field trips. Youth enrichment programming enrolled 3,681 unique users across 511 sections, totaling 7,652 registrations. Our dedicated middle and high school student volunteers contributed 5,071 hours of their time, valued at \$183,266 at the national volunteer rate. Financial assistance extended to 184 students who participated in 272 camp experiences. Summer Targeted Services, known as "excitED!", served 295 students and provided 16,994 attendance hours, with the attendance rate climbing to 91.44 percent.

Our team places a strong emphasis on fostering a culture of belongingness. In alignment with the district, we applied Multi-Tiered System of Supports (MnMTSS), social-emotional learning, cultural proficiency, and restorative practices so that every student had the opportunity to thrive. This commitment was visible in our inclusion work, where 616 students identified support needs at registration, 220 received intensive one-to-one or shared support, and 106 enrolled in summer Unified programming. It also extended to our secondary offerings through career exploration, leadership development, and paid staff roles, including 36 high school students hired for summer Kids Club and Enrichment, at least ten of whom began as volunteers. Our programming spanned the full community, from early learning through the Early Learning and Family Center to adult enrichment, where 100 percent of surveyed participants would recommend their class to a friend.

Across all programs, summer 2026 reached 5,393 students and delivered 382,647 hours of care, learning, and growth, the equivalent of 44 years of programming in 11 weeks. The

breadth and depth of our 2026 summer programming is awe-inspiring. This is yet another example of Edina Public Schools defining excellence for our students and community.

Recommendation: N/A

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

Attachments: [2026 Summer Program Slides](#)

A young woman with long dark hair, wearing a green graduation cap and gown with a white stole, is looking upwards with a hopeful expression. The background is a blurred stadium with bright lights and a green light bar.

Edina Public Schools

Defining
Excellence

Our Vision

For Each and Every
Student to *Discover Their
Possibilities and Thrive*



Our Mission

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

Through academics, activities, and 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.



Our Core Values

Integrity, Compassion, Courage,
Commitment, Appreciation,
and Responsibility

Our Core Beliefs

Academic Excellence

We believe each student deserves access to academic excellence, which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs.

Equity

We believe it is critical to eliminate barriers to success and provide the support, opportunities, and environments so all students can reach their full potential.

Family, School, and Community

We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share responsibility for learning.

Healthy Learning Environment

We believe students thrive in a balanced, healthy environment that promotes the free exchange of ideas and supports students' physical, social-emotional, and intellectual needs.

Our Core Beliefs Cont.

Inclusion

We believe in the inherent dignity of all people, we celebrate individuality, and we value and appreciate diversity.

Life Skills

We believe that inspiring students to grow as critically thinking, collaborative learners will prepare them to be productive, accountable, self-motivated, and responsible citizens.

Operational Excellence

We believe in high performance of governance, administration, and partnerships, and effective and efficient use of time, human, financial, and physical resources in support of the mission.

Professional Excellence

We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.

Portrait of a Well-Rounded Edina Graduate

Opportunities for Edina learners extend beyond rigorous academic choices. Six essential skills for success in college, career, and life are integrated into academics, arts, extracurriculars, and community involvement.

Academically
Prepared

Globally Competent
Individual

Responsible and
Engaged Citizen

Effective Communicator
and Collaborator

Innovative Thinker
and Problem Solver

Motivated
Life-Long Learner



Summer 2026

Edina Community Education and Strategic Partnerships



Summer Program Highlights



Early Learning and Family Center

Little Kids Club

- 56 contracts
- Daily average: 45
- 15,472 hours of care, learning and growth
- 44 pounds of bubble machine refills

Ready Set K

- 19 Edina students
- 12 days; 4 hours per day
- 912 hours of engagement



Kids Club

Highlights

- 10 weeks
- 1,145 students (incoming grades K-6)
- 244,098 hours of attendance
- 243 field trips

“My kids *absolutely LOVE Kids Club*.
YOU ALL ARE DOING AN AMAZING
JOB!!! We appreciate all that you and
the team do to ensure a *safe and
enjoyable experience.*”



Youth Enrichment Camps & Classes

Highlights

- 11 weeks
- 511 sections offered (preK-12)
- 3,681 unique users
- 7,652 registrations
- 100,100 hours of engagement

“My daughter LOVED this camp....told us *everything she learned about snakes* and is now *sleeping next to the picture* taken in class.”



excitED! Summer Targeted Services

Highlights

- 295 students (rising grades K-6)
- 16,994 hours attended
- French and SDL programs
- Cultural Liaisons; culturally specific and sustaining programming
- \$40,000 support from Edina Give and Go
- In-school Field Trips
- On-site Kids Club





excitED! Attendance

Summer	Students	Attendance Hours	Attendance
2022	296	11,288	78.19%
2023	290	8,166	80.08%
2024	221	7,951	87.75%
2025	261	14,320	91.44%
2026	295	16,994	91.44%



A student going into third grade *could not read* at the beginning of the summer. As excitED! wrapped up its third week, his mom reported her son was *at home last night reading*. English is not their first language so speaking and reading are both a challenge. The progress is so much more than she ever expected. *Thrilling*.

Youth Volunteers

Middle School Volunteers

- 94 students
- 1,525 volunteer hours

High School Volunteers

- 103 students
- 3,546 volunteer hours

Value at national volunteer rate: \$183,266

“We love having the *older girls as role models* as it shows my young daughters *what they can do as they get older.*”





Grand Totals

- 5,393 students
- 382,647 hours
- That's **44 years** in 11 weeks!

But wait, there's
more....



Each & Every Student

Financial Assistance

- 184 students
- 272 experiences
- \$65,984

Inclusion

- 616 students indicated special needs at registration
- 220 provided intensive support (1:1 or shared)
- 106 enrollments in summer Unified programs
 - Extra credit: watch [This is Me-Edina Summer Unified Music Video](#)





“10/10. Primero porque mi es una niña que tiene {una condición de salud} y autismo. Y ha sido *integrada* a ese grupo *primero por las profesoras* y segundo *porblos niños*.”

MTSS, SEL, CPSS, & Restorative Practices

- Proactive and evidence-based approaches to ensure every student has the opportunity to succeed
- Edina Community Education has fully integrated and incorporated these strategies, mirroring school day best practices



Leadership and Career Exploration

Highlights

- 36 high school students hired as summer Kids Club and Enrichment staff
- At least ten of these students were volunteers before their staff role

“One way I grew was in communication. Children have thousands of ‘whys.’ *I learned how to respond in a way that made sense to the kids,* depending on the age group. Also I literally grew an inch.”



Adult Enrichment

Highlights

- 619 enrollments
- 472 unique users
- 132 classes
- 92% rated the class 9/10 or 10/10
- 100% would recommend the class to a friend

“A fantastic and *welcoming instructor*. Every class is a mixture of *joyful movement*, challenging workout, and *community*.”



Challenges

- EPS Construction
- Limitation on number of schools for programming
- City of Edina construction (road work)
- Lingering effects of metro surge
- Building capacity to meet increasing student support needs
- Finances: balancing hourly program costs to families vs the cost of delivering the programming
- Environmental factors
- Mentoring our volunteers and staff who are new to the workforce
- Assuming positive intent with use of shared spaces around the district





Questions?



Thank you!

VII. **Consent**

VII.A. Minutes: *August 10 work session and
regular meeting*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF AUGUST 10, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 6:40 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learning
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Executive Director of Finance and Operations

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
AUGUST 10, 2026

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

APPROVAL OF AGENDA

DISCUSSION

- A. 2026-2027 Board Meeting Overview
- B. 2026-2027 Policy Committee Calendar
- C. 2026-2027 Governance Committee Calendar
- D. Possible Future Referendum Update

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 6:40 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
AUGUST 10, 2026 WORK SESSION

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

APPROVAL OF AGENDA

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

DISCUSSION

2026-2027 Board Meeting Overview: The proposed agenda topics for the 2026-2027 school year were discussed.

2026-2027 Policy Committee Calendar: The proposed annual plan for policy review was discussed.

2026-2027 Governance Committee Calendar: The proposed annual plan for the governance committee meetings was discussed.

Possible Future Referendum Update: Plans for pursuing a potential future referendum were discussed.

ADJOURNMENT

At 6:40 PM, Member Birdman moved, and Member Arom seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF AUGUST 10, 2026

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

PRESIDING OFFICER: Chair Karen Gabler

7:02 PM - 7:49 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Jennifer Froehlich, Director of Student Support Services
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Executive Director of Finance and Operations

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA AUGUST 10, 2026

7:02 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Froehlich, Sailer, Woodard.

APPROVAL OF AGENDA

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT

- A. Minutes: *July 13 work session and regular meeting; July 21 work session*
- B. Personnel Recommendations
- C. Check Register - July 2026
- D. Electronic Fund Transfers - July 2026
- E. Gifts and Bequests – July 2026
- F. Enterprise Resource Planning (ERP) Software Contract Award
- G. 2026-2027 Board Meeting Dates_amended

DISCUSSION

- A. Summer Construction Update
- B. Strategic Plan - Strategy C Recap
- C. Board Compensation Analysis

ACTION

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

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. Investment Summary - July 2026

ADJOURNMENT

The meeting adjourned at 7:49 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
AUGUST 10, 2026 REGULAR MEETING

7:02 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, Becquer, De St. Hubert, Edwards, Froehlich, Sailer, Woodard.

APPROVAL OF AGENDA

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

New administrators, Mandy Stokes (AP at EHS), Alex Hinseth (AP at VVMS), Sarah Klitzke (AD for T&L) and Amie Wold (AD for SSS) were introduced.

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: *July 13 work session and regular meeting; July 21 work session*
- B. Personnel Recommendations
- C. Check Register - July 2026
- D. Electronic Fund Transfers - July 2026
- E. Gifts and Bequests - July 2026
- F. Enterprise Resource Planning (ERP) Software Contract Award
- G. 2026-2027 Board Meeting Dates_amended

DISCUSSION/REPORT

Summer Construction Update: Summer construction projects were reviewed.

Strategic Plan - Strategy C Recap: A recap of the recent discussion of Strategy C of the district's Strategic Plan at Leadership Advance was provided.

Board Compensation Analysis: Board member compensation was discussed.

ACTION

2026-2027 School Board Goals: Member Mann moved and Member Allenburg seconded to approve the motion. All members voted Aye. The motion passed unanimously.

2026-2027 Superintendent Goals: Member Huwe moved and Member Allenburg seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Policy Review (208, 503, 520, 601, 616, 626): Member Mann moved and Member Allenburg seconded to approve the motion. All members voted Aye. The motion passed unanimously.

- 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

LEADERSHIP AND COMMITTEE UPDATES

Member Allenburg provided an update about the upcoming election and the ballot question about the Permanent School Fund.

SUPERINTENDENT UPDATES

Dr. Bittman shared about AP achievement scores; the recent Leadership Advance meetings; construction projects - on time, on budget; back to school plans; and his participation in the interview process for the Edina city manager.

ADJOURNMENT

At 7:49 PM, Member Birdman moved, and Member Arom seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

VII.B. Personnel Recommendations



Meeting Date: September 14, 2026

Title: Personnel Recommendations

Type: Consent

Presenter: Sonya Sailer, Executive Director of Human Resources

Description: Personnel recommendations are made monthly. These conditional offers of employment are subject to successful completion of a criminal background check, I-9 Employment Eligibility Verification and, where applicable, the issuance of the required license. Salary subject to change upon verification of correct step and lane placement.

Recommendation: Approve the attached personnel recommendations.

Attachment:

1. Report (next page)

LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u><i>Name</i></u>	<u><i>Building</i></u>	<u><i>Position</i></u>	<u><i>Wage</i></u>	<u><i>Date</i></u>
ABDO, HARRIET	ND	GRADE 4 TEACHER (LONG-TERM SUBSTITUTE; RETIREE)	\$616.05/DAY	08/24/2026-10/29/2026
DUNLAP, MORI	EHS	MATH TEACHER (LONG-TERM SUBSTITUTE)	\$287.64/DAY	08/24/2026-12/18/2026
GOSSELIN, CAROLINE	CN	INTERVENTION TEACHER (LONG-TERM SUBSTITUTE)	\$287.64/DAY	08/24/2026-11/25/2026
HILLMAN, NOAH	EHS	ENGLISH TEACHER (LONG-TERM SUBSTITUTE)	\$287.64/DAY	08/24/2026-12/18/2026
KAMPA, TIMOTHY	DW	DIGITAL LEARNING SPECIALIST, 0.5 FTE	\$42,583.00	09/14/2026
LEE, PAIGE	ELFC	PRESCHOOL TEACHER, 0.66 FTE	\$34,931.16	08/24/2026
LOPEZ, GILLIAN	SV/VV	SPED TEACHER, 1.0 FTE	\$76,184.00	08/24/2026
MILLER HEFFELFINGER, HOPE	ND	GRADE 4 TEACHER (LONG-TERM SUBSTITUTE; RETIREE)	\$594.03/DAY	09/23/2026-12/04/2026
PERNULA, MARY	HL	SPED TEACHER, 1.0 FTE	\$77,695.00	08/24/2026
PETERSON, PAUL	CN	SCHOOL PSYCHOLOGIST, 1.0 FTE	\$113,355.00	08/24/2026
REUSS, JOHN	VV	MULTILINGUAL TEACHER, 1.0 FTE	\$57,860.00	08/24/2026
SCHMID, MARIN	CV	MUSIC TEACHER, 1.0 FTE	\$92,737.77	08/25/2026
TAIT, NICOLE	EHS	SCHOOL SOCIAL WORKER, 1.0 FTE	\$75,715.00	08/24/2026
WILLAERT, WENDY	CN	PHYSICAL EDUC/DAPE TEACHER (LONG-TERM SUBSTITUTE)	\$287.64/DAY	08/24/2026-10/23/2026

B. 2026-27 ADDITIONAL DUTY DAY ASSIGNMENTS

<u><i>Name</i></u>	<u><i>Building</i></u>	<u><i>Position</i></u>	<u><i>Wage</i></u>	<u><i>Number of Days</i></u>
BALDWIN, ANDREA	EVP	SCHOOL COUNSELOR	\$2,358.29	05
BLOCK, JULIE	EHS	SCHOOL COUNSELOR	\$6,469.18	10
BRANDT, GRETCHEN	VV	SCHOOL COUNSELOR	\$6,469.18	10
BROWN, JEANNE	EHS	SCHOOL COUNSELOR	\$4,327.77	10
BURNHAM, LISA	EHS	SCHOOL COUNSELOR	\$6,763.26	10
CAINES, MATHEW	EHS	SCHOOL COUNSELOR	\$3,537.55	10

DOWNING, KENT	VV	SCHOOL COUNSELOR	\$6,763.26	10
HACKBARTH, DYLAN	EHS	SCHOOL COUNSELOR	\$5,461.09	10
JOHNSON, TAYLOR	EHS	SCHOOL COUNSELOR	\$4,530.71	10
KIEFFER, ANGELA	EHS	SCHOOL COUNSELOR	\$6,469.18	10
KLAPHAKE, AMBER	ELEM.	SPED FACILITATOR	\$9,082.01	15
LEVOIR, CARMINE	SV	SCHOOL COUNSELOR	\$6,763.26	10
MARTIN, ALAINA	VV	SPED FACILITATOR	\$7,864.48	15
MOEHRLE, BROOKE	DW	BEHAVIOR SPECIALIST	\$9,082.01	15
ORMISTON, ANNIE	EHS	SPED FACILITATOR	\$8,191.63	15
PHETSAMONE, SUSAN	EHS	SCHOOL COUNSELOR	\$4,589.02	10
PLAFCAN, NICOLE	EHS	SCHOOL COUNSELOR	\$4,840.98	10
SCHMIDT, SANDRA	EHS	SCHOOL COUNSELOR	\$6,469.18	10
WILSON, BRETT	SV	SCHOOL COUNSELOR	\$4,324.95	10

C. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BECQUER, FRANCES	DW	DIRECTOR OF ACHIEVEMENT EQUITY AND MULTI-LINGUAL LEARNER PROGRAMMING	09/04/2026
HART, CARAH	CV	MUSIC TEACHER, 1.0 FTE	06/02/2026

D. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
BRIONES, LESLIE	ELFC	FROM: CHILDCARE ASSISTANT TO: PRESCHOOL TEACHER, 0.66 FTE	\$34,931.16	08/24/2026
LATIMER, OLIVIA	DW	FROM: DIGITAL LEARNING SPEC., 0.5 FTE AND MEDIA ASST, TO: DIGITAL LEARNING SPEC., 1.0 FTE	\$61,700.00	08/24/2026

E. OVERLOAD ASSIGNMENTS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
GORDHAMER, KATHRYN	SV	CHOIR TEACHER, 0.083 FTE	\$7,760.50	08/24/2026- 06/08/2027
GREISEN, DAVID	EHS	SPED TEACHER, 0.2 FTE	\$20,096.80	08/24/2026- 06/08/2027

JACOBSON, AMANDA	SV	FACS TEACHER, 0.17 FTE	\$18,581.17	08/24/2026-06/08/2027
JACOBSON, SAMANTHA	SV	ART TEACHER, 0.083 FTE	\$8,568.59	08/24/2026-06/08/2027
KIEL, ANDREW	EVP	SCHOOL SOCIAL WORKER, 0.15 FTE	\$15,136.20	08/24/2026-06/08/2027
LANDER, SUSAN	SV	PLTW TEACHER, 0.083 FTE	\$9,879.74	08/24/2026-06/08/2027

F. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
MAHIN, COLLEEN	ND	GRADE 4 TEACHER	08/24/2026 - 10/29/2026
MCCARTAN, CARISSA	EHS	FACS TEACHER	11/30/2026 - 12/18/2026
MCDONALD, JAMES	EHS	SPED TEACHER	08/24/2026 - 9/24/2026
FOLEY, MCDANIEL	EHS	SPED TEACHER	08/31/2026 - 11/20/2026
SMITH, SARAH	EHS	SPED TEACHER	10/22/2026 - 12/03/2026
WALKLET JACOBSEN, LAURA	ND	GRADE 4 TEACHER	09/14/2026 - 12/04/2026
WEINBERGER, SARA	CN	INTERVENTION TEACHER	08/31/2026 - 11/25/2026

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
ALLEN, TYKYRE	HS	EA SPED PARA	\$23.00/HOUR	09/09/2026
AYRES, DANYA	VV	EA SPED PARA	\$23.30/HOUR	08/31/2026
BOWLES, BRETT	CS	EA SPED PARA	\$26.00/HOUR	08/31/2026
BROWN, RACHEL	VV	EA SPED PARA	\$24.90/HOUR	08/31/2026
CAREY, SARAH	CV	OFFICE ASSISTANT E	\$26.19/HOUR	08/24/2026
DODD, CADE	VV	EA SPED PARA	\$23.50/HOUR	08/31/2026
EKMAN, KATHERINE	HS	EA SPED PARA	\$23.50/HOUR	09/01/2026
GADDAM, MOUNIKA	CV	EA SPED PARA	\$23.50/HOUR	08/31/2026
HASHI, BASHIR	TC	BUS DRIVER	\$28.00/HOUR	08/31/2026
HILLMYER, RUBY	CN	EA SPED PARA	\$23.30/HOUR	08/31/2026

HUDLE, IFRAH	TC	BUS DRIVER	\$27.44/HOUR	09/08/2026
KELLY, KATIE	ELFC	INSTRUCTIONAL ASSISTANT	\$22.90/HOUR	08/31/2026
KIDMAN, EMILY	CC	EA SPED PARA	\$23.50/HOUR	08/31/2026
KLOOS, JASON	TC	BUS DRIVER	\$27.44/HOUR	08/31/2026
KNUTSEN, WILL	EHS	SECURITY MONITOR	\$23.70/HOUR	08/31/2026
KRUEGER, LEAH	EHS	EA SPED PARA	\$25.60/HOUR	08/31/2026
LINDEMANN, VIVIEN	HL	EA SPED PARA	\$23.00/HOUR	08/31/2026
LOPEZ, MATTE	ELFC	OFFICE ASSISTANT D	\$25.70/HOUR	09/08/2026
RAILEY, EVAMAI	CC	EA SPED PARA	\$24.90/HOUR	09/07/2026
ROSAS, ESMERALDA	CN	CUSTODIAN	\$24.26/HOUR	09/16/2026
SABRI, TALA	SV	EA SPED PARA	\$23.00/HOUR	08/31/2026
SCOTT, CHARLES	HS	EA SPED PARA	\$26.30/HOUR	08/31/2026
SHATERIAN, ILSE BARBARA	HL	EA SPED PARA	\$23.70/HOUR	09/04/2026
SHAVER, KRISTIN	ECC	MTSS & EXTENDED LEARNING COORDINATOR	\$105,162.00	08/24/2026
WEGNER, MATEO	HL	EA SPED PARA	\$23.50/HOUR	08/31/2026
WITTENBERG, SARAH	CC	EA SPED PARA	\$23.50/HOUR	09/08/2026
WOLFBAUER, MATTHEW	EHS	EA SPED PARA	\$23.00/HOUR	08/31/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BARBARI, LISA	CV	INSTRUCTIONAL ASSISTANT	08/31/2026
BATROOT, EMILY	ELFC	EA SPED PARA	05/29/2026
BAUMANN, ANNE	VV	EA SPED PARA	05/29/2026
BORG, MOLLY	CC	EA SPED PARA	05/29/2026
CLARKE, ELIZA	EHS	EA SPED PARA	05/29/2026
DELUCA, JUSTINA	HS	EA SPED PARA	05/29/2026
DIALLO, MRIEME	HL	EA SPED PARA	05/29/2026
ERICKSON, TRISHA	CN	INSTRUCTIONAL ASSISTANT	05/29/2026
FITZSIMONDS, BRAM	HS	EA SPED PARA	05/29/2026
HENNIGAR, LESLIE	CS	EA SPED PARA	05/29/2026

HOLTHUS, TANYA	VV	EA SPED PARA	05/29/2026
KURVERS, AMY	ECC	PAYROLL SPECIALIST	08/27/2026
MASON, EMMA SCOUT	HS	EA SPED PARA	05/29/2026
MELINA, MADALYN	ELFC	INSTRUCTIONAL ASSISTANT	08/17/2026
MONRO, JOY	CV	EA SPED PARA	08/20/2026
RILEY, DEVIN	SV	EA SPED PARA	05/29/2026
ROSE, MELISSA	CV	EA SPED PARA	05/29/2026
SACK, COURTNEY	CC	EA SPED PARA	05/29/2026
SAMUEL, JENNIFER	CC	EA SPED PARA	05/29/2026
SELLERS, MEGAN	CV	EA SPED PARA	05/29/2026
SCHWINGHAMMER, ADAM	EHS	EA SPED PARA	05/29/2026
STEIN, CAROLE	EHS	EA SPED PARA	09/18/2026

C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Wage</u>	<u>Date</u>
BOYUM, SAMANTHA	ECC	FROM: PROGRAM SPECIALIST TO: FACILITIES SCHEDULER	\$31.77/HOUR	11/09/2026
ELMOGE, AISHA	CS	FROM: SUB EA SPED PARA TO: EA SPED PARA	\$23.30/HOUR	08/31/2026
HARTMAN, KATHLEEN	SV	FROM: HORNET CENTRAL TO: EA SPED PARA	\$25.60/HOUR	09/01/2026
KREIE, EMILY	CN	FROM: SUB EA SPED PARA TO: EA SPED PARA	\$23.00/HOUR	08/31/2026
REKUCKI, MACAILAH	ECC	FROM: KIDS CLUB LEAD TO: INSTRUCTIONAL ASSISTANT	\$21.70/HOUR	08/31/2026
RHODES, JEFFREY	SV	FROM: BUILDING AIDE TO: EA SPED PARA	\$24.00/HOUR	08/31/2026

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
DOXSIE, JILL	CS	EA SPED PARA	11/30/2026 - 12/18/2026
LINDER, PETER	CV	CUSTODIAL SUPERVISOR	10/06/2026 -11/05/2026
SPICER, NATALIE	EHS	ACTIVITIES COORDINATOR	10/19/2026 - 11/25/2026

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
AHMED, ILHAM	CV	KIDS CLUB LEAD	\$18.94/HOUR	08/24/2026
BLAU, ASHLEY	HL	PROGRAM SPECIALIST	\$32.95/HOUR	08/31/2026
FAUVER, DEISY	ELC	CHILDCARE ASSISTANT	\$20.51/HOUR	09/08/2026
GOLDEM, SAVANNAH	CC	KIDS CLUB LEAD	\$22.21/HOUR	08/31/2026
GRANDE, WILLIAM	CN	KIDS CLUB LEAD	\$17.48/HOUR	09/09/2026
GUERRA, YANIAH	CV	KIDS CLUB LEAD	\$17.48/HOUR	08/24/2026
MASSEY, CHEPREE	CV	KIDS CLUB LEAD	\$24.04/HOUR	08/24/2026
RAILEY, EVAMAI	CC	KIDS CLUB LEAD	\$22.21/HOUR	09/07/2026
SOL LOPEZ, MAGDALENY	CS	KIDS CLUB LEAD	\$18.94/HOUR	09/14/2026
ST FRANCIS, HANNAH	ND	KIDS CLUB LEAD	\$22.21/HOUR	08/31/2026
STUMM, NYLA	CC	KIDS CLUB LEAD	\$20.51/HOUR	09/08/2026
TEMPLETON, EBONY	ND	KIDS CLUB LEAD	\$24.04/HOUR	08/24/2026
WHITNEY, CAMERON	CC	KIDS CLUB SITE LEAD	\$25.85/HOUR	09/08/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>
BILLUPS, NAJA	ELC	CHILDCARE ASSISTANT	08/11/2026
MANTHE, BRIAN	CS	PROGRAM SPECIALIST	09/04/2026
MASSEY, CHEPREE	CN	KIDS CLUB LEAD	09/08/2026
SPEARS, POPPY HARLOW	CC	KIDS CLUB LEAD	07/14/2026

C. CHANGE OF EMPLOYMENT STATUS

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

D. REQUEST FOR LEAVE OF ABSENCE

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

VII.C. Check Register - August 2026



Board Meeting Date: 9/14/2026

Title: Check Register – August 2026

Type: Consent

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

Description: Presented for approval by the Board of Education are monthly disbursement totals, by fund, for the month of August 2026:

Fund	Amount
General	\$7,043,768.59
Food Service	27,787.28
Community Service	363,483.12
Building-Construction	367,357.83
Total	\$7,802,396.82

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

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

Attachments:

1. [Check Register – August 2026](#)

VII.D. Electronic Fund Transfers - August 2026



Board Meeting Date: 9/14/2026

Title: Electronic Transfers – August 2026

Type: Consent

Presenter(s): Mert Woodard – Executive 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 August 2026 in the amount of \$9,638,130.40.

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

Attachments:

1. [Electronic Fund Transfers – August 2026](#)

VII.E. Gifts and Bequests - August 2026



Board Meeting Date: 9/14/2026

Title: Gifts & Bequests – August 2026

Type: Consent

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

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

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of \$142,935.00.

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

Attachments:

1. [Gifts & Bequests – August 2026](#)

VII.F. Adult Meal Pricing Requirements - 2026-
2027



Board Meeting Date: 9/14/2026

Title: Required Minimum Adult Meal Prices – FY2027

Type: Consent

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

Description: For the 2026–27 school year, the Minnesota Department of Education (MDE) has established minimum adult meal prices of \$5.30 for lunch and \$2.55 for breakfast. The District currently charges \$5.05 for an adult lunch and \$2.50 for an adult breakfast.

School Nutrition Program funds may not subsidize meals served to adults or other non-program participants. Accordingly, adult meal prices must be sufficient to cover the required cost of the meal.

Recommendation: Adjust the District's adult meal prices to \$5.30 for lunch and \$2.55 for breakfast, effective for the 2026–27 school year, consistent with the minimums established by the MDE.

Desired Outcomes from the Board: Approve the administration's recommended action.

Attachments:

1. Adult Meal Pricing Requirements for School Year 2026–27

Resource Management

Adult Meal Pricing Requirements for School Year 2026-27

Minimum Prices for Meals Served to Adults and Other Non-Program Meals

School Nutrition Programs funds may not subsidize meals served to adults or other non-program meals, such as second meals. The meal price must be set high enough so that the cost of the meal is fully paid by the customer. Meals may be provided at no charge only to “program” adults, as defined in the document [Ensuring Financial Compliance for Nonprogram Foods](#).

The required minimum meal prices for adults for School Year (SY) 2026-27 are listed below. The calculation is based on the state and federal reimbursement rates plus the national average per meal value of U.S. Department of Agriculture Foods, rounded up to the nearest five cents. Sponsors contracting with a vended meal provider or food service management company may need to adjust upwards to cover the full cost of the meal.

Minimum Adult Prices for School Year 2026-27

Breakfast: \$2.55

Lunch: \$5.30

Contact MDE: 651-582-8200 **No English?** 📞 **Call:** 651-785-4064 **Visit:** [አማርኛ](#) [Lus Hmoob](#) [ကဏ္ဍ](#) [Afaan Oromo](#) [Af Soomaali](#) [Español](#) [українська](#)

- [A-Z Subject Directory](#)
- [Calendar](#)
- [Careers](#)
- [Language Center](#)
- [Licensing](#)
- [Staff Directory](#)
- [Accessibility](#)
- [Help](#)
- [Privacy Statement](#)
- [Site Disclaimer](#)

MDE is an Equal Opportunity Employer and Service Provider

VII.G. Historic Document Resolution



Board Meeting Date: September 14, 2026

Title: Historic Document Resolution

Type: Consent

Presenter: Karen Gabler, Edina School Board Chair

Description: The district has identified additional files they feel would be better suited for safe storage and viewing at the Minnesota Historical Society. The Minnesota Historical Society has agreed to take and store the collection. District legal counsel has recommended the board approve a resolution for the transfer of documents in order to make the transfer as transparent as possible for the community. Attached is the resolution recommended by district legal counsel.

Recommendation: Approve the attached resolution.

Desired Outcomes from the Board: Approval of resolution to facilitate the transfer of historical documents to the Minnesota Historical Society.

Attachments: [Historic Document Resolution](#)

VIII. **Discussion**

VIII.A. Board Compensation Analysis

Speaker (s) : Michael
Birdman, Edina School
Board Member



Board Meeting Date: 9/14/26

Title: Board Compensation Analysis

Type: Discussion

Presenter(s): Michael Birdman, Edina School Board Member

Description: Provide a detailed analysis of School Board compensation throughout MN for the purposes of discussing current compensation in Edina Public Schools. The goal of discussion is to provide comparison and contrast to Top 50 districts in MN and the structure for compensating both regular board members and officers. Have the School Board consider recommendations for adjusting compensation to start the next school board term in January 2027.

Recommendation: This item has been prepared for board discussion.

Desired Outcome(s) from the Board: Please bring forth questions and reflections on appropriateness of current board compensation and if there is a need to examine revisions for future board members.

Attachment: [Board Compensation Update Recommendations](#)

- [Board Compensation Analysis](#)
- [Board Compensation 2026 data](#)



Board Compensation Update Recommendations

This memo provides for discussion a recommendation revising the current Edina School Board compensation schedule for all board members and establishing new compensation specifically for the roles of Board Chair and Board Vice Chair. Any action the Board takes on these recommendations would not take effect until the newly elected Board is seated in January 2027.

Board Director Compensation

Current Level:

- 7 elected School Board Directors
- \$4,500 annual compensation, paid semi-monthly
- No update or revision in more than 10 years

Recommendation:

- Increase annual compensation to **\$7,000**.
 - This brings annual compensation in line with the average across the Top 50 districts in MN of \$6,524.
- Require a full analytical review of board compensation at least every 5 years, with any proposed changes taking effect after the next school board election.
 - The Board may review and act on compensation at its annual organizational meeting (the first meeting in January of each school year).
 - If no action is taken in a given year, a full review is still required within 5 years of the last one.

Board Officer Compensation

Current Level:

- Edina does not provide any additional compensation for any officer role on the School Board.
- Edina is 1 of 5 districts among the Top 50 in MN that does not provide any additional compensation for its board officers, particularly the Board Chair.

- Many districts that provide additional compensation for the Board Chair role also provide additional compensation for the Board Vice Chair role.
- The Board Chair and Board Vice Chair roles carry significantly greater time and commitment than the other School Board Director roles.

Recommendation:

- Establish new compensation levels specifically for the Board Chair and Board Vice Chair roles:
 - **Board Chair:** \$8,500 annual compensation — an additional \$1,500 above the standard Director rate.
 - **Board Vice Chair:** \$7,750 annual compensation — an additional \$750 above the standard Director rate.

MN School Board Compensation Analysis Summary

Based on the [MSBA MN Board Compensation](#) (recommended opening in MS Excel) detailed data report run on 6/2/26, the following are key elements when evaluating current board compensation in Edina Public Schools.

Board Member Compensation

1. Based on 2024-25 enrollment statistics via MDE, Edina is the 17th largest district in MN by students (8,616).
2. The range of size across the Top 50 districts is from a low of 3,680 to a high of 38,354 enrolled students
3. Avg. annual compensation amongst Top 50 districts ≈ \$6524
4. Edina currently provides \$4,500 annually, ranking as the 36th out of the top 50 districts in compensation to board members.
5. Avg. annual compensation amongst Lake Conference districts ≈ \$5616.38.
 - a. Given the large range of sizes of districts representing the Lake Conference, the median compensation for the 8 districts is \$4650.
 - b. Please refer to the Lake Conference Tab on Board Compensation spreadsheet for details.

Board Officer Compensation

1. 45 of the top 50 districts provide extra compensation for their Board Chair in addition to the board member compensation - Edina does not.
2. Edina is the only Lake Conference district that doesn't provide any extra compensation to its Board Chair
3. Avg. additional compensation for Board Chairs ≈ 10-20% above the Board Member annual compensation
4. Avg. additional compensation in Lake Conference for Board Chairs ≈ 18.4%
5. ≈10% of all districts provide some additional compensation for the Board officers other than Chair. Most of these districts provide something to the Vice Chair role with only a handful offering something to the Clerk & Treasurer. Often it is less than half of the extra compensation to the Board Chair.

Questions to consider:

1. Compensation levels for Edina school board members doesn't change very often and hasn't in the last 5+ years. How often, if at all, should the board consider compensation levels for the board?
2. The [roles and responsibilities](#) among board members – are they equal? Does the Chair have a sizably larger responsibility and workload than the average board member? If other roles have a heavier workload, does that warrant different compensation?
3. How important is board compensation in the potential recruitment and retention of community members to seek election to the board? Does compensation need to reflect the perceived value of the time and commitment of those that serve? Is the role of board members accessible to a majority of community stakeholders? What would make it more accessible to more stakeholders?
4. Other than the annual stipend, are there any other areas of compensation and benefits that the board might consider to properly acknowledge and value the service of board members?

VIII.B. Policy Review (213, 524, 538)

Speaker(s): Policy
Committee



Board Meeting Date: 9/14/2026

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 213 School Board Committees
- Policy 524 Electronic Technology Acceptable Use
- Policy 538 Student Travel

Recommendation: Review the suggested modifications for Policies 213, 524, 538.

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

Attachments:

1. Policy 213 School Board Committees
2. Policy 524 Electronic Technology Acceptable Use
3. Policy 538 Student Travel



School Board Committees

I. Purpose

This policy provides for the structure and operation of committees and subcommittees of the school board.

II. General Statement of Policy

- A. The school board will designate board committees or subcommittees when it is determined that a committee process furthers the school district's mission.
- B. The board has determined that certain permanent standing committees, named in this policy, facilitate the operation of the board and the district mission, in partnership with the administration on relevant educational topics and policies.
- C. A board committee or subcommittee will be formed by board resolution that outlines the duties and purpose of the committee or subcommittee.
- D. A committee or subcommittee is advisory in nature and has only the authority specified by the board. The board retains the right and has the duty to make all final decisions related to reports or recommendations which have had committee involvement.
- E. The board or board chair may also establish ad hoc committees for specific purposes as it deems appropriate, to be appointed by the board chair.
- F. The board reserves the right to limit, create, or abolish any standing or ad hoc committee as it deems appropriate.
- G. A committee of the board will not appoint a subcommittee of that committee without approval of the board.

III. Appointment of Committees

- A. The school board appoints the following standing committees:
 - 1. Finance and Facilities
 - 2. Policy
 - 3. Teaching and Learning



4. Governance

5. Legislative Action Committee

- B. The board will establish, by resolution, for each standing or ad hoc committee, the number of members, the term, and the charge or mission of each committee.
- C. The board chair will appoint the members of each standing or ad hoc committee and designate the committee chair.

IV. Procedures for School Board Committees

- A. A committee or subcommittee will act only within the guidelines and mission established for that committee or subcommittee by the school board. Individual board members, or any three board members appointed to any committee, have no authority to bind the board on any matter unless such authority is expressly granted by the entire board.
- B. The committee or subcommittee will designate a secretary who will record the meeting highlights of the board committee.
- C. The power of a committee or subcommittee of the board is advisory only.
- D. Committee members who are also board members will not seek to hold a meeting of a committee outside the presence of administration or other non-board members who are members of the committee, and no committee meeting may be held without providing prior notice to administration.
- E. Committees will not engage in management work, do not oversee or direct any school district staff, and do not have the authority to direct district staff to take any specific actions or duties. Administrative direction will come from the superintendent.
- F. A committee or subcommittee of the board will, when appropriate, clarify in any dealings with the public, that its powers are only advisory.

V. Expectations for and Operational Procedures of School Board Standing Committees

A. Finance and Facilities Committee

1. General Statement of Role



The school board, in its practice of prudent management of public resources, has created the finance and facilities committee to collaborate with the school district's superintendent and director of business services in reviewing and providing feedback to the district on financial issues. This committee deals with matters pertaining to the district's budget development and related recommendations to the board. It also:

- a. Monitors the financial affairs of the district.
- b. Reviews and maintains a long-term financial forecast.
- c. Recommends to the board any budget modifications based on financial analyses and the needs of the district, while adhering to district policy.
- d. Reviews contracting practices.
- e. Ensures that budget allocations and expenditures reflect district priorities as informed by its strategic operating plans.
- f. Reviews the district audit, making the board aware of key risks facing the district, as well as strategies for dealing with any such risks.
- g. Reviews financial analyses provided by the director of business services, or other entity at their discretion, and makes related recommendations to the board.
- h. At the direction of the superintendent and board, conducts periodic, more detailed, financial analyses.
- i. Performs other such duties as assigned by the board.

2. Committee Composition

The finance and facilities committee consists of the board treasurer, two (2) additional board members, the director of business services, the superintendent, any additional staff members assigned by the superintendent, and three to four (3-4) community members with talent and experience in management and financial affairs.

- a. The committee chair is the board treasurer.
- b. Board members are appointed annually in January.
- c. Community members are appointed effective July 1, in accordance with the board committee selection process.



3. Communications Expectations

- a. Provides periodic reports to the board regarding committee discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full, governing board of seven.
- b. Provides reports to the board regarding requested analyses of specific topics.
- c. Along with the director of business services, provides information to the district regarding finance issues, both in sharing information with the public, and listening to stakeholder concerns.

4. Meetings

Meetings are held monthly unless more frequent meetings are required.

B. Policy Committee

1. General Statement of Role

The committee reviews existing policies and writes new policies to provide broad governance guidance and address changes in legislation, statutes, case law, and legal decisions, as well as to provide alignment with the district mission and vision. Board policies act as guidelines for the internal procedures of the district. The committee stays abreast of local, state, and federal laws and regulations to determine and apply implications for district policy development and revisions. The committee works closely with the appropriate staff to draft new or refine current policies, processes, and protocols, that are then brought to the board for formal action. All district policies should be reviewed over a regular multi-year cycle.

2. Committee Composition

The policy committee consists of three board members, the superintendent and any other staff members assigned by the superintendent.

- a. The committee chair is appointed by the board chair.
- b. Board members are appointed annually in January.

3. Communications Expectations

- a. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have



access to information in a timely manner in order to make decisions as a full, governing board of seven.

- b. Policies that are ready for updating should be brought to the board monthly for consent, discussion, or approval, as appropriate.
- c. If policy changes will have a major community impact, the board and district should seek community input and have a communications plan for the public.

4. Meetings

Meetings are held monthly unless more frequent meetings are required.

C. Teaching and Learning

1. General Statement of Role

The board, in order to advance academic excellence, growth, and readiness for each and every student has created the teaching and learning committee to collaborate with the district's director of teaching and learning and superintendent to coordinate and advance district instructional programs. The committee will make recommendations to the board on matters relating to comprehensive curriculum and a positive, equitable learning environment. Specific responsibilities include:

- a. Works cooperatively with the director of teaching and learning, superintendent, and appropriate staff to monitor and assess instructional programs and professional learning aligned with student needs and achievement and the strategic plan, in order to ensure equity and excellence.
- b. Reviews initiatives, progress, outcomes, and the effectiveness of the curriculum and teaching and learning practices in achieving board and system goals and objectives, as needed, and as articulated by the district's strategic plan.

2. Committee Composition

The teaching and learning committee consists of three (3) board members, the superintendent, the director of teaching and learning, and any other staff members assigned by the superintendent or the director of teaching and learning.

- a. The committee chair is appointed by the board chair.
- b. Board members are appointed annually in January.



3. Communications Expectations

- a. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full, governing board of seven.
- b. Policies that are ready for updating should be brought to the board monthly for consent, discussion, or approval, as appropriate.
- c. If policy changes will have a major community impact, the board and district should seek community input and have a communications plan for the public.

4. Meetings

Meetings are held monthly, unless more frequent meetings are required.

D. Governance Committee

1. General Statement of Role

The board, to ensure sound governance and oversight of the district, has created the governance committee to collaborate with the district superintendent in making recommendations to the board on subjects that have districtwide implications. Its areas of purview include:

- a. Reviews human resources issues.
- b. Reviews legal issues.
- c. Builds and monitors the working relationship of the board and superintendent, addressing relationship issues as they occur, including, but not limited to:
 - i. routine matters related to the superintendent's contract and employment; and
 - ii. issues or concerns regarding the superintendent's conditions of employment, and communication with the board regarding the same.
- d. Develops procedures and an evaluation instrument for the superintendent's evaluation.



- e. In partnership with the superintendent and the full board, facilitates the development of annual goals for the superintendent and board.
- f. Orients new board members and identifies training and educational opportunities for board members to become better informed about board governance issues.
- g. Coordinates board self-evaluation procedures, instruments, and training.
- h. Develops guidelines for effective communication of board committee work to the board, district administration, and public.
- i. Assists with long-term plans and goals that are consistent with the district mission.
- j. Performs other duties assigned to the committee by the board.

2. Committee Composition

The governance committee consists of the board chair, vice chair, one (1) additional board member, the superintendent, and any other staff members assigned by the superintendent and agreed to by the board members.

- c. The committee chair is the board chair.
- d. Board members are appointed annually in January.

3. Communications Expectations

- c. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full, governing board of seven.
- d. Provides reports and recommendations to the board regarding review and coordination of areas of purview included in the General Statement of Role, above.

4. Meetings

Meetings are held monthly unless more frequent meetings are required.

E. Legislative Action Committee

1. General Statement of Role



The purpose of the LAC is to assist the board and district administration in advocacy for education-related legislation. The LAC coordinates these advocacy efforts by supporting and advocating for board-approved legislative positions designed to advance the cause of excellent schools in Edina and Minnesota.

- a. The activities of the LAC are subject to board approval.
- b. The LAC's activities may include, but are not limited to, the following:
 - i. soliciting information on legislative activity that might affect the district;
 - ii. developing a work plan for advocacy of the board-approved legislative positions;
 - iii. ongoing communication with elected officials;
 - iv. running public informational events to assist the board in increasing awareness of legislative issues throughout the district; and
 - v. advocating at the local, state, and federal levels of the board-approved legislative positions.

2. Committee Composition

The legislative action committee consists of ~~Committee membership will include~~ up to three (3) board members appointed by the board; the superintendent; at least one (1) ~~district~~ cabinet member and one (1) ~~EPS district~~ Administrative liaison; up to five (5) members of the community, plus a minimum of two (2) district students. Community and student members of the committee are selected by the LAC chair and vice-chair for a term of one year. The LAC supports the board- approved legislative platform and fulfills needed functions of the committee. If possible, the chair and vice-chair serve as board liaisons to the Association of Metropolitan School Districts (AMSD) and the Minnesota School Board Association (MSBA).

3. Communications Expectations

- a. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full, governing board of seven.



- b. Communicates to the board on a regular basis as to the progress of the LAC's work.

4. Meetings

Meetings are held monthly, unless more frequent meetings are required.

VI. Committee Assignments

Unless otherwise specified, board members will be assigned or appointed to committees or boards by the board chair in consultation with the board. Board members will be assigned to committees or boards no later than the second regular board meeting in January. Each board member should be assigned to at least one (1) committee.

- A. Appointment to a committee should take into consideration, but not be limited to, the following:
 - 1. equitable distribution of committee assignments among board members;
 - 2. expressed interests of board members;
 - 3. a board member's training, education, and/or experience with the purpose of the committee;
 - 4. continuity of service and historical knowledge;
 - 5. availability for meetings;
 - 6. the need for diversity;
 - 7. the needs of the board; and
 - 8. the proven ability to work effectively in a committee environment.
- B. Should one or more representatives of the board be needed to attend a committee meeting prior to the board's adoption of committee assignments, the chair is authorized to temporarily appoint board members to that committee.
- C. Assignments to a committee are effective until either the following year's approval of committee members, or board removal, or vacancy for another reason.
- D. If a vacancy is created on any committee, the chair may assign another board member to represent the board at a committee meeting for any duration.



VII. Committee Chairs

- A. The committee chair is chosen by the board chair unless otherwise specified.
- B. ~~Roles and Responsibilities of the Committee Chair~~ The committee chair has the following responsibilities:
 - 1. Assists administration in preparing background materials for the committee's work, incorporates the board's plans into committee agendas, and reports results of the committee work to the board.
 - 2. Assists administration with steering the work of the committee, while also tying that work back in with the rest of the board.
 - a. The committee chair and responsible administrator, in conjunction with the superintendent and board chair, will create an annual plan, to be reviewed by the board.
 - b. The committee chair and responsible administrator will work with the board chair and superintendent on a monthly basis to plan any agenda items for board meetings.
 - c. The committee chair, in conjunction with administration, will be responsible for facilitating work session discussions on issues brought by their committee.
 - d. The committee chair will work with the responsible administrator on:
 - i. The responsibility for presiding over the meetings.
 - ii. Setting the direction for the committee and establishing norms and protocols that allow for appropriate and efficient function of the committee.
 - iii. Providing guidance and communicating expectations to other committee members.
 - iv. Ensuring that relevant, timely and effective decisions are executed, and that all committee members are provided the opportunity to participate in the decision-making process.

Legal References

Minn. Stat. Ch. 13D

Open Meeting Law



Cross References

Policy 201	Legal Status of the School Board
Policy 203	Operation of the School Board
Policy 303	Superintendent Selection and Contract

Policy

Adopted	04/16/2007
Amended Revised	03/12/2012
Amended Revised	12/10/2012
Revised	11/14/2016
Revised	04/17/2017
Revised	02/01/2018
Revised	12/17/2018
Revised	08/10/2020
Revised	09/11/2023
Rev____	___/___/2026

Students

Electronic Technologies Acceptable Use

I. Purpose

This policy sets forth parameters and guidelines for access to the school district's electronic technologies, use of the Internet, use of personal electronic devices on the district's network or connected to district software, electronic communications, use of the district's network, Internet, and social networking tools.

II. General Statement of Policy

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the district considers its own stated educational mission, goals, and strategic directions. Technology skills are fundamental to the preparation of citizens and future employees. Access to the district computer system and to the Internet enables students and employees to explore countless libraries, web pages, databases, and other resources while exchanging messages with people around the world. The district expects that employees will blend thoughtful use of the district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. Definitions

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

- A. "Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or

scientific value as to minors.

- B. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student or employee for that student's or employee's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- C. "Social Media" refers to any website and application that enables users to create and share content or to participate in social networking. For reference in this policy, social media does not refer to any learning management system (Schoology or Seesaw) or content management systems (Google Workspace).
- D. "Technology provider" means a person who:
 - 1. contracts with the district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 - 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the district.

III. Limited Educational Purpose

The school district is providing students and employees 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. 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.

IV. Use of System is a Privilege

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

Electronic technologies are assets of the district and are protected from unauthorized access, modification, destruction, or disclosure. Use of personal devices, while on district property, is subject to all policies and guidelines, as

applicable, plus any state and federal laws related to Internet use, including copyright laws.

V. Unacceptable Uses

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the district system to create, record, access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. Pornographic, obscene, or sexually explicit material or other visual depictions;
 - b. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language or images;
 - c. Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. Materials that use language or images that advocate violence or discrimination toward other people, or that may constitute harassment or discrimination, or that threatens the safety of others;
 - e. Orders for shopping online during time designated as work or academic time by the district;
 - f. Storage of personal photos, videos, music, or files not related to educational or extra-curricular purposes for any length of time; and
2. Use of social media for non-academic purposes
 - a. Students aged 13 and above may engage in social media as it is connected to extra-curricular or co-curricular activities, and for academic purposes.
 - b. Per federal law, students under the age of 13 will not be encouraged or required to create accounts or participate in social media, including for academic or extra-curricular purposes.
3. Users will not use the district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a

person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

4. Users will not use the district system to engage in any illegal act or violate any local, state, or federal statute or law.
5. Users will not use the district system to vandalize, damage, or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses, engaging in “spamming,” or by any other means; will not tamper with, modify, or change the district system software, hardware, or wiring; will not take any action to violate the district’s security system; and will not use the district system in such a way as to disrupt the use of the system by other users.
6. Users will not use the district system to gain unauthorized access to information resources, or to access another person’s materials, information, or files without the direct permission of that person. Users will not attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. This clause is not applicable to district technology staff who need to access a system due to a threat, troubleshooting, diagnosing issues, or other IT-related needs that uphold this and other district policies.
7. Individual passwords for computers and information resources are confidential and must not be shared.
8. Users will not use the district system to post or share private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual’s identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on district webpages or communications between employees and other individuals when such communications are made for education-related purposes

(i.e., communications with parents/guardians or other staff members related to students). Refer to Policy 515 (Protection and Privacy of Student Records) for direction on directory information for students and how this can be used.

- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the district as directory information and verification is made that the district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with district policy; or
 - (2) such information is not classified by the district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with district policy.
 - c. These prohibitions specifically prohibit a user from utilizing the district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "X" (formerly called "Twitter"), "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
- 9. Users, outside of IT staff, must not deliberately or knowingly delete a student or employee file, email, or stored information.
 - 10. Users will not use the district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer. Users will not plagiarize content they find on the internet or submit content generated online as their own original work.
 - 11. Users will not use the district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the district. Users will not use the district system to offer or provide goods or services or for product advertisement. Users will not use the district system to purchase goods or services for personal use without authorization from the appropriate district

official.

12. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
 13. Users will not access, download, or use a ~~school~~-district website, application, software, program, or other service (1) to nudyify an image or video; or (2) nudyify an image or video on behalf of a user. The following definitions apply to this subsection:
 - a. "Identifiable individual" means a person that is identifiable:
 - (1) from the image itself, by the person depicted in the image, or by another person; or
 - (2) from personal information displayed in connection with the image.
 - b. "Intimate part" has the meaning given in state law.
 - c. "Nudyify" or "nudyified" means the process by which:
 - (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and
 - (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.
- B. A student or employee who engages in the foregoing unacceptable uses of the Internet or district equipment when they are off district premises may be in violation of this policy, in addition to other district policies. Regardless of whether district equipment was used for the unacceptable use, the district has the right and may be obligated to regulate the off-campus speech or conduct of its students or employees when that speech or conduct materially disrupts the school environment, involves substantial disorder, or constitutes an invasion of the rights of others. Examples of such violations include, but are not limited to, where the district system is compromised or if a district employee or student is negatively impacted. If the district receives a report of an unacceptable use originating from a non-school computer or resource, the district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not

limited to, suspension or cancellation of the use or access to the district computer system and the Internet and discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment.

- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user will immediately disclose the inadvertent access to an appropriate district official. In the case of a district employee, the immediate disclosure will be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.

VI. Filter

- A. With respect to any of its computers with Internet access, the school district will filter the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. Software filtering technology will be narrowly tailored and will not discriminate based on viewpoint.
- C. An administrator, supervisor, or other person authorized by the superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- D. The district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat-enabled environments and cyberbullying awareness and response.

VII. Consistency with Other School District Policies

Use of the school district computer system and use of the Internet will be consistent with district policies and the mission of the district.

VIII. Limited Expectation of Privacy

- A. By authorizing use of the school district system, the district does not

relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the district system.

- B. Routine maintenance and monitoring of the district system may lead to a discovery that a user has violated this policy, another district policy, or the law.
- C. An individual investigation or search will be conducted if district authorities have a reasonable suspicion that the search will uncover a violation of law or district policy.
- D. Parents/guardians have the right at any time to investigate or review the contents of their child's files and email files in accordance with district policy. Parents/guardians have the right to request the termination of their child's individual account at any time.
- E. District employees should be aware that the district retains the right at any time to investigate or review the contents of their files and email files. In addition, district employees should be aware that data and other materials in files maintained on the district system may be subject to review, disclosure, or discovery under the Minnesota Government Data Practices Act.
- F. The district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with district policies conducted through the district system.

IX. Internet Use Agreement

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents/guardians, and employees of the school district.
- B. This policy requires the permission of and supervision by the district's designated professional staff before a student may use a district account or resource to access the Internet.
- C. The Internet Acceptable Use Agreement form for students must be read and signed by the user and the parent/guardian. This form is signed annually via the Parent Portal. The Internet Acceptable Use Agreement form for employees must be signed by the employee.

X. Guest Access and Internet Use

- A. Guest access to the school district's open wireless network is provided as a service to the community, and is subject to all district policies and

guidelines, plus any state and federal laws related to Internet use, including copyright laws. See Appendix VII, Personal Device Access.

- B. Guest access provides limited bandwidth, filtered for the following services:
 - 1. Web access (http and https)
 - 2. Email services (pop, imap)
 - 3. Virtual private network services (VPN)
- C. Limited technical support is provided for guest access and is identified in the service level agreement found on the district technology website.

XI. Limitation on School District 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.

XII. User Notification

- A. All users will be notified of the school district policies relating to Internet use.
- B. This notification will include the following:
 - 1. Notification that Internet use is subject to compliance with district policies.
 - 2. Disclaimers limiting the district's liability relative to:
 - a. Information stored on district cloud services, tapes, hard drives, or servers.
 - b. Information retrieved through district computers, networks, or online resources.
 - c. Personal property used to access district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of

district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of district sponsored/managed Internet accounts.
4. Notification that, even though the district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations, and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents/guardians.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by district policy.
7. Notification that, should the user violate the district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XIII. Parents'/Guardians' Responsibility; Notification of Student Internet Use

- A. Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the district system from home or a remote location.
- B. Parents/guardians will be notified that their students will be using district resources/accounts to access the Internet and that the district will provide parents/guardians the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A statement that the Internet Acceptable Use Agreement must be signed by the user and the parent/guardian prior to use by the

student.

4. A statement that the district's acceptable use policy is available for parental/guardian review.

XIV. Notification Regarding Technology Providers

- A. Within 30 days of the start of each school year, the school district will give parents/guardians and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice will:
 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent/guardian or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- B. A contract between a technology provider and the district will include requirements to ensure appropriate security safeguards for educational data. The contract will require that:
 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- C. Upon request, the district will provide parents/guardians and students an opportunity to inspect a complete copy of any contract with a technology provider.
- D. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with the district are not the technology provider's property.

XV. School-Issued Devices

- A. Except as provided in paragraph B, the school district or a technology

provider will not electronically access or monitor:

1. any location-tracking feature of a school-issued device;
2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

B. The district or a technology provider may only engage in activities prohibited by paragraph A if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by district employees, student teachers, staff contracted by the district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
2. the activity is permitted under a judicial warrant;
3. the district is notified or becomes aware that the device is missing or stolen;
4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
5. the activity is necessary to comply with federal or state law; or
6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

C. If the district or a technology provider interacts with a school-issued device as provided in paragraph B, clause 4, it will, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent/guardian. Such notice will include a written description of the interaction, including which features of the device were accessed and a description of the threat. In the instance in which notification would pose a threat to life or safety, notification will instead be given within 72 hours following the resolution of the imminent threat.

XVI. Use of Email

The school district provides access to electronic mail for district communication between district employees and students, families, and community.

A. The email system will not be used for outside business ventures or other activities that conflict with school board policy.

- B. All emails received by, sent through, or generated by computers using the district network are subject to review by the district.
- C. Appropriate language must be used when communicating using the district email system or network.
- D. All emails are assumed to be documents that can be disclosed to the public unless the content of the email is protected as private or confidential information under data privacy laws. All information contained in an email must be treated in accordance with district policy, regarding student and employee data privacy.
- E. Employees will report inappropriate emails to the media specialist, the employee's supervisor, or the director of media and technology services.
- F. Emails having content governed by the district's record retention schedule must be kept in accordance with the retention schedule adopted pursuant to Policy 719 (Records Retention).

XVII. Cell Phone and Other Electronic Communication Device Use

- A. The school district has established rules and procedures regarding student possession and use of cell phones and other electronic communication devices in schools. These rules and procedures seek to minimize the impact of cell phones and other communication devices on student behavior, mental health, and academic attainment. These rules and procedures have been designed for specific school buildings, grade levels, or similar criteria.

Under these guidelines, at K-8 levels, all electronic communication devices must be stored "Away for the Day" in backpacks or lockers. High school uses a three-tier system where devices are stored away by default (Tier 1), but teachers may permit use for specific learning tasks (Tier 2) or independent work (Tier 3), with device use allowed outside classrooms following digital citizenship guidelines.

- B. Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
- C. If the district has a reasonable suspicion that a student has violated a district policy, rule, or law by use of a cell phone or other electronic communication device, the district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

- D. Students who use a cell phone or other electronic communication device during the school day and/or in violation of district policies may be subject to disciplinary action pursuant to the district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the district will be returned in accordance with school building procedures.
- E. Exceptions
1. Nothing in this policy prohibits a student from using a cell phone or other electronic communications device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.
 2. A student may use a cell phone or other electronic communication device to monitor or address a health concern or medical condition upon permission granted by district administration.
 3. Students may use a cell phone or other electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or district personnel, which may result in death, bodily injury, or substantial property damage.
 4. A student may use a cell phone or other electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the district implements a curriculum that uses technology, students may be allowed to use their own cell phone or other electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.
 5. Students who need to make a call may request permission to use a telephone in the building office.

XVIII. Limit on Screen Time for Children in Preschool and Kindergarten

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not

apply to a child for whom the district has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XIV. Implementation; Policy Review

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval.
- B. The administration will revise the user notifications, including student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The district Internet policies and procedures are available for review by all parents/guardians, staff, and members of the community.

Legal References:

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

15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)

17 U.S.C. § 101 *et seq.* (Copyrights)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Act)

20 U.S.C. § 6751 *et seq.* (Enhancing Education Through Technology Act of 2001)

[29 U.S.C. § 794 *et seq.* \(Section 504 of the Rehabilitation Act of 1973\)](#)

47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))

~~29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)~~

47 C.F.R. § 54.520 (FCC Rules Implementing CIPA)

[Minn. Stat. Ch. 13 \(Minnesota Government Data Practices Act\)](#)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 125B.15 (Internet Access for Students)

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Aid)

[Minn. Stat. § 325E.91 \(Prohibition on Nudification Technology\)](#)

[Minn. Stat. § 609.341, subd. 5 \(Definitions\)](#)

Mahonoy Area School District v B.L., 594 U.S., 141 S. Ct. 2038 (2021)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)

United States v. American Library Association, 539 U.S. 194 (2003)

Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)

R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)

Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)

S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)

Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)

M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

Policy 403 (Discipline of School District Employees)

Policy 406 (Public and Private Personnel Data)
Policy 413 (Harassment and Violence Prohibition, Students and Employees)
Policy 506 (Student Conduct and Discipline)
Policy 514 (Bullying Prohibition)
Policy 515 (Protection and Privacy of Student Records)
Policy 519 (Student Interviews by Outside Agencies)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedures and Process)
Policy 601 (Educational Competencies, Academic Standards, and Instructional Curriculum)
Policy 603 (Curriculum and Program Review and Development)
Policy 606 (Selection and Review of Text, Materials, Content, or Issues)
Policy 622 (Copyright Policy)
Policy 806 (Emergency Management)
Policy 904 (Distribution or Display of Materials on School District Property)

Policy		INDEPENDENT SCHOOL DISTRICT NO. 273
adopted:	08/08/22	Edina, Minnesota
revised:	10/16/23	
revised:	08/05/24	
revised:	03/03/25 (review limited to Section XVII only)	
revised:	10/13/25	
revised:	<u> </u> / <u> </u> / <u>26</u>	

Appendix I to Policy 524

STUDENT ONLINE ACCEPTABLE USE CONSENT FORM

Student:

By signing below, I agree to follow Edina Public Schools' Electronic Technologies Acceptable Use policy. I understand that my use of the network is a privilege and requires proper online responsibility. I further understand that misuse of the network will result in disciplinary action.

Student Name (PRINT) _____

Student I.D. Number _____

(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Student Signature _____

(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Address _____ City _____ Zip _____

School Building _____

Parent or Guardian:

I give permission for my child to have access to the Internet using the district's computer network. I also understand that some material accessible through the interconnected systems may be inappropriate for school-age students. I agree to defend, indemnify, and hold harmless Edina Public Schools from any and all claims arising out of or related to the use of this interconnected computer system. I further understand that I have the right to withdraw my approval in writing at any time.

☐

Approved

☐

Disapproved

Parent/Guardian Name (PRINT) _____

Signature of Parent/Guardian _____

Date _____

This form should be completed electronically through the online portal.

STUDENT ONLINE CODE OF ETHICS

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 in to the network, devices, or other educational technologies as another user.
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 (Policy 524 - Electronic Technologies Acceptable Use, Policy 622 - Copyright Policy).
14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action.

Appendix

revised:	09/24/12
modified:	11/13/17
reviewed:	04/20/20
revised:	08/08/22
revised:	10/16/23
reviewed:	08/05/24
revised:	10/13/25

GUIDELINES FOR EMPLOYEE'S PERSONAL USE OF SOCIAL NETWORKING

The decision to use online social networking for personal use is at the employee's discretion. The school district does not affirmatively monitor employee use of non-district, online social networking tools if the employee is not using district electronic technologies; however, the district may take appropriate action when it becomes aware of, or suspects, conduct or communication on an online social media site that adversely affects the workplace or violates applicable professional codes of ethics. These guidelines are for employees engaging in social networking for personal use.

1. When using your personal social networking sites, refrain from fraternization with students.
2. Ensure that social networking postings are appropriate for the public.
3. Weigh whether a posting will put your effectiveness as an employee at risk.
4. Use caution with regard to exaggeration, profanity, guesswork, copyrighted materials, legal conclusions, and derogatory comments.
5. Ensure compliance with data privacy laws and district policies. Employees will be held responsible for inappropriate disclosure, whether purposeful or inadvertent.
2. Respect your coworkers and students. Do not discuss students, their families, or coworkers.
3. Student images obtained from your employment with the district should not be included on personal social networking sites.
4. Set privacy settings carefully to ensure that you know who has access to the content on your social networking sites.
5. If the public may consider your statements to be made in your capacity as a district employee, you may want to include "This posting is my own and does not represent the view of Edina Public Schools." An employee in a leadership role in the district, by virtue of their position, must consider whether personal thoughts they publish will be attributed to the district. The use of the aforementioned phrase does not preclude the employee from disciplinary action.
6. Social media identifications, login identifications, and usernames must not contain the district's name or logo without prior written permission from (1) the director of media and technology services or (2) to the director of marketing and communications.

Appendix

revised: 09/24/12

reviewed: 04/20/20

revised: 08/08/22

revised: 10/16/23

reviewed: 08/05/24

reviewed: 10/13/25

Appendix IV to Policy 524

GUIDELINES FOR CLASSROOM USE OF SOCIAL MEDIA TOOLS

Staff members may elect to use social media tools for the purpose of instruction in accordance with Policy 524.

A. District Online Social Media Tools

1. Content and use must adhere to district policies and guidelines.
2. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.
3. The staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.

B. Non-District Social Media Tools

1. If a staff member elects to use a non-district social media tool, the staff member must build a separate page in that social media tool from their personal online presence.
2. Content and use must adhere to district policies and guidelines.
3. Content and use must not violate the “terms of service” for the social media tool.
4. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.
5. The staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.
6. The platform must not use official district or school logos without the permission of (1) the director of media and technology services or (2) the director of marketing and communications.

Appendix

revised: 09/24/12
reviewed: 04/20/20
revised: 08/08/22
revised: 10/16/23
reviewed: 08/05/24
reviewed: 10/13/25

Appendix V to Policy 524

GUIDELINES FOR SCHOOL OR DISTRICT USE OF SOCIAL MEDIA TOOLS

Individual schools and departments may choose to establish an official presence on public online social media sites with prior administrative approval. A request must contain the following information:

1. Sponsoring school or department;
2. Proposed social media site or other location;
3. Purpose of site, which cannot be served by the current district website;
4. Plan on how to comply with district policies and record retention requirements;
5. Description and primary use of site;
6. Plan for monitoring site, addressing policy violations, and ensuring current content; and
7. Designee for maintaining the site.

The request should be submitted to the director of marketing and communications. Written approval or denial will be provided to the school or department. If the request is denied, the school or department may request reasons for the denial in writing.

If the request is approved, the school or department must submit to the director of media and technology services, within two weeks of developing the site, the name of the person(s) who will manage the site and the login information for the site. When a presence is established, the sponsoring school or department is responsible for keeping the site current and monitoring the content of the site.

Sites may be linked from the official district website. All sites must comply with web record retention requirements under Policy 719 (Records Retention.).

Appendix

revised: 09/24/12

reviewed: 04/20/20

revised: 08/08/22

revised: 10/16/23

reviewed: 08/05/24

reviewed: 10/13/25

Appendix VI to Policy 524

GUIDELINES FOR DISTRICT SOCIAL MEDIA PAGES

The school district's social media presence creates an accessible communications outlet, providing district news, facilitating district-related discussion by the community, and guiding viewers to departmental websites at www.edinaschools.org. These guidelines are used in conjunction with Policy 524 (Electronic Technologies Acceptable Use) and all other district policies.

Establishment of Page

1. The district will include on its social media page, in a prominent location, a link to the Edina Public Schools' website, as well as contact information for the district.
2. The district will include language regarding limitation on comments and posts by its users:

Any comments/posts viewed as inappropriate or offensive are subject to removal without notice. These comments/posts include, but are not limited to, commercial solicitations; factually erroneous/libelous information; vulgarity or obscenity; personal attacks of any kind; political support or opposition to any candidate or political measure; offensive comments that target or disparage any group/person; violations of district policy; or discussions not related to the district.

3. The district will include language regarding compliance with data practices and records retentions under Minnesota law:

Social media pages are intended to serve as a mechanism for communication between the public and the district. Any comments submitted to pages, and its list of followers or subscribers, are public records subject to disclosure and retention pursuant to Minnesota law. Public disclosure requests must be directed to the district.

4. The communications department will be responsible for monitoring the district social media pages, including content and comments, to ensure compliance with guidelines for use as posted on the social media pages.

Postings

The district will provide balance in topics shared on its social media pages. District posts will highlight information relevant to and of interest to the community as a whole. Postings may also include prompts or questions relevant to the work and mission of the district that are intended to engage the community in the work of the district. Suggestions for posts should be submitted to the director of marketing and communications.

modified: 11/13/17
reviewed: 04/20/20
revised: 08/08/22
revised: 10/16/23
reviewed: 08/05/24
reviewed: 10/13/25

Appendix VII to Policy 524

Personal Device Access

Users of personal devices connecting to Edina Schools guest network must abide by Edina Public Schools' Policy 524 (Electronic Technologies Acceptable Use). Though guests may use their personal device and expect some aspects of privacy, use of the school district's network and systems have the following expectations:

1. Use at your own risk. Use of the district network is at the device owner's discretion and therefore the district is not responsible for any loss, damage or adverse effects that may occur to a device while on the district network.
2. Devices need to be registered. All non-district devices connected to the district network need to be registered. In the event of a security incident, personal devices may be disconnected without notice. No support for remediation of security incidents (e.g., malware) will be available, and devices will remain disabled from the district network until fixed.
3. The district network is monitored. For security purposes and pursuant to federal law, the district has implemented monitoring of the district network. Personal devices connected to the district network will also be monitored for access, times, network content, and known security vulnerabilities. This information may be recorded and is subject to audit.
4. The district network is filtered. Known inappropriate and/or malicious sites, and many non-instructional sites, are blocked. Use of the district network and systems requires that owners of personal devices adhere to legal and ethical conduct, and refrain from attempting to access blocked content.
5. No expectation of privacy. Access to the contents of personal devices is governed by local and federal laws. However, while accessing the district network, systems, and buildings, there is not a right to privacy of any content, and as such, may be accessed for inappropriate or illegal activities.
6. The district reserves the right to maintain records of usage. The district may immediately terminate the privilege to use the district network should it become aware that the network is being used for inappropriate or illegal activities. The district reserves the right to take appropriate action in the event inappropriate or illegal activities are discovered on the district systems or network.

Appendix

revised: 10/16/23

reviewed: 08/05/24

reviewed: 10/13/25

Students

Student Travel

I. Purpose

This policy defines the process and parameters for school district student-related travel, to include, but not limited to, academic, athletic, music, arts, and activities travel. The district supports student travel beyond the classroom and areas of competition that are properly planned, well-organized, conducted in an orderly manner and safe environment, and are carefully supervised. The goals of the experience should align to the district's educational competencies and content standards and follow all applicable state and federal laws.

II. General Statement

The processes and procedures for the planning and approval of student travel-based learning experiences will be prepared by administration and be attached as appendices to this policy. Administration, including the relevant building principals, will be responsible for enforcing these processes and procedures.

III. Definitions

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

A. "Staff Coordinator" is the school district employee responsible for the experience. The staff coordinator may be a head coach, teacher, administrator, or activities advisor.

B. Travel Category

1. "Extended travel" is travel that involves one or more overnight stops. Extended travel may be instructional or supplementary. An extended travel request form must be completed and approved.
2. "Instructional travel" is travel that takes place during the school day and is required as a part of a basic education program or course, which could include students completing assignments and/or a learning assessment.
3. "Supplementary travel" is optional travel in which students voluntarily participate, which enhances a basic education program or course. Travel may take place during or outside the regular school day.

Examples of student travel in this category include class activities and district-sponsored activities for clubs, teams, and other district recognized and approved special interest groups.

C. Travel Distance

1. "International travel" is defined as travel to Hawaii, Alaska, or otherwise outside of the 48 contiguous states.
2. "Local travel" is defined as travel that occurs within, or immediately adjacent to, the nine-county, Twin Cities metropolitan area.
3. "National travel" is defined as travel that occurs within the 48 contiguous states, but outside the definition of regional travel."
4. "Regional travel" is defined as travel that occurs within 700 miles of the Twin Cities metropolitan area, but outside the definition of "local travel."

IV. Guidelines

- Rules of conduct and discipline for students and employees will apply to all student trip activities.
- The school district will make efforts to ensure that all student travel is as inclusive as possible for participants with disabilities, in accordance with the Americans with Disabilities Act (ADA), and will attempt to make reasonable accommodations, as requested. For extended travel, including most international travel, the district will have limited control over the facilities and accommodations. The district will not be able to make accommodations that would fundamentally alter the nature of the travel experience or would result in what the ADA refers to as an undue burden. In such situations, the district will communicate these circumstances to parents/guardians and participating staff.
- In the interest of providing lower cost opportunities for students, a regional or national travel-study experience with similar educational objectives will be offered to students in the prior, same, or following school year as an international trip.
- Employees may not enter into contracts or agreements with commercial agencies without formal district approval. As such, all travel experiences must meet the expectations outlined in this policy.

Legal References:

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.37 (Prohibited Fees)

Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References:

Policy 403 (Discipline of School District Employees)

Policy 423 (Employee–Student Relationships)

Policy 506 (Student Conduct and Discipline)

Policy 516 (Student Medication)

Policy 629 (Student Fundraising)

Policy 707 (Purchasing)

Policy 713 (Student Transportation)

Policy 711 (Student Activities Accounting)

Policy 913 (Partnerships – Parent Organizations and Booster Clubs)

Policy

adopted: 07/21/08

amended: 07/19/10

amended: 10/25/10

amended: 08/20/12

revised: 06/24/13

revised: 05/16/16

revised: 01/30/17

revised: 06/17/19

revised: 12/12/22

revised: 05/05/25

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Appendix I to Policy 538

Extended Travel

- The process to obtain extended travel permission is:
 - A. An employee submits an [Extended Field Trip and Travel Application](#) (a copy of which is at the end of this appendix) to the building principal. The travel is approved or denied.
 - B. A tentative travel proposal is required for all extended travel. It is intended to provide the superintendent, building principal, extended travel coordinator, and/or other designee(s) with background information about the proposed travel. The tentative travel proposal should include the following information:
 1. Purpose of the experience as it applies to the guidelines;
 2. Goals of the experience and alignment to educational competencies and content standards;
 3. Pre-travel requirements and/or proficiencies;
 4. Name of the staff coordinator;
 5. Number of participants involved;
 6. Ratio of participants to chaperones;
 7. Destination;
 8. Schedule of experience, including dates and school days missed;
 9. Mode(s) of transportation;
 10. Travel company;
 11. General provisions for the safety of the students while on tour (e.g., the number of chaperones, their responsibilities);
 12. Lodging and meal arrangements, which includes accommodations made for students with dietary restrictions and food allergies to be outlined after roster is complete;
 13. Method of financing, including estimated cost to each student, and a fundraising framework plan;
 14. A summary of the number of similar trips the staff coordinator and organization has experienced, and the number of incident reports generated each year; and
 15. A detailed overview of the insurance offerings for families, in addition to an intentional communication plan to ensure families understand the insurance offerings.

TRAVEL PROPOSAL APPROVAL SCHEDULE

Local, Regional Travel – Building Administration	2 months in advance
Extended, Regional Travel* – Building Principal	4 months in advance
Extended, National Travel* – Building Principal (once approved forwarded to superintendent for approval)	4 months in advance
International Travel – School Board	12 months in advance

*Notification of approved extended travel is provided to the school board following the schedule above.

- C. The approval criteria to approve or deny the travel proposal includes, but is not limited to:
1. The experience's purpose, goals, and any pre-requirements for participation;
 2. The ability of all students to participate in the experience, including opportunities for fundraising, scholarships, and/or financial assistance;
 3. Ability level of the group, as determined by the advisors or coaches;
 4. The ability of the group to serve as a role model for the district;
 5. The amount of parent/guardian or booster club support services; and
 6. The impact on school attendance by participants, with a general guideline of two school days of approved absence and no conflicts with major exam schedules.
- D. The final travel itinerary is required to be approved by the board for any extended travel that has significant changes to the originally approved itinerary. Significant change could include, but is not limited to, a change in destination, mode of transportation, and/or length of trip.
- E. Coordinating the travel agency and the parents/guardians of participants to ensure cancellation refunds are consistent with these timelines (if applicable).

II. Travel Guidelines

A. Costs

1. Travel arrangers will seek to make students' travel costs affordable for all students, while placing value on students' (a) safety; (b) experience, including travel-based learning goals; and (c) accommodations. Travel insurance will be offered, clearly communicated, and strongly encouraged for families to purchase. Students' travel costs will be as inclusive as practical for the experience, with limited out-of-pocket expenses. An estimate of out-of-pocket expenses will be stated. Students will be responsible for all travel costs.
2. A competitive bid process, following the process outlined in district policy, will be considered for travel and lodging expenses for international and national travel. Travel bid awards will be reviewed for safety, cost, experience, and accommodations. Careful consideration will be made by the staff coordinator, the extended travel coordinator, and building administration regarding these criteria before a bid will be awarded.
3. For national and international travel, parents and guardians should be provided with written details of the experience and travel advisory updates on a regular basis throughout the planning and preparation period and be given the opportunity to provide input prior to submission of the final travel itinerary.

- B. If an experience anticipates returning students later than 1:00 AM via bus, van, or other motor vehicle; the staff coordinator must secure additional overnight lodging and return the next day. Vehicular transportation cannot occur overnight. Extended travel which varies from the travel procedures requires extended travel coordinator, administrative, and school board approval prior to finalization of pre-travel plans with participants.
- C. The school district reserves the right to cancel or postpone international travel if travel alerts and/or warnings are issued by the U.S. Department of State's Bureau of Consular Affairs. The district will consult with the travel company involved prior to making such a decision. The district assumes no responsibility for refunds when making decisions on travel changes due to students' safety and security. The district has no obligations to check or monitor such alerts and/or warnings.

D. Fundraising and Financial Support

Groups that are planning to travel must develop a detailed fundraising plan, in accordance with district policy, that ensures adequate funds exist to allow all interested students to participate. Opportunities must be provided for the student to earn all or part of the necessary funds for a travel-based learning experience. This fundraising plan must be submitted to the building administration with the notice of intent to travel in section I.C. for their approval prior to dissemination of these plans to the students and parents/guardians. Financial assistance will be sought from the group's funding plan or other potential funding sources.

The district will seek partnership with financial host agencies to establish a student travel scholarship program for students with identified financial need. Funds for this support will come from private donations, fundraising events, and fees. The extended travel coordinator will oversee this program.

E. Participation

1. In order for the experience to be a worthwhile venture, it is important for a fine arts ensemble, athletic team, or group to have enough participants, with sufficient skills for the activity, to commit to the experience. The proper skills and balance is determined by the staff coordinator. Since regional, national, and international travel are not mandatory, no student will be penalized in their team placement if they do not wish to participate in a travel-based experience.
2. Students may participate in public performance opportunities within the local travel area given the opportunity is approved by the building administration, has the support of the staff member involved in the specific program, and has broad-based support among the student group. Financial viability should be the responsibility of the district, as the only anticipated cost for such performance opportunities is the transportation cost associated with the use of the district buses.

3. Chaperone and Guest Participation: Staff coordinators and chaperones are prohibited from bringing non-enrolled minor children, family members, or unauthorized guests on student travel. Adult family members may participate only if they are formally vetted, approved as official chaperones by the building principal, and assigned active student supervision duties.

F. Home Stays for Extended Travel

Home stays for extended travel may be permitted if approved by the administration at the proposal phase of the experience, and if the following criteria also are met:

1. The home stay is approved by the international provider, who is approved by the district administration;
2. The district chaperones make daily contact with students during their stay;
3. The parent or guardian signs off in support of their child's home stay prior to the experience; and
4. Whenever possible, the home stay will have two or more district students in each home.

G. Health-Related Services

The administrator will act in the best interest of the students' health, safety, and welfare during student travel.

District staff may be required to dispense medication to students. The medication will be stored and administered in accordance with district policy. Medication will be dispensed only in accordance with district policies by an adult trained by a licensed school nurse from the district or a person of comparable training (i.e., doctor, physician's assistant).

H. Insurance

Parents and guardians are strongly encouraged to carefully review the insurance offerings provided by the travel company the district is partnering with to ensure understanding of all costs and benefits involved. Parents and guardians are also encouraged to explore the adequacy of health and/or accident insurance coverage to cover medical needs away from home, especially when students are abroad. The district is not responsible for financial losses to students and parents/guardians due to cancellation of trips.

I. Financial Report

A financial report for national and international travel will be made to the building administration by the staff coordinator no later than 60 days after the completion of the experience.

Extended Field Trip and Travel Application

Preliminary Approval

Request time before a trip: 4 months-Extended Regional / 6 months-Extended National / 18 months-International

Student Travel [Policy 538](#)

Staff Coordinator:

GROUP	School		Group/Class				Estimated # of Students	
	Estimated # of Students Grade						# of School Personnel	
	Elem	MS	9	10	11	12		

DESTINATION	Destination		Address		Miles Round Trip
	Mode of Transportation		Travel Company		

GOAL	Educational Goal or Objective: alignment with competencies / standards
------	--

LODGING/ MEALS	Lodging and Meal Arrangements
-------------------	-------------------------------

TIME	Dates of Trip ____ / ____ / ____ thru ____ / ____ / ____	Days Absent: when school is in session	Days Absent: Non-school days/ vacation time
------	---	--	---

COST	Estimated Cost Per Student	Source of Funding:		
	\$_____	Student	District	Fundraise

Extended Field Trip and Travel Application

Preliminary Approval



CHECKLIST FOR PLANNING AN EXTENDED FIELD TRIP

Meet with your Principal and go through each task on the check list.

Principal should initial each task, indicating each item was discussed/approved.

- ☐ Consult [Policy 538](#) for detailed guidelines for field trips/travel. ____ Initial
- ☐ Ensure the **safety level** for all locations included in the travel are at a **1 or 2**. This includes travel through a location. There will be no travel approved that involves any location on the itinerary at a level 3 or above. ____ Initial
- ☐ Include detailed **plan for safety**. What are you considering? How will you be proactive? ____ Initial
- ☐ Review school policies pertaining to student conduct. ____ Initial
- ☐ Plan to give a list of names and phone numbers of traveling student and their families/volunteer adults to the principal as a component of the **safety plan**. ____ Initial
- ☐ Have chaperones confirmed and fully committed. ____ Initial
- ☐ International Travel: secure administrator participants as needed per [administrative support plan](#). ____ Initial
- ☐ Confirm with travel company if it is possible that other groups are scheduled or may join your group. Include this knowledge in **safety plan**. ____ Initial
- ☐ Ensure parent communication before/during/after trip. Include [pre communication email](#) aligned to [Policy 538](#). ____ Initial
- ☐ Ensure an insurance option will be available to families. ____ Initial
- ☐ Include provision for fundraising plan and attach. ____ Initial
- ☐ Ensure that reasonable accommodations are made for students with disabilities. ____ Initial
- ☐ Submit a request for transportation form, if needed, three weeks prior to the trip. ____ Initial
- ☐ Submit preliminary application at least **four** months before local/regional trip, **six** months before national trip, and **eighteen** months before international trip. ____ Initial

REQUIRED SIGNATURES

Staff Submitting Form

I acknowledge the above has been reviewed by the Principal and I am responsible to implement

Principal _____

I acknowledge the above has been reviewed with the staff coordinating the trip and I approve

Director of Teaching & Learning _____

Required to move forward for School Board approval

Superintendent _____

Required Superintendent signature: International only

Copies sent to: **Jody De St. Hubert**, Director of T & L, at the District Office.
Jenn Carter, HS Asst. Principal, Extended Travel Facilitator
Principal in your building

Student Travel Policy [538](#)
Form: 538-12
Established: 7/19/2010
Revised: 1/10/2025

Appendix

revised: 05/05/25

Revised: __/__/26

Student Travel Chaperone Agreement

Name _____

Address _____

City _____ State _____ Zip _____

Phone (____) _____ Cell Phone (____) _____ Email _____

The following guidelines are designed to help volunteers understand their responsibilities while performing within the course and scope of a volunteer chaperone position. Volunteer chaperones are expected to abide by all Edina Public Schools' policies. This agreement is effective for the _____ school year and may be used for multiple events.

The goal of Edina Public Schools' activities is to provide a safe, fun, and positive experience for both youth and adults. As an adult chaperone, you play a valuable role in attaining this goal.

Please read through this code of conduct and sign below.

As an adult chaperone, you agree to:

1. **Background Check:** Complete the ~~required district~~ background check ~~required by the school district at your own expense~~ **at least 14 days prior to departure. (Note: If financial assistance for the background check fee is required, contact the travel coordinator.)**
2. **Chaperone Expenses and Assistance:** Acknowledge that travel expenses are the responsibility of the chaperone.
3. **Transportation Safety:** ~~Have~~ **Maintain** a valid driver's license, ~~and carry proof of automobile liability insurance, if you use a motor vehicle to transport yourself or others. Also, and ensure that all passengers use seatbelts.~~ **seatbelt use for all passengers, including self, if authorized to transport.**
4. **Substance Restrictions:** ~~Not~~ **Refrain from** possessing or ~~use~~ **using** alcohol, illegal drugs, or tobacco products, **cannabis, THC/CBD products, e-cigarettes, or vaping devices.** ~~while involved in~~ **during** any Edina Public Schools' meeting or district activity.
5. **Professional Conduct:** Represent Edina Public Schools **positively by maintaining courtesy, using appropriate language, demonstrating to youth and adults by conducting yourself courteously in manner and language, exhibiting good sportsmanship, and serving as a positive respectful role model.** ~~, and using reasonable conflict resolution skills.~~
6. **Supervision and Safety:** ~~Not leave the premises of the event without the approval of the staff coordinator when chaperoning students.~~ **Remain on event premises during duty hours, accept direction from staff coordinators, actively monitor student participation, and immediately report any policy violations or safety concerns to the staff coordinator.**
5. ~~Not use obscene or discriminatory language at any Edina Public Schools' activity.~~

~~6. Represent Edina Public Schools to youth and adults by conducting yourself courteously in manner and language, exhibiting good sportsmanship, serving as a positive role model, and using reasonable conflict resolution skills.~~

7. Medication Administration: Do not hold, store, or administer any prescription or over-the-counter medication to students unless explicitly trained and designated by a licensed school nurse in accordance with District Policy 516.

8. Privacy & Social Media: Refrain from taking photos or videos of students on personal devices and posting student images or trip details to personal social media accounts.

9. Unauthorized Guests: Refrain from bringing non-enrolled minor children, siblings, or unauthorized guests on the travel experience.

~~7. Abide by all applicable Edina Public Schools' rules, policies, and guidelines.~~

~~8. Accept supervision and support from the staff coordinator or designated activity volunteer leader.~~

~~9. Accept the responsibility to promote and support the vision, mission, and values of Edina Public Schools' activities.~~

~~10. Ensure that students follow the guidelines and participate appropriately in all activities and travel.~~

~~11. Immediately inform the staff coordinator of any violations of district policies so that the staff coordinator can respond appropriately.~~

~~12. Participate in activities to the best of your ability.~~

10. Training and Active Communication: Attend ~~at least one~~ **required** chaperone training session that will (covering travel logistics, and district policies and rules, and including data privacy) training, and maintain an active mobile phone registered with the staff coordinator for safety and logistical contact.

11. District Alignment: Support the vision, mission, and policies of Edina Public Schools activities throughout the duration of the trip.

I have read this document. I understand its contents and agree to its terms. I also understand that if I do not follow this code of conduct, my participation in Edina Public Schools-sponsored activities for this and the future school year will be terminated.

Chaperone's Signature: _____ Date: _____

(05/25 __/26)

Appendix III to Policy 538

**Edina Public Schools
Extended Travel Release of Liability**

This completed form is required for all EPS extended travel. Failure to complete and/or lack of agreement will prohibit participation in the planned travel experience.

Student Name:

Course/Travel Experience:

AGREEMENT AND RELEASE OF LIABILITY

1. I am _____, ("Student") and/or the parent/guardian of Student, a student at Edina High School ("School"). I have chosen to and intend to allow Student to participate in a travel-based learning experience (Program) sponsored by the School.
2. I have voluntarily arranged for Student to participate in a Program which will include travel to _____ for the dates of _____.
3. I understand and am aware that during the Program in which Student will participate and in traveling to and from the Program certain risks and dangers may arise, including but not limited to the hazards of traveling in unsafe areas or under unsafe conditions, the forces of nature, the negligent or reckless acts or omissions or strict liability of persons or entities providing goods or services to Student, their agents, employees, officers, directors, associates, affiliated companies or subcontractor, travel by boat, automobile, train, ship, aircraft, bus, or other means of conveyance, an accident or illness in places without access to medical facilities, transportation, or means of rapid evaluation and assistance. I understand the school district is not responsible for financial losses to students and parents/guardians due to cancellation of trips.
4. I am aware that Student's participation in the Program and/or the use of transportation, housing, and dining services, and other goods and services in connection with participation in the Program carries a risk of serious personal injury, serious illness, death, and property damage or loss. I expressly and voluntarily assume on behalf of Student and for myself all risk of injury, illness, death, and property damage or loss that may result from Student's participation in the Program and travel to and from the Program.
5. As consideration for being permitted to participate in the Program, I hereby release and discharge the School and its officers, directors, faculty, agents, employees, and legal representatives ("the Released Parties") from liability for injury, illness, death, damage, or loss arising out of Student's participation in the Program or use of transportation, housing, dining, or other goods and services, or arising out of any other activity incident to Student's participation in the Program, including any losses caused by the negligence or strict liability of the Released Parties. I do not release the Released Parties from liability for willful or intentional acts or punitive damages.
6. I also agree not to sue or make a claim against the Released Parties for injury, illness, death, damage, or loss sustained as a result of Student's participation in the Program. I will indemnify and hold harmless the Released Parties from all claims, judgments, and costs, including attorneys' fees, incurred in connection with any action.

I HAVE CAREFULLY READ THIS AGREEMENT AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS. I SIGN IT OF MY OWN FREE WILL.

Student Signature:

Date:

Parent/Guardian Signature:

Date:

EXTENDED TRAVEL STUDENT CONDUCT AGREEMENT

Student Name:

Course/Travel Experience:

Students on an extended travel experience approved by the Edina Public Schools (EPS) are to realize that:

1. Approved student travel is an extension of the normal school day; and
2. Students are representatives of EPS throughout the travel experience.

Therefore, all EPS policies are in effect as outlined in the current *Student Rights and Responsibilities Handbook*.

All students engaged in extended travel represent the EPS from the point of departure to the point of return and are expected to act at all times in a way that exemplifies the high standards of behaviors set by our learning community.

EPS assigned travel coordinator(s) have the normal authority given to classroom teachers and the accompanying administrative designee has the authority of a building or district-level administrator. School administration and the EPS superintendent will be notified of all policy violations that occur during the travel experience.

To ensure that the student and the parent/guardian understand travel-related behavior expectations, all travel coordinators will review certain policies and the consequences of any policy violations. Student participants and their parent/guardian are to initial below that each policy was clarified and that their policy questions were answered prior to the travel experience.

Policy	Student	Parent / Guardian
Student Travel (Policy 538)		
Search of Student Lockers, Desks, Personal Possessions, and Student's Person (Policy 502)		
Student Dress and Appearance (Policy 504)		
Student Attendance (Policy 503)		
Electronic Technologies Acceptable Use (Policy 524)		
Student Medication (Policy 516)		
Student Conduct & Discipline (Policy 506)		

Additionally, while participating in extended travel, EPS students may not:

1. Engage in any “body modification” (i.e., tattoos, body piercing, or similar behavior)
2. Operate a motor vehicle
3. Participate in extreme sports, except sports that are a part of the program
4. Engage in any activity deemed dangerous to the health, safety, or welfare of the student or any member of the group

Violation of these expectations while on an extended travel experience will result in the immediate return home of the student. The parent/guardian will bear full financial responsibility for all related costs of this action, including costs for an accompanying chaperone. The signatures below indicate that both student and parent/guardian understand and agree to the district policies, the consequences of policy violations, and the additional prohibited behaviors listed above.

STUDENT	PARENT/GUARDIAN
Student Name:	Name:
Signature:	Signature:
Date:	Date:

(05/25)



Appendix I to Policy 516 and Appendix V to Policy 538

Student Name _____ DOB _____

Date _____ School _____

Edina Public Schools Medication Administration Authorization

For students that require medications for asthma, severe allergies, seizures, or diabetes, have the licensed provider complete a signed action plan.

To be completed by a physician/licensed prescriber					
Medication	Dose in mg	Frequency/Time	Route	Medical Condition and ICD10	Check if controlled substance
Physician/licensed prescriber signature:				Date:	
Print Name of Prescriber:			Clinic Name:		
Phone:			Fax:		

Parent/ Guardian Authorization

- H. I request that the above medication(s) be given during school hours as ordered by my child's physician/licensed prescriber.
- I. I request that the medication be given on field trips as prescribed. ☐ Yes ☐ No
- J. I request that the medication be given during EPS non-school hours/days programming (Kids Club/in-building Enrichment Programs) and I am responsible for training the staff. I understand a school nurse may not be available during this time. Due to safe medication storage, medication for programming outside of a building is not accepted by staff. ☐ Yes ☐ No
- K. Requests for reasonable accommodations and modifications will be evaluated on a case-by-case basis as necessary to accommodate students with disabilities consistent with applicable law.
- L. I request that medication be available to EPS staff during non-school hours/days for EPS programming. ☐ Yes ☐ No
- M. I will notify the school/program if medication is stopped or changed.
- N. I give permission for the medication/s to be given by school personnel as delegated, trained, and supervised by the school nurse.
- O. Legally I may refuse to sign the authorization to administer medication form. If I refuse to sign, EPS will not be able to administer the medication.
- P. This consent may be revoked at any time by sending a written notice to the licensed school nurse or program lead.
- Q. This permission expires at the end of the school year/prior to the first date of the next school year. A new authorization will be required to administer the medication after the first day of the new school year.
- R. All medication, both prescribed and over the counter, must be sent to school in the original container or pharmacy-labeled container.
- S. I understand that I am required to retrieve the drugs, medications, or controlled substances when asked by the school. If I do not timely pick up the drugs or medications, I designate the school district as an authorized entity to transport the drugs or medications for the purpose of destruction.

Parent/Guardian Signature _____ Date _____

Permission for Release of Information

7. I give permission for the school nurse to communicate, as needed, with school staff about my child's medical condition(s) and the action of the medication/s in order to provide for my child's health and safety needs at school.
8. I give permission for a school nurse to contact my child's physician/licensed prescriber with questions about the above listed medication/s or medical condition/s being treated by medication/s.
9. I give permission for the physician/licensed prescriber to release information related to the above medication(s) and medical condition(s) to the licensed school nurse.

Parent/Guardian Signature _____ Date _____

Edina Public Schools Medication Authorization Procedures

Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student while at school. When medication is necessary during school hours, our intention is to insure the health and safety of your student. Thank you for your cooperation.

Each year, the following must be followed when sending any prescription or nonprescription medication to school:

1. **A completed parent/guardian signature and consent** authorizing school personnel to administer medication. Medications will NOT be administered or accepted until signed medical orders AND signed parental consent are provided to the health office.

2. **A written order from the physician** with instructions for all medications, prescription and over-the-counter. The order may be faxed to the school.

3. **The original pharmacy labeled container.** For prescription medications, the pharmacist can supply a labeled container, one for home and one for school. The pharmacy label must have the following:

- Student full name,
- Physician name,
- Medication name and dosage,
- Time and directions for administration,
- Current date.

4. **New medication consent form is required when:**

- The dosage or time of administration is changed
- At the beginning of each school year
- If discontinued medication is restarted. The parents/guardians must notify the school in writing when the medication is discontinued.

5. **Storage:** Medication to be administered at school will be stored in the Health Office. Exceptions are students who may carry an asthma inhaler or epinephrine, if they have a written doctor's order and written parental permission to do so and have demonstrated to the school nurse competency in administration.

6. **End of Year/Programming Medication Pickup and Disposal:** At the end of the school year or programming, all medications must be picked up in the health office by the parents/guardians or responsible adult. Parents/guardians are encouraged to dispose of unwanted medications properly. More information can be found at [MN Pollution Control Website](#). EPS will dispose of unclaimed medications following proper guidelines.

7. **Half Tablets:** Health Services staff are not responsible for breaking tablets in half. When there is a physician order to give one-half of a tablet, talk with your pharmacist.

8. **Field Trips / Extended Learning:** Complete the field trip question on the Authorization for Medication Administration form. Additional consent will be necessary for overnight and extended trips. Health Services staff do not routinely accompany students on field trips and a teacher may be responsible for administration of medication.

9. **Standard Medications:** Health Services staff will only administer medication that is listed and described in the Standard Physician's Desk Reference (PDR).

10. Requests for reasonable accommodations and modifications will be evaluated on a case-by-case basis as necessary to accommodate students with disabilities consistent with applicable law.

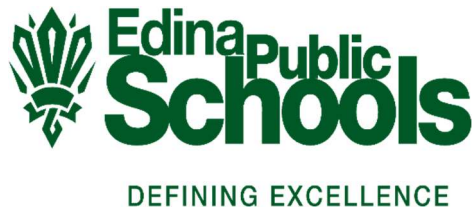
Policy 516 - Student Medication and Policy 538 - Student Travel

(06/26)

IX. Action

IX.A. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA)

Speaker(s) : Sonya Sailer, Executive Director of Human Resources; and Mert Woodard, Executive Director of Finance and Operations



Board Meeting Date: 9/14/2026

Title: Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA)

Type: Action

Presenter(s): Sonya Sailer, Executive Director of Human Resources; Mert Woodard, Executive Director of Finance and Operations

Description: The School District's paraprofessionals 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 four (4) percent improvement to the wage schedule in both years of the agreement;
3. A \$90.00 per month increase to the school district's contribution towards health insurance beginning on January 1, 2027 with an additional \$70.00 monthly increase on January 1, 2028; and
4. One additional (1) paid holiday (for a total of six (6) annual paid holidays) beginning in the first year of the agreement.

The two-year total package for this proposed agreement is \$18,068,048, which represents an increase of \$1,327,887. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 7.93%. 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 MSEA agreement.
2. Final clean copy of the proposed 2026-2028 MSEA agreement.



DEFINING EXCELLENCE

AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273
EDINA, MINNESOTA

AND THE

MINNESOTA SCHOOL EMPLOYEES
ASSOCIATION (MSEA)

JULY 1, 2026 THROUGH JUNE 30, 2028

Table of Contents

1. INTRODUCTION	1
1.1 Master Agreement.....	1
1.2 Recognition of Exclusive Representative	1
1.3 Definitions.....	1
1.4 Employer Rights	2
1.5 Employee Rights.....	3
2. DUTY DAYS, HOURS, AND OVERTIME	4
2.1 Hours of Day	4
2.2 Emergency or Weather Closing	4
2.3 Overtime	5
2.4 Replacement Pay.....	5
2.5 Breaks	5
2.6 Playground and Lunchroom Hours.....	5
3. COMPENSATION	6
3.1 Wage Rates.....	6
3.2 Placement on the Salary Schedule	7
3.3 Experience Credit	7
3.4 Summer Work.....	7
3.5 Crossing Guard or Directing Traffic Stipend	7
3.6 Holidays	7
3.7 Tax-Deferred Matching Contribution Plan	7
4. LEAVES OF ABSENCE	8
4.1 Family, Medical, and Parental Leave	8
4.2 Basic Leave Allowance.....	8
4.3 Sick Leave.....	9
4.4 Family Illness or Bereavement Leave.....	9
4.5 Personal Leave	9
4.6 Emergency Sick Leave Bank (ESLB)	10
4.7 Religious Observance Leave	11
4.8 Childcare Leave	12

4.9 Incentive Leave.....	12
4.10 Judicial Leave.....	12
4.11 Superintendent's Discretionary Leave	12
5. INSURANCE BENEFITS.....	13
5.1 Group Insurance.....	13
5.2 Hospitalization-Medical Insurance	13
5.3 Dental Insurance.....	13
5.4 Life Insurance	14
5.5 Accidental Death and Dismemberment Coverage	14
5.6 Income Protection	14
5.7 Flexible Benefits Plan	14
5.8 Retiree Insurance	14
6. JOB POSTINGS	15
6.1 Notice of Job Postings.....	15
7. DISCIPLINE, DISCHARGE, AND PROBATIONARY PERIOD	15
7.1 Probationary Period	15
7.2 Probationary Period; Change of Classification	15
7.3 Completion of Probationary Period	15
7.4 Seniority Date	16
8. LAYOFF AND RECALL	16
8.1 Recognition.....	16
8.2 Definitions	16
8.3 Seniority Date	16
8.4 Displacement Rights.....	16
8.5 Reduction in Assignment	17
8.6 Changes in Assignment.....	17
8.7 Layoff Application	18
8.8 Recall	18
8.9 One-to-One Paraprofessionals	18
9. GRIEVANCE PROCEDURE.....	18
9.1 Definitions.....	18

9.2 Procedure	19
9.3 Selection of Remedies.....	20
10. PUBLIC OBLIGATION.....	20
11. DURATION	21
11.1 Term and Reopening Negotiations.....	21
11.2 Effect.....	21
11.3 Finality.....	21
11.4 Severability.....	21
12. DOCUMENT AUTHORIZATION.....	22
APPENDIX A	23
POSITION CLASSIFICATIONS	23
Instructional Assistant	23
Educational Associate.....	23
Technology Assistant.....	23

1. INTRODUCTION

1.1 Master Agreement

This Agreement is entered into between Independent School District No. 273, Edina Public Schools ("Employer"), and the Minnesota School Employees Association ("exclusive representative" or "Association") on behalf of the Edina Paraprofessionals, in accordance with the Public Employment Labor Relations Act of 1971 as amended ("PELRA") to provide the terms and conditions of employment for paraprofessionals.

1.2 Recognition of Exclusive Representative

1.2.1 Recognition

In accordance with PELRA, the Employer recognizes Minnesota School Employees Association as the exclusive representative for paraprofessionals employed by the Employer. The exclusive representative will have those rights and duties as prescribed by PELRA and as described in the provisions of this Agreement.

1.2.2 Appropriate Unit

The exclusive representative will represent all employees contained in the appropriate unit as defined in Subsection 1.3.2 of this Agreement and PELRA and in certification by the Commissioner of Mediation Services, if any.

1.3 Definitions

The following definitions are applicable to terms used in this Agreement:

1.3.1 Terms and Conditions of Employment

"Terms and conditions of employment" means the hours of employment, the compensation for employment including fringe benefits except retirement contributions or benefits other than Employer payment of, or contributions to, premiums for group insurance coverage of retired employees, deferred compensation or severance pay, and the Employer's personnel policies affecting the working conditions of the employees. "Terms and conditions of employment" is subject to the provisions of PELRA.

1.3.2 Description of Appropriate Unit

"Paraprofessionals" means all employees in the appropriate unit employed by the Employer in classifications excluding the following: (1) confidential employees; (2) supervisory employees; (3) essential employees; (4) part-time employees whose services do not exceed the lesser of fourteen (14) hours per week or thirty-five (35) percent of the normal work week in the employees' bargaining unit; and (5) employees who hold positions of a temporary or seasonal character for a period not in excess of sixty-seven (67) working days in

any calendar year unless those positions have already been filled in the same calendar year and the cumulative number of days in the same position by all employees exceeds sixty-seven (67) calendar days in that year and emergency employees.

1.3.3 Employer

“Employer” means the School Board or its designated representative.

1.3.4 Other Terms

Terms not defined in this Agreement will have those meanings as defined by PELRA.

1.4 Employer Rights

1.4.1 Inherent Managerial Rights

The exclusive representative recognizes that the Employer is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, areas of discretion or policy as the functions and programs of the Employer; its overall budget; utilization of technology; the organizational structure; selection; direction; and number of employees.

1.4.2 Management Responsibilities

The exclusive representative recognizes the right and obligation of the Employer to efficiently manage and conduct its operation within its legal limitations and with its primary obligation to provide educational opportunity for the students of the School District.

1.4.3 Effect of Laws, Rules, and Regulations

The exclusive representative recognizes that employees covered by this Agreement will perform the services prescribed by the Employer and will be governed by state and federal laws, Employer policies, rules, regulations, directives, and orders, issued by the Employer. The exclusive representative also recognizes the right, obligation, and duty of the Employer to promulgate policies, rules, regulations, directives, and orders from time to time as deemed necessary by the Employer insofar as these policies, rules, regulations, directives, and orders are not inconsistent with the terms of this Agreement. Any provision of this Agreement found to be in violation of any state and federal law, will be null and void, severable, and without force and effect.

1.4.4 Reservation of Managerial Rights

The above enumeration of rights and duties will not be deemed to exclude other inherent management rights and management functions not expressly reserved above, and all management rights and management functions not expressly delegated in this Agreement are reserved to the Employer.

1.5 Employee Rights

1.5.1 Right to Express Views

Nothing in this Agreement limits, impairs, or affects the right of an employee or representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the 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 exclusive representative.

1.5.2 Right to Join

In accordance with PELRA, an employee will have the right to form and join labor or employee organizations and will have the right not to form and join such organizations. An employee in an appropriate unit will have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for employees of this unit with the Employer.

1.5.3 Withholding Dues for Membership

Pursuant to Minn. Stat. § 179A.06, the Employer will deduct from the regular payroll: Association dues for those employees in the bargaining unit who are members of the Association and who have requested in writing to have their regular Association dues paid by payroll deduction.

1.5.3.1 Deduction of Association Dues

The Employer will commence payroll deductions within thirty (30) days from receipt of the notice of authorization from the Association.

1.5.3.2 Remission of Withheld Funds

The aggregate of funds deducted and withheld from all employees in the bargaining unit shall be remitted by the Employer together with an itemized statement to the Minnesota School Employees Association no later than thirty (30) days following the end of each payroll period.

1.5.3.3 Bargaining Unit Employee Information

The Employer shall report to the Association all employee information required by law and including additions, deletions, and status changes within the bargaining unit. The Employer will provide this information in the time period required by law.

1.5.4 Indemnification Clause

The Association will indemnify, defend, and hold the Employer harmless against any claims made against and any suits instituted against the

Employer, its officers, or employees, by reason of the association dues under Subsection 1.5.3.

1.5.5 Employee's Personnel Files

An employee has the right to review the contents of their personnel file. An employee has the right to reproduce any of the contents of the file at their expense. The employee may submit any information in response to material in the file and the submitted information will become part of the personnel file.

1.5.6 Association Release Time

During each year covered under this Agreement, the Association will be allowed up to a total of thirty-six (36) hours to be used by an employee who is an officer or agent of the Association. The Association agrees to notify the Superintendent or their designee, no less than five (5) duty days in advance of the date of intended use for the requested leave.

2. DUTY DAYS, HOURS, AND OVERTIME

2.1 Hours of Day

An employee will be assigned times and shifts as determined by the Employer. If a permanent change is made, a two (2)-week prior written notice will be issued, except in cases of emergencies and temporary changes.

2.2 Emergency or Weather Closing

An employee will be paid as follows in the event that school is delayed in opening, cancelled, or closes early.

School Cancelled	An employee is not required to work when school is cancelled. The employee receives pay for regularly scheduled hours for that day. The employee may be required to work an alternative day if school is subsequently rescheduled and worked without any additional pay.
Delayed Opening	An employee will adjust hours to announced starting time (e.g., if school starts late, report one hour later than usual unless normal start time is the same or later than announced starting time). An employee receives pay for regularly scheduled hours for that day.
Early Closing	If an employee is sent home due to early closing, the employee receives pay for regularly scheduled hours for that day.

In the event schools operate during a building closure (e.g., operate virtually during a snow-related building closure), employees will be expected to be available to support virtual learning.

2.3 Overtime

All hours worked in excess of forty (40) hours per week will be paid at one and one-half (1.5) times the regular rate of pay. Overtime will not be worked unless approved by the employee's supervisor in advance.

2.4 Replacement Pay

2.4.1 Eligibility

An employee who replaces another employee on a temporary basis for a period of up to five (5) consecutive working days will be compensated at the employee's own rate of pay.

2.4.2 Compensation

An employee who is assigned on a temporary basis to a position with a higher classification for a period of more than five (5) consecutive working days will be compensated at the higher rate of pay for the length of the assignment. Step placement will be determined by the Human Resources Department.

2.5 Breaks

An employee who works at least four (4) hours, but less than seven (7) hours may take one fifteen (15) minute paid break per workday. An employee who works seven or more hours per day may take two (2) fifteen (15) minute paid breaks per day.

The scheduling of all breaks must be with the approval of the supervisor or principal. An employee should arrange the scheduling of breaks with their supervisor.

If schedule arrangements cannot be agreed upon by the employee and the supervisor, an employee should bring this issue to the attention of the building administrator immediately. If the situation is still unresolved, the employee should contact the Human Resources Department and/or the union representative. Section 2.5 will not be subject to the grievance or arbitration procedure.

2.6 Playground and Lunchroom Hours

Hours worked supervising the playground or lunchroom will be paid at the employee's current classification and step relative to their assignment covered by this Agreement.

These hours will be included for credit toward experience credit, insurance items found in Article 5 and sick leave if the employee is also performing services in a position covered by this Agreement.

3. COMPENSATION

3.1 Wage Rates

The following wage rate schedules, effective as of July 1, ~~2024~~ 2026, respectively, will be applicable to an employee covered by this Agreement:

Step	Instructional Assistant	Educational Associate	Technology Assistant
2	<u>\$21.84</u>	<u>\$23.92</u>	<u>\$26.00</u>
3	<u>\$22.15</u>	<u>\$24.23</u>	<u>\$26.31</u>
4	<u>\$22.36</u>	<u>\$24.44</u>	<u>\$26.52</u>
5	<u>\$22.57</u>	<u>\$24.65</u>	<u>\$26.73</u>
6	<u>\$22.57</u>	<u>\$24.96</u>	<u>\$26.73</u>
7	<u>\$23.82</u>	<u>\$25.90</u>	<u>\$27.98</u>
8	<u>\$24.54</u>	<u>\$26.62</u>	<u>\$28.70</u>
10	<u>\$24.75</u>	<u>\$27.04</u>	<u>\$28.91</u>
12	<u>\$25.27</u>	<u>\$27.35</u>	<u>\$29.43</u>
18	<u>\$26.00</u>	<u>\$28.08</u>	<u>\$30.16</u>

The following wage rate schedules, effective as of July 1, ~~2025~~ 2027, respectively, will be applicable to an employee covered by this Agreement:

Step	Instructional Assistant	Educational Associate	Technology Assistant
2	<u>\$22.71</u>	<u>\$24.88</u>	<u>\$27.04</u>
3	<u>\$23.04</u>	<u>\$25.20</u>	<u>\$27.36</u>
4	<u>\$23.25</u>	<u>\$25.42</u>	<u>\$27.58</u>
5	<u>\$23.47</u>	<u>\$25.64</u>	<u>\$27.80</u>
6	<u>\$23.47</u>	<u>\$25.96</u>	<u>\$27.80</u>
7	<u>\$24.77</u>	<u>\$26.94</u>	<u>\$29.10</u>
8	<u>\$25.52</u>	<u>\$27.68</u>	<u>\$29.85</u>
10	<u>\$25.74</u>	<u>\$28.12</u>	<u>\$30.07</u>
12	<u>\$26.28</u>	<u>\$28.44</u>	<u>\$30.61</u>
18	<u>\$27.04</u>	<u>\$29.20</u>	<u>\$31.37</u>

3.2 Placement on the Salary Schedule

Credit may be granted for appropriate outside experience at the time of initial hiring.

3.3 Experience Credit

Experience credit for purposes of salary increases will be determined as of July 1 each year. An employee hired prior to January 1 will be given credit for one (1) year of experience.

3.4 Summer Work

Article 3 is the only article that applies for bargaining unit members performing summer work.

3.5 Crossing Guard or Directing Traffic Stipend

An employee specifically assigned to work as a crossing guard or directing traffic will receive a stipend of \$3.20 per hour for the actual time performing those duties. This stipend is in addition to the wage rate under Subsection 3.1.

3.6 Holidays

An eligible employee will receive ~~six (6) five (5)~~ paid holidays, which will be observed on Thanksgiving, Christmas Eve, Christmas Day, New Year's Day, and the first Monday and Tuesday of Spring Break.

The holiday payment for Thanksgiving will be paid in accordance with the Employer's payroll schedule for that pay period. An employee is eligible to receive holiday pay for Christmas Eve, Christmas Day, and New Year's Day if they are an active employee already scheduled to be paid as of December 31st of the given year. The Employer will pay the lump sum holiday payment for Christmas Eve, Christmas Day, and New Year's Day as a part of an employee's first paycheck in January. The lump sum holiday payment for the spring holidays will be paid in accordance with the Employer's payroll schedule for that pay period.

3.7 Tax-Deferred Matching Contribution Plan

An employee may contribute a portion of their base salary to the employee's retirement contribution plans, either tax-deferred or not tax-deferred, subject to the following subsections.

3.7.1 Approved Plan

The employee's contribution plans must be district-approved and subject to applicable provisions of Minnesota Statutes and IRS Codes and any amendments thereto. A list of eligible plans is available on the district's website and in the business office.

3.7.2 Eligibility

An employee is eligible to participate in the tax-deferred 403(b) matching contribution plan if (1) the employee has completed two (2) years of services with the Employer and (2) the employee is assigned to work twenty (20) hours or more per week.

3.7.3 Matching Salary Deduction

The Employer contribution is not payable unless the employee authorizes a matching salary reduction up to the amount the employee is eligible to receive under Subsection 35.7.4.

3.7.4 Employer Contribution

The amount of the Employer contribution will be up to two and one-half (2.5) percent of the employee's hourly wage with a maximum Employer contribution of \$2,000 per year.

3.7.5 Employee and Employer Contribution

Contributions will be made to a district-approved company of the employee's choice, subject to the previous subsections. The employee is responsible for making all arrangements required with the vendor to ensure that proper payment can be made by the Employer.

4. LEAVES OF ABSENCE

4.1 Family, Medical, and Parental Leave

An eligible employee may be entitled up to twelve (12) weeks of unpaid leave per twelve (12) month period consistent with law and the terms of the Employer's leave policy and procedure, as it may be amended from time to time at the sole discretion of the Employer.

Leaves taken under other sections of this Article that also qualify as leave under the Family Medical Leave Act are coordinated and taken simultaneously.

4.2 Basic Leave Allowance

An employee receives a basic leave allowance of one (1) day for each month worked up to a maximum of nine (9) days for each school year. The basic leave allowance may be used for sick leave, family illness, or bereavement leave, and personal leave under the terms and conditions set forth in Section 4.6. This leave is deducted from the employee's basic accumulated leave allowance. Basic leave not used during any school year accumulates without limit.

4.3 Sick Leave

One (1) day of basic leave allowance may be used by an employee for each day of absence due to illness or injury.

An employee who has been absent may be required to present a statement from a physician verifying an illness and certifying that the employee has recovered sufficiently to return to normal duties. An employee 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 employee 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.

4.4 Family Illness or Bereavement Leave

An employee may use basic leave allowance provided by the Employer for absences due to an illness or injury to the employee's dependent child for reasonable periods as the employee's attendance with the dependent child may be necessary, on the same terms the employee is able to use accumulated basic leave allowance for the employee's own illness or injury. A "dependent child" means an individual under eighteen (18) years of age or an individual under age twenty-one (21) who is still attending secondary school. Leave allowance may be used in accordance with state and federal law for the illness of an adult child, spouse, sibling, parent, grandparents, or stepparent.

For necessary absence because of illness or death or illness in the employee's family, the employee may use accumulated basic leave at no salary deduction. Additionally, for necessary absence because of illness or death of any non-relative living in the employee's household, the employee may use accumulated basic leave at no salary deduction. For necessary absence because of the death of friends, the employee may use accumulated basic leave at no salary deduction. An employee may without deduction from pay or leave, also attend local funerals when the absence involves approximately two (2) hours and when coverage can be arranged from other employees.

4.5 Personal Leave

Up to four (4) days leave allowance during any one regular school year may be used by an employee for personal leave. The specific reason for the requested leave does not have to be given.

Requests for personal leave must be submitted in writing to the employee's immediate supervisor at least three (3) duty days in advance except in cases of extreme emergency.

An employee making a timely request for use of personal leave may use this leave unless the employee is notified that their request is denied. Adequate staffing for buildings and departments must be ensured as determined by the supervisor.

The employee must ensure they have personal leave available. An employee is encouraged to check availability of personal leave by referring to the online employee system.

4.6 Emergency Sick Leave Bank (ESLB)

The Employer and Association have developed an emergency sick leave bank (ESLB) for qualifying employees who have exhausted all paid leave options including basic leave, workers' compensation (if applicable), and any other state and/or federal paid leave programs. Employees 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 employee (or their immediate family member) that will require the prolonged absence of the employee from duty and will result in a substantial loss of income to the employee because the employee has or will have exhausted all forms of paid leave.

An eligible employee must use all forms of paid leave before accessing donated leave from the ESLB. There is a mandatory ten (10) day waiting period before an eligible employee can access donated leave.

Examples:

- Eligible employee has fifteen (15) days of paid leave. They can access donated leave starting from the sixteenth (16th) day of their absence.
- Eligible employee has five (5) days of paid leave. They will use their five (5) days of paid leave for the first five (5) days of their absence. They will be on unpaid leave from days six (6) through ten (10). They can access donated leave starting from the eleventh (11th) day of their absence.

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 unit employees to support colleagues experiencing such circumstances.

Employees will be notified of the open enrollment for participation in the ESLB at the beginning of employment. Employees 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. Employees who choose not to participate in the ESLB at the time of hire can only join during the month of September for the upcoming school year. To do so, they must donate one (1) basic leave day on or before September 30 of that year.

All donations are confidential and nonrefundable. Once a day is donated, an employee cannot retract or reclaim the donated basic leave for any reason.

If at any point the ESLB is not self-sustaining, the Employer and Association may request additional donations. Employees 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 Association.

Recipient Eligibility. Membership will be open to all regularly contracted unit employees. An employee 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 employee or immediate family member's treating physician to the Human Resources Department. Employees 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 Association when an application for sick leave from the ESLB has been approved.

No employee may withdraw more than sixty-five (65) consecutive days from the ESLB. After sixty-five (65) days, an employee must be approved for long-term disability or return to work. No employee may withdraw more than one hundred ten (110) days during their career with the Employer unless the Employer and the Association agree to a greater number of days for a life-threatening medical emergency. No employee may withdraw days from the ESLB for use on non-contract days.

Employees 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.

4.7 Religious Observance Leave

Up to three (3) days leave will be granted to an employee for required religious observance. These days must be recognized religious holidays and will not be permitted for circumstances where personal alternative attendance options exist. Notification must be submitted in writing to the Human Resources Department at least two (2) weeks prior to the requested absence.

4.8 Childcare Leave

An employee is eligible for a leave of absence without pay for a period of up to twelve (12) months for childcare.

The employee must submit an application for childcare leave at least sixty (60) calendar days before the requested leave is to begin. The sixty (60) day requirement may be waived when an emergency makes this notice impossible. The childcare leave 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. Upon return to work, the employee will be reinstated to the employee's original job or to a paraprofessional position with no reduction of hourly pay and will retain all seniority and leave benefits accrued prior to taking the leave of absence.

4.9 Incentive Leave

One (1) unrestricted incentive leave day with pay will be granted to any employee who completed the full prior school year without using any leave allowance for personal sick leave, family illness or bereavement leave, or personal leave, as provided for in Sections 4.2 through Section 4.6 of this Agreement. This incentive leave day may be used upon three (3) days written notice to the employee's supervisor. This day may not be accumulated from one year to the next year.

4.10 Judicial Leave

4.10.1 Court Appearances

An employee who is duly subpoenaed as a witness in any case in court will be entitled to leave with pay for that purpose provided that the employee is not a party in the case, and provided that the case is not the result of litigation undertaken by the employee or the Association against the Employer. In cases where the Employer is a party in the litigation, the employee will be entitled to pay while attending as a witness at the Employer's request or as a co-defendant in the case.

4.10.2 Required Jury Duty

An employee who is required to serve as a juror will be granted leave with pay while serving on jury duty contingent upon the employee paying to the Employer any fees received, minus travel allowance, for the jury service.

4.11 Superintendent's Discretionary Leave

Other types of leaves are subject to the discretion of the Superintendent.

5. INSURANCE BENEFITS

5.1 Group Insurance

The Employer will provide an eligible employee the opportunity to enroll in the program of group insurance benefits described in this Article. An eligible employee for purposes of this Article, unless specified otherwise, is an employee with a school year assignment of thirty (30) hours or more per week, as determined by the Human Resources Department.

5.2 Hospitalization-Medical Insurance

An eligible employee may enroll for either single, single plus one, or family coverage in the Employer's hospitalization-medical insurance program.

The maximum monthly Employer contribution toward the premium for the type of coverage in which an eligible employee is enrolled follows:

Type of Coverage	Effective 1-1-25	Effective 1-1-27	Effective 1-1-28
Single	\$725.00	\$815.00	\$885.00
Single + One	\$795.06	\$885.00	\$955.00
Family	\$1,031.39	\$1,120.00	\$1,190.00

An eligible employee enrolled in the program will contribute, through payroll deduction, any excess of the monthly premium over the maximum Employer contribution toward the type of coverage in which the employee is enrolled.

An eligible employee receiving wage replacement benefits from the Employer's workers' compensation carrier, or the long-term disability carrier will remain eligible for the Employer's contribution for health and hospitalization-medical insurance.

5.3 Dental Insurance

The Employer will provide a dental insurance program for eligible employees. Participation in this program is voluntary. The Employer will contribute up to the following amounts toward the monthly premium for each paraprofessional enrolled in the coverages available.

Type of Coverage	Monthly Contribution Effective 7-1-22
Single	\$25
Single + One	\$25
Family	\$25

An eligible employee 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 paraprofessional is enrolled.

5.4 Life Insurance

An eligible employee may participate in the Employer's group term life insurance program and will be provided \$20,000 of term life insurance. The Employer pays the entire premium for such coverage.

5.5 Accidental Death and Dismemberment Coverage

An eligible employee is eligible for accidental death and dismemberment insurance coverage in an amount equal to \$10,000. The Employer pays the entire premium for this coverage.

5.6 Income Protection

Eligible employees will be included in the Employer's income protection insurance program, with the Employer paying the entire premium for such coverage.

5.7 Flexible Benefits Plan

An employee is eligible to participate in the Flexible Benefits Plan established by the Employer provided, however, that the employee meets all other requirements for eligibility set forth in the Plan.

5.8 Retiree Insurance

An eligible employee who retires and meets the eligibility requirements of Minn. Stat. § 471.61, Subd. 2b will be eligible to continue indefinitely, at the employee's expense, participation in the Employer's group health and dental plan.

The Employer may offer a Medicare supplement health insurance plan for a retiree who is eligible for Medicare benefits. If a Medicare supplement plan is offered by the Employer, a Medicare eligible retiree will receive health insurance coverage only under the Medicare supplement plan. A retiree who becomes eligible for an

employer-paid group medical plan elsewhere is ineligible to continue in the Employer's plan.

6. JOB POSTINGS

6.1 Notice of Job Postings

The Employer will post on the District's website for seven (7) calendar days all non-temporary job openings not filled by reassignment. An employee wishing to be considered for posted vacancies must submit written requests to the Human Resources Department within the posting period. No requests will be carried from one posting to another. All decisions regarding reassignment, transfer, or promotion will be determined by the Employer.

7. DISCIPLINE, DISCHARGE, AND PROBATIONARY PERIOD

7.1 Probationary Period

An employee under the provisions of this Agreement will serve a probationary period of twelve (12) calendar months of continuous employment in the District (and within this unit) during which time the Employer has the unqualified right to suspend without pay, discharge, or otherwise discipline this employee; and during this probationary period, the employee has no recourse to the grievance procedure, insofar as suspension, discharge or other discipline is concerned. However, a probationary employee has the right to bring a grievance on any other provisions of this Agreement alleged to have been violated.

7.2 Probationary Period; Change of Classification

In addition to the initial probationary period, an employee transferred or promoted to a different classification will serve a new probationary period of three (3) calendar months in any such new classification. During this three (3) month probationary period, the Employer or the employee may determine that the employee's performance in the new classification is unsatisfactory, the Employer has the right to reassign the employee to the next available position in the employee's former classification for which the employee is qualified, or the employee may request to be placed in the first available vacant position in the employee's former classification for which the employee is qualified.

7.3 Completion of Probationary Period

An employee who has completed the probationary period may be suspended without pay or discharged only for cause. An employee who has completed the probationary period and is suspended without pay or discharged has access to the grievance procedure.

7.4 Seniority Date

An employee will acquire seniority upon completion of the probationary period as defined in this Agreement and, upon acquiring seniority, the seniority date will relate back to the first date of continuous service in a position governed by this Agreement. If more than one (1) employee commences work on the same date, the seniority ranking for such employees will be determined by the date and time such employee-initiated employment paperwork in the Human Resources Department.

8. LAYOFF AND RECALL

8.1 Recognition

The parties recognize the principle of seniority in the application of Article 8, subject to the restrictions and limitations stated below.

8.2 Definitions

8.2.1 Full-Time Employee

A “full-time employee” for purposes of Article 8 only is defined as a person who works thirty (30) or more hours per week.

8.2.2 Part-Time Employee

A “part-time employee” for purposes of Article 8 only is defined as a person who works less than thirty (30) hours per week.

8.3 Seniority Date

An employee within the appropriate unit acquires seniority upon completion of the probationary period as defined in this Agreement. Upon acquiring seniority, the seniority date relates back to the date of the original employment of continuous service within the appropriate unit and accumulative only within this appropriate unit.

8.4 Displacement Rights

8.4.1 Position Elimination or Reduction

An employee whose position is being eliminated or reduced from full-time to part-time will be sent written notice of the position elimination or reduction from full-time to part-time no less than fifteen (15) calendar days before the last working day in the full-time position. As an exception, notice of less than fifteen (15) days may be given with respect to special education positions. Copies of this notice must immediately be sent to the Human Resources Department and to union representative designated by the Association.

The affected employee may elect to displace, in accordance with Subsection 8.4.2, the employee with the least continuous service within the same or lower

wage group, except as provided in Section 8.9. Each subsequently displaced employee may elect to displace the employee with the least continuous service within the same or lower wage group in like manner except that the fifteen (15) day advance notice requirement stated above does not apply when an employee is displaced pursuant to the provisions of this Section. In each of the above instances, the employee may displace another employee only if they have the necessary skills and qualifications required for that position as determined by the Employer.

8.4.2 Full-Time and Part-Time Delineation

If a position is eliminated or reduced from full-time to part-time, that employee may displace the least senior person in the following groups in the order listed, except that a part-time employee may not displace a full-time employee. For purposes of this procedure, an employee serving in more than one (1) wage group will be considered as a member of the wage group in which the employee's regular assignment produces the greatest weekly earnings.

Educational Associates	Full-Time
Instructional Assistants	Full-Time
Educational Associates	Part-Time
Instructional Assistants	Part-Time

8.4.3 Written Request to Displace

A written request to displace must be delivered to the Human Resources Department within five (5) calendar days of the employee's receipt of notice of layoff.

8.5 Reduction in Assignment

In the event that a full-time employee's position is reduced, but as a result of that reduction continues to qualify as a full-time employee as defined in Subsection 8.2.1, this employee is not entitled to displace any other employee regardless of seniority.

In the event that a full-time employee's position is reduced to part-time as defined in Subsection 8.2.2, this employee may accept this reduced position or, except as provided in Section 8.9, may elect to displace the least senior employee in this appropriate unit in accordance with the provisions of Section 8.4.

8.6 Changes in Assignment

In the event that an employee's position is eliminated, and another position is available within the employee's current wage group for which the employee has the necessary skills and qualifications as determined by the Employer, the Employer

may transfer the employee to that assignment. An employee in this situation is not entitled to displace any other employee regardless of seniority.

8.7 Layoff Application

An employee on layoff retains the employee's seniority and right to recall within an equal or lower wage group in seniority order for a period of one (1) calendar year after the date of layoff, subject to the provisions of Section 8.8.

8.8 Recall

An employee will be recalled in order of seniority for a position within the same wage group held prior to layoff or a lower wage group for which the employee is qualified. If a position becomes available for a qualified employee who is on layoff, the Employer will notify the employee by email at the employee's last known email address on file with the Employer's Human Resources Department. The employee is responsible for notifying the Employer's Human Resource Department of any change to their email address to ensure that the Employer has the employee's current email address on file. ~~will mail by certified mail the notice to the employee~~ who has seven (7) calendar days from the date of mailing of this email notice is sent to accept reemployment.

If the employee's written acceptance of the available position is not received by the Human Resources Department within seven (7) calendar days, it will constitute a waiver on the part of the employee to the position then available and the employee will forfeit any future reinstatement of employment rights. An employee on layoff may only reject reemployment without forfeiting any future reinstatement of employment rights if they were a full-time employee and are offered a part-time position.

8.9 One-to-One Paraprofessionals

Notwithstanding any provision of this Agreement to the contrary, an employee who is assigned to a one-to-one paraprofessional position for a child receiving District special education services may not be displaced by a senior employee under the above layoff and displacement procedures.

9. GRIEVANCE PROCEDURE

9.1 Definitions

A "grievance" is defined as a dispute or disagreement as to the interpretation or application of any term or terms of this contract.

A "calendar day" is defined as each day of the week, Sunday through Saturday. During the school year if the fourteenth day of the timeline is on a non-duty day, the timeline will be extended to the first duty day following the fourteenth day.

9.2 Procedure

9.2.1 Step I

Whenever an aggrieved employee or small group of aggrieved employees have a grievance, they will meet on an informal basis with the employee's or employees' building principal or supervisor in an attempt to resolve the matter within fourteen (14) calendar days after becoming aware of the incident giving rise to the grievance. If the parties are unable to resolve the dispute, the grievance will be reduced to writing by the exclusive representative and submitted to the Human Resources Department within fourteen (14) calendar days following the Step I meeting.

If the grievance involves a matter, which substantially affects a large number of employees, the grievance will be reduced to writing by the exclusive representative and submitted to the Human Resources Department within fourteen (14) calendar days after becoming aware of the grievance.

9.2.2 Step II

The Director of Human Resources will meet with the exclusive representative within fourteen (14) calendar days after receipt of the written grievance and attempt to mutually resolve the dispute. The parties will be required to meet and negotiate in good faith at reasonable times in an attempt to resolve the grievance. The terms of the resolution will be written on the grievance and signed by both parties.

If no agreement is reached, the Director of Human Resources will respond in writing to the exclusive representative within fourteen (14) calendar days. The exclusive representative must submit the unresolved grievance to the Superintendent within fourteen (14) calendar days after receipt of the Director of Human Resources' answer in writing.

9.2.3 Step III

The Superintendent or designee will meet with the designated official of the exclusive representative within fourteen (14) calendar days after receipt of the grievance to attempt to resolve the dispute. Upon resolution both parties will sign a memorandum setting out the disposition of the grievance. If the parties are unable to reach agreement within fourteen (14) calendar days after the Step III meeting, either party may then request, within another fourteen (14) calendar days, by written notice to the other party that the grievance be submitted to final and binding arbitration.

9.2.4 Step IV

The Employer and the exclusive representative will endeavor to select a mutually acceptable arbitrator to hear and decide the grievance. If the

Employer and the exclusive representative are unable to agree on an arbitrator, they will request from the Director of the Bureau of Mediation Services, State of Minnesota, a list of five (5) names of arbitrators. The parties will alternately strike names from the list of five (5) arbitrators until only one 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 any fees and necessary expenses. The arbitrator does not have the power to add, subtract, or modify in any way the terms of the existing contract.

The decision of the arbitrator is 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 employee will not lose wages due to necessary participation.

The parties by mutual written agreement may waive any step and extend any time limits in the grievance procedure. However, failure, by the employee or the Association, to adhere to the time limits without mutual agreement to waive such limits, will result in a forfeit of the grievance. Failure of the Employer to act within the time limitations specified, without mutual agreement to waive such limits, will constitute a denial of the grievance and permit the grievant to proceed to the next step.

9.3 Selection of Remedies

A grievance may only be advanced to step IV (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.

10. PUBLIC OBLIGATION

The parties mutually recognize that their first obligation is to the public and that the right of students and residents of the District to the continuous and uninterrupted operation of the school is of paramount importance.

The exclusive representative agrees, therefore, that during the term of this Agreement, neither the exclusive representative nor any employee will engage in any strike. The term "strike" means concerted action in failing to report for duty, the willful absence from one's position, sympathy strike, the stoppage of work, slowdown, or the abstinence in whole or in part from the full, faithful, and proper performance of the duties of employment for the purposes of inducing, influencing,

or coercing a change in the conditions or compensation or the rights, privileges, or obligations of employment. The parties agree that Article 10 is not subject to the grievance or arbitration procedure but is enforceable in the Courts.

11. DURATION

11.1 Term and Reopening Negotiations

This Agreement will remain in full force and effect for a period commencing on its date of execution, through June 30, ~~2026~~ 2028, and thereafter as provided by the PELRA. If either party desires to modify or amend this Agreement commencing at its expiration, it will give written notice of such intent pursuant to PELRA. Unless otherwise mutually agreed, the parties will not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

11.2 Effect

This Agreement constitutes the full and complete Agreement between the Employer and the exclusive representative representing the employees. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions. Nothing in this Agreement will be construed to obligate the Employer to continue or discontinue existing or past practices, or prohibit the Employer from exercising all management rights and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

11.3 Finality

Any matters relating to the terms and conditions of employment, whether or not referred to in this Agreement, will not be open for negotiation during the term of this Agreement.

11.4 Severability

The provisions of this Agreement are severable.

12. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have signed this Agreement this day of 2026.

**FOR MINNESOTA SCHOOL
EMPLOYEES ASSOCIATION:**

**FOR INDEPENDENT SCHOOL DIST.
NO. 273:**

Jesus Romero, Union Steward

Karen Gabler, Board Chair

Hannah Frazer, MSEA Field
Representative

Erica Allenburg, Board Clerk

APPENDIX A

POSITION CLASSIFICATIONS

Instructional Assistant

Classroom

Playground Duty*

Educational Associate

English as a Second Language

Math (secondary)

Music (choral, instrumental & accompanist)

Options

Physically Impaired

Science (secondary)

Science/Math (elementary)

Security Monitor

Sign Language Interpreter

Sign Language Facilitator

Special Education

World Language

Technology Assistant

*Persons who are employed only as playground/lunchroom supervisors are not paraprofessionals.



DEFINING EXCELLENCE

AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273
EDINA, MINNESOTA

AND THE

MINNESOTA SCHOOL EMPLOYEES
ASSOCIATION (MSEA)

JULY 1, 2026 THROUGH JUNE 30, 2028

Table of Contents

1. INTRODUCTION	1
1.1 Master Agreement.....	1
1.2 Recognition of Exclusive Representative	1
1.3 Definitions.....	1
1.4 Employer Rights	2
1.5 Employee Rights.....	3
2. DUTY DAYS, HOURS, AND OVERTIME	4
2.1 Hours of Day	4
2.2 Emergency or Weather Closing	4
2.3 Overtime	5
2.4 Replacement Pay.....	5
2.5 Breaks	5
2.6 Playground and Lunchroom Hours.....	5
3. COMPENSATION	6
3.1 Wage Rates.....	6
3.2 Placement on the Salary Schedule	7
3.3 Experience Credit	7
3.4 Summer Work.....	7
3.5 Crossing Guard or Directing Traffic Stipend	7
3.6 Holidays	7
3.7 Tax-Deferred Matching Contribution Plan	7
4. LEAVES OF ABSENCE	8
4.1 Family, Medical, and Parental Leave	8
4.2 Basic Leave Allowance.....	8
4.3 Sick Leave.....	9
4.4 Family Illness or Bereavement Leave.....	9
4.5 Personal Leave	9
4.6 Emergency Sick Leave Bank (ESLB)	10
4.7 Religious Observance Leave	11
4.8 Childcare Leave	12

4.9 Incentive Leave.....	12
4.10 Judicial Leave.....	12
4.11 Superintendent's Discretionary Leave	12
5. INSURANCE BENEFITS.....	13
5.1 Group Insurance.....	13
5.2 Hospitalization-Medical Insurance.....	13
5.3 Dental Insurance.....	13
5.4 Life Insurance	14
5.5 Accidental Death and Dismemberment Coverage	14
5.6 Income Protection	14
5.7 Flexible Benefits Plan	14
5.8 Retiree Insurance	14
6. JOB POSTINGS	15
6.1 Notice of Job Postings.....	15
7. DISCIPLINE, DISCHARGE, AND PROBATIONARY PERIOD	15
7.1 Probationary Period	15
7.2 Probationary Period; Change of Classification	15
7.3 Completion of Probationary Period	15
7.4 Seniority Date	15
8. LAYOFF AND RECALL	16
8.1 Recognition.....	16
8.2 Definitions	16
8.3 Seniority Date	16
8.4 Displacement Rights.....	16
8.5 Reduction in Assignment	17
8.6 Changes in Assignment.....	17
8.7 Layoff Application	18
8.8 Recall	18
8.9 One-to-One Paraprofessionals.....	18
9. GRIEVANCE PROCEDURE.....	18
9.1 Definitions.....	18

9.2 Procedure	19
9.3 Selection of Remedies.....	20
10. PUBLIC OBLIGATION.....	20
11. DURATION	21
11.1 Term and Reopening Negotiations.....	21
11.2 Effect.....	21
11.3 Finality.....	21
11.4 Severability.....	21
12. DOCUMENT AUTHORIZATION.....	22
APPENDIX A	23
POSITION CLASSIFICATIONS	23
Instructional Assistant	23
Educational Associate.....	23
Technology Assistant.....	23

1. INTRODUCTION

1.1 Master Agreement

This Agreement is entered into between Independent School District No. 273, Edina Public Schools ("Employer"), and the Minnesota School Employees Association ("exclusive representative" or "Association") on behalf of the Edina Paraprofessionals, in accordance with the Public Employment Labor Relations Act of 1971 as amended ("PELRA") to provide the terms and conditions of employment for paraprofessionals.

1.2 Recognition of Exclusive Representative

1.2.1 Recognition

In accordance with PELRA, the Employer recognizes Minnesota School Employees Association as the exclusive representative for paraprofessionals employed by the Employer. The exclusive representative will have those rights and duties as prescribed by PELRA and as described in the provisions of this Agreement.

1.2.2 Appropriate Unit

The exclusive representative will represent all employees contained in the appropriate unit as defined in Subsection 1.3.2 of this Agreement and PELRA and in certification by the Commissioner of Mediation Services, if any.

1.3 Definitions

The following definitions are applicable to terms used in this Agreement:

1.3.1 Terms and Conditions of Employment

"Terms and conditions of employment" means the hours of employment, the compensation for employment including fringe benefits except retirement contributions or benefits other than Employer payment of, or contributions to, premiums for group insurance coverage of retired employees, deferred compensation or severance pay, and the Employer's personnel policies affecting the working conditions of the employees. "Terms and conditions of employment" is subject to the provisions of PELRA.

1.3.2 Description of Appropriate Unit

"Paraprofessionals" means all employees in the appropriate unit employed by the Employer in classifications excluding the following: (1) confidential employees; (2) supervisory employees; (3) essential employees; (4) part-time employees whose services do not exceed the lesser of fourteen (14) hours per week or thirty-five (35) percent of the normal work week in the employees' bargaining unit; and (5) employees who hold positions of a temporary or seasonal character for a period not in excess of sixty-seven (67) working days in

any calendar year unless those positions have already been filled in the same calendar year and the cumulative number of days in the same position by all employees exceeds sixty-seven (67) calendar days in that year and emergency employees.

1.3.3 Employer

“Employer” means the School Board or its designated representative.

1.3.4 Other Terms

Terms not defined in this Agreement will have those meanings as defined by PELRA.

1.4 Employer Rights

1.4.1 Inherent Managerial Rights

The exclusive representative recognizes that the Employer is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, areas of discretion or policy as the functions and programs of the Employer; its overall budget; utilization of technology; the organizational structure; selection; direction; and number of employees.

1.4.2 Management Responsibilities

The exclusive representative recognizes the right and obligation of the Employer to efficiently manage and conduct its operation within its legal limitations and with its primary obligation to provide educational opportunity for the students of the School District.

1.4.3 Effect of Laws, Rules, and Regulations

The exclusive representative recognizes that employees covered by this Agreement will perform the services prescribed by the Employer and will be governed by state and federal laws, Employer policies, rules, regulations, directives, and orders, issued by the Employer. The exclusive representative also recognizes the right, obligation, and duty of the Employer to promulgate policies, rules, regulations, directives, and orders from time to time as deemed necessary by the Employer insofar as these policies, rules, regulations, directives, and orders are not inconsistent with the terms of this Agreement. Any provision of this Agreement found to be in violation of any state and federal law, will be null and void, severable, and without force and effect.

1.4.4 Reservation of Managerial Rights

The above enumeration of rights and duties will not be deemed to exclude other inherent management rights and management functions not expressly reserved above, and all management rights and management functions not expressly delegated in this Agreement are reserved to the Employer.

1.5 Employee Rights

1.5.1 Right to Express Views

Nothing in this Agreement limits, impairs, or affects the right of an employee or representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the 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 exclusive representative.

1.5.2 Right to Join

In accordance with PELRA, an employee will have the right to form and join labor or employee organizations and will have the right not to form and join such organizations. An employee in an appropriate unit will have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for employees of this unit with the Employer.

1.5.3 Withholding Dues for Membership

Pursuant to Minn. Stat. § 179A.06, the Employer will deduct from the regular payroll: Association dues for those employees in the bargaining unit who are members of the Association and who have requested in writing to have their regular Association dues paid by payroll deduction.

1.5.3.1 Deduction of Association Dues

The Employer will commence payroll deductions within thirty (30) days from receipt of the notice of authorization from the Association.

1.5.3.2 Remission of Withheld Funds

The aggregate of funds deducted and withheld from all employees in the bargaining unit shall be remitted by the Employer together with an itemized statement to the Minnesota School Employees Association no later than thirty (30) days following the end of each payroll period.

1.5.3.3 Bargaining Unit Employee Information

The Employer shall report to the Association all employee information required by law and including additions, deletions, and status changes within the bargaining unit. The Employer will provide this information in the time period required by law.

1.5.4 Indemnification Clause

The Association will indemnify, defend, and hold the Employer harmless against any claims made against and any suits instituted against the

Employer, its officers, or employees, by reason of the association dues under Subsection 1.5.3.

1.5.5 Employee's Personnel Files

An employee has the right to review the contents of their personnel file. An employee has the right to reproduce any of the contents of the file at their expense. The employee may submit any information in response to material in the file and the submitted information will become part of the personnel file.

1.5.6 Association Release Time

During each year covered under this Agreement, the Association will be allowed up to a total of thirty-six (36) hours to be used by an employee who is an officer or agent of the Association. The Association agrees to notify the Superintendent or their designee, no less than five (5) duty days in advance of the date of intended use for the requested leave.

2. DUTY DAYS, HOURS, AND OVERTIME

2.1 Hours of Day

An employee will be assigned times and shifts as determined by the Employer. If a permanent change is made, a two (2) week prior written notice will be issued, except in cases of emergencies and temporary changes.

2.2 Emergency or Weather Closing

An employee will be paid as follows in the event that school is delayed in opening, cancelled, or closes early.

School Cancelled	An employee is not required to work when school is cancelled. The employee receives pay for regularly scheduled hours for that day. The employee may be required to work an alternative day if school is subsequently rescheduled and worked without any additional pay.
Delayed Opening	An employee will adjust hours to announced starting time (e.g., if school starts late, report one hour later than usual unless normal start time is the same or later than announced starting time). An employee receives pay for regularly scheduled hours for that day.
Early Closing	If an employee is sent home due to early closing, the employee receives pay for regularly scheduled hours for that day.

In the event schools operate during a building closure (e.g., operate virtually during a snow-related building closure), employees will be expected to be available to support virtual learning.

2.3 Overtime

All hours worked in excess of forty (40) hours per week will be paid at one and one-half (1.5) times the regular rate of pay. Overtime will not be worked unless approved by the employee's supervisor in advance.

2.4 Replacement Pay

2.4.1 Eligibility

An employee who replaces another employee on a temporary basis for a period of up to five (5) consecutive working days will be compensated at the employee's own rate of pay.

2.4.2 Compensation

An employee who is assigned on a temporary basis to a position with a higher classification for a period of more than five (5) consecutive working days will be compensated at the higher rate of pay for the length of the assignment. Step placement will be determined by the Human Resources Department.

2.5 Breaks

An employee who works at least four (4) hours, but less than seven (7) hours may take one fifteen (15) minute paid break per workday. An employee who works seven or more hours per day may take two (2) fifteen (15) minute paid breaks per day.

The scheduling of all breaks must be with the approval of the supervisor or principal. An employee should arrange the scheduling of breaks with their supervisor.

If schedule arrangements cannot be agreed upon by the employee and the supervisor, an employee should bring this issue to the attention of the building administrator immediately. If the situation is still unresolved, the employee should contact the Human Resources Department and/or the union representative. Section 2.5 will not be subject to the grievance or arbitration procedure.

2.6 Playground and Lunchroom Hours

Hours worked supervising the playground or lunchroom will be paid at the employee's current classification and step relative to their assignment covered by this Agreement.

These hours will be included for credit toward experience credit, insurance items found in Article 5 and sick leave if the employee is also performing services in a position covered by this Agreement.

3. COMPENSATION

3.1 Wage Rates

The following wage rate schedules, effective as of July 1, 2026, respectively, will be applicable to an employee covered by this Agreement:

Step	Instructional Assistant	Educational Associate	Technology Assistant
2	\$21.84	\$23.92	\$26.00
3	\$22.15	\$24.23	\$26.31
4	\$22.36	\$24.44	\$26.52
5	\$22.57	\$24.65	\$26.73
6	\$22.57	\$24.96	\$26.73
7	\$23.82	\$25.90	\$27.98
8	\$24.54	\$26.62	\$28.70
10	\$24.75	\$27.04	\$28.91
12	\$25.27	\$27.35	\$29.43
18	\$26.00	\$28.08	\$30.16

The following wage rate schedules, effective as of July 1, 2027, respectively, will be applicable to an employee covered by this Agreement:

Step	Instructional Assistant	Educational Associate	Technology Assistant
2	\$22.71	\$24.88	\$27.04
3	\$23.04	\$25.20	\$27.36
4	\$23.25	\$25.42	\$27.58
5	\$23.47	\$25.64	\$27.80
6	\$23.47	\$25.96	\$27.80
7	\$24.77	\$26.94	\$29.10
8	\$25.52	\$27.68	\$29.85
10	\$25.74	\$28.12	\$30.07
12	\$26.28	\$28.44	\$30.61
18	\$27.04	\$29.20	\$31.37

3.2 Placement on the Salary Schedule

Credit may be granted for appropriate outside experience at the time of initial hiring.

3.3 Experience Credit

Experience credit for purposes of salary increases will be determined as of July 1 each year. An employee hired prior to January 1 will be given credit for one (1) year of experience.

3.4 Summer Work

Article 3 is the only article that applies for bargaining unit members performing summer work.

3.5 Crossing Guard or Directing Traffic Stipend

An employee specifically assigned to work as a crossing guard or directing traffic will receive a stipend of \$3.20 per hour for the actual time performing those duties. This stipend is in addition to the wage rate under Subsection 3.1.

3.6 Holidays

An eligible employee will receive six (6) paid holidays, which will be observed on Thanksgiving, Christmas Eve, Christmas Day, New Year's Day, and the first Monday and Tuesday of Spring Break.

The holiday payment for Thanksgiving will be paid in accordance with the Employer's payroll schedule for that pay period. An employee is eligible to receive holiday pay for Christmas Eve, Christmas Day, and New Year's Day if they are an active employee already scheduled to be paid as of December 31st of the given year. The Employer will pay the lump sum holiday payment for Christmas Eve, Christmas Day, and New Year's Day as a part of an employee's first paycheck in January. The lump sum holiday payment for the spring holidays will be paid in accordance with the Employer's payroll schedule for that pay period.

3.7 Tax-Deferred Matching Contribution Plan

An employee may contribute a portion of their base salary to the employee's retirement contribution plans, either tax-deferred or not tax-deferred, subject to the following subsections.

3.7.1 Approved Plan

The employee's contribution plans must be district-approved and subject to applicable provisions of Minnesota Statutes and IRS Codes and any amendments thereto. A list of eligible plans is available on the district's website and in the business office.

3.7.2 Eligibility

An employee is eligible to participate in the tax-deferred 403(b) matching contribution plan if (1) the employee has completed two (2) years of services with the Employer and (2) the employee is assigned to work twenty (20) hours or more per week.

3.7.3 Matching Salary Deduction

The Employer contribution is not payable unless the employee authorizes a matching salary reduction up to the amount the employee is eligible to receive under Subsection 3.7.4.

3.7.4 Employer Contribution

The amount of the Employer contribution will be up to two and one-half (2.5) percent of the employee's hourly wage with a maximum Employer contribution of \$2,000 per year.

3.7.5 Employee and Employer Contribution

Contributions will be made to a district-approved company of the employee's choice, subject to the previous subsections. The employee is responsible for making all arrangements required with the vendor to ensure that proper payment can be made by the Employer.

4. LEAVES OF ABSENCE

4.1 Family, Medical, and Parental Leave

An eligible employee may be entitled up to twelve (12) weeks of unpaid leave per twelve (12) month period consistent with law and the terms of the Employer's leave policy and procedure, as it may be amended from time to time at the sole discretion of the Employer.

Leaves taken under other sections of this Article that also qualify as leave under the Family Medical Leave Act are coordinated and taken simultaneously.

4.2 Basic Leave Allowance

An employee receives a basic leave allowance of one (1) day for each month worked up to a maximum of nine (9) days for each school year. The basic leave allowance may be used for sick leave, family illness, or bereavement leave, and personal leave under the terms and conditions set forth in Section 4.6. This leave is deducted from the employee's basic accumulated leave allowance. Basic leave not used during any school year accumulates without limit.

4.3 Sick Leave

One (1) day of basic leave allowance may be used by an employee for each day of absence due to illness or injury.

An employee who has been absent may be required to present a statement from a physician verifying an illness and certifying that the employee has recovered sufficiently to return to normal duties. An employee 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 employee 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.

4.4 Family Illness or Bereavement Leave

An employee may use basic leave allowance provided by the Employer for absences due to an illness or injury to the employee's dependent child for reasonable periods as the employee's attendance with the dependent child may be necessary, on the same terms the employee is able to use accumulated basic leave allowance for the employee's own illness or injury. A "dependent child" means an individual under eighteen (18) years of age or an individual under age twenty-one (21) who is still attending secondary school. Leave allowance may be used in accordance with state and federal law for the illness of an adult child, spouse, sibling, parent, grandparents, or stepparent.

For necessary absence because of illness or death or illness in the employee's family, the employee may use accumulated basic leave at no salary deduction. Additionally, for necessary absence because of illness or death of any non-relative living in the employee's household, the employee may use accumulated basic leave at no salary deduction. For necessary absence because of the death of friends, the employee may use accumulated basic leave at no salary deduction. An employee may without deduction from pay or leave, also attend local funerals when the absence involves approximately two (2) hours and when coverage can be arranged from other employees.

4.5 Personal Leave

Up to four (4) days leave allowance during any one regular school year may be used by an employee for personal leave. The specific reason for the requested leave does not have to be given.

Requests for personal leave must be submitted in writing to the employee's immediate supervisor at least three (3) duty days in advance except in cases of extreme emergency.

An employee making a timely request for use of personal leave may use this leave unless the employee is notified that their request is denied. Adequate staffing for buildings and departments must be ensured as determined by the supervisor.

The employee must ensure they have personal leave available. An employee is encouraged to check availability of personal leave by referring to the online employee system.

4.6 Emergency Sick Leave Bank (ESLB)

The Employer and Association have developed an emergency sick leave bank (ESLB) for qualifying employees who have exhausted all paid leave options including basic leave, workers' compensation (if applicable), and any other state and/or federal paid leave programs. Employees 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 employee (or their immediate family member) that will require the prolonged absence of the employee from duty and will result in a substantial loss of income to the employee because the employee has or will have exhausted all forms of paid leave.

An eligible employee must use all forms of paid leave before accessing donated leave from the ESLB. There is a mandatory ten (10) day waiting period before an eligible employee can access donated leave.

Examples:

- Eligible employee has fifteen (15) days of paid leave. They can access donated leave starting from the sixteenth (16th) day of their absence.
- Eligible employee has five (5) days of paid leave. They will use their five (5) days of paid leave for the first five (5) days of their absence. They will be on unpaid leave from days six (6) through ten (10). They can access donated leave starting from the eleventh (11th) day of their absence.

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 unit employees to support colleagues experiencing such circumstances.

Employees will be notified of the open enrollment for participation in the ESLB at the beginning of employment. Employees 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. Employees who choose not to participate in the ESLB at the time of hire can only join during the month of September for the upcoming school year. To do so, they must donate one (1) basic leave day on or before September 30 of that year.

All donations are confidential and nonrefundable. Once a day is donated, an employee cannot retract or reclaim the donated basic leave for any reason.

If at any point the ESLB is not self-sustaining, the Employer and Association may request additional donations. Employees 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 Association.

Recipient Eligibility. Membership will be open to all regularly contracted unit employees. An employee 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 employee or immediate family member's treating physician to the Human Resources Department. Employees 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 Association when an application for sick leave from the ESLB has been approved.

No employee may withdraw more than sixty-five (65) consecutive days from the ESLB. After sixty-five (65) days, an employee must be approved for long-term disability or return to work. No employee may withdraw more than one hundred ten (110) days during their career with the Employer unless the Employer and the Association agree to a greater number of days for a life-threatening medical emergency. No employee may withdraw days from the ESLB for use on non-contract days.

Employees 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.

4.7 Religious Observance Leave

Up to three (3) days leave will be granted to an employee for required religious observance. These days must be recognized religious holidays and will not be permitted for circumstances where personal alternative attendance options exist. Notification must be submitted in writing to the Human Resources Department at least two (2) weeks prior to the requested absence.

4.8 Childcare Leave

An employee is eligible for a leave of absence without pay for a period of up to twelve (12) months for childcare.

The employee must submit an application for childcare leave at least sixty (60) calendar days before the requested leave is to begin. The sixty (60) day requirement may be waived when an emergency makes this notice impossible. The childcare leave 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. Upon return to work, the employee will be reinstated to the employee's original job or to a paraprofessional position with no reduction of hourly pay and will retain all seniority and leave benefits accrued prior to taking the leave of absence.

4.9 Incentive Leave

One (1) unrestricted incentive leave day with pay will be granted to any employee who completed the full prior school year without using any leave allowance for personal sick leave, family illness or bereavement leave, or personal leave, as provided for in Sections 4.2 through Section 4.6 of this Agreement. This incentive leave day may be used upon three (3) days written notice to the employee's supervisor. This day may not be accumulated from one year to the next year.

4.10 Judicial Leave

4.10.1 Court Appearances

An employee who is duly subpoenaed as a witness in any case in court will be entitled to leave with pay for that purpose provided that the employee is not a party in the case, and provided that the case is not the result of litigation undertaken by the employee or the Association against the Employer. In cases where the Employer is a party in the litigation, the employee will be entitled to pay while attending as a witness at the Employer's request or as a co-defendant in the case.

4.10.2 Required Jury Duty

An employee who is required to serve as a juror will be granted leave with pay while serving on jury duty contingent upon the employee paying to the Employer any fees received, minus travel allowance, for the jury service.

4.11 Superintendent's Discretionary Leave

Other types of leaves are subject to the discretion of the Superintendent.

5. INSURANCE BENEFITS

5.1 Group Insurance

The Employer will provide an eligible employee the opportunity to enroll in the program of group insurance benefits described in this Article. An eligible employee for purposes of this Article, unless specified otherwise, is an employee with a school year assignment of thirty (30) hours or more per week, as determined by the Human Resources Department.

5.2 Hospitalization-Medical Insurance

An eligible employee may enroll for either single, single plus one, or family coverage in the Employer's hospitalization-medical insurance program.

The maximum monthly Employer contribution toward the premium for the type of coverage in which an eligible employee is enrolled follows:

Type of Coverage	Effective 1-1-25	Effective 1-1-27	Effective 1-1-28
Single	\$725.00	\$815.00	\$885.00
Single + One	\$795.06	\$885.00	\$955.00
Family	\$1,031.39	\$1,120.00	\$1,190.00

An eligible employee enrolled in the program will contribute, through payroll deduction, any excess of the monthly premium over the maximum Employer contribution toward the type of coverage in which the employee is enrolled.

An eligible employee receiving wage replacement benefits from the Employer's workers' compensation carrier, or the long-term disability carrier will remain eligible for the Employer's contribution for health and hospitalization-medical insurance.

5.3 Dental Insurance

The Employer will provide a dental insurance program for eligible employees. Participation in this program is voluntary. The Employer will contribute up to the following amounts toward the monthly premium for each paraprofessional enrolled in the coverages available.

Type of Coverage	Monthly Contribution
Single	\$25
Single + One	\$25
Family	\$25

An eligible employee 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 paraprofessional is enrolled.

5.4 Life Insurance

An eligible employee may participate in the Employer's group term life insurance program and will be provided \$20,000 of term life insurance. The Employer pays the entire premium for such coverage.

5.5 Accidental Death and Dismemberment Coverage

An eligible employee is eligible for accidental death and dismemberment insurance coverage in an amount equal to \$10,000. The Employer pays the entire premium for this coverage.

5.6 Income Protection

Eligible employees will be included in the Employer's income protection insurance program, with the Employer paying the entire premium for such coverage.

5.7 Flexible Benefits Plan

An employee is eligible to participate in the Flexible Benefits Plan established by the Employer provided, however, that the employee meets all other requirements for eligibility set forth in the Plan.

5.8 Retiree Insurance

An eligible employee who retires and meets the eligibility requirements of Minn. Stat. § 471.61, Subd. 2b will be eligible to continue indefinitely, at the employee's expense, participation in the Employer's group health and dental plan.

The Employer may offer a Medicare supplement health insurance plan for a retiree who is eligible for Medicare benefits. If a Medicare supplement plan is offered by the Employer, a Medicare eligible retiree will receive health insurance coverage only under the Medicare supplement plan. A retiree who becomes eligible for an employer-paid group medical plan elsewhere is ineligible to continue in the Employer's plan.

6. JOB POSTINGS

6.1 Notice of Job Postings

The Employer will post on the District's website for seven (7) calendar days all non-temporary job openings not filled by reassignment. An employee wishing to be considered for posted vacancies must submit written requests to the Human Resources Department within the posting period. No requests will be carried from one posting to another. All decisions regarding reassignment, transfer, or promotion will be determined by the Employer.

7. DISCIPLINE, DISCHARGE, AND PROBATIONARY PERIOD

7.1 Probationary Period

An employee under the provisions of this Agreement will serve a probationary period of twelve (12) calendar months of continuous employment in the District (and within this unit) during which time the Employer has the unqualified right to suspend without pay, discharge, or otherwise discipline this employee; and during this probationary period, the employee has no recourse to the grievance procedure, insofar as suspension, discharge or other discipline is concerned. However, a probationary employee has the right to bring a grievance on any other provisions of this Agreement alleged to have been violated.

7.2 Probationary Period; Change of Classification

In addition to the initial probationary period, an employee transferred or promoted to a different classification will serve a new probationary period of three (3) calendar months in any such new classification. During this three (3) month probationary period, the Employer or the employee may determine that the employee's performance in the new classification is unsatisfactory, the Employer has the right to reassign the employee to the next available position in the employee's former classification for which the employee is qualified, or the employee may request to be placed in the first available vacant position in the employee's former classification for which the employee is qualified.

7.3 Completion of Probationary Period

An employee who has completed the probationary period may be suspended without pay or discharged only for cause. An employee who has completed the probationary period and is suspended without pay or discharged has access to the grievance procedure.

7.4 Seniority Date

An employee will acquire seniority upon completion of the probationary period as defined in this Agreement and, upon acquiring seniority, the seniority date will relate

back to the first date of continuous service in a position governed by this Agreement. If more than one (1) employee commences work on the same date, the seniority ranking for such employees will be determined by the date and time such employee-initiated employment paperwork in the Human Resources Department.

8. LAYOFF AND RECALL

8.1 Recognition

The parties recognize the principle of seniority in the application of Article 8, subject to the restrictions and limitations stated below.

8.2 Definitions

8.2.1 Full-Time Employee

A “full-time employee” for purposes of Article 8 only is defined as a person who works thirty (30) or more hours per week.

8.2.2 Part-Time Employee

A “part-time employee” for purposes of Article 8 only is defined as a person who works less than thirty (30) hours per week.

8.3 Seniority Date

An employee within the appropriate unit acquires seniority upon completion of the probationary period as defined in this Agreement. Upon acquiring seniority, the seniority date relates back to the date of the original employment of continuous service within the appropriate unit and accumulative only within this appropriate unit.

8.4 Displacement Rights

8.4.1 Position Elimination or Reduction

An employee whose position is being eliminated or reduced from full-time to part-time will be sent written notice of the position elimination or reduction from full-time to part-time no less than fifteen (15) calendar days before the last working day in the full-time position. As an exception, notice of less than fifteen (15) days may be given with respect to special education positions. Copies of this notice must immediately be sent to the Human Resources Department and to union representative designated by the Association.

The affected employee may elect to displace, in accordance with Subsection 8.4.2, the employee with the least continuous service within the same or lower wage group, except as provided in Section 8.9. Each subsequently displaced employee may elect to displace the employee with the least continuous service within the same or lower wage group in like manner except that the fifteen (15) day advance notice requirement stated above does not apply when

an employee is displaced pursuant to the provisions of this Section. In each of the above instances, the employee may displace another employee only if they have the necessary skills and qualifications required for that position as determined by the Employer.

8.4.2 Full-Time and Part-Time Delineation

If a position is eliminated or reduced from full-time to part-time, that employee may displace the least senior person in the following groups in the order listed, except that a part-time employee may not displace a full-time employee. For purposes of this procedure, an employee serving in more than one (1) wage group will be considered as a member of the wage group in which the employee's regular assignment produces the greatest weekly earnings.

Educational Associates	Full-Time
Instructional Assistants	Full-Time
Educational Associates	Part-Time
Instructional Assistants	Part-Time

8.4.3 Written Request to Displace

A written request to displace must be delivered to the Human Resources Department within five (5) calendar days of the employee's receipt of notice of layoff.

8.5 Reduction in Assignment

In the event that a full-time employee's position is reduced, but as a result of that reduction continues to qualify as a full-time employee as defined in Subsection 8.2.1, this employee is not entitled to displace any other employee regardless of seniority.

In the event that a full-time employee's position is reduced to part-time as defined in Subsection 8.2.2, this employee may accept this reduced position or, except as provided in Section 8.9, may elect to displace the least senior employee in this appropriate unit in accordance with the provisions of Section 8.4.

8.6 Changes in Assignment

In the event that an employee's position is eliminated, and another position is available within the employee's current wage group for which the employee has the necessary skills and qualifications as determined by the Employer, the Employer may transfer the employee to that assignment. An employee in this situation is not entitled to displace any other employee regardless of seniority.

8.7 Layoff Application

An employee on layoff retains the employee's seniority and right to recall within an equal or lower wage group in seniority order for a period of one (1) calendar year after the date of layoff, subject to the provisions of Section 8.8.

8.8 Recall

An employee will be recalled in order of seniority for a position within the same wage group held prior to layoff or a lower wage group for which the employee is qualified. If a position becomes available for a qualified employee who is on layoff, the Employer will notify the employee by email at the employee's last known email address on file with the Employer's Human Resources Department. The employee is responsible for notifying the Employer's Human Resource Department of any change to their email address to ensure that the Employer has the employee's current email address on file. The employee has seven (7) calendar days from the date this email notice is sent to accept reemployment.

If the employee's written acceptance of the available position is not received by the Human Resources Department within seven (7) calendar days, it will constitute a waiver on the part of the employee to the position then available and the employee will forfeit any future reinstatement of employment rights. An employee on layoff may only reject reemployment without forfeiting any future reinstatement of employment rights if they were a full-time employee and are offered a part-time position.

8.9 One-to-One Paraprofessionals

Notwithstanding any provision of this Agreement to the contrary, an employee who is assigned to a one-to-one paraprofessional position for a child receiving District special education services may not be displaced by a senior employee under the above layoff and displacement procedures.

9. GRIEVANCE PROCEDURE

9.1 Definitions

A "grievance" is defined as a dispute or disagreement as to the interpretation or application of any term or terms of this contract.

A "calendar day" is defined as each day of the week, Sunday through Saturday. During the school year if the fourteenth day of the timeline is on a non-duty day, the timeline will be extended to the first duty day following the fourteenth day.

9.2 Procedure

9.2.1 Step I

Whenever an aggrieved employee or small group of aggrieved employees have a grievance, they will meet on an informal basis with the employee's or employees' building principal or supervisor in an attempt to resolve the matter within fourteen (14) calendar days after becoming aware of the incident giving rise to the grievance. If the parties are unable to resolve the dispute, the grievance will be reduced to writing by the exclusive representative and submitted to the Human Resources Department within fourteen (14) calendar days following the Step I meeting.

If the grievance involves a matter, which substantially affects a large number of employees, the grievance will be reduced to writing by the exclusive representative and submitted to the Human Resources Department within fourteen (14) calendar days after becoming aware of the grievance.

9.2.2 Step II

The Director of Human Resources will meet with the exclusive representative within fourteen (14) calendar days after receipt of the written grievance and attempt to mutually resolve the dispute. The parties will be required to meet and negotiate in good faith at reasonable times in an attempt to resolve the grievance. The terms of the resolution will be written on the grievance and signed by both parties.

If no agreement is reached, the Director of Human Resources will respond in writing to the exclusive representative within fourteen (14) calendar days. The exclusive representative must submit the unresolved grievance to the Superintendent within fourteen (14) calendar days after receipt of the Director of Human Resources' answer in writing.

9.2.3 Step III

The Superintendent or designee will meet with the designated official of the exclusive representative within fourteen (14) calendar days after receipt of the grievance to attempt to resolve the dispute. Upon resolution both parties will sign a memorandum setting out the disposition of the grievance. If the parties are unable to reach agreement within fourteen (14) calendar days after the Step III meeting, either party may then request, within another fourteen (14) calendar days, by written notice to the other party that the grievance be submitted to final and binding arbitration.

9.2.4 Step IV

The Employer and the exclusive representative will endeavor to select a mutually acceptable arbitrator to hear and decide the grievance. If the

Employer and the exclusive representative are unable to agree on an arbitrator, they will request from the Director of the Bureau of Mediation Services, State of Minnesota, a list of five (5) names of arbitrators. The parties will alternately strike names from the list of five (5) arbitrators until only one 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 any fees and necessary expenses. The arbitrator does not have the power to add, subtract, or modify in any way the terms of the existing contract.

The decision of the arbitrator is 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 employee will not lose wages due to necessary participation.

The parties by mutual written agreement may waive any step and extend any time limits in the grievance procedure. However, failure, by the employee or the Association, to adhere to the time limits without mutual agreement to waive such limits, will result in a forfeit of the grievance. Failure of the Employer to act within the time limitations specified, without mutual agreement to waive such limits, will constitute a denial of the grievance and permit the grievant to proceed to the next step.

9.3 Selection of Remedies

A grievance may only be advanced to step IV (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.

10. PUBLIC OBLIGATION

The parties mutually recognize that their first obligation is to the public and that the right of students and residents of the District to the continuous and uninterrupted operation of the school is of paramount importance.

The exclusive representative agrees, therefore, that during the term of this Agreement, neither the exclusive representative nor any employee will engage in any strike. The term "strike" means concerted action in failing to report for duty, the willful absence from one's position, sympathy strike, the stoppage of work, slowdown, or the abstinence in whole or in part from the full, faithful, and proper performance of the duties of employment for the purposes of inducing, influencing,

or coercing a change in the conditions or compensation or the rights, privileges, or obligations of employment. The parties agree that Article 10 is not subject to the grievance or arbitration procedure but is enforceable in the Courts.

11. DURATION

11.1 Term and Reopening Negotiations

This Agreement will remain in full force and effect for a period commencing on its date of execution, through June 30, 2028, and thereafter as provided by the PELRA. If either party desires to modify or amend this Agreement commencing at its expiration, it will give written notice of such intent pursuant to PELRA. Unless otherwise mutually agreed, the parties will not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

11.2 Effect

This Agreement constitutes the full and complete Agreement between the Employer and the exclusive representative representing the employees. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions. Nothing in this Agreement will be construed to obligate the Employer to continue or discontinue existing or past practices, or prohibit the Employer from exercising all management rights and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

11.3 Finality

Any matters relating to the terms and conditions of employment, whether or not referred to in this Agreement, will not be open for negotiation during the term of this Agreement.

11.4 Severability

The provisions of this Agreement are severable.

12. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have signed this Agreement this 14th day of September 2026.

**FOR MINNESOTA SCHOOL
EMPLOYEES ASSOCIATION:**

**FOR INDEPENDENT SCHOOL DIST.
NO. 273:**

Jesus Romero, Union Steward

Karen Gabler, Board Chair

Hannah Frazer, MSEA Field
Representative

Erica Allenburg, Board Clerk

APPENDIX A

POSITION CLASSIFICATIONS

Instructional Assistant

Classroom

Playground Duty*

Educational Associate

English as a Second Language

Math (secondary)

Music (choral, instrumental & accompanist)

Options

Physically Impaired

Science (secondary)

Science/Math (elementary)

Security Monitor

Sign Language Interpreter

Sign Language Facilitator

Special Education

World Language

Technology Assistant

*Persons who are employed only as playground/lunchroom supervisors are not paraprofessionals.

IX.B. Intent to Issue General Obligation
Capital Notes, Facilities Maintenance and
Refunding Bonds, Series 2027A

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



Board Meeting Date: 9/14/2026

Title: Intent to Issue General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A

Type: Action

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

Description: The District's Long-Term Facilities Maintenance (LTFM) program is financed by a combination of "pay-go" levy authority and general obligation debt. In recent years the District has issued general obligation facilities maintenance bonds on an every other fiscal year basis to meet its deferred maintenance needs. The District believes it is advantageous to continue this financing structure, as it provides the funds necessary to complete the projects approved by the Board as part of the ten-year facilities plan, ensures sufficient cash is on hand to make adequate progress on the District's deferred maintenance backlog, and allows the District to keep the debt service tax rate as flat and stable as possible for resident taxpayers.

The District administration recommends that the Board declare its intent to issue a single series of general obligation bonds serving three purposes:

1. Facilities Maintenance Portion (not to exceed \$7,725,000): to finance facilities and site maintenance projects included in the District's ten-year facilities plan for fiscal year 2028 through 2037. The plan, which included this debt issuance, was last approved by the Board at its July 2026 Regular Meeting.
2. Capital Notes Portion (\$1,500,000): to finance the ongoing acquisition of school buses. Financing bus purchases with general obligation capital notes continues the District's cycle-of-replacement plan for its fleet and allows the District to spread payments across the useful life of the vehicles. Because the District carries a Aaa credit rating, this approach carries materially lower interest costs than conventional vehicle financing.
3. Refunding Portion (not to exceed approximately \$23,050,000): to optionally redeem and prepay all or a portion of the District's General Obligation Facilities Maintenance Bonds, Series 2019A, which are callable on or after

February 1, 2027. The refunding will be executed only if market conditions at the time of sale produce a reduction in the District's debt service costs.

The timing of this action allows the potential August 2027 interest payment on the facilities maintenance bonds to be included in the levy the Board will certify in December 2026, which funds the 2027-28 school year. Adoption of the resolution also authorizes publication of the statutory notice of intent to issue facilities maintenance bonds and preserves the District's ability to reimburse itself from bond proceeds for eligible project and equipment costs paid in advance from other sources.

The administration intends to present a full pre-sale report to the Board at a subsequent meeting. The actual issuance of the proposed debt is contingent upon proposals being within the parameters stipulated by the enclosed resolution and ratification at a future Board meeting.

Recommendation: Approve the resolution stating the intention of the District to issue General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A, in the maximum aggregate principal amount of approximately \$32,275,000; stipulating the parameters under which the issuance is authorized; and declaring the District's intent to reimburse certain expenditures financed temporarily by other sources.

Desired Outcomes from the Board: Approval of the administration's recommended action.

Attachments:

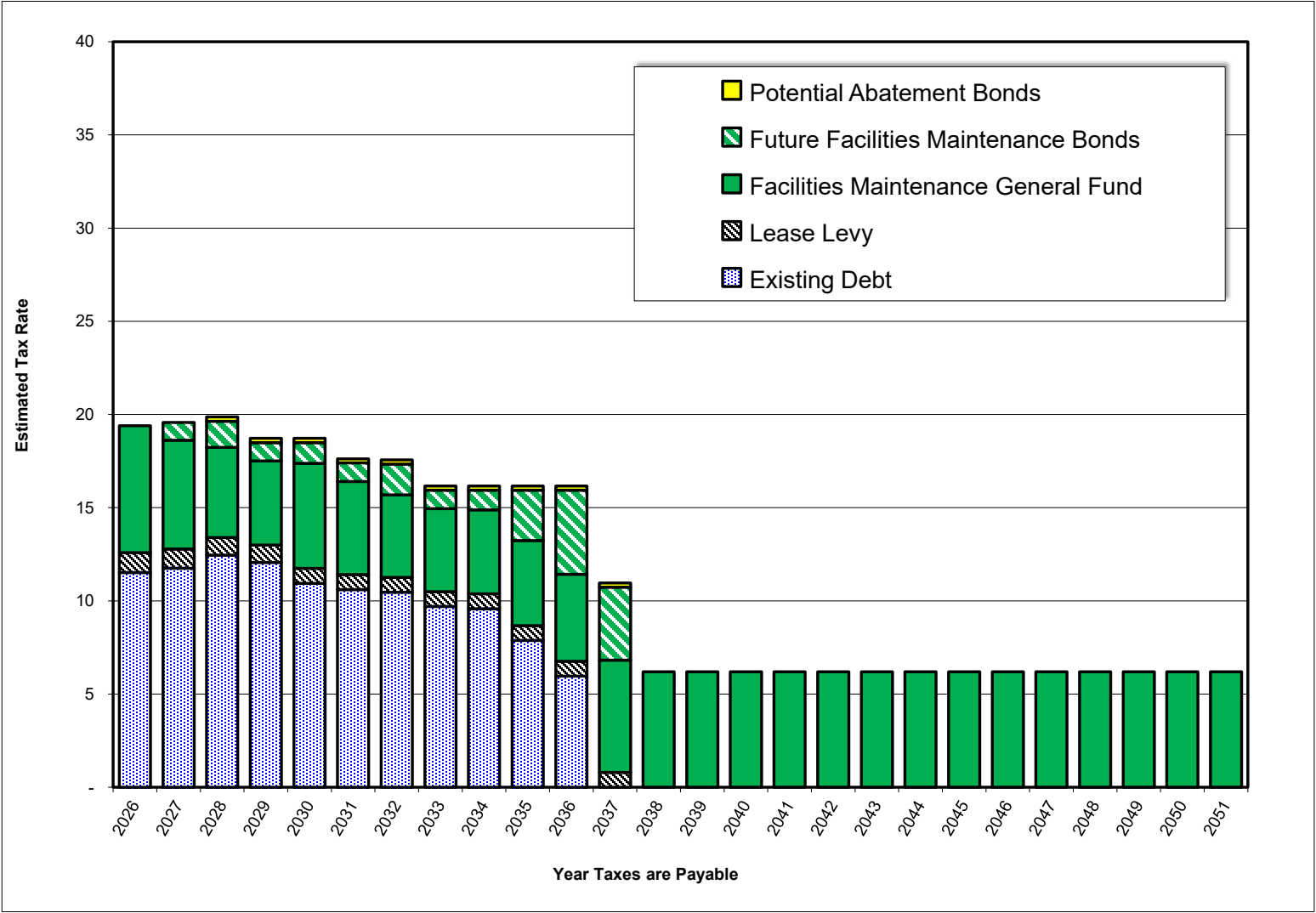
1. Resolution - Intent to Issue General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A
2. Estimated Tax Rates - Capital & Debt Service Levies - 2026-2051

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



EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
HENNEPIN COUNTY, MINNESOTA

Pursuant to due call and notice thereof a regular meeting of the School Board of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota, was held in the School District on September 14, 2026 at 7:00 o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION STATING THE INTENTION OF THE SCHOOL
BOARD TO ISSUE GENERAL OBLIGATION CAPITAL NOTES,
FACILITIES MAINTENANCE AND REFUNDING BONDS,
SERIES 2027A, IN THE MAXIMUM AGGREGATE PRINCIPAL
AMOUNT OF APPROXIMATELY \$32,275,000; AND TAKING
OTHER ACTIONS WITH RESPECT THERETO**

BE IT RESOLVED by the School Board (the “Board”) of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota (the “District”), as follows:

1. Background. The Board is proposing to issue general obligation facilities maintenance bonds, capital notes and refunding bonds. In connection therewith, it is hereby determined that:

(a) Facilities Maintenance Bonds.

(i) The District is authorized under the provisions of Minnesota Statutes, Chapter 475, as amended (the “Act”), and Minnesota Statutes, Section 123B.595, as amended (“Section 123B.595”), to issue general obligation facilities maintenance bonds for the purpose of financing facilities and site maintenance projects approved by the Commissioner of Education (the “Commissioner”).

(ii) The Board hereby finds and determines that it is necessary and expedient to the sound financial management of the affairs of the District to issue its general obligation facilities maintenance bonds (the “Facilities Maintenance Portion”), in the aggregate principal amount not to exceed \$7,725,000, pursuant to the Act and Section 123B.595, to finance the costs of certain facilities and site maintenance projects of the District (the “Facilities Maintenance Project”) which are included in the District’s ten-year facilities plan for Fiscal Year 2028 (the “Plan”), and related financing costs.

(iii) The Plan approved by the Board is incorporated in this Resolution as though fully specified herein. District staff and officials are authorized and directed to submit any amendments to the Plan, and the proposed issuance of the Facilities Maintenance Portion to the Commissioner for approval, as required by Section 123B.595. District staff and officials are further authorized and directed to submit to the Commissioner such additional information as may be necessary to secure such approval.

(b) Capital Notes.

(i) The District is authorized under the provisions of the Act and Minnesota Statutes, Section 123B.61, as amended (“Section 123B.61”), to issue general obligation capital notes for the purpose of financing capital equipment purchases.

(ii) The Board hereby finds and determines that it is necessary and expedient to the sound financial management of the affairs of the District to issue its general obligation capital notes (the “Capital Notes Portion”), in the aggregate principal amount of \$1,500,000, pursuant to the Act and Section 123B.61, to finance the acquisition of school buses (the “Capital Notes Project”) and related financing costs. The Board further finds and determines that the capital equipment to be acquired will have an expected useful life at least equal to the term of the capital notes, in accordance with Section 123B.61 and the

Act. The Facilities Maintenance Project and the Capital Notes Project are hereinafter collectively referred to as “the Projects.”

(c) Refunding Bonds.

(i) On May 2, 2019, the District issued its General Obligation Facilities Maintenance Bonds, Series 2019A (the “Series 2019A Bonds”), in the original aggregate principal amount of \$24,075,000, pursuant to the Act and Section 123B.595, to finance certain facilities and site maintenance projects of the District. The Series 2019A Bonds are currently outstanding in the principal amount of \$24,075,000 of which \$22,650,000 is subject to optional redemption and prepayment on or after February 1, 2027.

(iii) The District is authorized by Section 475.67 of the Act to issue and sell its general obligation bonds to refund outstanding bonds when determined by the Board to be necessary and desirable for the reduction of debt service costs of the District.

(iv) The Board hereby finds and determines that it is necessary and desirable for the reduction of debt service costs to the District that the District issue its general obligation refunding bonds (the “Refunding Portion”) in the aggregate principal amount not to exceed approximately \$23,050,000, pursuant to the Act, including Section 475.67, to optionally redeem and prepay all or a portion of the Series 2019A Bonds.

(d) The Board hereby determines that the Facilities Maintenance Portion, the Capital Notes Portion and the Refunding Portion shall be issued in a single series in the original aggregate principal amount not to exceed approximately \$32,275,000 (the “Bonds”). The Board designates the Bonds as the “General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A.”

2. Covenant as to State Credit Enhancement.

(a) The District hereby covenants and obligates itself to notify the Commissioner of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the “Credit Enhancement Act”) to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the paying agent for the Bonds (the “Paying Agent”), or any successor paying agent, three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner that it will be unable to make all or a portion of that payment. The Paying Agent is authorized and directed to notify the Commissioner if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds on deposit with the Paying Agent to make that payment. The District understands that as a result of its covenant to be bound by the provisions of the Credit Enhancement Act, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Minnesota Departments of Management and Budget and Education pursuant to subdivision 2(c) of the Credit Enhancement Act and otherwise to take such actions as necessary to comply with that section. The Board Chair, Clerk, Treasurer, Superintendent, or Executive Director of Finance and Operations are authorized to execute any applicable Minnesota Department of Education forms.

3. Sale of Bonds. The Board has retained Ehlers and Associates, Inc. (the “Municipal Advisor”), to serve as the District’s independent municipal advisor with respect to the offer and sale of the Bonds and, therefore, is authorized by Section 475.60, subdivision 2(9), of the Act to sell the Bonds other than pursuant to a competitive sale.

4. Acceptance of Proposal. The Board shall meet at the time specified in the Preliminary Official Statement or at such other time designated by the Board to receive and consider proposals for the purchase of the Bonds and take any other appropriate action with respect to the Bonds.

5. Authority of Municipal Advisor. The Municipal Advisor is authorized and directed to assist the District in the preparation and dissemination of a Preliminary Official Statement to be distributed to potential purchasers of the Bonds and to open, read, and tabulate the proposals for the purchase of the Bonds for presentation to the Board. The Municipal Advisor is further authorized and directed to assist the District in the award and sale of the Bonds on behalf of the District after receipt of written proposals and to assist the District in the preparation and dissemination of a final Official Statement with respect to the Bonds.

6. Authority of Bond Counsel. The law firm of Kennedy & Graven, Chartered, is authorized to act as bond counsel for the District (“Bond Counsel”), and to assist in the preparation and review of necessary documents, certificates, and instruments related to the Bonds. The officers, employees, and agents of the District are hereby authorized to assist Bond Counsel in the preparation of such documents, certificates, and instruments.

7. Notice of Issuance of Facilities Maintenance Portion of the Bonds. The Clerk is authorized and directed to cause a notice substantially in the form of the Notice attached as EXHIBIT A hereto to be published as a legal notice one (1) time in the official newspaper of the District as soon as reasonably practicable after adoption of this Resolution, but in any event, at least twenty (20) days before the earlier of the issuance of the Bonds or the final certification of levies.

8. Reimbursement from the Facilities Maintenance and Capital Notes Portions of the Bond Proceeds. The District may incur certain expenditures that may be financed temporarily from sources other than the Facilities Maintenance Portion and the Capital Notes Portion and reimbursed from the proceeds of the Facilities Maintenance Portion and the Capital Notes Portion of the Bonds. Treasury Regulation § 1.150-2 (the “Reimbursement Regulations”) provides that proceeds of tax-exempt bonds allocated to reimburse expenditures originally paid from a source other than the tax-exempt bonds will not be deemed expended unless certain requirements are met. In order to preserve its ability to reimburse certain costs from proceeds of the Facilities Maintenance Portion and the Capital Notes Portion of the Bonds in accordance with the Reimbursement Regulations, the District hereby makes its declaration of official intent (the “Declaration”) described below to reimburse certain costs:

(a) Declaration of Intent. The District proposes to issue the Facilities Maintenance Portion and the Capital Notes Portion of the Bonds to finance the costs of the Projects. The District may reimburse original expenditures made for certain costs of the Projects from the proceeds of the Facilities Maintenance Portion and the Capital Notes Portion of the Bonds in an estimated maximum principal amount of \$9,225,000. All reimbursed expenditures will be capital expenditures, costs of issuance of the Bonds, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Reimbursement Regulations.

(b) Declaration Made Not Later Than 60 Days. This Declaration has been made not later than sixty (60) days after payment of any original expenditure to be subject to a reimbursement allocation with respect to the proceeds of the Facilities Maintenance Portion and the Capital Notes Portion of Bonds, except for the following expenditures: (i) costs of issuance of the Facilities Maintenance Portion and the Capital Notes Portion of the Bonds; (ii) costs in an amount not in excess of \$100,000 or five percent (5%) of the proceeds of the Facilities Maintenance Portion and the Capital Notes Portion of the Bonds; or (iii) “preliminary expenditures” up to an amount not in excess of twenty (20) percent of the aggregate issue price of the Facilities Maintenance Portion and the Capital Notes Portion of Bonds that finance or are reasonably expected by the District to finance the Projects for which the preliminary expenditures were incurred. The term “preliminary expenditures” includes architectural, engineering, surveying, bond issuance, and similar costs that are incurred prior to commencement of acquisition, construction, or rehabilitation of the Projects, other than land acquisition, site preparation, and similar costs incident to commencement of construction.

(c) Reasonable Expectations; Official Intent. This Declaration is an expression of the reasonable expectations of the District based on the facts and circumstances known to the District as of the date hereof. The anticipated original expenditures for the Projects and the principal amount of the Facilities Maintenance Portion and the Capital Notes Portion of the Bonds described in Section 8(a), above, are consistent with the District’s budgetary and financial circumstances. No sources other than proceeds of the Facilities Maintenance Portion and the Capital Notes Portion of Bonds to be issued by the District are, or are reasonably expected to be, reserved, allocated on a long-term basis, or otherwise set aside pursuant to the District’s budget or financial policies to pay such original expenditures. This resolution is intended to constitute a declaration of official intent for purposes of the Reimbursement Regulations.

(The remainder of this page is intentionally left blank.)

The motion for the adoption of the foregoing resolution was duly seconded by _____, and upon vote being taken thereon, the following voted in favor of the motion:

and the following voted against:

whereupon the resolution was declared duly passed and adopted.

EXHIBIT A

**NOTICE OF INTENT TO ISSUE FACILITIES MAINTENANCE BONDS
TO FINANCE PROJECTS INCLUDED IN THE DISTRICT'S
TEN-YEAR FACILITIES PLAN**

**INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
HENNEPIN COUNTY, MINNESOTA**

NOTICE IS HEREBY GIVEN that the School Board of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota (the "District"), intends to issue its General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A (the "Bonds"), in the aggregate principal amount not to exceed approximately \$32,275,000, pursuant to Minnesota Statutes, Chapter 475, as amended, Minnesota Statutes, Section 123B.595, as amended, and Minnesota Statutes, Section 123B.61, as amended. A portion of the proceeds of the Bonds (the "Facilities Maintenance Portion") in the principal amount not to exceed \$7,725,000 will be used to finance certain projects included in the District's ten-year facilities plan and related financing costs. A general description of the facilities maintenance projects to be financed is as follows:

- Facilities and site maintenance projects included in the District's ten-year facilities plan approved by the Commissioner of Education.

The total amount of District indebtedness as of September 1, 2026, is \$155,870,000. If these proposed Bonds were issued after that date, the total indebtedness of the District at that time would be \$188,145,000.

BY ORDER OF THE SCHOOL BOARD

Dated: September 14, 2026

/s/

Clerk of the School Board
Independent School District No. 273
(Edina Public Schools), Hennepin County, Minnesota

STATE OF MINNESOTA)
)
COUNTY OF HENNEPIN) ss.
)
INDEPENDENT SCHOOL)
DISTRICT NO. 273)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273 (Edina Public Schools), Hennepin County, Minnesota (the “District”), hereby certify that I have carefully compared the attached and foregoing extract of minutes of a regular meeting of the School Board of the District held on the date specified above, with the original minutes on file in my office and the extract is a full, true, and correct copy of the minutes, insofar as they relate to authorizing the issuance of the District’s General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A, in the maximum aggregate principal amount of approximately \$32,275,000.

WITNESS My hand as such Clerk this ____ day of September, 2026.

Clerk of the School Board
Independent School District No. 273 (Edina Public
Schools), Hennepin County, Minnesota

IX.C. Policy Quick Review (113, 402, 423, 425,
507.5, 510, 521, 613, 621, 713)

Speaker(s): Policy
Committee



Board Meeting Date: 9/14/2026

Title: Policy Quick 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. There are minimal to no changes.

- Policy 113 Data Requests
- Policy 402 Disability Nondiscrimination
- Policy 423 Employee-Student Relationships
- Policy 425 Staff Development and Mentoring
- Policy 507.5 School Resource Officers
- Policy 510 Open Enrollment
- Policy 521 Student Disability Nondiscrimination Under Section 504 of the Rehabilitation Act
- Policy 613 Graduation Requirements
- Policy 621 Literacy and the READ Act
- Policy 713 Student Transportation

Recommendation: Approve the suggested modifications for Policies 113, 402, 423, 425, 507.5, 510, 521, 613, 621, 713.

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

Attachments:

1. Policy 113 Data Requests
2. Policy 402 Disability Nondiscrimination
3. Policy 423 Employee-Student Relationships
4. Policy 425 Staff Development and Mentoring
5. Policy 507.5 School Resource Officers
6. Policy 510 Open Enrollment
7. Policy 521 Student Disability Nondiscrimination Under Section 504 of the Rehabilitation Act
8. Policy 613 Graduation Requirements
9. Policy 621 Literacy and the READ Act
10. Policy 713 Student Transportation

School District

Data Requests

I. Purpose

The school district recognizes its responsibility to disseminate public data as defined by state statute.

II. General Statement of Policy

The school district will ensure there is a clear process in place for requesting public data that complies with and follows the Minnesota Government Data Practices Act.

III. Definitions

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

- A. “Confidential Data on Individuals” means data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.
- B. “Data on Individuals” means all government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and that data are not accessed by the name or other identifying data of any individual.
- C. “Government Data” means all data collected, created, received, maintained, or disseminated by a government entity in its various forms (e.g., paper, email, DVDs, photographs, etc.).
- D. “Individual” means a natural person. In the case of a minor or an incapacitated person, “individual” includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority will withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.
- E. “Inspection” means the visual inspection of paper and similar types of

government data. It does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own equipment.

- F. "Nonpublic Data" means data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.
- G. "Not Public Data" means any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.
- H. "Private Data" data is available to the subject of the data and to district employees who need it to conduct the business of the district.
- I. "Private Data on Individuals" means data made by the statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.
- J. "Protected Nonpublic Data" means data not on individuals made by statute or federal law applicable to the data: (a) not public and (b) not accessible to the subject of the data.
- K. "Public Data" means all government data collected, created, received, maintained, or disseminated by the district, unless classified by statute, or temporary classification pursuant to state or federal law, as nonpublic or protected nonpublic, or with respect to data on individuals, as private or confidential.
- L. "Public Data Not on Individuals" means data accessible to the public pursuant to Minnesota Statutes section 13.03
- M. "Public Data on Individuals" means data accessible to the public in accordance with the provisions of Minnesota Statutes section 13.03.
- N. "Summary Data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

IV. Responsible Authority

- A. The superintendent or designee will serve as the authority responsible for data requests.

- B. The responsible authority will establish procedures to ensure that requests for government data are received and compiled in an appropriate and prompt manner.
- C. The responsible authority may designate one or more designees.

V. Responding to a Request for Data

- A. All requests for public data must be made in writing and directed to the responsible authority or designee.
- B. Upon receiving a data request, the school district will acknowledge it and provide a tentative timeline for fulfillment.
- C. Prior to fulfilling a request, the district may contact the requester for the following reasons:
 - 1. to ask for clarification or additional information to help fulfill the request;
 - 2. to indicate that the request may involve a charge or require prepayment; or
 - 3. to discuss scheduling partial or rolling productions of data.
- D. The district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
- E. Upon request to a responsible authority or designee, a person will be permitted to inspect and/or copy public data at reasonable times and places, and, upon request, will be informed of the data's meaning.
 - 1. If the responsible authority has notified the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the responsible authority may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.
 - 2. If the person requests access for the purpose of inspection, the responsible authority may not assess a charge or require the requesting person to pay a fee to inspect the data.
- F. In order to complete a request, the district will do one of the following:
 - 1. If the district does not have the data, the requester will be notified in

writing as soon as reasonably possible.

2. If the district has the data but the data are not public, the requester will be notified as soon as reasonably possible and be given written notice of the specific statutory section, temporary classification, or specific provision of federal law on which the decision to withhold or release the data was made.
3. If the district has the data, and the data are public, the district will respond to the request appropriately and promptly, with a reasonable amount of time by doing one of the following:
 - a. arrange a date, time, and place to inspect data, for free, if the request is to look at the data, or
 - b. provide copies of the data as soon as reasonably possible. Electronic copies such as email, portable document format (PDF), or other electronic formats will be provided in response to the request. If the data is not in an electronic format (such as printed format), the data will be scanned and emailed to the requester or copied and made available to be picked up or mailed to the requester.
- G. The Government Data Practices Act does not require the creation or collection of new data in response to a data request, or to provide data in a specific form or arrangement if not kept in that form or arrangement.
- H. The responsible authority will respond within a reasonable time of the receipt of a request to prepare summary data and inform the requester of the following as appropriate:
 1. the estimated costs of preparing the summary data, if any; and
 2. a written statement describing the reasons why the responsible authority has determined that the requester's access would compromise private or confidential data.
- I. The Government Data Practices Act does not require the district to answer questions that are not requests for data.

VI. Request for Summary Data

- A. A request for the preparation of summary data will be made in writing directed to the responsible authority.
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requester of the following:

1. The estimated cost of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requester's access would compromise the private or confidential data.
- C. The school district may require the requester to pre-pay all or a portion of the cost of creating the summary data before the district begins to prepare the summary data.

VII. Data ~~by~~ **About** an Individual Data Subject

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals will be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual will not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection.
- C. Upon request to the responsible authority or designee, an individual will be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private, or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals will be shown the data without any charge and, if desired, will be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee will provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee will comply immediately, if possible, with any request made pursuant to this Section VII, or within ten days of the date of the request, excluding Saturdays, Sundays, and legal holidays,

if immediate compliance is not possible.

- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual must notify in writing the responsible authority describing the nature of the disagreement. The responsible authority will within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute will be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner will, before issuing the order and notice of a contested case hearing required by the Minnesota Administrative Procedures Act, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner will dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual will be completed, corrected, or destroyed by the district without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the district may retain a copy of the commissioner of administration's order issued under the Minnesota Administrative Procedures Act or, if no order was issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VIII. Requests for Data by an Individual Subject of the Data

- A. All requests for data must include proof that the individual is the data subject or the data subject's parent or guardian.
- B. Policy 515 (Protection and Privacy of Student Records) addresses requests of students or their parents for educational records and data.

IX. Safe at Home Participants and Data Privacy

The school district will not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

- A. refuse to provide education services to an individual;
- B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or
- C. otherwise discriminate against an individual.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 14 (Minnesota Administrative Procedures Act)
Minn. Stat. § 138.17 (Government Records; Administration)
5 U.S.C. § 552 (Freedom of Information Act (FOIA))

Cross References:

Policy 208 (Development, Adoption, and Implementation of Policies)
Policy 406 (Public and Private Personnel Data)
Policy 515 (Protection and Privacy of Student Records)

Policy

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

adopted: 02/26/18

revised: 08/17/23

revised: 08/05/24

revised: 08/11/25

reviewed: 06/08/26

revised: __/__/26 (Quick Review)

Appendix I to Policy 113

Costs Associated with Public Data Requests

- I. If a person requests copies or electronic transmittal of the data to the person, the responsible authority may require the requesting person to pay the actual costs of searching for and retrieving government data, including the cost of employee time, and for making, certifying, and electronically transmitting the copies of the data or the data, but may not charge for separating public from not public data.
- II. However, if 100 or fewer pages of black and white, letter or legal-size paper copies are requested, actual costs will not be used, and instead, the responsible authority may charge no more than 25 cents for each page copied.
- III. For requests totaling more than 100 pages, the responsible authority may charge the “actual costs” for producing the data, plus a per-page-cost for each paper copy produced.
 - A. “Actual costs” for producing public data of more than 100 pages are computed by applying DHS staff hourly pay rates to the time required for:
 1. Searching for and retrieving data, (if the requester is not the data subject)
 2. Making, certifying, sorting, and electronically transmitting or mailing the data, including the cost of employee time.
 3. There is no charge for redaction.

Appendix
reviewed: 08/17/23
revised: 08/05/24
reviewed: 08/11/25
reviewed: 06/08/26

Personnel

Disability Nondiscrimination

I. Purpose

This policy provides guidance regarding a fair employment setting for all persons in compliance with state and federal law.

II. General Statement of Policy

- A. The school district does not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The district does not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. If making a complaint of discrimination on the basis of disability, the district encourages the reporting party or complainant to use the report form attached to this policy as Appendix I and available from the building principal, department supervisor, or the district office, but oral reports will be considered complaints as well.
- C. The district does not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- D. The district will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the district.
- E. A job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the [executive](#) director of human resources, 5701 Normandale Road, Edina, Minnesota 55424, (952) 848-4944 [3900](#). The individual in this position is the district's appointed Americans with Disabilities Act (ADA) coordinator for employment matters.
- F. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in state law to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

Legal References:

[Minn. Stat. Ch. 363A \(Minnesota Human Rights Act\)](#)

29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

~~Minn. Stat. Ch. 363A (Minnesota Human Rights Act)~~

Cross Reference:

Policy 413 (Harassment and Violence Prohibition, Students and Employees)

Policy 521 (Student Disability Nondiscrimination)

Policy

INDEPENDENT SCHOOL DISTRICT NO. 273

adopted: 09/22/08

Edina, Minnesota

revised: 03/11/13

revised: 06/13/16

revised: 09/14/20

revised: 04/08/24

revised: [__/__/26 \(Quick Review\)](#)



Appendix I to Policies 401, 402, 413, 521, 522, and 528

DISCRIMINATION, HARASSMENT, AND VIOLENCE REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of discrimination, harassment, or violence against students or employees, or groups of students or employees, on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability. All persons are to be treated with respect and dignity. Harassment or violence by any student, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Use of this reporting form is encouraged but not required. Reports may be made orally or in writing, including via electronic mail.

Person completing report: _____

Primary home address: _____

Secondary home address (if any): _____

Work location if an Edina Public Schools employee: _____

Primary phone: _____

Secondary phone: _____

Email address: _____

Date of alleged incident(s): _____

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

Name of person(s) you believe harassed or was violent toward you or another person.

If the alleged harassment or violence was toward another person(s), identify that person(s).

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

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

List any witnesses to the incident(s). _____

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

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee or [the](#) executive director of human resources. [For student disability discrimination matters, please submit to the director of student support services.](#)

(07/25)

Personnel

Employee–Student Relationships

I. Purpose

This policy demonstrates the school district's commitment to an educational environment in which all students are treated with respect and dignity. Each district employee will provide students with appropriate guidance, understanding, and direction, while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. General Statement of Policy

- A. This policy applies to school district employees at all times, whether on or off duty, and regardless of location.
- B. Students will be treated by district employees with respect, courtesy, and consideration, and in a professional manner. A district employee is expected to exercise good judgment and professionalism in interpersonal relationships with students. Relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other district employees also may hold positions of authority over students and must be mindful of their authority and influence over students.
- D. Sexual relationships between district employees and students, without regard to the age of the student, are strictly forbidden, and may subject the employee to criminal liability.
- E. District employees must employ safeguards against the appearance of improper relationships with students.
- F. District employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.
- G. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating or having inappropriate relationships with students;
 - 2. Having any interaction/activity of a sexual nature with a student;

3. Committing or attempting to induce students or others to commit an illegal act, an act of immoral conduct, an act that may be harmful to others, or an act that may bring discredit to the district or student;
4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring; and
5. Excessive informal and social involvement with individual students.

6. Grooming as prohibited under state law.

III. Reporting and Investigation

- A. Complaints and/or concerns regarding alleged violations of this policy are handled in accordance with district policy.
- B. Employees will cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. School District Action

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, or termination. The district may report violations of this policy to appropriate state or federal authorities including, but not limited to, the Minnesota Department of Education, Professional Educator Licensing and Standards Board, other appropriate licensing authority, and agencies involved in maltreatment of minors and/or vulnerable adults.

V. Scope of Liability

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed, or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in any district-related litigation.

Legal References:

Minn. Stat. § 13.43, subd. 16 (Personnel Data; School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)

Minn. Stat. § 122A.20, subd. 2 (Suspension or Revocation of Licenses; Mandatory Reporting)

Minn. Stat. § 122A.40, subds. 5(b) and 13(b) (Employment; Contracts; Termination; Probationary Period; Immediate Termination)

Minn. Stat. § 609.341-609.352 (Definitions; Criminal Offenses)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References:

Policy 104 (Complaints – Students, Employees, Parents, Other Persons)
Policy 211 (Criminal or Civil Action Against the School District, a School Board Member, Employee, or Student)
Policy 305 (Administrator Code of Ethics)
Policy 403 (Discipline of School District Employees)
Policy 413 (Harassment and Violence Prohibition, Students and Employees)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Policy 421 (Gifts to Employees and School Board Members)
Policy 507 (Corporal Punishment)
Policy 524 (Electronic Technologies Acceptable Use)

Policy
adopted: 10/20/08
revised: 08/19/13
reviewed: 09/26/16
revised: 12/14/20
revised: 04/08/24
revised: __/__/26 (Quick Review)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Personnel

Staff Development and Mentoring

I. Purpose

This policy establishes a program and structure to carry out planning and reporting on staff professional learning that supports improved student learning.

II. General Statement of Policy

The school district is committed to facilitating, nurturing, and promoting opportunities to increase the development of all district staff. The district will create a District Staff Development Committee that develops and implements the learning plans of the district. The staff development plans will align with the district's mission and goals.

III. District Staff Development Committee (the "District Committee") and Site Staff Development Teams (the "Site Teams")

A. The district will establish a District Committee to develop a District Staff Development Plan (the "District Plan"), assist Site Teams in developing an aligned Site Staff Development Plan (the "Site Plan"), and evaluate staff development efforts at the site level.

1. The majority of the membership of the District Committee will consist of teachers representing various grade levels, subject areas, and special education. The District Committee will also include non-teaching staff, parents/guardians, and administrators representative of the school and parent community.

B. Establishing Site Teams

1. Members of the Site Teams will be appointed by building administration based on site and staff needs. Building administration will appoint replacement members of the Site Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the team.
2. The majority of the Site Teams will be teachers representing various grade levels, subject areas, and special education.

IV. Duties of the District Staff Development-Committee

- A. On an annual basis, the District Committee will develop and review a District Plan. The District Plan will align with the school district's mission and goals. The school board will approve the District Plan as a part of the World's Best Workforce report each year.
- B. The District Plan will contain the following elements:
 - 1. Staff development outcomes that are consistent with the defined education outcomes in the Edina Strategic Plan as may be determined periodically by the board;
 - 2. The means to achieve the District Plan outcomes;
 - 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with re-licensure requirements under state law;
 - 4. Ongoing staff development that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk students, students with special needs, multilingual learners, and talent development students, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a diverse student body that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model behavior expectations that ensure a positive learning environment and utilizes curriculum and/or resources that address early intervention alternatives and issues of harassment, teach nonviolent alternatives for conflict resolution, and support strong social and emotional learning.
 - f. Effectively deliver digital learning through blended and online formats; and

- g. Provide teachers and other members of site-based leadership teams with appropriate management and financial management skills.

5. The District Plan will also:

- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- c. Maintain a strong subject matter focus premised on students' learning goals consistent with state law;
- d. Ensure specialized preparation on culturally responsive practices and learning about issues related to teaching multilingual learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities will:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- e. Align with state and local academic standards;
- f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher

mentoring;

- g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers with differentiated instructional strategies critical for ensuring students' long-term academic success, the means to effectively use assessment data on academic literacy, oral academic language, and English language development of multilingual learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options and credentialing.
 7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
 8. The district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- C. The District Committee will assist Site Teams in developing Site Plans consistent with the goals and outcomes of the District Plan.
- D. The District Committee will evaluate staff development efforts at the site level and will report to the board on an annual basis the extent to which staff at the site have met the outcomes of the District Plan.
- E. In addition to developing a District Plan, the District Committee will also develop teacher mentoring programs for teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs will be included in or aligned with the district's teacher evaluation and peer review processes under state law.
- F. The District Committee will assist the district in preparing any reports required by the Minnesota Department of Education relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section IX. below.

V. Duties of the Site Team

- A. Each Site Team will develop a Site Plan, consistent with the goals of the District Plan. District leadership will review the Site Plans for alignment on an annual basis.
- B. The Site Team will demonstrate to district leadership the extent to which staff at the site have met the outcomes of the Site Plan. The actual reports to the school board can be made by the District Committee to avoid duplication of effort.
- C. If district leadership determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section VI. below.

VI. Staff Development Funding

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, pre-service and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The district also may use the revenue reserved for staff development for grants to the district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development

reserved revenue under Minnesota Statutes section 122A.61.

- D. The district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds, or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
1. additional stipends as incentives to mentors of color or who are American Indian;
 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
 3. programs for induction aligned with the district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
 4. ~~grants supporting licensed and non-licensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.~~ professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students; or
 5. for teachers of color and American Indian teachers, graduate courses toward a first master's degree in a field related to their licensure or toward an additional license.

To the extent the district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. Procedure for Use of Staff Development Funds

- A. On an annual basis, the District Staff Development-Committee, with the assistance of the Site Teams, will prepare a projected budget setting forth

proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets will include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

- B. Upon approval of the budget by the school board, the District Committee will be responsible for monitoring the use of such funds in accordance with the District Plan, Site Plans, and budgets. The requested use of staff development funds will meet or make progress toward the goals and objectives of the District Plan and Site Plans. All costs/expenditures will be reviewed by district leadership for alignment on an annual basis.
- C. Individual requests from staff for leave to attend staff development activities will be submitted and reviewed according to district policy, staff procedures, contractual agreement, and the effect on district operations. Failure to timely submit such requests may be cause for denial of the request.

VIII. Paraprofessionals, Title I Aides, and Other Instructional Support Staff

- A. The school district will provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals. Six of the eight hours will be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development will be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation will be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address other requirements of state law.
- D. A school administrator will provide an annual certification of compliance with this requirement to the Minnesota Department of Education Commissioner.

IX. Reporting

- A. The school district and District Committee will prepare a report of the previous fiscal year's staff development activities and expenditures as part of the district's World's Best Workforce report.
 - 1. The report will include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in

effective staff development activities.

2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report will also indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures will be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The report will be signed by the superintendent and staff development chair.

- B. To the extent the district receives a grant for mentorship activities described in Section VI.D., by June 30 of each year after receiving a grant, the District Committee will submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References:

Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, subd. 2 (In-Service Training)
Minn. Stat. § 120B.363, subd. 3 (Initial Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, subds. 7, 7a and 8 (Termination of Contract After Probationary Period; Additional Staff Development and Salary; Development, Evaluation, and Peer Coaching for Continuing Contract Teachers)
Minn. Stat. § 122A.41, subds. 4, 4a and 5 (Period of Service After Probationary Period: Discharge or Demotion; Additional Staff Development and Salary; Development, Evaluation, and Peer Coaching for Continuing Contract Teachers)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 123B.147, subd. 3 (Principals - Duties; Evaluation)

Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, subds. 2 and 2b (General Education Revenue - Basic Revenue
and Extended Time Revenue)
Minn. Stat. § 126C.13, subd. 5 (General Education Aid - Uses of Revenue)

Policy

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

adopted: 01/26/09

revised: 10/21/13

revised: 02/27/17

revised: 03/07/22

revised: 01/08/24

revised: __/__/26 (Quick Review)

Students

School Resources Officers

I. Purpose

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. General Statement of Policy

The school district, upon securing the services of school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resource officer with the district will meet the requirements of this policy.

III. Definitions

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

- A. “School” means an elementary school, middle school or secondary school, as defined by state law.
- B. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the school district.

IV. Contractual Duties

- A. A school resource officer’s contractual duties with the district will include:
 - 1. fostering a positive school climate through relationship building and open communication;
 - 2. protecting students, staff, and visitors on school grounds from criminal activity;
 - 3. serving as a liaison between the Emergency Management & Safety Coordinator and law enforcement to facilitate coordinated communication and responses with school officials;
 - 4. collaborating with the Emergency Management & Safety Coordinator to provide expertise and advice on the design and

implementation of safety drills tailored to the specific needs of each school environment;

5. working under supervision of the Emergency Management & Safety Coordinator to conduct comprehensive assessments to identify vulnerabilities in school facilities and safety protocols, ensuring alignment with district-wide emergency preparedness standards;
 6. educating and advising students and staff on law enforcement topics; and,
 7. enforcement of criminal laws involving bodily harm or the threat of bodily harm to another, or in which a victim of a crime, or their parent or guardian, is requesting law enforcement assistance. School resource officers should collaborate with school administrators for non-violent juvenile status offenses involving petty-misdemeanor and misdemeanor infractions occurring on school-owned property or during school-sanctioned events.
- B. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
- C. [Any law enforcement officer who has a statutory duty to identify themselves must do so in a manner that complies with state law.](#)
- €D. Nothing in this policy limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. Training

- A. Except as provided for in paragraphs V.B., V.C., and V.D. below, ~~beginning September 1, 2025,~~ each school resource officer must complete specific training before assuming duties, with exceptions noted below.
- B. Officers who completed certain prior courses before Sept 1, 2025, have until June 1, 2027, to complete the new training mandated under paragraph V.A. above before June 1, 2027.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer.

- D. Substitute officers serving less than 60 student contact days/year are exempt from training and must follow district policies.
- E. For each school resource officer employed by the district, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

Legal References:

Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions - Elementary School, Middle School, Secondary School)

Minn. Stat. § 123B.02, subd. 25 (School Resource Officers)

~~Minn. Stat. § 626.745 (Use of Chemical Irritants; Disclosure Required)~~

[Minn. Stat. § 609.4751, subd. 5 \(Duty to Identify\)](#)

Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References:

Policy 403 (Discipline of School District Employees)

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy 506 (Student Conduct and Discipline)

Policy

adopted: 11/04/24

revised: [__/__/26 \(Quick Review\)](#)

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Students

Open Enrollment

I. Purpose

The school district desires to maintain a consistent enrollment to support continuity in programming and will participate in the Open Enrollment Options Program established by state law. This policy sets forth the application and exclusion procedures used by the district in determining whether to accept nonresident students.

II. General Statement of Policy

A. Eligibility

Applications for enrollment under this policy will be approved, provided that acceptance of the application will not exceed the capacity of a program; class; grade level; or school site as established by school board resolution and provided that:

1. Space is available for the applicant under class size guidelines established by board action or other directive; and
2. In considering the enrollment capacity of a grade level and/or school building, the school district may ~~only~~ limit the enrollment of nonresident students to a number not less than the lesser of: (a) one (1) percent of the total enrollment at each grade level in the district; or (b) the number of district resident students at that grade level enrolled in a nonresident district ~~in accordance with~~ according to state law.
3. The applicant is not otherwise excluded by action of the district because of previous conduct in another district.

If the district limits enrollment of nonresident students pursuant to Subsection II.A., the district will report to the Commissioner of the Minnesota Department of Education by July 15 on the number of nonresident students denied admission due to the limitations on the enrollment of nonresident students.

A nonresident preschool-aged child who is open enrolled in the district will be required to open-enroll for kindergarten, with the exception of children participating in a school readiness plus program or a voluntary prekindergarten program for eligible four-year old children in the district pursuant to state law. Open enrollment acceptance of students with disabilities is not limited by the capacity of the program but may be limited based on capacity of the class,

grade level, or building.

B. Standards That May Be Used for Rejection of Application

In addition to the provisions of section II.A, the district may refuse to allow a student who is expelled under state law to enroll during the term of the expulsion if the student was expelled for:

1. Possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. Possessing or using an illegal drug at school or a school function;
3. Selling or soliciting the sale of a controlled substance while at school or a school function; or
4. Committing an act classified as third-degree assault or greater [as described in state law](#) ~~involving assaulting another and inflicting substantial bodily harm.~~

C. Standards That May Not Be Used for Rejection of Application

The district may not use the following standards in determining whether to accept or reject an application for nonresident enrollment:

1. ~~P~~ [The student's](#) previous academic achievement ~~of a student~~;
2. ~~A~~ [The student's](#) athletic or other extracurricular ability ~~of a student~~;
3. ~~Students with disabilities~~ [The student's disabling condition](#);
4. ~~A~~ [The](#) student's proficiency in the English language;
5. The student's district of residence, except where the district of residence is directly included in an enrollment option strategy included in an approved achievement and integration program; or
6. Previous disciplinary proceedings involving the student. This will not preclude the district from refusing enrollment to an expelled student as set out in Section II.B of this policy or proceeding with exclusion as set out in Section II.F of this policy.

D. Application for Open Enrollment Options Program

1. The ~~student and~~ parent/guardian must complete and submit the [General Statewide Enrollment Options Application](#) ~~School District Enrollment Options~~

~~Program application~~ developed by the Minnesota Department of Education.

2. The application deadline is January 15, preceding the school year for which attendance is desired. Any applications received after the January 15th deadline will be put on a waitlist.
3. The district will notify the nonresident parent/guardian and the resident district if an application has been accepted or rejected, in most cases, by February 15. The nonresident applicant must notify the district's Student Enrollment Center of the student's commitment to attend by March 1.
4. If the number of nonresident student applicants exceeds the number allotted, as determined by board action (see Section II.A), a lottery will be used to determine applicant placements. The lottery will be completed by the district administration and families will be notified of their lottery status.
5. The lottery status for a family will remain through the duration of the school year for which they sought admittance. The lottery status will not carry forward to the upcoming school year as a new lottery will be completed as outlined in section II (i.e., the lottery position for the family seeking admittance for school year A will remain through the duration of school year A; a new application is required for school year B).

E. Transportation

The parent/guardian accepts responsibility for transporting the student to the border of the district unless transportation is provided for under a state or federal subsidy program, or the family lives in a district-approved transportation area. The district will then transport the student to school from the border.

F. Exclusion

1. Administrator's Initial Determination

If a district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or district policy, the administrator will transmit the application to the superintendent or designee with a recommendation of whether exclusion proceedings should be initiated.

2. Review

The superintendent or designee may make further inquiries. If the superintendent determines that the applicant should be admitted, they will notify the applicant and the board chair. If the superintendent or designee determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the district reserves the right to initiate

exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The district may terminate the enrollment of an open enrolled student enrolled under an enrollment options program pursuant to state law at the end of a school year if the student meets the definition of a habitual truant [under state law](#), the student has been provided appropriate services for truancy under state law, and the student's case has been referred to juvenile court. A "habitual truant" is a child ~~under 17 years of age~~ [who is at least twelve \(12\) years old and less than eighteen \(18\) years old](#) who is absent from attendance at school without lawful excuse ~~for seven school days if the child is in elementary school or for one (1) or more class periods on seven (7) school days in a school year~~ if the child is in middle school, junior high school, or high school, or 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 in a school year](#) and who has not lawfully withdrawn from school. ~~under state law. Pursuant to 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 district may also terminate the enrollment of an open enrolled student over [seventeen \(17\) years of age](#) if the student is absent without lawful excuse for one or more periods on [fifteen \(15\) school days](#) and has not lawfully withdrawn from school under state law.
3. A student who has not open enrolled in the district in accordance with this policy and [if the district reasonably believes that a student](#) does not otherwise meet the residency requirements [of the district in which the student is attending school, the student may be](#) ~~for enrollment may be terminated from enrollment and removed from the district~~ [school only after the district sends the student's parents/guardians](#)
~~Prior to removal from the district, the district will send a written notice of the district's belief that the student is not a resident of the district to the student's parents/guardians. The notice will include (1) including the facts upon which the belief is based, and (2) notice to the parents/guardians of their an opportunity to provide documentary evidence showing residency in person to the superintendent or the superintendent's designee, or, at the option of the parents, by sending the documentary evidence or in writing to the superintendent or designee. The superintendent or designee who will make the a final determination as to the residency status of the student.~~
4. [Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian](#)

moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

III. Open Enrollment Placement

A. Currently Enrolled K-12 Students

Nonresident students already enrolled before January 15 of each year will be given a Priority One for continuance at the Edina school at which they are currently enrolled.

B. The school district will use a lottery in placing students, following the priorities noted below:

1. **Priority One: Intra-District Transfer Requests.**
Nonresident students, who are already enrolled, may request a transfer to another site. The request must be written and submitted to the superintendent or designee for consideration. Newly open-enrolled students may be considered for intra-district transfers the following school year.
2. **Priority Two: Staff Requests – Nonresident Students.**
Students of District Employees (including siblings) will be given priority if the parent/guardian has submitted a request for admission to the district by January 15.
3. **Priority Three: Siblings.**
Siblings of current enrolled students will be given priority if their request for admission has been submitted to the district by January 15.
4. **Priority Four: Student is a resident of the City of Edina, but the resident school district for the student's Edina home is not Edina Public Schools, and the student seeks enrollment in Edina Public Schools.**
5. **Priority Five: Achievement and Integration Non-Resident Students.**
Nonresident students and applications related to an approved achievement and integration plan will be given priority if their request for admission has been submitted to the district by January 15.
6. **Priority Six: Open Enrollment – Nonresident Students.**
Nonresident students who have submitted their requests for admission to the district by January 15.
7. **Priority Seven: Enrollment Options – Nonresident Students.**
In the event space continues to be available after January 15, families may apply under the Open Enrollment Agreement for Admission to Edina Public Schools.

IV. Student Tuition Fees

In rare instances, the district may also accept students, whose primary residence falls outside of Minnesota through tuition payment. The tuition stipulations for nonresident pupils will be as follows:

- A. The school district may admit students residing outside the district who do not qualify for transfer under the Open Enrollment Options Program if space is available. Attendance at schools of the district will be contingent upon the payment of tuition unless the school board, by specific action, alters or disregards the tuition charges. Students who would be in this category are foreign exchange students and students who are enrolled in Edina Virtual Pathway but reside outside the state of Minnesota.
- B. The tuition rate for nonresident students not admitted under Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District) or Minn. Stat. § 124D.03 (Enrollment Options Program) is the rate calculated by the superintendent or designee.
- C. Tuition payments must be made monthly in advance, the first payment being due on the date the student is registered in the district, and subsequent payments are due on the corresponding date of each month thereafter. If tuition is not paid within [fifteen \(15\)](#) days after it is due, the nonresident child will no longer be enrolled in the district. Reinstatement will be at the discretion of the board.
- D. Nonresident tuition will be waived and the payment for the current month refunded if residence is established in the district on or before the final date of the month for which tuition has been paid.

Legal References:

18 U.S.C. 930, para. (g)(2) (Definition of a weapon)
Minn. Stat. § 120A.22, subd. 3(e) (Residency Determined)
Minn. Stat. § 120A.22, subd. 8 (Withdrawal from School)
Minn. Stat. § 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 142D.07 (School Readiness Plus Program)
Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, subd. 19 (Definition of Habitual Truant)
[Minn. Stat. § 609.223, subd. 1 \(Substantial Bodily Harm\)](#)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. App. 2005) (unpublished)

Op. Minn. Atty. Gen. No. 169-f (August 13, 1986)

Cross References:

Policy 506 (Student Conduct and Discipline)

Policy 517 (Student Recruiting)

Policy

INDEPENDENT SCHOOL DISTRICT NO. 273

adopted: 05/19/08

Edina, Minnesota

amended: 03/15/10

amended: 02/21/12

amended: 07/23/12

revised: 02/23/15

revised: 12/15/15

revised: 10/24/16

revised: 12/11/17

revised: 06/08/20

revised: 10/16/23

revised: 05/05/25

revised: __/__/26 (Quick Review)

Students

Student Disability Nondiscrimination Under Section 504 of the Rehabilitation Act

I. Purpose

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. General Statement of Policy

- A. Students are protected from discrimination on the basis of a disability.
- B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
 - 2. has a record of such impairment; or
 - 3. is regarded as having such impairment; or
 - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
- D. Learners are to be protected from disability discrimination and may be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.
- E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in state law to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. Coordinator

Persons who have questions, comments, or complaints should contact the director of student support services, [5701 Normandale Road, Edina, Minnesota 55424, \(952\) 848-3900](#), regarding grievances or hearing requests regarding [student](#) disability issues. Individuals who wish to make a complaint regarding a [student](#) disability discrimination matter may use the form found in Appendix I. The form should be given to the director of student support services.

Legal References:

[Minn. Stat. Ch. 363A \(Minnesota Human Rights Act\)](#)

29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)

[42 U.S.C. Ch. 126 \(Equal Opportunity for Individuals with Disabilities\)](#)

34 C.F.R. Part 104 (~~Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance~~ [Section 504 Implementing Regulations](#))

Cross Reference:

Policy 402 (Disability Nondiscrimination)

Policy

adopted: 01/22/08

reviewed: 02/21/12

revised: 09/25/17

revised: 02/10/20

revised: 03/03/25

[revised: __/__/26 \(Quick Review\)](#)

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota



Appendix I to Policies 401, 402, 413, 521, 522, and 528

DISCRIMINATION, HARASSMENT, AND VIOLENCE REPORT FORM

Edina Public Schools maintains a firm policy prohibiting all forms of discrimination, harassment, or violence against students or employees, or groups of students or employees, on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability. All persons are to be treated with respect and dignity. Harassment or violence by any student, teacher, administrator, or other school personnel, which creates an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Use of this reporting form is encouraged but not required. Reports may be made orally or in writing, including via electronic mail.

Person completing report: _____

Primary home address: _____

Secondary home address (if any): _____

Work location if an Edina Public Schools employee: _____

Primary phone: _____

Secondary phone: _____

Email address: _____

Date of alleged incident(s): _____

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

Name of person(s) you believe harassed or was violent toward you or another person.

If the alleged harassment or violence was toward another person(s), identify that person(s).

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

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

List any witnesses to the incident(s). _____

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

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee or [the](#) executive director of human resources. [For student disability discrimination matters, please submit to the director of student support services.](#)

(07/25)

Education Programs

Graduation Requirements

I. Purpose

This policy sets forth requirements for graduation from the school district.

II. General Statement of Policy

The school district's policy is that all students will fulfill applicable state required assessments as well as satisfactorily complete all course requirements, as determined by the district and as established by the school board, in order to receive a diploma. All students who meet the above requirements will be considered a graduate of Edina High School for purposes of ceremony, diploma, and transcript.

III. Definitions

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

- A. "Course credit" is equivalent to a student's successful completion of a semester of study or a student's mastery of the applicable subject matter, as determined by the school district and as identified annually in district course registration catalogs.
- B. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- C. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, personal finance, physical education, health, or the arts, or (2) a locally adopted expectation for student learning in world language or career and technical education.

IV. Test Administrator

The director of teaching and learning is the school district test administrator and in charge of all test procedures.

V. Graduation Requirements

Students must fulfill state graduation requirements and successfully complete high school level courses, as determined by the school district, to graduate from Edina Public Schools. District requirements are articulated in Appendix I.

VI. Requirements to Participate in Graduation Ceremony

- A. The high school graduation ceremony is the commencement event provided to students, families, and community by the school district. A high school student who has attained the required course credits will be allowed to participate in the ceremony. The high school principal or designee will present a list of students to receive a diploma from Edina Public Schools to the school board for its approval prior to the ceremony.
- B. The district reserves the right to not allow a student to participate in or attend the graduation ceremony for inappropriate behavior. Inappropriate behavior includes but is not limited to destroying or damaging property, disrupting the school day or activities, or engaging in disrespectful behavior toward fellow students or district employees.
- C. The district will not charge fees for rental or purchase of caps, gowns, or diplomas.

VII. Early Graduation

As provided for by state law, students may be considered for early graduation, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. All test requirements or higher guidelines have been satisfied;
- C. The principal or designee has conducted an interview with the student and parent or guardian, familiarized the parties with opportunities available in post-secondary education, and supports the early graduation request.
- D. The principal's decision will be in writing and is subject to approval by the superintendent and school board.

IX. High School Diploma for Veterans

A. Diploma

The school district will, upon a request under Section B. below issue a high school diploma to a veteran as defined in state law who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

1. during the Korean Conflict; or
2. during the Vietnam War.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The district may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The district is not required to report on diplomas issued under Minnesota Statutes, section 127A.135.

D. Assistance

The Minnesota Department of Veterans Affairs and county veteran service officers may provide assistance to districts fulfilling diploma requests, including but not limited to verification of discharge paperwork.

Legal References:

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

[Minn. Stat. § 120B.018 \(Definitions\)](#)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement [Goals](#); Striving for the ~~World's Best Workforce~~

[Comprehensive Achievement and Civic Readiness](#))

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)

Minn. Stat. § 120B.251 (Ethnic Studies Requirements)

Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)

Minn. Stat. § 120B.303 (Assessment Graduation Requirements)

Minn. Stat. § 120B.307 (College and Career Readiness)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)

Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)

Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)

Minn. Stat. § 127A.135 (High School Diploma for Veterans)

Minn. Rules Chapter 3501 ([Graduation Standards](#))

Cross References:

Policy 601 (Educational Competencies, Academic Standards, and Instructional Curriculum)

Policy 614 (Assessment Plan)

Policy 616 (School District System Accountability)

Policy 624 (Online Learning Options)

Policy

adopted: 10/26/09

revised: 08/17/15

revised: 02/27/17

revised: 03/11/19

revised: 02/03/21

revised: 03/13/23

revised: 03/04/24

revised: 01/06/25

[revised: __/__/26 \(Quick Review\)](#)

INDEPENDENT SCHOOL DISTRICT NO. 273

Edina, Minnesota

Appendix I to Policy 613

EDINA PUBLIC SCHOOLS GRADUATION REQUIREMENTS

I. Graduation Requirements

A. All students are subject to the following assessment requirements, unless the parents/guardians opt out in writing:

1. Must participate in the Minnesota Comprehensive Assessments (“MCAs”) in reading, math, and science; and
2. Must have had an opportunity to complete the ACT in Grade 11.

B. All students must complete the Minnesota Academic Standards as developed by the Minnesota Department of Education:

1. Minnesota Academic Standards, Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12;
5. Minnesota Academic Standards, Arts K-12;
6. Minnesota Academic Standards, Personal Finance 9-12;
7. School District Standards, Health K-12; and
8. School District Standards, Physical Education K-12.

C. Additionally, all students must demonstrate their understanding of the following local academic standards:

1. School District Standards, Career and Technical Education 6-8; and
2. School District Standards, World Languages 6-8.

D. All students must successfully complete one of the following:

1. Earn forty-three (43) semester credits, and starting with the class of 2028, forty-four (44) semester credits, as recorded on the high school transcript;
2. Have met the requirements of the student’s IEP; or

3. Have met the requirements of an accredited alternative learning program within the district.

II. Edina Public Schools Graduation Requirements

- A. Students must successfully complete, as determined by the school district, the following high school level course semester credits for graduation:
 1. Eight (8) semester credits of English Language Arts;
 2. Six (6) semester credits of mathematics, including an Algebra II credit or its equivalent;
 3. Six (6) semester credits of science, including a minimum of (a) two credits in physical earth science; (b) two credits in biology; (c) two additional credits in physics or chemistry beyond physical earth science;
 4. Seven (7) semester credits of social studies, encompassing at least United States history, government and citizenship, world history, geography, and economics; however, starting with the class of 2028, eight (8) semester credits of social studies, encompassing at least United States history, government and citizenship, world history, geography, and economics;
 5. Two semester credits in the arts (music, dance, theater, media and visual arts and selected courses);
 6. One (1) semester credit in health and two (2) semester credits in physical education; and
 7. Minimum of eleven (11) semester credits of elective options; however, Starting with the class of 2028, minimum of ten (10) semester credits of elective options.
 8. Starting with the class of 2028, one semester credit (1) in personal finance in grade 10, 11, or 12.
 9. Starting with the class of 2028, forty-four (44) semester credits.

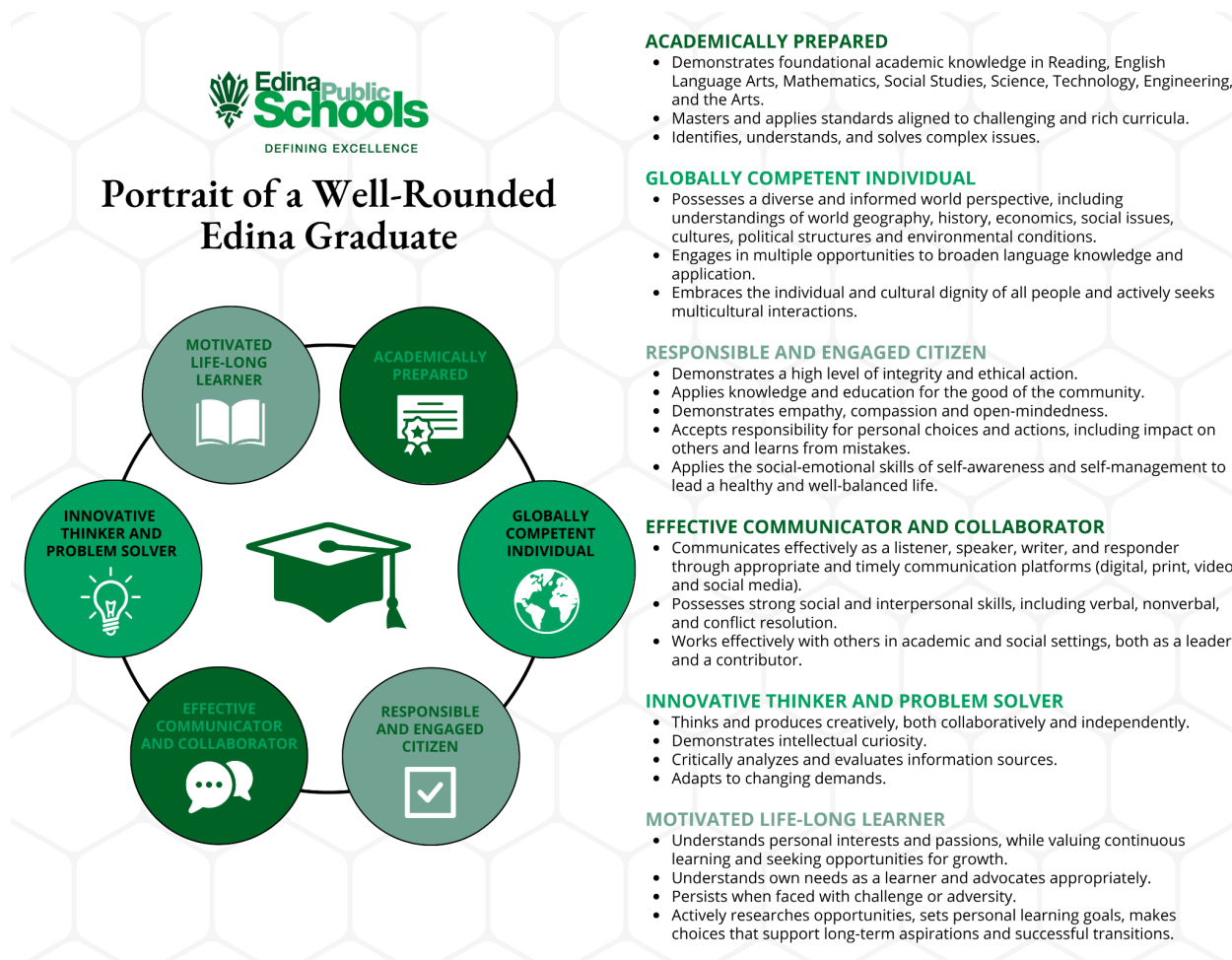
Appendix

revised: 12/10/12
revised: 08/17/15
revised: 02/27/17
revised: 07/16/18
revised: 03/11/19
revised: 03/13/23
revised: 03/04/24
revised: 01/06/25

Appendix II to Policy 613

EDINA PUBLIC SCHOOLS PORTRAIT OF A WELL-ROUNDED EDINA GRADUATE

The Edina Public Schools Early Learning - 12 course work is designed to develop the following competencies in each and every student.



Appendix

adopted: 03/13/23

reviewed: 03/04/24

reviewed: 01/06/25

Education Programs

Literacy and the READ Act

I. Purpose

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

II. General Statement of Policy

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

III. Definitions

[For purposes of this policy, the definitions included in this section apply.](#)

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

- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills will continue to receive explicit, systematic instruction to reach mastery.
- D. "Instructional coach" means an instructional leader with specialized knowledge in teaching and learning. A district instructional coach will provide job-embedded professional development.
- E. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board ~~as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher~~, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. ~~A literacy specialist employed by MDE under the READ Act, or by the district as a literacy lead, is not required to complete the approved training before August 30, 2025.~~
- F. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead will support the district's implementation of the READ Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by the district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- G. "Multi-tiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals; and data is used for educational decision making.
- H. "Oral language," also called "expressive language" or "receptive language," as defined within structured literacy, includes speaking and

listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

- I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- M. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.
- N. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- O. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. Reading Screener; Parent/Guardian Notification and Involvement

- A. The school district will administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. [The district will provide vendor-approved screening accommodations to students with documented accommodation plans.](#)

[The district will administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency.](#) The screener ~~must~~ [will](#) be one of the screening tools approved by MDE.

- B. The district will identify any screener it uses in the district's annual literacy plan and submit screening data to MDE annually by June 15.
- C. The district, after administering each screener, will follow its language access plan under state law and give the parent of each student who is not reading at or above grade level information from the screener about:
1. the student's reading proficiency as measured by a screener approved by MDE;
 2. reading-related services currently being provided to the student and the student's progress; and
 3. strategies for parents/guardians to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the district will measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under state law, the district will notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, and reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. The district will not use this section to deny a student's right to a special education evaluation.

V. Identification and Reporting

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, will be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by approved screening tools. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive and receptive language mastery. The screening tool used will be a valid and reliable universal screener that is highly correlated with foundational reading skills. ~~For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.~~
- B. The school district will submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the local literacy plan submission on an annual basis due on June 15.
- C. For students enrolled in dual language immersion programs:
1. if students are screened in the partner language, they will be screened at the same interval as the screenings in English under Paragraph A above;
 2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction will be screened in English;
 3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction will be screened in the partner language;
 4. if no screener is available in the partner language, the district will identify how students reading proficiency is assessed and how the district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing the mastery of foundational reading skills; and
 5. the partner language screening tool will be approved by the district

for kindergarten through grade 3.

- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who are not reading at grade level will be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and will continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent/guardian, in consultation with a teacher, may opt a student out of the literacy screener if the parent/guardian and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student will continue to receive progress monitoring and literacy interventions.
- E. Reading screeners in English, and in the predominant languages of district students where practicable, will identify and evaluate students' areas of academic need related to literacy. The district also will monitor progress and provide reading instruction appropriate to the specific needs of multilingual learners. The district will use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- F. [An English language learner will be screened for characteristics of dyslexia according to the vendor's assessment guidelines.](#)
- FG. The district will include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under the READ Act, the report will include:
 - 1. a summary of the district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and
 - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under state law.

VI. Intervention

- A. For each student identified under the screening identification process, the school district will provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The district will implement progress monitoring for a student not reading at grade level.
- C. The district will use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials will be evidence-based. Starting in the 2026-2027 school year, the district will only use evidence-based literacy interventions.
- D. If a student does not read at or above grade level by the end of the current school year, the district will continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. District intervention methods will encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. Intervention programs will be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals in consultation with the student's parent/guardian. The personal learning plan will include evidenced-based targeted instruction and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. The district will maintain and regularly update and modify the personal learning plan until the student

reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. Local and Comprehensive Literacy Plan

- A. The school district will adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The district will update and submit the plan to the MDE Commissioner by June 15 each year. The plan will be consistent with the READ Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency, and the screeners used, by school site and grade level, under the READ Act.
 2. a process to notify and involve parents/guardians;
 3. a description of how schools in the district will determine the personal learning plan that provides targeted evidenced-based reading instruction and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the district has adopted a MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level;

9. the number of teachers and other staff that have completed training approved by MDE;
10. the number of teachers and other staff proposed for training in structured literacy;
11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
12. beginning as soon as practicable after the end of the fiscal year 2026, how the district used literacy aid funding received under state law; ~~and~~
13. beginning on December 31, 2025, for the district's dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
 - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level–, and
14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

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

VIII. Staff Training

- A. The school district will provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 4. curriculum directors;
 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
 6. employees who select literacy instructional materials for a district; and
 7. teachers holding English as a second language teaching licenses.
- B. The district will provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2027:
1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 2. teachers who provide instruction to students in a state-approved alternative program; and
 3. teachers who provide instruction to students in a dual language immersion programs.

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

- C. The district will employ or contract with a literacy lead or be actively supporting a designated literacy specialist through the process of becoming a literacy lead in accordance with the Read Act. The district may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under state law for the services of a literacy lead. The district literacy lead will collaborate with district administrators and staff to support the district's implementation of requirements under the READ Act.
- D. Training provided by the following may satisfy the professional

development requirements under this Article:

1. a certified trained facilitator; or
 2. a training program that MDE has determined meets the professional development requirements under the READ Act.
- E. Beginning July 1, 2027, an educator required to receive training under the READ Act who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings.
- F. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to the READ Act.
- G. All professional development and digital curriculum resources will comply with the accessibility standards developed according to state law. Professional development provided in accordance with the Read Act is subject to the accessibility requirements of state law.

IX. Staff Development

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

3. licensed teachers employed by the district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including ~~oral~~ academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The district will provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. Literacy Incentive Aid Uses

The school district will use its literacy aid to meet requirements and goals adopted in the district's local literacy plan.

Legal References:

Minn. Stat. § 120B.119 (READ Act Definitions)
Minn. Stat. § 120B.12 (READ Act Goal and Interventions)
Minn. Stat. § 120B.123 (READ Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 123B.32 (Language Access Plan)
Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
[Minn. Stat. § 363A.43 \(Continuing Education; Accessibility\)](#)

Policy
adopted: 01/08/24
revised: 04/13/26
revised: [__/__/26 \(Quick Review\)](#)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Non-Instructional Operations and Business Services

Student Transportation

I. Purpose

This policy addresses the school district's obligations to its students, nonpublic students, and the provision of extracurricular transportation. It also provides guidance to students and their families regarding their obligations as safe riders of school transportation.

II. General Statement of Policy

- A. The school district will provide for the transportation of students in a manner that protects their health, welfare, and safety.
- B. The district recognizes that transportation is an essential part of the district services to eligible students and families while also recognizing that transportation is a privilege and not a right for these eligible students.
- C. The district recognizes the rights of nonpublic school students regarding transportation services and provides equal transportation as required by law.
- D. The district will determine whether to provide transportation to students, spectators, or participants for extracurricular activities.

III. Student School Bus Safety Training and Active Transportation Safety Training

A. Student Training

1. By the end of the sixth week of school, the school district will provide students in kindergarten through grade 10 with age-appropriate school bus safety training and active transportation training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. Danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing;
 - g. School bus evacuation and other emergency procedures;
 - h. Pedestrian training, including crossing roads safely; and
 - i. Bicycle safety, including traffic laws and use protective equipment and

safe biking techniques.

2. The district may provide active transportation safety training through distance learning.
3. The district will make reasonable accommodations for the active transportation safety training of students known to speak English as a second language and students with disabilities.
4. Students in kindergarten through grade 3 will receive school bus safety training two times during the school year.
5. The district will conduct a school bus evacuation drill for all student riders at least once during the school year.

B. Parent and Guardian Responsibilities

1. Review the district's student bus rider responsibilities (Appendix II) with your child(ren);
2. Support safe bus riding and walking practices;
3. Recognize students are responsible for their actions;
3. Communicate safety concerns to building administrators;
4. Monitor bus stops, when possible;
5. Have your child(ren) to the bus stop five minutes before the bus arrives;
6. Have your child(ren) properly dressed for the weather; and
7. Have a plan in case the bus is late.

C. Student Conduct on Buses and Consequences for Misbehavior

1. Riding the school bus is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses, including nonpublic school students.
3. Consequences for school bus or bus stop misbehavior will be imposed by the district in accordance with the discipline guidelines developed by the district.
4. Consequences for misbehavior may include suspension of bus privileges.

D. Procedures for Reporting Student Misbehavior

1. Parents/guardians or students should report concerns regarding student misbehavior to the building principal or the district transportation supervisor. The bus driver will report student misbehavior to the district's transportation

office.

2. The district's transportation office will report the student misbehavior to the appropriate building administrator.
 3. Misbehavior may be reported to local law enforcement in accordance with the district's discipline guidelines and as required by state and federal law.
 4. Records of school bus or bus stop misbehavior will be forwarded to the individual school building and will be retained in the same manner as other student discipline records.
- E. Bus drivers perform post-trip inspections to check for any children or items left behind.

IV. Emergency Procedures

- A. When possible, a bus driver or their supervisor will call "911" or the local emergency phone number in the event of a serious emergency.
- B. A bus driver's main responsibility is the safety and well-being of their students. See also Appendix IV.
- C. A bus driver will adhere to the standards set forth in the Minnesota Department of Public Safety's *Minnesota Model School Bus Driver Training Program* and transportation department policies regarding emergency situations.
- D. All bus drivers will be trained in basic first-aid procedures.
- E. Bus drivers assigned to routes serving students with disabilities are trained on the proper methods for assisting students with a disability including, but not limited to, assisting disabled students on and off the bus when necessary for their safe ingress and egress from the bus and ensuring that protective safety devices are in use and fastened properly.
- F. Emergency health information is maintained on the school bus for students requiring special transportation services because of their disability. The information includes:
 1. Student's name and address;
 2. Nature of the student's disabilities;
 3. Emergency health care information; and
 4. Names and telephone numbers of the student's physician, parents, or guardians.

V. Provision of Transportation

- A. The school district will provide transportation to students in accordance with state and federal laws. When transportation is provided, the scheduling of routes, location of bus stops, the manner and method of transportation, control, and discipline of the transported students, if fees are assessed, and all other transportation-related matters are in the sole discretion, control, and management of the district. (See Appendix I.)
- B. Upon the request of a parent or guardian, the district will provide transportation to and from school for all resident students living in a transportation zone as noted in the district's Transportation Routes and Services (Appendix I), except for those students whose transportation privileges have been suspended.
- C. The parent or guardian may designate a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
- D. Only students assigned to the school bus by the district are transported by the district. The number of students or other authorized passengers transported in a school bus will not be more than the legal capacity for the bus.
- E. Upon the request of a parent or guardian and depending on bus capacity, the district will provide transportation to a non-resident student within the district borders at the same level of services as the district provides to its resident students.
- F. The district will reasonably accommodate the transportation needs of a student with a disability in accordance with applicable state and federal laws.
- G. The district will provide homeless students with transportation services in accordance with applicable state and federal laws.
- H. The district may charge fees for transportation of students to and from school when authorized by state law. If the district charges fees for transportation, the district will develop guidelines to ensure no student is denied transportation due to inability to pay.
- I. The district may charge reasonable fees for transportation to and from postsecondary institutions for students enrolled under the postsecondary enrollment options program.

VI. Nonpublic School Students

- A. The school district will provide equal transportation within the school district for

all students to any school when the district deems transportation is necessary because of distance or traffic conditions and as provided in state law.

- B. The district will transport a district-resident, nonpublic-school student to the district boundary where the distance from the nonpublic school student's residence to the district boundary is the same or less than the distance the district transports its students within the district.
- C. When transportation is provided; the scheduling of routes, the manner and method of transportation, control and discipline of the transported students, and all other transportation-related matters are in the sole discretion, control, and management of the district.

VII. Extracurricular Transportation

A. Arrangement of Transportation

School district administration determines whether to provide transportation for only district-sponsored extracurricular activities. This determination includes:

1. The decision to provide transportation;
 2. The type, method, and manner of transportation;
 3. The scheduling and coordination of transportation;
 4. All other transportation arrangements and decisions; and
 5. Informing employees involved with extracurricular activities of the arrangements and decisions.
- B. The district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school when attendance is optional.
 - C. An employee, who is not an administrator, will not arrange, schedule, or coordinate transportation for extracurricular activities, unless specifically directed to and approved by an administrator.
 - D. If the district makes no arrangements for extracurricular transportation, participating students must arrange for their own transportation.

VIII. Employee Use of Personal Vehicles

- A. An employee must not use a personal vehicle to transport a student; however, an employee may make appropriate transportation arrangements when emergency situations arise. If an emergency situation arises, the relevant facts and circumstances must be reported to school district administration as soon as possible.

- B. Any personal vehicle used to transport students must be properly registered and insured.

IX. Operating Rules and Procedures

- A. School buses are operated in accordance with state and federal laws, procedures contained in the *Minnesota Model School Bus Driver Training Program*, and transportation department policies.

- B. Diesel Exhaust Fumes

1. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
2. To the extent practical, the school district will designate school bus loading and unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

- C. Use of Cell Phones or Other Mobile Devices

1. An employee may not operate a district vehicle while using a cellular phone or other mobile device when the vehicle is in motion or students are located on the vehicle, except in the event of a serious emergency.
2. In the event of a serious emergency, the employee must stop the vehicle to operate the cellular phone or other mobile device, unless the serious emergency prevents stopping the vehicle.

X. Qualified Driver of Type III Vehicle (see also Appendix V)

1. A qualified driver of a Type III vehicle must be an employee or agent of the school district who possesses a Class A, B, C, or D license. If the driver does not have a school bus endorsement, the driver must:
 - a. Be an employee or contracted agent of the district;
 - b. Complete annual training and certification; and
 - c. Have a background check that satisfies state requirements.
2. If the qualified driver is not employed by the district solely for providing transportation services to students, the employee is exempt from the following requirements of other district vehicle drivers:
 - a. Physical examination; and
 - b. Pre-employment drug and alcohol testing.

XI. Vehicle Inspection and Maintenance

- A. School district vehicles will be maintained in safe operating condition through a systematic, preventive maintenance and inspection program.
- B. All district vehicles are inspected in accordance with state and federal laws.
- C. A copy of the current daily pre-trip inspection report is carried on the bus by the bus driver. Daily pre-trip inspections are maintained in accordance with the district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Bus drivers perform daily post-trip inspections to check for vandalism.

XII. Bus Driver Duties and Responsibilities

- A. All school district bus drivers receive departmental training and must demonstrate the skills and knowledge to transport students in a safe and legal manner. Bus drivers have the following duties and responsibilities:
 - 1. Safely operate the school bus;
 - 2. Understand student behavior, including issues related to students with disabilities;
 - 3. Ensure orderly conduct of students of the bus and handle incidents of misconduct appropriately;
 - 4. Know and understand relevant laws, rules of the road, and district policies;
 - 5. Handle emergency situations;
 - 6. Safely load and unload students; and
 - 7. Perform required inspections.

XIII. Transportation Supervisor Duties and Responsibilities

The transportation supervisor coordinates school district transportation and has the day-to-day responsibility for student safety. The transportation supervisor's duties include, but are not limited to:

- A. Implementing district transportation policies, appendices, and procedures;
- B. Ensuring district policy and appendices conform with state and federal law;
- C. Reviewing the bus safety training program of each school site to determine that the programs comply with district policy and state law;

- D. Communicating student misbehavior to building administrators;
- E. Reporting misbehavior occurring on the bus or near loading/unloading areas and causing an immediate and substantial danger to the student or surrounding persons or property to local law enforcement;
- F. Certifying, as required by law, that each bus driver employed by the district has received the required training and that each bus driver has been evaluated and meets the required bus driver training competencies; and
- G. Determine that district school buses meet the standards and equipment requirements of state law.

Any questions regarding student transportation or this policy may be addressed to the district's transportation supervisor.

XIV. Student Transportation Safety Committee

The school district may establish a student transportation safety committee. If established, the chairperson of the student transportation safety committee will be the school district's transportation supervisor. Membership in the committee may include parents/guardians, district administrators, school bus drivers, local law enforcement officials, other district employees, or representatives from other units of local government.

Legal References:

Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 169.011, subd. 71(d) (Definition of School Bus)
Minn. Stat. § 169.454, subd. 13 (Type III Vehicle Standards-Exemption)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Bus)
Minnesota Rules 1993, part 3520.5120 (First Aid Kit)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
42 U.S.C. § 11432
49 C.F.R. § 571 (Federal Motor Vehicle Safety Standards)

Resources:

Minnesota Department of Public Safety - www.dps.mn.gov (*Minnesota Model School Bus Driver Training Program*)

Policy

INDEPENDENT SCHOOL DISTRICT NO. 273

adopted: 01/10/11

Edina, Minnesota

revised: 09/22/14

revised: 06/12/17

revised: 07/16/18

revised: 06/08/20

revised: 11/13/23

revised: 10/13/25

revised: 11/10/25 (correction under quick review)

revised: __/__/26 (Quick Review)

Appendix I to Policy 713

TRANSPORTATION ROUTES AND SERVICES

The State of Minnesota currently requires transportation services for students who reside more than 2 miles from school. Edina Public Schools provides transportation to elementary students (K-5) who live more than 0.7 mile from school, and middle and high school students who live more than 1 mile from the school at no charge. The school district may provide transportation to students not eligible for regular to and from school transportation in accordance with Minnesota Statute 123B.36, which authorizes charging a fee for service.

- A. Students attending their assigned school, living in a non-transportation zone (grades K-5) residing less than .7 miles from school or students (grades 6-12) residing less than 1.0 miles from school may be eligible for a "Pay-To-Ride" service. Students that attend a school other than their assigned school because of an inter-district transfer, or are open enrolled, are not eligible for transportation regardless of the distance to the school.
- B. Students living in the City of Edina between Hwy. 169 and Blake Road on the east and west, and Parkwood Road and Spruce Road on the north and south (Parkwood Knolls area) attending South View or Valley View Middle school, Edina High School, Countryside or Highlands Elementary school, are in a designated Pay-To-Ride zone.
- C. "Pay-To-Ride" services are student transportation services to and from school being provided by the district for a fee. Determination on providing "Pay-To-Ride" service will be made by transportation administration based on time, space, and equipment considerations. Services will be contracted annually at a rate established by the district. See Appendix VI, Pay-To-Ride Transportation Form. No student will be denied services because of an inability to pay.
- D. The determination of available space will be those non-obligated seats aboard buses servicing the immediate area, not exceeding the following limits per bus:
 - Grades K-5: 65 to 70 students
 - Grades 6-8: 60 to 65 students
 - Grades 9-12: 45 to 55 students
- E. Issuance of seating for Pay-To-Ride students will be determined on a first-come, first-serve basis. All applications will be stamped with the date and time received.
- F. Applicants must submit the fee with the completed contract to be considered for the Pay-To-Ride service. Services are to be paid in advance on an annual basis. The

Pay-To-Ride rate will be \$350 per student with a family cap of \$525 with services beginning the first day of school.

- G. Cancellation of the service may be affected by the district upon five (5) days written notice if the student limit per bus is exceeded. The Pay-To-Ride service will be canceled (last assigned, first off) until such time that space is again determined to be available. Service will also be canceled due to NSF (non-sufficient funds).
- H. If the district cancels services due to lack of space, it will prorate reimbursement based on the number of days the contract has been in effect. The district will not reimburse the parent/guardian for those days the student is absent, suspended from transportation services, or for emergency school closings, etc.
- I. Pay-To-Ride notices will be sent out by the second week of June for the coming school year with the enrollment period beginning on July 1 and ending on July 31. The Pay-To-Ride form will also be posted on the Transportation web page. After the deadline, no new applications will be accepted until two weeks after school starts.
- J. Transportation may be provided to students normally not eligible for transportation when the walk path within a school's attendance area exhibits an extraordinary "hazard area" as determined by the Transportation Supervisor.
- K. District policy for distance to a stop from home can be up to 0.3 mile for elementary students (K-5) and up to 0.5 mile for secondary students (6-12).
- L. A written request must be submitted to transportation services for approval each time a student is to take a bus other than their regularly assigned bus.
- M. Activity bus routes are authorized at all secondary schools. The buses will run on days that schools are in session and will serve students (1) who participate in school-sponsored activities and (2) who live farther than one mile from the secondary school.
- N. Bus Stop Review. A family in the transportation zone desiring to change or modify their student's assigned bus stop must contact the transportation supervisor. The supervisor will review the request and make a determination based on current district practices.

Appendix

revised: 07/16/18
revised: 06/08/20
revised: 11/13/23
reviewed: 10/13/25

Appendix II to Policy 713

STUDENT BUS RIDER RESPONSIBILITIES

Edina Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. The school district's transportation department is responsible for the safety of its riders while they are on the school bus.

Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities guidelines have been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations. Riding the school bus is a privilege that can be revoked if a student chooses not to comply with the rules for bus riders.

Bus Schedules: Bus schedules are provided by mid-August. In the event there is a question about the bus route, please contact the transportation department at 952-848-4979 between the hours of 7:00 am and 4:30 pm; calls before or after these times will be referred to voicemail for further instructions. In the event a route change is requested that may impact other riders, you will be asked to complete a bus route request form. The transportation department reviews all requests to make appropriate changes. These forms are available by calling your school office.

Student Safety Training: All students in kindergarten through grade 10 will receive school bus safety training within the first six weeks of school. This training is in compliance with state law.

Reserved Seating – Grades K-8: During the first two weeks of school, students will have the opportunity to choose where and with whom they would like to sit. After the first two weeks, a seating chart will be recorded. Students are to sit in the same seat every day, both to and from school. Changes can be made by the driver due to discipline or safety issues. If at any time a student is no longer comfortable with their seat assignment, they can talk to the driver. Any other concerns may be addressed by calling the transportation department.

Rider Transfers – Grades K-12: State law mandates that ridership on a bus cannot exceed its capacity. Due to the high ridership on most buses, the transportation department will continue the policy of not allowing rider transfers – students who are not regularly scheduled to ride that bus. The district endorses this policy for the safety of each student and to ensure that each student has a seat on the bus. Students will not be permitted to ride another bus unless it is necessary for purposes that have been pre-approved by the supervisor of transportation and building principal (e.g., childcare needs, regularly scheduled lessons). Our goal is to provide a safe and effective transportation service, not to complicate transportation situations for parents/guardians and students.

Student Bus Rider Responsibilities

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents/guardians, teachers, and drivers. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

A. Going to the Bus Stop

1. Use sidewalks where provided.
2. If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
3. Cross streets only at corners.
4. Use a direct route, but avoid crossing yards or empty lots.
5. Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
6. Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

B. Waiting at the Bus Stop

1. Wait away from the traffic. Stay at least five feet off the road or street.
2. Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
3. Use appropriate language at all times.
4. Respect other students by not pushing, shoving, or fighting.
5. Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
6. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so. A long, steady blast of the horn will be used as a warning to students that it is not safe to cross.
7. Older students should be helpful to younger ones.
8. The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

C. Boarding the Bus

1. Wait until the bus has stopped and the door is opened before starting to board.
2. Board the bus single file.
3. Continue to show respect for others by not pushing or shoving.
4. Use the handrail to keep from slipping, falling, or tripping.
5. Greet the bus driver.
6. Move directly to your seat and sit down.
7. Put large items (e.g., musical instruments, packages) in the seat area or under the seat, but not in the aisle.

D. Riding on the Bus

1. Follow all district policies and school rules.
2. Follow the bus driver's instructions.
3. Remain in your seat until the bus arrives at your stop.
4. Speak in a quiet voice. Your voice should not be heard above others.
5. Keep hands, feet, and objects inside the bus.
6. Do not throw objects inside the bus or out the window.
7. Do not use profanity, including words or gestures.
8. Do not tease or harass others.
9. Do not eat, drink, chew gum, or spit.
10. Do not vandalize the bus.
11. Use the proper door for entering and exiting. Non-emergency use of the emergency door is not tolerated.

E. Getting Off the Bus

1. Wait for the bus to be completely stopped and the door to be opened before standing up.
2. Stay respectful of others – no shoving or pushing.
3. Students should walk away from the bus and not go toward the rear of the bus.
4. Students who must cross the road should move out at least ten feet in front of the bus, make eye contact with the driver, and wait for the driver to signal that it is safe to cross. A long steady blast of the horn will be used as a warning to students that it is not safe to cross.
5. Do not go in back of or underneath the bus for any reason.

F. Student Consequences for Misbehavior

1. Riding on a school bus is a privilege, not a right.
2. The district's student behavior policies, guidelines, and rules are in effect for all students on school buses and while at bus stops.
3. If misbehavior occurs, the bus driver will give the student an assertive warning.
4. If misbehavior continues, the bus driver will complete a bus incident report (Appendix III) for students and report the conduct to the transportation supervisor. The transportation supervisor will report the conduct to the building administrator. The building administrator will contact the parent/guardian. Consequences will be administered in accordance with the district's discipline policy.

Appendix

established: 02/22/11
revised: 11/18/13
reviewed: 07/16/18
revised: 11/13/23
revised: 10/13/25

Appendix III to Policy 713

BUS INCIDENT REPORT

Your child has been given the following consequences for their behavior.
Consequences will be administered in accordance with the district's discipline policy.

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus or bus stop misconduct in accordance with the district's discipline policy.

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense, at the discretion of the district.

Kindergarten through Grade 5:

_____ First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents/guardians.

Your child has been assigned an alternate seat: (*select one*) Yes or No

_____ Second Offense: One-day bus suspension.

_____ Third Offense: Three-day bus suspension; conference with student, parent/guardian, school, driver, and transportation.

_____ Fourth Offense: Five-day bus suspension.

_____ Fifth Offense: Loss of bus riding privileges for the remainder of the school year.

Grade 6 through Grade 12:

_____ First Offense: The driver has given your student a verbal warning, and a bus incident report sent to parents/guardians.

Your child has been assigned an alternate seat: (*select one*) Yes or No

_____ Second Offense: One to three-day bus suspension; conference with student, parent/guardian, school, driver and transportation.

_____ Third Offense: Five to ten-day bus suspension.

_____ Fourth Offense: Loss of bus riding privileges for the remainder of the school year.

Appendix IV to Policy 713

BUS DRIVER QUALIFICATIONS, RESPONSIBILITIES, AND TRAINING

I. Qualifications

- A. School bus drivers must have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a Type III vehicle set forth by this policy and its appendices.
- B. The school district will conduct mandatory drug and alcohol testing of all bus drivers and bus driver applicants in accordance with state and federal law.

II. Bus Driver Responsibilities

A. General Operating Rules

- 1. School buses must be operated in accordance with state traffic and school bus safety laws; the procedures contained in *Minnesota Model School Bus Driver Training Program*; and transportation department policies.
- 2. A bus driver's main responsibility is the safety and well-being of their students.
- 3. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
- 4. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone or personal mobile device for personal reasons, whether hand-held or hands-free, when the vehicle is in motion.

For purposes of this paragraph, "school bus" has the meaning defined by state statute. In addition, "school bus" also includes Type III vehicles when driven by employees or agents of the school district.

"Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Other Responsibilities

- 1. Daily pre-trip and post-trip inspections are performed by the bus driver. Bus drivers must perform post-trip inspections to check for any riders or items left behind after each route or trip.

2. The bus driver will ensure no bus rider is allowed to stand when the bus is in motion.
3. The bus driver will ensure no bus rider is in the aisle or on the loading doorstep while the bus is in motion.
4. The bus driver must wear a seat belt at all times whenever the bus is in motion, regardless of whether riders are on board.
5. The bus driver must follow all railroad crossing procedures in accordance with state and federal law.
6. The bus driver will adjust the speed of the bus as conditions warrant. These conditions may include traffic, road conditions, and/or weather.
7. The bus driver will never move a bus with the loading door open.
8. The bus driver must ensure that the emergency door and aisle are free from objects.
9. The bus driver will follow district loading and unloading procedures. When loading or unloading students at school, the driver will pull up to the bus in front as close as possible to ensure that students do not walk between buses. Bus drivers must give greater priority to the loading and unloading procedure than to distractions inside the bus.

a. Loading Procedures

- i. Activate the amber eight-way lights 300 feet prior to stopping, if over 35 mph, and 100 feet, if under 35 mph, before stopping to warn other vehicles that the bus is going to stop in the lane of traffic. Slow gradually and stop in the roadway. If students start to move towards the bus, stop moving. Check the rearview mirror.
- ii. Put the gear shift in neutral. Open the service door a crack to turn on the alternately flashing red lights and activate the stop arm. Make sure traffic is stopped.
- iii. Open the loading door, greet students, and motion them to board the bus. Count the students as you pull up and make sure that the same number board the bus.
- iv. Students who must cross the road should cross at least ten feet in front of the bus, after being signaled by the driver that it is safe to do so. A long, steady blast of the horn will be used as a warning to students that it is not safe to cross.
- v. When all students are loaded, check the rearview mirror to make sure everyone is seated. Start the bus in motion only after all students are properly seated.

b. Unloading Procedures

- i. Activate the amber eight-way lights 300 feet prior to stopping, if over 35 mph, and 100 feet, if under 35 mph. Stop in the traffic lane away from the curb and 10 feet before an intersection. Check the rearview mirror.
 - ii. Put the gear shift in neutral. Check to make sure that all traffic is coming to a stop. Make sure all students remain seated until the bus has stopped completely.
 - iii. Open the service door a crack to turn on the alternately flashing red lights and activate the stop arm. Make sure traffic is stopped.
 - iv. Make another visual and mirror check to make sure that all traffic has come to a stop, then open the door and allow the students to exit the bus.
 - v. Count all students as they exit the bus. If you have a large number of students exiting at a stop, look to see what the last student going down the steps is wearing, and watch that student. When that student is safely away from the bus, the remaining students should be also. Students should walk away from the bus and not go toward the rear of the bus. Students who must cross the road should move out ten feet in front of the bus, make eye contact with the driver, and wait for the driver to signal that it is safe to cross. A long steady blast of the horn will be used as a warning to students that it is not safe to cross.
 - vi. Visually check the location of all students outside the bus again before setting the bus into motion. Before accelerating, check the crossover mirror one last time.
 - vii. Close the loading door and allow traffic to proceed. Slowly pull away from the stop. Keep checking the mirrors until out of the danger zone. Once out of the danger zone, a bus driver can accelerate to a normal speed and continue on to the next stop.
10. When coming to a stop behind other vehicles, the bus driver will stay back far enough to visually see the rear tires of the vehicle in front of the bus.
 11. When a stoplight turns green, the bus driver will wait two seconds, look left and then right to ensure traffic is stopped before accelerating the bus through the intersections.
 12. All bus drivers must submit prompt reports of defects that need to be corrected.

C. Emergency Situations

1. Handling Accidents

A bus driver must take the following actions after an accident:

- a. Call emergency services and the transportation department office immediately.
- b. Report the following information:
 - i. Bus number;
 - ii. Location (Specific streets and cross streets);
 - iii. Who is involved and what kind of assistance is needed (e.g., police, fire, ambulance). Police will be called to every accident; and
 - iv. Number of students on board, from which school, if there are any injuries.
- c. Procedure to following after reporting the accident:
 - i. Turn off the engine. Leave ignition on so two-way radio can be used.
 - ii. Activate four-way hazard lights. Turn off the eight-way master switch. Set the parking brake.
 - iii. Check each passenger again for injuries. Check for injuries outside of the bus. Update base as to any new information.
 - iv. Keep all passengers inside the bus unless there is an obvious danger of fire, such as a fuel spill or a traffic hazard, which might contribute to a second accident. If evacuation is necessary, take passengers at least 100 feet away from the bus to safety and keep them in a group.
 - v. Place triangles to warn other traffic. Place one triangle in front, 100 feet from the bus. Place two triangles in back, one 50 feet from the left tire and parallel to the side of the bus, and the other 50 feet behind the first one.
 - vi. Take names and telephone numbers of all riders who were inside the bus at the time of the accident.
 - vii. If an accident happens on a field trip after 4:15 p.m. when the transportation department is closed, follow all the same procedures and, as soon as possible, notify someone from the transportation department of the accident using the emergency numbers provided.
 - viii. Do not move the bus unless a law enforcement officer advises otherwise. If there is something mechanically wrong, do not move the bus until the mechanic arrives.
 - ix. Get the name, address, telephone number, and insurance information of the other driver involved.
 - x. Complete all accident reports required by the transportation department and state law, if necessary.

2. Severe Weather or Tornadoes

It will be the driver's responsibility in severe weather to see that the students on the bus get off at their regular stops, if safe. If the bus stop is far from home, the driver should be sure the child will be able to walk home safely.

If the civil defense siren is sounding and the bus is at or close to the school, the driver should return to school and the students should use the school as a place of shelter. If the bus is on the road and the civil defense siren is sounded, the driver should immediately pull the bus over in a safe spot. If a tornado is spotted, the bus driver must guide the students in exiting the bus and seeking cover immediately in a nearby building or low area.

3. Fire

In the event of a fire, the first priority is to evacuate the bus. Bus drivers will make certain that riders are safe before attempting to put out the fire.

4. Injuries/Medical Emergencies

Bus drivers will be familiar with first aid procedures. Drivers should first contact the dispatcher to call 911 in the case of serious injuries. Drivers should administer proper first aid in accordance with their training and level of ability. In the event an injured passenger is taken to the hospital, the driver will record the student's name and the name of the hospital where the student is taken.

5. Cold Weather Stop

If a bus driver is stuck in snow or stalled in cold weather, the driver should call for assistance and wait for help. The bus driver should avoid relying on the engine to provide heat for the driver and passengers as long as possible. If it is necessary to run the engine to provide heat, the driver will make sure the exhaust pipe is clear of snow, open windows for ventilation, and check riders frequently for headaches or drowsiness.

6. Dangerous Weapon

If a bus driver observes or learns that a rider may have a dangerous weapon on the bus, they should remain calm and call for assistance using the predetermined code. The driver should give the location of the bus to the dispatcher, continue the route, and wait for assistance. The driver should not inform the passenger suspected of having the weapon that they know of the weapon.

D. Traffic Violations or Criminal Offenses

1. A school bus driver who has a commercial driver's license and who is

convicted of (1) a criminal offense; (2) a serious traffic violation, or (3) violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, will notify the Minnesota Division of Driver and Vehicle Services of the conviction within 30 days of the conviction and notify the district within five days of the conviction.

For purposes of the above paragraph, a “serious traffic violation” means a conviction of any of the following offenses:

- a. Excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 - b. Reckless driving;
 - c. Improper or erratic traffic lane changes;
 - d. Following the vehicle ahead too closely;
 - e. A violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident; or
 - f. Driving a commercial vehicle without obtaining a commercial driver’s license or without having a commercial driver’s license in the driver’s possession.
2. A school bus driver who (1) has a Minnesota commercial driver’s license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction; and (2) loses the right to operate or is disqualified from operating a commercial vehicle for any period will notify the district of the suspension, revocation, cancellation, lost privilege, or disqualification. The driver will notify the district before the end of the business day following the day the driver received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification to the district must be provided to the transportation supervisor in writing.
 3. An employee who operates a Type III vehicle and who sustains a conviction as described in Section II.D.1. must report the conviction to the person’s employer within five days of the date of the conviction. The notification to the district must be provided to the transportation supervisor in writing. This provision does not apply to a district employee whose normal duties do not include operating a Type III vehicle.
 4. A bus driver or an employee who operates a vehicle must report to the transportation supervisor all traffic violation tickets received from a police officer within five days of receipt.

III. School Bus Driver Training and Evaluation

A. Orientation

All new school bus drivers are provided with pre-service training, including in

vehicle (actual driving) instruction, before transporting students and will meet the competency testing specified in state law and policy.

B. Annual In-Service Training

All school bus drivers will receive in-service training annually. The district will retain on file a record of this training. All bus drivers operating a Type III vehicle will be provided with annual training and certification as set forth in state law and policy.

Annual training and certification include, but are not limited to:

1. Safe operation of district vehicles;
2. Understanding student behavior, including issues relating to serving students with disabilities;
3. Encouraging orderly conduct of students on the bus;
4. Handling incidents of student misconduct;
5. Knowing and understanding relevant laws, rules of the road, and district policies;
6. Handling emergency situations;
7. Proper use of seat belts and child safety restraints; and
8. Performance of pre-trip inspections.

Bus drivers will be trained in accordance with the transportation department's plan (see the district's bus driver manual). The bus driver manual defines the requirements, duties, and procedures to be followed by all bus drivers employed by the district. Each driver will receive a copy of the manual, and a copy will be available in each school, the district office, and the transportation office.

C. Other Required Training

All school bus drivers are required to successfully complete the following annual training:

Rules and procedures	8.0 hours
OSHA (Bloodborne pathogens)	1.0 hours

All drivers will also be required to successfully complete an annual driver's evaluation to determine that the driver meets the requirements of state law.

D. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation will include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the *Model School Bus Driver Training Manual*.

Appendix

established: 04/11/11

revised: 11/18/13

reviewed: 07/16/18

revised: 11/13/23

reviewed: 10/13/25

revised: 11/10/25 (correction under quick review)

Appendix V to Policy 713

TYPE III VEHICLES

I. Type III Vehicle Requirements

- A. Type III vehicles are restricted to passenger cars, SUVs, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people, including the driver, and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, will have been originally manufactured to comply with the passenger safety standards.
- B. Type III vehicles will be painted a color other than national school bus yellow.
- C. Type III vehicles will be state inspected in accordance with legal requirements.
- D. Vehicles model year 2007 or older will not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standards.
- E. If a Type III vehicle is school district owned, the district name will be clearly marked on the side of the vehicle. The Type III vehicle will not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
- F. A Type III vehicle will not be outwardly equipped and identified as a type A, B, C, or D bus.
- G. Eight-lamp warning systems and stop arms will not be installed or used on Type III vehicles.
- H. Type III vehicles will be equipped with mirrors as required by law.
- I. Any Type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any Type III vehicle used to transport students will not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant will escort a student across the road. If the driver escorts the student across the road, then the motor will be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
- J. Any Type III vehicle used to transport students will carry emergency equipment including:

1. Fire extinguisher. A minimum of one 10BC rated dry chemical-type fire extinguisher is required. The extinguisher will be mounted in a bracket located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and will be easily read without removing the extinguisher from its mounted position.
2. ~~First aid kit and a~~ Body fluids cleanup kit. ~~A minimum of a ten-unit first aid kit and~~ a body fluids cleanup kit is required. ~~They~~ The kit will be contained in a removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and will be marked to indicate ~~their~~ the kit's identity ~~and location~~.
3. First aid kit. A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.
- ~~34.~~ A Type III vehicle will contain at least three red reflectorized triangle road warning devices. Liquid burning "pot-type" flares are not allowed.
- ~~45.~~ Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
- ~~56.~~ The Type III vehicle will bear a current certificate of inspection issued under state law.

II. Type III Vehicle Driven by Employees with a Class D Driver's License

- A. All drivers of Type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a Type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
- B. The holder of a Class D driver's license, without a school bus endorsement, may operate a Type III vehicle, described above, under the following conditions:
 1. The operator is an employee of the district.
 2. The district has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - a. safe operation of a Type III vehicle;
 - b. understanding student behavior, including issues relating to students with disabilities;
 - c. encouraging orderly conduct of students on the bus and handling incidents of

- misconduct appropriately;
 - d. knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - e. handling emergency situations;
 - f. proper use of seat belts and child safety restraints;
 - g. performance of pre-trip vehicle inspections; and
 - h. safe loading and unloading of students, including, but not limited to:
 - i. utilizing a safe location for loading and unloading students at the curb, on the non-traffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - ii. refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - iii. avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location; and
 - iv. placing the Type III vehicle in “park” during loading and unloading.
 - i. A background check has been conducted in accordance with district policy.
 - j. The Type III driver will submit to a physical examination as required by state law.
 - k. The district has adopted and implemented a policy that provides for mandatory drug and alcohol testing of applicants for Type III driver positions and current drivers, in accordance with state and federal law.
 - l. The Type III driver’s license is verified annually by the district.
3. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver’s license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of or has their driver’s license revoked under a similar statute or ordinance of another state, is precluded from operating a Type III vehicle for five years from the date of conviction.
4. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a Type III vehicle.
5. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within three years of the first of three other moving offenses is precluded from operating a Type III vehicle for one year from the date of the last conviction.
6. Students riding the Type III vehicle will have training required under state law.

7. Documentation of meeting the requirements listed in this section will be maintained under a separate file for each Type III vehicle operator. The district is responsible for maintaining these files for inspection.
- B. A Type III driver employed by the district, whose normal duties do not include operating a Type III vehicle, who holds a Class D driver's license without a school bus endorsement, may operate a Type III vehicle and is exempt from the (1) physical examination requirement; (2) drug and alcohol testing requirement; and (3) the annual license verification requirement. All other requirements are in full force and effect.

Appendix

established: 04/11/11

revised: 07/16/18

revised: 11/13/23

reviewed: 10/13/25

revised: __/__/26 (Quick Review)

Appendix VI to Policy 713

Pay-To-Ride Transportation Form

Parent or Guardian Name_____

Address_____

Phone Number_____

Student
Name_____

(if you have more than one student, please fill out a separate form for each)

Name of School_____

Grade_____

Transportation being requested AM PM Both
(*Fee of \$350 per student is the same whether just AM or PM is selected.)

Transportation to School

List address if different from above

Transportation from School

List address if different from above

Parent/Guardian
Signature_____Date_____

Amount Paid _____
(see "Pay-To Ride Fee Schedule" below)

Approval_____Date_____

(Supervisor of Transportation)

Pay-to-Ride Fee Schedule:

A family with 1 student rider	\$350.00
A family with multiple student riders	\$525.00

X. Leadership and Committee Updates

XI. Superintendent Updates

XII. Adjournment

XIII. Information

XIII.A. Investment Summary - August 2026



Board Meeting Date: 9/14/2026

Title: Investment Summary – August 2026

Type: Information

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

Description: The attached report provides detailed information regarding cash and investments belonging to the District as of August 31, 2026.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders

Attachments:

1. [Investment Summary – August 2026](#)