Regular Meeting

Monday, November 9, 2026 7:00 PM
ECC Room 349, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**

School Board Regular Meeting
Monday, November 9, 2026; 7:00 PM
ECC Room 349

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Hearing from Members of the Public

IV. Consent Agenda

A. Minutes: *October 12 work session and regular meeting; October 13 special meeting; October 20 work session*
B. Personnel Recommendations
C. Check Register - October 2026
D. Electronic Fund Transfers - October 2026
E. Gifts and Bequests – October 2026
F. Proposed 2026-2028 Superintendent's Advisory Council (SAC) Salaries and Guidebook

V. Discussion

A. Strategic Plan - Strategy A Recap
B. Board Feedback Summary and December Bond Proposal
C. Combined Polling Places - 2027
D. Review and Comment Requirements
E. Revised Budget - Fiscal Year 2027
F. 2025-2026 Data Metrics Mid-Plan Board Update
G. Curriculum Implementation Report
H. School Board Member Handbook
I. Policy Review (205, 206, 209, 210, 211, 212, 305, 702)

VI. Action

A. Canvass of Election Results - 2026 School District General Election
B. Issuance of Certificates of Election and District Election-Related Duties
C. Policy Review (201, 202, 203, 217, 701, 703, 707)

VII. Leadership and Committee Updates

VIII. Superintendent Updates

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

IX. Adjournment

X. Information

A. Enrollment Report - October 2026
B. Investment Summary - October 2026
C. Expenditure Summary - October 2026
D. Policy 208 Development, Adoption, and Implementation of Policies
E. Resolution of School Board Supporting Form B Application to MSHSL (AED Grant)

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

IV. **Consent**

IV.A. Minutes: *October 12 work session and regular meeting; October 13 special meeting; October 20 work session*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF OCTOBER 12, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

PRESIDING OFFICER: Chair Karen Gabler

5:01 PM - 6:36 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Jennifer Froehlich, Director of Student Support Services
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Executive Director of Finance and Operations

Greg Guswiler, Data Programming Analyst
Peter Leatherman, The Morris Leatherman Company

CERTIFIED CORRECT:

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Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Clerk

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(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
OCTOBER 12, 2026

5:01 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, De St. Hubert, Edwards, Froehlich, Leland, Sailer, Woodard; Guswiler, Leatherman.

APPROVAL OF AGENDA

DISCUSSION

A. Edina Public School 2026 Residential Survey
B. Data Metrics Update

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 6:36 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

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

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OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 12, 2026 WORK SESSION

5:01 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, De St. Hubert, Edwards, Froehlich, Leland, Sailer, Woodard; Guswiler, Leatherman.

APPROVAL OF AGENDA

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

DISCUSSION

Edina Public School 2026 Residential Survey: Mr. Leatherman presented data from the recent survey of Edina residents and parents.

Data Metrics Update: Director De St. Hubert and Greg Guswiler, district data programming analyst, presented an update on the 2025-2027 Data Metric Plan.

ADJOURNMENT

At 6:36 PM, Member Arom moved, and Member Mann seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF OCTOBER 12, 2026

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

Mr. Elliot Mann (until 7:54 PM)

PRESIDING OFFICER: Chair Karen Gabler

7:00 PM - 9:47 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Jennifer Froehlich, Director of Student Support Services
Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Executive Director of Finance and Operations

Kathy Rendleman, Executive Director, Edina Education Fund
Rayso Samatar, EHS student and Edina Education Fund student board member

CERTIFIED CORRECT:

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Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Clerk

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(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA OCTOBER 12, 2026

7:00 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Leland, Sailer, Woodard; Rendleman, Samatar.

APPROVAL OF AGENDA

PRESENTATION
A. Edina Education Fund
B. MN Kids Rise Video

HEARING FROM MEMBERS OF THE PUBLIC

PUBLIC HEARING
A. Comprehensive Achievement and Civic Readiness (CACR) and Achievement & Integration (A&I)

CONSENT
A. Minutes: *September 14 work session and regular meeting*; *September 22 work session*
B. Personnel Recommendations
C. Check Register - September 2026
D. Electronic Fund Transfers - September 2026
E. Gifts and Bequests – September 2026
F. FY26 Edina Education Fund Gifts

DISCUSSION
A. Bond Scope
B. Policy Review (201, 202, 203, 217, 701, 703, 707)

ACTION
A. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Buildings, Grounds, and Maintenance Employees
B. School Board Member Compensation
C. Policy Review (213, 524, 538)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION
A. Investment Summary - August 2026
B. Expenditure Summary - September 2026
C. Enrollment Summary - September 2026

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D. Policy 702 Fund Balances – referred to Finance Committee

ADJOURNMENT

The meeting adjourned at 9:47 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

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OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 12, 2026 REGULAR MEETING

7:00 PM Chair Gabler called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Leland, Sailer, Woodard; Rendleman, Samatar.

APPROVAL OF AGENDA

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

PRESENTATION

Edina Education Fund: Executive director Kathy Rendleman, and student board member Rayso Samatar provided an overview of the Edina Education Fund's vision, mission, and work to support programs and services in Edina Public Schools.

MN Kids Rise Video: Member Allenburg shared information about the Minnesota School Boards Association's (MSBA) statewide effort to lift up the promise of every Minnesota student and the public schools that help them rise.

Member Allenburg motioned and Member Arom seconded to recess the meeting at 7:28 PM.

Meeting Recessed at 7:28 PM

PUBLIC HEARING

Comprehensive Achievement and Civic Readiness (CACR) and Achievement & Integration (A&I) Public Hearing: In accordance with statutory requirements, Director of Teaching and Learning Jody De St. Hubert presented an update on the District's Comprehensive Achievement and Civic Readiness (CACR) goals.

Meeting Resumed at 7:50 PM

Member Arom motioned and Member Birdman seconded to reopen the meeting at 7:50 PM.

CONSENT

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

The resolutions were:

A. Minutes: *September 14 work session and regular meeting; September 22 work session*
B. Personnel Recommendations
C. Check Register - September 2026

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D. Electronic Fund Transfers - September 2026
E. Gifts and Bequests – September 2026
F. FY26 Edina Education Fund Gifts

Member Mann arrived at 7:54 PM.

DISCUSSION/REPORT

Bond Scope: Dr. Bittman presented information to follow up on the September 14 work session discussion about a possible referendum.

Policy Review (201, 202, 203, 217, 701, 703, 707): Policy Committee members presented the following policies for discussion. These policies will move forward for Action next month.

- Policy 201 Legal Status of the School Board
- Policy 202 School Board Officers
- Policy 203 Operation of the School Board
- Policy 217 Legislative Involvement
- Policy 701 Establishment, Adoption, and Modification of School District Budget
- Policy 703 Accounting
- Policy 707 Purchasing

ACTION

Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Buildings, Grounds, and Maintenance Employees: Member Arom moved and Member Mann seconded to approve the motion. All members voted Aye. The motion passed unanimously.

School Board Member Compensation: Board chair Gabler recused herself from this vote. Member Allenburg moved and Member Arom seconded to approve the motion. All members voted Aye by roll call.

Policy Review (213, 524, 538): Member Huwe moved and Member Arom seconded to approve the motion. All members voted Aye. The motion passed unanimously.

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

ADJOURNMENT

At 9:47 PM, Member Barry moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE SPECIAL MEETING OF OCTOBER 13, 2026

WORK SESSION
1:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Ms. Karen Gabler
Ms. Jennifer Huwe
Mr. Elliot Mann

ABSENT:

Mr. Dan Arom
Ms. Cheryl Barry
Mr. Michael Birdman

PRESIDING OFFICER: Chair Karen Gabler

1:07 PM - 3:59 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Jennifer Froehlich, Director of Student Support Services
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships

Mirja Hanson, Facilitator, Consult HLT

CERTIFIED CORRECT:

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Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

draft

(Official Publication)
MINUTES OF THE SPECIAL MEETING
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
OCTOBER 13, 2026

1:07 PM Chair Gabler called to order the special meeting of the School Board. Members present: Allenburg, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Leland; Hanson.

APPROVAL OF AGENDA

DISCUSSION

A. Strategic Plan Strategy A

ADJOURNMENT

The meeting was adjourned at 3:59 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

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OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 13, 2026 SPECIAL MEETING

1:07 PM Chair Gabler called to order the special meeting of the School Board. Members present: Allenburg, Gabler, Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Leland; Hanson.

APPROVAL OF AGENDA

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

DISCUSSION

Strategic Plan Strategy A: Facilitated discussion of Strategy A: Advance Academic Excellence, Growth , and Readiness with board members and staff.

ADJOURNMENT

At 3:59 PM, Member Mann moved, and Member Barry seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF OCTOBER 20, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

PRESIDING OFFICER: Chair Karen Gabler

5:01 PM - 8:04 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Nate Swenson, Assistant Superintendent
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships
Sonya Sailer, Executive Director of Human Resources
Mert Woodard, Executive Director of Finance and Operations

Jennifer Christ, Student Information Coordinator
Paul Domer, Principal, Concord Elementary School
Kim Isley, Assistant Director, Early Learning and Family Center
Paul Paetzel, Principal, Edina High School

CERTIFIED CORRECT:

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Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Clerk

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(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
OCTOBER 20, 2026

5:01 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, De St. Hubert, Edwards, Leland, Sailer, Woodard; Christ, Domer, Isley, Paetzel.

APPROVAL OF AGENDA

DISCUSSION

A. Continuous School Improvement Plan Process
B. 2026-2027 Enrollment and Class Size Report
C. Preliminary Discussion - FY2027 Revised Budget
D. Legislative Platform Discussion
E. Polling Place Requirements
F. Review and Comment Requirements
G. School Board Member Handbook

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 8:04 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

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

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 20, 2026 WORK SESSION

5:01 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, De St. Hubert, Edwards, Leland, Sailer, Woodard; Christ, Domer, Isley, Paetzel.

APPROVAL OF AGENDA

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

DISCUSSION

Continuous School Improvement Plan Process: Staff presented an overview of the continuous improvement plan process for the 2026-2027 school year.

2026-2027 Enrollment and Class Size Report: Staff presented enrollment and class size information as of October 1, 2026.

Preliminary Discussion - FY2027 Revised Budget: Director Woodard presented updated budget information as of October 1, 2026.

Legislative Platform Discussion: Board members discussed legislative advocacy and priorities for the 2026-2027 school year.

Polling Place Requirements: Director Woodard presented an overview of requirements associated with combining polling places and potential changes to the district's polling place configuration.

Review and Comment Requirements: Director Woodard presented an overview of requirements applicable to seeking voter approval for proposed facility investments, if the Board moves forward with a future bond referendum.

School Board Member Handbook: Board members discussed a draft handbook that has been developed as a reference guide.

ADJOURNMENT

At 8:04 PM, Member Birdman moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

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IV.B. Personnel Recommendations

Meeting Date: November 9, 2026

Title: Personnel Recommendations

Type: Consent

Presenter: Sonya Sailer, Executive Director of Human Resources

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

Recommendation: Approve the attached personnel recommendations.

Attachment:

1. Report (next page)

LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
KENNEDY, AMY	CN	SPECIAL EDUCATION TEACHER (LONG-TERM SUBSTITUTE)	$287.64/DAY	10/8/2026-12/4/2026
OSMAN, AKRAM	DW	DIRECTOR OF ACHIEVEMENT EQUITY AND MULTILINIGUAL LEARNER PROGRAMMING	$172,000.00	11/16/2026
PERALTA, YVONNE	ND	GRADE 3 TEACHER (LONG-TERM SUBSTITUTE; RETIREE)	$548.41/DAY	03/01/2027-06/07/2027
ZAGHOUANI, MYRIAM	ND	GRADE 4 TEACHER (LONG-TERM SUBSTITUTE)	$287.64/DAY	11/06/2026-12/18/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
GAUDETTE, NICK	EHS	ORCHESTRA TEACHER (RESIGNATION & RECESSION OF EXTENDED LOA)	10/20/2026

C. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*
TAYLOR, JENNIFER	EHS	FROM: ORCHESTRA, 0.2 FTE TO: ORCHESTRA TEACHER, 0.35 FTE	$21,595.00	10/27/2026

D. OVERLOAD ASSIGNMENTS

Name	*Building*	*Position*	*Wage*	*Date*
GIRALDO, ALEXANDER	CS	INTERVENTION TEACHER	$1,893.78	10/19/2026-01/21/2027

E. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
CLONKEY-KECK, HANNAH	EHS	SCHOOL PSYCHOLOGIST	02/08/2027 - 04/23/2027

F. REQUEST FOR 1-YEAR UNPAID SUPERINTENDENT'S DISCRETIONARY LEAVE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
MCKAY, LAURIE	CV	GRADE 5 TEACHER	08/20/2027 - 06/05/2028

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
BERNAL OROZCO, JULY	CN	EA SPED PARA	$24.23/HOUR	11/16/2026
CORNEILOUS, DA'CARRI	EHS	CUSTODIAN	$25.05/HOUR	10/28/2026
DELANEY, FRANCIS	CS	EA SPED PARA	$24.23/HOUR	11/11/2026
ELLENS, CARRIE	DW	HEALTH SERVICE ASSOCIATE	$33.99/HOUR	11/04/2026
GUNNER, JESSICA	CN	EA SPED PARA	$24.23/HOUR	11/09/2026
HUPKA, EWAN	CS	EA SPED PARA	$23.92/HOUR	11/03/2026
MCDOUGALL, DREW	EHS	EA SPED PARA	$24.23/HOUR	10/12/2026
MJOEN, JORDAN	CV	INSTRUCTIONAL ASSISTANT	$21.84/HOUR	10/21/2026
SAROS, ALEXANDER	DW	AUDITORIUM TECHNICIAN	$21.00/HOUR	10/26/2026
SIVILAY, JEREMY	TC	BUS DRIVER	$27.44/HOUR	10/30/2026
SMITH, TERRELL	HL	EA SPED PARA	$24.44/HOUR	10/19/2026
TYSHOW, ALEXANDER	DO	COMMUNICATION INTERN	$15.00/HOUR	11/04/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
CARUFEL, PATRICK	EHS	CUSTODIAN	10/26/2026
KIDMAN, EMILY	CC	EA SPED PARA	10/23/2026
RESBERG, AMY	ELFC	INSTRUCTIONAL ASSISTANT	10/21/2026

C. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*
CRANDELL, STEVEN	CV	FROM: BUILDING REPAIR TO: CUSTODIAL SUPERVISOR	$72,862	12/01/2026
MCGLENNON, KELLIE	CV	FROM: KIDS CLUB LEAD TO: EA SPED PARA	$24.65/HOUR	10/19/2026
MESSER, MAXWELL	EHS	FROM: ECC NIGHT LEAD TO: BUILDING REPAIR	$31.86/HOUR	12/01/2026

D. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
BAIRD, JONATHAN	ECC	TOA - COMMUNICATIONS	10/26/2026 - 12/04/2026
RUSSETT, STEPHEN	CV	EA SPED PARA	10/13/2026 - 12/01/2026
SOSNOWSKI, LYNN	EHS	OFFICE ASSISTANT	01/04/2027 - 02/26/2027

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
BELL, GABRIELLE	HL	KIDS CLUB LEAD	$20.51/HOUR	10/20/2026
BOWLES, ERIC	CS	KIDS CLUB LEAD	$22.21/HOUR	10/12/2026
BRAVEN, JADE	CN	KIDS CLUB LEAD	$18.94/HOUR	10/26/2026
CONLEE, SUSAN	HL	KIDS CLUB LEAD	$24.04/HOUR	10/20/2026
EPPS, ALEXANDER	CV	KIDS CLUB LEAD	$17.48/HOUR	10/13/2026
EPSTEIN, LIVIA	CN	KIDS CLUB LEAD	$17.48/HOUR	11/16/2026
FIRNBACH, RAGAN	CN	KIDS CLUB LEAD	$22.21/HOUR	11/02/2026
GARANE, HANI	CN	KIDS CLUB LEAD	$18.94/HOUR	10/20/2026
LAMONT, SIRINA	ELC	CHILDCARE ASSISTANT	$18.94/HOUR	11/02/2026
LUX, OLIVIA	CV	KIDS CLUB LEAD	$17.48/HOUR	11/02/2026
MURA, JACK	CV	KIDS CLUB LEAD	$17.48/HOUR	10/19/2026
NELSON, JALAYSIA	CN	KIDS CLUB LEAD	$20.51/HOUR	11/16/2026
ROMERO MENCO, ELLEN	CN	KIDS CLUB LEAD	$18.94/HOUR	10/20/2026
TORRENS, LEONARDO	CS	KIDS CLUB LEAD	$24.04/HOUR	11/02/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
ATKINSON, COOPER	CC	KIDS CLUB LEAD	08/11/2026
AHMED, MARYAMA	HL	KIDS CLUB LEAD	07/31/2026

BARDHAN, AHELI	ELC	CHILDCARE ASSISTANT	08/18/2026
CAMPBELL, HOLLY	ECC	AUDITORIUM TECHNICIAN	04/01/2026
CHAPURAN, LEIGHTON	CS	KIDS CLUB LEAD	08/11/2026
DOOM, KATHERINE	CS	KIDS CLUB LEAD	08/26/2026
DUFRENSE, RUBY	CS	KIDS CLUB LEAD	08/25/2026
FEENEY, BROOKE	ND	KIDS CLUB LEAD	08/13/2026
GOLDEN, SAVANNAH	CC	KIDS CLUB LEAD	10/12/2026
KARCZEWSKI, HANNAH	CC	KIDS CLUB LEAD	06/12/2026
KEY, SHAVELYA	CV	KIDS CLUB LEAD	10/09/2026
KHALIF, ABDIRIZAK	CS	KIDS CLUB LEAD	09/17/2026
MATELSKI, KRISTIN	ELC	CHILDCARE ASSISTANT	05/29/2026
MEYER, LUKE	ND	KIDS CLUB LED	05/27/2026
OCHOA HERNANDEZ	HL	KIDS CLUB LEAD	08/25/206
RASMUSSEN, SEAN	CC	KIDS CLUB LEAD	08/13/2026
RASMUSSEN, TATE	CC	KIDS CLUB LEAD	08/13/2026
SINYKIN, MIRABEL	ELC	CHILDCARE ASSISTANT	02/27/2026
STEBLETON, LOIC	CN	KIDS CLUB LEAD	10/14/2026
TIERNEY, JOSEPH	HL	KIDS CLUB LEAD	08/20/2026

C. CHANGE OF EMPLOYMENT STATUS

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

NONE.

D. REQUEST FOR LEAVE OF ABSENCE

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

NONE.

IV.C. Check Register - October 2026

Board Meeting Date: 11/9/2026

Title: Check Register – October 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 October 2026:

Fund	Amount
General	$4,720,090.84
Food Service	715,517.17
Community Service	129,934.66
Building-Construction	241,354.71
Custodial	3,000.00
Total	**$5,809,897.38**

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

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

Attachments:

1. **Check Register – October 2026**

IV.D. Electronic Fund Transfers - October 2026

Board Meeting Date: 11/9/2026

Title: Electronic Transfers – October 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 October 2026 in the amount of $11,125,611.05.

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

Attachments:

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

IV.E. Gifts and Bequests - October 2026

Board Meeting Date: 11/9/2026

Title: Gifts & Bequests – October 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 October 2026.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of $76,222.70.

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

Attachments:

1. **Gifts & Bequests – October 2026**

IV.F. Proposed 2026-2028 Superintendent's Advisory Council (SAC) Salaries and Guidebook

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting Date: 11/9/2026

Title: Proposed 2026-2028 Superintendent's Advisory Council (SAC) Salaries and Guidebook

Type: Consent

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: The Superintendent's Advisory Council (SAC) consists of the eight members of the Superintendent's Cabinet. The Cabinet does not participate in collective bargaining regarding improvements to their terms and conditions of employment. Instead, their compensation and benefits are recommended by the Superintendent and subject to approval by the School Board. The proposed terms and conditions of employment are reflected in the attached guidebook with underlined font used to represent new language and strikethrough font used to show language to be removed from the guidebook. All changes are shaded in yellow. I met with the School Board's Governance Committee to review the proposed improvements and associated costs. Financial highlights include:

1. Salary improvements in both years to ensure competitiveness with comparison districts;
2. An increase of $125.00 per month to the district's contribution towards a single health insurance plan and $30.00 per month increase towards single plus one and family insurance plans, effective January 1, 2027;
3. An increase in the District's 403(b) matching contribution from three (3) percent to three and one-half (3.5) percent, along with the elimination of the annual contribution cap;
4. An annual stipend of $2,000 was added to the guidebook for cabinet members that hold a doctorate level degree;
5. A reduction in the Health Reimbursement Account (HRA) vesting period from seven (7) years to five (5) years; and
6. The addition of a tuition reimbursement benefit for cabinet members pursuing further education, subject to approval by the Superintendent.

The two-year total package for this proposed agreement is $4,318,968, which represents an increase of $266,747. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 6.58%.

Recommendation: Approve the proposed 2026-2028 SAC salaries and guidebook.

Attachments:

1. DRAFT underlined/strikethrough version of proposed 2026-2028 SAC guidebook.
2. Final clean copy of the proposed 2026-2028 SAC guidebook.

Edina Public Schools

DEFINING EXCELLENCE

Superintendent's Advisory Council (SAC) Benefits Guidebook

July 1, 2026 through June 30, 2028

Approved by the ISD 273 School Board _____.

Accessibility Compliant

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ARTICLE I

Purpose

Section 1. Purpose

This Guidebook provides benefit information for employees who are classified under the Superintendent's Advisory Council ("SAC"). SAC positions are exempt, which are not eligible for overtime.

No provision of this Guidebook is intended to create a contract between the School District and an employee, or to limit the rights of the School District. This Guidebook is a general statement of policy, to be modified and applied by the School District at its discretion.

An employee whose employment is subject to the provisions of Minnesota Statutes, Section 122A.40 may achieve continuing contract status. All other employees are employed on a yearly contract basis.

ARTICLE II

Definitions

Section 1. School District

School District means Edina Public Schools-Independent School District No. 273.

Section 2. Employee

Employee means a person holding a position classified under SAC.

Section 3. Full-time Employee

An employee regularly employed and scheduled to work a minimum of eight (8) hours per day for twelve (12) months each year.

Section 4. Part-time Employee

An employee regularly employed and scheduled to work less than eight (8) hours per day or for fewer than twelve (12) months each year.

ARTICLE III

Holidays and Vacation

Section 1. Holidays

Employees are entitled to twelve (12) paid holidays as designated by the School District. Holiday pay is incorporated into an employee's annual salary.

Section 2. Vacation

Full-time employees earn thirty (30) ~~twenty-five (25)~~ days of vacation each year. Part-time employees who work twelve (12) months, but fewer than eight (8) hours per day, earn vacation time in a prorated amount. Employees whose duty year is for fewer than twelve (12) months do not earn vacation.

Vacation is credited to employees as of July 1, but is accrued over the course of the fiscal year. Eligible employees that begin their position after July 1 will receive a prorated amount of vacation for their first year of employment. The scheduling of vacation days is by mutual agreement between the supervisor and employee.

The maximum number of earned and accrued vacation days that may be carried over into the next fiscal year is thirty (30) ~~twenty-five (25)~~ days. In unusual circumstances, the Superintendent may approve additional carryover or up to 10 days of paid vacation at the end of the fiscal year.

An employee properly terminating employment, as determined by the School District, will receive payment for any earned and unused vacation. An employee whose employment is terminated by the School District will receive payment for any earned and unused vacation accrued at the time of termination. An employee who terminates employment and who has used more vacation than earned will have the amount of time overused deducted from their final direct deposit.

Section 3. Calculation of Employee's Daily Rate of Pay for Vacation Payout

To determine a two-hundred sixty (260) day employee's daily rate of pay when calculating vacation payout, the employee's annual base salary is divided by 219 ~~229~~ days. If an employee's work year is for fewer than two-hundred sixty (260) days, then the employee's annual base salary is divided by the number of days in the employee's work year.

ARTICLE IV

Insurance Benefits

Section 1. Selection of Carriers

The selection of insurance carriers and policies will be made by the School District.

Section 2. Insurance Coverage

The provisions described in this Guidebook are general statements of the insurance coverage provided to employees. An employee's eligibility for coverage is governed by the terms of the master insurance contracts between the School District and individual insurance carriers.

Section 3. Medical and Hospitalization Insurance

The School District will contribute a monthly amount, not to exceed the amounts listed below, towards the monthly premium cost for the School District's current medical and hospitalization plans for each full-time employee who qualifies for and is enrolled in the plan. Participation in the medical insurance plan is voluntary. The maximum monthly School District contributions toward the premium are as follows:

Type of Coverage	Monthly School District Contribution As of January 1, 2025	Monthly School District Contribution As of January 1, 2027
Single	$725.00	$850.00
Single + One	$1,379.54	$1,409.54
Family	$1,800.72	$1,830.72

The employee will contribute through payroll deduction, any excess monthly premium over the School District contribution toward the type of medical and hospitalization coverage for which the employee is enrolled. If the School District's contribution exceeds the insurance premium, any excess will be paid in salary to the employee. A part-time employee shall receive a district contribution towards medical and hospitalization insurance in a prorated amount proportional to their employment.

Where two full-time employees are married and at least one of them is in a position covered by this Guidebook, and both employees are enrolled in a single plus one or family medical insurance plan through the School District with one employee waiving coverage and covered as a dependent on the other employee's elected plan, then the employee who has elected the medical insurance plan will receive a monthly contribution in an amount equal to the School District contribution under their Guidebook for a single plus one plan (if enrolled in a single plus one plan), or a family plan (if enrolled in a family plan), plus the amount of the School District's contribution towards a single medical insurance plan under their spouse's Guidebook or collective bargaining agreement. Any balance remaining after married full-time employees have applied their pooled School District insurance contributions towards their selected medical insurance plan remains with the School District.

Section 4. Dental Insurance

The School District will offer a dental insurance plan to full-time employees and contribute monthly amounts, not to exceed the amounts listed below, towards the monthly premium costs for such dental plan.

Type of Coverage	Monthly School District Contribution ~~As of January 1, 2023~~
Single	$40
Single + One	$75
Family	$121

The employee will contribute through payroll deduction, any excess monthly premium over the School District contribution toward the type of dental coverage for which the employee is enrolled. A part-time employee shall receive a district contribution towards dental insurance in a prorated amount proportional to their employment.

Section 5. Term Life Insurance

An employee is eligible for basic group term life insurance coverage in whole thousands to an amount equal to two times the employee's base annual salary. The School District pays the entire premium for this coverage.

An employee may apply for supplemental coverage in an amount up to the whole thousands of the employee's basic annual salary. Premiums for this coverage will be paid by the employee through payroll deduction.

An employee who elects to take and is approved by the insurance carrier for the maximum supplemental life insurance coverage will receive an additional School District paid supplemental coverage in an amount equal to the employee's basic annual salary rounded up to the next whole thousand.

An employee may apply for supplemental group term life insurance coverage for a spouse or dependent child as stipulated in the supplemental life insurance certificate. Premiums for this coverage will be paid by the employee through payroll deduction.

If the School District changes the life insurance carrier, no reduction in the dollar value of the payable benefit will occur.

Section 6. Accidental Death and Dismemberment Insurance

An employee is eligible for accidental death and dismemberment insurance coverage in an amount equal to four times the employee's base annual salary rounded up to the next whole thousand. The School District pays the entire premium for this coverage.

Section 7. Long-Term Disability Insurance

The School District will provide income protection insurance for each employee in the amount of two-thirds (2/3) of the employee's basic salary up to a maximum benefit of $~~10,000~~ 15,000 per month. Payments begin after sixty-five (65) days of continuous absence due to disability and (1) continue to age seventy (70); or (2) if the disabling event occurs after age seventy (70), payments will occur for twelve (12) months; or (3) if the disabling event occurs prior to age seventy (70) but continues after age seventy (70) and the employee has not received twelve (12) months in benefits, payments will occur for 12 months. Long-term disability benefits are available after age sixty-five (65) according to a schedule set forth in a revised insurance certificate, and the amount of the benefit is coordinated with Social Security. The School District pays the entire premium.

An employee receiving long-term disability insurance benefits remains eligible for the School District contribution for medical and hospitalization insurance.

Section 8. Flexible Spending Plans

An eligible employee may participate in the Flexible Benefits Plan established by the School District Employer pursuant to Section 125 of the Internal Revenue Code.

ARTICLE V

Leaves of Absence

Section 1. Basic Leave

Full-time employees earn eighteen (18) days of basic leave each year. A newly hired employee will receive a one-time basic leave allowance of thirty-five (35) days in addition to the amount granted annually. Part-time employees earn basic leave in a prorated amount. Basic leave is credited to employees as of July 1, but is accrued over the course of the fiscal year. An employee who is hired or whose employment is terminated will have their basic leave allowance prorated for a partial fiscal year. Unused basic leave may accumulate without limit.

Section 2. Personal Illness Leave

An employee may use one (1) day of accumulated basic leave for each day of personal illness. An employee who has been absent may be required to present a statement to the human resources department from a physician verifying an illness that prevented the employee from working and certifying that the employee has recovered sufficiently to return to the employee's normal duties, as allowed by law. An employee who is absent for more than five (5) consecutive duty days will be required to present this certification.

Section 3. Family Illness Leave

For absence because of illness in the family, the employee may deduct a reasonable number of days per incident from accumulated basic leave at no salary deduction. The family includes husband, wife, father, mother, brother, sister, son, daughter, father-in-law, mother-in-law, or others required per state law. When a physician certifies that in-home care is essential because of illness or injury of the employee's spouse, the employee may deduct a reasonable number of days from accumulated basic leave allowance at no salary deduction.

Section 4. Bereavement Leave

With approval of the human resources department, an employee may use a reasonable amount of accumulated basic leave due to the death of a family member or friend.

Section 5. Personal Business Leave

An employee may use up to four (4) days of accumulated basic leave each fiscal year for the transaction of personal business that cannot be completed outside of business hours. Requests for personal business leave must be submitted to the employee's immediate supervisor at least three (3) duty days in advance of the requested date, except in cases of extreme emergency.

Section 6. Religious Observance Leave

An employee may use up to three (3) days of accumulated basic leave each fiscal year for required religious observance. To qualify, dates must be recognized as religious holidays. Basic leave may not be used where alternative observance options exist. Requests for religious observance leave must be submitted to the human resources department at least three (3) duty days in advance of the requested date.

Section 7. Basic Leave Coordination with Workers' Compensation and Long-term Disability Benefits

An employee receiving compensation pursuant to the Workers' Compensation law or long-term disability insurance may elect to use accrued basic leave in order to make up the difference between the workers' compensation or long-term disability payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee through the use of basic leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

Section 8. Emergency Sick Leave Bank (ESLB)

An emergency sick leave bank (ESLB) exists 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. The ESLB also includes eligible members of the Edina Administrative Council (EAC) and employees

whose positions are contained in the Non-Affiliated Employee guidebook. 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 (five (5) or more consecutive days) 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. 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 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. 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 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 SAC.

Recipient Eligibility. Membership will be open to all regularly contracted 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.

No employee may withdraw more than sixty-five (65) days from the ESLB during their career with the Employer unless the Employer and the SAC 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.

Section 9. Parental Leave

An employee may be granted a full-time leave of absence without pay for a period of up to twelve (12) months for the purpose of providing care and bonding with their newborn or newly adopted child or children. Written application for such leave must be submitted to the human resources department at least four (4) months prior to the expected commencement of the leave when possible. This notice requirement may be waived in cases of emergency. Any period of parental leave approved under this Article runs concurrently with any applicable period of leave for which the employee is eligible under state and/or federal law.

Parental leave may be granted to begin immediately upon the termination of any period of disability resulting from pregnancy and childbirth or the date of placement of an adopted child. By mutual agreement between the School District and employee, parental leave may also be granted to begin before any period of physical disability resulting from the pregnancy. Once a parental leave without pay has commenced, accumulated basic leave pay is no longer available for the remainder of the leave without pay.

An employee may return to work prior to the date designated in the approved parental leave notice only as approved by the School District in its sole discretion. Failure to return to work on the designated date will be considered a voluntary termination of employment unless a leave extension is approved by the School District.

An employee returning from parental leave will be returned to the position held when placed on leave, or if not available, to any other position for which the employee is licensed and qualified as determined by the School District. Any earned and unused basic leave accumulated at the commencement of an employee's parental leave will be credited to the employee upon their return.

An employee on an approved parental leave remains eligible for participation in the School District's health, dental, and life insurance programs via the Consolidated Omnibus Budget Reconciliation Act (COBRA). To continue such coverage, an employee must remit their premium payments directly to the School District's third-party COBRA administrator within the required timelines.

Any period of parental leave approved under this Article runs concurrently with any applicable period of leave for which the employee is eligible under state and/or federal law.

Section 10. Judicial Leave

Employees called upon to serve as a juror in a federal or state court, or subpoenaed as a witness in a court proceeding, will be granted a leave of absence for the time the employee is required to be at the courthouse. Employees will receive all pay and

other benefits that would have accrued had they been working during the period of absence for judicial leave, less any compensation received from court administration.

Section 11. Emergency Closings

In cases of emergency School District closings, an employee may work remotely as approved by the Superintendent.

Section 12. Superintendent's Discretionary Leave

Any circumstance that arises necessitating the absence of an employee not specifically included in any of the sections above may be granted as discretionary leave. This leave must be approved in advance by the Superintendent.

ARTICLE VI

Professional Benefits

Section 1. Mileage Reimbursement

Approved mileage for work-related travel outside of the School District is reimbursed at the current IRS mileage rate.

Section 2. Meetings in Pursuit of School District Interests

The School District will reimburse an employee for necessary expenses incurred while attending authorized meetings representing the interests of the School District.

Section 3. Professional Meetings and Leave

The School District will reimburse an employee for necessary expenses incurred for approved attendance at local, state, and national conventions, conferences, workshops, seminars, and institutes.

Section 4. Membership in Professional Organizations

Membership in professional organizations may enhance the employee's ability to exercise educational leadership within the School District. When the School District requests that an employee belongs to a professional organization, either for a specific fiscal year or on a continuing basis, the School District will reimburse the employee for all fees paid by the employee.

The School District will pay the membership fees for each employee for a minimum of one (1) approved national organization and a minimum of one (1) approved state organization. An employee's selection of a state or national organization is subject to approval by the Superintendent.

Section 5. Membership in Civic Organizations

The School District will pay all membership and related expenses for local civic organizations where the employee represents the School District. The memberships must be preapproved by the Superintendent.

Section 6. Attendance at Conferences on Weekends

When attending conventions or other professional meetings as requested by the School District, it may be necessary for an employee to attend meetings or travel to or from the meeting site on weekends. As a professional exempt employee, the employee may be flexible in the employee's workweek when weekend meetings or travel occur.

Section 7. Technology Allowance

An employee is eligible for up to $400 per year as a technology allowance. In order to receive the allowance of $400, or a portion thereof, the employee must submit a request for reimbursement and approval from the employee's supervisor. The employee may carry over this allowance, up to a maximum of $2000. Appropriate use of this allowance may include, but is not limited to, hardware/software for professional use that will mutually benefit the School District and the employee. The technology allowance will not be distributed in salary or payout to an employee.

Section 8. Professional Hazard/Loss Reimbursement

An employee who incurs loss of or damage to personal property as a result of student, employee or parent vandalism may submit a written request for reimbursement to the Superintendent. The School District will consider each request for reimbursement on its own merits. Any reimbursement will be reduced by the amount of any insurance claims and restitution received.

Section 9. Tuition Reimbursement

If the Employer requests that an employee take a specific course or courses from an academic institution, the Employer will reimburse the employee for tuition costs. The Superintendent will notify the employee in writing of the specific course or courses requested by the Employer for which the employee will be reimbursed. A request may be initiated by the employee.

Section 10. Doctorate Degree Stipend

An employee who has earned a doctorate degree will receive $2,000 annually, which will be added to the employee's annual salary.

ARTICLE VII

Retirement Benefits

Section 1. Tax-Deferred Matching Contribution

Employees may participate in the School District's tax-deferred plan by contributing a portion of their annual base salary to the plan. The annual year for the School District matching contributions is January 1 through December 31. All contributions must be made to a School District approved 403(b) vendor of the employee's choice. The employee is responsible for making all arrangements required with the 403(b) vendor to ensure that proper payment can be made. The School District's contribution is not payable unless the employee authorizes a salary contribution up to the matching amount the employee is eligible to receive. The School District's match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after initial eligibility.

The School District will contribute up to three and one-half (3.5) percent of the employee's annual base salary ~~up to a maximum of $4,250~~ on an annual basis towards the School District's 403(b) plan when the contribution is matched by the employee. The School District's contribution will not affect the employee's base salary.

Section 2. Contribution to Health Reimbursement Account ("HRA")

a) The School District makes an annual contribution into an HRA, in accordance with Schedule A below, for the first ten (10) years of an employee's employment in a position covered by this Guidebook, with a maximum total Employer contribution of up to $90,000 throughout an employee's career. Contributions will be prorated based on the employee's applicable start and end dates. With the School District's approval, credit may be granted for years of service in a leadership position covered by the Non-Affiliated Employees' Guidebook or the Edina Administrative Council Agreement. If an employee moves to this Guidebook from a leadership position covered by the Non-Affiliated Employees' Guidebook or the Edina Administrative Council Agreement, and the District grants credit for service in that position, the employee will receive, in their eleventh (11th) year of service, any remaining difference between the maximum Employer contribution and the employee's total contributions.

b) The School District's contribution to the HRA does not vest with the employee until the employee has been employed five (5) ~~seven (7)~~ consecutive years by the School District. Upon an employee's departure from the School District, contributions not vested revert back to the School District.

c) The School District retains control of any HRA contributions on behalf of an employee until those funds have vested. The School District remains responsible to invest any funds and pay associated fees until the funds vest with the employee, at which point those responsibilities are transferred to the employee.
d) The School District deposits the below noted contribution into the HRA by June 30 of the completed year of service.

Schedule A	
Year 1	$2,500
Year 2	$2,500
Year 3	$2,500
Year 4	$2,500
Year 5	$5,000
Year 6	$5,000
Year 7	$10,000
Year 8	$15,000
Year 9	$20,000
Year 10	$25,000

Section 3. Benefits Continuation for Medical and Dental Insurance

An employee who meets these eligibility requirements for insurance continuation under Minnesota law is eligible, upon terminating employment with the School District, to continue to participate in the School District dental and medical insurance at the employee's expense until the employee reaches Medicare eligibility.

Section 4. Benefit Continuation for Life Insurance

An employee may continue any coverage in force until age seventy (70) by continuing to pay the full premium

Edina Public Schools

DEFINING EXCELLENCE

Superintendent's Advisory Council (SAC) Benefits Guidebook

July 1, 2026 through June 30, 2028

Approved by the ISD 273 School Board 11.09.2026.

Accessibility Compliant

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ARTICLE I

Purpose

Section 1. Purpose

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Section 2. Employee

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An employee regularly employed and scheduled to work a minimum of eight (8) hours per day for twelve (12) months each year.

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An employee regularly employed and scheduled to work less than eight (8) hours per day or for fewer than twelve (12) months each year.

ARTICLE III

Holidays and Vacation

Section 1. Holidays

Employees are entitled to twelve (12) paid holidays as designated by the School District. Holiday pay is incorporated into an employee's annual salary.

Section 2. Vacation

Full-time employees earn thirty (30) days of vacation each year. Part-time employees who work twelve (12) months, but fewer than eight (8) hours per day, earn vacation time in a prorated amount. Employees whose duty year is for fewer than twelve (12) months do not earn vacation.

Vacation is credited to employees as of July 1, but is accrued over the course of the fiscal year. Eligible employees that begin their position after July 1 will receive a prorated amount of vacation for their first year of employment. The scheduling of vacation days is by mutual agreement between the supervisor and employee.

The maximum number of earned and accrued vacation days that may be carried over into the next fiscal year is thirty (30) days. In unusual circumstances, the Superintendent may approve additional carryover or up to 10 days of paid vacation at the end of the fiscal year.

An employee properly terminating employment, as determined by the School District, will receive payment for any earned and unused vacation. An employee whose employment is terminated by the School District will receive payment for any earned and unused vacation accrued at the time of termination. An employee who terminates employment and who has used more vacation than earned will have the amount of time overused deducted from their final direct deposit.

Section 3. Calculation of Employee's Daily Rate of Pay for Vacation Payout

To determine a two-hundred sixty (260) day employee's daily rate of pay when calculating vacation payout, the employee's annual base salary is divided by 219 days. If an employee's work year is for fewer than two-hundred sixty (260) days, then the employee's annual base salary is divided by the number of days in the employee's work year.

ARTICLE IV

Insurance Benefits

Section 1. Selection of Carriers

The selection of insurance carriers and policies will be made by the School District.

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The provisions described in this Guidebook are general statements of the insurance coverage provided to employees. An employee's eligibility for coverage is governed by the terms of the master insurance contracts between the School District and individual insurance carriers.

Section 3. Medical and Hospitalization Insurance

The School District will contribute a monthly amount, not to exceed the amounts listed below, towards the monthly premium cost for the School District's current medical and hospitalization plans for each full-time employee who qualifies for and is enrolled in the plan. Participation in the medical insurance plan is voluntary. The maximum monthly School District contributions toward the premium are as follows:

Type of Coverage	Monthly School District Contribution As of January 1, 2025	Monthly School District Contribution As of January 1, 2027
Single	$725.00	$850.00
Single + One	$1,379.54	$1,409.54
Family	$1,800.72	$1,830.72

The employee will contribute through payroll deduction, any excess monthly premium over the School District contribution toward the type of medical and hospitalization coverage for which the employee is enrolled. If the School District's contribution exceeds the insurance premium, any excess will be paid in salary to the employee. A part-time employee shall receive a district contribution towards medical and hospitalization insurance in a prorated amount proportional to their employment.

Where two full-time employees are married and at least one of them is in a position covered by this Guidebook, and both employees are enrolled in a single plus one or family medical insurance plan through the School District with one employee waiving coverage and covered as a dependent on the other employee's elected plan, then the employee who has elected the medical insurance plan will receive a monthly contribution in an amount equal to the School District contribution under their Guidebook for a single plus one plan (if enrolled in a single plus one plan), or a family plan (if enrolled in a family plan), plus the amount of the School District's contribution towards a single medical insurance plan under their spouse's Guidebook or collective bargaining agreement. Any balance remaining after married full-time employees have applied their pooled School District insurance contributions towards their selected medical insurance plan remains with the School District.

Section 4. Dental Insurance

The School District will offer a dental insurance plan to full-time employees and contribute monthly amounts, not to exceed the amounts listed below, towards the monthly premium costs for such dental plan.

Type of Coverage	Monthly School District Contribution
Single	$40
Single + One	$75
Family	$121

The employee will contribute through payroll deduction, any excess monthly premium over the School District contribution toward the type of dental coverage for which the employee is enrolled. A part-time employee shall receive a district contribution towards dental insurance in a prorated amount proportional to their employment.

Section 5. Term Life Insurance

An employee is eligible for basic group term life insurance coverage in whole thousands to an amount equal to two times the employee's base annual salary. The School District pays the entire premium for this coverage.

An employee may apply for supplemental coverage in an amount up to the whole thousands of the employee's basic annual salary. Premiums for this coverage will be paid by the employee through payroll deduction.

An employee who elects to take and is approved by the insurance carrier for the maximum supplemental life insurance coverage will receive an additional School District paid supplemental coverage in an amount equal to the employee's basic annual salary rounded up to the next whole thousand.

An employee may apply for supplemental group term life insurance coverage for a spouse or dependent child as stipulated in the supplemental life insurance certificate. Premiums for this coverage will be paid by the employee through payroll deduction.

If the School District changes the life insurance carrier, no reduction in the dollar value of the payable benefit will occur.

Section 6. Accidental Death and Dismemberment Insurance

An employee is eligible for accidental death and dismemberment insurance coverage in an amount equal to four times the employee's base annual salary rounded up to the next whole thousand. The School District pays the entire premium for this coverage.

Section 7. Long-Term Disability Insurance

The School District will provide income protection insurance for each employee in the amount of two-thirds (2/3) of the employee's basic salary up to a maximum benefit of $15,000 per month. Payments begin after sixty-five (65) days of continuous absence due to disability and (1) continue to age seventy (70); or (2) if the disabling event occurs after age seventy (70), payments will occur for twelve (12) months; or (3) if the disabling event occurs prior to age seventy (70) but continues after age seventy (70) and the employee has not received twelve (12) months in benefits, payments will occur for 12 months. Long-term disability benefits are available after age sixty-five (65) according to a schedule set forth in a revised insurance certificate, and the amount of the benefit is coordinated with Social Security. The School District pays the entire premium.

An employee receiving long-term disability insurance benefits remains eligible for the School District contribution for medical and hospitalization insurance.

Section 8. Flexible Spending Plans

An eligible employee may participate in the Flexible Benefits Plan established by the School District Employer pursuant to Section 125 of the Internal Revenue Code.

ARTICLE V

Leaves of Absence

Section 1. Basic Leave

Full-time employees earn eighteen (18) days of basic leave each year. A newly hired employee will receive a one-time basic leave allowance of thirty-five (35) days in addition to the amount granted annually. Part-time employees earn basic leave in a prorated amount. Basic leave is credited to employees as of July 1, but is accrued over the course of the fiscal year. An employee who is hired or whose employment is terminated will have their basic leave allowance prorated for a partial fiscal year. Unused basic leave may accumulate without limit.

Section 2. Personal Illness Leave

An employee may use one (1) day of accumulated basic leave for each day of personal illness. An employee who has been absent may be required to present a statement to the human resources department from a physician verifying an illness that prevented the employee from working and certifying that the employee has recovered sufficiently to return to the employee's normal duties, as allowed by law. An employee who is absent for more than five (5) consecutive duty days will be required to present this certification.

Section 3. Family Illness Leave

For absence because of illness in the family, the employee may deduct a reasonable number of days per incident from accumulated basic leave at no salary deduction. The family includes husband, wife, father, mother, brother, sister, son, daughter, father-in-law, mother-in-law, or others required per state law. When a physician certifies that in-home care is essential because of illness or injury of the employee's spouse, the employee may deduct a reasonable number of days from accumulated basic leave allowance at no salary deduction.

Section 4. Bereavement Leave

With approval of the human resources department, an employee may use a reasonable amount of accumulated basic leave due to the death of a family member or friend.

Section 5. Personal Business Leave

An employee may use up to four (4) days of accumulated basic leave each fiscal year for the transaction of personal business that cannot be completed outside of business hours. Requests for personal business leave must be submitted to the employee's immediate supervisor at least three (3) duty days in advance of the requested date, except in cases of extreme emergency.

Section 6. Religious Observance Leave

An employee may use up to three (3) days of accumulated basic leave each fiscal year for required religious observance. To qualify, dates must be recognized as religious holidays. Basic leave may not be used where alternative observance options exist. Requests for religious observance leave must be submitted to the human resources department at least three (3) duty days in advance of the requested date.

Section 7. Basic Leave Coordination with Workers' Compensation and Long-term Disability Benefits

An employee receiving compensation pursuant to the Workers' Compensation law or long-term disability insurance may elect to use accrued basic leave in order to make up the difference between the workers' compensation or long-term disability payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee through the use of basic leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

Section 8. Emergency Sick Leave Bank (ESLB)

An emergency sick leave bank (ESLB) exists 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. The ESLB also includes eligible members of the Edina Administrative Council (EAC) and employees

whose positions are contained in the Non-Affiliated Employee guidebook. 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 (five (5) or more consecutive days) 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. 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 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. 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 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 SAC.

Recipient Eligibility. Membership will be open to all regularly contracted 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.

No employee may withdraw more than sixty-five (65) days from the ESLB during their career with the Employer unless the Employer and the SAC 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.

Section 9. Parental Leave

An employee may be granted a full-time leave of absence without pay for a period of up to twelve (12) months for the purpose of providing care and bonding with their newborn or newly adopted child or children. Written application for such leave must be submitted to the human resources department at least four (4) months prior to the expected commencement of the leave when possible. This notice requirement may be waived in cases of emergency. Any period of parental leave approved under this Article runs concurrently with any applicable period of leave for which the employee is eligible under state and/or federal law.

Parental leave may be granted to begin immediately upon the termination of any period of disability resulting from pregnancy and childbirth or the date of placement of an adopted child. By mutual agreement between the School District and employee, parental leave may also be granted to begin before any period of physical disability resulting from the pregnancy. Once a parental leave without pay has commenced, accumulated basic leave pay is no longer available for the remainder of the leave without pay.

An employee may return to work prior to the date designated in the approved parental leave notice only as approved by the School District in its sole discretion. Failure to return to work on the designated date will be considered a voluntary termination of employment unless a leave extension is approved by the School District.

An employee returning from parental leave will be returned to the position held when placed on leave, or if not available, to any other position for which the employee is licensed and qualified as determined by the School District. Any earned and unused basic leave accumulated at the commencement of an employee's parental leave will be credited to the employee upon their return.

An employee on an approved parental leave remains eligible for participation in the School District's health, dental, and life insurance programs via the Consolidated Omnibus Budget Reconciliation Act (COBRA). To continue such coverage, an employee must remit their premium payments directly to the School District's third-party COBRA administrator within the required timelines.

Any period of parental leave approved under this Article runs concurrently with any applicable period of leave for which the employee is eligible under state and/or federal law.

Section 10. Judicial Leave

Employees called upon to serve as a juror in a federal or state court, or subpoenaed as a witness in a court proceeding, will be granted a leave of absence for the time the employee is required to be at the courthouse. Employees will receive all pay and

other benefits that would have accrued had they been working during the period of absence for judicial leave, less any compensation received from court administration.

Section 11. Emergency Closings

In cases of emergency School District closings, an employee may work remotely as approved by the Superintendent.

Section 12. Superintendent's Discretionary Leave

Any circumstance that arises necessitating the absence of an employee not specifically included in any of the sections above may be granted as discretionary leave. This leave must be approved in advance by the Superintendent.

ARTICLE VI

Professional Benefits

Section 1. Mileage Reimbursement

Approved mileage for work-related travel outside of the School District is reimbursed at the current IRS mileage rate.

Section 2. Meetings in Pursuit of School District Interests

The School District will reimburse an employee for necessary expenses incurred while attending authorized meetings representing the interests of the School District.

Section 3. Professional Meetings and Leave

The School District will reimburse an employee for necessary expenses incurred for approved attendance at local, state, and national conventions, conferences, workshops, seminars, and institutes.

Section 4. Membership in Professional Organizations

Membership in professional organizations may enhance the employee's ability to exercise educational leadership within the School District. When the School District requests that an employee belongs to a professional organization, either for a specific fiscal year or on a continuing basis, the School District will reimburse the employee for all fees paid by the employee.

The School District will pay the membership fees for each employee for a minimum of one (1) approved national organization and a minimum of one (1) approved state organization. An employee's selection of a state or national organization is subject to approval by the Superintendent.

Section 5. Membership in Civic Organizations

The School District will pay all membership and related expenses for local civic organizations where the employee represents the School District. The membership must be preapproved by the Superintendent.

Section 6. Attendance at Conferences on Weekends

When attending conventions or other professional meetings as requested by the School District, it may be necessary for an employee to attend meetings or travel to or from the meeting site on weekends. As a professional exempt employee, the employee may be flexible in the employee's workweek when weekend meetings or travel occur.

Section 7. Technology Allowance

An employee is eligible for up to $400 per year as a technology allowance. In order to receive the allowance of $400, or a portion thereof, the employee must submit a request for reimbursement and approval from the employee's supervisor. The employee may carry over this allowance, up to a maximum of $2000. Appropriate use of this allowance may include, but is not limited to, hardware/software for professional use that will mutually benefit the School District and the employee. The technology allowance will not be distributed in salary or payout to an employee.

Section 8. Professional Hazard/Loss Reimbursement

An employee who incurs loss of or damage to personal property as a result of student, employee or parent vandalism may submit a written request for reimbursement to the Superintendent. The School District will consider each request for reimbursement on its own merits. Any reimbursement will be reduced by the amount of any insurance claims and restitution received.

Section 9. Tuition Reimbursement

If the Employer requests that an employee take a specific course or courses from an academic institution, the Employer will reimburse the employee for tuition costs. The Superintendent will notify the employee in writing of the specific course or courses requested by the Employer for which the employee will be reimbursed. A request may be initiated by the employee.

Section 10. Doctorate Degree Stipend

An employee who has earned a doctorate degree will receive $2,000 annually, which will be added to the employee's annual salary.

ARTICLE VII

Retirement Benefits

Section 1. Tax-Deferred Matching Contribution

Employees may participate in the School District's tax-deferred plan by contributing a portion of their annual base salary to the plan. The annual year for the School District matching contributions is January 1 through December 31. All contributions must be made to a School District approved 403(b) vendor of the employee's choice. The employee is responsible for making all arrangements required with the 403(b) vendor to ensure that proper payment can be made. The School District's contribution is not payable unless the employee authorizes a salary contribution up to the matching amount the employee is eligible to receive. The School District's match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after initial eligibility.

The School District will contribute up to three and one-half (3.5) percent of the employee's annual base salary on an annual basis towards the School District's 403(b) plan when the contribution is matched by the employee. The School District's contribution will not affect the employee's base salary.

Section 2. Contribution to Health Reimbursement Account ("HRA")

a) The School District makes an annual contribution into an HRA, in accordance with Schedule A below, for the first ten (10) years of an employee's employment in a position covered by this Guidebook, with a maximum total Employer contribution of up to $90,000 throughout an employee's career. Contributions will be prorated based on the employee's applicable start and end dates. With the School District's approval, credit may be granted for years of service in a leadership position covered by the Non-Affiliated Employees' Guidebook or the Edina Administrative Council Agreement. If an employee moves to this Guidebook from a leadership position covered by the Non-Affiliated Employees' Guidebook or the Edina Administrative Council Agreement, and the District grants credit for service in that position, the employee will receive, in their eleventh (11th) year of service, any remaining difference between the maximum Employer contribution and the employee's total contributions.
b) The School District's contribution to the HRA does not vest with the employee until the employee has been employed five (5) consecutive years by the School District. Upon an employee's departure from the School District, contributions not vested revert back to the School District.
c) The School District retains control of any HRA contributions on behalf of an employee until those funds have vested. The School District remains responsible to invest any funds and pay associated fees until the funds vest

with the employee, at which point those responsibilities are transferred to the employee.

d) The School District deposits the below noted contribution into the HRA by June 30 of the completed year of service.

Schedule A	
Year 1	$2,500
Year 2	$2,500
Year 3	$2,500
Year 4	$2,500
Year 5	$5,000
Year 6	$5,000
Year 7	$10,000
Year 8	$15,000
Year 9	$20,000
Year 10	$25,000

Section 3. Benefits Continuation for Medical and Dental Insurance

An employee who meets these eligibility requirements for insurance continuation under Minnesota law is eligible, upon terminating employment with the School District, to continue to participate in the School District dental and medical insurance at the employee's expense until the employee reaches Medicare eligibility.

Section 4. Benefit Continuation for Life Insurance

An employee may continue any coverage in force until age seventy (70) by continuing to pay the full premium

V. **Discussion**

V.A. Strategic Plan — Strategy A Recap	**Speaker(s):** Cheryl Barry, Edina School Board Vice Chair

Board Meeting Date: 11/9/26

Title: Strategic Plan - Strategy A: Advance Academic Excellence, Growth and Readiness Recap

Type: Discussion

Presenter(s): Cheryl Barry, Edina School Board Vice Chair

Description: Stakeholders within Edina Public Schools recently reviewed progress made toward Strategy A of the Strategic Plan, which focuses on advancing academic excellence, growth, and readiness as part of its yearlong commitment to assessing progress. The discussion examined progress and challenges in implementing action steps, which include designing and delivering rigorous instruction, providing differentiated educational experiences, providing timely and effective interventions, and focusing on an improved literacy program. The review will guide any needed refinements to action plans as the district continues implementation through 2030.

Recommendation: No recommendation is being made at this time. This item has been prepared for board discussion and public information.

Desired Outcome(s) from the Board: Discuss and share perspectives on the review.

Attachments: n/a

V.B. Board Feedback Summary and December Bond Proposal

Board Meeting Date: 11.9.26

Title: Board Feedback Summary and December Bond Proposal

Type: Discussion

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: Over the past several months, the School Board has engaged in multiple public discussions regarding potential long-term safety, security, and facility investments. These discussions have occurred during regular Board meetings, work sessions, and have included presentations related to district needs, facility planning, enrollment trends, safety and security priorities, technology infrastructure, and capital funding options.

Throughout these discussions, Board members have had opportunities to ask questions, provide feedback, and identify priorities for a potential future referendum. Based on the direction and feedback received from a majority of the Board during these public meetings, the administration intends to bring forward a recommendation for Board consideration at the December meeting.

The recommendation is expected to include information about a proposed bond question and capital project levy to support investments in school safety and security, facility improvements and additions, technology infrastructure, cybersecurity, future land acquisition, and other capital needs across the district. The proposed package will reflect the priorities previously discussed by the Board and will incorporate financing assumptions and tax impact information developed in consultation with the district's financial and legal advisors.

The purpose of this agenda item is to inform the Board of the administration's intent and preparation for December consideration.

Recommendation: No formal action is requested at this time.

Desired Outcome(s) from the Board: The Board confirms that the proposed scope and timeline remain aligned with Board direction prior to bringing a recommendation forward for consideration in December.

V.C. Combined Polling Places — 2027

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

Board Meeting Date: 11/9/2026

Title: Combined Polling Places - 2027

Type: Discussion

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

Description: At the October 20, 2026 work session, District administration reviewed the statutory and District requirements for combining polling places under Minn. Stat. § 205A.11 and presented a potential strategy of consolidating to four polling places, one in each quadrant of the city formed by Highways 100 and 62. Board members expressed support for the four-quadrant approach and a preference for using non-school sites where possible.

The City has since provided its 2027 polling places, and the Board may only combine into sites on that list. Valley View Middle School and Edina High School are not designated, so no District building is available in the southwest quadrant. Administration has developed two scenarios:

- Scenario 1 - three District sites and one non-District site: Countryside Elementary (northwest), Edina Community Center (northeast), Church of St. Patrick (southwest) and Cornelia Elementary (southeast).

- Scenario 2 - all non-District sites: Good Samaritan Church (northwest), Pamela Park (northeast), Church of St. Patrick (southwest) and Centennial Lakes Centrum (southeast).

Both scenarios save an estimated $23,000 per election. Under Scenario 2, Pamela Park's capacity for the busiest quadrant should be confirmed. District voters in St. Louis Park and Bloomington would be assigned to the northeast and southeast sites.

Recommendation: No formal action is requested at this time. Administration requests Board direction on a preferred scenario and will bring a resolution for Board action in December 2026, ahead of the December 31 deadline.

Desired Outcomes from the Board: School Board direction on a preferred four-quadrant configuration of combined polling places.

Attachments:

1. **Combined Polling Places Analysis (updated November 4, 2026)**

V.D. Review and Comment Requirements

Edina Public Schools
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Board Meeting Date: 11/9/2026

Title: Review and Comment Requirements

Type: Discussion

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

Description: As the School Board continues to consider potential facility needs and funding options, administration will provide an overview of the Minnesota Department of Education (MDE) Review and Comment process. Under Minn. Stat. § 123B.71, Review and Comment is required for certain school construction, expansion, and remodeling projects prior to a school district holding a bond referendum.

The purpose of this discussion is informational and is not intended to seek Board approval of a Review and Comment submission or a decision regarding a future referendum. Rather, the discussion will help the Board understand the requirements that would apply should it determine that seeking voter approval for proposed facility investments is appropriate.

The discussion will include an overview of when Review and Comment is required; information that must be included in a submission, including enrollment projections, facility needs, proposed project scope and costs, financing and tax impacts; the School Board's role in the process; MDE's review timeline; and the publication and public meeting requirements that apply prior to a bond referendum.

Understanding these requirements will help the School Board consider the steps and timing that would be necessary should it choose to move forward with a future bond referendum.

Recommendation: No formal action is requested. Administration recommends that the School Board review and discuss the MDE Review and Comment requirements and provide any questions or direction that should be considered as facility and potential funding discussions continue.

Desired Outcomes from the Board: School Board understanding of the purpose, requirements, content, timing, and Board responsibilities associated with the MDE Review and Comment process should the Board decide to pursue voter approval for future facility investments.

Attachments:

1. Review & Comment Draft

V.E. Revised Budget - Fiscal Year 2027

Edina Public Schools
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Board Meeting Date: 11/9/2026

Title: Revised Budget - Fiscal Year 2027

Type: Discussion

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

Description: The fiscal year (FY) 2027 budget was developed using the most reliable information available at the time of adoption in June 2026. As more reliable information and data become available, the District adjusts its budget reflect the actual operations. Legislative changes, expected enrollment versus actual enrollment, projected staffing vs actual staffing, the ratification of new collective bargaining agreements, fluctuations to supply and material costs, and the timing of expenditures made against federal awards are just a few of the countless budgetary variables that can change during a school year.

Updates to the budget through October 1, 2026:

- Special education revenues were budgeted at $25,623,946 however the latest calculations indicate FY2027 revenue of $26,330,555.
- The capital notes issuance proceeds were budgeted at $800,000; the Board authorized the intent to issue $1,500,000 after the budget approval in June 2026.
- The facilities maintenance issuance proceeds were budgeted at $8,775,000; the Board authorized the intent to issue $7,725,000 after the budget approval in June 2026 and long-term facilities maintenance plan approval in July 2026.
- Investment revenue in the General Fund was budgeted conservatively at $1,688,565. The District's increased fund balance position at the end of fiscal year 2026 and increasing interest rates support an upward revision of approximately $500,000.
- Staffing and collective bargaining agreements in October 2026 exceed the administration's estimates from Spring of 2026 by approximately $700,000 district-wide, a 0.68% variance.

The overall impact to the General Fund balance is favorable by approximately ***$1,206,609.***

The Finance & Facilities Committee discussed the administration's recommended revisions, as well as the preliminary fiscal year 2026 financial results and an updated general fund forecast for fiscal years 2028 through 2032, at its October 26, 2026 meeting.

The administration will formally recommend revision of the fiscal year 2027 budget at the December 7, 2026 Regular Meeting of the School Board.

The revised budget proposed by the administration is:

	Fiscal Year 2027	
	Preliminary Budget	**Revised Budget**
Revenues & Financing Sources:		
General Fund	$ 180,867,730	$ 182,774,339
Food Service Fund	5,400,520	5,400,520
Community Service Fund	14,713,482	14,713,482
Building-Construction Fund	9,095,000	8,045,000
Debt Service Fund	19,103,379	19,103,379
Internal Service Fund	910,000	910,000
Total Revenues & Other Financing Sources	**230,090,111**	**230,946,720**
Expenditures & Financing Uses:		
General Fund	$ 173,794,198	$ 174,494,198
Food Service Fund	5,171,080	5,171,080
Community Service Fund	14,429,692	14,429,692
Building-Construction Fund	50,000	50,000
Debt Service Fund	18,670,900	18,670,900
Internal Service Fund	910,000	910,000
Total Expenditures & Other Financing Uses	**$ 213,025,870**	**$ 213,725,870**

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Discuss the administration's preliminary revision recommendations.

Attachments:
N/A

V.F. 2025-2026 Data Metrics Mid-Plan Board Update	**Speaker(s):** Jody De St. Hubert, Director of Teaching & Learning; and Greg Guswiler, Teaching & Learning Data Programming Analyst and Coordinator

Board Meeting: November 9, 2026

Title: 2025-2026 Data Metrics Mid- Plan Board Update

Type: Discussion

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

Description: The Edina Public Schools 2025–2027 Data Metrics Plan represents the first phase of the district's Comprehensive Assessment System. This system guides how data are collected, analyzed, and applied to align district initiatives with the 2020–2030 Strategic Plan and to drive continuous system-level improvement. Through the creation and implementation of the Data Metrics Plan, Edina Public Schools continues its commitment to each and every student.

This report serves as a Year 1 progress update for the two-year 2025–2027 Data Metrics Plan, reflecting student outcomes and baseline progress from the 2025–2026 school year. This mid-plan report tracks early movement toward our Spring 2027 goals, outlining key systemwide celebrations, persistent challenges, and targeted response strategies designed to drive continuous growth through Year 2.

Recommendation: No recommendation is being made at this time. This report has been prepared for board discussion.

Desired Outcomes for the Board: Please be prepared to share reactions and questions with the presenters.

Attachments:

2023-2025 Data Metrics Plan Board Update.pdf

2025- 2027 Data Metrics Plan Board Update - Meeting ACTION.pdf

Executive Summary:

2025-2027 Edina Data Metrics Plan Progress Report

Edina Public Schools
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Overview

The Edina Data Metrics Plan serves as the top level of the district's Comprehensive Assessment System, providing a cohesive framework for monitoring student progress, instructional effectiveness, and alignment with the 2020–2030 Edina Strategic Plan. This plan identifies key indicators across academic achievement, college and career readiness, and student engagement to guide data-informed decision-making and continuous improvement at every level of the organization.

Edina Public Schools uses a continuous improvement framework to establish growth targets that are both meaningful and attainable. Most goals across the 2025–2027 plan target 3–6% growth over two years, representing steady and sustainable improvement within a high-performing district where many indicators already meet or exceed state and national benchmarks.

While this top-level plan provides a broad district view, greater specificity occurs within the District Continuous Improvement Plans (C-DIP) and Site Improvement Plans (C-SIP), which guide department level, school-level, grade-level, and individual teacher goals. This structure mirrors a funnel, where data flow from the system level to the classroom. The most impactful work occurs when teams analyze data results, respond to celebrations, and analyze areas for improvement creating targeted action steps for continuous improvement within our Multi-Tiered System of Supports (MTSS) and Culturally Proficient School Systems (CPSS) integrated strategic priorities.

In This Executive Summary

1. An overview of key findings by targeted areas of focus, including action steps being taken in response to data patterns.
2. The top three celebrations from the 2025–2026 Data Metrics Plan mid-plan update.
3. The top three challenges from the 2025–2026 Data Metrics Plan mid-plan update.
4. An analysis of trend data from the 2023-2025 Data Metrics Plan and the 2025-2026 Data Metrics Plan mid-plan update which focuses on 2026 data.
5. An overview of professional development response strategies within the MTSS and CPSS system-wide frameworks.

Overview of Key Findings

- English Language Arts (ELA): Despite the implementation of new standards and resources over a two year period of time K-12, overall reading proficiency on the FastBridge Universal Screener remained stable with a minor shift to 76.70% (down 0.30% from the 77.00% baseline, goal: 80.00%). Research shows (NIRN) when implementing a new K-12 curriculum, standardized test scores typically decline for 1 to 2 school years before stabilizing and

improving in year 3 to 4. Research further shows these initial drops are a normal result of systemic change rather than immediate evidence of curriculum and/or instructional failure. Along with new curriculum implementation, staff have been invested in Science of Reading training and this is reflected in reading growth showing positive movement: 60.66% of K–9 students achieved typical or aggressive growth (up +1.66% toward the 62.00% goal), and K–9 students starting below benchmark achieving aggressive growth rose to 22.91% (+1.91% toward the 25.00% goal). Demographically, proficiency gaps for Hispanic/Latino students decreased across multiple grade bands, while gaps for Black/African American students expanded in elementary screener scores. Triangulated 3–8 ELA proficiency did drop to 68.74% (-9.26%), reflecting the need for deeper alignment across screeners, state tests, classroom grading, instruction, and curriculum resources. Response steps focus on full-fidelity implementation of new curricula (Benchmark Advance, StudySync, Into Literature), diagnostic use of Capti ReadBasix, and Science of Reading (LETRS/STRIVE) completion, implementation, and coaching.

- Mathematics: K–8 FastBridge math proficiency stood at 81.23% (-2.16% from the 83.39% baseline, goal: 85.00%), while 3–8 triangulated math proficiency dipped slightly to 78.90% (-0.71%, goal: 82.00%). K–9 student growth remained steady at 62.90% (-0.38%, goal: 66.00%), while aggressive growth for students starting below benchmark dropped to 28.31% (-4.73%, goal: 36.00%). 8th-grade Algebra I completion with a 'B' or better stood at 79.76% (-0.48%, goal: 83.00%). Subgroup analysis showed positive gap reductions for Black/African American students in K–5 and 6–8 screeners and growth metrics. Response steps prioritize core fact fluency, deep conceptual understanding through inquiry math practices, systemwide alignment to new MN Math Standards with early implementation of new curricular resources and MTSS math intervention support.

- Science: Science performance demonstrated a clear systemwide rebound, with districtwide MCA proficiency across 5th grade, 8th grade, and EHS Biology rising +8.55 percentage points to 55.31% (rapidly approaching the 57.00% goal) and exceeding adjacent metro district averages by nearly 10 percentage points. Across Minnesota, Science MCA scores are historically lower than Reading and Math, making science performance a statewide outlier when evaluating standardized test achievement. While 5th and 8th-grade MCAs measure cumulative multi-year standards, high school testing evaluates a single year of targeted content, yielding a phenomenal 83.11% MCA proficiency rate in EHS Biology. Strong post-secondary preparation is further confirmed by advanced coursework, where 87% of students taking AP Science courses demonstrate proficiency. Response steps focus on maintaining full implementation of *Mystery Science* (K–5) and STEAM Cornerstone Projects (3–5), aligning K–12 instruction with MCA-IV rigor, and leveraging FLEX time for targeted 6–8 support.

- Social and Emotional Learning (SEL): While academic achievement gaps remain a primary area of focus, student perception data reveal a compelling systemic strength: belonging and engagement gaps are far less pronounced. Across nearly all demographic subgroups, student-reported levels of belonging and engagement closely mirror those of majority White, non-Special Education, and non-English Learner peers. This strong cultural foundation is reflected in our secondary Panorama survey results, where grades 6–12 met their 2027 goals early in both Sense of Belonging (67.00%, +2.33%) and Engagement (34.00%, +1.33%). While elementary (3–5) rates experienced slight decreases (Belonging:

75.00%; Engagement: 58.00%), co-curricular participation surged to 70.19% at the High School (Goal MET) and 41.85% in Middle School (+7.79% toward the 57.00% goal). Moving forward, priority actions focus on embedding SEL and Culturally Proficient School Systems (CPSS) strategies directly into Tier 1 core instruction, expanding student leadership, and sustaining adult wellness initiatives aligned with building C-SIPs.

- Unique Learners:
    - Talent Development (Extended & Accelerated Learning): Advanced course participation expanded in High School to 59.26% (+3.88%, goal: 60.00%) and Middle School to 50.05% (+0.59%, goal: 55.00%). Elementary participation dipped to 15.17% due to rostering irregularities, which are being addressed in the Elementary Acceleration Review. Advanced coursework performance remained high: 100% of elementary advanced ELA and 99.39% of elementary advanced math students maintained top grades, while HS advanced math grades grew to 74.59% (+3.63%).
    - Special Education Learners: Students receiving special education services continue to show exceptional performance. IEP progress targets were met or exceeded across grade bands: K–5 at 99.68% (Goal MET), 6–8 at 98.59% (Goal MET), Early Learning at 97.03% (+1.45%), and High School at 95.29% (+1.81%). The district remains on track toward its systemwide goal of maintaining ≥97.48% progress.
    - English Learners (EL): Overall MDE annual growth target attainment stood at 31.41% (-9.08%), though Elementary ELs met the goal at 45.15%. Reading and writing sub-domains remain the primary focus areas. Action steps include expanding co-teaching models, sheltered ELA courses at EHS, Benchmark Express adoption, and WIDA standards-aligned co-planning.
- College and Career Readiness: Edina High School's 4-year graduation rate remained strong at 95.07% (goal: 98.00%). Pre-Calculus course proficiency surged to 70.17% (Goal MET). National Merit recognition exceeded 2027 goals with 19 Semifinalists (Goal MET) and 19 Finalists (Goal MET), alongside 25 Commended Scholars. ACT composite benchmark attainment (score ≥22) stood at 70.04% (-2.41%), and Bilingual Seal attainment was 75.16% (-3.59%). Dual enrollment and PSEO participation remain (107 PSEO, 233 Dual Enrolled) as outreach strategies and new opportunities to increase college readiness have been added with College in the Schools (CIS).
- Consistent Attendance: High School consistent attendance (students attending ≥90% of class periods) stood at 76.73% (-0.22% from the 76.95% baseline, goal: 82.00%). Action steps focus on connecting attendance with SEL belonging, engaging instruction, and building-level MTSS monitoring.

Top Three Systemwide Celebrations

1. Significant Achievement & Growth in Science MCA Performance: Districtwide Science MCA proficiency jumped by +8.55 percentage points to 55.31%, nearing the Spring 2027 goal of 57.00%. This MCA achievement continues to be one of the highest among high performing

districts in the west metro. High School Biology reached an outstanding 83.11% proficiency rate, demonstrating strong teacher leadership, standards alignment, and effective curriculum implementations and instructional transitions following the state assessment reset.

2. Surpassing 2027 Goals in Secondary SEL, Student Engagement, & National Merit Distinction: Secondary students achieved their 2027 Panorama benchmark goals early for Sense of Belonging (67.00%) and Engagement (34.00%), complemented by 70.19% High School co-curricular participation. Additionally, Edina High School students demonstrated academic distinction by exceeding 2027 targets with 19 National Merit Semifinalists and 19 Finalists.

3. Sustained Excellence in IEP Goal Attainment & Advanced Mathematics Progress: Over 98% to 99% of elementary and middle school students receiving special education services met their IEP progress goals, with high school and early learning showing growth. Concurrently, High School Pre-Calculus course proficiency rose to 70.17%, surpassing its 2027 target and reflecting strong foundational math pathways.

Top Three Systemwide Challenges

1. Eliminating Persistent Achievement and Language Learning Gaps: While overall Tier 1 universal proficiency (FASTBridge data) across the district remains strong (despite slight dips in reading to 76.70% and math to 81.23%), disaggregating student data continues to reveal persistent achievement gaps in Tier 1/Classroom instruction. These disparities are most pronounced for Black/African American students, Hispanic/Latino students, Free/Reduced-Price Meal eligible students, and English Learners. Systemic efforts will focus on strengthening Tier 1 core classroom instruction through high-functioning Professional Learning Communities (PLC's) that leverage equity strategies to elevate student strengths and maintain high instructional rigor for each and every Edina student.

2. Accelerating Growth & Catch-Up for Students Below Grade Level in Literacy & Math: While aggressive growth for students starting below benchmark in reading showed slight positive movement (+1.91% to 22.91%) and math experienced a decline (-4.73 to 28.31%), both remain well short of target goals. This indicates that the vast majority of students starting the year behind are not yet making the accelerated progress needed to catch up, even over multiple years. Strengthening intervention structures and resources, using diagnostic assessments, and progress monitoring are critical across all grade bands to accelerate learning for struggling students, and intentionally support students below grade level across multiple years through a cohesive and targeted plan.

3. Aligning Assessment Rigor and Grading Practices Across Multiple Measures: District data reveals a noticeable disconnect between universal screener scores, state MCA performance, and end-of-year classroom course grades, highlighted by the dip in triangulated 3–8 ELA proficiency (68.74%). To ensure classroom grades and local assessments reliably reflect state standards and growth benchmarks, systemic efforts must focus on building PLC team

capacity around common formative assessments in alignment with state standards while maintaining rigorous standards.

Analyzing Trend Data

Analyzing the longitudinal trends across the 2023–2025 Data Metrics Plan (linked above under attachments) and the 2025–2027 Data Metrics mid-plan update focusing on 2026 data, reveals several distinct macro-level patterns across the district's assessment ecosystem:

1. Implementation Science Patterns Across Curricula

- Across major content rollouts, overall Tier 1 universal proficiency scores temporarily plateau or slightly dip during early implementation stages. For example, ELA universal screener proficiency shifted slightly from a 77.00% baseline to 76.70% during initial ELA curriculum changes, while Math screener scores dipped from 83.39% to 81.23% during the beginning of standards shifts.
- When state assessments undergo standard resets (such as the Science MCA-IV transition in 2024), scores experience an immediate drop statewide. However, trend data demonstrate that Edina recovers quickly once instructional alignment takes hold, evidenced by the +8.55 percentage point rebound in Science MCA proficiency (to 55.31%) in 2025–2026.

2. Upward Student Growth Despite Static Cohort Proficiency Rates

- While overall proficiency figures appear relatively flat during instructional transitions, underlying growth metrics show consistent positive momentum.
- In ELA, for instance, even with minor assessment screening fluctuations, student reading growth increased to 60.66% (+1.66%), and aggressive growth for students starting below benchmark rose to 22.91% (+1.91%). This indicates that Tier 1 core instruction is driving individual student gains even before whole-grade level proficiency rates reflect a full rebound.

3. Divergence Between Course Performance and Standardized Assessments

- Students consistently demonstrate exceptional achievement in targeted, single-year coursework and advanced opportunities. This is highlighted by High School Biology MCA proficiency at 83.11%, Pre-Calculus proficiency reaching 70.17%, 87% proficiency in AP Science, and surpassing National Merit targets.
- Trend lines across triangulated data (combining screeners, state exams, and classroom grades) frequently reveal lower combined proficiency (e.g., 68.74% in 3–8 ELA). This signals a systemic trend where local classroom grading practices and universal screeners do not always align perfectly in rigor with multi-year cumulative state tests.
    - At the high school, data shows push beyond baseline state standards to equip students with complex reasoning, lab skills, and college-level rigor.
    - In K–8, data shows more of an assessment alignment challenge.

4. Strong Culture/SEL Foundation

- Social-emotional perception metrics show strong and improving trends. Secondary students achieved 2027 benchmark goals early in Sense of Belonging (67.00%) and Engagement (34.00%), alongside high co-curricular participation (70.19% at the high school).

5. Persistent "Catch-Up" Gaps

- Despite strong climate trends, longitudinal data reveal persistent achievement and growth gaps for Black/African American, Hispanic/Latino, Free/Reduced-Price Meal eligible, and English Learner students. While growth is occurring, students starting below grade level are not yet making aggressive growth at rates high enough (e.g., math aggressive growth dropped to 28.31%) to rapidly eliminate multi-year learning gaps.

Overall, the trend data shows that Edina is a high-performing district navigating continual systemic curriculum, standards, and legislative updates with foundational climate and secondary outcomes remaining exceptionally strong, while the main growth opportunities center on eliminating achievement gaps and accelerating multi-year intervention pathways for learners who are behind grade level expectations.

Professional Learning

Edina Public Schools integrates the Multi-Tiered System of Supports (MTSS) framework with Culturally Proficient School Systems (CPSS) to ensure academic, social-emotional, and behavioral supports are coherent, responsive, and data-driven so that each and every student discovers their possibilities and thrives. Systemwide professional development for the 2026–2027 school year directly targets identified data patterns and achievement gaps in the following way:

- Professional Learning Communities (PLCs) – Core Classroom Instruction (Tier 1) Engine: PLCs serve as the primary vehicle for driving classroom instructional rigor for all and eliminating classroom achievement data gaps. Anchored by the district's newly established *"PLC Tights and Looses"* guidance document, school leaders maintain consistent systemwide expectations while providing teacher teams flexibility in instructional delivery. Job-embedded coaching equips PLC teams to analyze disaggregated student data and strengthen the rigor of Tier 1 core instruction for all.
- Mathematics – Standards Alignment & Programmatic Review: To strengthen foundational numeracy and accelerate student growth, the district is actively engaged in a comprehensive K–12 Math Curriculum Review. This work encompasses adopting updated instructional resources, refining course sequencing pathways, and embedding core fact fluency and deep conceptual understanding through inquiry math practices.. These actions ensure full alignment with updated Minnesota Department of Education (MDE) Academic Standards in Mathematics while strengthening math intervention structures.
- Literacy – READ Act & Science of Reading: Expanding Science of Reading professional learning (LETRS and STRIVE) across grade bands and utilizing Year 2 Capti ReadBasix diagnostic data in grades 4–12 to design targeted interventions. STRIVE serves as the approved Phase 2 MDE READ Act reading professional development, equipping 4–5 classroom teachers and 6–12 ELA educators with evidence-based Science of Reading instructional practices. Complementing this professional learning, Capti ReadBasix enters Year 2 of implementation as the READAct designated diagnostic assessment for students in grades 4–12, providing targeted reading data to match student need to interventions.

- Science – MCA-IV Alignment: Deepening curriculum alignment and assessment techniques to match the rigor of the new statewide MCA-IV assessment, alongside full implementation of STEAM Cornerstone Projects in grades 3–5.
- Social-Emotional Learning & Belonging: Embedding CPSS and SEL routines directly into daily classroom instruction, expanding student leadership opportunities, and supporting adult wellness across all school sites.

Concurrently, the district is conducting a comprehensive, systemwide review of our intervention practices and schedules. While newly implemented diagnostic tools, such as Capti ReadBasix and FastBridge subtest, are already elevating our daily classroom level data and improving targeted responses for individual students, this review will focus on building long-term system cohesion. By designing predictable intervention pathways, standardizing entry and exit criteria, and establishing multi-year plans for accelerated growth, we will ensure that students performing below grade level receive consistent, high-impact support across grade bands. Crucially, this design work will focus on equipping intervention educators with targeted professional learning and coaching support to deliver specialized resources with full instructional fidelity, paving the way for districtwide implementation improvements starting in the 2027–2028 school year.

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English Language Arts (ELA): Overall Proficiency & Gap Reduction

Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Monitoring subgroup performance highlights where targeted support is needed to help every student excel.

Data Elements

- Spring FastBridge earlyReading Risk Level (K–1)
- Spring FastBridge CBMr Risk Level (Grade 2)
- Spring FastBridge aReading Risk Level (Grades 3–9)
    - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
    - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
    - Students without a risk level are omitted.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of students in grades K–9 who demonstrate reading proficiency on the spring literacy universal screening assessment will increase from 77% to 80%. In addition, the gap in proficiency between the highest and lowest-performing student subgroups will decrease by at least 2 percentage points.

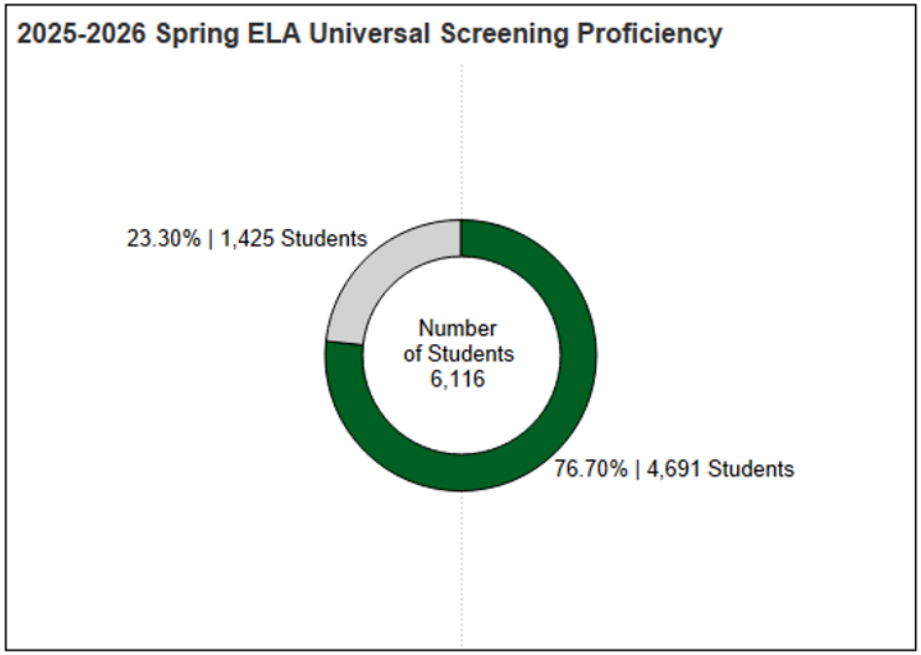
English Language Arts (ELA): Overall Universal Screener Fastbridge Proficiency Goal Progress

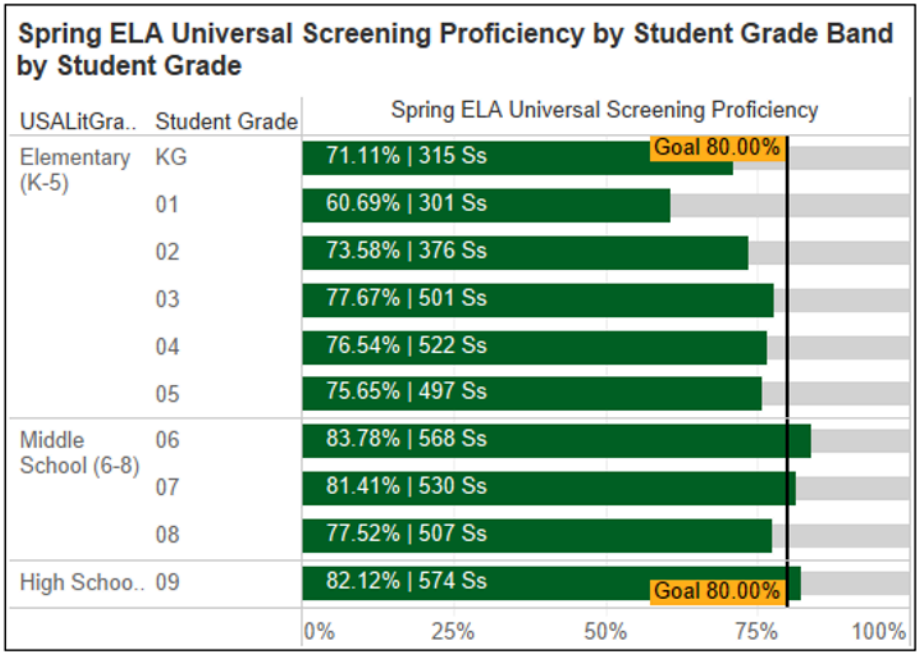
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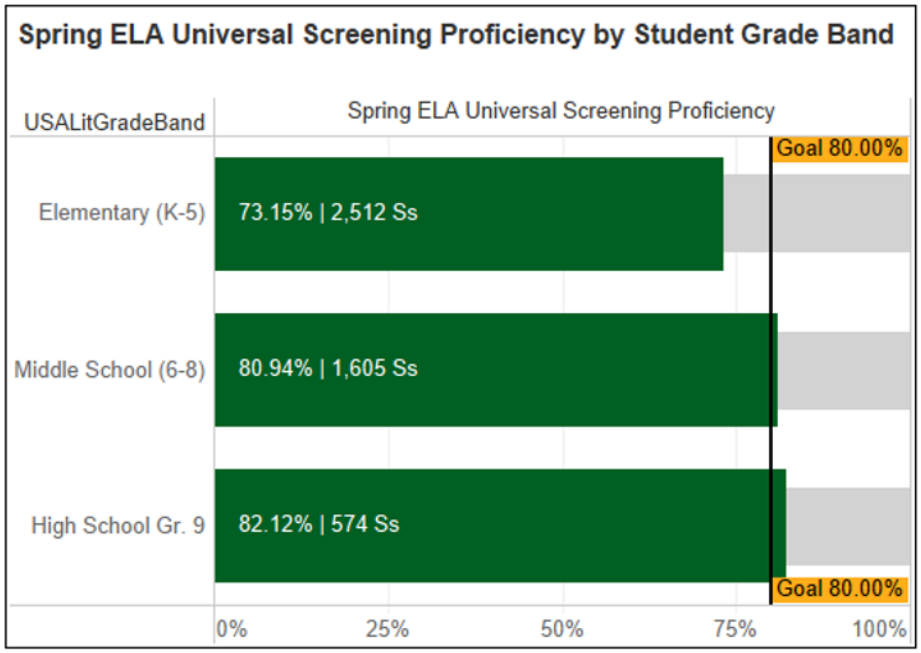
Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	80.00%			77.00%			76.70%	-0.30%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	80.00%	75.64%	60.00%	15.64%	73.15%	53.26%	19.89%	4.25%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	80.00%	75.64%	51.54%	24.10%	73.15%	53.26%	19.89%	-4.21%	Gap Reduced
Proficiency Gap (Race 6-8) *Black or African American	80.00%	79.96%	53.49%	26.47%	80.94%	56.89%	24.05%	-2.42%	Gap Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	80.00%	79.96%	63.06%	16.90%	80.94%	60.90%	20.04%	3.14%	Gap Not Reduced
Proficiency Gap (Race 9-12) *Black or African American	80.00%	79.88%	47.83%	32.05%	82.12%	57.97%	24.15%	-7.90%	Gap Reduced
Proficiency Gap (Race 9-12) *Hispanic / Latino	80.00%	79.88%	61.22%	18.66%	82.12%	61.22%	20.90%	2.24%	Gap Not Reduced

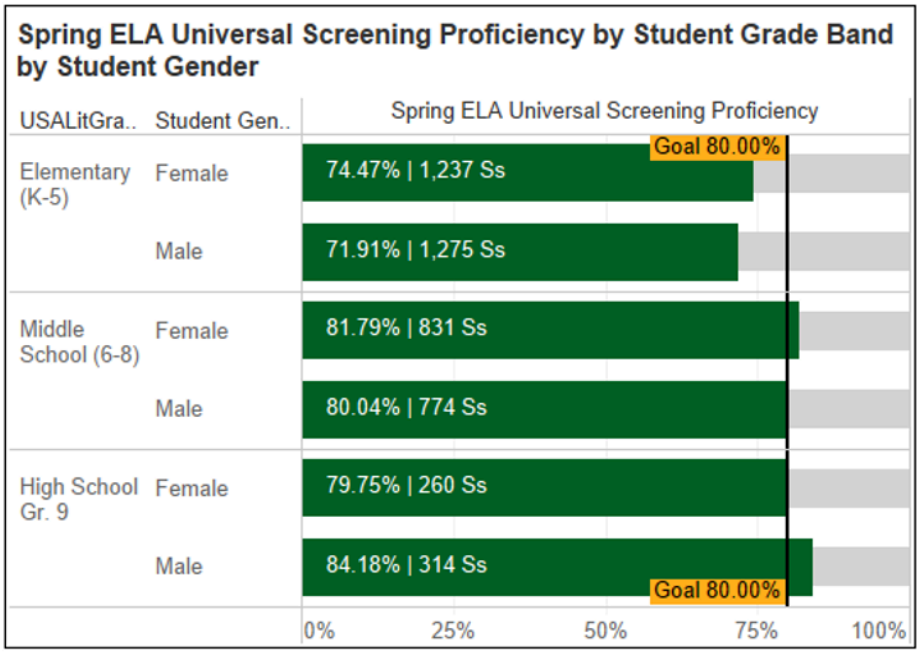
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

English Language Arts (ELA): Overall Universal Screener Fastbridge Proficiency Data Charts and Graphs









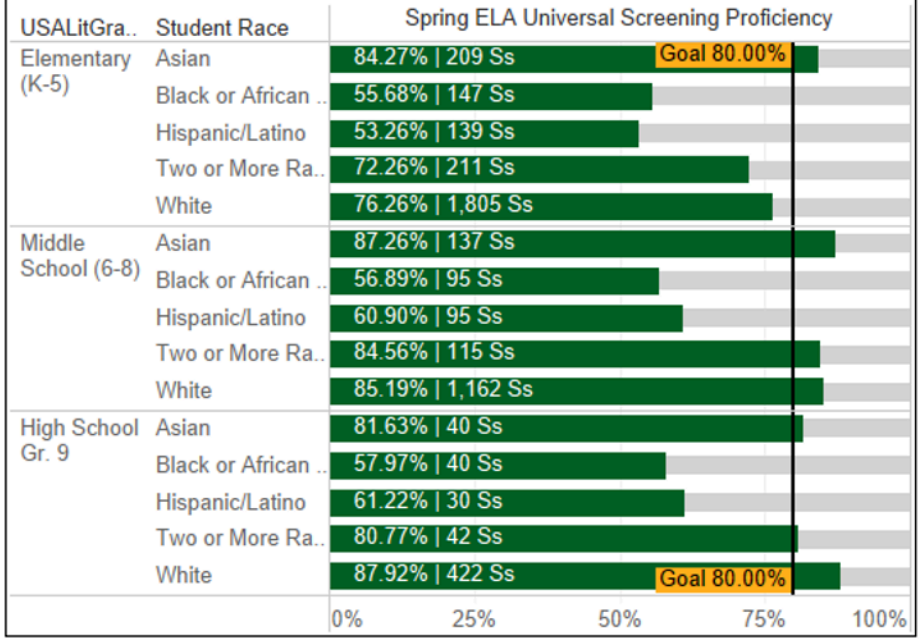
Spring ELA Literacy Proficiency

Proficient Not Proficient

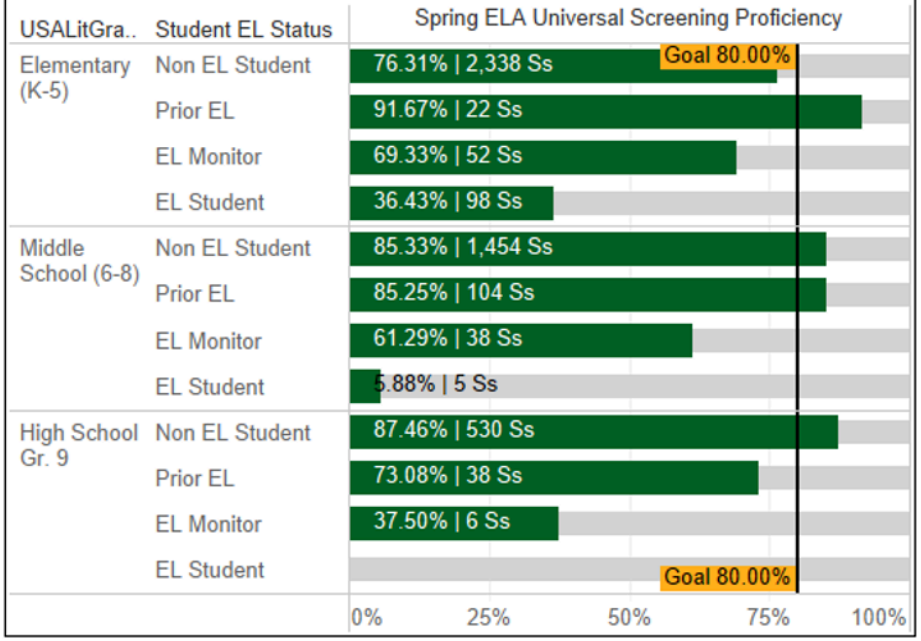
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Overall Proficiency Data Charts and Graphs Cont.

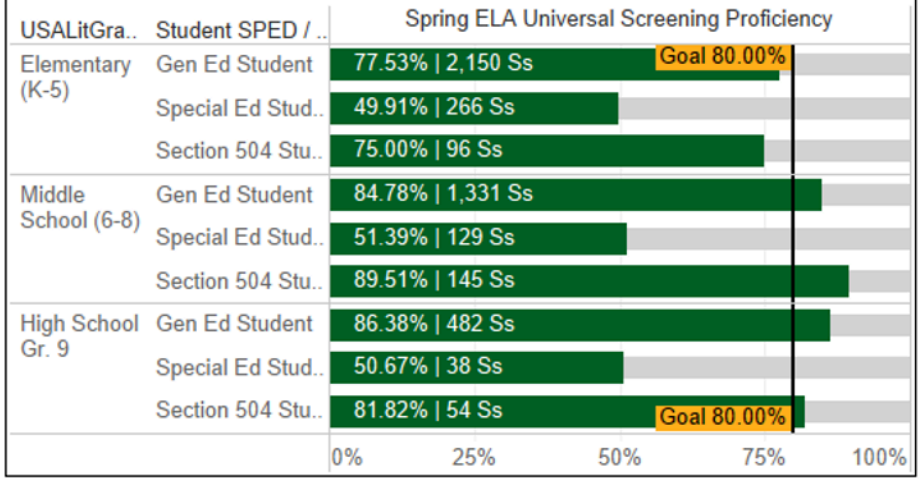
Spring ELA Universal Screening Proficiency by Student Grade Band by Student Race



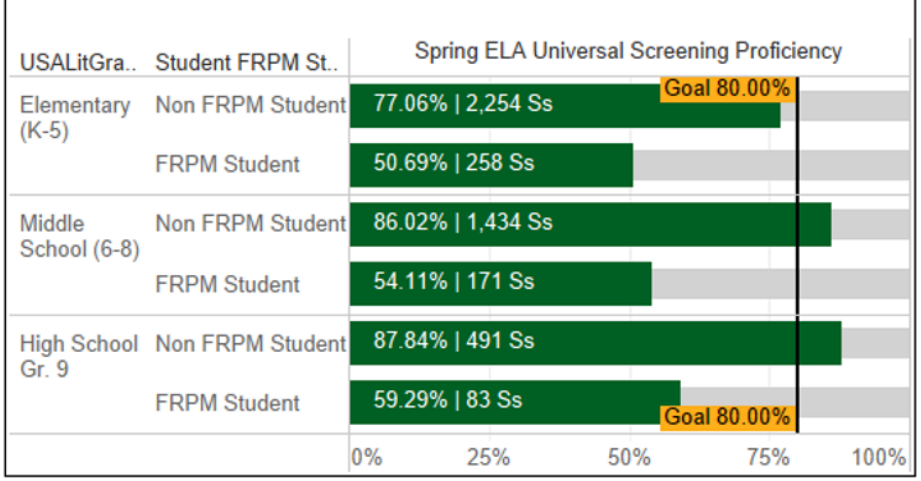
Spring ELA Universal Screening Proficiency by Student Grade Band by Student EL Status



Spring ELA Universal Screening Proficiency by Student Grade Band by Student Special Education / 504 Status



Spring ELA Universal Screening Proficiency by Student Grade Band by Student FRPM Status



Spring ELA Literacy Proficiency
Proficient Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data)

Rationale
Looking at more than one source of data gives a fuller and more accurate picture of how students are doing in reading and writing. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

Data Elements

- Reading Universal Fastbridge Screener
    - Spring aReading Risk Level (Grades 3–8)
        - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
        - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
        - Students without a risk level are omitted.
    - 10th Grade Students are omitted as they do not have all 3 data elements.
- End-of-the year ELA course grade
    - Elementary students with a score of 3 or 4 on 80% of assessed ELA standards as reported on the students report card.
    - Secondary students with a score of B or better
- MCA Reading calculated together as one data point
    - Students are classified as Proficient when they have an achievement level or Exceeds or Meets on the MCA Reading Assessment from the prior year.
    - Students are classified as Proficient when they have an achievement level or Partially Meets or Does Not Meet on the MCA Reading Assessment from the prior year.
- Students in Grades K-2 and 9th Grade are omitted as they do not have all three data elements.
- Student demographic data

2025-2027 Goals
By Spring 2027, the percentage of students in grades 3–8 who show proficiency in English Language Arts will increase from 78% to 81%. Students will be considered proficient if they meet at least two of the three measures:

- Reading FastBridge Universal Screener (spring) 1 of 3 Page 4
- MCA Reading assessment 2 of 3 Page 10
- Classroom proficiency (end-of-year ELA grades) 3 of 3 Page 12

Progress will be monitored across all student subgroups.

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Goal Progress

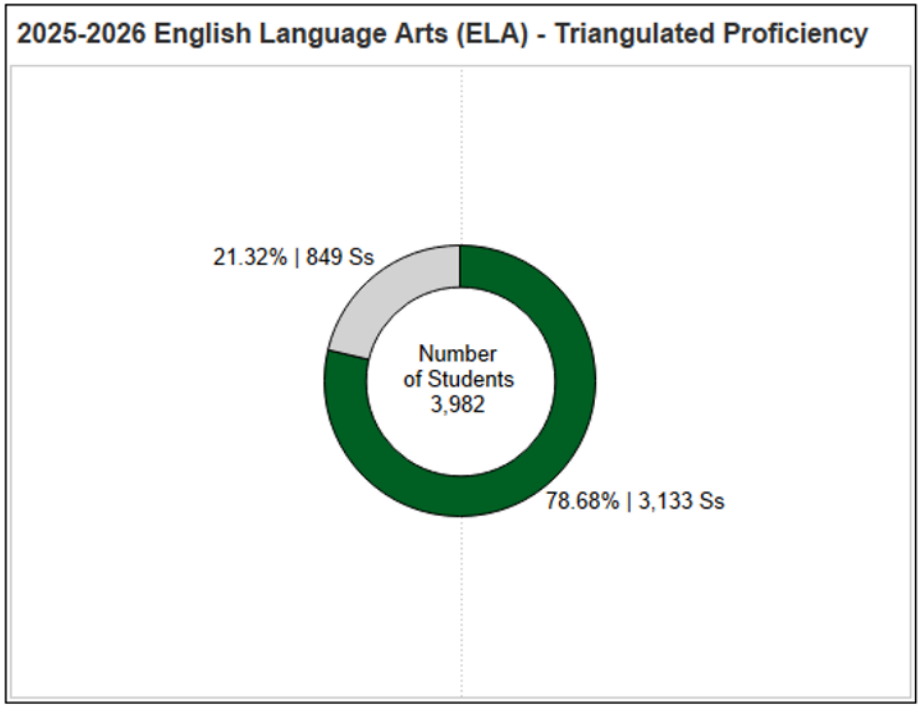
2025-2027 Goal

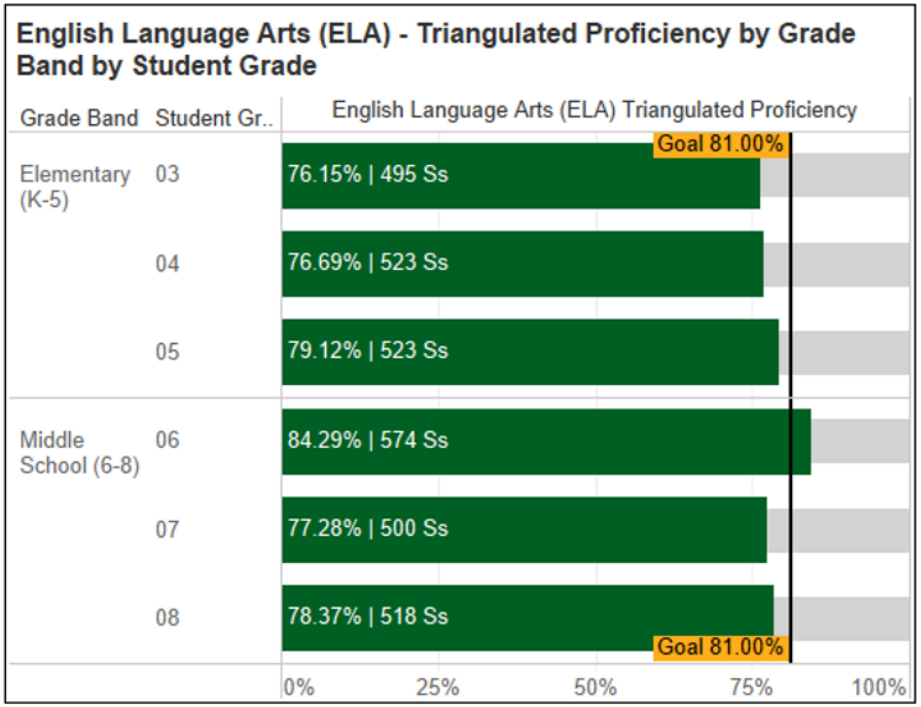
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*MCA Reading assessment
*Classroom proficiency (end-of-year ELA grades)

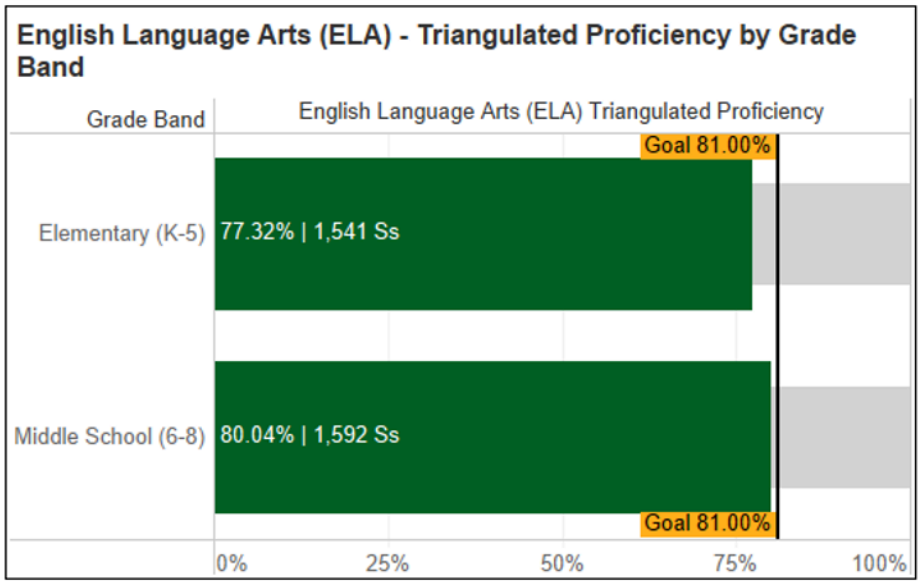
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	81.00%			78.00%			78.68%	0.68%	Proficiency Growth
Proficiency Gap (Race K-5) *Black or African American	81.00%	77.01%	45.45%	31.56%	77.32%	48.63%	28.69%	-2.87%	Gap Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	81.00%	77.01%	49.35%	27.66%	77.32%	58.02%	19.30%	-8.36%	Gap Reduced
Proficiency Gap (Race 6-8) *Black or African American	81.00%	79.77%	46.84%	32.93%	80.04%	43.86%	36.18%	3.25%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	81.00%	79.77%	63.51%	16.26%	80.04%	61.59%	18.45%	2.19%	Gap Not Reduced

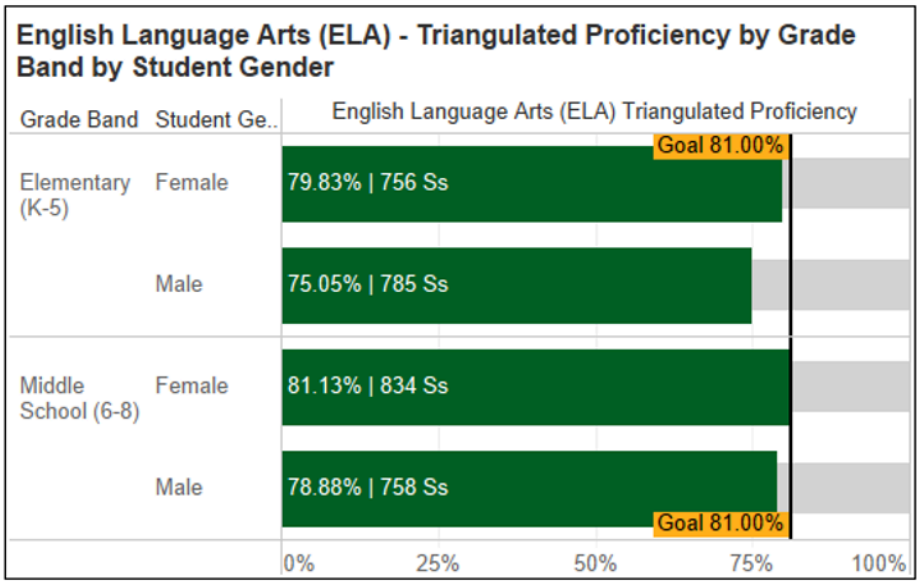
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English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs









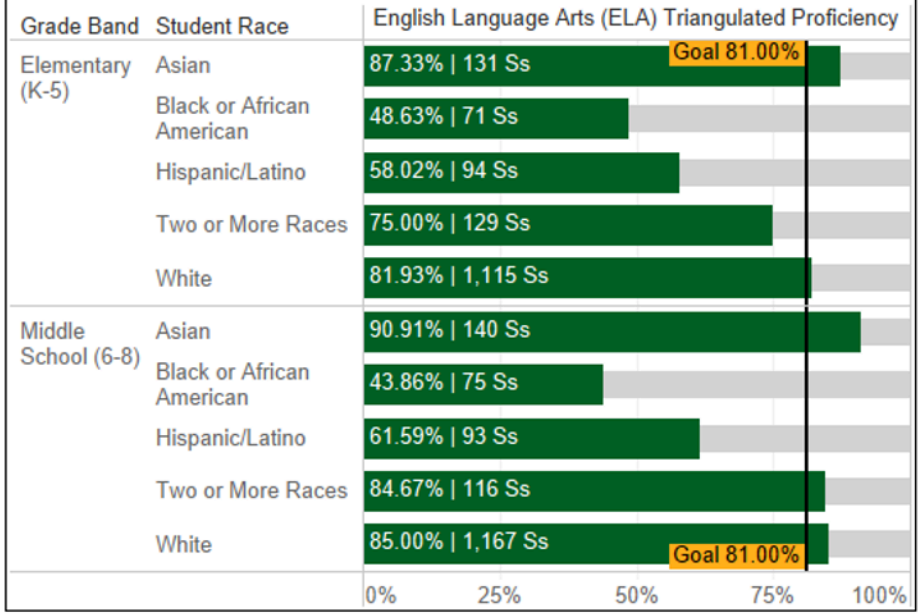
2 of 3 Data Elements Proficiecy

Proficient in 2 of 3 Data Elements Not Proficient in 2 of 3 Data Elements

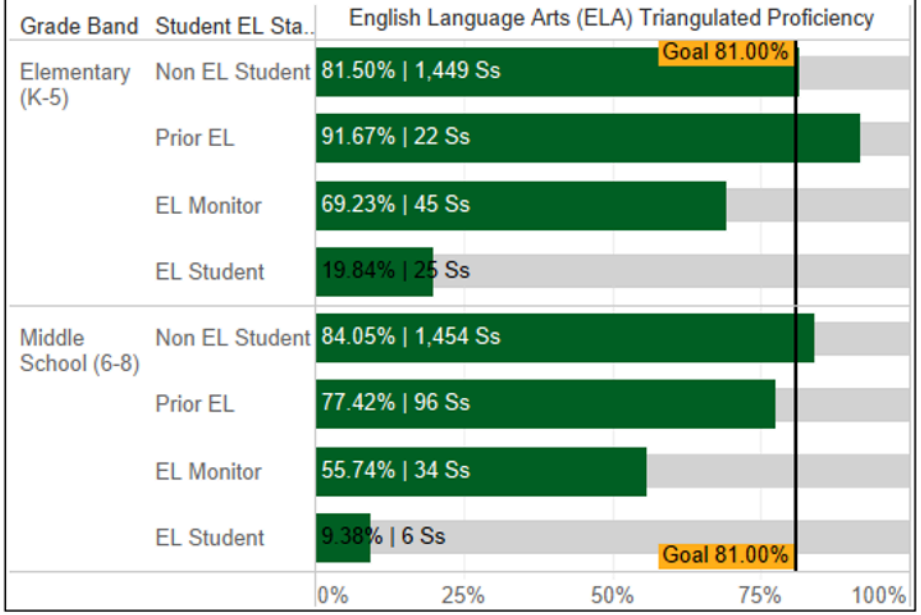
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.

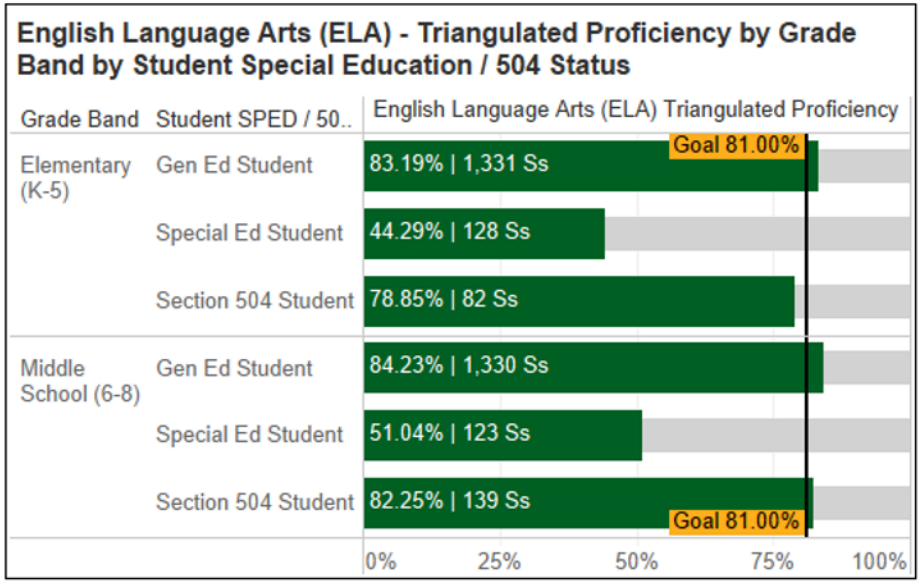
English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student Race



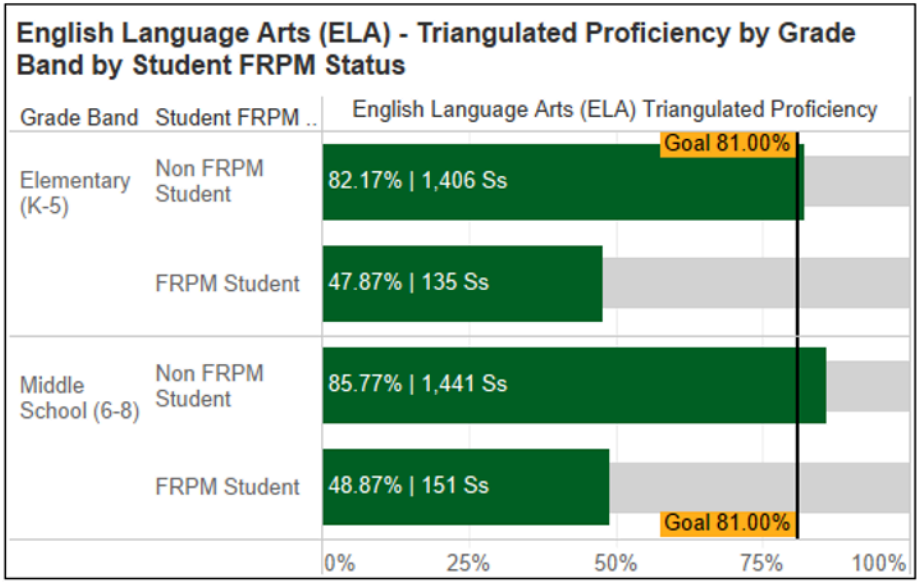
English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student EL Status



English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student Special Education / 504 Status



English Language Arts (ELA) - Triangulated Proficiency by Grade Band by Student FRPM Status

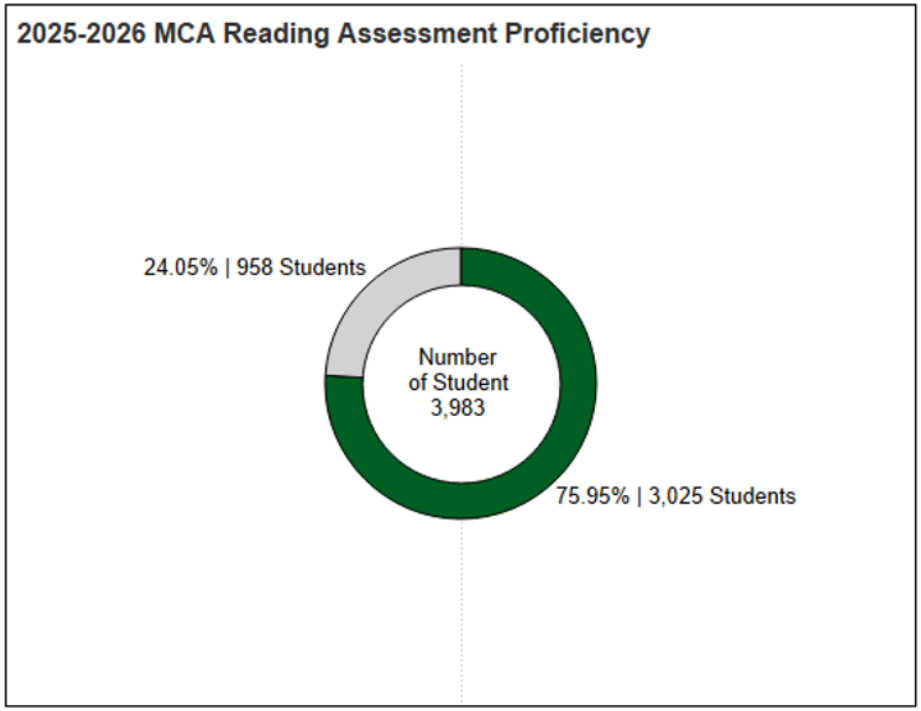


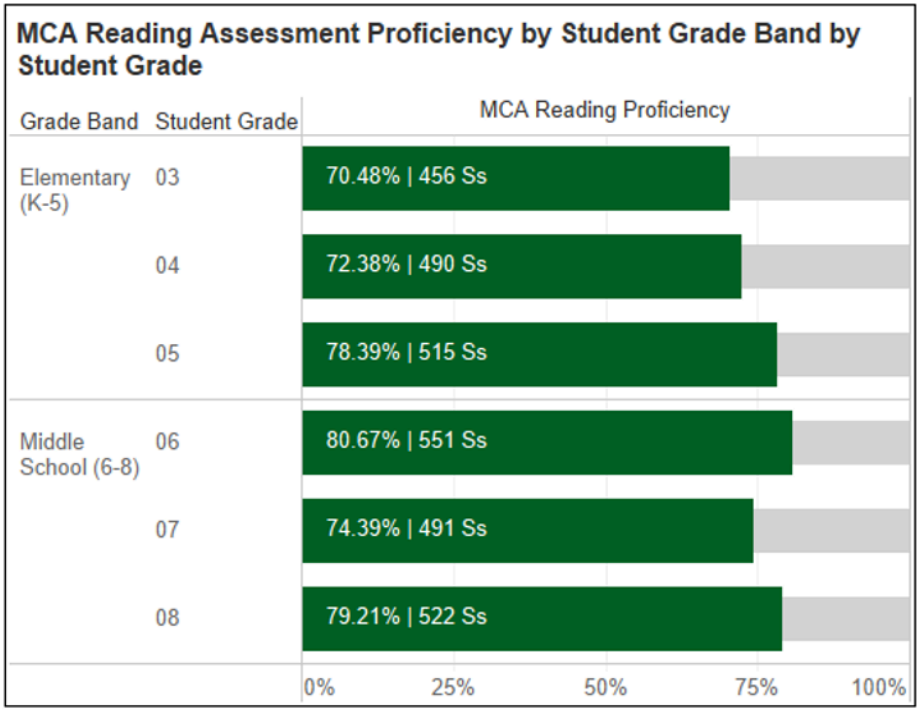
2 of 3 Data Elements Proficiecy

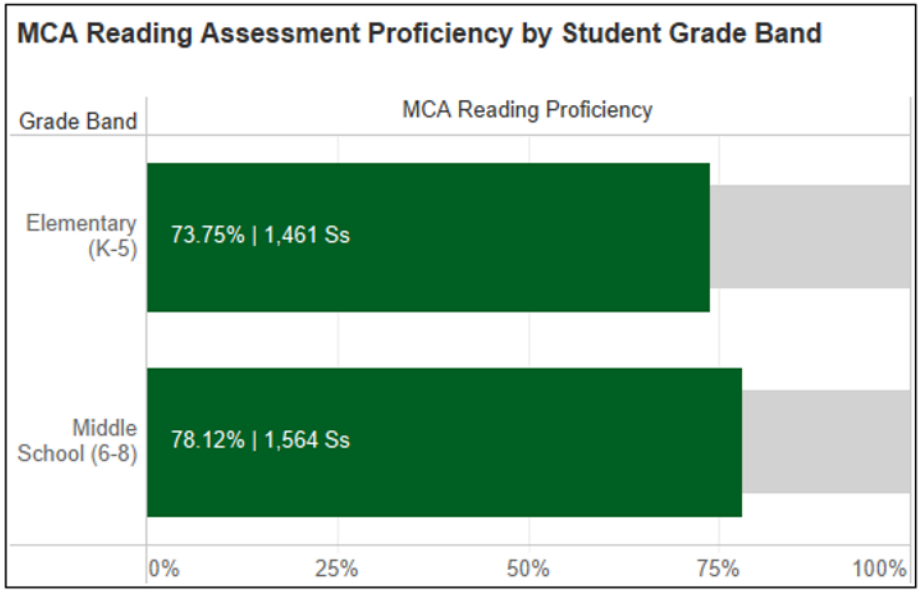
Proficient in 2 of 3 Data Elements Not Proficient in 2 of 3 Data Elements

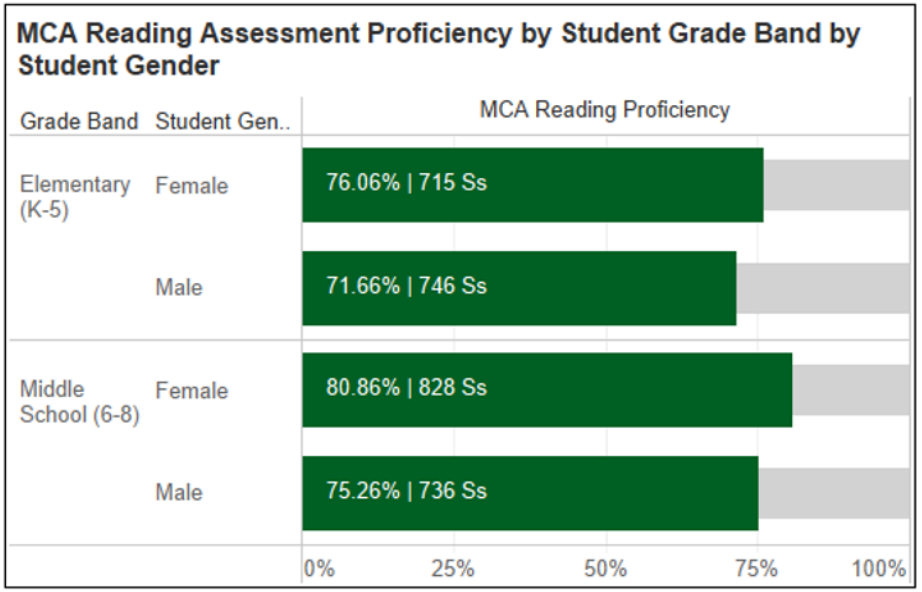
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English Language Arts (ELA): MCA Reading Assessment Charts and Graphs - 2 of 3 Triangulated Components







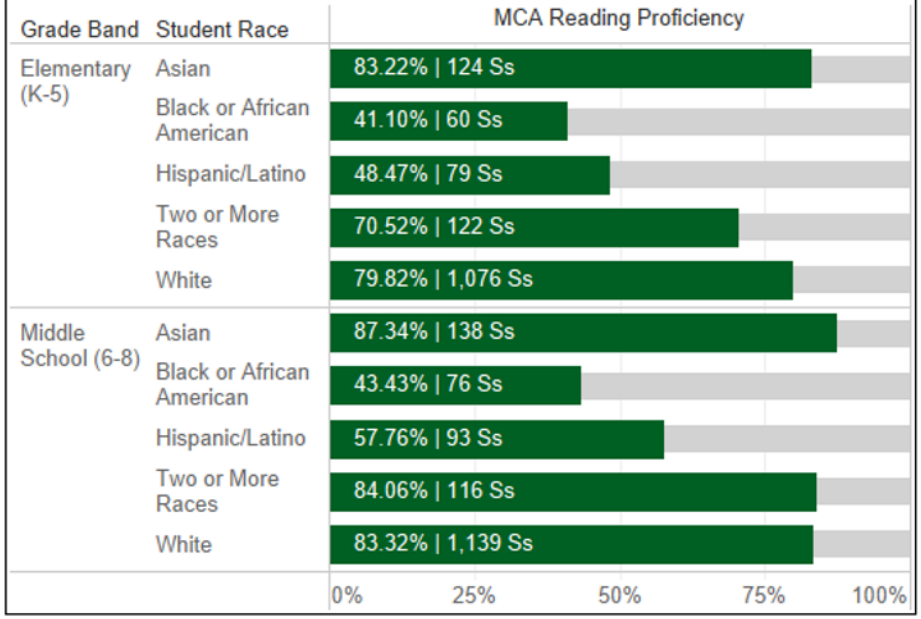


MCA Reading Proficiency
Proficient Not Proficient

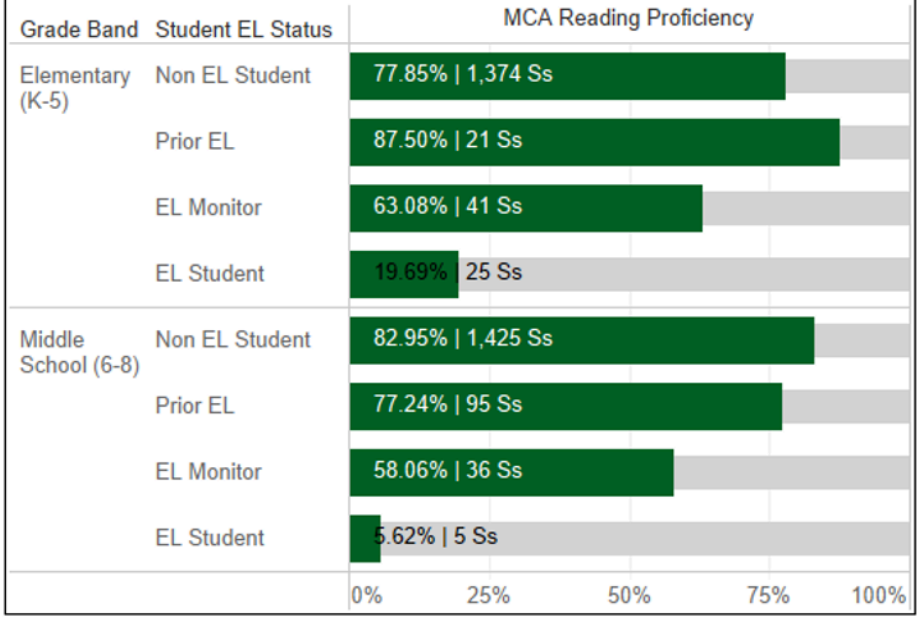
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English Language Arts (ELA): MCA Reading Assessment Charts and Graphs Cont. - 2 of 3 Triangulated Components

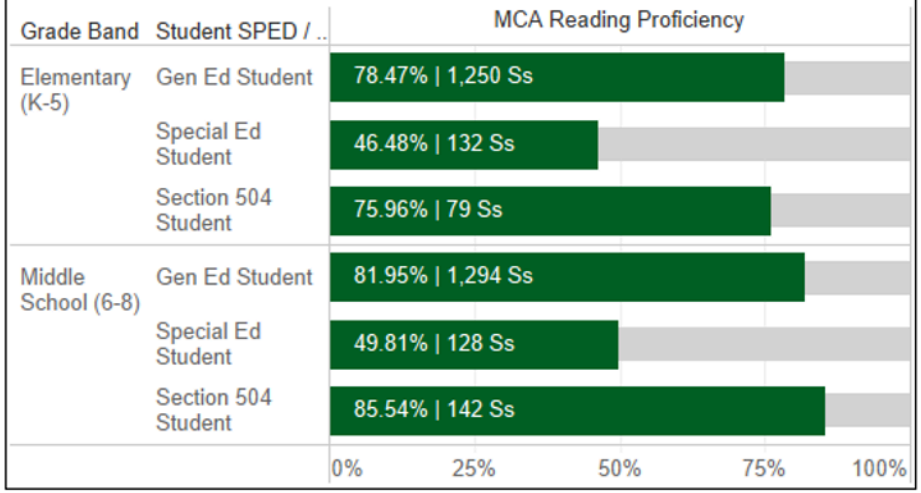
MCA Reading Assessment Proficiency by Student Grade Band by Student Race



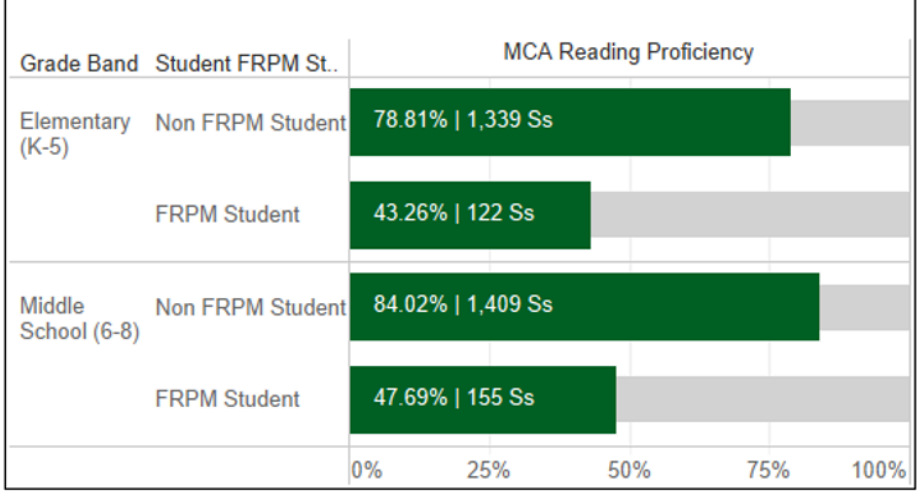
MCA Reading Assessment Proficiency by Student Grade Band by Student EL Status



MCA Reading Assessment Proficiency by Student Grade Band by Student Special Education / 504 Status



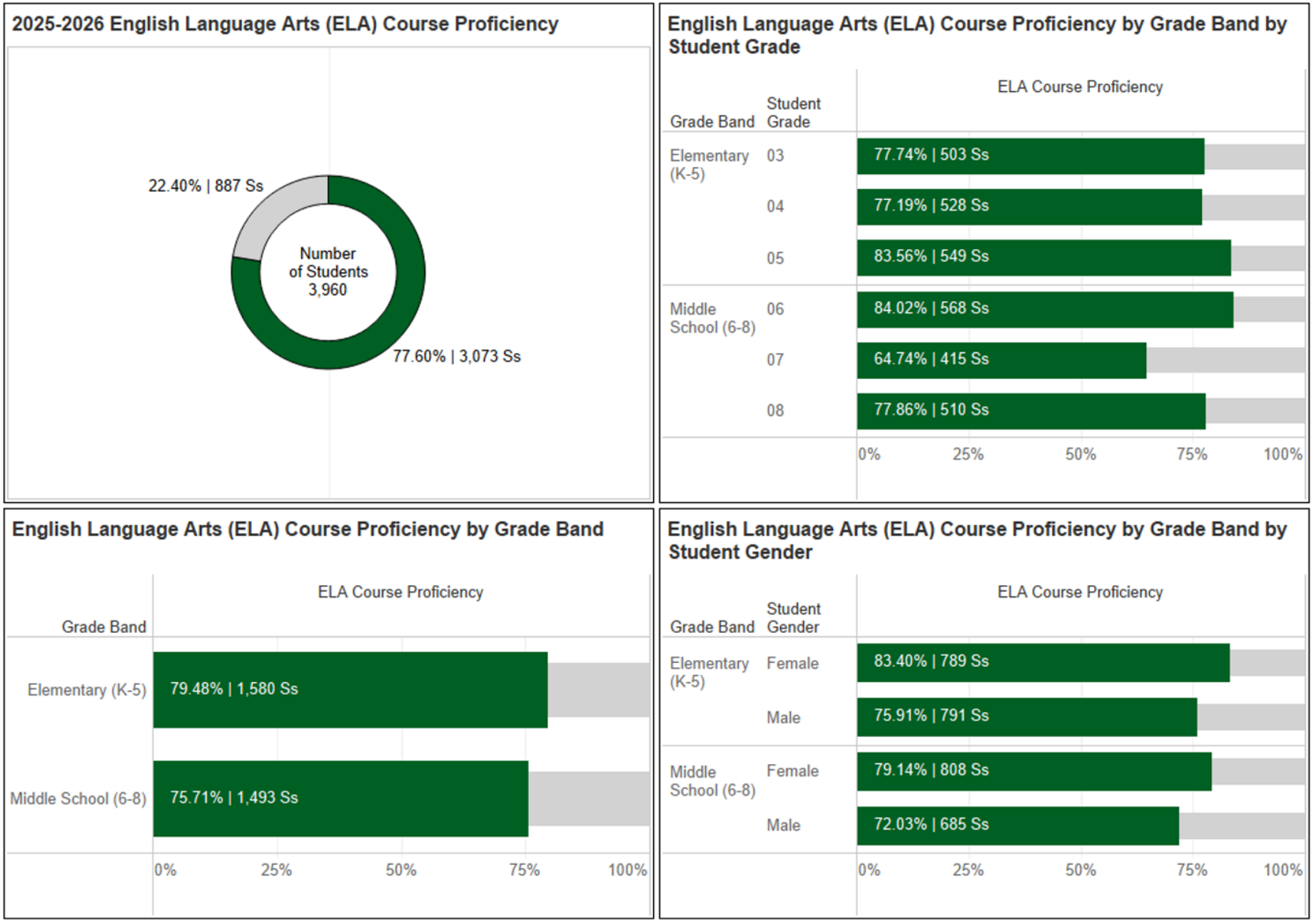
MCA Reading Assessment Proficiency by Student Grade Band by Student FRPM Status



MCA Reading Proficiency
Proficient
Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

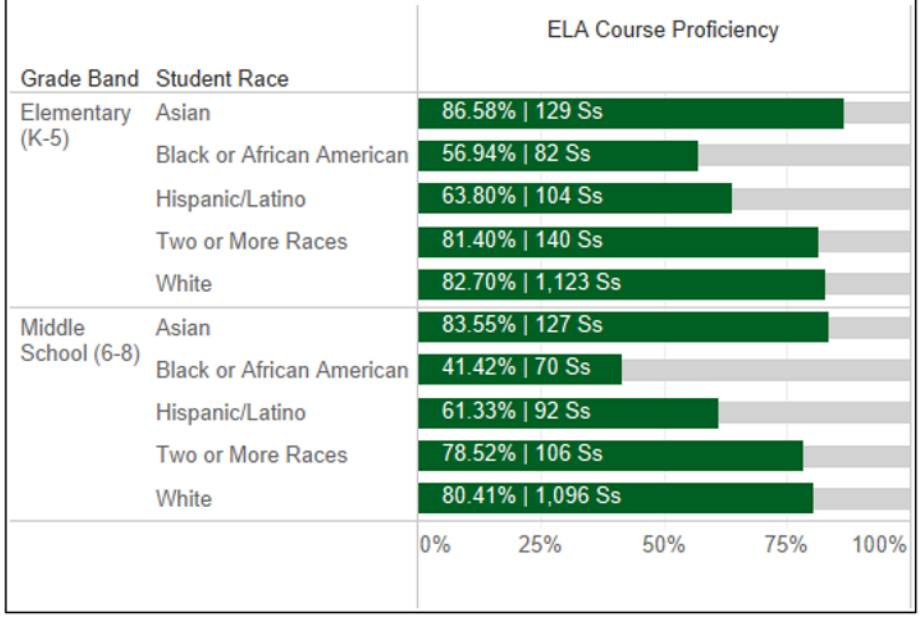
English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs 3 of 3 Triangulated Components



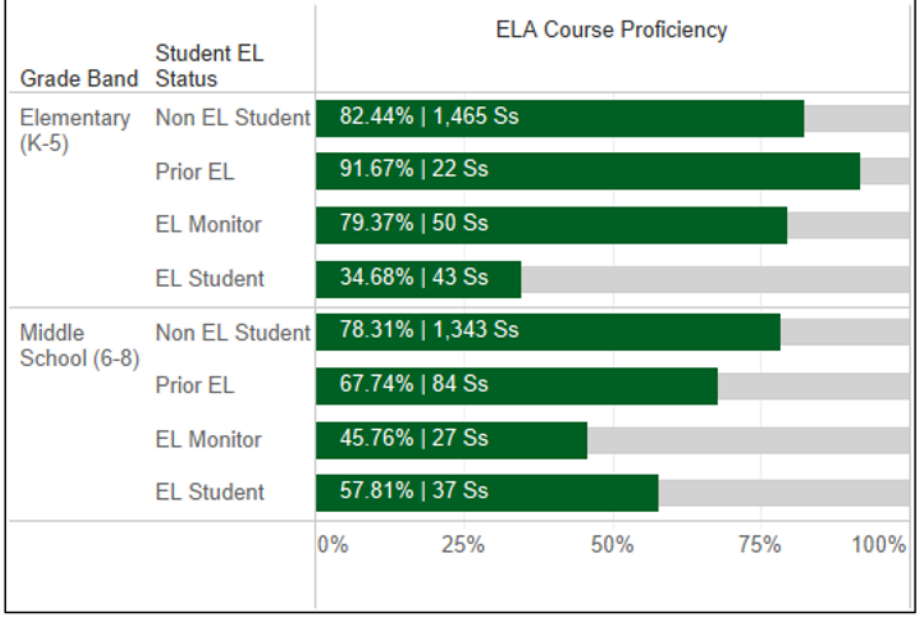
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English Language Arts (ELA): End-of-the-Year ELA Grades Charts and Graphs Cont. - 3 of 3 Triangulated Components

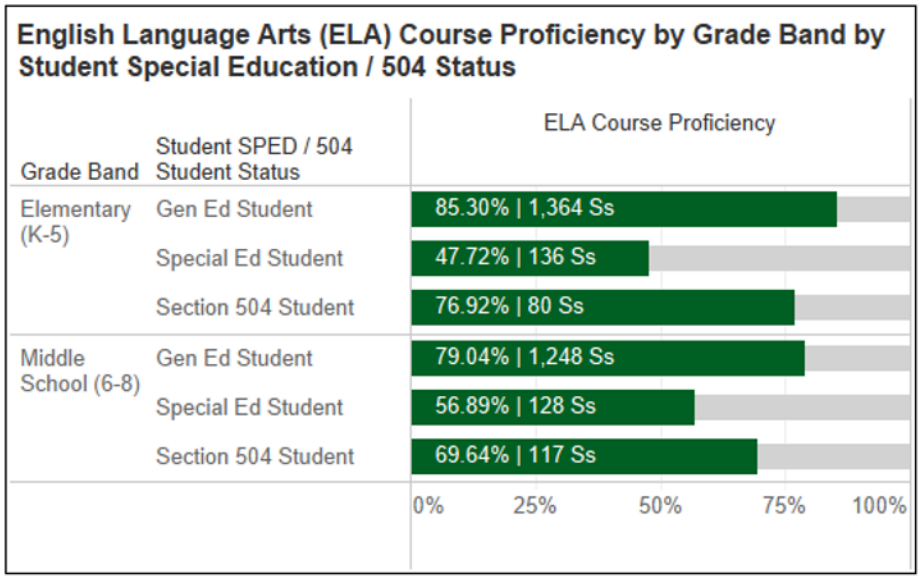
English Language Arts (ELA) Course Proficiency by Grade Band by Student Race



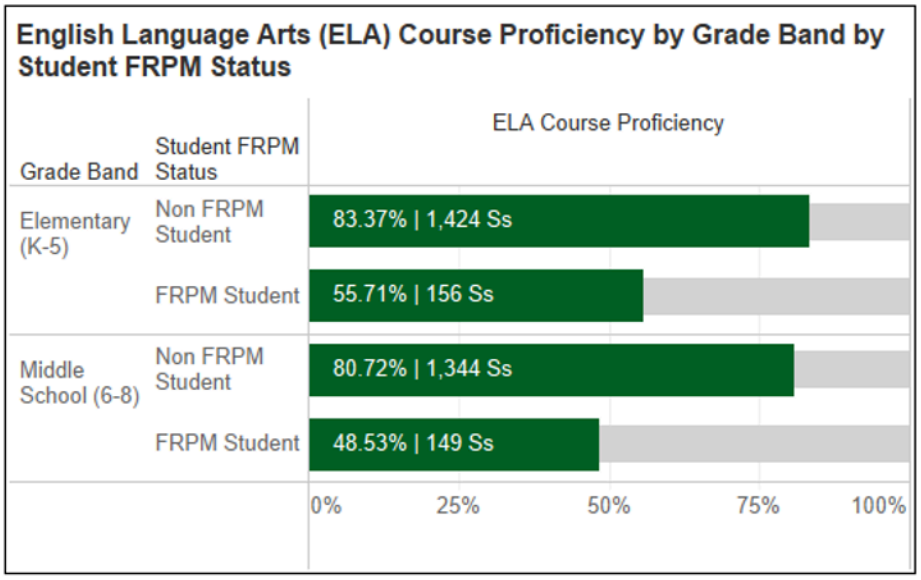
English Language Arts (ELA) Course Proficiency by Grade Band by Student EL Status



English Language Arts (ELA) Course Proficiency by Grade Band by Student Special Education / 504 Status



English Language Arts (ELA) Course Proficiency by Grade Band by Student FRPM Status



LA Course Proficiency
Proficient Not Proficent

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Growth Metrics

Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

Data Elements

- FASTBridge earlyReading (K–1), Growth level Fall and Spring by Start Score
- FASTBridge CBMr (Grade 2) Growth Level Fall to Spring by Start Score
- FASTBridge aReading (Grades 3–9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
    - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
    - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K–9 students achieving Aggressive or Typical Growth Fall to Spring on the universal reading screener will increase by 3 percentage points, from 59% to 62%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

English Language Arts (ELA:) FastBridge Universal Screening Growth Metrics Goal Progress

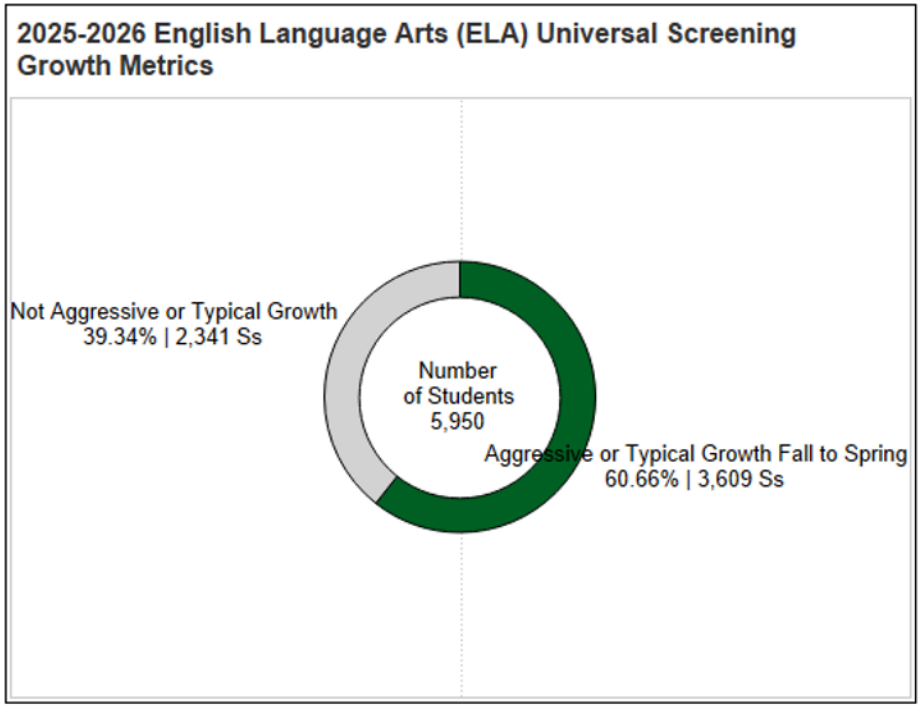
2025-2027 Goal

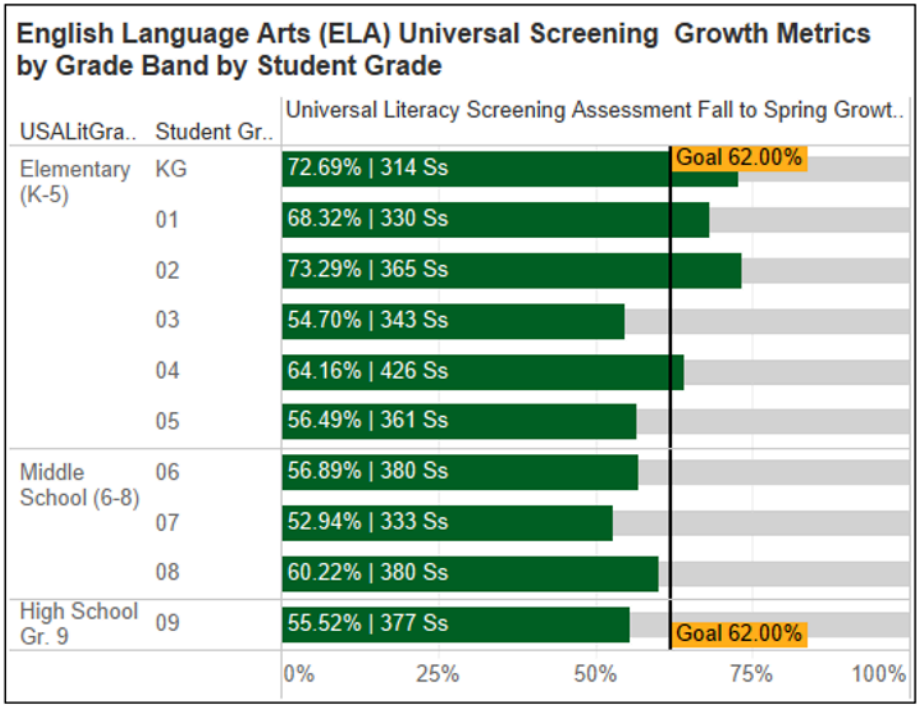
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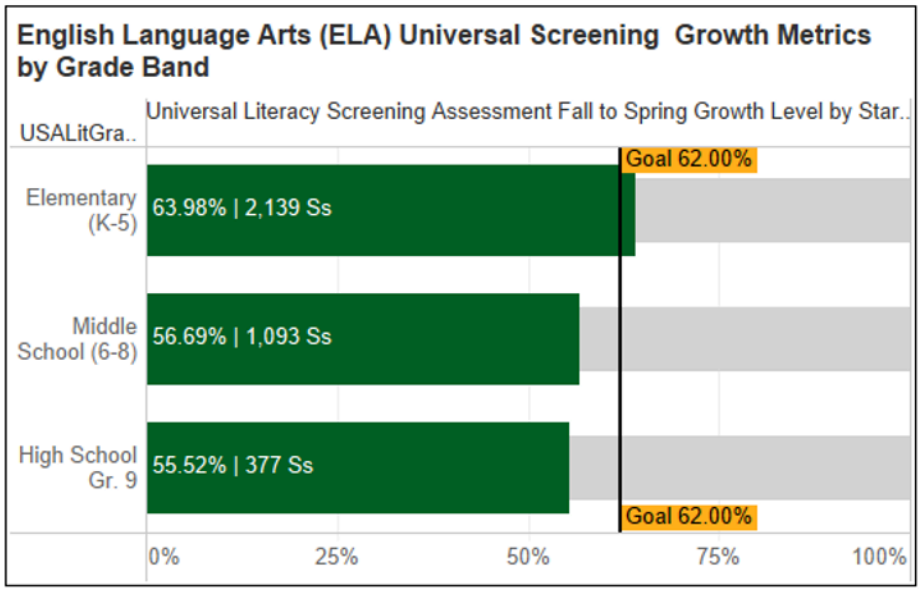
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	62.00%			59.00%			60.66%	1.66%	Proficiency Growth
Proficiency Gap (Race K-5) *Black or African American	62.00%	63.42%	55.60%	7.82%	63.98%	52.34%	11.64%	3.82%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	62.00%	63.42%	53.28%	10.14%	63.98%	60.83%	3.15%	-6.99%	Gap Reduced
Proficiency Gap (Race 6-8) *Black or African American	62.00%	53.76%	44.37%	9.39%	56.69%	45.22%	11.47%	2.08%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	62.00%	53.76%	50.67%	3.09%	56.69%	63.16%	-6.47%	-9.56%	Gap Reduced
Proficiency Gap (Race 9th Gr) *Black or African American	62.00%	60.59%	49.43%	11.16%	55.52%	50.00%	5.52%	-5.64%	Gap Reduced
Proficiency Gap (Race 9th Gr) *Hispanic / Latino	62.00%	60.59%	48.94%	11.65%	55.52%	47.73%	7.79%	-3.86%	Gap Reduced

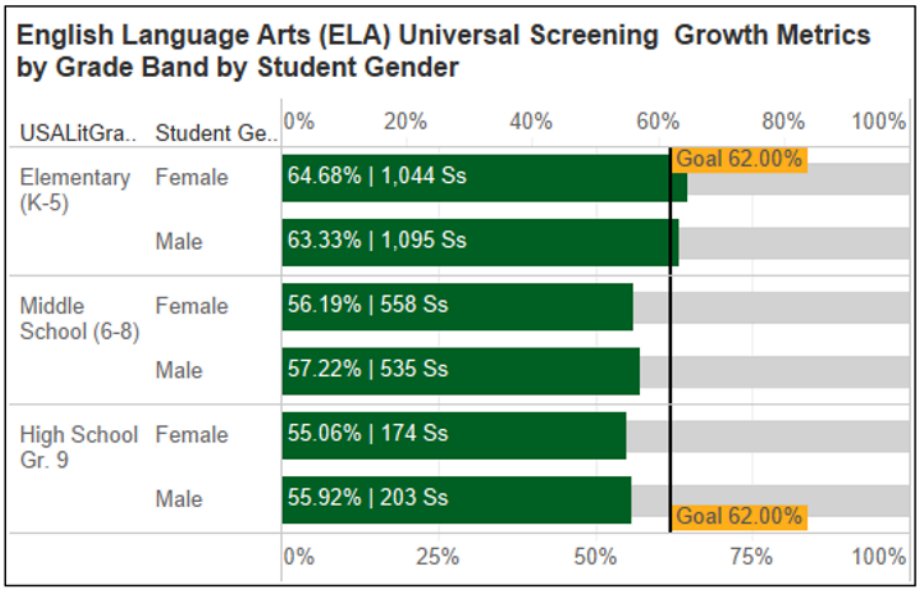
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

English Language Arts (ELA:) FastBridge Universal Screening Growth Metrics Charts and Graphs





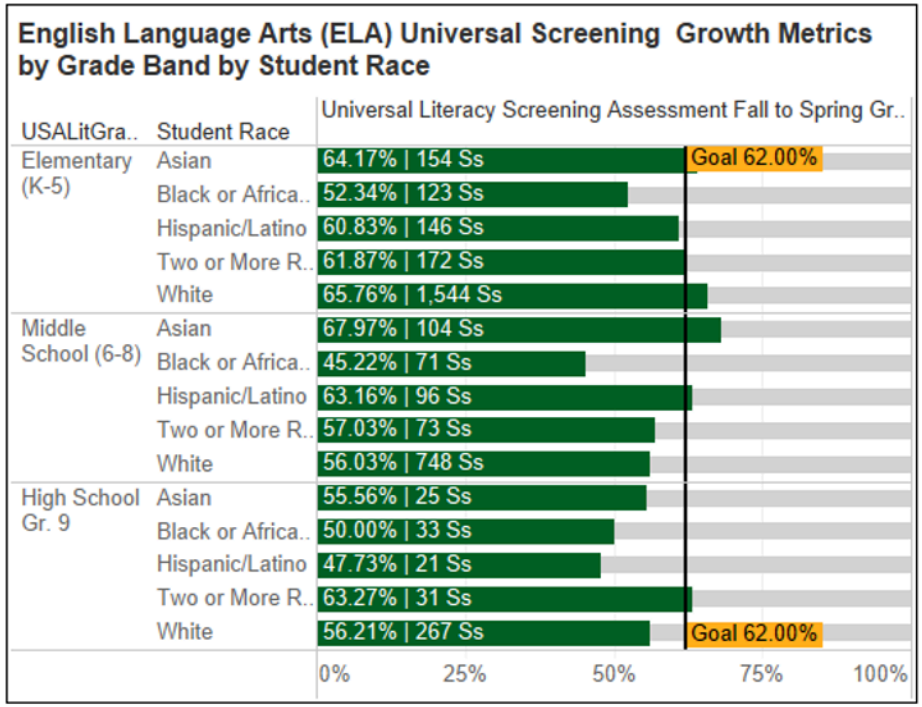


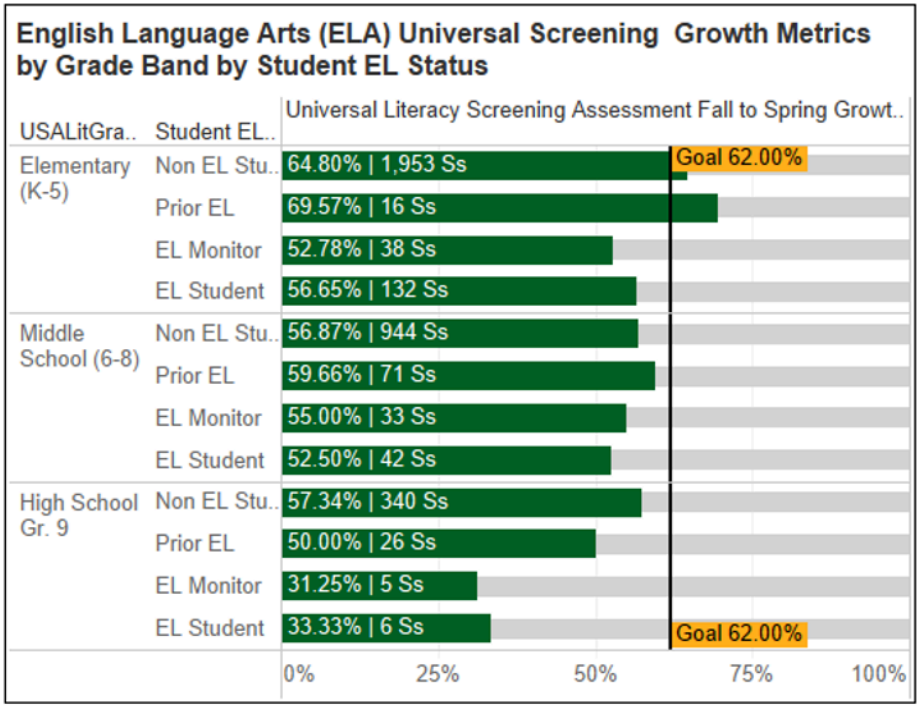


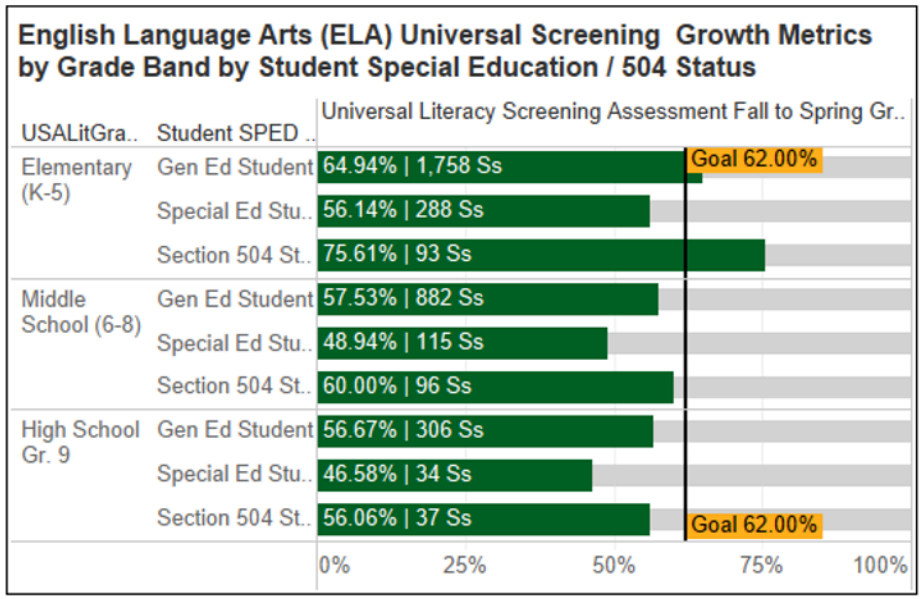
Fall to Spring ELA Growth Level by Start Score
Aggressive or Typical Growth Fall to Spring
Not Aggressive or Typical Growth

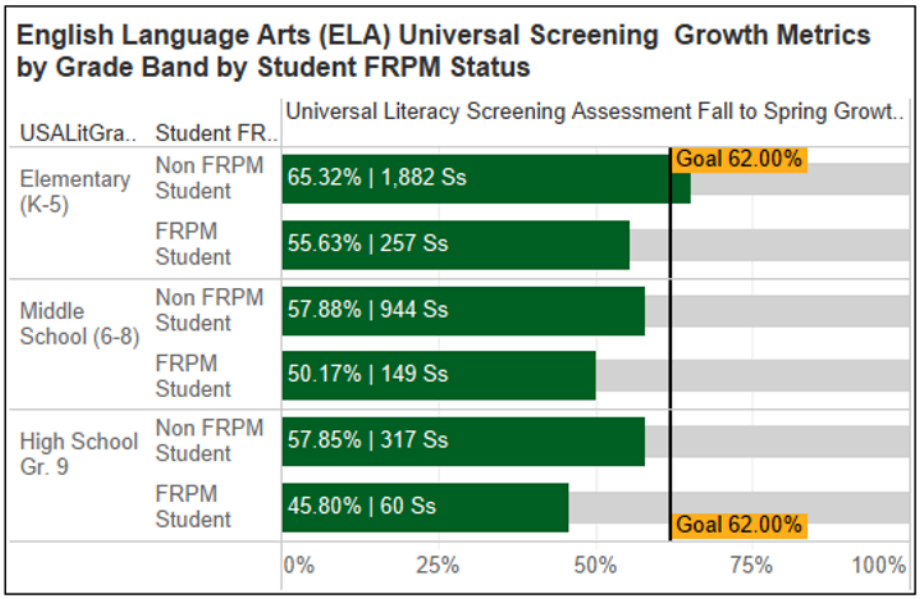
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English Language Arts (ELA): FastBridge Growth Metrics Charts and Graphs Cont.









Fall to Spring ELA Growth Level by Start Score

Aggressive or Typical Growth Fall to Spring Not Aggressive or Typical Growth

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall

Rationale

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

Data Elements

- FASTBridge earlyReading (K–1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyReading (K–1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge CBMr (Grade 2), Fall Risk Level of someRisk or highRisk
- FASTBridge CBMr (Grade 2), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aReading (Grades 3–9), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 3–9), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 (starting Fall 2025), the percentage of K–9 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal reading screener will increase by 4 percentage points, from 21% to 25%.

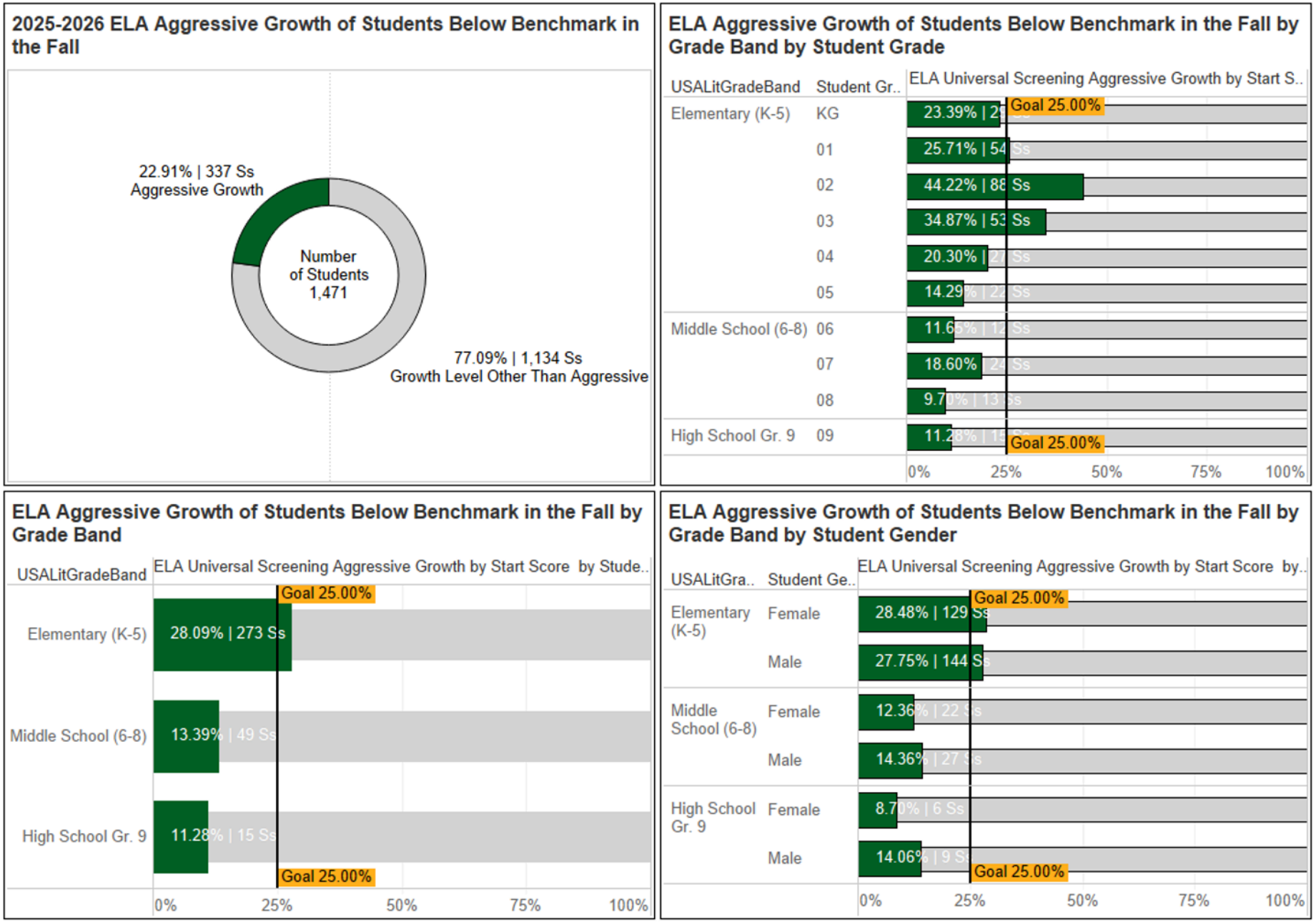
English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below BenchmarK in the Fall Goal Progress

2025-2027 Goal
By Spring 2027 (starting Fall 2025), the percentage of K–9 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal reading screener will increase by 4 percentage points, from 21% to 25%.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	25.00%			21.00%			22.91%	1.91%	Proficiency Growth
Proficiency Gap (Race K-5) *Black or African American	25.00%	28.34%	26.97%	1.37%	28.09%	26.09%	2.00%	0.63%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	25.00%	28.34%	27.35%	0.99%	28.09%	24.39%	3.70%	2.71%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	25.00%	12.89%	10.29%	2.60%	13.39%	10.45%	2.94%	0.34%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	25.00%	12.89%	12.28%	0.61%	13.39%	20.00%	-6.61%	-7.22%	Gap Reduced
Proficiency Gap (Race 9-12) *Black or African American	25.00%	18.90%	13.64%	5.26%	11.28%	10.00%	1.28%	-3.98%	Gap Reduced
Proficiency Gap (Race 9-12) *Hispanic / Latino	25.00%	18.90%	21.05%	-2.15%	11.28%	20.00%	-8.72%	-6.57%	Gap Reduced

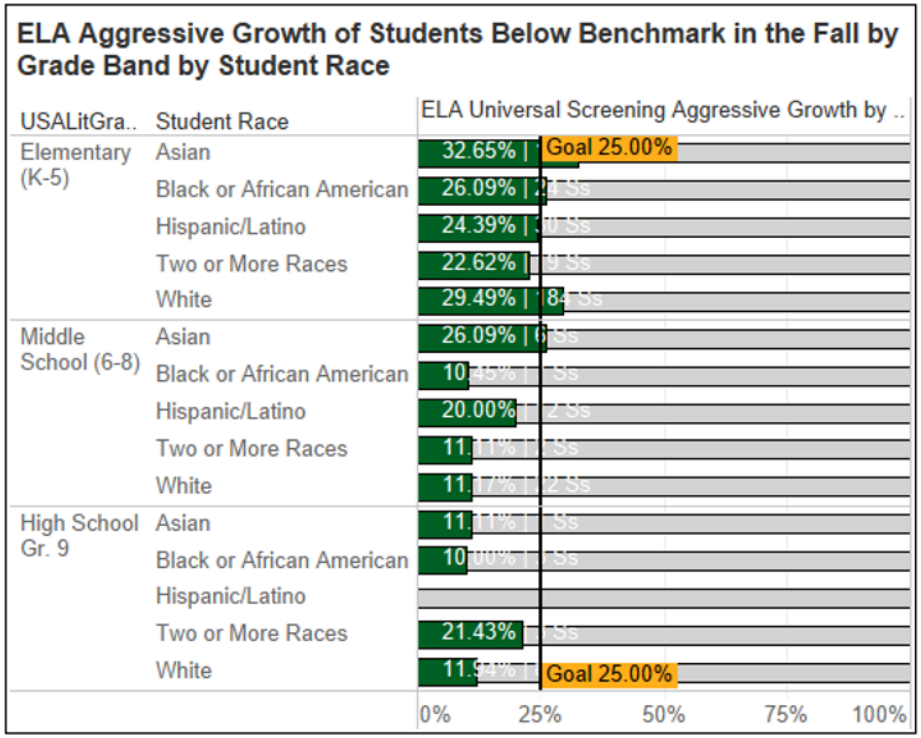
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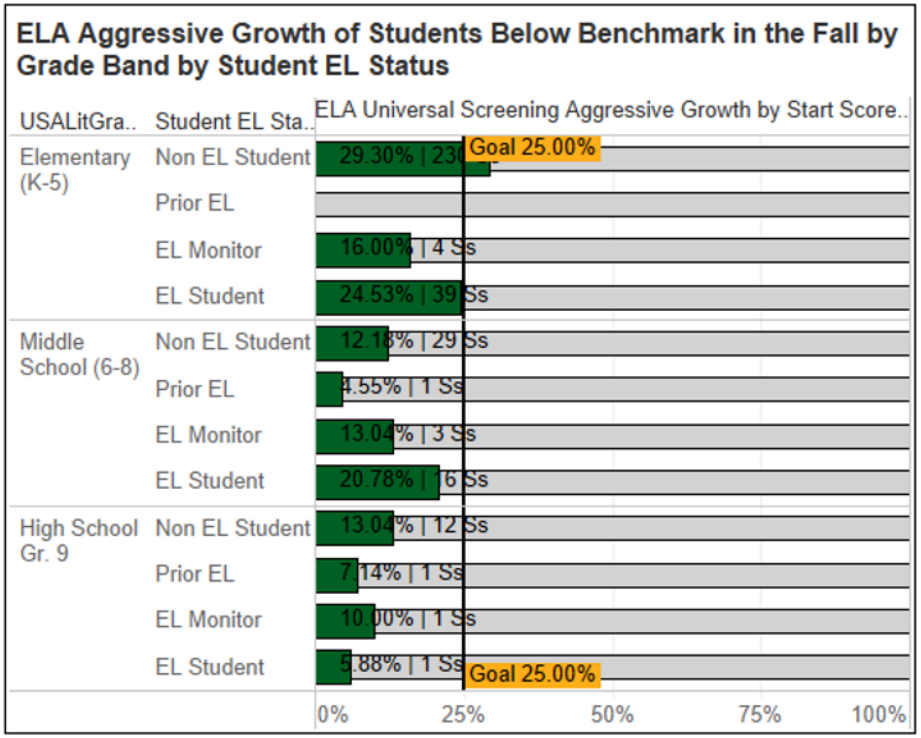
English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below BenchmarK in the Fall Charts

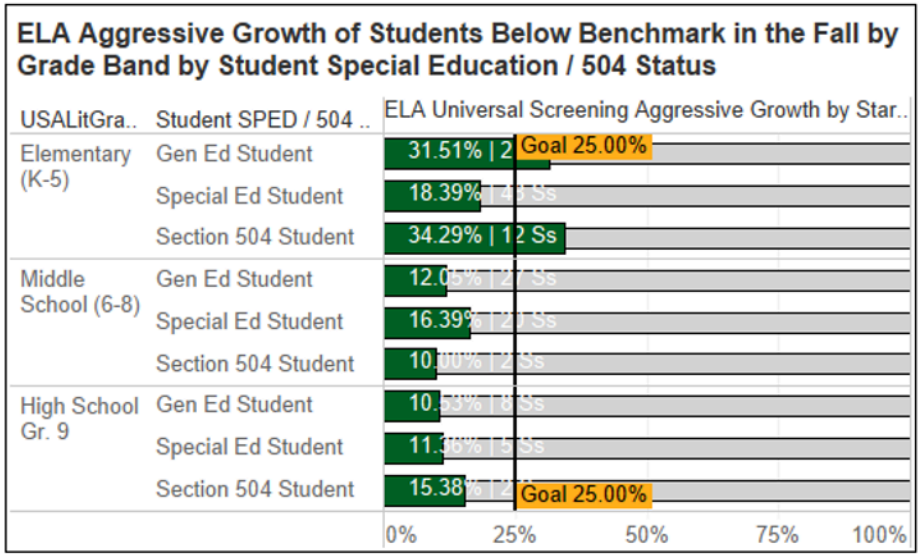


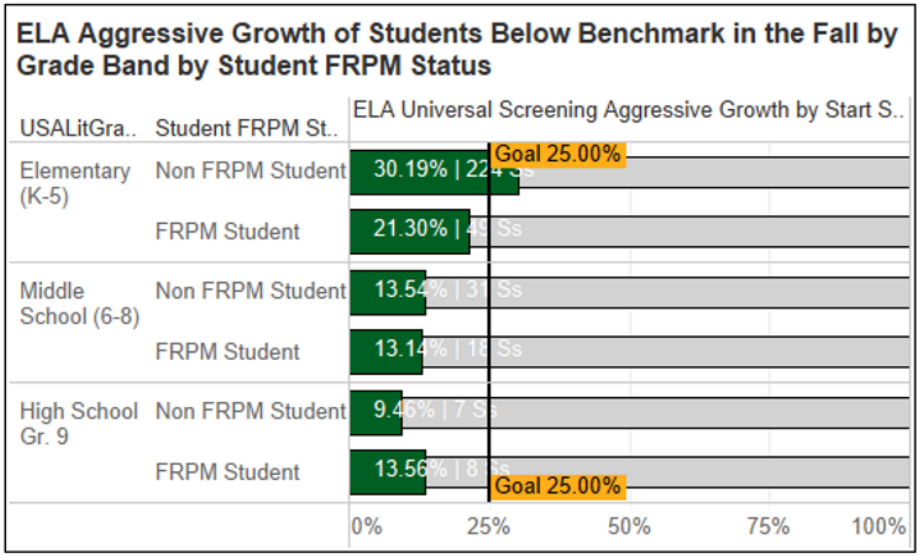
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English Language Arts (ELA) Universal Screening Aggressive Growth by Students Below BenchmarK in the Fall Charts Cont.









Fall to Spring ELA Aggressive Growth Level by Start Score

Aggressive Growth | Growth Level Other Than Aggressive

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Arts (ELA): Early Learning and Family Center (ELFC) Literacy

Rationale

Developing mastery of uppercase forms, lowercase forms, and corresponding letter sounds prior to kindergarten entry provides a critical foundation for long-term reading success. Within the Teaching Strategies GOLD (TSG) framework, these essential competencies are monitored through **Objective 16 (Demonstrates knowledge of the alphabet)**, differentiating between letter identification (16a) and sound recognition (16b).

Establishing this core proficiency before kindergarten is vital for several key reasons:

- **Unlocking the Alphabetic Principle:** Understanding that abstract visual symbols correspond to spoken language is the crucial first step in learning to read. Connecting letter sounds to print bridges familiar oral language with graphemic representations.
- **Accelerating Automaticity for Decoding:** Because lowercase characters comprise the majority of written text, learners must identify upper and lowercase letters effortlessly. Instant recognition frees up working memory needed for word blending and reading comprehension.
- **Supporting Early Writing and Encoding (Spelling):** Progress in TSG **Objective 19 (Demonstrates writing skills)** relies directly on alphabet fluency. When constructing written thoughts or labels, young learners must retrieve letter shapes, select appropriate cases, and align them with target phonemes.
- **Meeting Kindergarten Standards:** Primary academic standards expect incoming students to possess foundational literacy skills. Children who enter with established letter-sound knowledge transition seamlessly into phonics instruction and decoding rather than requiring immediate intervention.

Data Elements

- Capital Letters
- Lowercase Letters
- Letter Sounds

2026-2027 Goals

By Spring 2027, 100% Edina Early Learning Family Center 4-year-olds will know all 26 capital and lowercase letters and all 31 letter sounds.

***Note:** *Over the past year, our ELFC staff engaged in dedicated, collaborative work to align early literacy pedagogy with Science of Reading professional learning. In addition to engaging in learning and implementing instructional shifts, staff refined internal systems to ensure the ongoing reliability, validity, and consistency of Teaching Strategies (TS) GOLD data collection and review.*

The mid-year TS GOLD ELA results presented in this report represents a strong baseline made possible by the commitment, hard work, and thoughtful reflection of our early childhood educators. With this strong foundational framework now established for literacy, the ELFC is actively working to parallel these data collection and input systems for Mathematics and Social-Emotional Learning (SEL). These parallel frameworks will establish formal baseline data in Math and SEL to be incorporated into the 2027–2029 Data Metrics Plan.

English Language Arts (ELA): Early Learning and Family Center Literacy Goal Progress

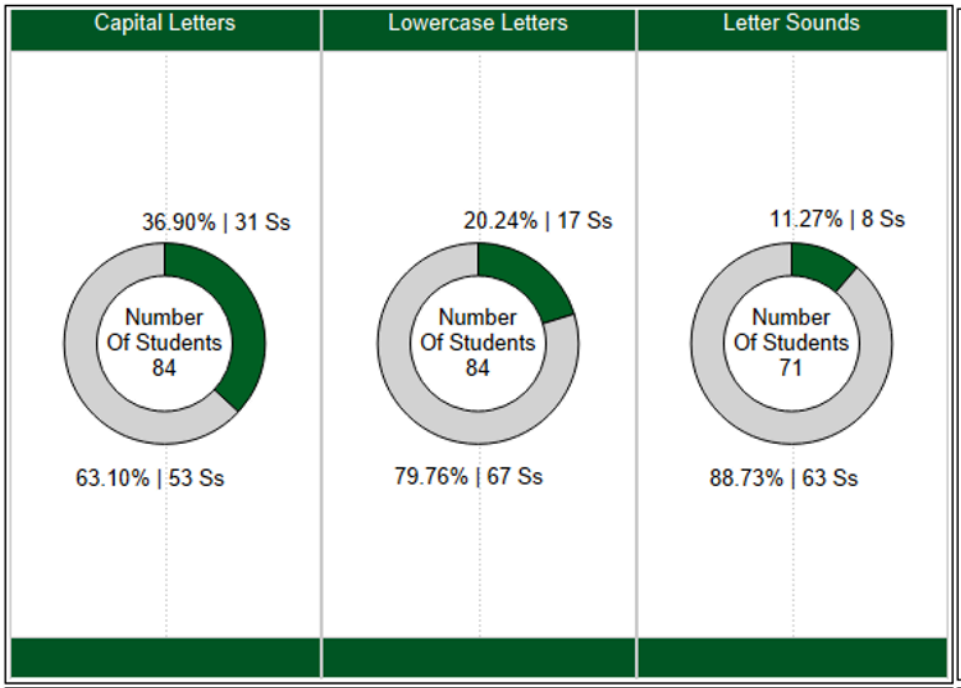
2025-2027 Goal
By Spring 2027, 100% Edina Early Learning Family Center 4-year-olds will know all 26 Capital and Lowercase letters and 31 letter sounds.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Capital Letters	100%						36.90%		
Lowercase Letters	100%						20.24%		
Letter Sounds	100%						11.27%		
Proficiency Gap (Race) Capital Letters *Black or African American	100%				36.90%	33.33%	-3.57%		
Proficiency Gap (Race) Capital Letters *Hispanic / Latino	100%				39.90%	0.00%	-39.90%		
Proficiency Gap (Race) Lowercase Letters *Black or African American	100%				20.24%	25.00%	4.76%		
Proficiency Gap (Race) Lowercase Letters *Hispanic / Latino	100%				20.24%	0.00%	-20.24%		
Proficiency Gap (Race) Letter Sounds *Black or African American	100%				11.27%	8.33%	-2.94%		
Proficiency Gap (Race) Letter Sounds *Hispanic / Latino	100%				11.27%	0.00%	-11.27%		

The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline.
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced.

English Language Arts (ELA): Early Learning and Family Center Literacy Charts and Graphs

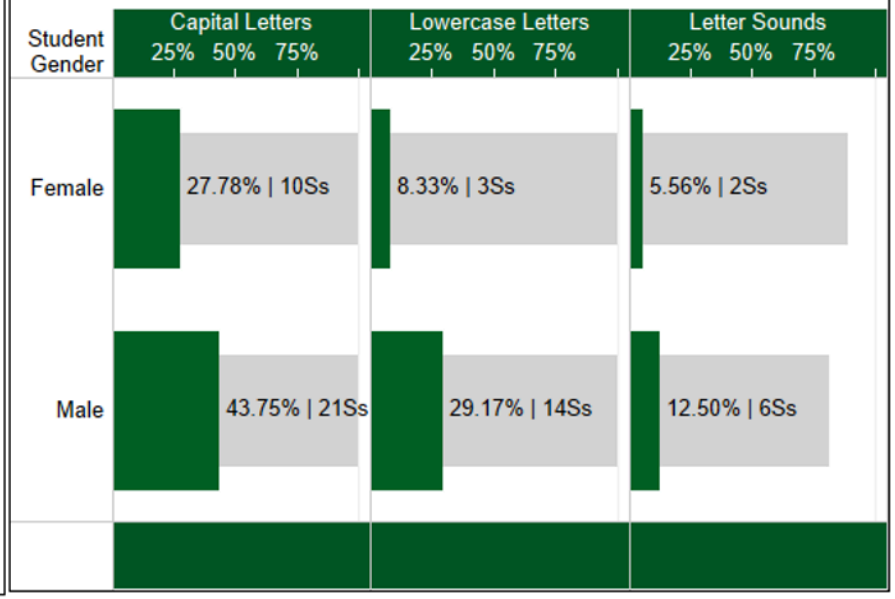
2025-26 English Language Arts (ELA): Early Learning and Family Center Literacy



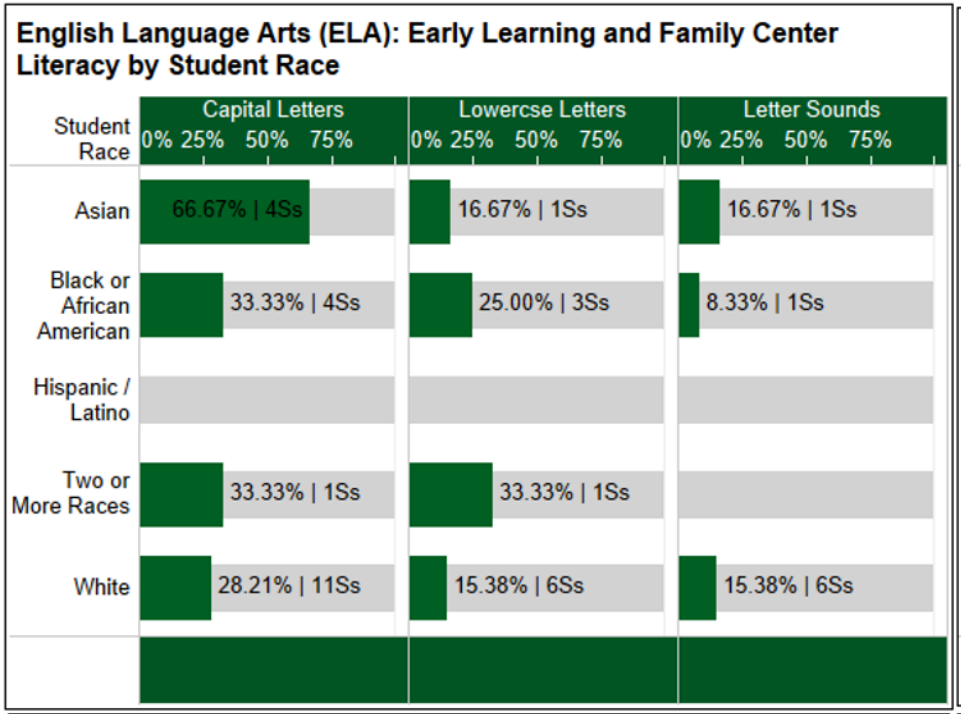
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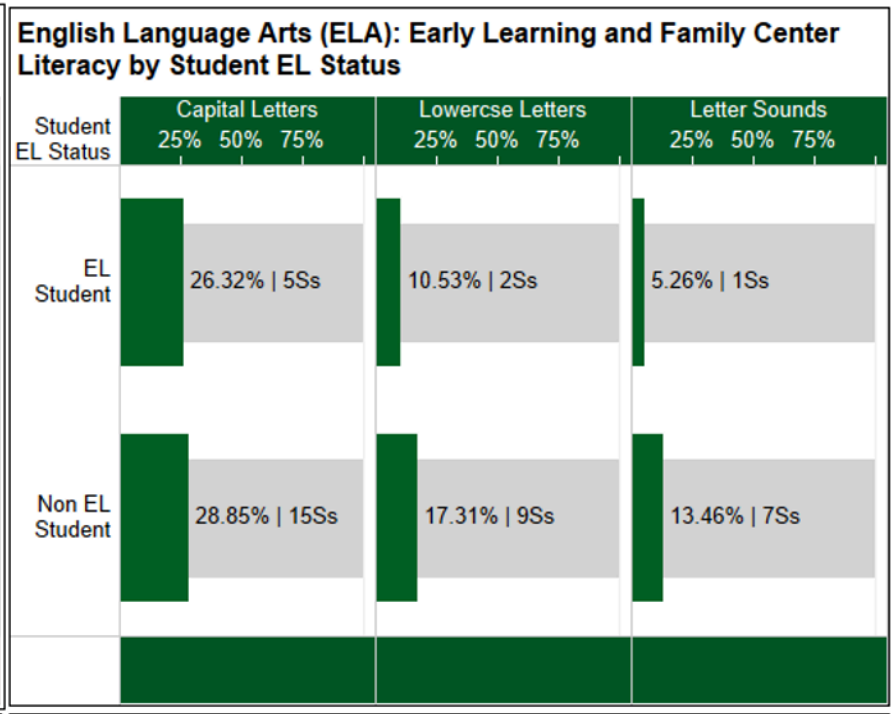
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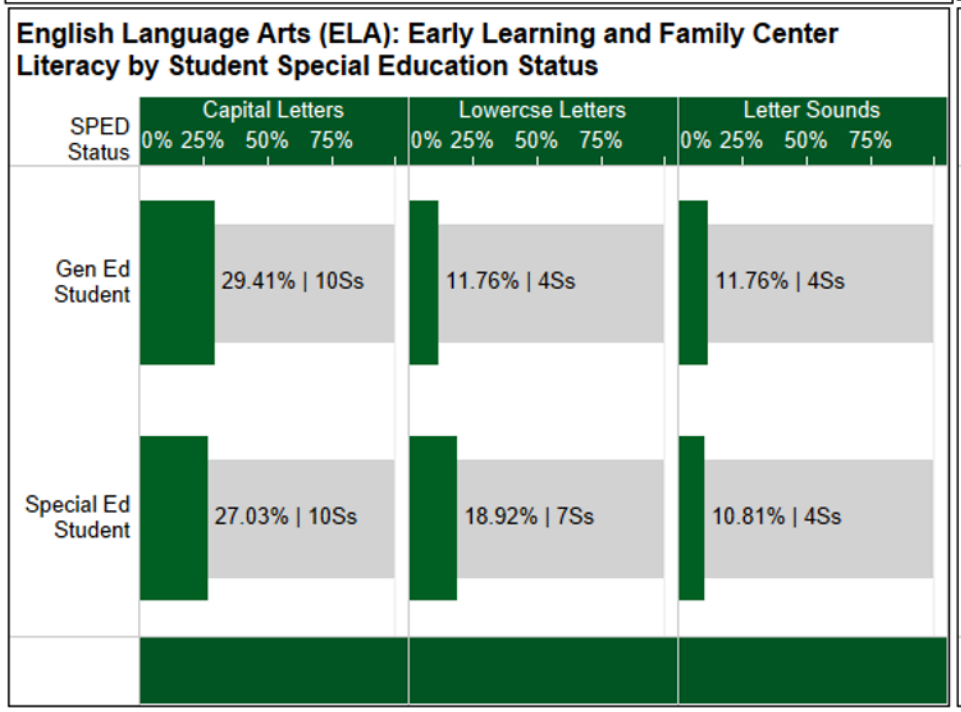
English Language Arts (ELA): Early Learning and Family Center Literacy by Student Gender

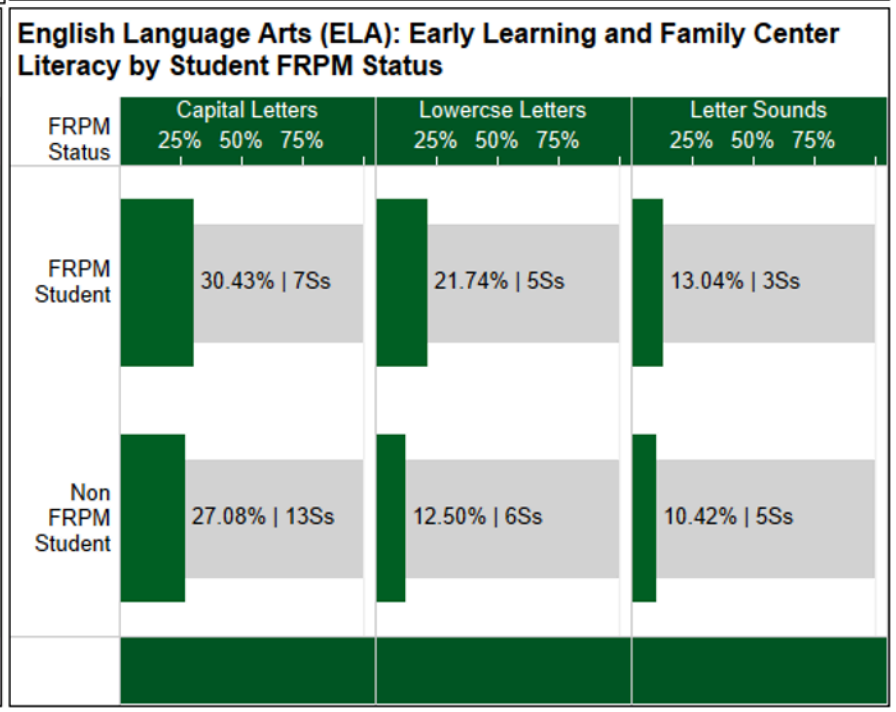


English Language Arts (ELA): Early Learning and Family Center Literacy Charts and Graphs Cont.









English Language Arts (ELA) Early Learning and Family Center Kindergarten Year Literacy Proficiency

Rationale

Strong literacy skills are the foundation for all higher-level learning. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the skills they need for future success. The Minnesota READ Act underscores the importance of early literacy, making universal screening data especially critical. Monitoring subgroup performance highlights where targeted support is needed to help every student excel.

Data Elements

- Spring FastBridge earlyReading Risk Level
- Student Demographic Data

2026-2027 Goals

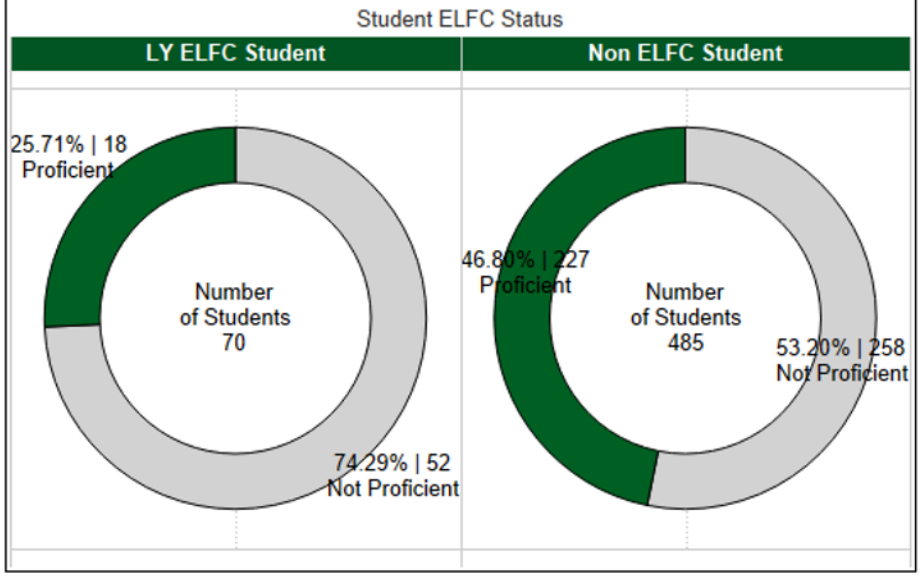
By Fall 2027, the percentage of incoming Edina Kindergarten students previously enrolled in the Early Learning and Family Center (ELFC) who demonstrate proficiency on the Fall FASTBridge earlyReading universal screener will increase from 25.71% to 35.00%, narrowing the achievement gap between the former ELFC students and the districtwide Kindergarten baseline of 46.80%.

***Note for Understanding Our Baseline Data: FASTBridge Kindergarten Screening:** The FASTBridge earlyReading assessment given at the start of Kindergarten is a universal screening tool designed to measure where incoming students are in their early literacy journey as they enter our schools. Because this assessment takes place prior to formal instruction, lower starting proficiency rates are expected and are intended to serve as a baseline. This data allows our educators to align classroom instruction and early interventions from day one to Science of Reading pedagogy and new curriculum resources.*

Please note that current baseline scores cannot be directly compared to prior years' figures. Edina Public Schools updated the specific FASTBridge subtests used during screening to align with evolving Minnesota Department of Education (MDE) READ Act requirements. We fully support these updated requirements, as they reflect evidence-based practices that ensure the strongest possible reading foundation for our students.

English Language Arts (ELA) Early Learning and Family Center Kindergarten Year Literacy Proficiency Charts and Graphs

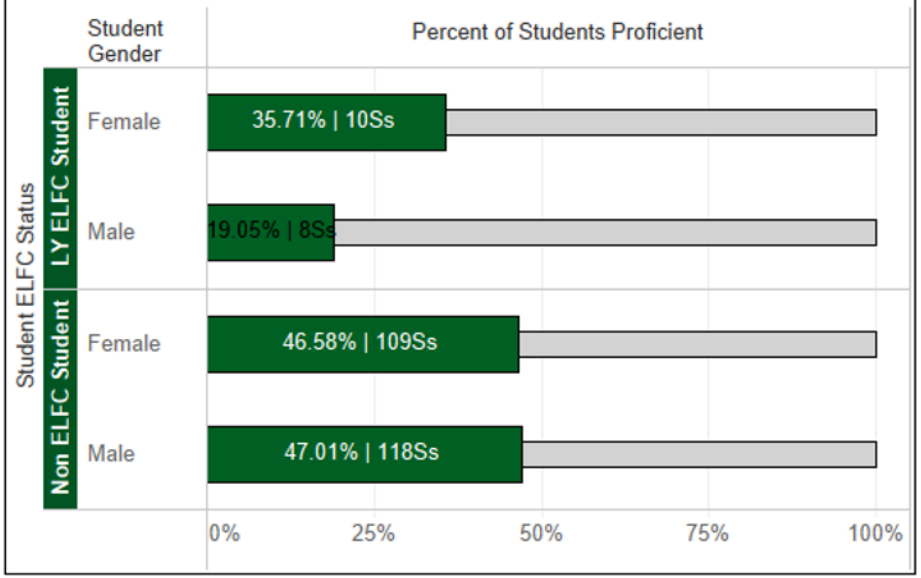
2026-2027 Kindergarten Fall Literacy Proficiency by Last Year Student ELFC Status



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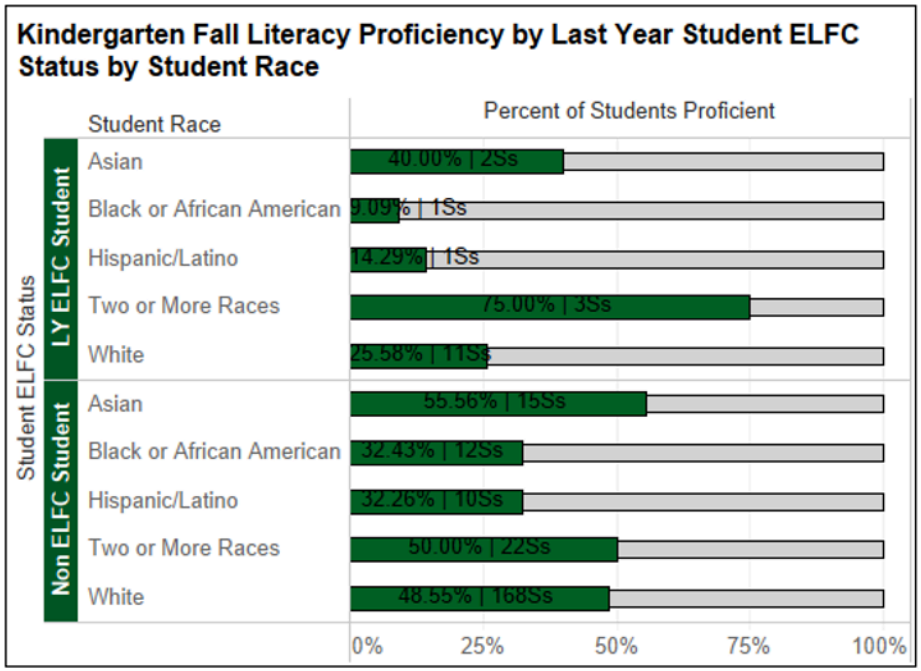
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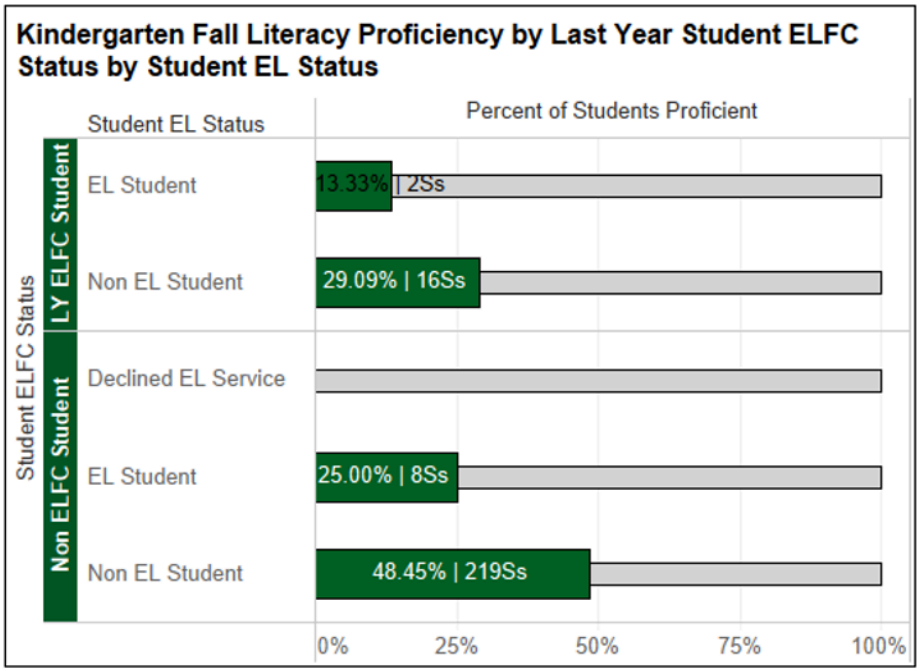
Kindergarten Fall Literacy Proficiency by Last Year Student ELFC Status by Student Gender

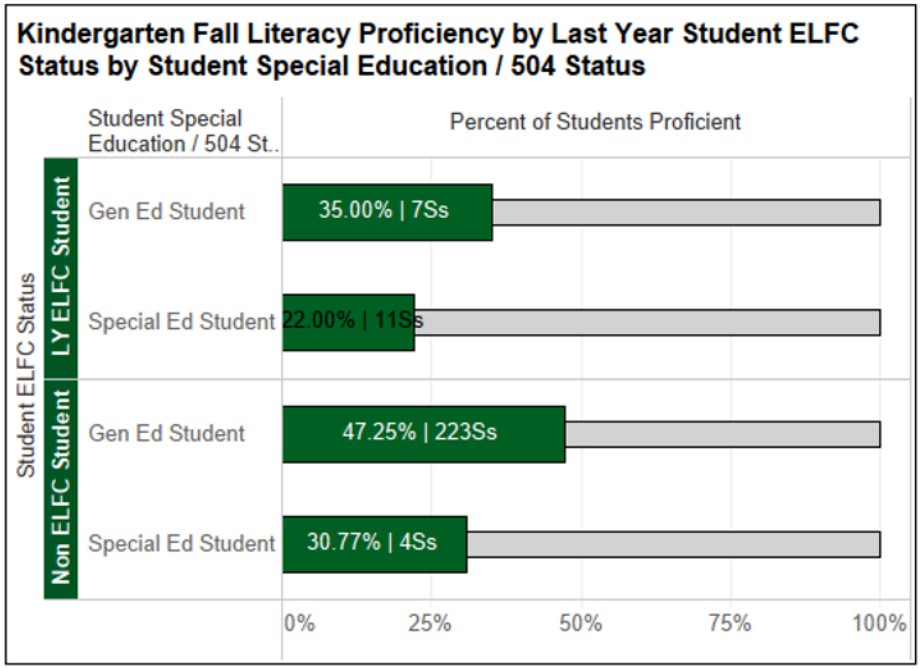


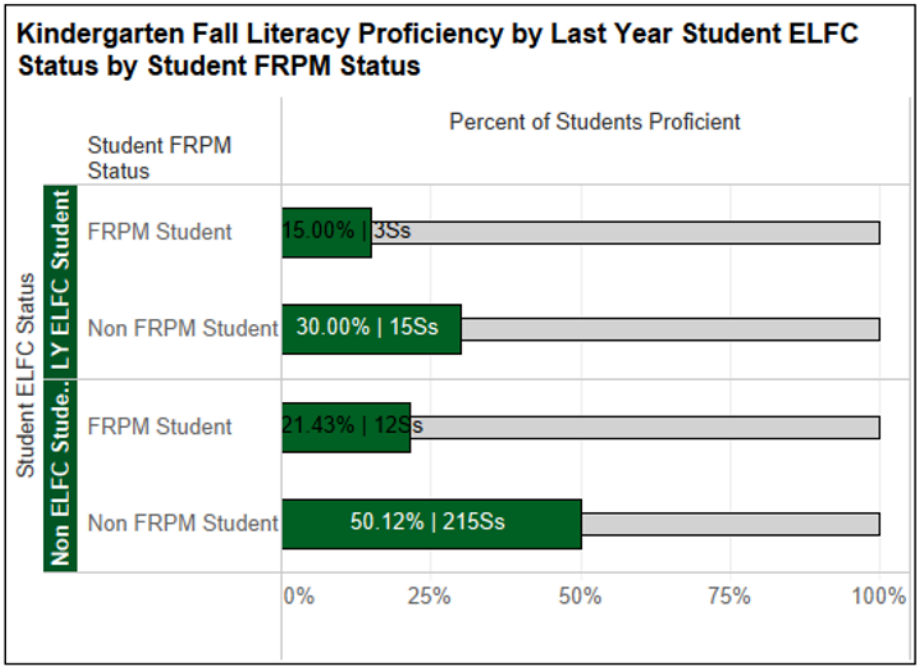
Fall Literacy Proficiency
Proficient
Not Proficient

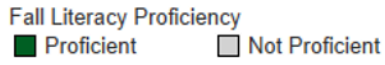
English Language Arts (ELA) Early Learning and Family Center Kindergarten Year Literacy Proficiency Charts and Graphs Cont.











Mathematics: Overall Proficiency & Gap Reduction

Rationale

Strong math skills are essential for every student. Fluency with foundational numeracy opens the door to critical thinking and problem-solving. Measuring overall proficiency and reducing achievement gaps ensures all learners gain the math skills they need for future success. Monitoring subgroup performance highlights where targeted support is needed to help every Edina student excel.

Data Elements

- Spring FastBridge earlyMath Risk Level (K–1)
- Spring aMath Risk Level (Grades 2–8)
    - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
    - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
    - Students without a risk level are omitted.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K–8 students demonstrating math proficiency will increase by 2 percentage points, from 83% to 85%. At the same time, no student subgroup's proficiency will fall more than 10 points below the district average.

Math: Overall Proficiency Data Goal Progress

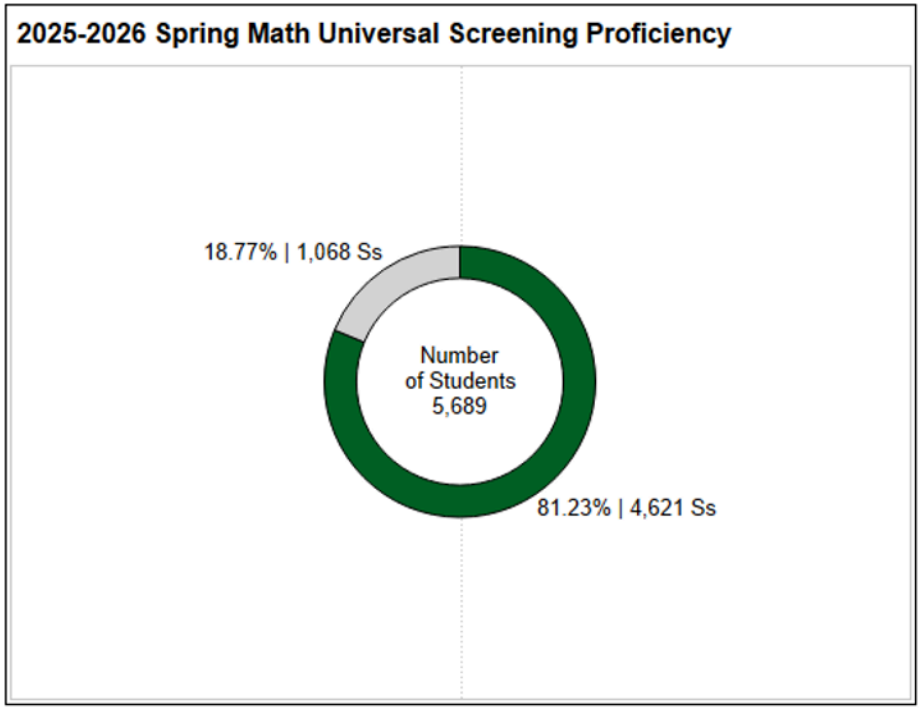
2025-2027 Goal

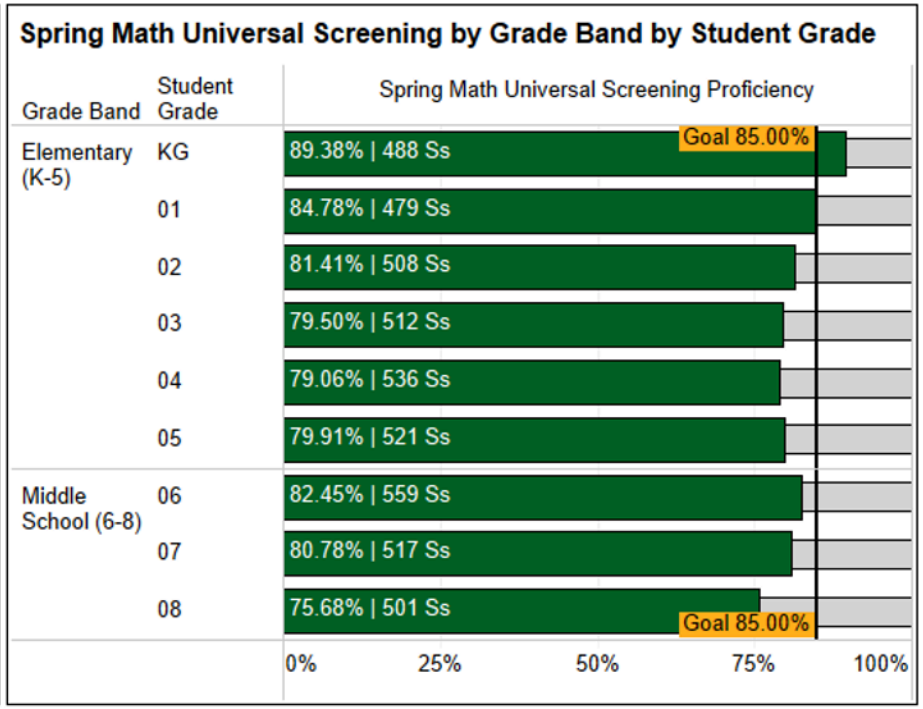
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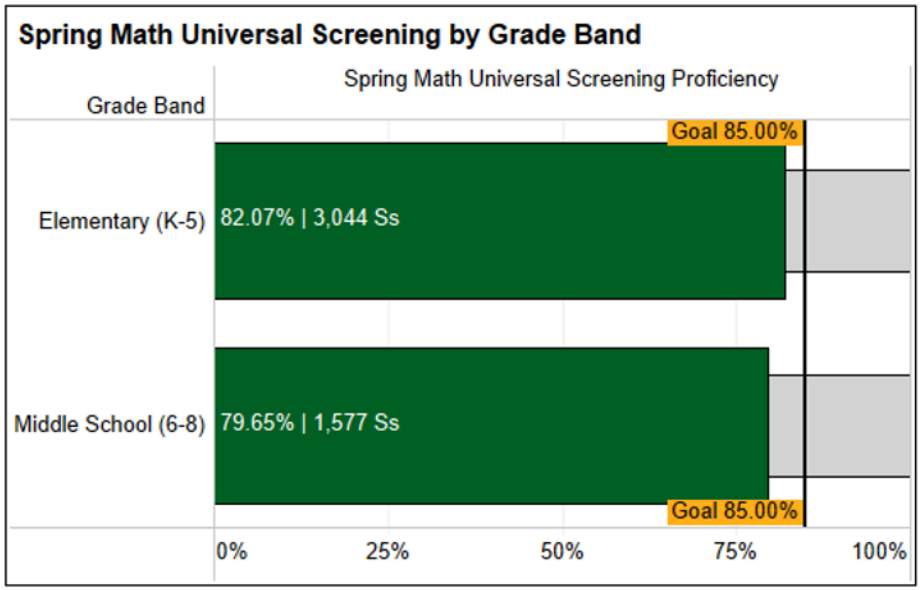
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	85%			83.39%			81.23%	-2.16%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	85%	84.83%	60.63%	24.20%	82.07%	57.99%	24.08%	-0.12%	Gap Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	85%	84.83%	64.62%	20.21%	82.07%	58.72%	23.35%	3.14%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	85%	80.67%	44.03%	36.64%	79.65%	43.27%	36.38%	-0.26%	Gap Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	85%	80.67%	60.00%	20.67%	79.65%	58.71%	20.94%	0.27%	Gap Not Reduced

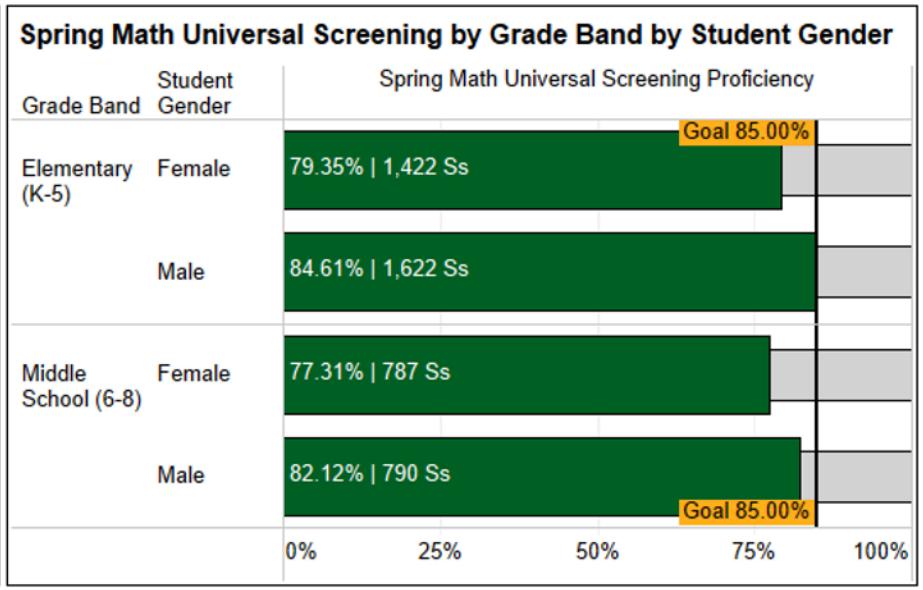
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

Math: Overall Proficiency Data Charts and Graphs







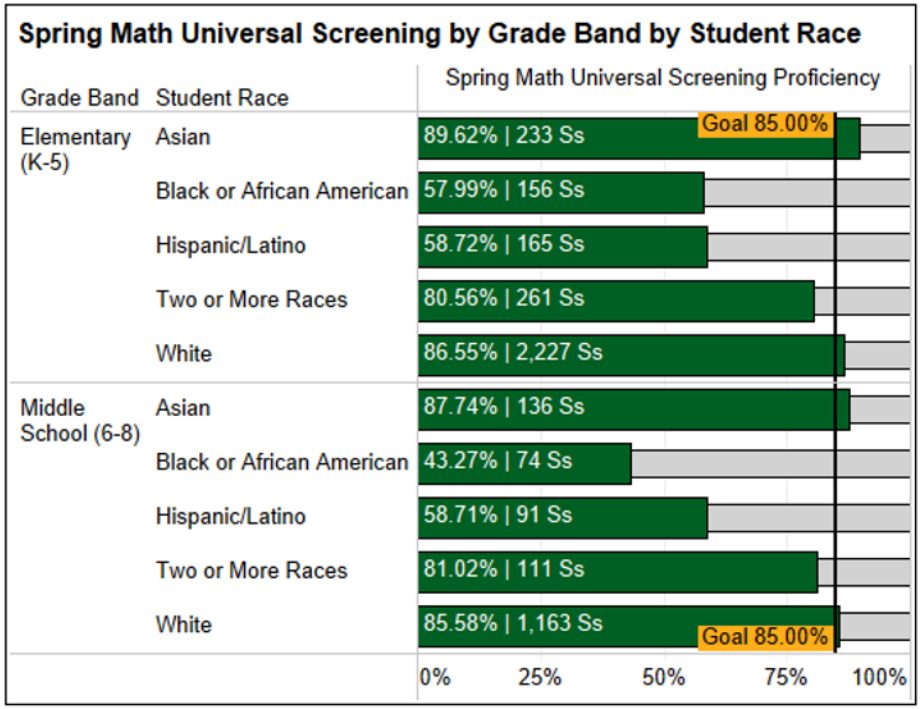


Spring Math Universal Screening Proficiency
Proficient Not Proficient

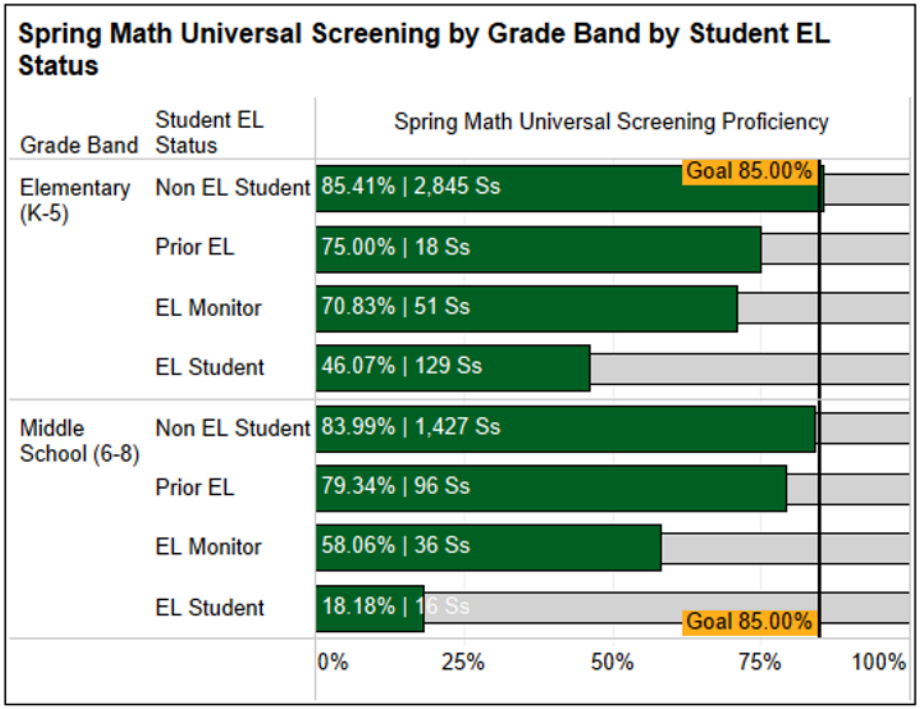
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: Overall Proficiency Data Charts and Graphs Cont

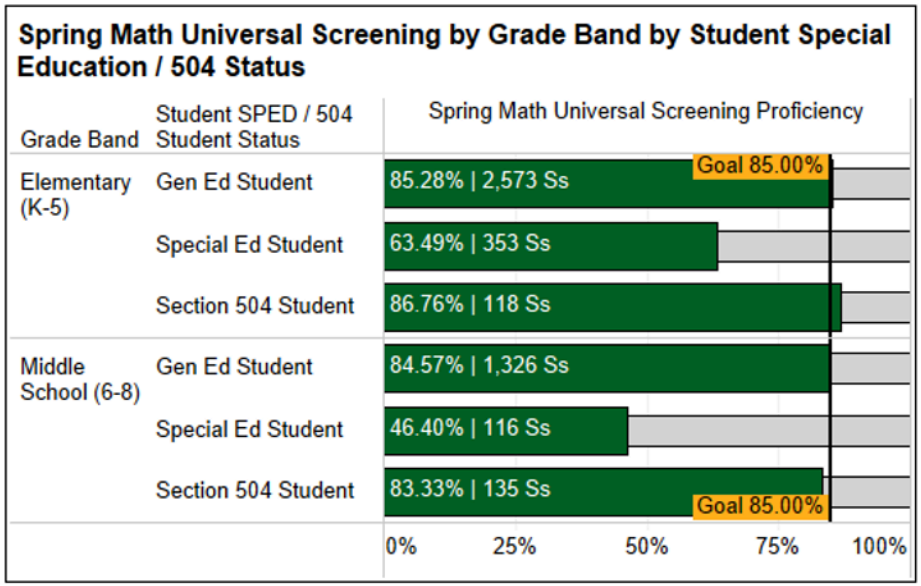
Spring Math Universal Screening by Grade Band by Student Race



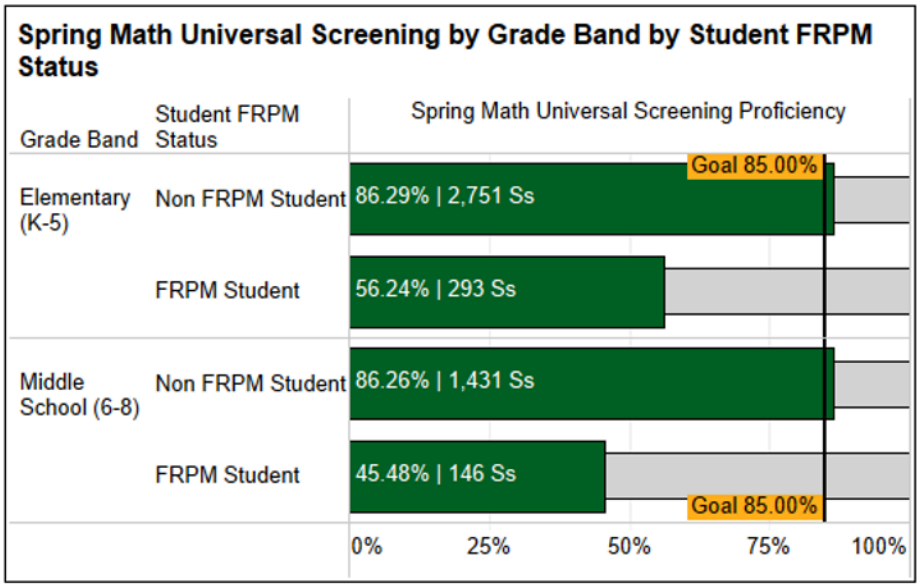
Spring Math Universal Screening by Grade Band by Student EL Status



Spring Math Universal Screening by Grade Band by Student Special Education / 504 Status



Spring Math Universal Screening by Grade Band by Student FRPM Status



Spring Math Universal Screening Proficiency
Proficient Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics: Multiple Measures of Proficiency (Triangulated Data)

Rationale

Looking at more than one measure of student learning gives a fuller and more accurate picture of math proficiency. Using multiple data points helps confirm mastery, highlights where results may differ between assessments, and ensures instruction is adjusted to meet the needs of all students.

Data Elements

- Math Universal Fastbridge Screener Proficiency on Spring aMath Risk Level (Grades 3–8)
    - Students are classified as Proficient when they have a Spring FastBridge Risk Level of EX, lowRisk
    - Students are classified as Not Proficient when they have a Spring FastBridge Risk Level of someRisk or highRisk.
    - Students without a risk level are omitted.
- End-of-the year Math course grade
    - Elementary students with a score of 3 or 4 on 80% of assessed Math standards as reported on the students report card.
    - Secondary students with a score of B or better
- MCA Math Assessment Proficiency
    - Students are classified as Proficient when they have an achievement level of Exceeds or Meets on the MCA Math Assessment from the prior year.
    - Students are classified as Not Proficient when they have an achievement level of Partially Meets or Does Not Meet on the MCA Math Assessment from the prior year.
- Students in Grades K-2 and 11th Grade are omitted as they do not have all three data elements.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of students in grades 3–8 who show proficiency in Math will increase from 80% to 82%. Students will be considered proficient if they meet at least two of the three measures:

- Math FastBridge Universal Screener (spring) 1 of 3 Page 24
- MCA Math assessment 2 of 3 Page 28
- Classroom proficiency (end-of-year Math grades) 3 of 3 Page 30

Progress will be monitored across all student subgroups.

Math: Multiple Measures of Proficiency (Triangulated Data) Goal Progress

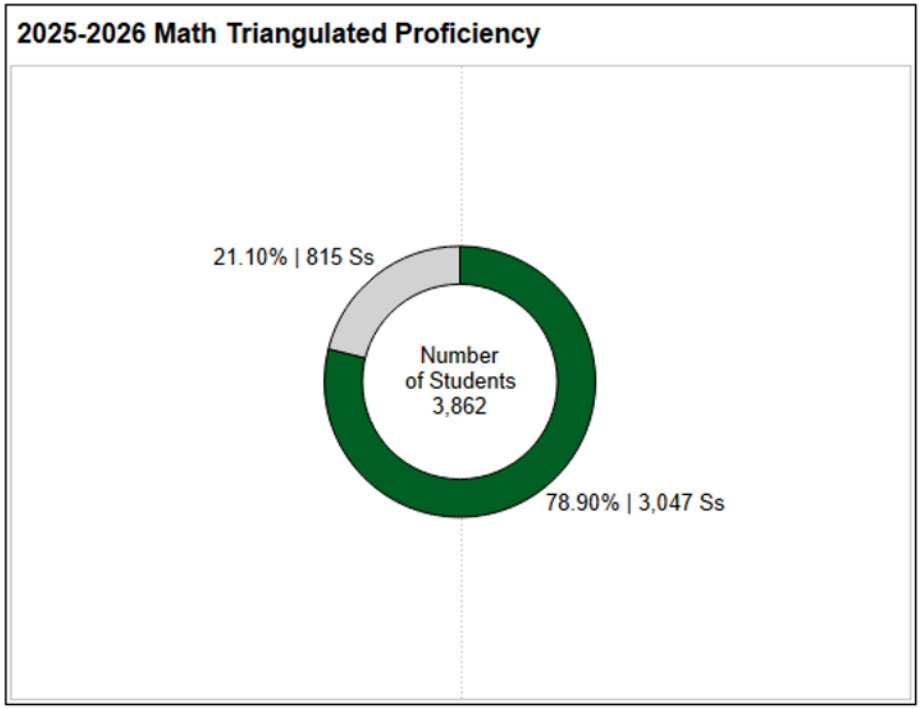
2025-2027 Goal

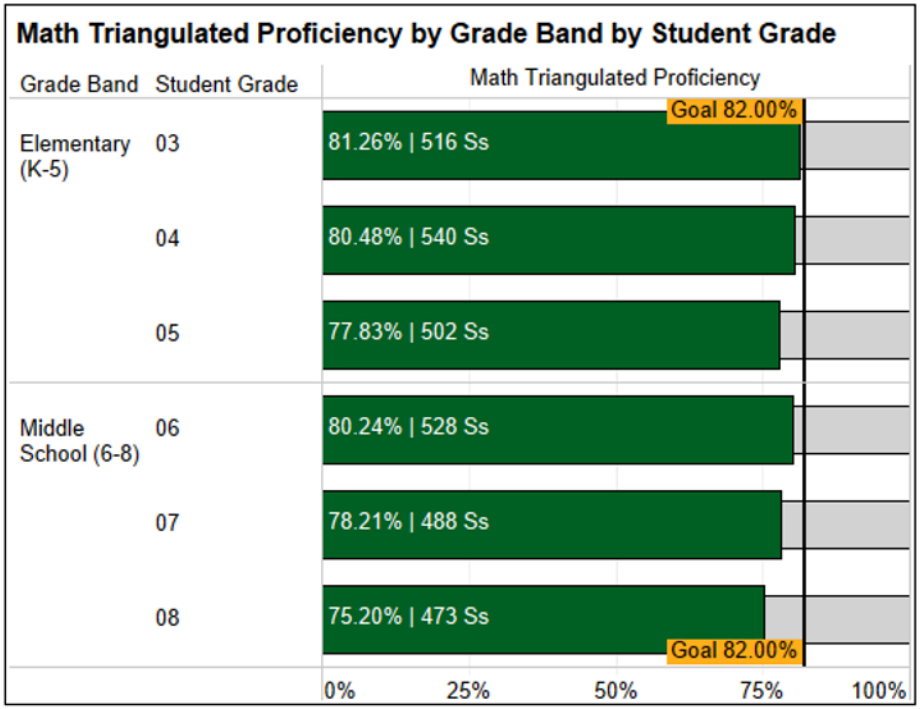
By Spring 2027, the percentage of students in grades 3–8 who show proficiency in Math will increase from 80% to 82%. Students will be considered proficient if they meet at least two of the three measures:
*Math FastBridge Universal Screener (spring)
*MCA Math assessment
*Classroom proficiency (end-of-year Math grades)

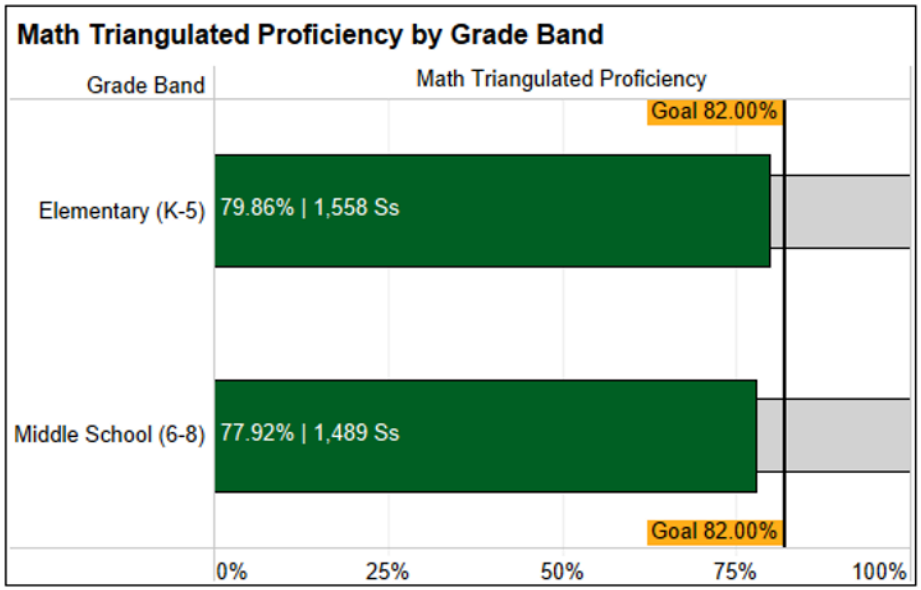
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	82%			79.61%			78.90%	-0.71%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	82%	80.45%	48.20%	32.25%	79.86%	43.97%	35.89%	3.64%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	82%	80.45%	55.03%	25.42%	79.86%	55.28%	24.58%	-0.84%	Gap Reduced
Proficiency Gap (Race 6-8) *Black or African American	82%	78.77%	36.67%	42.10%	77.92%	30.72%	47.20%	5.10%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	82%	78.77%	54.79%	23.98%	77.92%	57.05%	20.87%	-3.11%	Gap Reduced

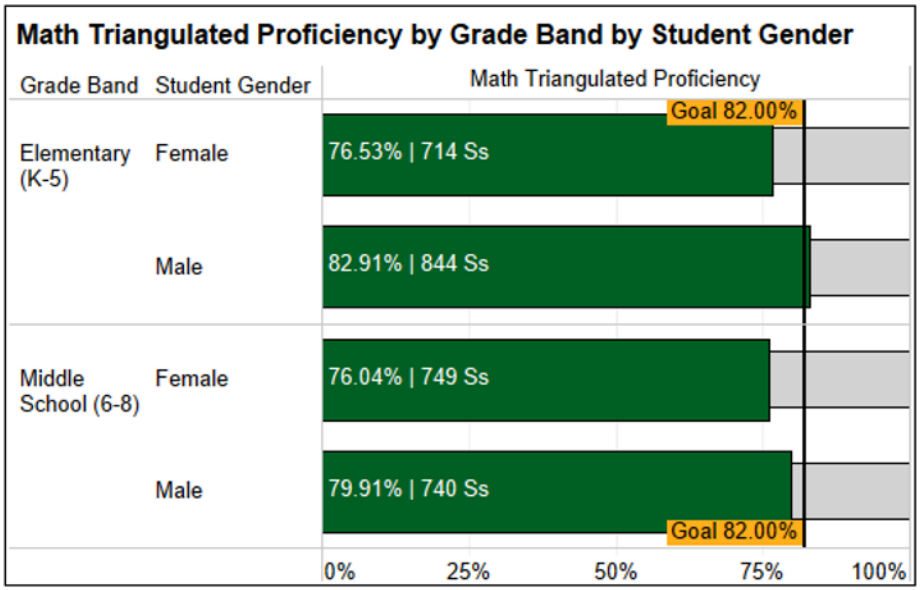
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs









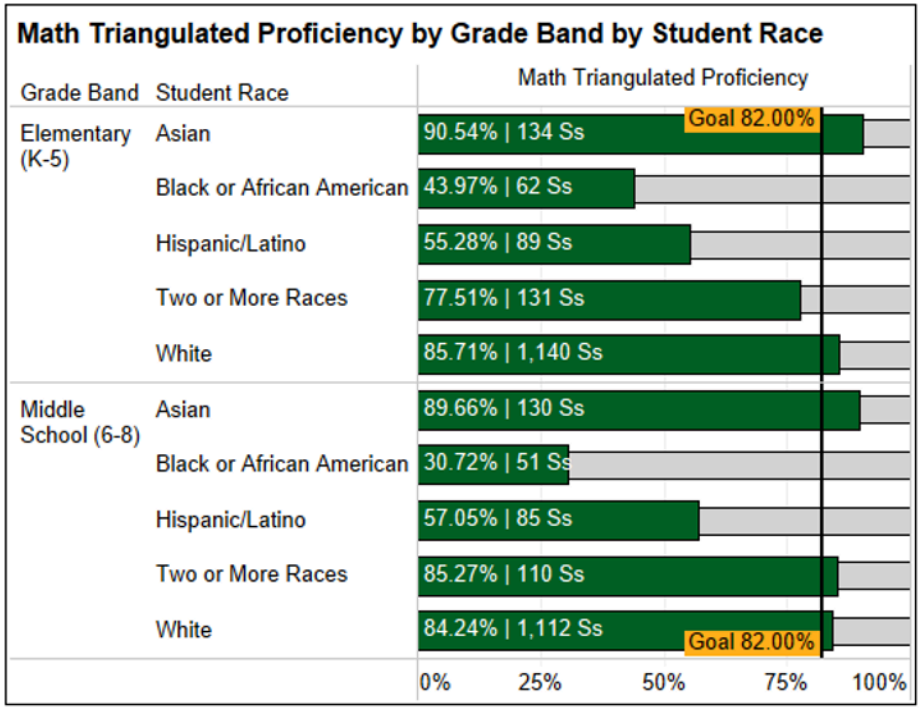
Proficient in 2 of 3 Math Data Elements

Proficient in 2 of 3 Math Data Elements | Not Proficient in 2 of 3 Math Data Elements

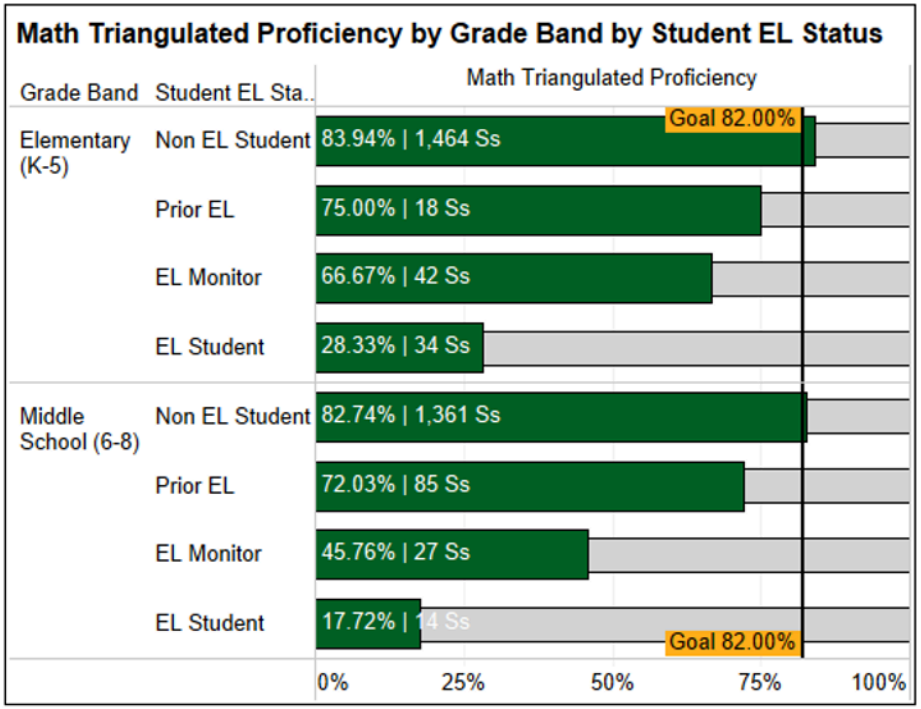
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: Multiple Measures of Proficiency (Triangulated Data) Charts and Graphs Cont.

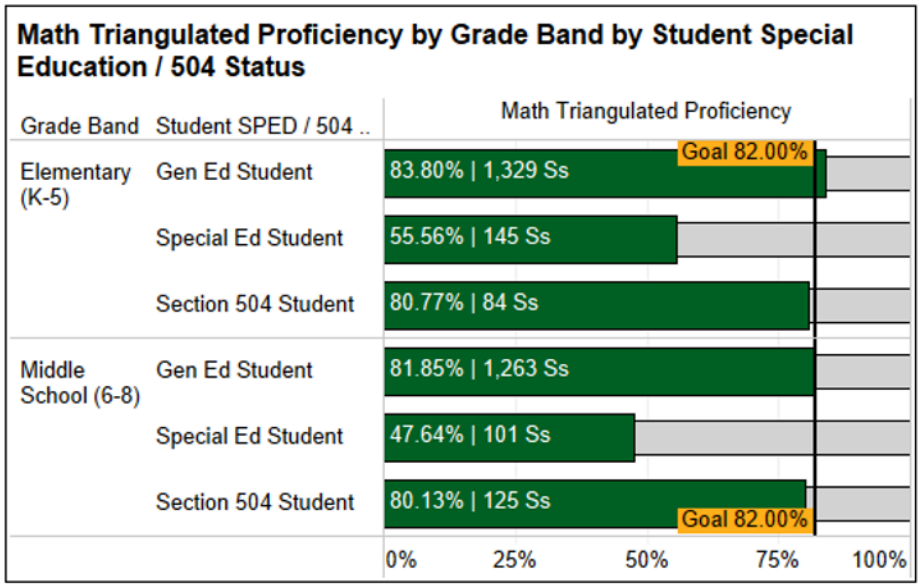
Math Triangulated Proficiency by Grade Band by Student Race



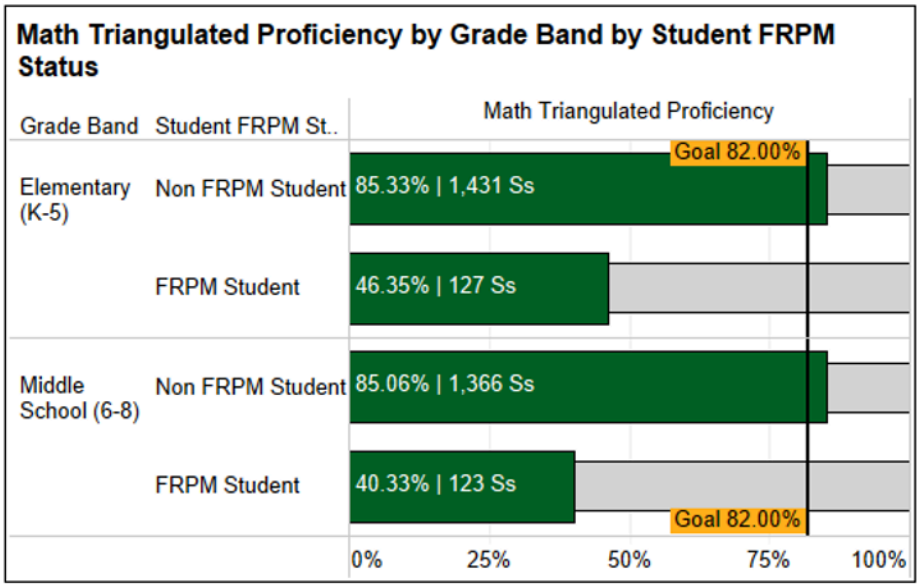
Math Triangulated Proficiency by Grade Band by Student EL Status



Math Triangulated Proficiency by Grade Band by Student Special Education / 504 Status



Math Triangulated Proficiency by Grade Band by Student FRPM Status



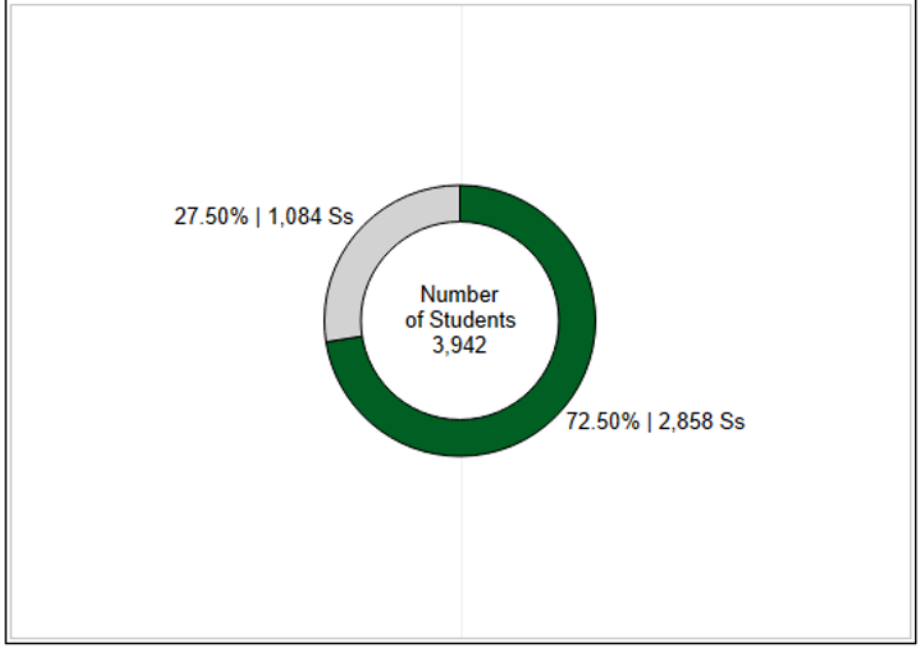
Proficient in 2 of 3 Math Data Elements

Proficient in 2 of 3 Math Data Elements | Not Proficient in 2 of 3 Math Data Elements

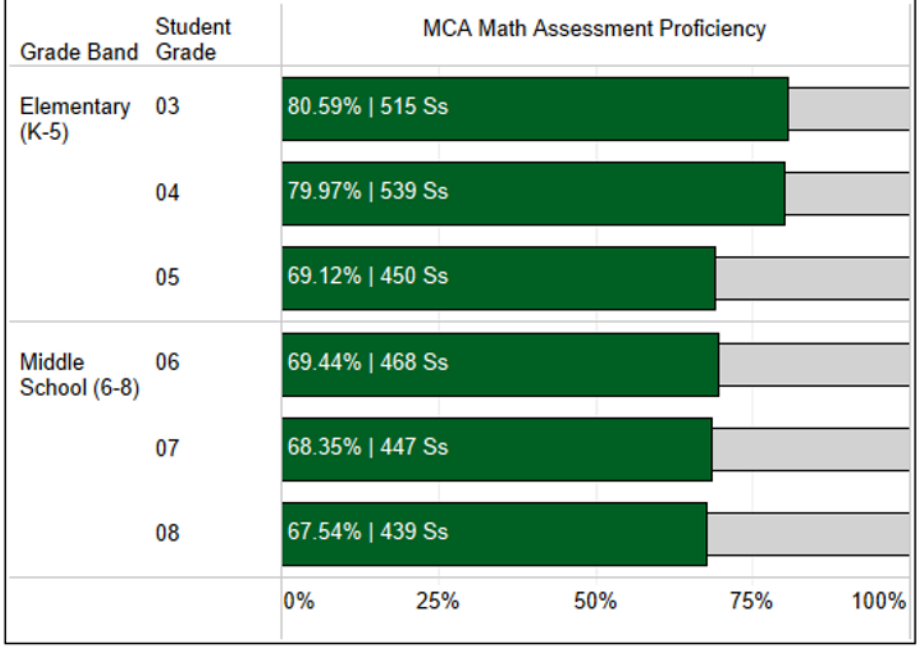
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: MCA Math Assessment Charts and Graphs - 2 of 3 Triangulated Components

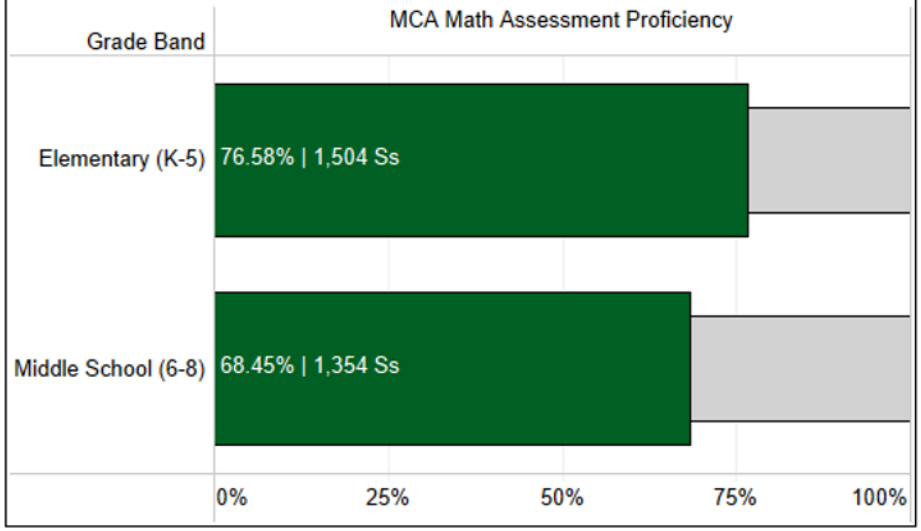
2025-2026 MCA Math Assessment Proficiency



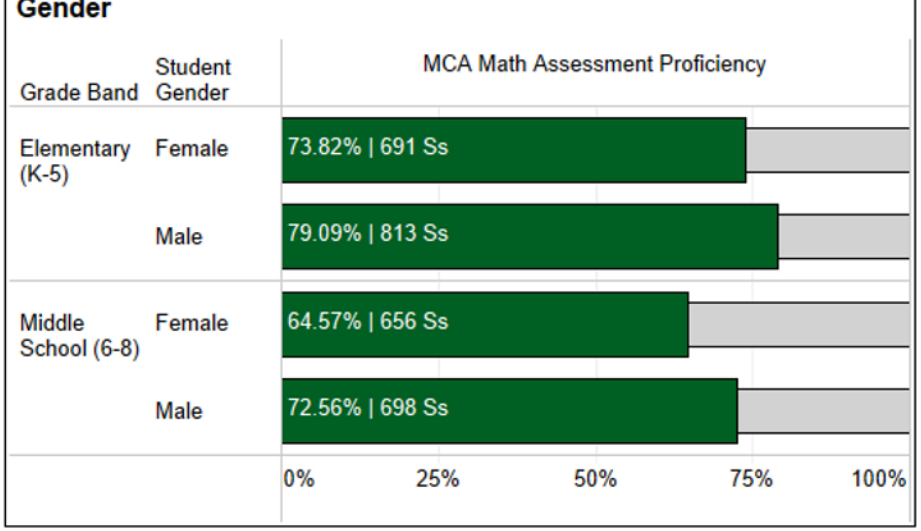
MCA Math Assessment Proficiency by Grade Band by Student Grade



MCA Math Assessment Proficiency by Grade Band



MCA Math Assessment Proficiency by Grade Band by Student Gender

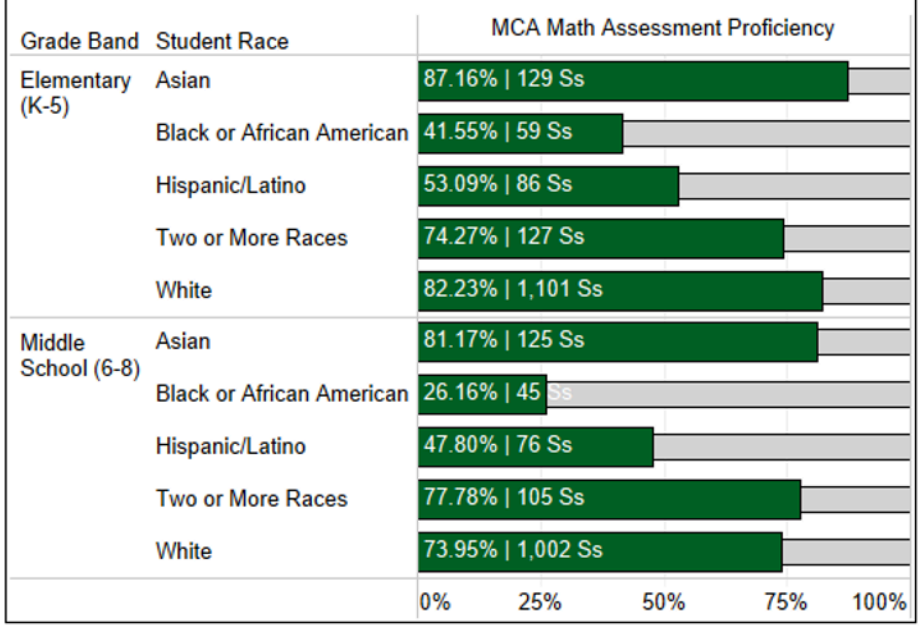


MCA Math Proficiency
Proficient Not Proficient

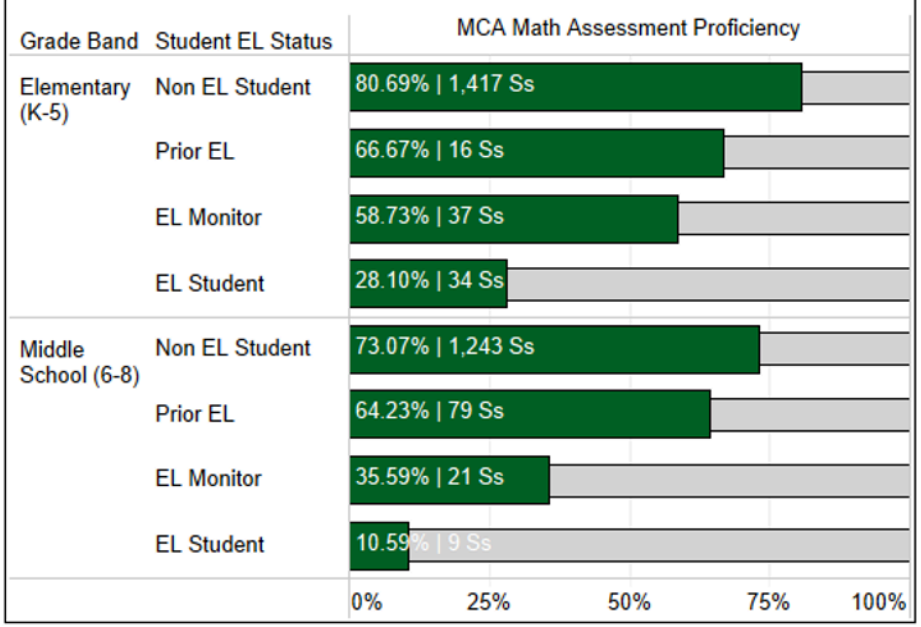
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Math: MCA Math Assessments Charts and Graphs - 2 of 3 Triangulated Components

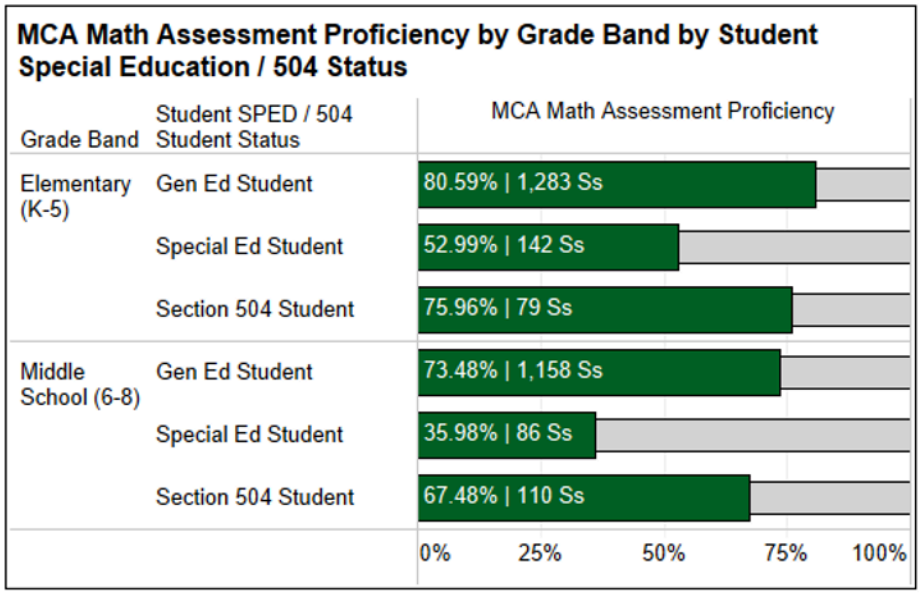
MCA Math Assessment Proficiency by Grade Band by Student Race



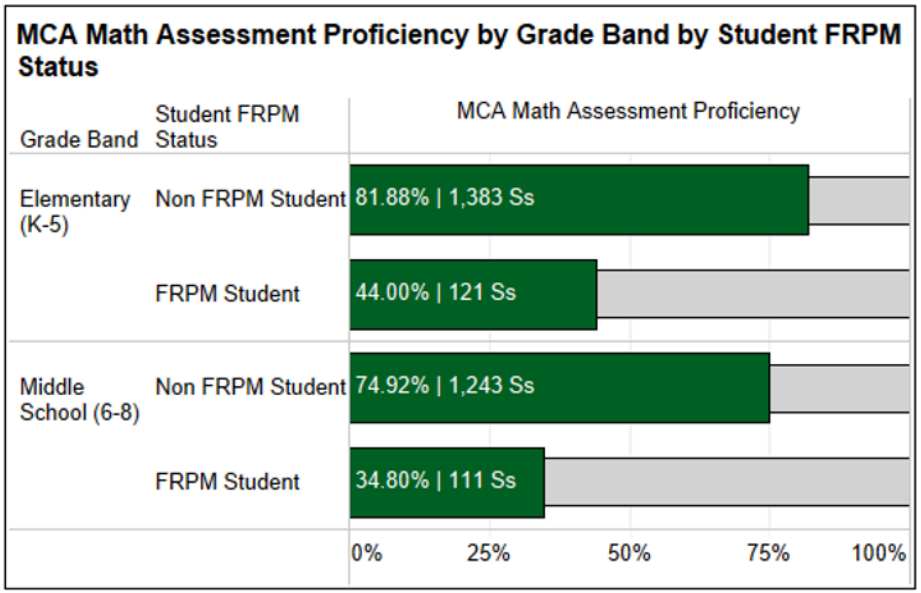
MCA Math Assessment Proficiency by Grade Band by Student EL Status



MCA Math Assessment Proficiency by Grade Band by Student Special Education / 504 Status



MCA Math Assessment Proficiency by Grade Band by Student FRPM Status

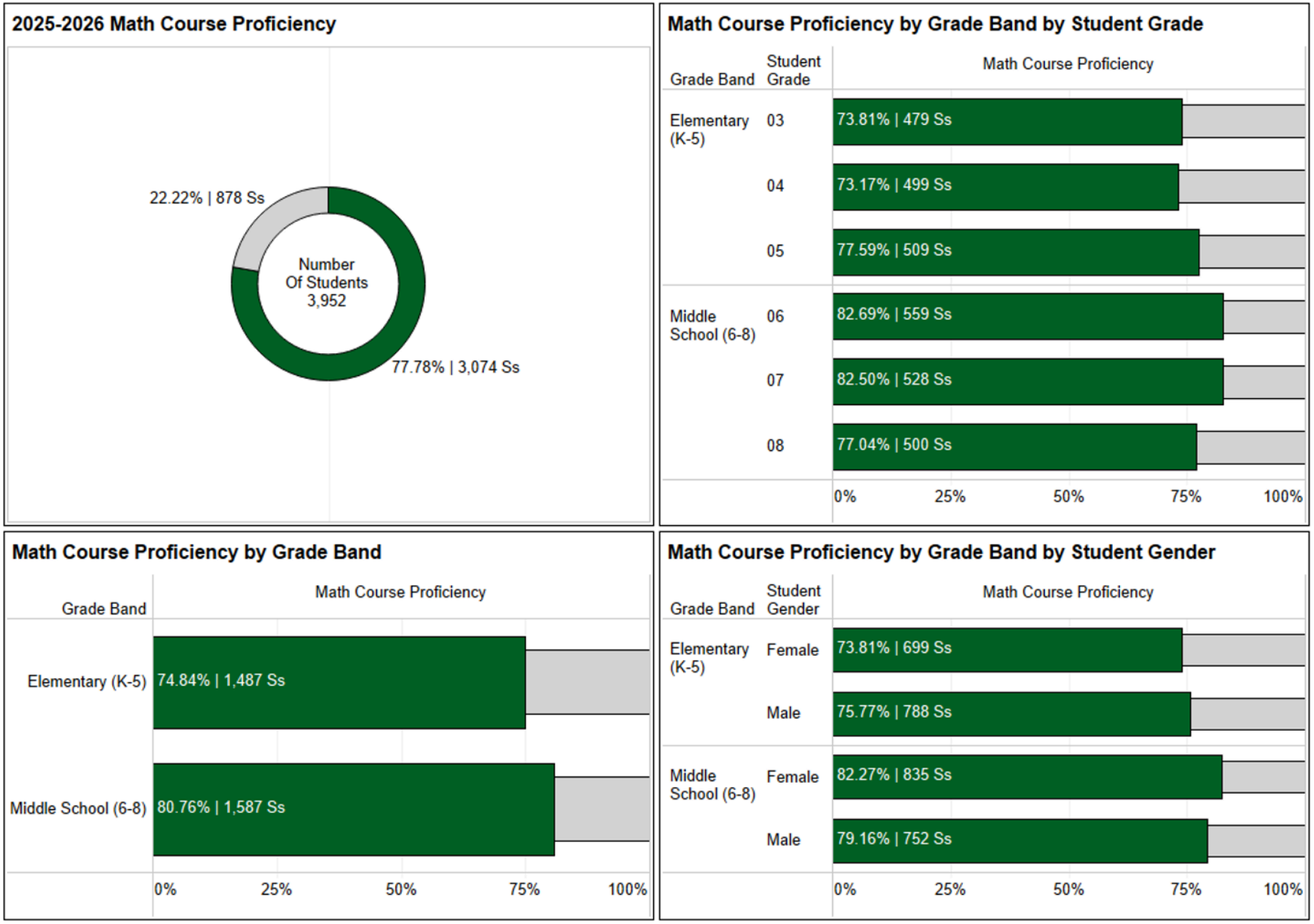


MCA Math Proficiency

Proficient Not Proficient

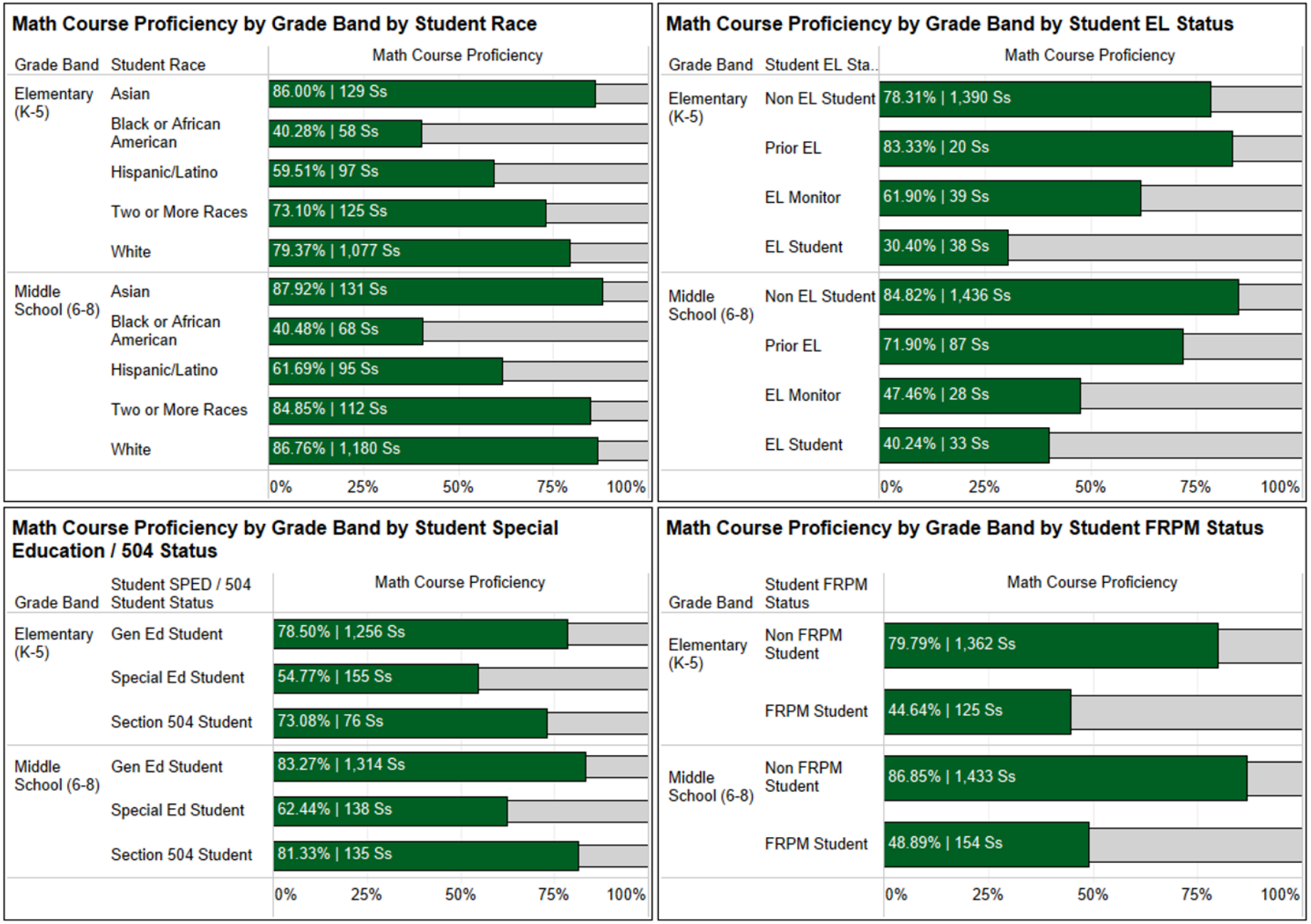
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: End-of-the-Year Math Grades Proficiency Charts and Graphs - 3 of 3 Triangulated Components



Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Math: End-of-the-Year Math Grades Proficiency Charts and Graphs Cont. - 3 of 3 Triangulated Components



Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics - Universal Screening Growth Metrics

Rationale

Looking at student growth, not just overall proficiency, shows whether students are making progress from where they started. This helps us understand the effectiveness of Tier 1 (core) instruction and ensures that all students, whether already proficient or still catching up, are supported in making meaningful gains.

Data Elements

- FASTBridge earlyMath (K–1), Growth level Fall and Spring by Start Score
- FASTBridge aMath (Grades 2–9), Growth Level Fall to Spring by Start Score
- Growth Levels are defined by below:
    - Aggressive or Typical Growth students in this category have a National Percentile greater than or equal to the 40th Percentile Nationally.
    - Not Aggressive or Typical Growth students in this category have a National Percentile less than the 40th Percentile Nationally.
- Student demographic data

2025-2027 Goals

By Spring 2027, the percentage of K–8 students meeting or exceeding their expected growth on the universal reading screener will increase by 3 percentage points, from 63% to 66%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

Mathematics: FastBridge Universal Screening Growth Metrics Goal Progress

2025-2027 Goal

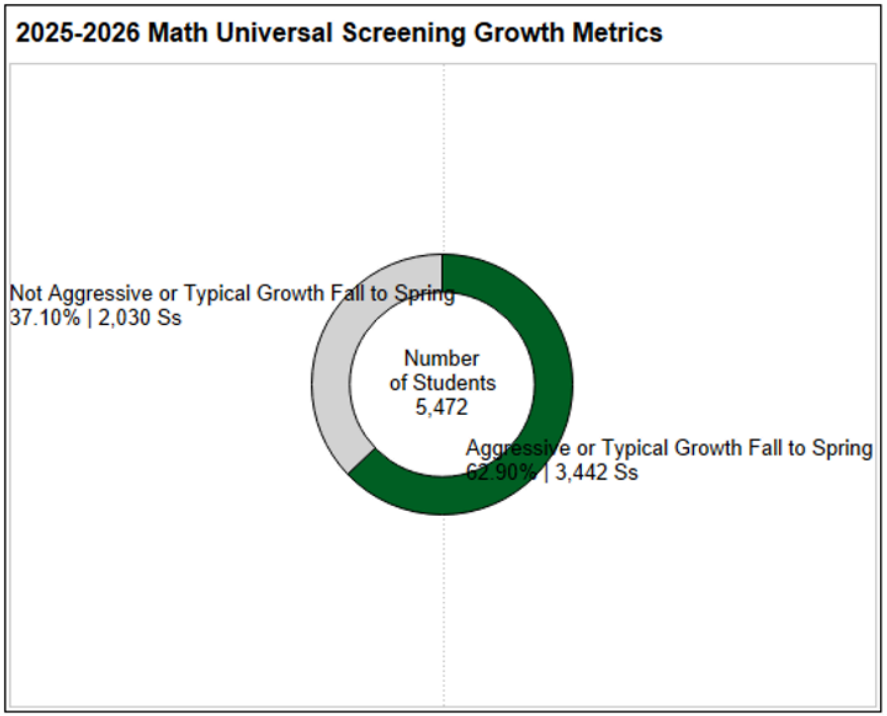
By Spring 2027, the percentage of K–9 students meeting or exceeding their expected growth on the universal Math screener will increase by 3 percentage points, from 63% to 66%. This goal focuses on ensuring students at all starting levels are making steady progress. Aggressive Growth is defined as 75-99th percentile, Typical Growth as 40-75th percentile. This growth will be monitored for equitable distribution across all student subgroups.

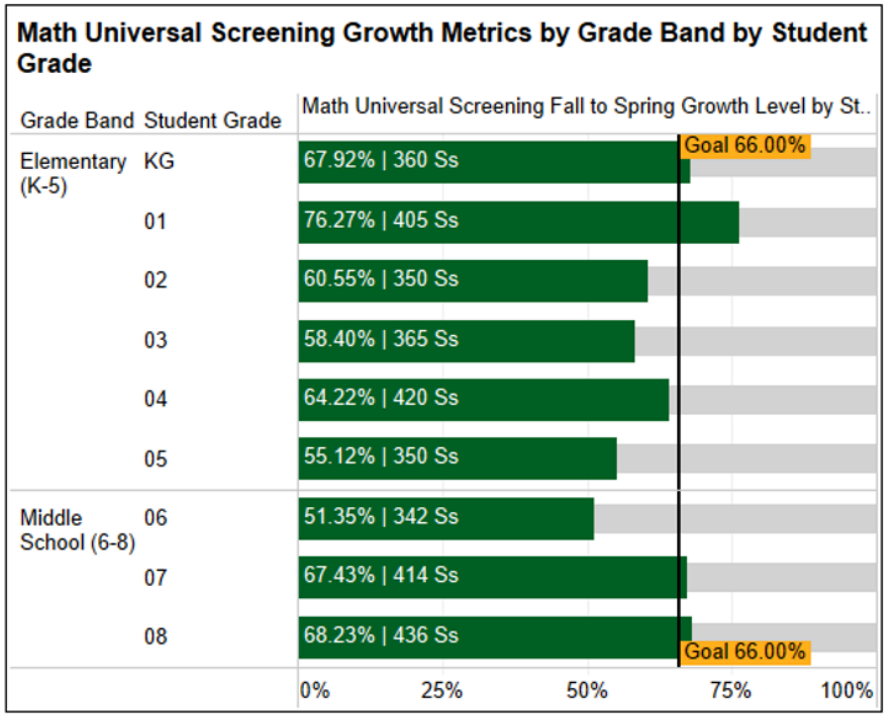
Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	66%			63.28%			62.90%	-0.38%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	66%	63.16%	52.10%	11.06%	63.33%	61.16%	2.17%	-8.89%	Gap Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	66%	63.16%	65.02%	-1.86%	63.33%	55.95%	7.38%	9.24%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	66%	63.50%	47.62%	15.88%	62.12%	51.57%	10.55%	-5.33%	Gap Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	66%	63.50%	55.03%	8.47%	62.12%	61.18%	0.94%	-7.53%	Gap Reduced

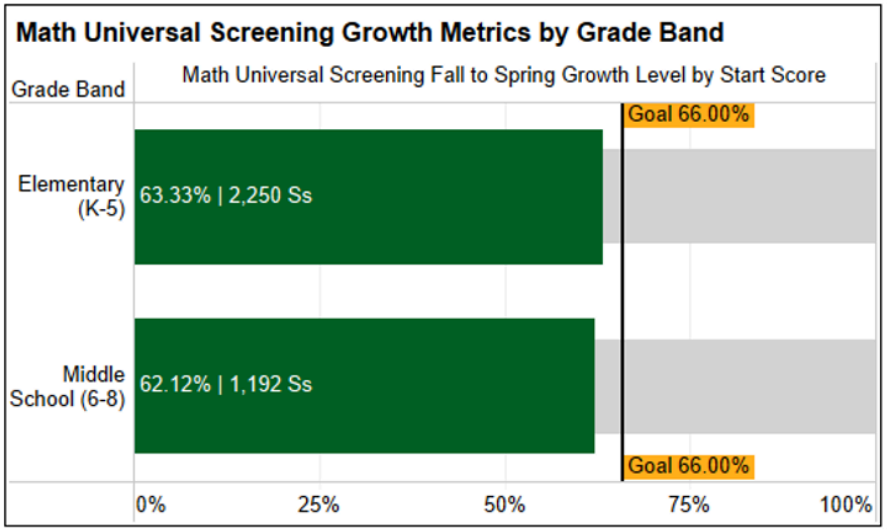
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

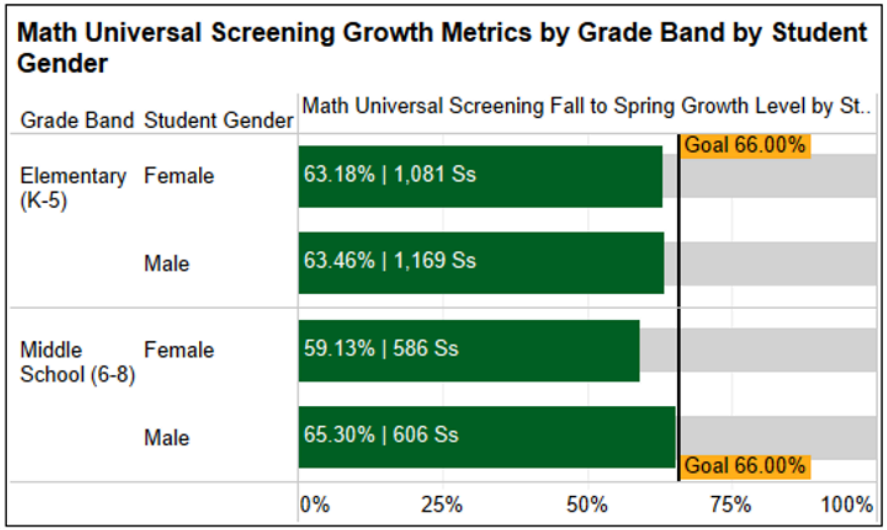
The Proficiency Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents a Gap Reduction, a positive number indicates a Gap Not Reduced..

Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs







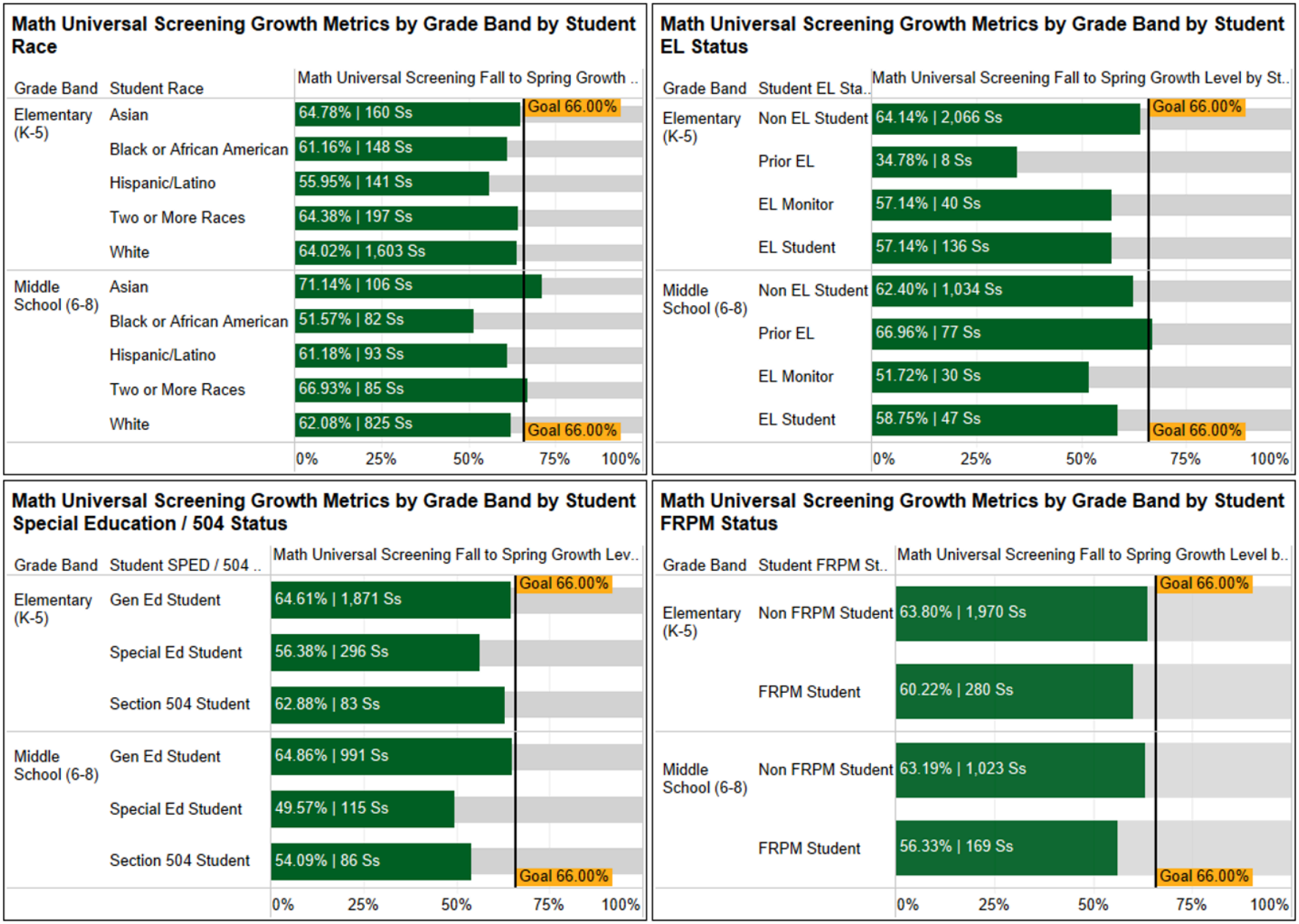


Aggressive or Typical Growth Fall to Spring

■ Aggressive or Typical Growth Fall to Spring ☐ Not Aggressive or Typical Growth Fall to Spring

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Mathematics: FastBridge Universal Screening Growth Metrics Charts and Graphs



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Mathematics: Universal Screening Aggressive Growth For Students Starting Below Benchmark in the Fall

Rationale

Measuring growth is especially important for students who begin the year below grade-level expectations. Tracking their progress shows whether instruction and support systems (such as MN MTSS) are helping them catch up and ensures equity by recognizing growth across all student subgroups.

Data Elements

- FASTBridge earlyMath (K–1), Fall Risk Level of someRisk or highRisk.
- FASTBridge earlyMath (K–1), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- FASTBridge aMath (Grades 2–8), Fall Risk Level of someRisk or highRisk.
- FASTBridge aReading (Grades 2-8), Fall to Spring Growth Level of Aggressive Growth. Aggressive growth are students who are at or above the 75th Percentile Fall to Spring by Start Score.
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 (starting Fall 2025), the percentage of K–8 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal math screener will increase by 3 percentage points, from 33% to 36%.

Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Goal Progress

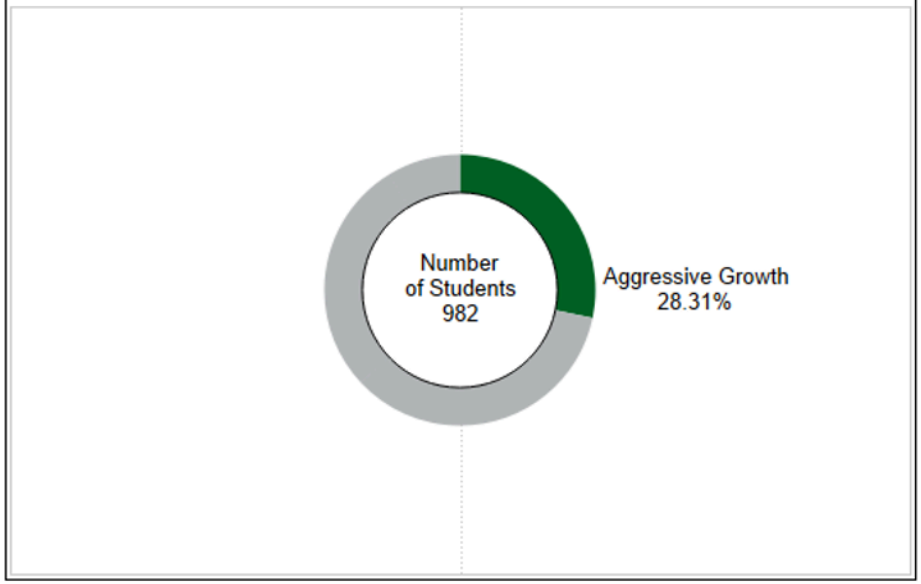
2025-2027 Goal
By Spring 2027 (starting Fall 2025), the percentage of K–8 students who begin the year below benchmark and achieve “Aggressive Growth” on the universal math screener will increase by 3 percentage points, from 33% to 36%.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	36%			33.04%			28.31%	-4.73%	Proficiency Decline
Proficiency Gap (Race K-5) *Black or African American	36%	41.86%	30.34%	11.52%	32.51%	33.96%	-1.45%	-12.97%	Gap Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	36%	41.86%	37.50%	4.36%	32.51%	21.78%	10.73%	6.37%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	36%	18.24%	17.44%	0.80%	21.54%	17.24%	4.30%	3.50%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	36%	18.24%	16.67%	1.57%	21.54%	15.38%	6.16%	4.59%	Gap Not Reduced

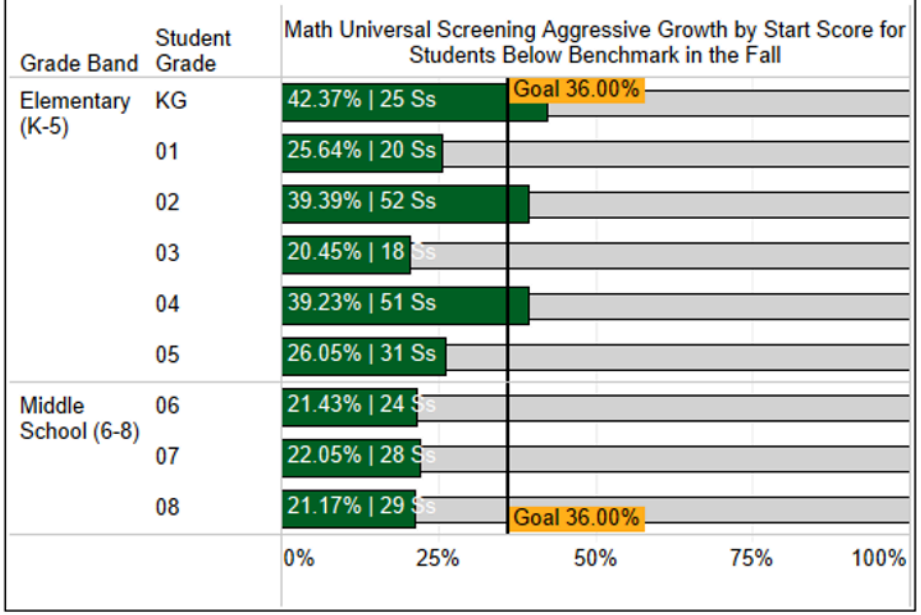
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Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs

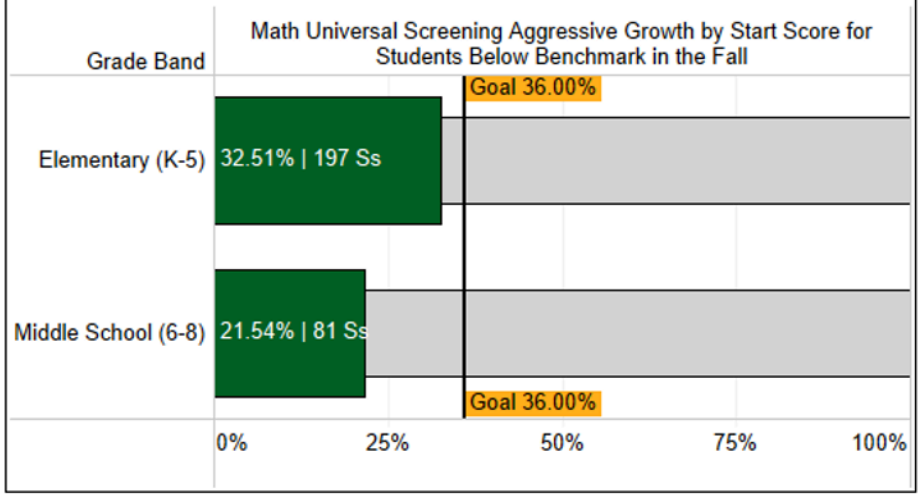
2025-2026 Math Aggressive Growth of Students Below Benchmark in the Fall



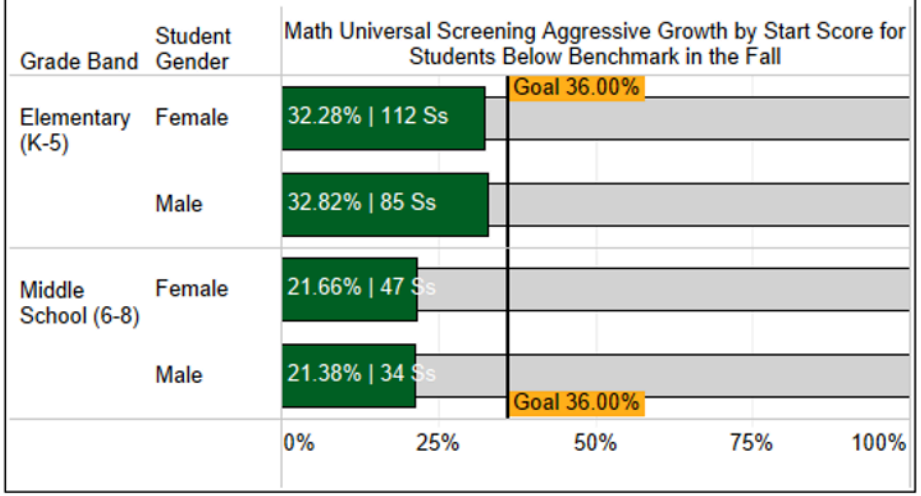
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Grade



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Gender



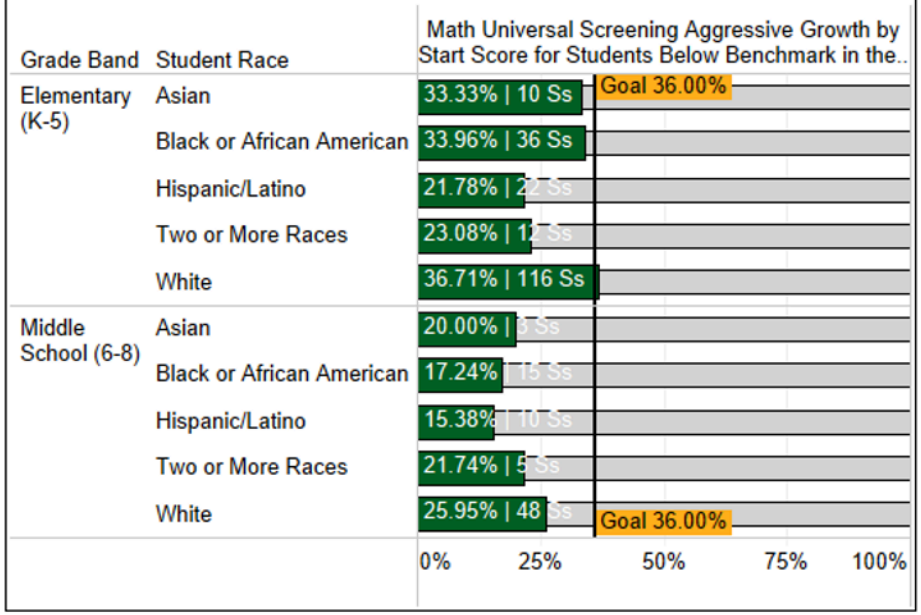
Fall to Spring Math Growth Level by Start Score

Aggressive Gro.. | Typical Growth | Modest Growth | Flat Growth

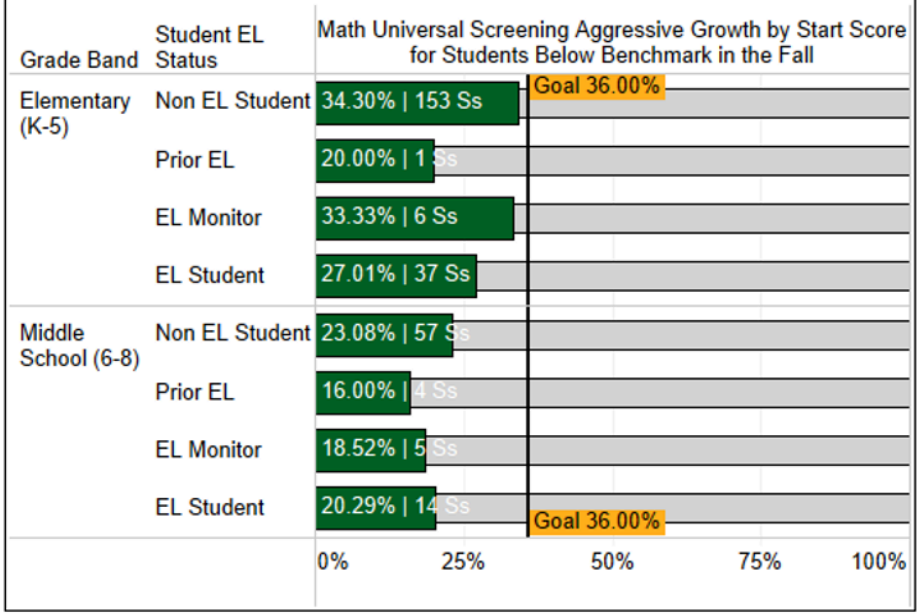
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Mathematics Aggressive Growth Metrics for Students Below Benchmark in the Fall Charts and Graphs

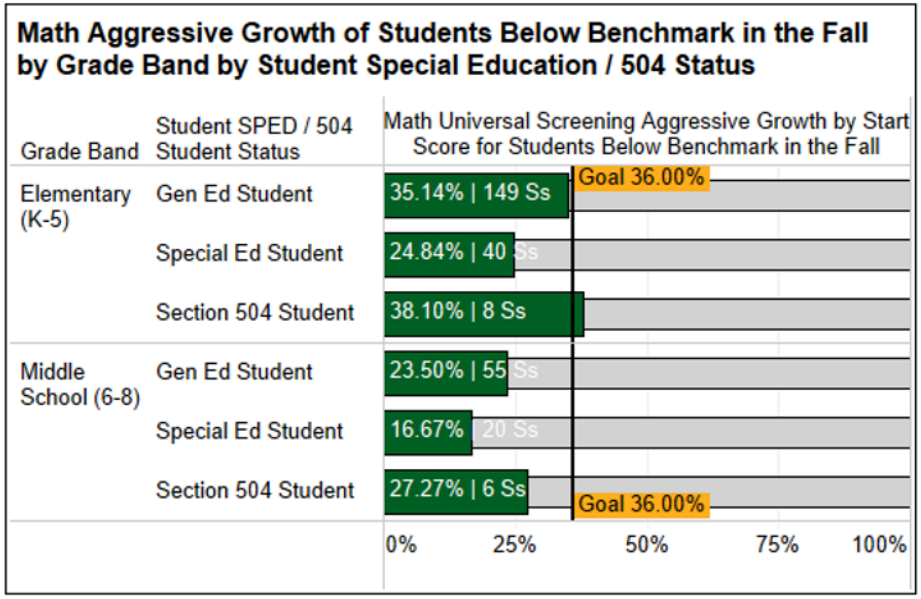
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Race



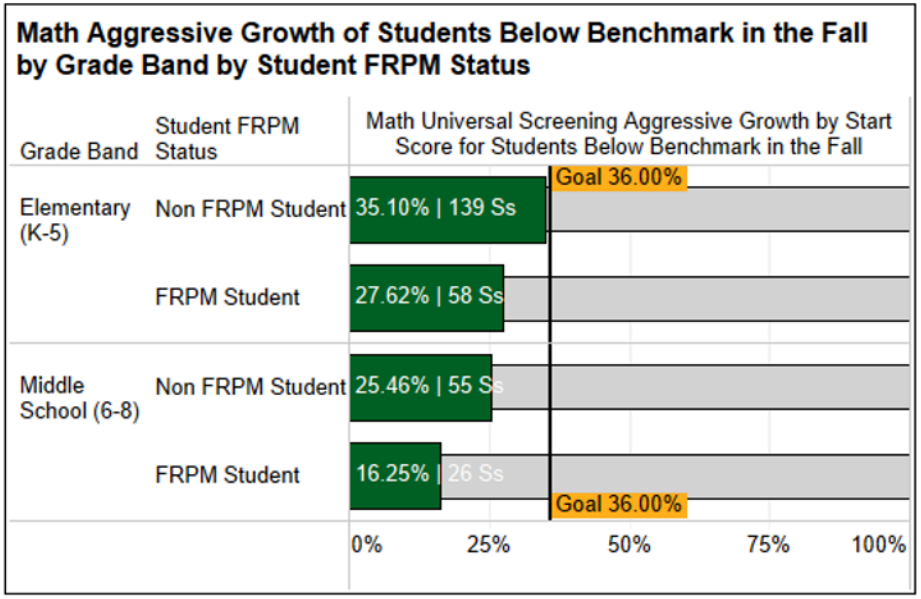
Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student EL Status



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student Special Education / 504 Status



Math Aggressive Growth of Students Below Benchmark in the Fall by Grade Band by Student FRPM Status



Fall to Spring Math Aggressive Growth Level by Start Score

Aggressive Growth | Growth Level Other than Aggressive

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Mathematics - Algebra Completion & Proficiency

Rationale

Successful completion of Algebra by 8th grade is a strong predictor of future success in higher-level mathematics and STEM fields. This goal ensures that Tier 1 math instruction effectively prepares students for rigorous secondary mathematics, promoting equitable access to advanced coursework and fostering foundational algebraic understanding for all students.

Data Elements

- Final course grades in Algebra (specifically 'B' or better) for 8th-grade students.
- Student enrollment data for Algebra courses in 8th grade
- Student demographic data for subgroup analysis

2025-2027 Goals

By Spring 2027 school year the percentage of 8th-grade students successfully completing Algebra with a letter grade of 'B' or better shall increase by **percentage points** from a Spring 2025 baseline of **80.24%** to **83%**. This improvement will be monitored for equitable outcomes across all student subgroups.

Math Data Metrics - Algebra Completion & Proficiency Goal Progress

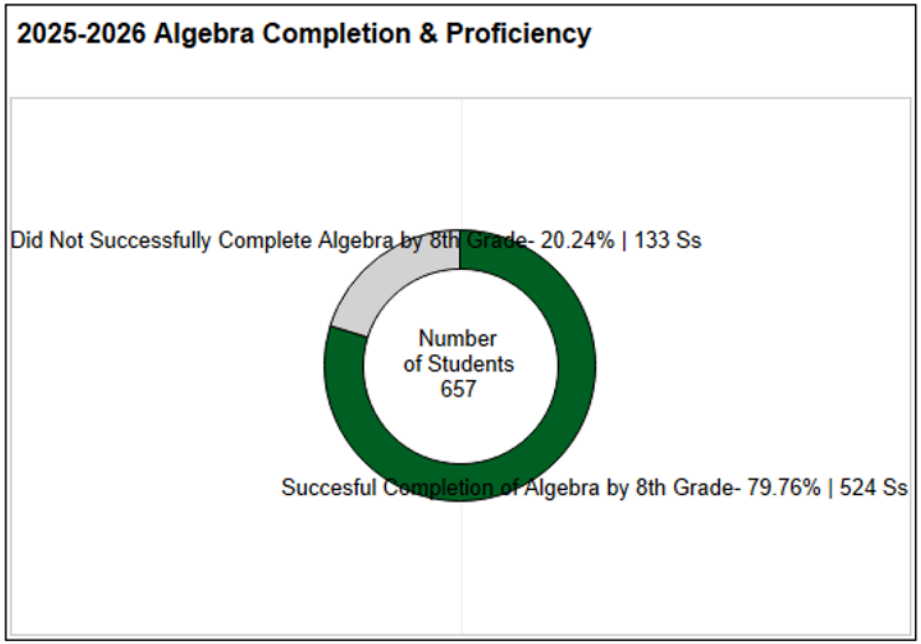
2025-2027 Goals

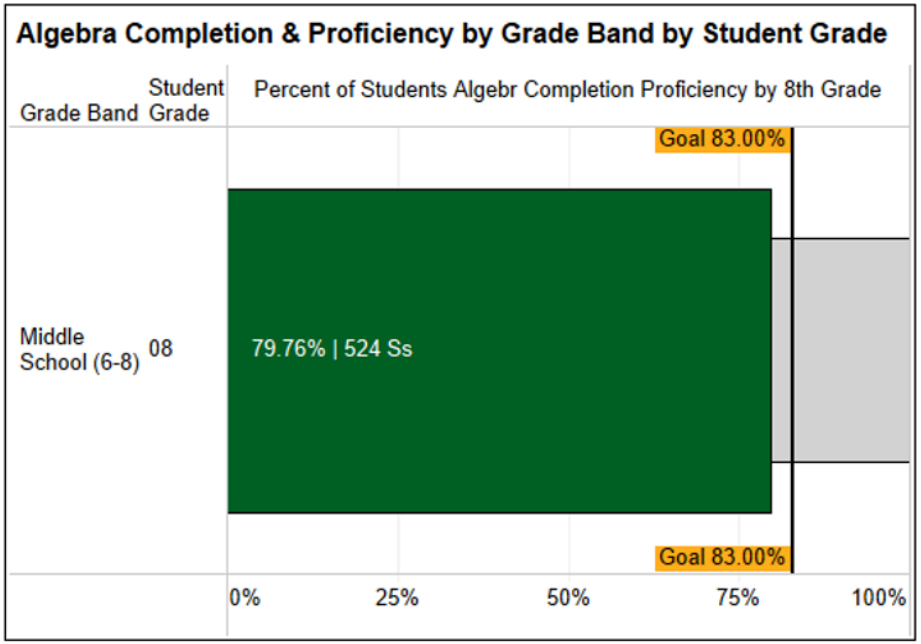
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Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Overall Proficiency	83%			80.24%			79.76%	-0.48%	Proficiency Decline

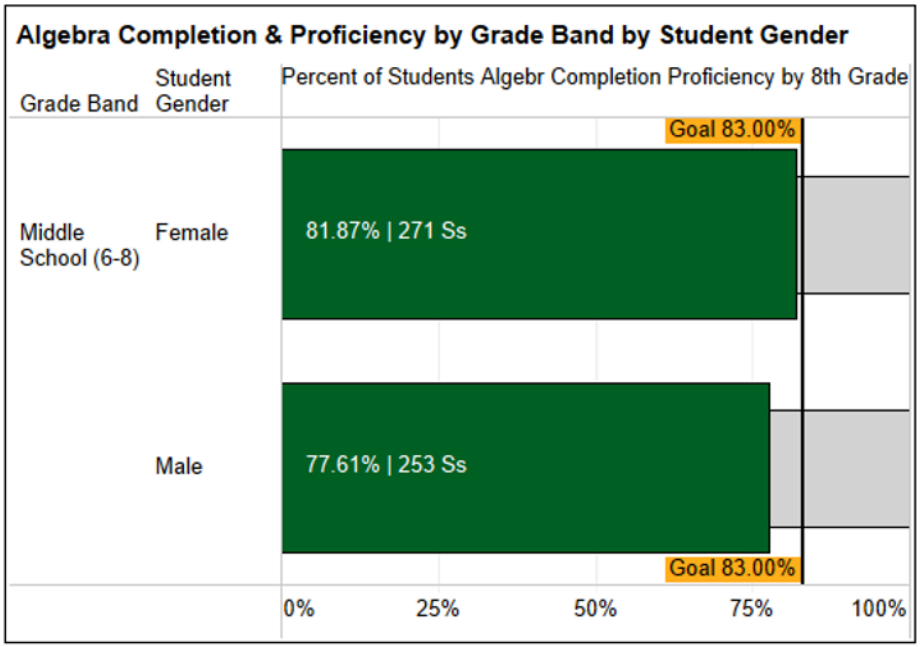
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Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs





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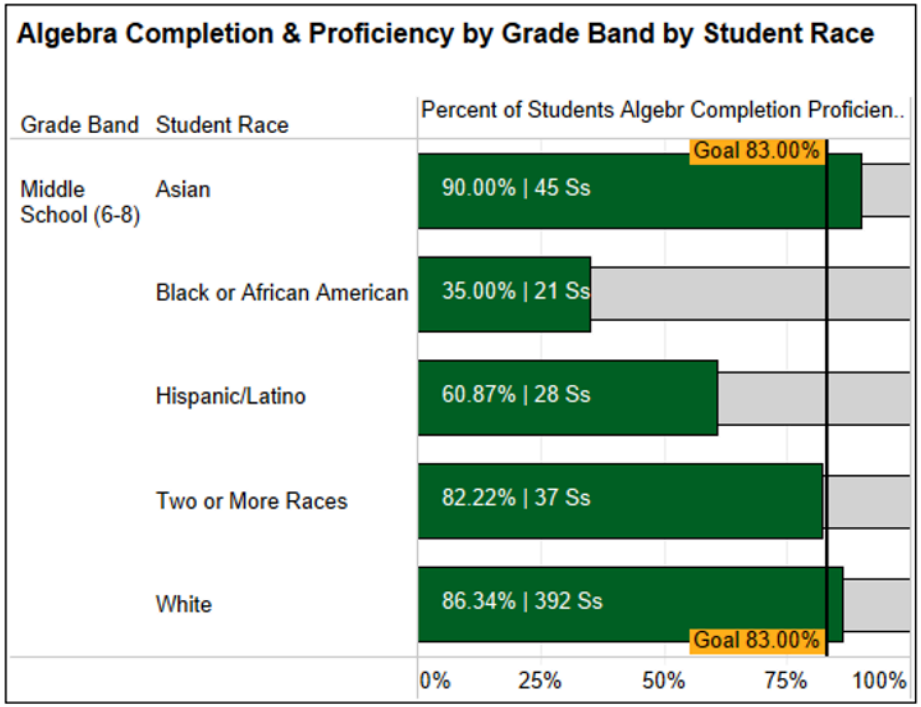


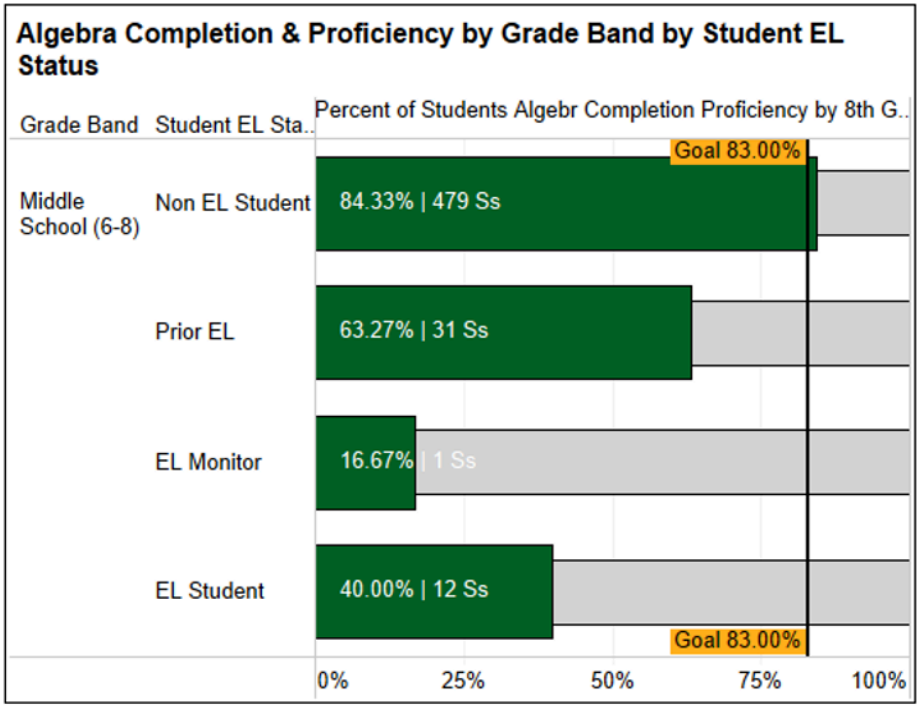
Algebra Completion Status

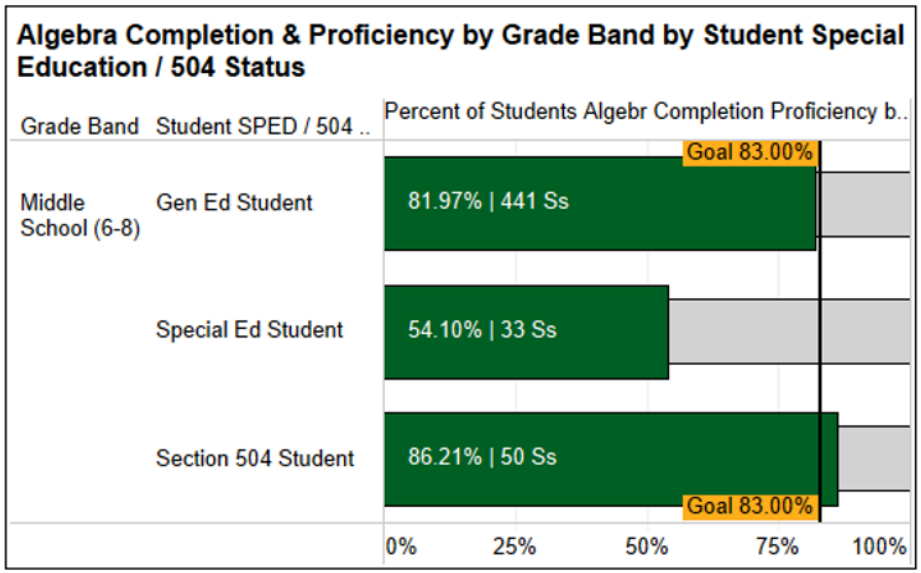
Succesful Completion of Algebra by 8th Grade Did Not Successfully Complete Algebra by 8th Grade

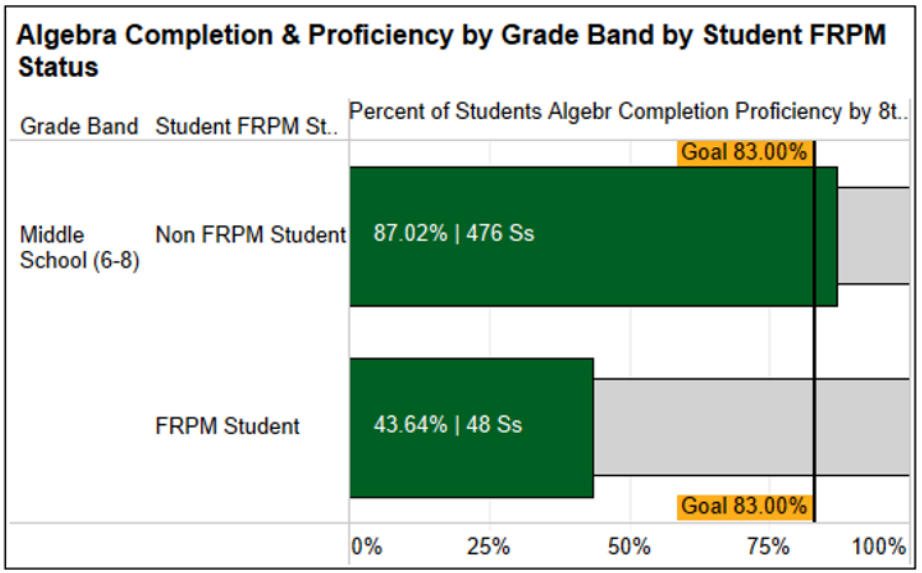
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Math Data Metrics - Algebra Completion & Proficiency Charts and Graphs Cont.









Algebra Completion Status

Succesful Completion of Algebra by 8th Grade Did Not Successfully Complete Algebra by 8th Grade

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Science

Science - Statewide Assessment Proficiency

Rationale

Performance on statewide science assessments provides an external validation of the effectiveness of Tier 1 science instruction and its alignment with state standards. These assessments are a critical measure for ensuring that all students are developing the knowledge and skills necessary for future science learning, while also helping the district identify and address systemic disparities in achievement across student groups. It is important to note that the statewide transition to a new science assessment this year resulted in a significant drop in scores, both locally and across Minnesota. Such decreases are a common occurrence when new standards are introduced and assessed for the first time, as instruction and curriculum adjust to the revised expectations. Over time, as teaching practices and student learning align more closely with the updated standards, performance is expected to stabilize and improve.

Data Elements

- MCA Science assessment scores (Grades 5, 8, HS Students taking Biology).
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 school year, the percentage of students in grades 5, 8, and EHS Biology demonstrating proficiency on the Minnesota Comprehensive Assessments (MCA) Science assessment shall increase by 10 percentage points from 47% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

Science Data Metrics Charts and Goal Progress

2025-2027 Goals

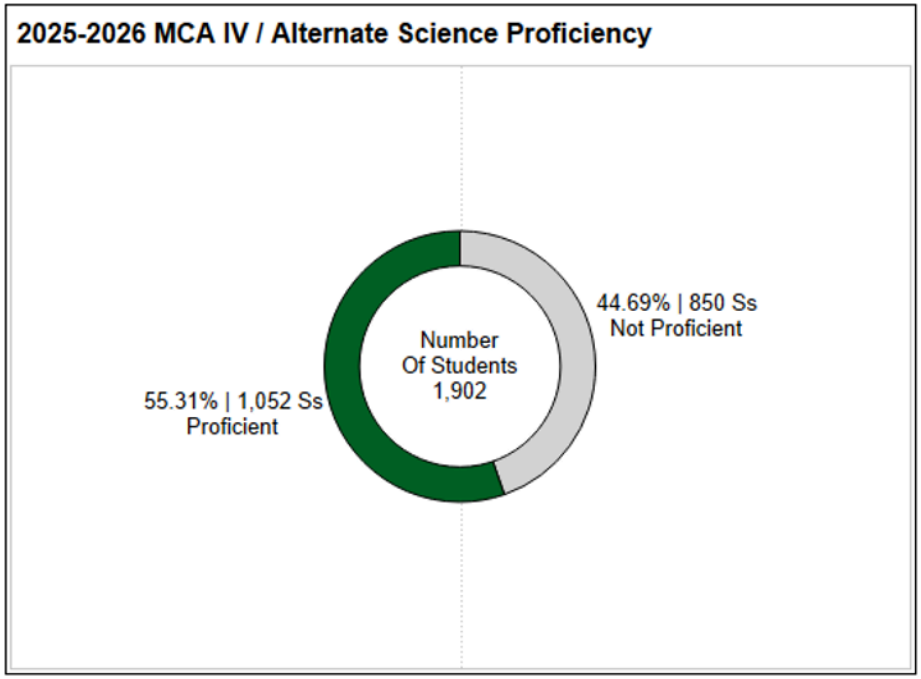
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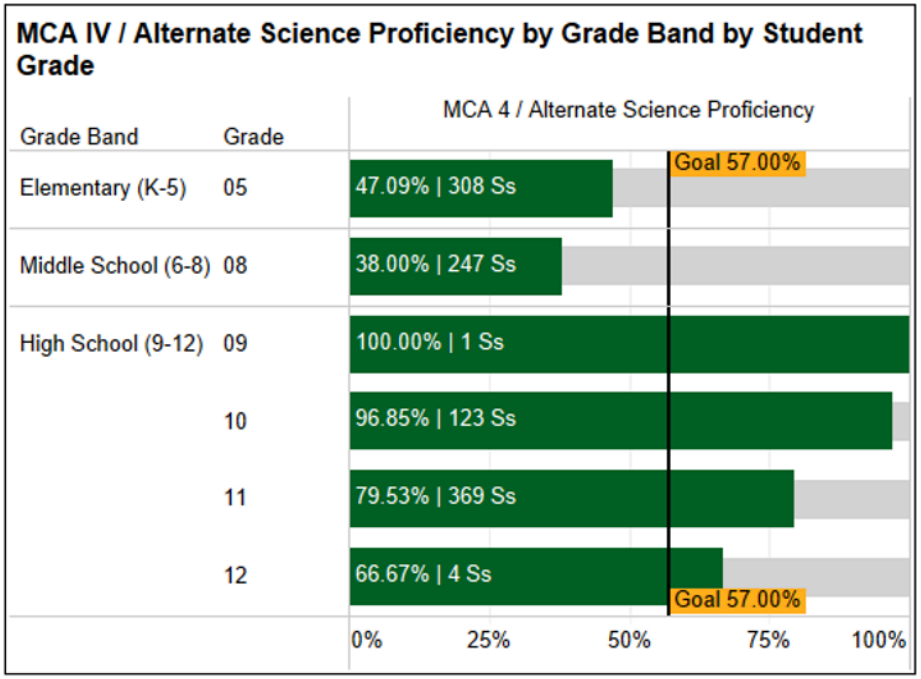
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Overall Proficiency	57%			46.76%			55.31%	8.55%	Proficiency Growth
Proficiency Gap (Race K-5) *Black or African American	57%	40.22%	12.00%	28.22%	47.09%	15.91%	31.18%	2.96%	Gap Not Reduced
Proficiency Gap (Race K-5) *Hispanic / Latino	57%	40.22%	31.37%	8.85%	47.09%	29.63%	17.46%	8.61%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Black or African American	57%	36.87%	10.53%	26.34%	38.00%	4.76%	33.24%	6.90%	Gap Not Reduced
Proficiency Gap (Race 6-8) *Hispanic / Latino	57%	36.87%	21.15%	15.72%	38.00%	20.83%	17.17%	1.45%	Gap Not Reduced
Proficiency Gap (Race Biology Students) *Black or African American	57%	66.79%	34.78%	32.01%	83.11%	53.57%	29.54%	-2.47%	Gap Reduced
Proficiency Gap (Race Biology Students) *Hispanic / Latino	57%	66.79%	46.34%	20.45%	83.11%	58.14%	24.97%	4.52%	Gap Not Reduced

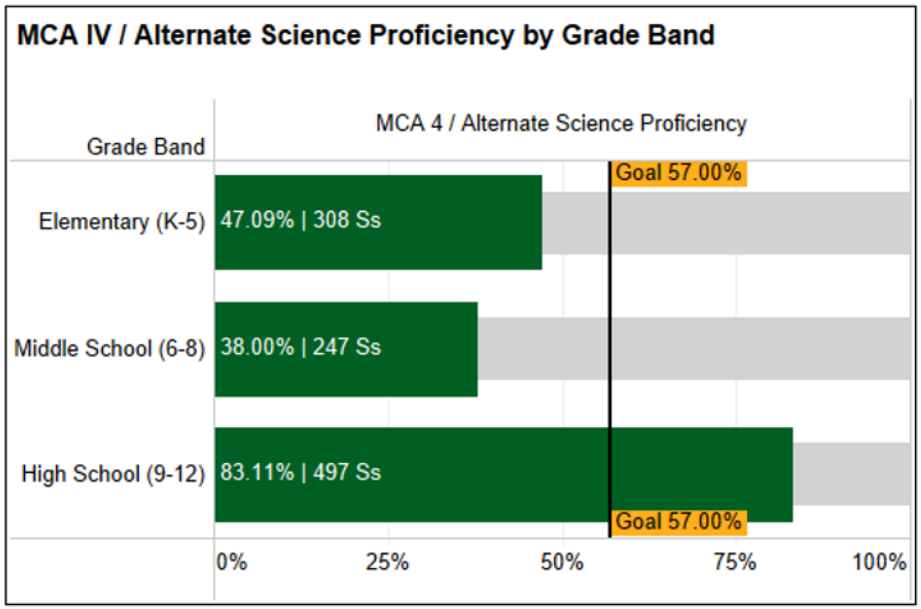
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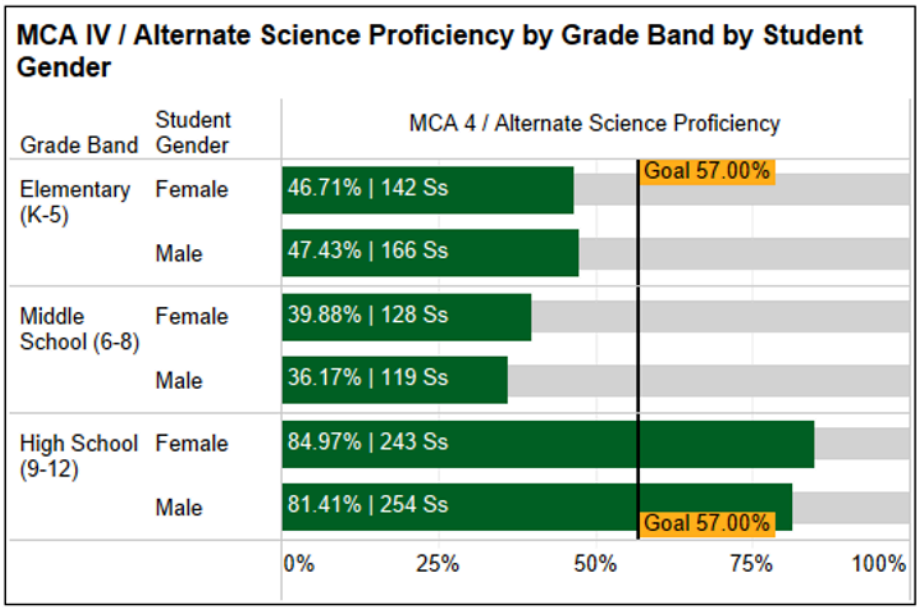
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Science Data Metrics Charts and Graphs







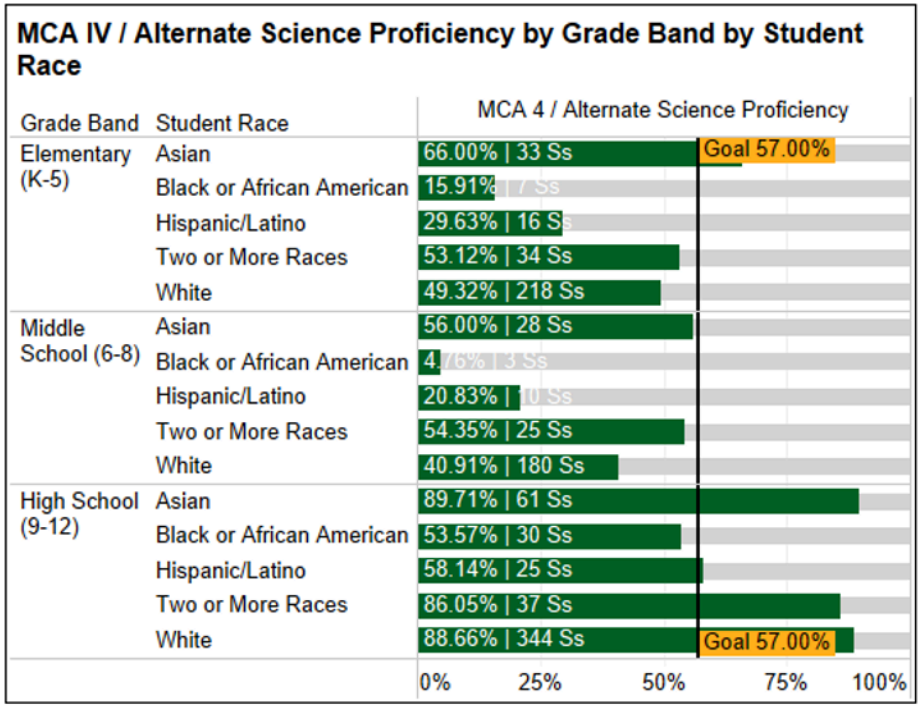


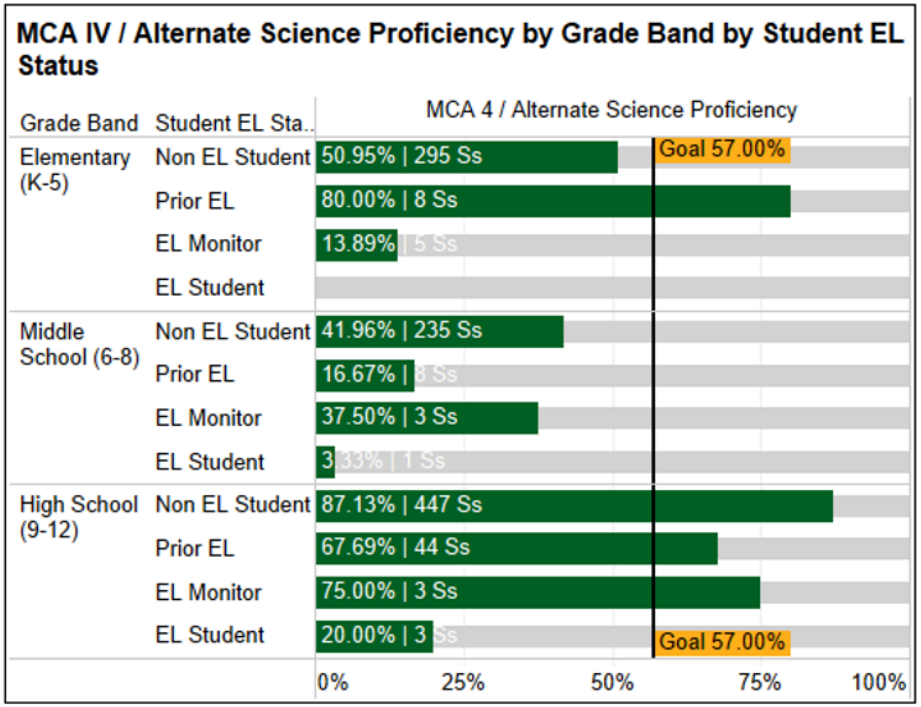
MCA IV / Alternate Science Proficiency

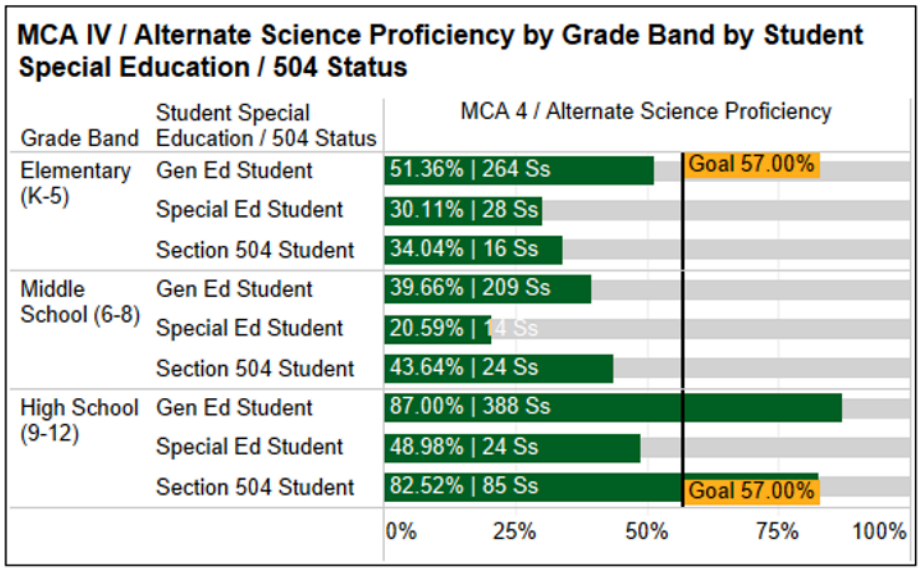
Proficient Not Proficient

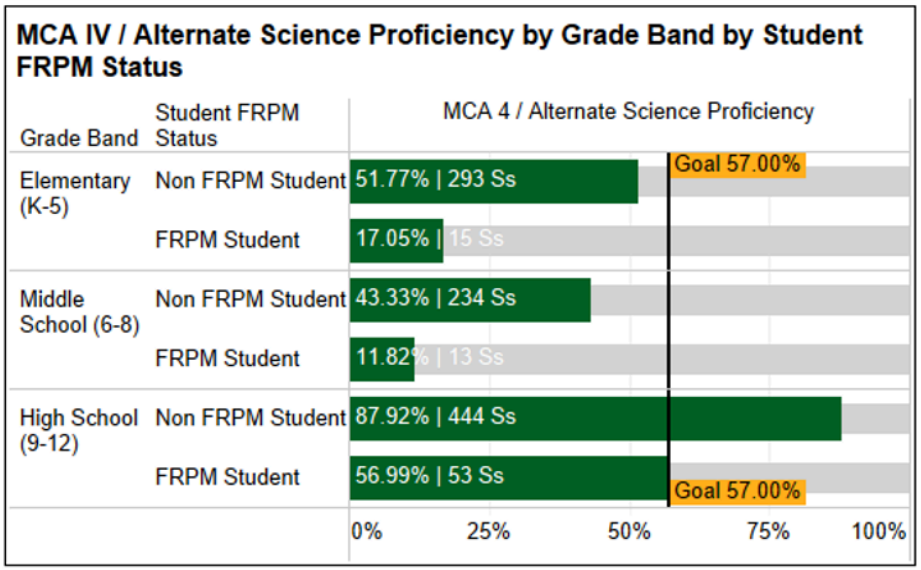
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Science Data Metrics Charts and Graphs Cont.









MCA IV / Alternate Science Proficiency
Proficient
Not Proficient

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Social Emotional Learning (SEL)

Social Emotional Learning (SEL): Supporting Whole-Child Development

Rationale

Social and Emotional Learning is essential for student well-being, engagement, and academic success. Measuring SEL shows how students are building skills like self-awareness, self-management, and relationship-building, ensuring they are supported both academically and emotionally. Students with strong SEL skills are more resilient, adaptable, and able to form healthy relationships.

Data Elements

- Panorama Survey

2025-2027 Goals

By the Spring of 2027, the percentage of 3-12 students reporting growth in the Panorama competencies engagement and belonging will increase by 3 percentage points from the spring 2025 baseline:

- Grades 3-5 engagement will increase from 60% to 63%
- Grades 3-5 belonging will increase from 76% to 79%
- Grades 6-12 engagement will increase from 29% to 32%
- Grades 6-12 belonging will increase from 59% to 62%

Concurrently, all student subgroups are expected to demonstrate an increase of at least 1.5 percentage points.

Social Emotional Learning (SEL): Supporting Whole-Child Development Goal Progress

2025-2027 Goals

By the Spring of 2027, the percentage of 3-12 students reporting growth in the Panorama competencies engagement and belonging will increase by 3 percentage points from the spring 2025 baseline:

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*Grades 6-12 belonging will increase from 59% to 62%

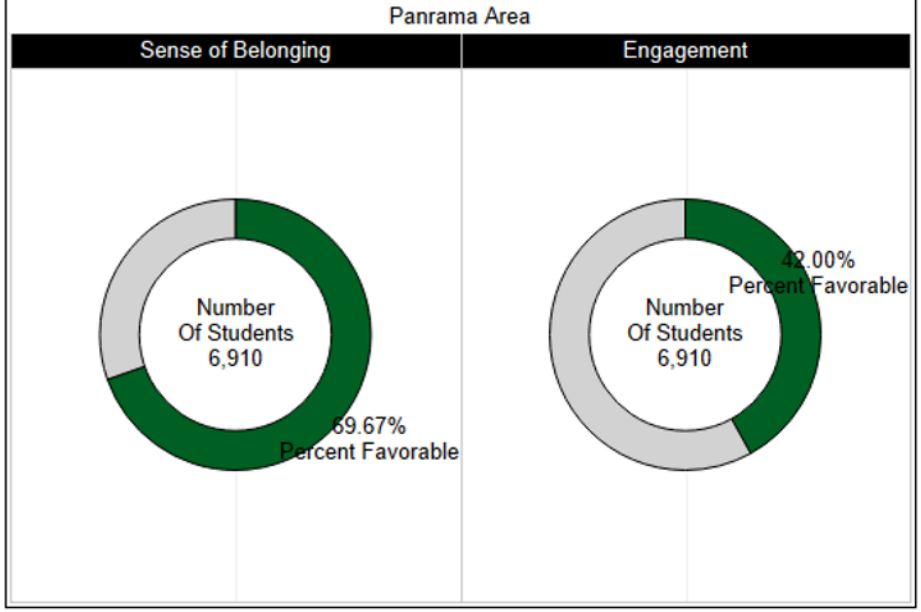
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Goal Component	Goal	GradeBand Prof	Component Prof	2024-25 Baseline	GradeBand Prof	Component Prof	2025-26 Result	Change from LY	Status
Sense of Belonging									
Overall Proficiency (Elementary 3-5)	79%			76.33%			75.00%	-1.33%	Negative Growth
Overall Proficiency (Secondary 6-12)	62%			64.67%			67.00%	2.33%	Goal Met
Engagement									
Overall Proficiency (Elementary 3-5)	63%			59.67%			58.00%	-1.67%	Negative Growth
Overall Proficiency (Secondary 6-12)	32%			32.67%			34.00%	1.33%	Goal Met

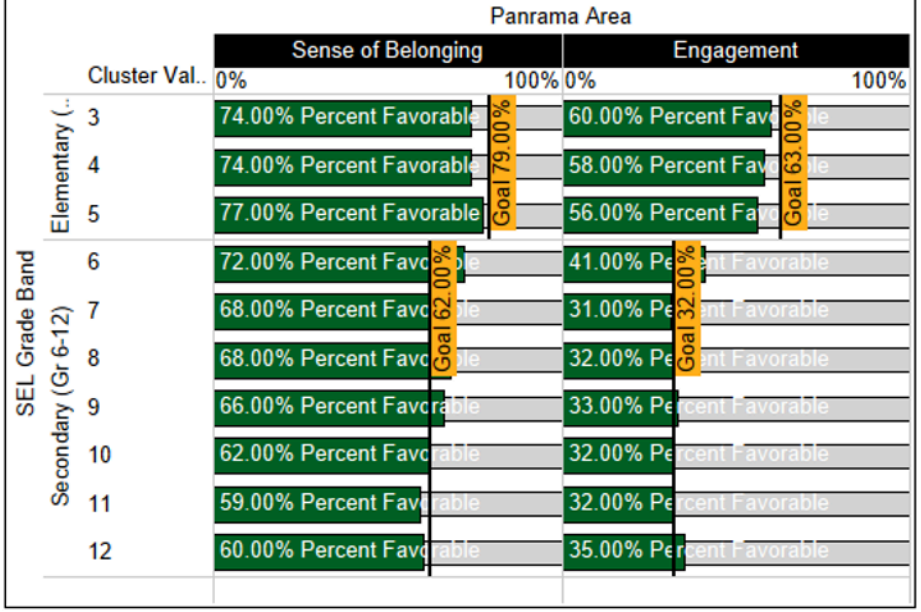
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Social Emotional Learning (SEL): Supporting Whole-Child Development Charts and Graphs 3-12

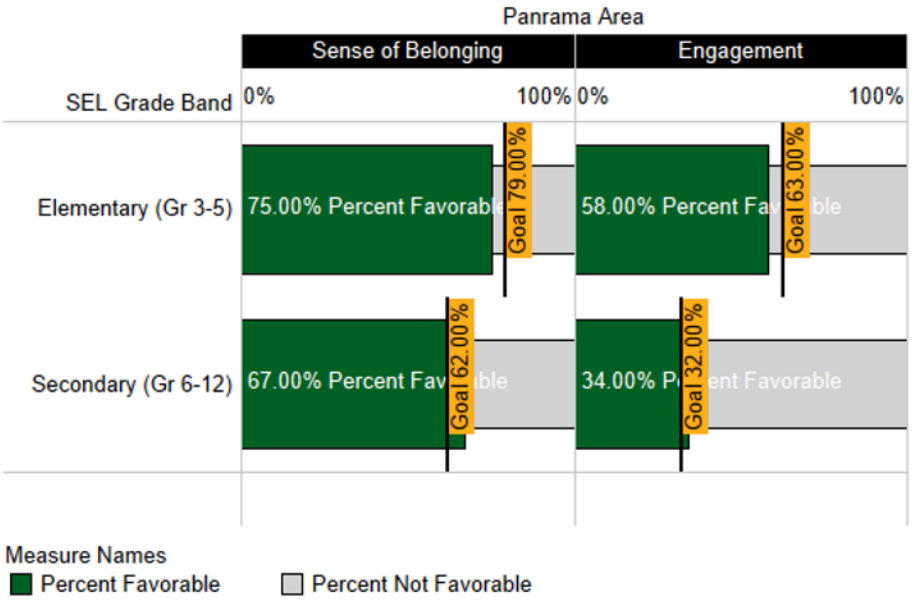
2025-2026 Social Emotional Learning (SEL): Supporting Whole-Child Development



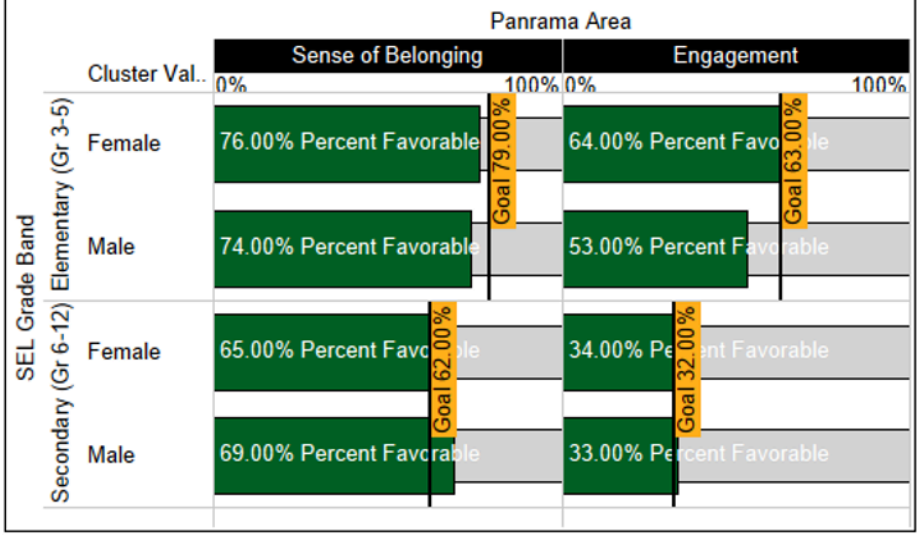
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Grade



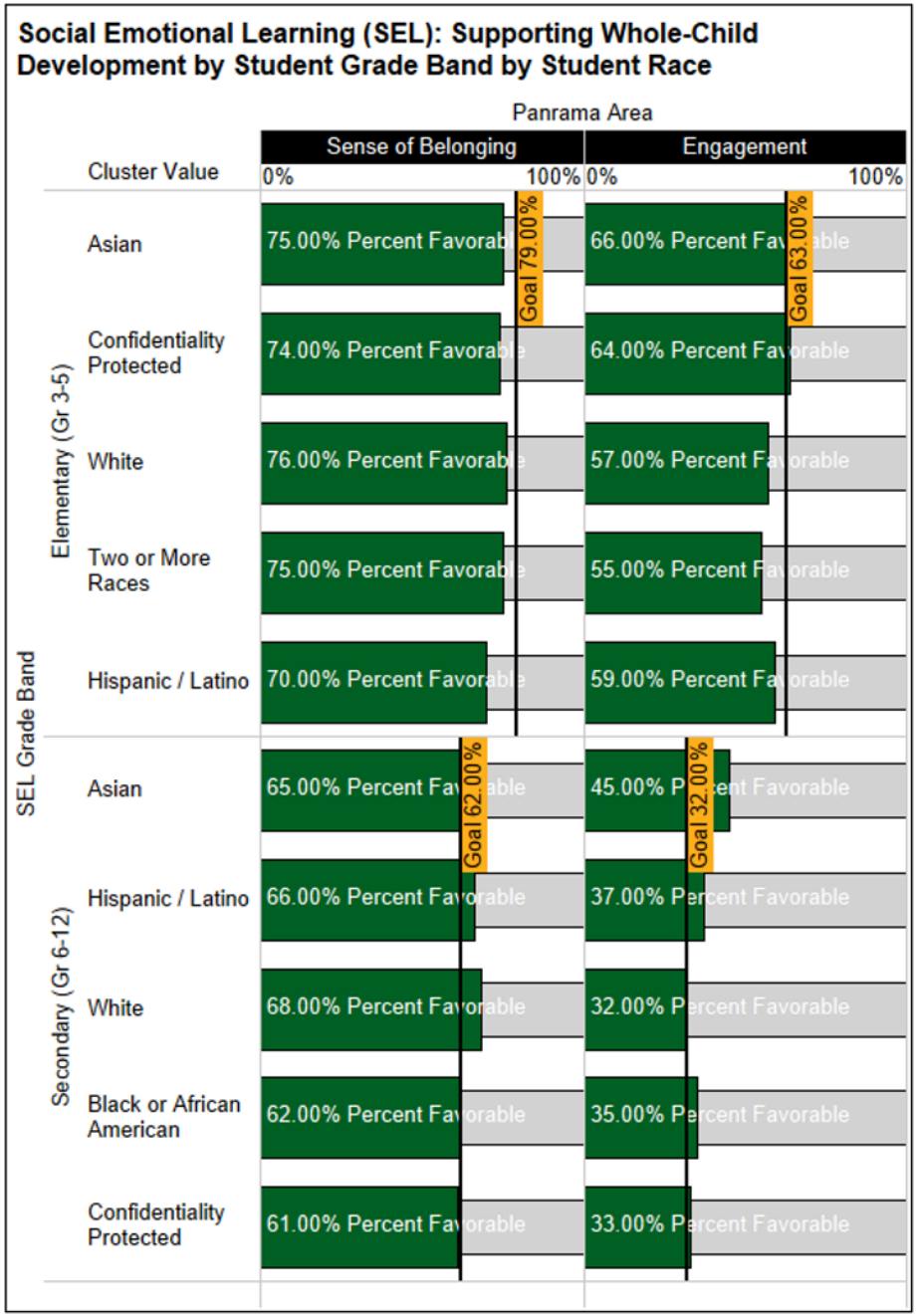
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band

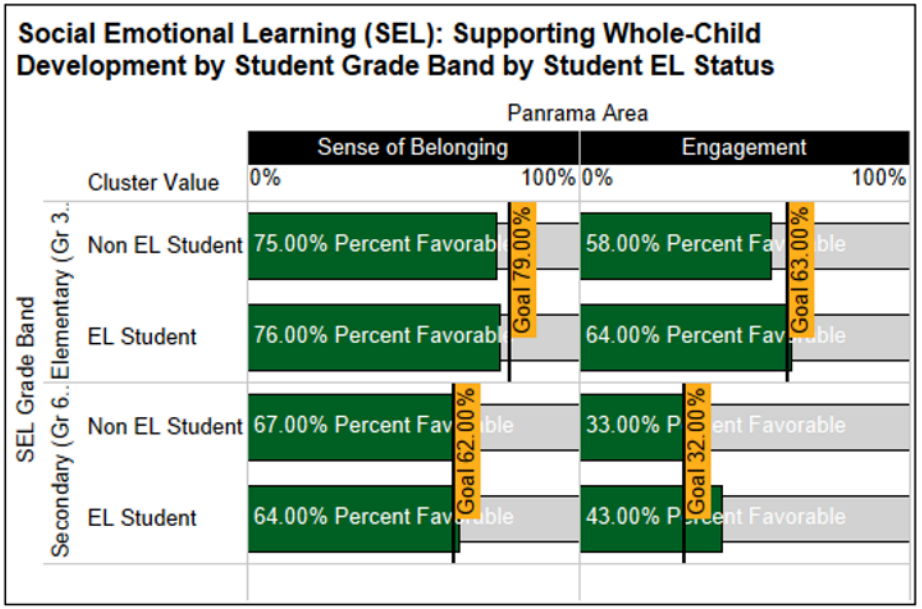


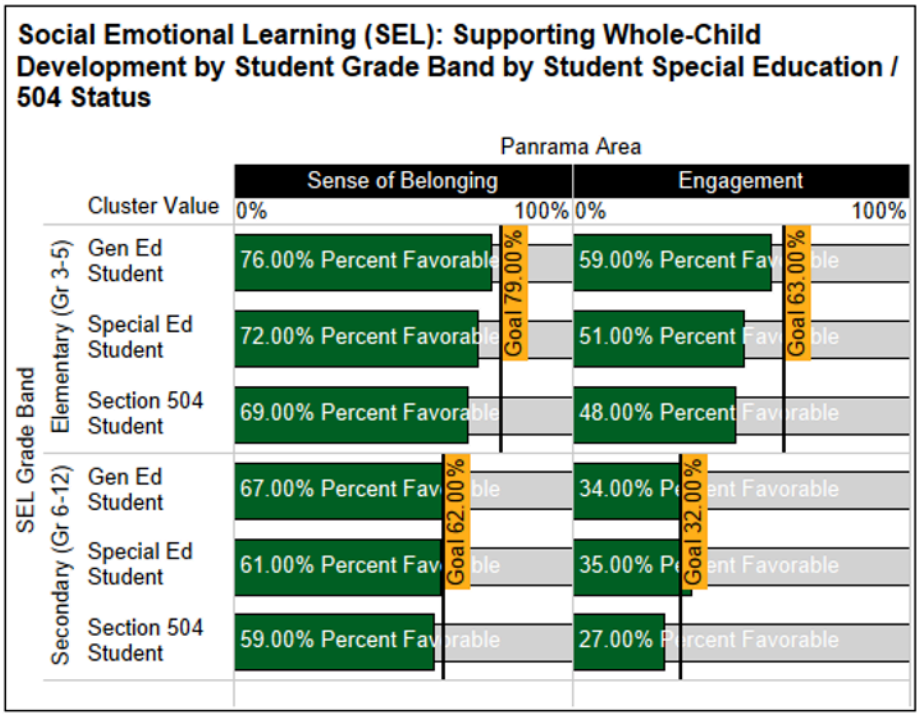
Social Emotional Learning (SEL): Supporting Whole-Child Development by Student Grade Band by Student Gender



Social Emotional Learning (SEL): Supporting Whole-Child Development Charts and Graphs 3-12 Cont.







SEL: Participation in Extra Curricular and/or Co-Curricular Activities

Rationale
Involvement in extracurricular and co-curricular activities further strengthens belonging and connection by providing opportunities to engage with peers and trusted adults in the Edina community. Extracurricular activities extend beyond the classroom based on student interests, while co-curricular activities are directly connected to and reinforce academic learning.

Data Elements
- Program participation data from Edina High School and Edina Community Education.
- Student demographic data for subgroup analysis.

2025-2027 Goals
By the Spring 2027 school year the percentage of students in grades 6-12 who participate in at least one cocurricular or extracurricular activity shall increase by 5 percentage points from 53% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

Students Participating in Co / Extra Curricular Activities Goal Progress

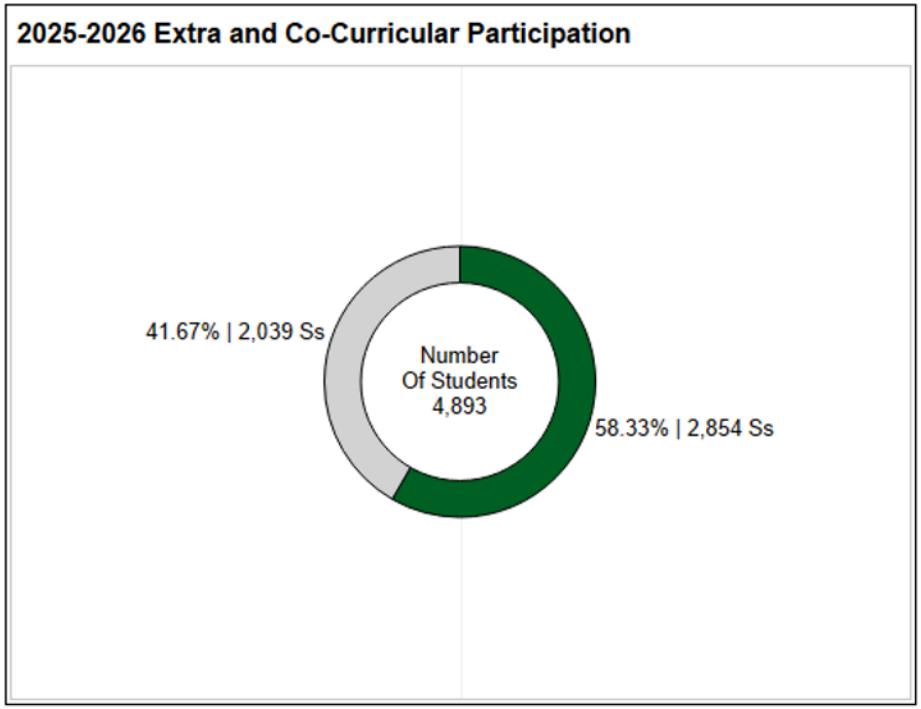
2025-2027 Goals

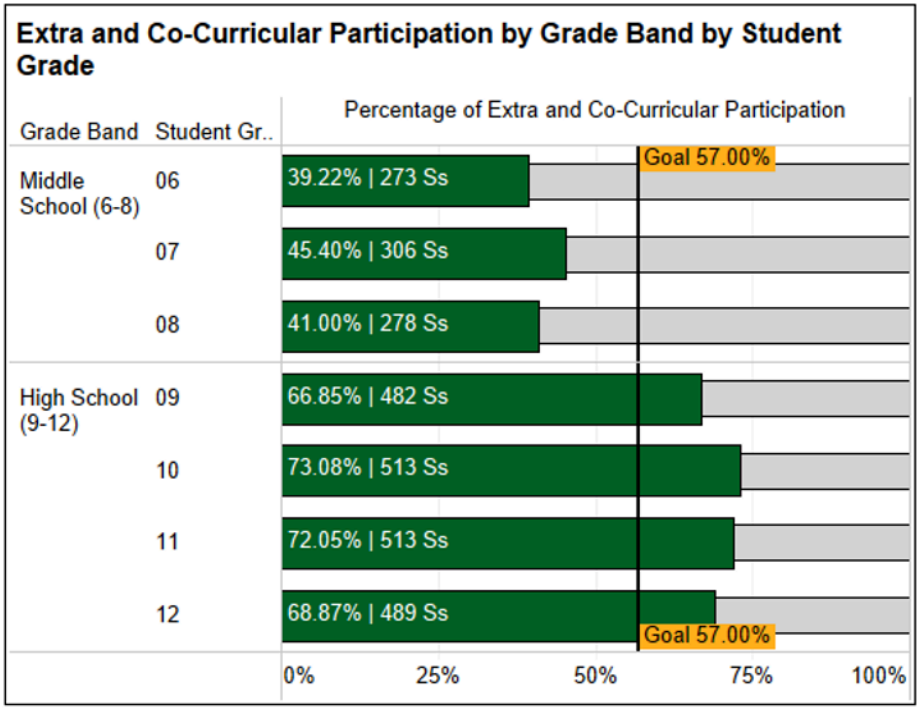
By the Spring 2027 school year the percentage of students in grades 6-12 who participate in at least one cocurricular or extracurricular activity shall increase by 5 percentage points from 53% to 57%. This improvement will be monitored for equitable outcomes across all student subgroups.

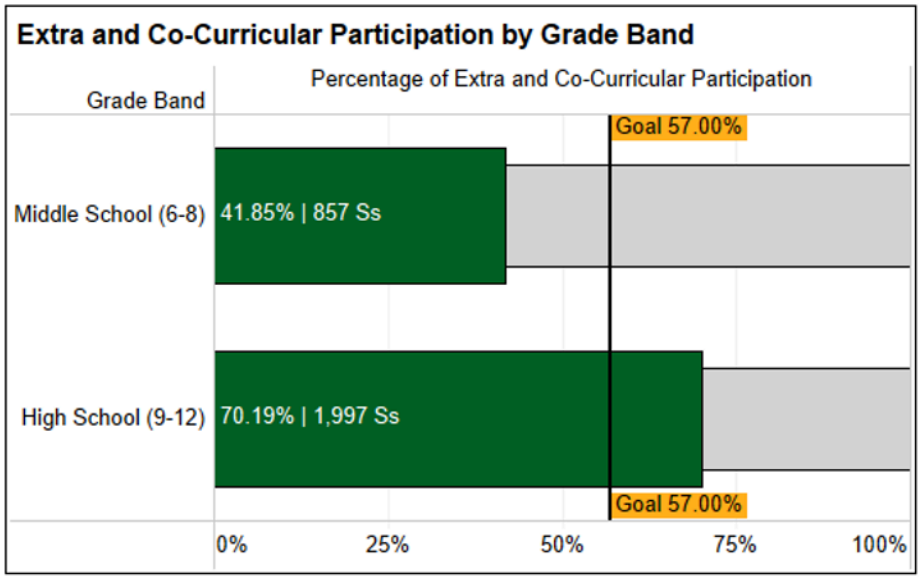
Goal Component	Goal	GradeBand Prof	Component Prof	2024-25 Baseline	GradeBand Prof	Component Prof	2025-26 Result	Change from LY	Status
Participation in Extra and Co-Curricular Middle School (6-8)	57%			34.06%			41.85%	7.79%	Positive Growth
Participation in Extra and Co-Curricular High School (9-12)	57%			66.62%			70.19%	3.57%	Goal Met

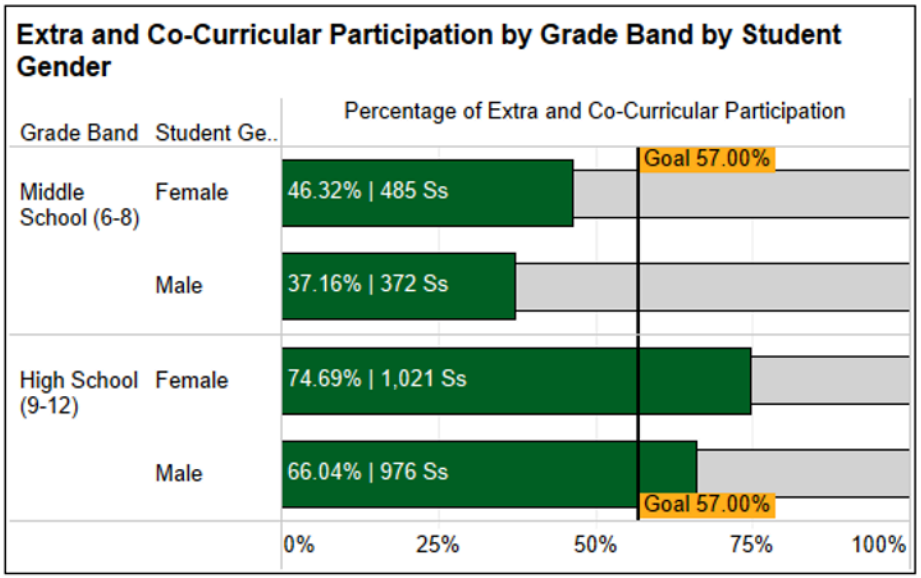
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

Students Participating in Co / Extra Curricular Activities Charts and Graphs





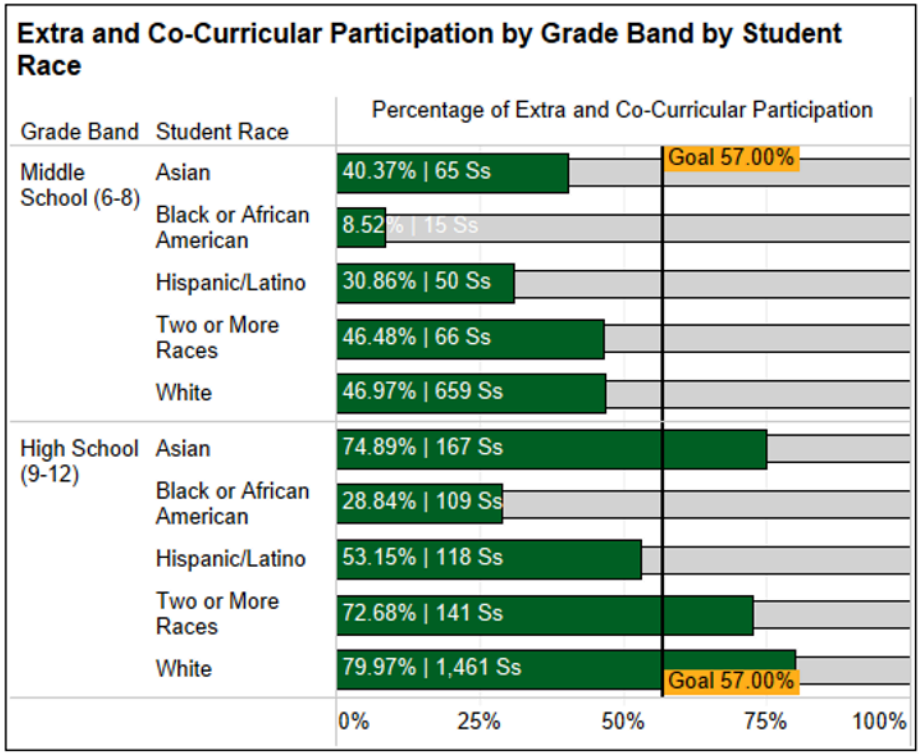


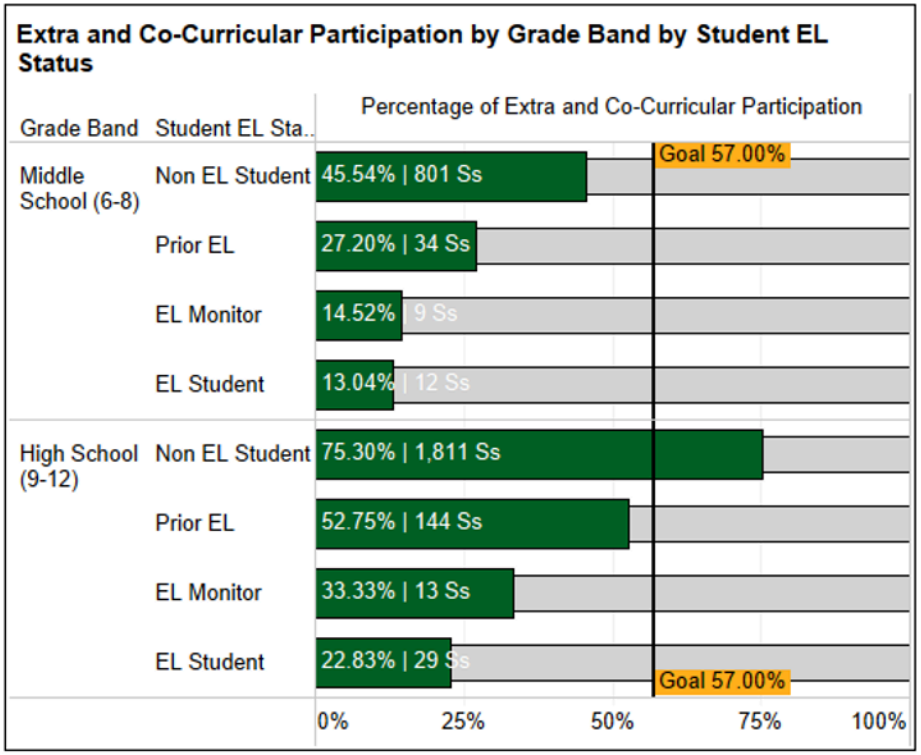


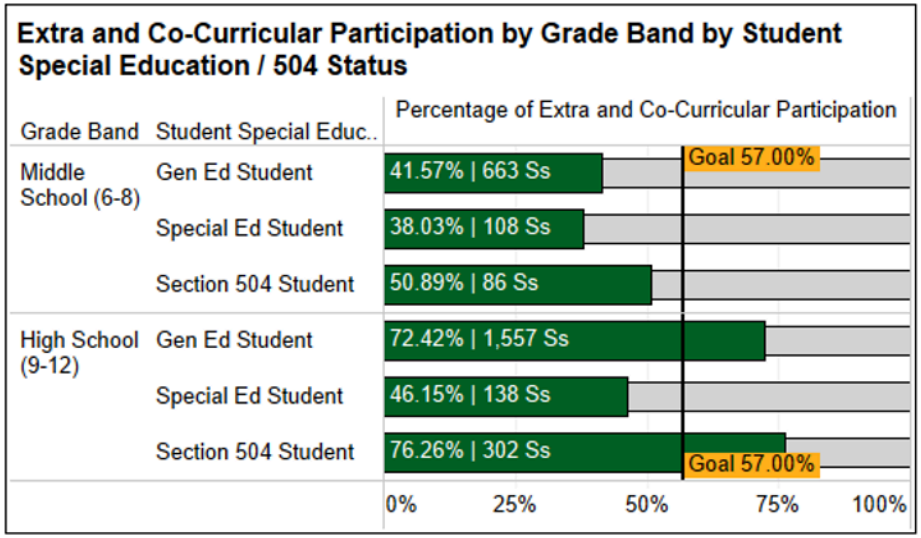
Extra / Co-Curricular Participation Status
Participating In Extra / Co-Curricular
Not Participating In Extra / Co-Curricular

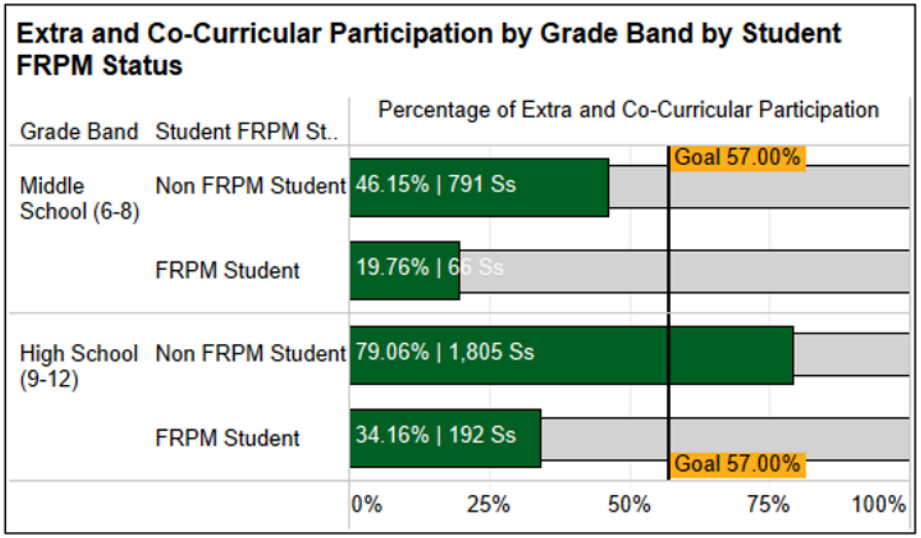
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Students Participating in Co / Extra Curricular Activities Charts and Graphs Cont.









Extra / Co-Curricular Participation Status

Participating In Extra / Co-Curricular Not Participating In Extra / Co-Curricular

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Acceleration and Advanced Classes Within the Talent Development Framework

Rationale
Measuring the growth and mastery of students in Talent Development and advanced coursework ensures the district is effectively nurturing the abilities of high-potential learners. Accelerated and advanced courses provide rigorous, fast-paced, or in-depth learning experiences that prepare students for future academic success, including college-level expectations within the Edina Talent Development Framework. These opportunities are essential for challenging students who demonstrate advanced reasoning skills, while also ensuring equitable access and support so that each and every learner can discover their possibilities and thrive. Tracking participation and success in these courses helps the district evaluate both the effectiveness of programming and the extent to which students are being supported to reach their optimal growth.

In tracking participation it is important to recognize that participation rates will naturally differ across grade levels. At the elementary level, students are still undergoing significant developmental changes, and the entire Talent Development Framework is intentionally used to explore the best instructional matches for each learner. Because of this, participation numbers at this stage are and should be lower. When this foundation is implemented thoughtfully, students gain the confidence, skills, and awareness of their strengths that prepare them for more formalized acceleration. As students move into middle school and high school, where they begin to self-select into advanced and accelerated courses, participation rates increase. This progression demonstrates the effectiveness of elementary programming.

Data Elements
- End-of-the year ELA grade (4-12) for students in Accelerated and/or Advance ELA Classes.
- End-of-the year Math grades for 3-12 students in Accelerated and/or Advance Math Classes.
- Student participation rates in Talent Development programs.
- Student demographic data.

2025-2027 Goals

Participation Goal
By Spring 2027, Elementary participation in Accelerated classes will remain in the 22 to 25% range with Middle School participation in Accelerated and Advance classes increasing to 55% and High School participation in Accelerated and Advance classes increasing to 60% range.

**This goal will be monitored for equitable outcomes across all student subgroups.*

**This goal will also be reviewed during the 2025-26 review of Elementary Acceleration.*

Performance Goal English Language Arts
By Spring 2027, the percentage of students in advanced ELA courses in grades 4–8 who demonstrate literacy performance success measured by end of the year advanced course grades will increase from 87% to 90%.

Performance Goal Math
By Spring 2027, the percentage of students in advanced math courses in grades 3–8 who demonstrate math performance success measured by end of the year advanced course grades will increase from 90% to 93%.

***Note:** Due to building-level variations in how accelerated courses (talent development groups) were rostered in the student information system during the 2025–2026 school year, reported elementary participation rates (15.17%) reflect data capturing irregularities rather than a reduction in student services. Core classroom direct instruction through accelerated classroom (including 3rd and 4th grade advanced math) occurred across all elementary sites, but differed in local building course coding. The district's current Elementary Acceleration Review is establishing standardized, systemwide rostering protocols to ensure accurate, consistent data reporting across all buildings moving forward.*

TD Participation Goal Update

2025-2027 Goals
Participation Goal
By Spring 2027, Elementary participation in Accelerated classes will remain in the 22 to 25% range with Middle School participation in Accelerated and Advance classes increasing to 55% and High School participation in Accelerated and Advance classes increasing to 60% range.
*This goal will be monitored for equitable outcomes across all student subgroups.
*This goal will also be reviewed during the 2025-26 review of Elementary Acceleration.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Elementary (K-5) *2025-26 Decrease Due to Rostering Irregularities.	25.00%			21.87%			15.17%	-6.70%	Participation Decline
Middle School (6-8)	55.00%			49.46%			50.05%	0.59%	Participation Growth
High School (9-12)	60.00%			55.38%			59.23%	3.88%	Participation Growth

The Change from LY is calculated by the difference of the current period and the previous period. A positive number represents Growth, a negative number represents Decline

TD Participation Goal Update Cont.

2025-2027 Goals
Performance Goal English Language Arts
By Spring 2027, the percentage of students in advanced ELA courses in grades 4–8 who demonstrate literacy performance success measured by end of the year advanced course grades will increase from 87% to 90%.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Elementary (4-5)	90.00%			100.00%			100.00%	0.00%	Goal Met
Middle School (6-8)	90.00%			85.67%			83.04%	-2.63%	Proficiency Decline
High School (9-12)	90.00%			91.88%			90.36%	-1.52%	Goal Met

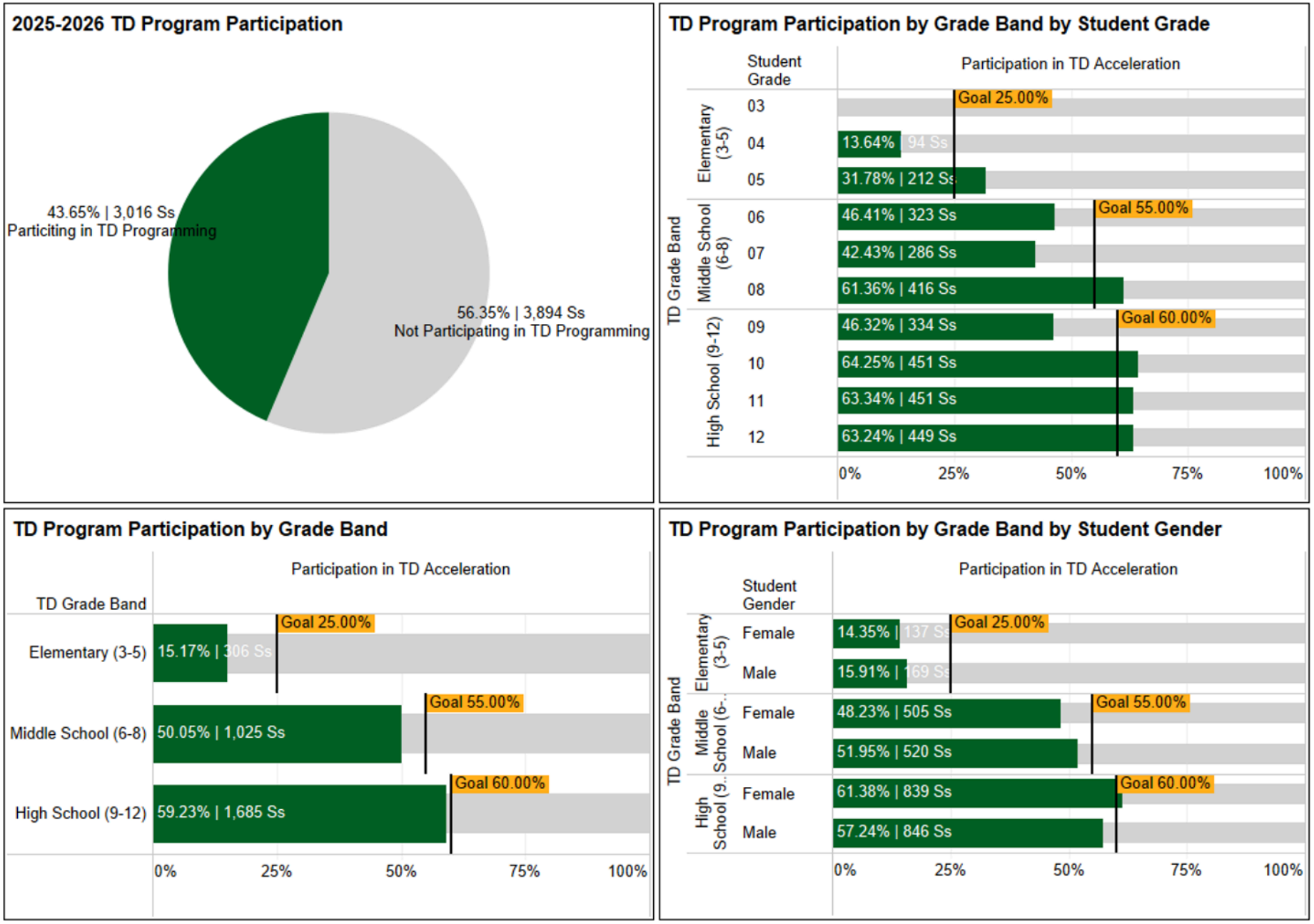
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

2025-2027 Goals
Performance Goal Math
By Spring 2027, the percentage of students in advanced math courses in grades 3–8 who demonstrate math performance success measured by end of the year advanced course grades will increase from 90% to 93%.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Elementary (4-5)	93.00%			100.00%			99.39%	-0.61%	Goal Met
Middle School (6-8)	93.00%			89.62%			85.78%	-3.84%	Proficiency Decline
High School (9-12)	93.00%			70.96%			74.59%	3.63%	Proficiency Growth

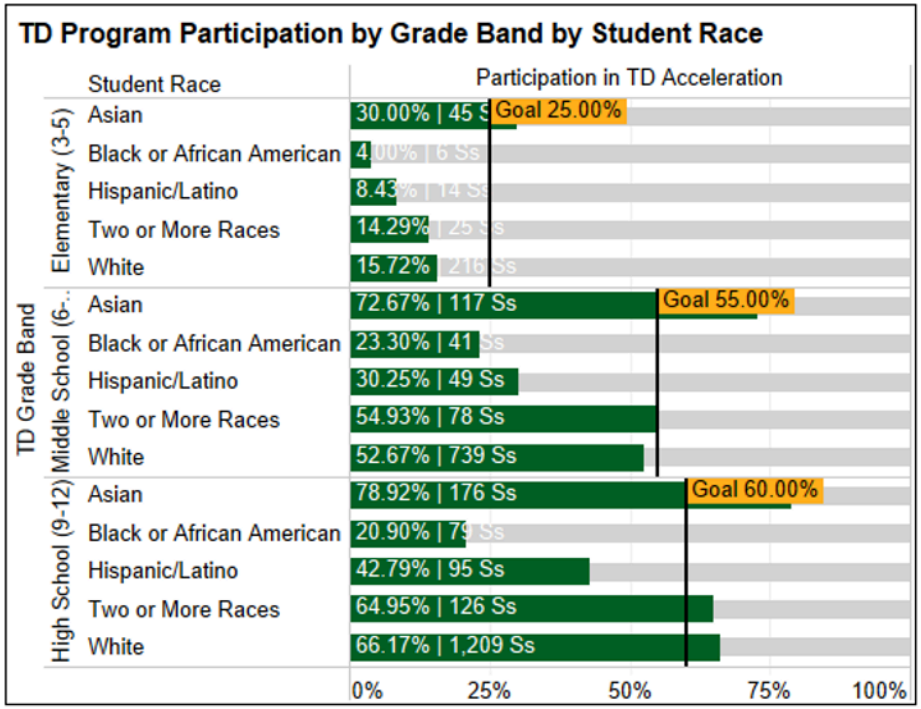
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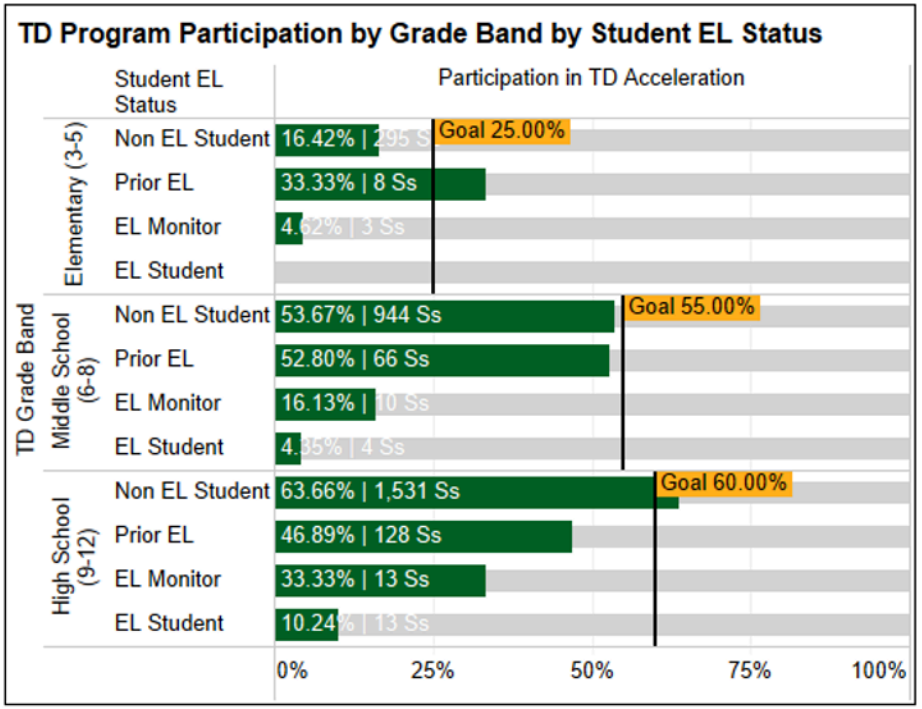
TD Participation: **2025-26 Elementary Data Reflects Rostering Irregularities*

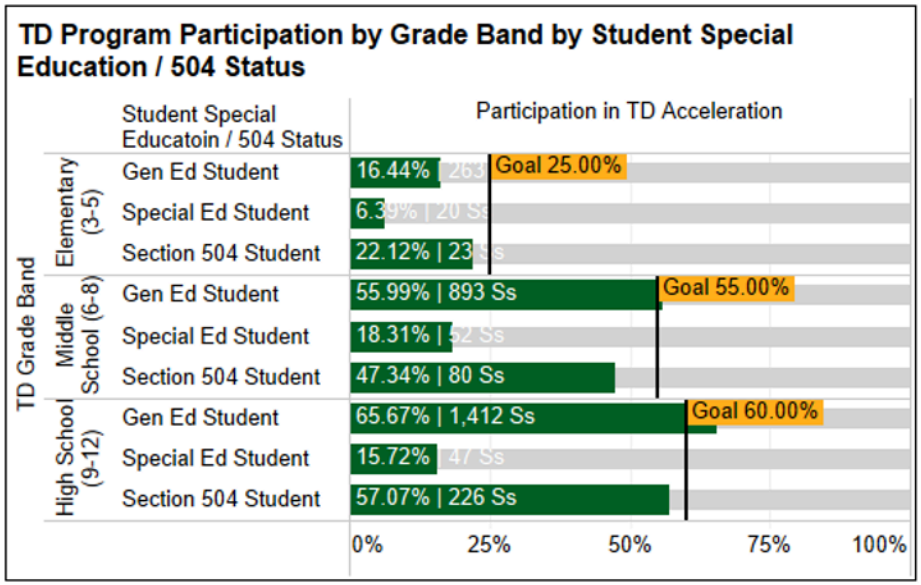


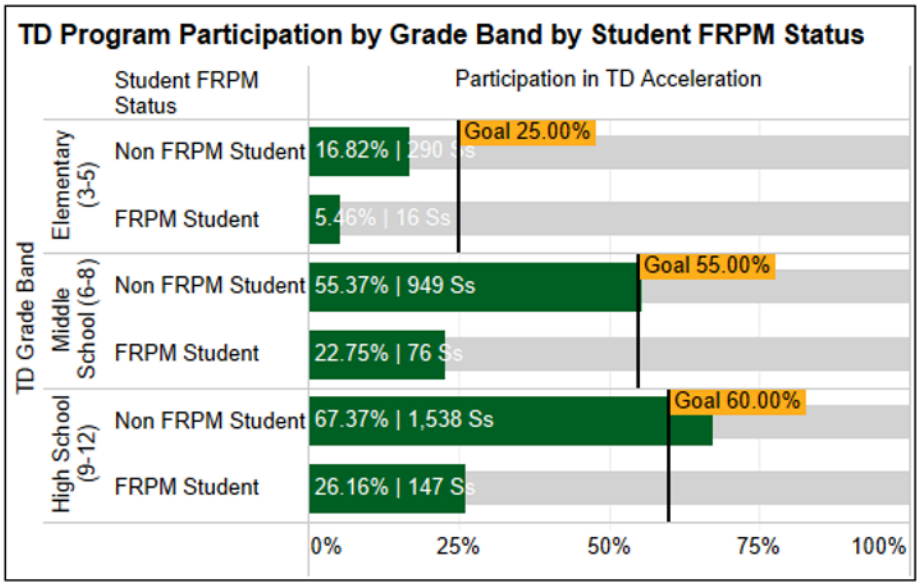
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

TD Participation Cont. **2025-26 Elementary Data Reflects Rostering Irregularities and is Inaccurate*







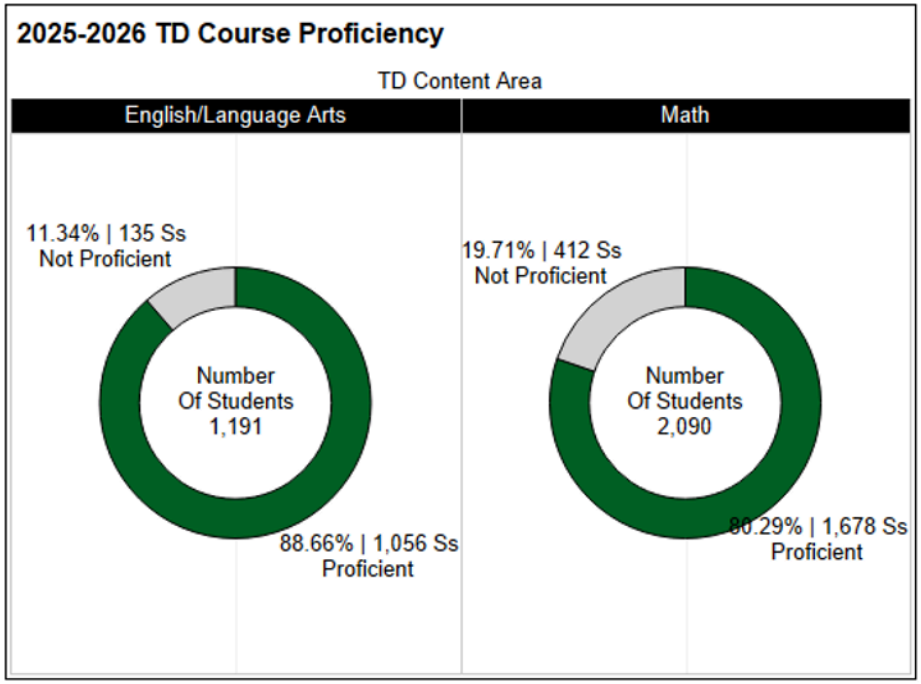


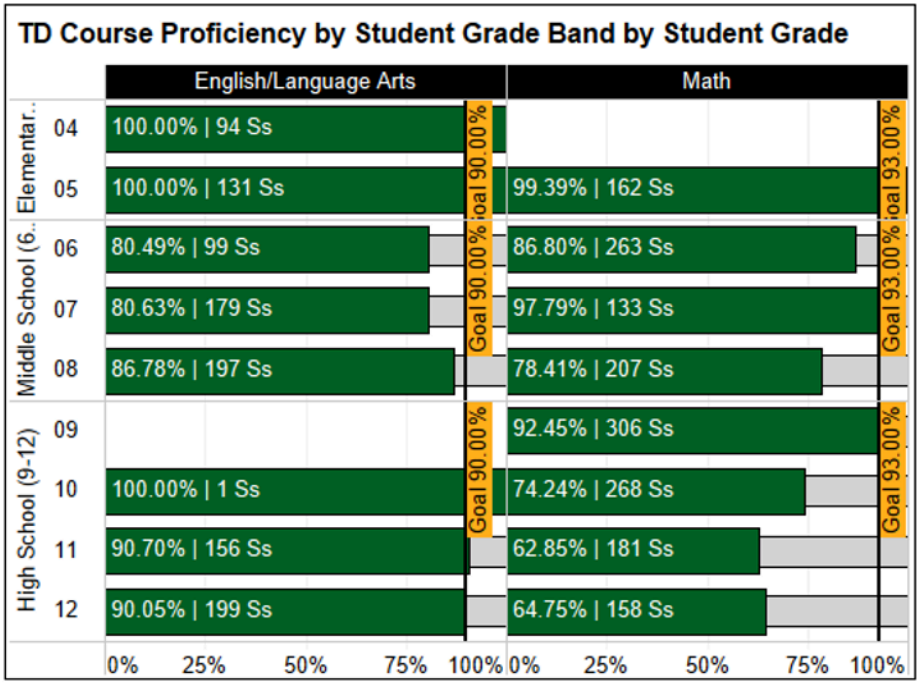
TD Course Participation

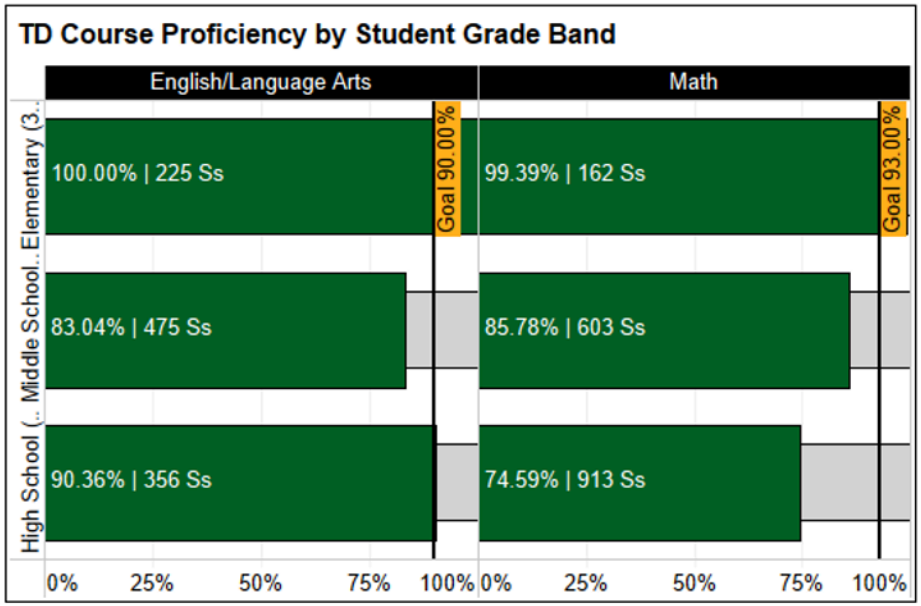
Particiting in TD Programming Not Participating in TD Programming

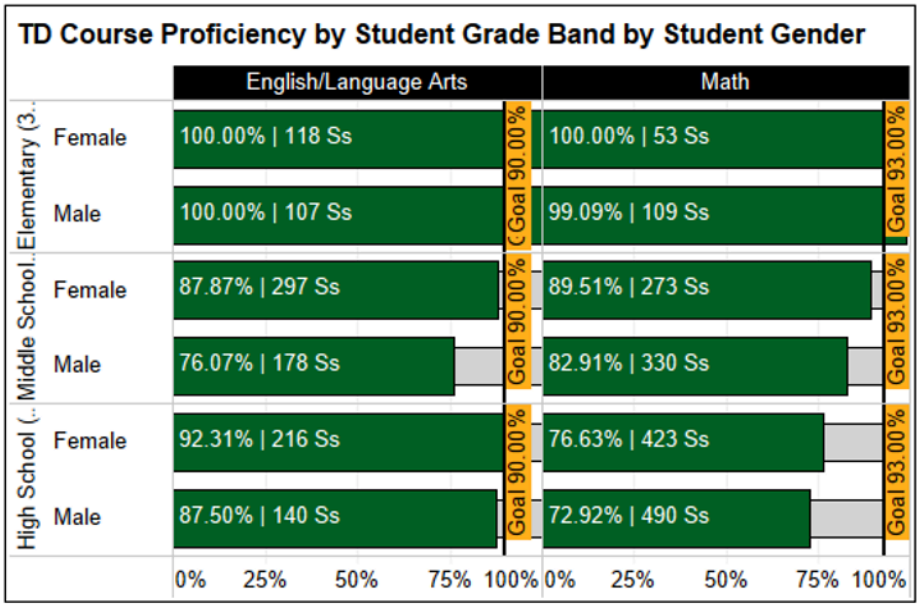
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

TD Program Participation in Accelerated Courses Charts and Graphs: **2025-26 Elementary Data Reflects Rostering Irregularities and is Inaccurate*







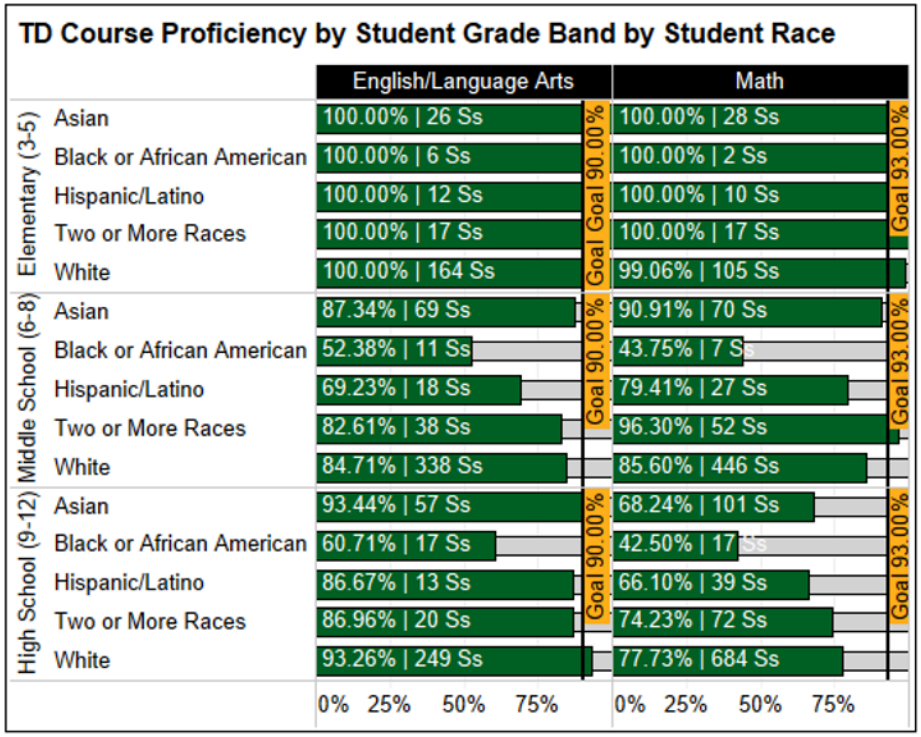


TD Course Proficiency
Proficient Not Proficient

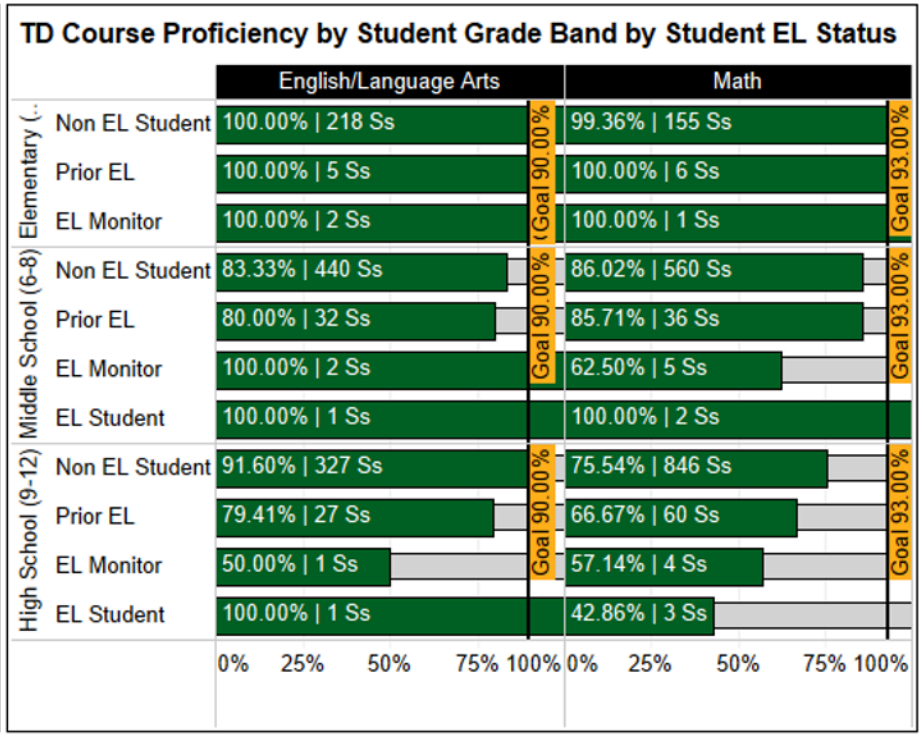
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

TD Program Participation in Accelerated Courses Charts and Graphs Cont.

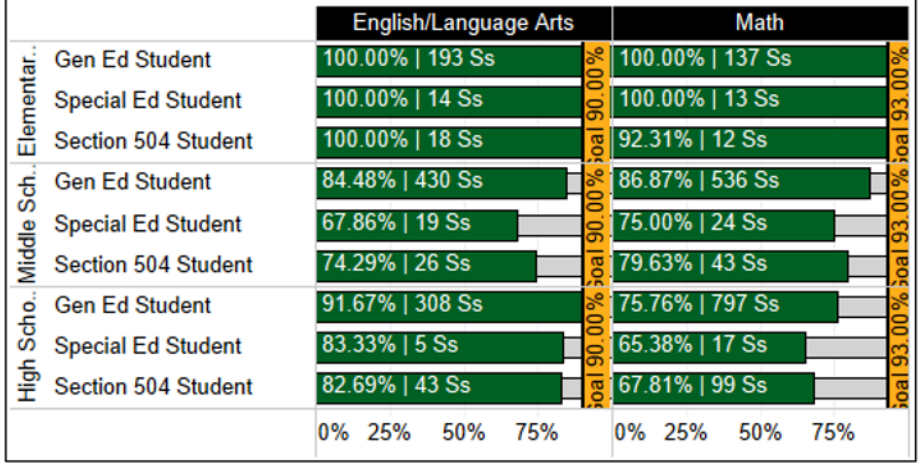
TD Course Proficiency by Student Grade Band by Student Race



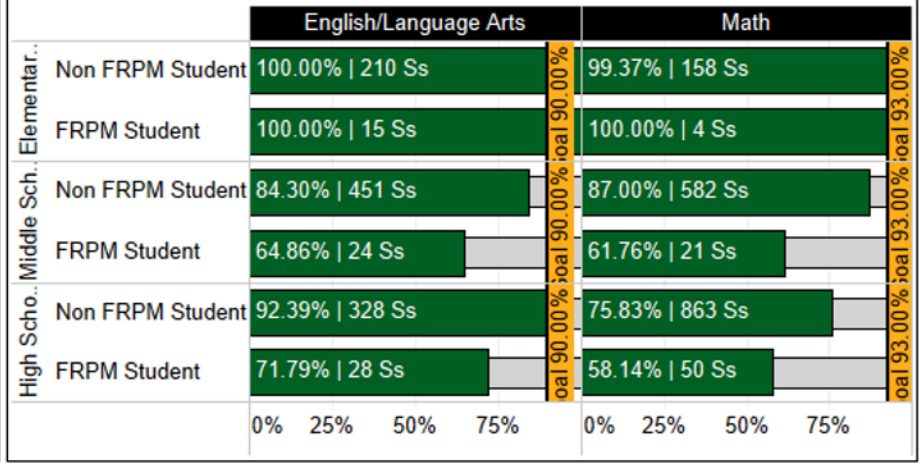
TD Course Proficiency by Student Grade Band by Student EL Status



TD Course Proficiency by Student Grade Band by Student Special Education / 504 Status



TD Course Proficiency by Student Grade Band by Student FRPM Status



TD Course Proficiency

Proficient Not Proficient

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Special Education Learners

Rationale

This goal is critical for ensuring that Tier 1 instruction, in conjunction with individualized supports, is effectively addressing the unique learning needs of students with disabilities. Measuring progress on IEP goals directly reflects the district's commitment to providing a Free Appropriate Public Education (FAPE). It ensures that these students are making meaningful academic and functional gains within the general education environment and that success extends to classroom, state, and national assessments.

Data Elements

- IEP goal attainment records.
- Students are classified as Making Adequate Progress or Meeting Goals if they make Adequate Progress or Meet 80% of their Academic Goals.
- Student demographic data for subgroup analysis (to ensure comprehensive reporting on this subgroup).

2025-2027 Goals

By the Spring of 2027, maintain the percentage of E–12 students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals at or above 97.48%.

Special Education Learners Data Metrics Goal Progress

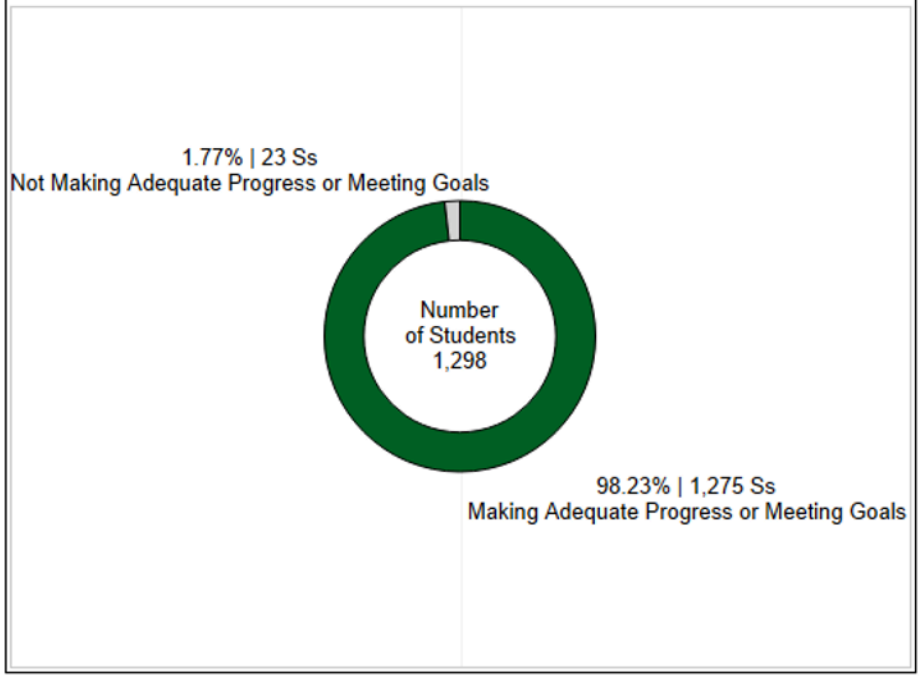
2025-2027 Goals
By the Spring of 2027, maintain the percentage of E–12 students with Individualized Education Programs (IEPs) who are meeting and/or making adequate progress toward their IEP goals at or above 97.48%

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
Early Learning and Family Center (ELFC)	97.48%			95.58%			97.03%	1.45%	Proficiency Growth
Elementary (K-5)	97.48%			99.36%			99.68%	0.32%	Goal Met
Middle School (6-8)	97.48%			98.01%			98.59%	0.58%	Goal Met
High School (9-12)	97.48%			93.48%			95.29%	1.81%	Proficiency Growth

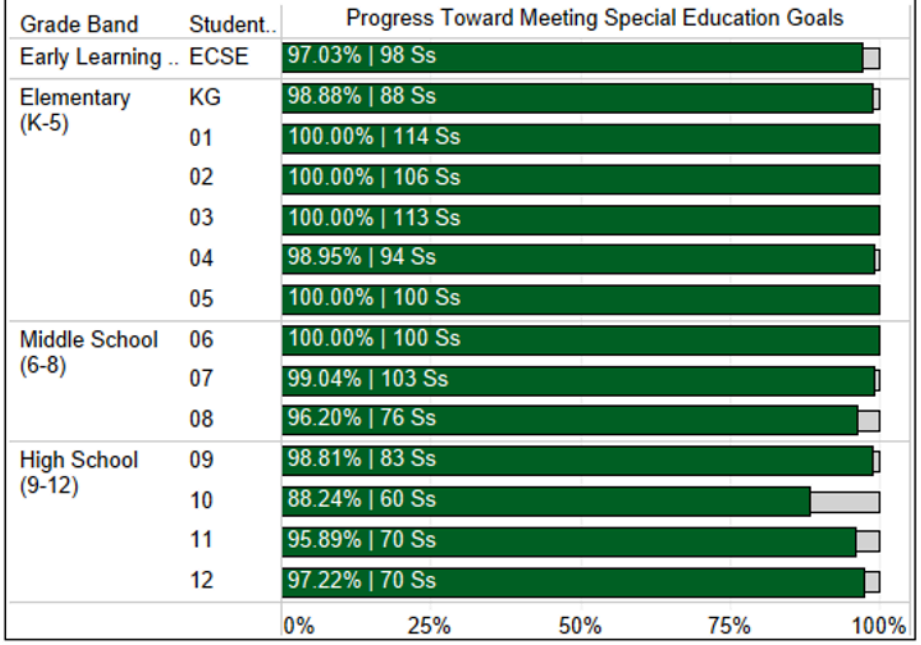
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

Special Education Learners Data Metrics Charts and Graphs

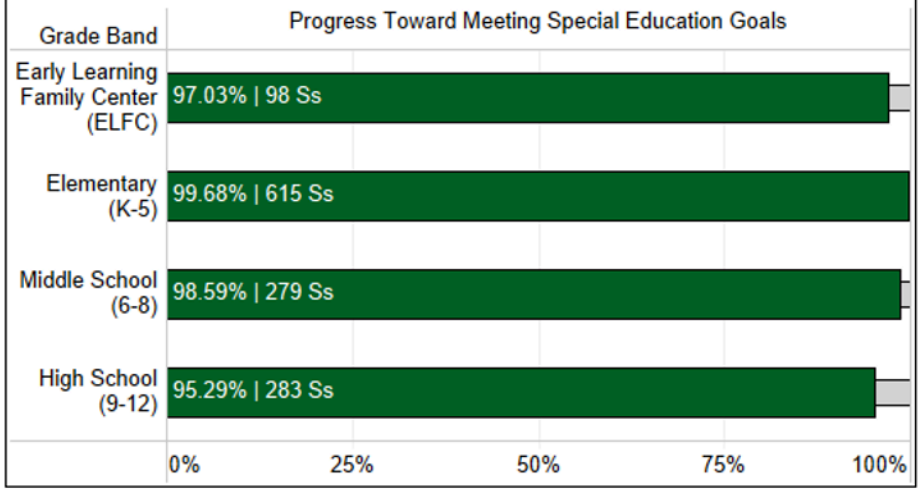
2025-2026 Progress Toward Meeting Academic Goals



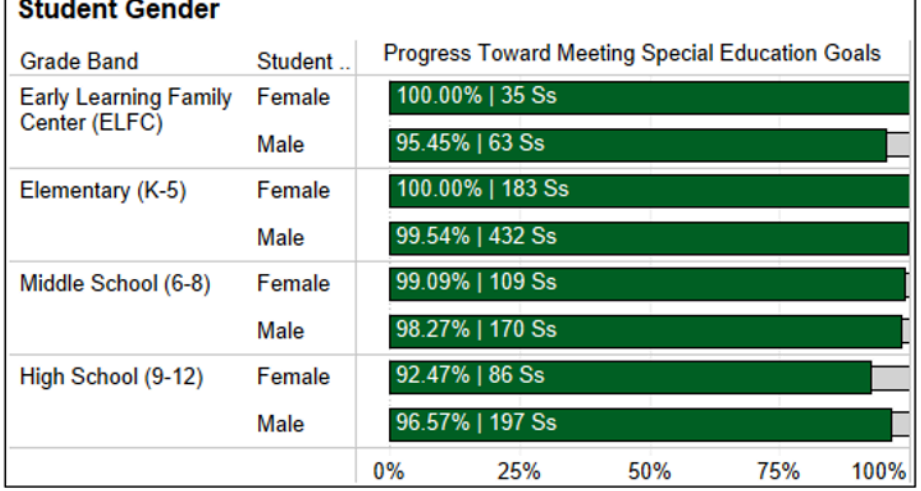
Progress Toward Meeting Academic Goals by Grade Band by Student Grade



Progress Toward Meeting Academic Goals by Grade Band



Progress Toward Meeting Academic Goals by Grade Band by Student Gender

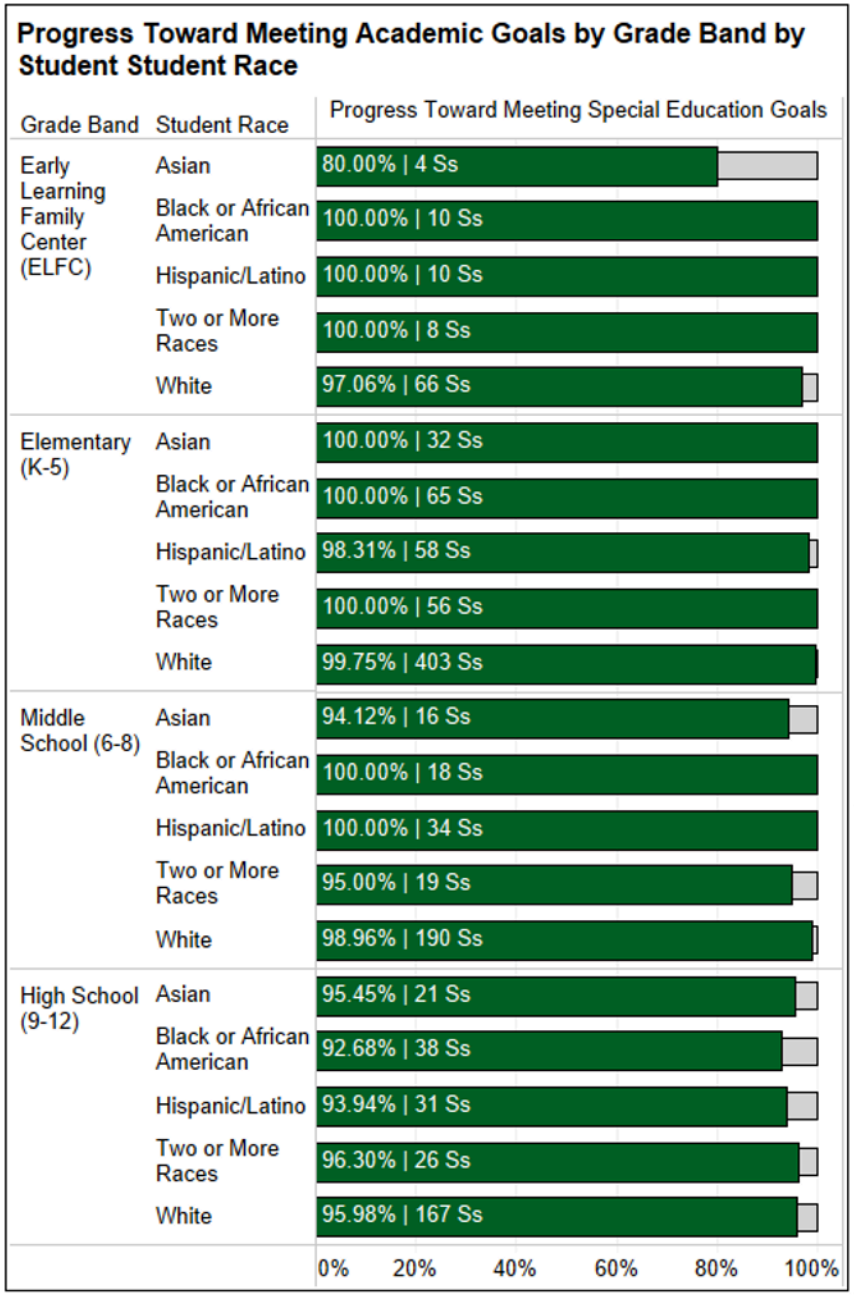


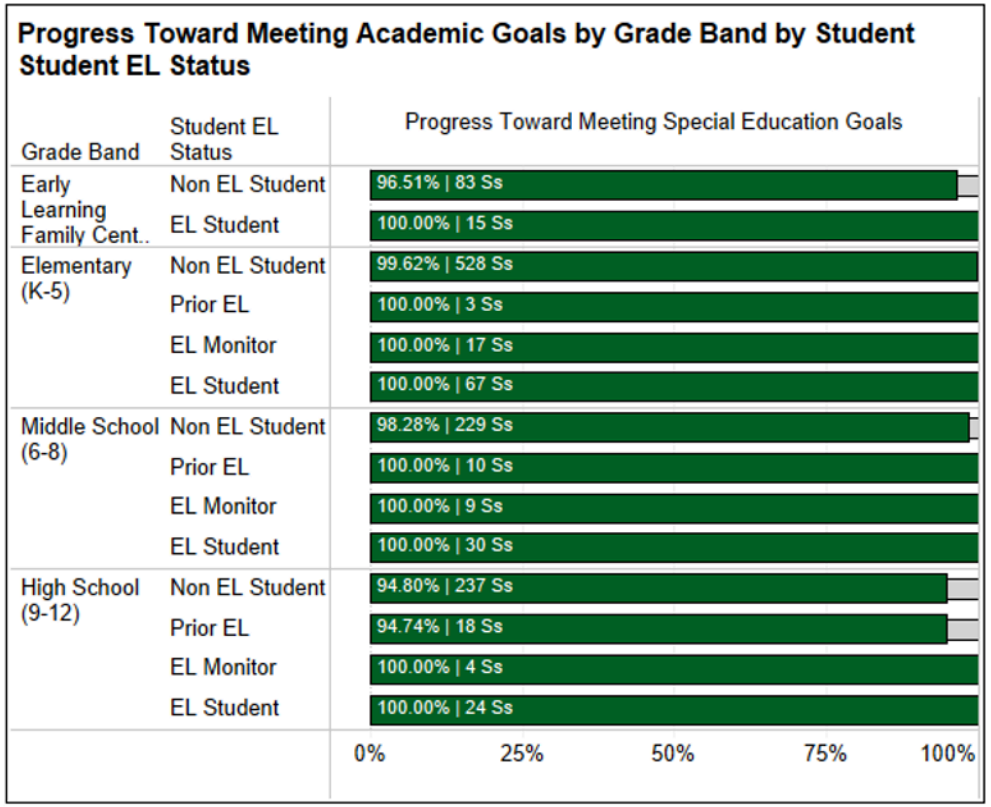
Meeting or Making Adequate Progress Toward IEP Goals

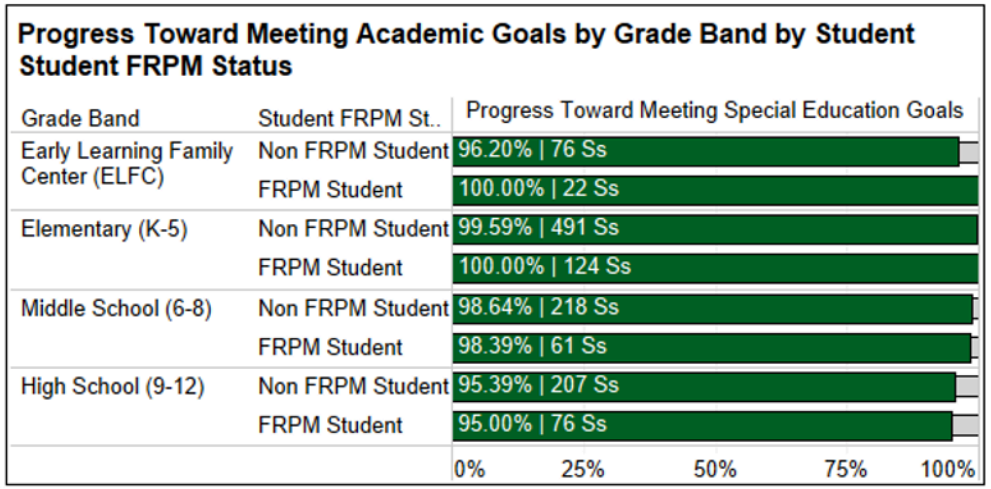
Making Adequate Progress or Meeting Goals | Not Making Adequate Progress or Meeting Goals

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Special Education Learners Data Metrics Charts and Graphs Cont.







Meeting or Making Adequate Progress Toward IEP Goals

Making Adequate Progress or Meeting Goals Not Making Adequate Progress or Meeting Goals

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

English Language Learners

Rationale

Ensuring that English Language Learners are making consistent progress in acquiring English proficiency is paramount for their academic success and full participation in the general education curriculum. This goal aligns with federal (ESSA) and state requirements, emphasizing the district's responsibility to support ELLs in developing the language skills necessary to access content and achieve academic standards.

Data Elements

- Minnesota Department of Education (MDE) provided growth metrics for ELLs (as per ESSA requirements).
    - A path to proficiency will be plotted for each student based on their initial ACCESS composite score and the grade they were in when they received that score. In general, older students and students with lower composite scores will have more time to achieve English language proficiency, while younger students and students with higher composite scores will be expected to achieve English language proficiency more quickly." https://education.mn.gov/MDE/dse/ESSA/Imp/MDE073106
- Student demographic data for subgroup analysis.

2025-2027 Goals

By Spring 2027 the percentage of English Language Learners demonstrating growth towards their individualized language proficiency goals shall increase by 3 percentage points from a Spring 2025 baseline of 40% to 43%. This growth will be measured by utilizing the growth metrics provided to Independent School Districts (ISD) by the Minnesota Department of Education, in alignment with the Federal Every Student Succeeds Act (ESSA).

English Language Learners (ELLs) Data Metrics Goal Progress

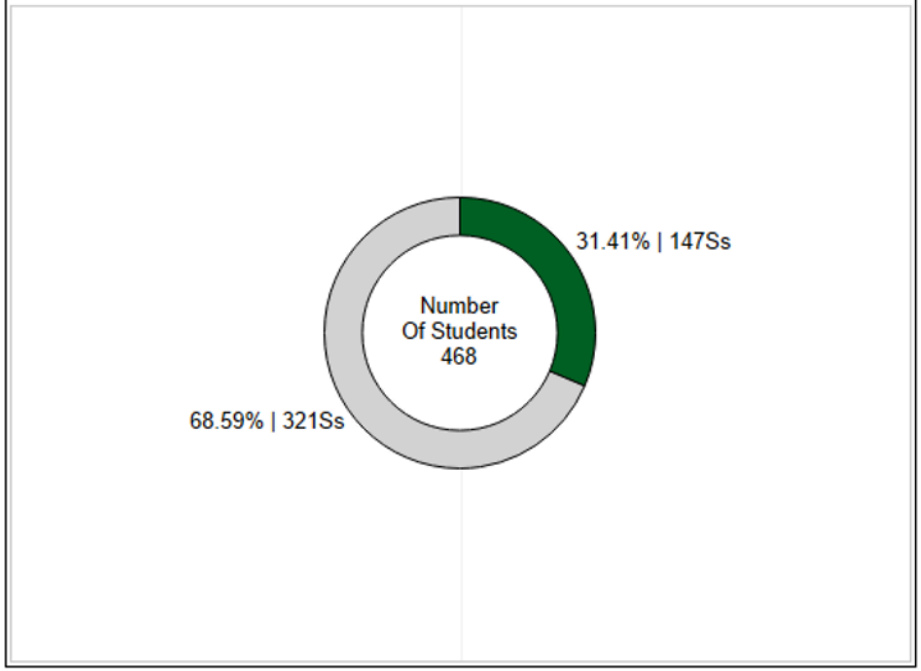
2025-2027 Goals
By Spring 2027 the percentage of English Language Learners demonstrating growth towards their individualized language proficiency goals shall increase by 3 percentage points from a Spring 2025 baseline of 40% to 43%. This growth will be measured by utilizing the growth metrics provided to Independent School Districts (ISD) by the Minnesota Department of Education, in alignment with the Federal Every Student Succeeds Act (ESSA).

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
EL Student Growth as Defined by the Minnesota Department of Education	43.00%			40.49%			31.41%	-9.08%	Proficiency Decline
EL Student Growth as Defined by the Minnesota Department of Education K-5	43.00%			59.91%			45.15%	-14.76%	Goal Met
EL Student Growth as Defined by the Minnesota Department of Education 6-8	43.00%			19.72%			18.68%	-1.04%	Proficiency Decline
EL Student Growth as Defined by the Minnesota Department of Education 9-12	43.00%			17.09%			8.26%	-8.83%	Proficiency Decline

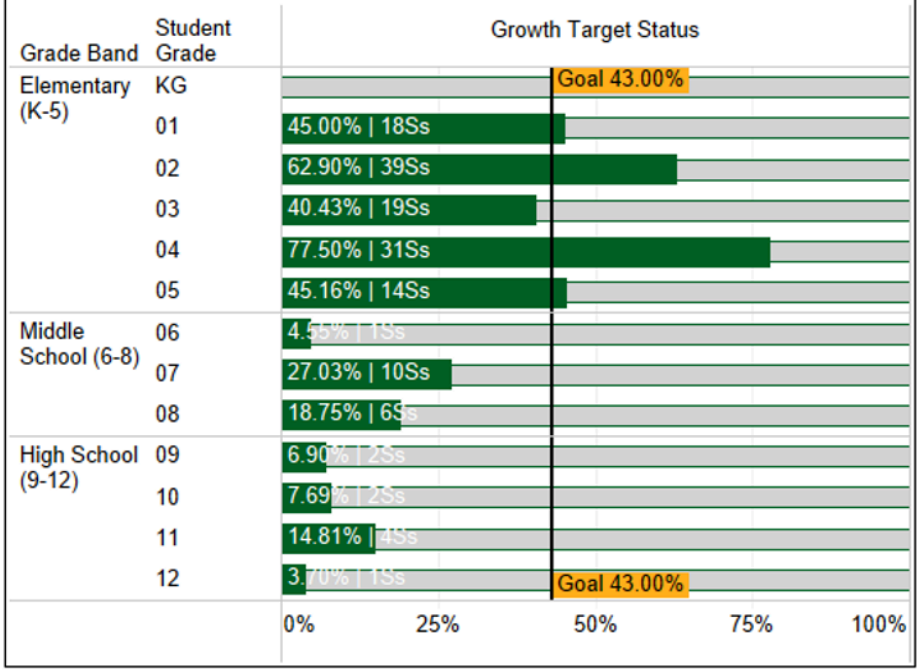
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

English Language Learners (ELLs) Data Metrics Charts and Graphs

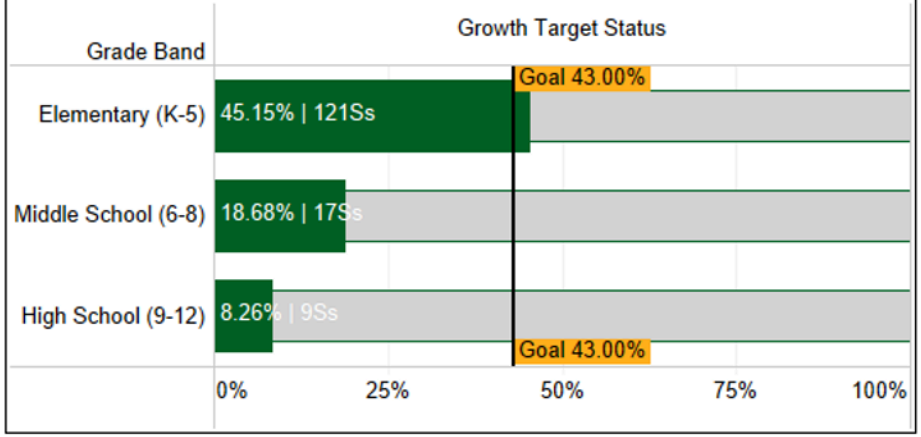
2025-2026 EL Student Growth as Defined by the MInnesota Department of Education (MDE)



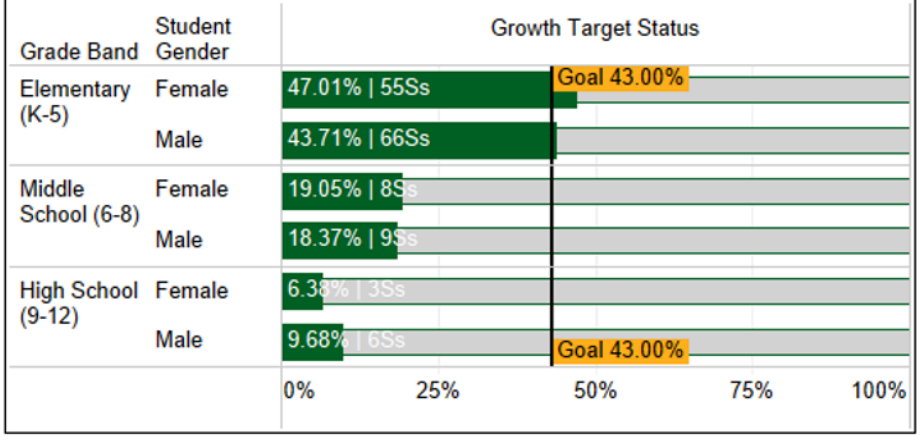
EL Student Growth as Defined by the MInnesota Department of Education (MDE) by Grade Band by Student Grade



EL Student Growth as Defined by the MInnesota Department of Education (MDE) by Grade Band



EL Student Growth as Defined by the MInnesota Department of Education (MDE) by Grade Band by Student Gender



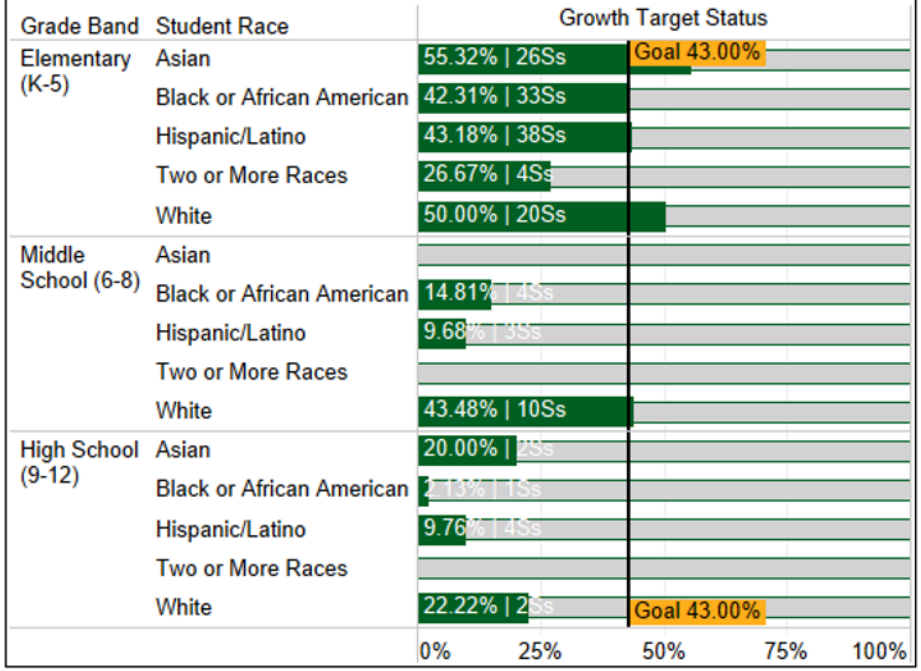
EL Growth Target Status

Growth Target Met Growth Target Not Met

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

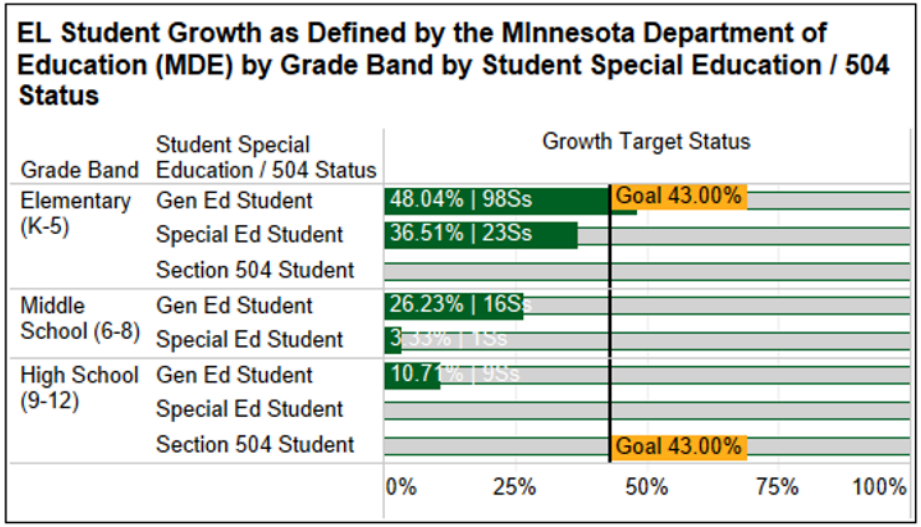
English Language Learners (ELLs) Data Metrics Charts and Graphs Cont.

EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Race

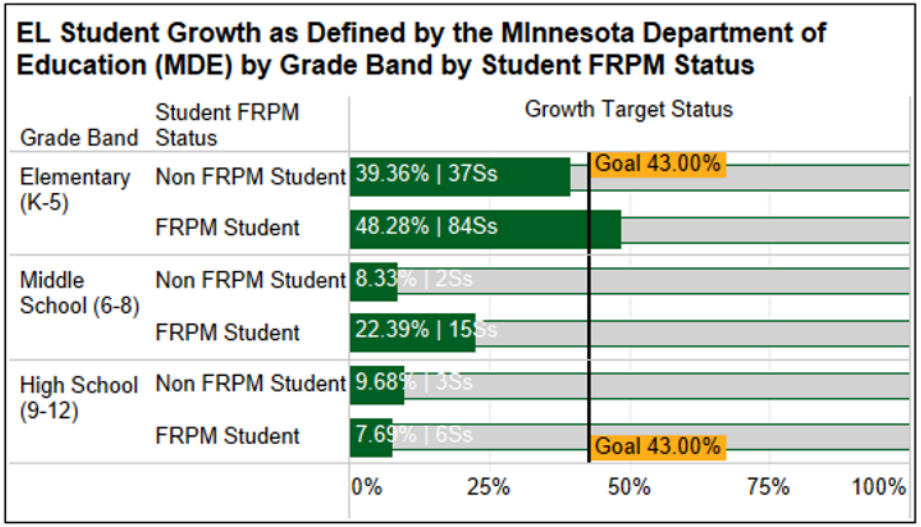


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EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student Special Education / 504 Status



EL Student Growth as Defined by the Minnesota Department of Education (MDE) by Grade Band by Student FRPM Status



EL Growth Target Status

Growth Target Met Growth Target Not Met

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

ACCESS for ELLs Reading and Writing Domain Growth

Rationale
Research in language acquisition shows that listening and speaking skills typically develop first for English Language Learners, while reading and writing domains are the areas that hold many students back from exiting EL services and achieving English proficiency as defined by WIDA ACCESS. Data consistently shows reading and writing domains remain the most challenging areas for student growth across all grade levels.

Data Elements
- WIDA ACCESS sub-domain scores of reading and writing
- Student demographic data for subgroup analysis.

2025-2027 Goals
By Spring 2027 the percentage of English Language Learners (ELL) demonstrating positive growth from the prior year on the Reading and Writing domains of the ACCESS for ELLs assessment will increase 2% points from 83% to 85%.

ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Goal Progress

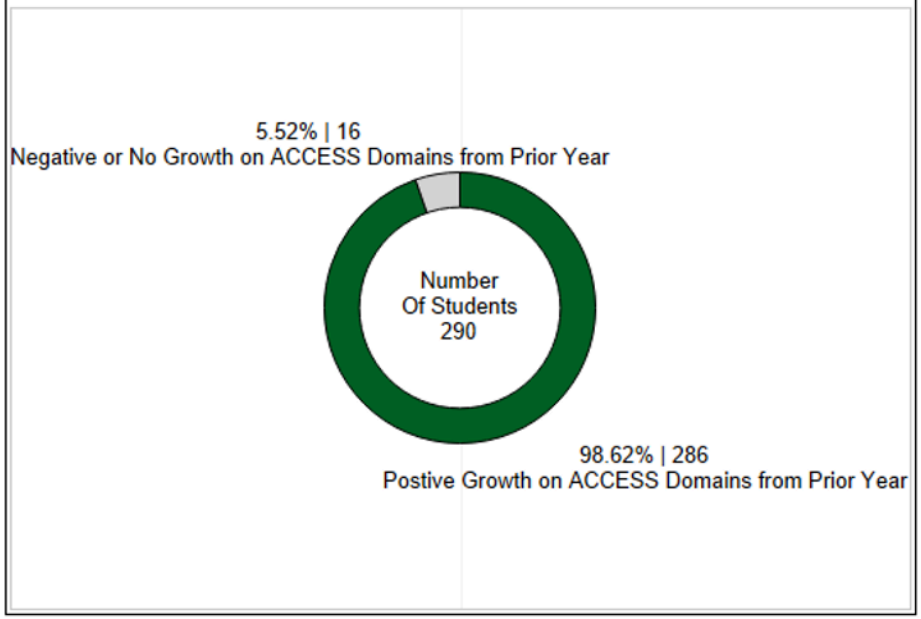
2025-2027 Goals
By Spring 2027 the percentage of English Language Learners (ELL) demonstrating positive growth from the prior year on the Reading and Writing domains of the ACCESS for ELLs assessment will increase 2%
points from 83% to 85%.

Component	Goal	GradeBand Prof	Sub Group Prof	2024-25 Baseline	GradeBand Prof	Sub Group Prof	2025-26 Result	Change from LY	Status
All English Language Learning (ELL) Students	85.00%			83.00%			98.62%	15.62%	Goal Met

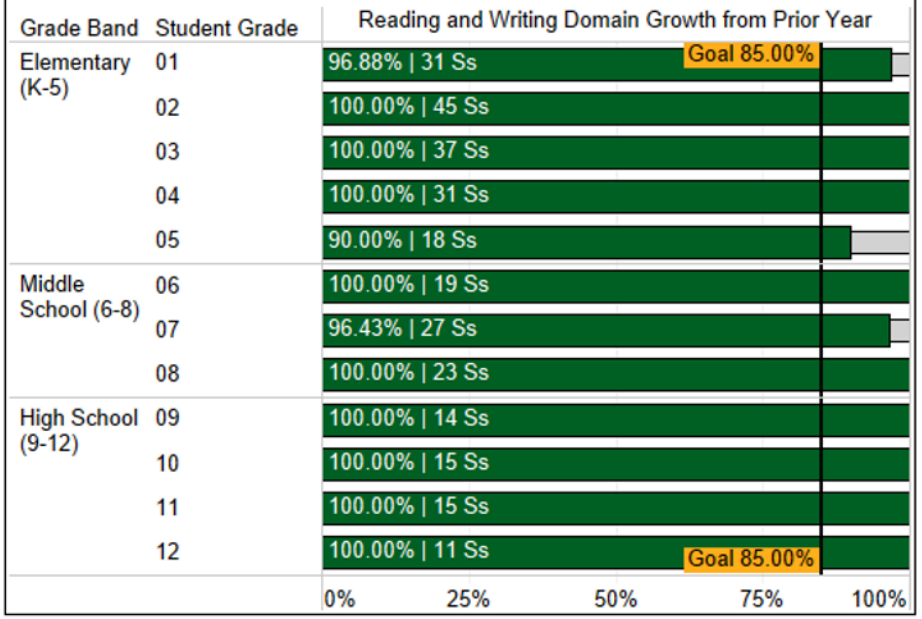
The Change from LY for Overall Proficiency is calculated by the difference of the current period and the previous period. A positive number represents Proficiency Growth, a negative number represents Proficiency Decline

ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs

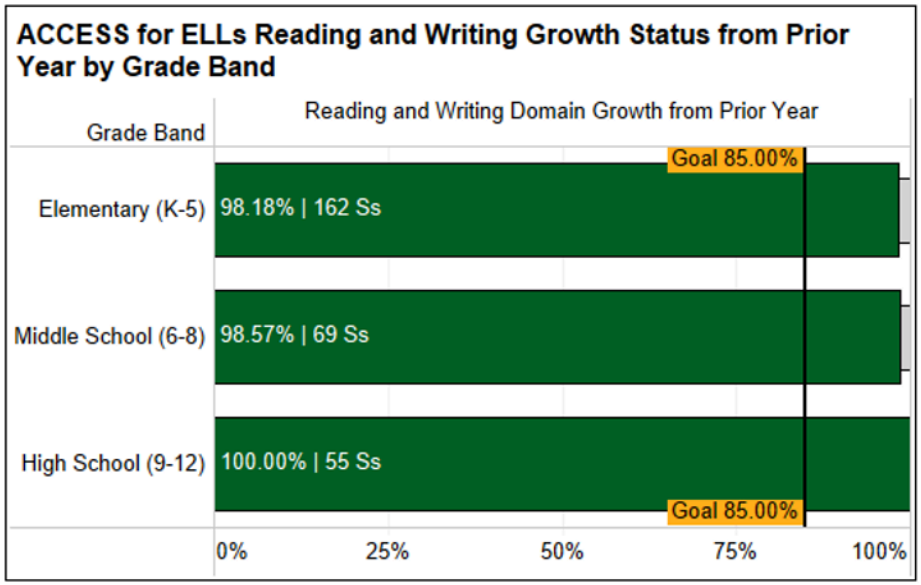
2025-2026 ACCESS for ELLs Reading and Writing Growth Status from Prior Year



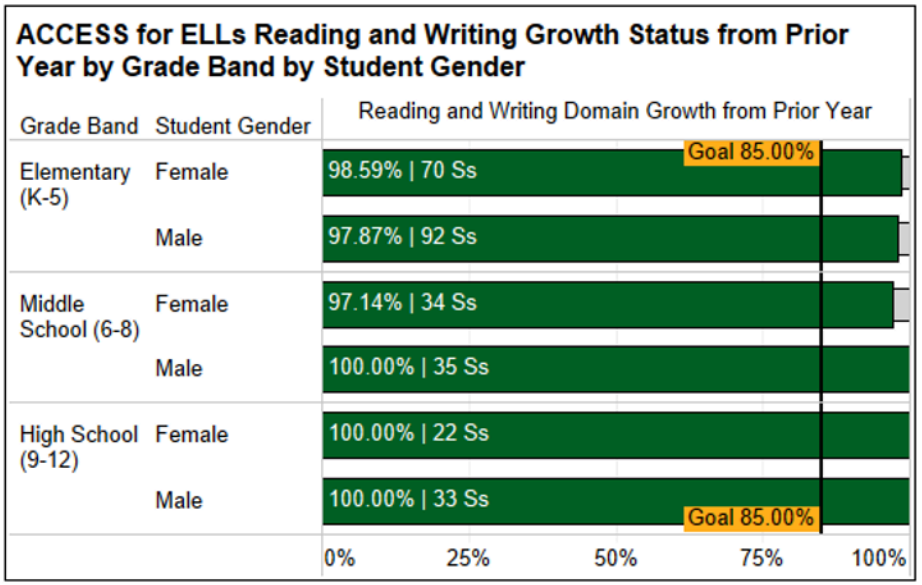
ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Grade



ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band



ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Gender



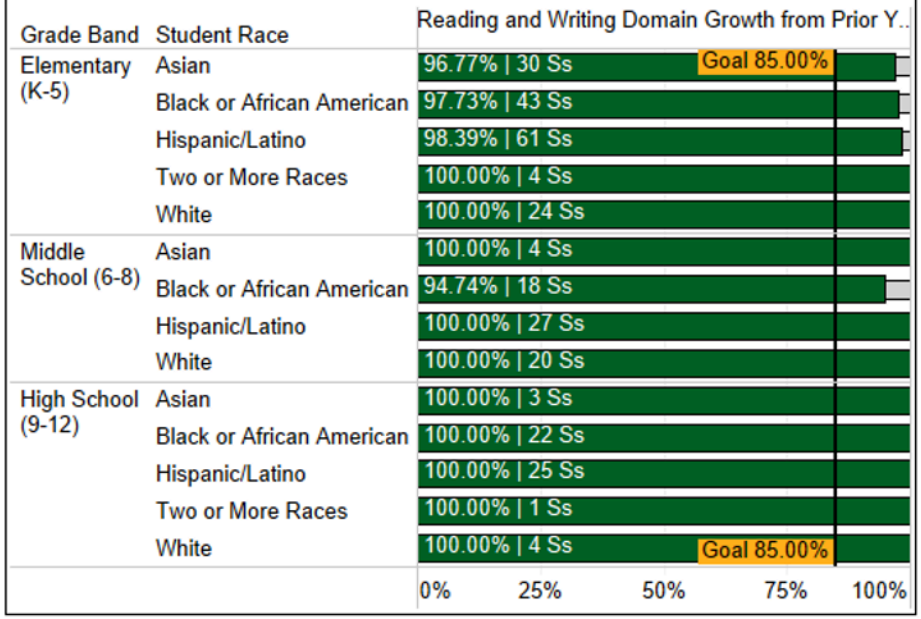
ACCESS Domain Growth from Prior Year Status

Postive Growth on ACCESS Domains from Prior Year Negative or No Growth on ACCESS Domains from Prior ..

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

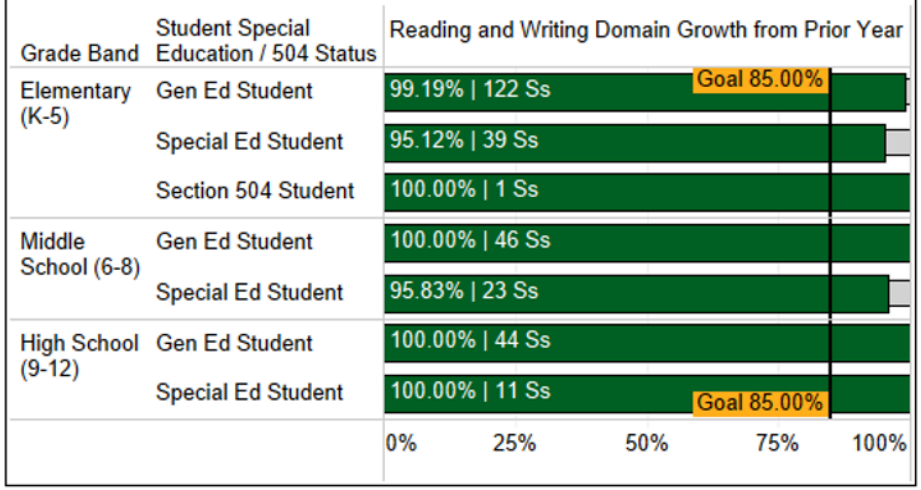
ACCESS for ELLs Reading and Writing Domain Growth from the Prior Year Charts and Graphs Cont.

ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Race

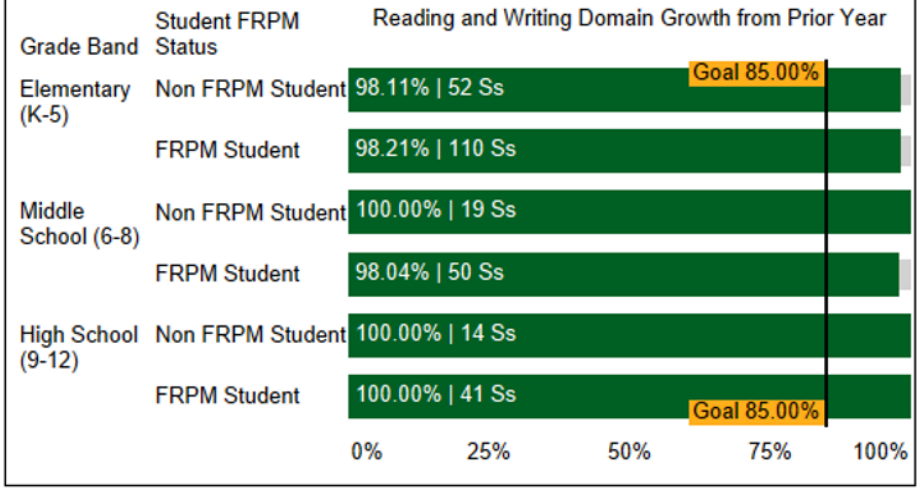


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ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student Special Education / 504 Status



ACCESS for ELLs Reading and Writing Growth Status from Prior Year by Grade Band by Student FRPM Status



ACCESS Domain Growth from Prior Year Status

Postive Growth on ACCESS Domains from Prior Year Negative or No Growth on ACCESS Domains from Prior ..

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

College and Career Ready

Graduation Rates

Rationale

High school graduation is a critical indicator of student success and preparedness for post-secondary education or careers. Monitoring graduation rates, especially for all student subgroups, is essential for ensuring equitable outcomes and identifying systemic barriers that may prevent certain student populations from completing their high school education. This goal reflects the district's commitment to supporting every student through their academic journey to successful completion.

Data Elements

- Minnesota Department of Education (MDE) official four-year graduation rate data (overall and by subgroup).
- Student demographic data for subgroup analysis.
- Dropout rates (for contextual analysis).
- Credit attainment data.
- Attendance data (for contextual analysis).

2025-2027 Goals

By Spring 2027, the district's overall four-year graduation rate shall increase from 95.56% to 98%. This improvement will be driven by a focus on increasing graduation rates for all student subgroups, with a particular emphasis on reducing disparities such that the graduation rate for any student subgroup is no more than 10 percentage points below the overall district rate.

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Goal Progress

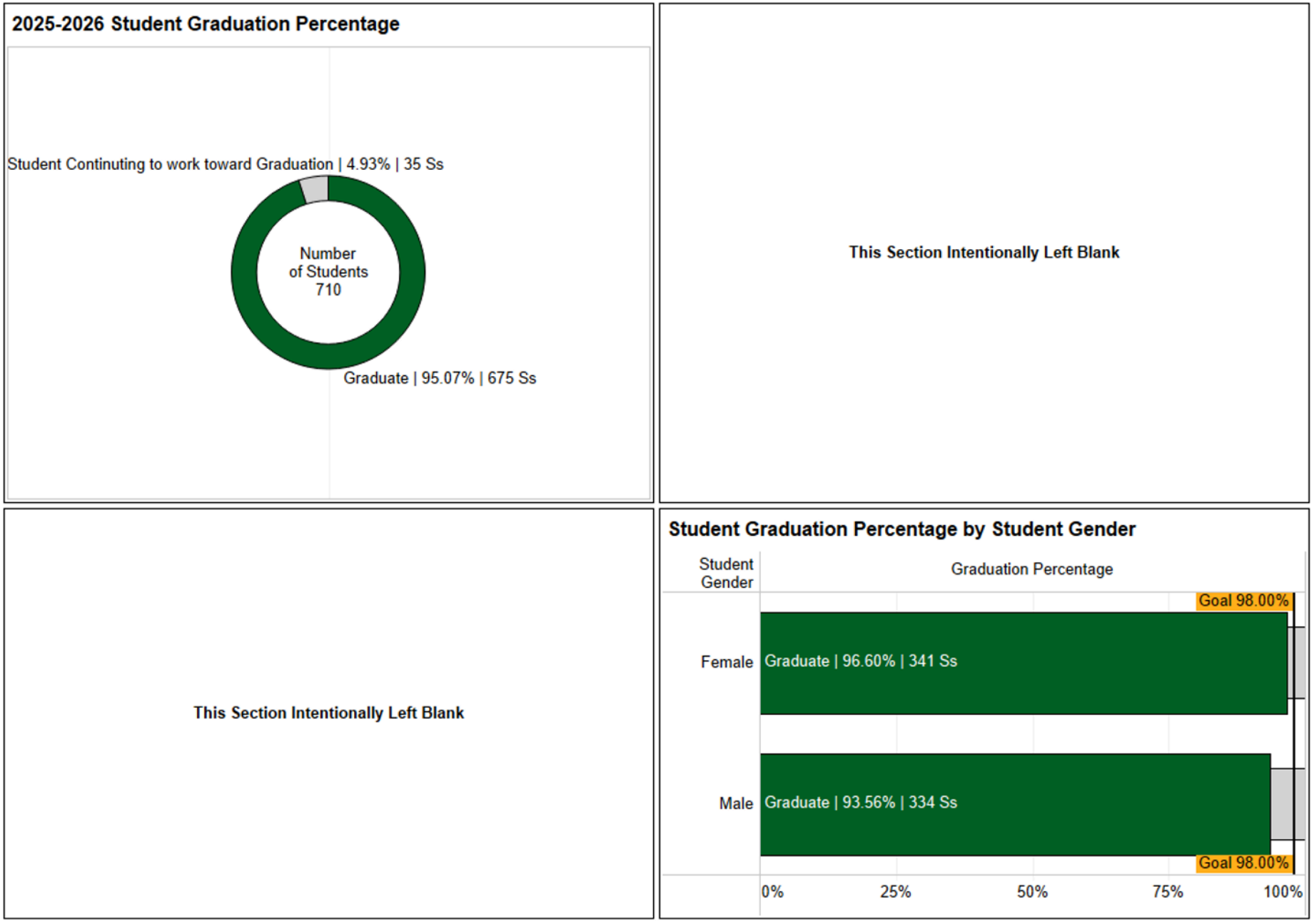
2025-2027 Goals

By Spring 2027 ,the district's overall four-year graduation rate shall increase from 95.56% to 98%. This improvement will be driven by a focus on increasing graduation rates for all student subgroups, with a particular emphasis on reducing disparities such that the graduation rate for any student subgroup is no more than 10 percentage points below the overall district rate.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Graduation Percentage	98%			95.56%			95.07%	-0.49%	Graduation Decline
Graduation Percentage *Black or African American	98%	95.56%	90.00%	5.56%	95.07%	84.69%	10.38%	4.82%	Gap Not Reduced
Graduation Percentage *Hispanic / Latino	98%	95.56%	92.59%	2.97%	95.07%	89.66%	5.41%	2.44%	Gap Not Reduced
Graduation Percentage *FRPM Student	98%	95.56%	87.59%	7.97%	95.07%	86.05%	9.02%	1.05%	Gap Not Reduced

The Change from LY for Graduation Percentage is calculated by the difference of the current period and the previous period. A positive number represents Growth, a negative number represents Decline
The Graduation Percentage Gap is calculated by taking the GradeBand Proficiency less the Subgroup Proficiency. A negative number represents Gap Reduction, a positive number indicates a Gap Not Reduced..

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs



Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Each and Every Student is Career or College Ready Graduation Rates Data Metrics Charts and Graphs Cont.



Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Edina High School College and Career Readiness Core Indicators:

Rationale
College and career readiness is a vital measure of student preparedness for success beyond high school, whether in post-secondary education, technical training, or the workforce. Tracking key indicators such as completion of rigorous coursework, ACT scores, Bilingual Seal attainment and more provides a comprehensive picture of student achievement and readiness. These measures highlight both academic proficiency and essential skill readiness such as problem-solving, communication, and global competency all aligning with the Portrait of a Well-Rounded Edina Graduate. Monitoring readiness across all student subgroups ensures that every learner has equitable access to opportunities that build strong foundations for their future. This goal reflects the district's commitment to preparing each and every student to thrive in their chosen path after graduating from Edina High School.

Data Elements
- **Successful Completion of Key Coursework measured by end of year course grades in:**
  - **Biology**
    Develops scientific literacy, inquiry skills, and evidence-based reasoning.
  - **U.S. Literature and Composition**
    Strengthens reading comprehension, analytical writing, and communication required in all disciplines.
  - **Pre-Calculus**
    Builds problem-solving, logic, and persistence; strongest predictor of college completion
  - **U.S. History**
    Cultivates critical thinking, civic awareness, and the ability to evaluate sources and arguments.
- **Successful Application of Key Coursework measured by ACT Performance**: Benchmark indicators in English, Math, Reading, and Science
- **Multilingual Proficiency measured by Bilingual Seal Results**: Recognition of multilingual proficiency, global competency, and cognitive flexibility

2025-2027 Goals
Key Coursework Proficiency: End of year course grades
By Spring 2027, the percentage of students in Biology who demonstrate proficiency in science measured by the end of the year Biology course grade will increase from 78.79% to 80%.

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68.62%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 81.51%.

By Spring 2027, the percentage of students in U.S. History who demonstrate proficiency in Social Studies measured by the end of the year U.S. History course grade will increase from 78.75% to 80%.

Key Coursework Application: ACT Performance

By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% to 75%.

Multilingual Proficiency: Bilingual Seal Attainment

By the Spring of 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% to 80%.

***Note:** *Following the January 2024 Board-approved ELA Course Recommendations, Edina High School completed a phased redesign of its 11th and 12th-grade curriculum to expand student choice, increase access to College in the Schools (CIS) and AP pathways, and retire the traditional yearlong U.S. Literature course. While 2024–2025 historical data is included for baseline context, no data exists for the 2025–2026 school year and has been marked as N/A. Future longitudinal tracking will reflect student performance across the newly established ELA course options.*

Career and College Ready Course Work Proficiency Goal Progress

2025-2027 Goals

Key Coursework Proficiency: End of year course grades

By Spring 2027, the percentage of students in Biology who demonstrate proficiency in science measured by the end of the year Biology course grade will increase from 78.79% to 80%.

By Spring 2027, the percentage of students in Pre-Calculus who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% to 68.62%.

By Spring 2027, the percentage of students in U.S. Literature and Composition who demonstrate proficiency in literacy measured by the end of the year U.S. Literature and Composition course grade will increase from 79.51% to 81.51%. *Course Not Offered in 2025-26*

By Spring 2027, the percentage of students in U.S. History who demonstrate proficiency in Social Studies measured by the end of the year U.S. History course grade will increase from 78.75% to 80%.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Biology Course Proficiency	80.00%			78.79%			74.12%	-4.67%	Proficiency Decline
Pre-Calculus Course Proficiency	68.62%			65.62%			70.17%	4.55%	Goal Met
U.S. Literature and Composition Course Proficiency *Course Not Offered in 2025-26*	81.51%			79.51%					
U.S. History Course Proficiency	80.00%			78.75%			71.82%	-6.93%	Proficiency Decline

2025-2027 Goals

Key Coursework Application: ACT Performance

By Spring 2027, the percentage of students with an ACT composite score of 22 or greater will increase from 72.45% to 75%.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
ACT composite score of 22 or greater	75.00%			72.45%			70.04%	-2.41%	Percentage Decline

Career and College Ready Course Work Proficiency Goal Progress cont.

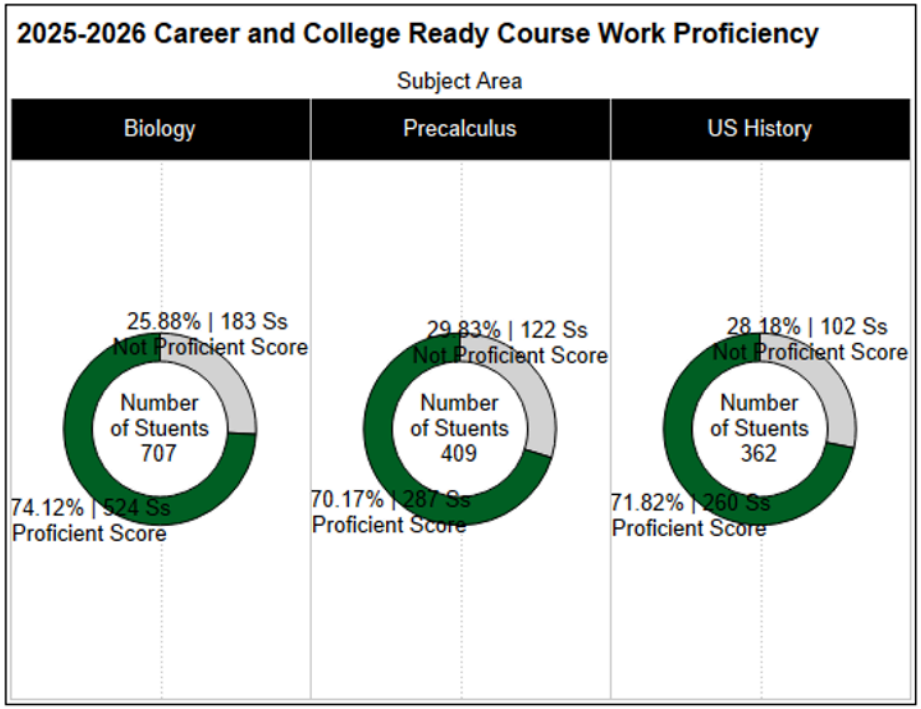
2025-2027 Goals

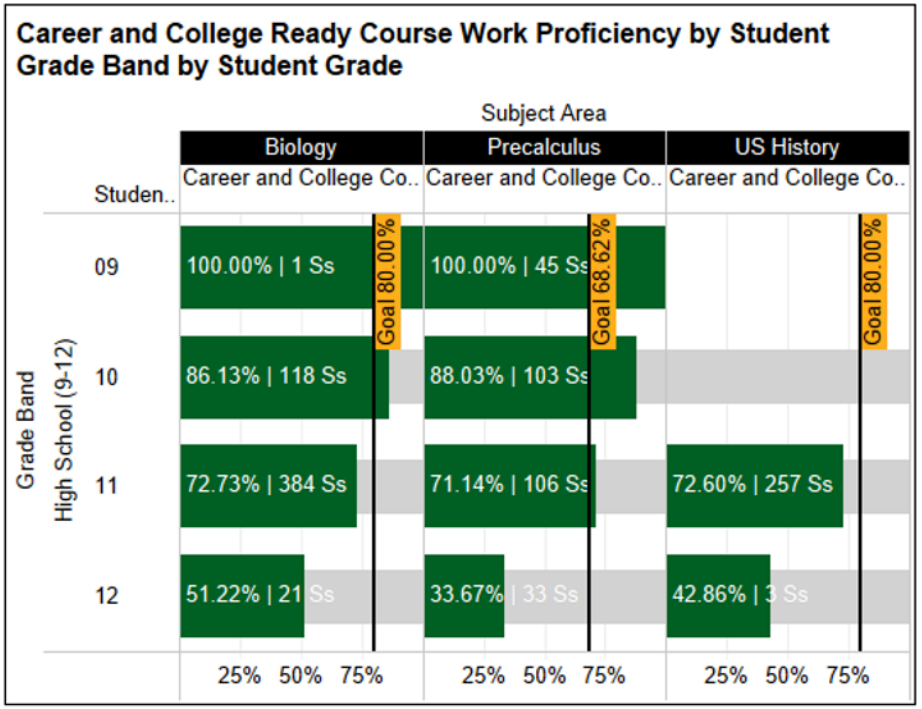
Multilingual Proficiency: Bilingual Seal Attainment

By the Spring of 2027, the number of 12th grade students achieving a Bilingual Seal will increase from 78.75% to 80%

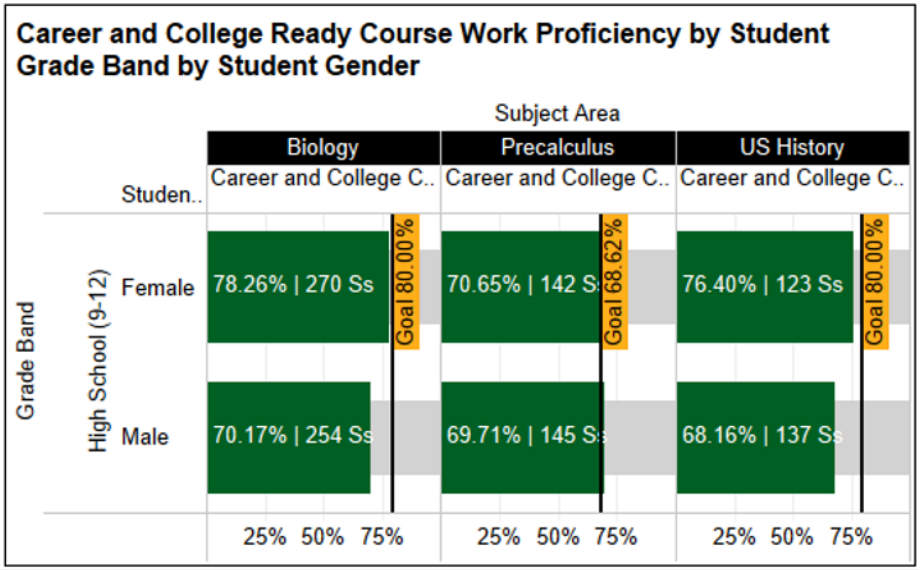
Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Percent of Students Earning Bilingual Seal	80.00%			78.75%			75.16%	-3.59%	Percentage Decline

Career and College Ready Course Work Proficiency Charts and Graphs





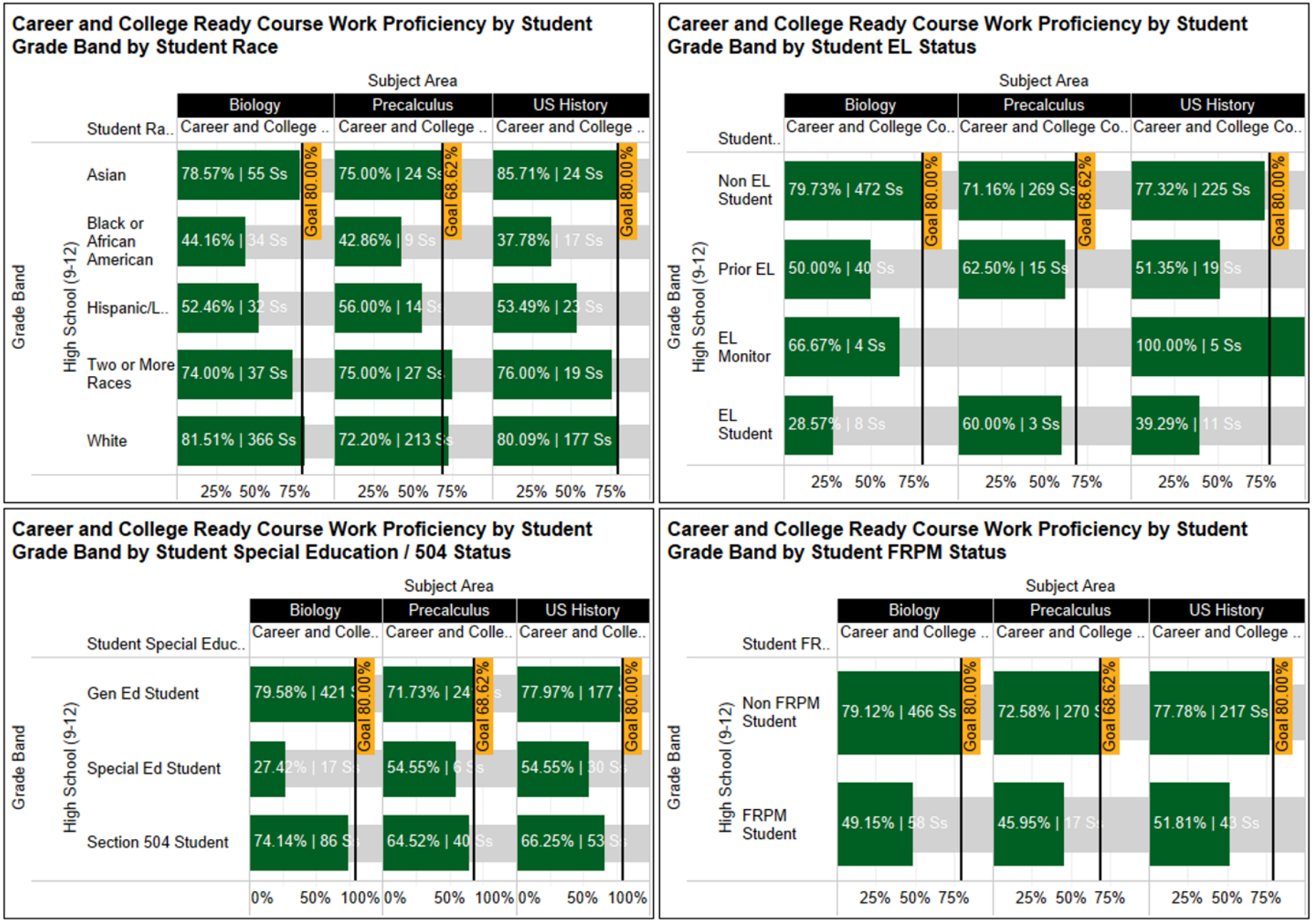
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Score Proficiency Status
Proficient Score Not Proficient Score

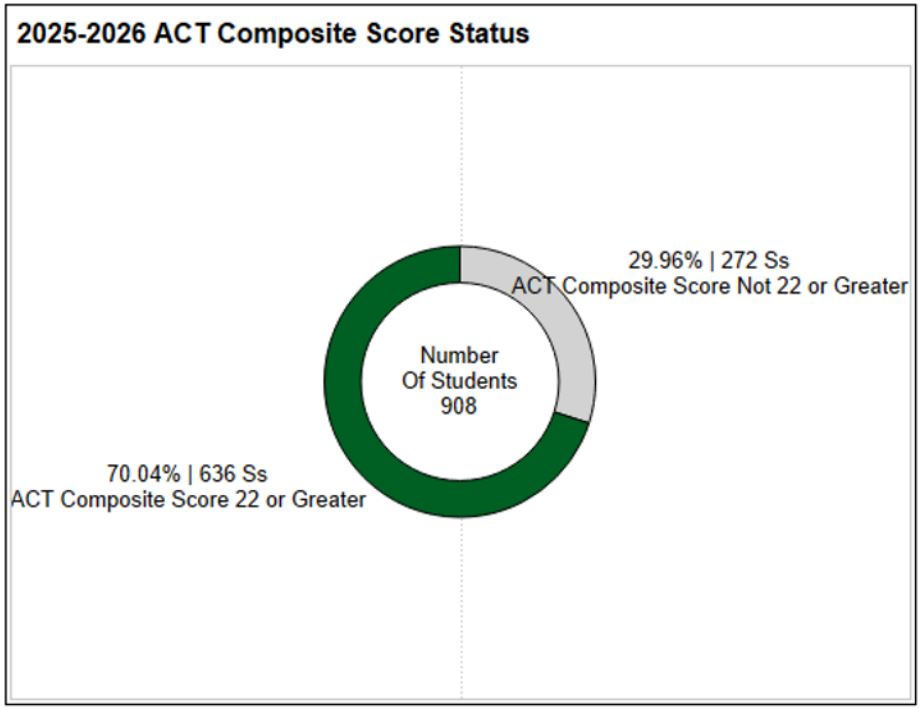
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

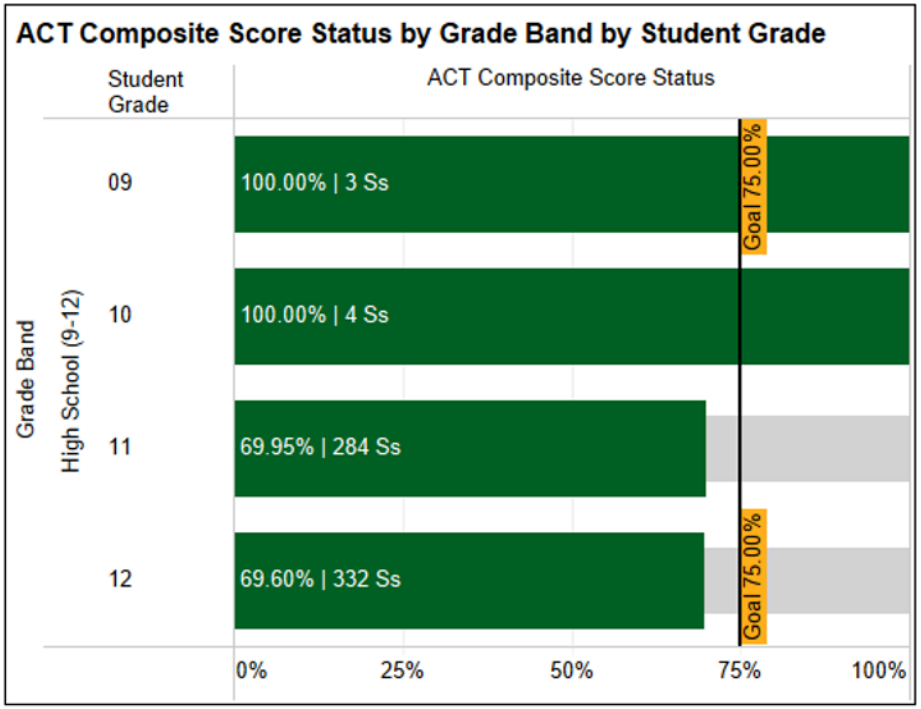
Career and College Ready Course Work Proficiency Charts and Graphs Cont.



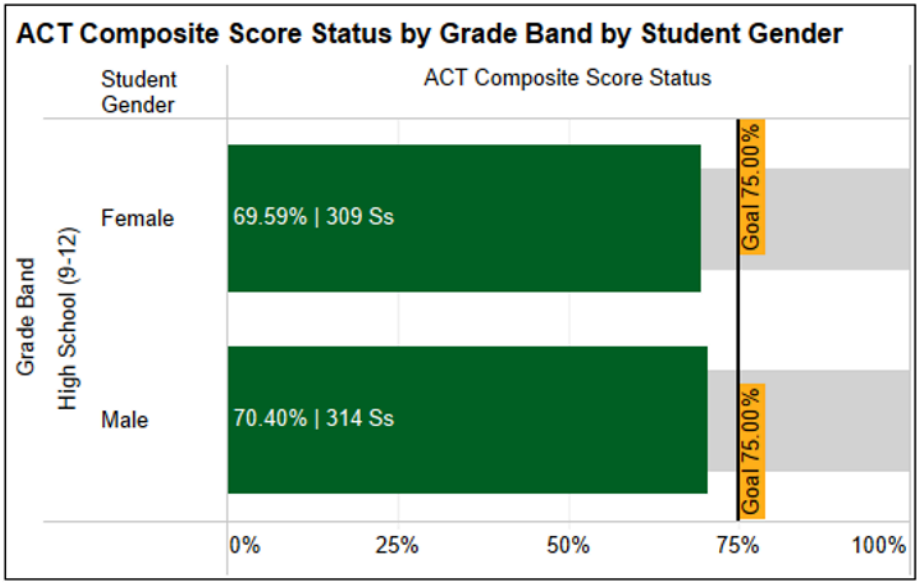
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ACT Composite Score of 22 or Better Charts and Graphs





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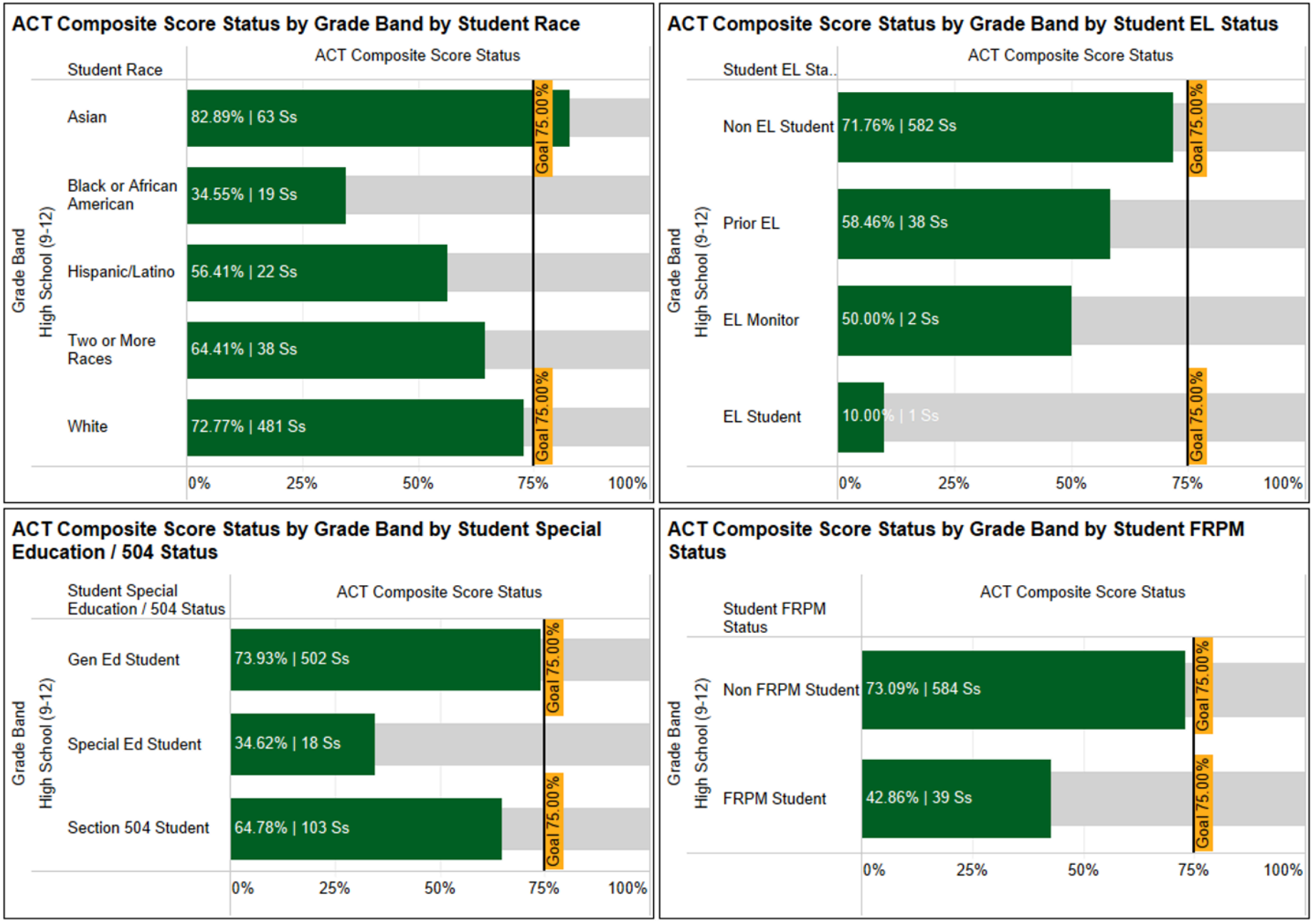


ACT Composite Score Status

ACT Composite Score 22 or Greater ACT Composite Score Not 22 or Greater

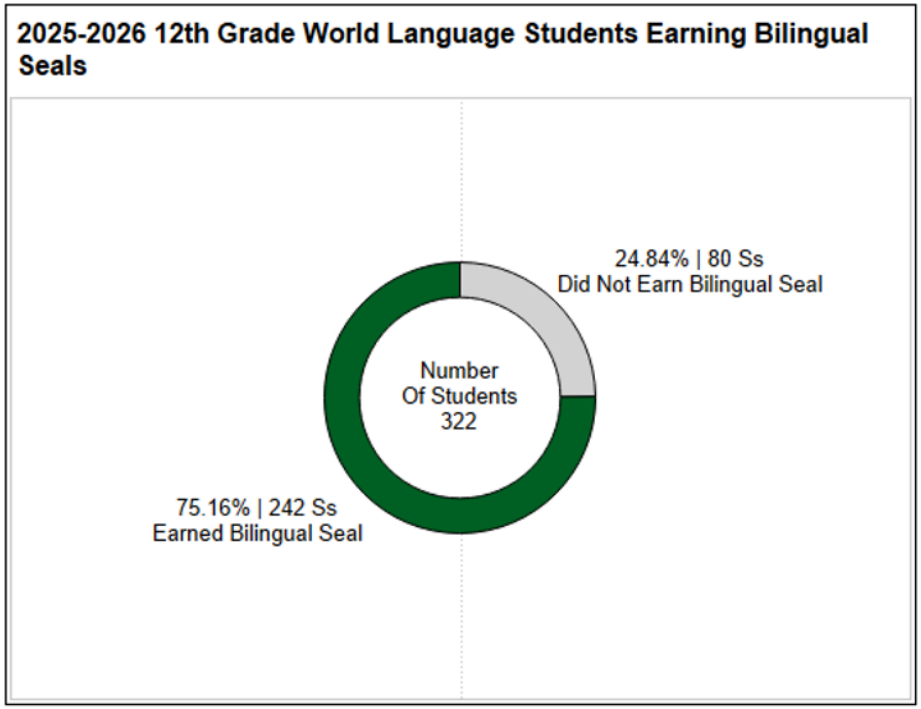
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ACT Composite Score of 22 or Better Charts and Graphs



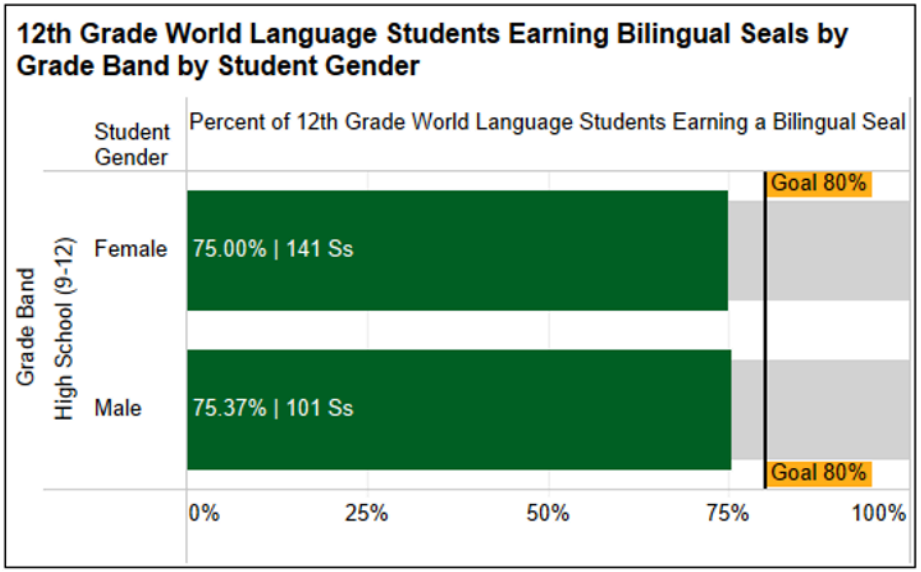
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Bilingual Seals Charts and Graphs



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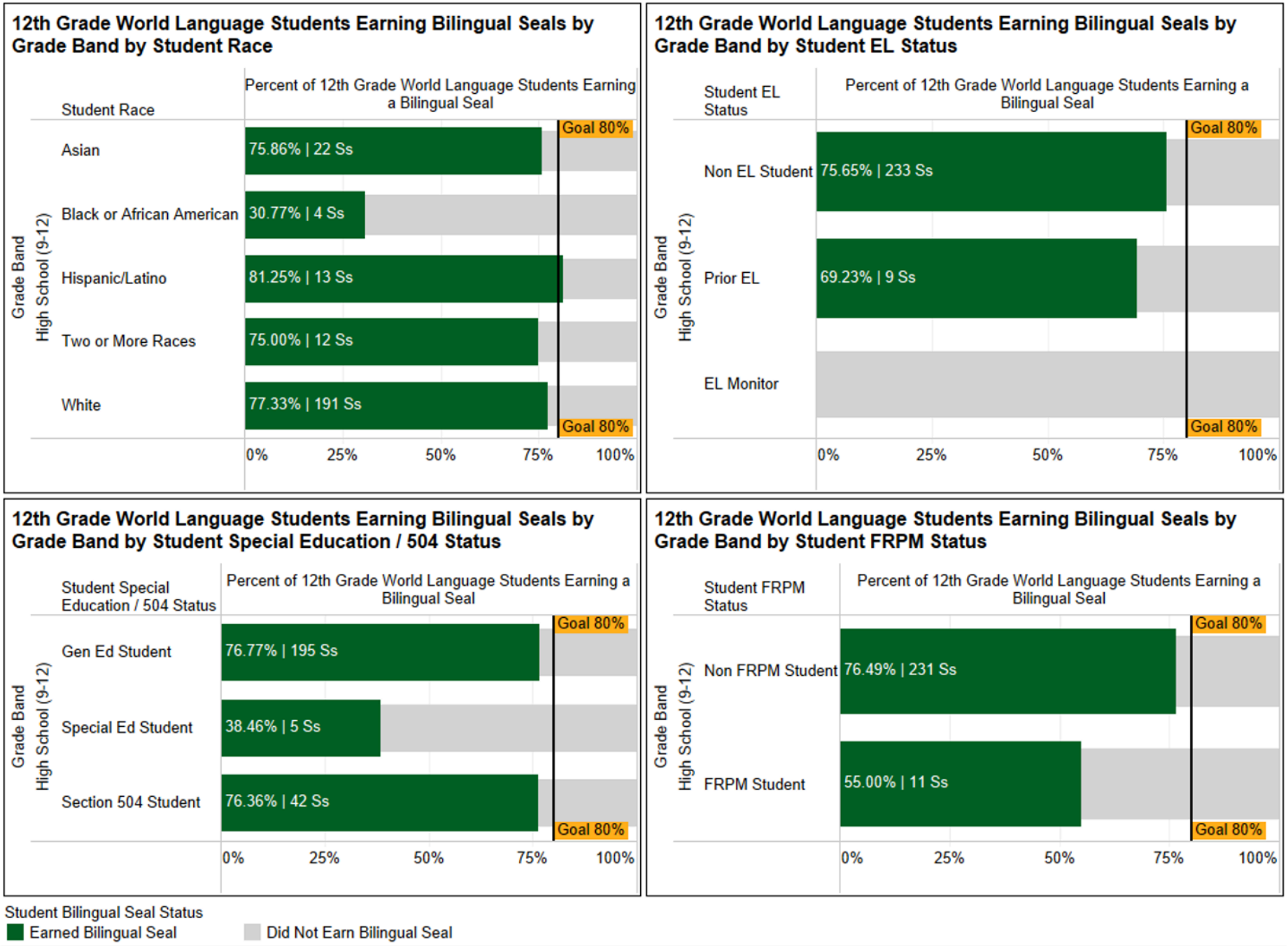


Student Bilingual Seal Status

Earned Bilingual Seal Did Not Earn Bilingual Seal

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Bilingual Seals Charts and Graphs Cont.



Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Edina High School College and Career Expanded Opportunities:

Rationale

In addition to core measures of college and career readiness, students also benefit from pathways that provide different access to advanced learning opportunities and real-world experiences, as well as opportunities for academic distinction. Research shows that participation in PSEO, Dual Enrollment, internships, and recognition programs such as National Merit strengthens both college and career readiness. These pathways increase postsecondary persistence, build technical and professional skills, and open doors to diverse opportunities after high school. Together, they reflect the district's commitment to providing equitable access to rigorous, real-world, and high-impact learning experiences for all students.

Data Elements

- PSEO & Dual Enrollment – Early access to college-level coursework and credit.
    - Post Secondary Enrollment Options
        - Participating Colleges / Universities Normandale Community College, Minneapolis College, UofM Twin Cities & Crookston, North Hennepin Community College,
          St. Paul College, Hennepin Tech
    - University Writing: College in the Schools
        - University of Minnesota
    - Introduction to Literature: College in the Schools
    - College Algebra
        - Bemidji State
- Internships/Youth Skills Training Grant– Applied experiences that build career skills and engagement.
- National Merit Scholars – Recognition of academic excellence and pathways to selective opportunities.

2025-2027 Goals

PSEO and Dual Enrollment

By spring 2027, participation in Postsecondary Enrollment Options (PSEO) and Dual Enrollment programs will be strengthened through intentional outreach, guidance, and support for students who would most benefit from access to these pathways. The focus will not be solely on increasing total participation, but on ensuring that all students are aware of, prepared for, and supported in pursuing these opportunities when they align with their goals and readiness. Targeted growth areas and action steps for PSEO and Dual Enrollment will be refined during the Edina High School review and development of the co-designed Bold Roadmap for the Future. More specific participation goals will be established once 2026 data provide a verified baseline

Internships/Work-Based Learning

By spring 2027, the district will implement a consistent system for tracking internship and work-based learning participation and increase the number of students engaged in these experiences. Initial growth will be measured against a verified baseline established in 2025–26.

National Merit Scholars

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from *22 to 27*, Semifinalists from *8 to 10*, and Finalists from *8 to 10*. The focus will be on maintaining academic excellence, expanding opportunities for students to engage in rigorous coursework and test preparation, and ensuring that high-achieving learners from all backgrounds are encouraged and supported in pursuing recognition.

Edina High School College and Career Expanded Opportunities Data Table Goal Progress

2025-2027 Goals

PSEO and Dual Enrollment

By spring 2027, participation in Postsecondary Enrollment Options (PSEO) and Dual Enrollment programs will be strengthened through intentional outreach, guidance, and support for students who would most benefit from access to these pathways. The focus will not be solely on increasing total participation, but on ensuring that all students are aware of, prepared for, and supported in pursuing these opportunities when they align with their goals and readiness. Targeted growth areas and action steps for PSEO and Dual Enrollment will be refined during the Edina High School review and development of the co-designed Bold Roadmap for the Future. More specific participation goals will be established once 2026 data provide a verified baseline

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Number of Students Enrolled in PSEO S1				116			107	-9	Participation Decline
Number of Students Enrolled in PSEO S2				110			107	-3	Participation Decline
Number of Students Dual Enrolled				272			233	-39	Participation Decline

2025-2027 Goals

National Merit Scholars

By the spring of 2027, the number of Edina High School students recognized by the National Merit Scholarship Program will increase across all levels of distinction. From the 2025 baseline, participation goals include increasing the number of Commended Students from 22 to 27, Semifinalists from 8 to 10, and Finalists from 8 to 10. The focus will be on maintaining academic excellence, expanding opportunities for students to engage in rigorous coursework and test preparation, and ensuring that high-achieving learners from all backgrounds are encouraged and supported in pursuing recognition.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Number of Commended Students	27			22			25	3	Participation Growth
Number of Semi Finalist Students	10			8			19	11	Goal Met
Number of Finalist Students	10			8			19	11	Goal Met

Edina High School College and Career Expanded Opportunities Data Table

Career and College Ready Other Areas of Excellence

2025-2026 PSEO Participation by Term

		Semester	
Grade Band	School Year	S1	S2
High School (9-12)	2025-2026	107	107

National Merit Scholars

Grade Band	School Year	National Merit Category	
High School (9-12)	2025-2026	Commended	25
		Semi Finialists	19
		Finalists	19

Number of Students Dual Enrolled

Grade Band	School Year	
High School (9-12)	2025-2026	233

Number of Students Participating in Internships / Apprenticeships

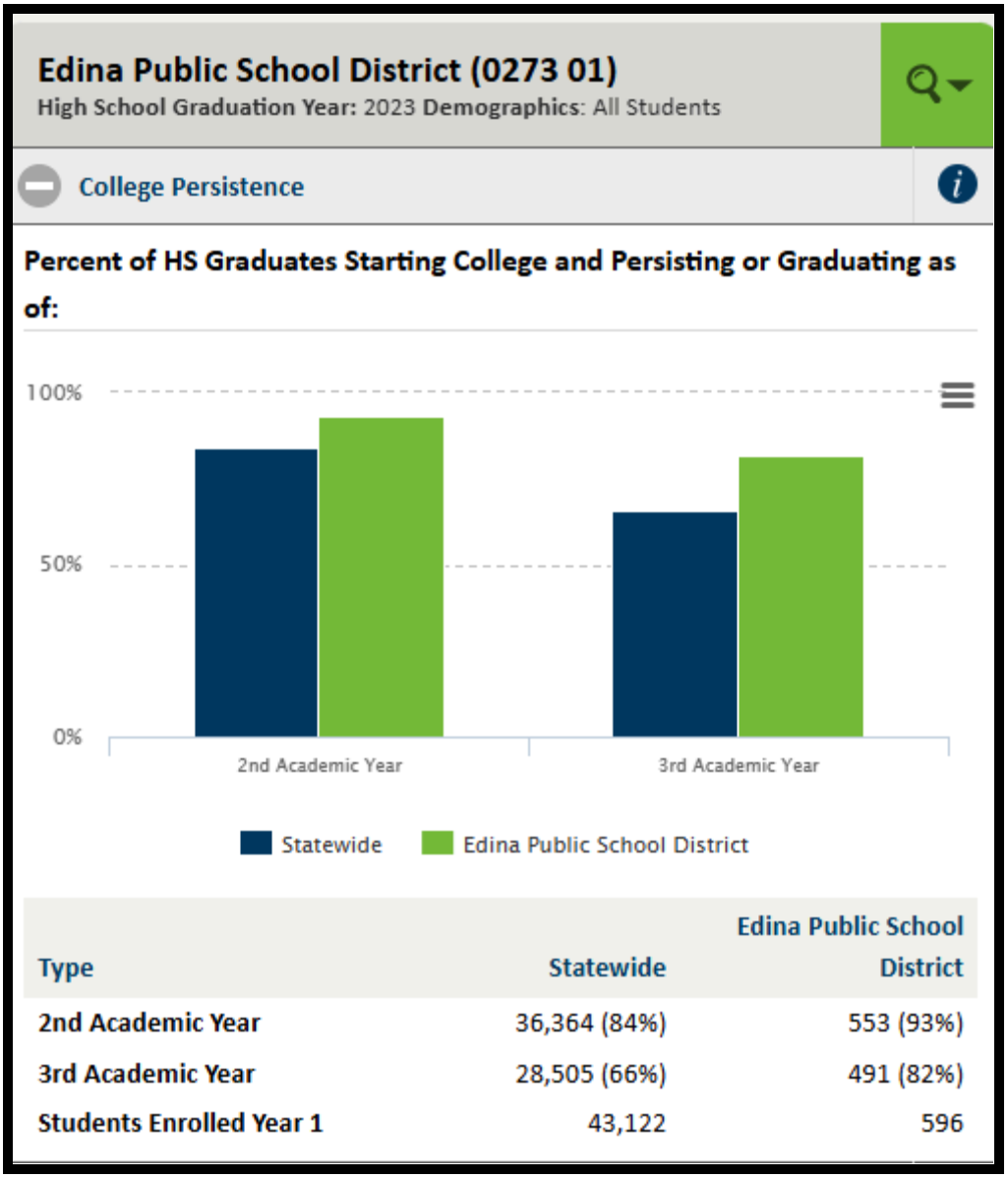
Grade Band	School Year	
High School (9-12)	2025-2026	

College Persistence:

Rationale
The Statewide Longitudinal Education Data System (SLEDS) provides valuable insights into how well Minnesota students are prepared for, transition to, and persist in postsecondary education and the workforce. By linking data from high school, college, and employment records, SLEDS helps districts like Edina understand long-term trends in college enrollment, persistence, completion, and career outcomes. Monitoring SLEDS data allows the district to evaluate the effectiveness of college and career readiness initiatives, identify opportunity gaps among student groups, and align supports to ensure every graduate has the knowledge, skills, and experiences necessary to succeed after high school.

Data Element
- 2022 MN SLEDS Data

2025-2027 Goal
By spring 2027, Edina High School graduates will demonstrate growth in **college persistence** rates as measured by the **Statewide Longitudinal Education Data System (SLEDS)**. Using the 2022 cohort as a baseline, the district will focus on supporting students in successfully transitioning to postsecondary education and remaining enrolled beyond their first year. Specific growth targets will be established once verified 2024 SLEDS data are available.



Type	Statewide	Edina Public School District
2nd Academic Year	36,364 (84%)	553 (93%)
3rd Academic Year	28,505 (66%)	491 (82%)
Students Enrolled Year 1	43,122	596

Data Source MN SLEDS 2023:
https://sleds.mn.gov/#stayingInAndCompletingCollege/orgId--027301000__groupType--district__ECODEVREGION--FOC_NONE__completingCollegeCOHORTID--2022__DISABILITY_TYPE--FOC_NONE__p--1

Edina High School Consistent Attendance

Rationale
Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent attendance as a key indicator of student engagement and overall school success. Chronic absenteeism, defined as missing 10% or more of instructional days, has been shown to negatively impact student achievement, social-emotional development, and long-term outcomes. When students are present, they build stronger connections with peers and teachers, receive rigorous and timely interventions, and develop the habits of responsibility and perseverance that will serve them well beyond their K–12 experience.

Data Elements
- **Definition:** When student percent in attendance is greater than or equal to 90% they are classified as being Consistently in Attendance. Students whose attendance is less than 90% are classified as being Not Consistently in Attendance.
- **Calculation Note:**
    - In **elementary**, attendance is recorded as a student present for the entire instructional day.
    - In **secondary**, attendance is measured by class period rather than by full day. A student's overall attendance rate reflects the percentage of class periods attended across all courses.
    - This data specifically reflects Edina High School attendance. K-12 attendance data can be viewed in the Appendix.

*This method provides a more precise measure of engagement in each instructional setting and accounts for the complexity of individualized secondary schedules.

2025-2027 Goals
By Spring 2027, Edina High School will increase the percentage of students who consistently attend school 90% of the time from 76.95% in 2025 to 82%.

High School Consistent Attendance Goal Progress

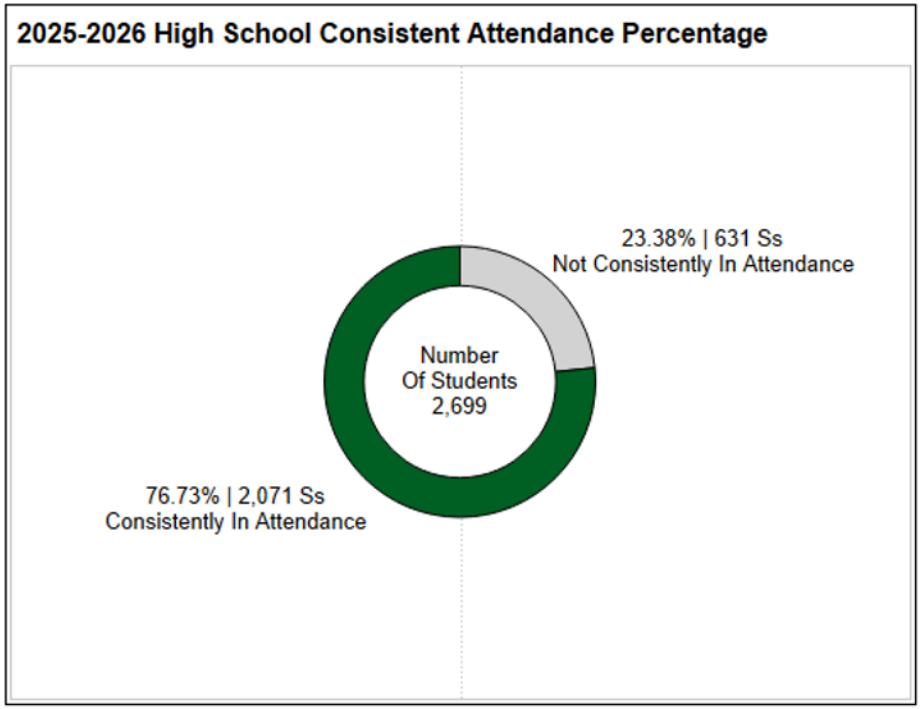
2025-2027 Goals

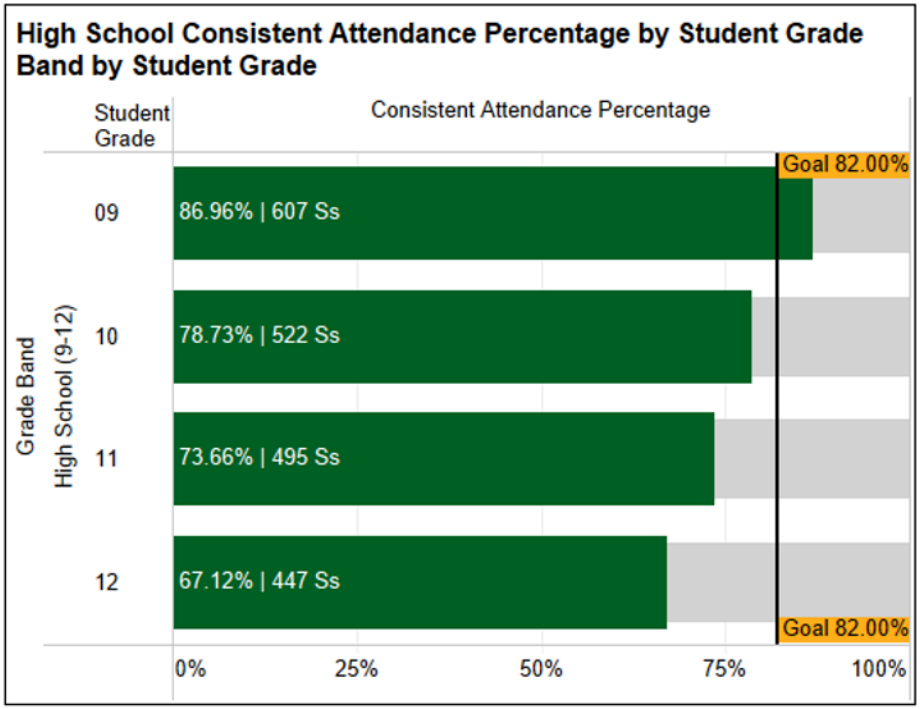
By Spring 2027, Edina High School will increase the percentage of students who consistently attend school 90% of the time from 76.95% in 2025 to 82%.

Component	Goal	GradeBand Prof	Group Prof	2024-25 Baseline	GradeBand Prof	Group Prof	2025-26 Result	Change from LY	Status
Percent of Edina High School Students Consistently in Attendance	90.00%			76.95%			76.73%	-0.22%	Percentage Decline

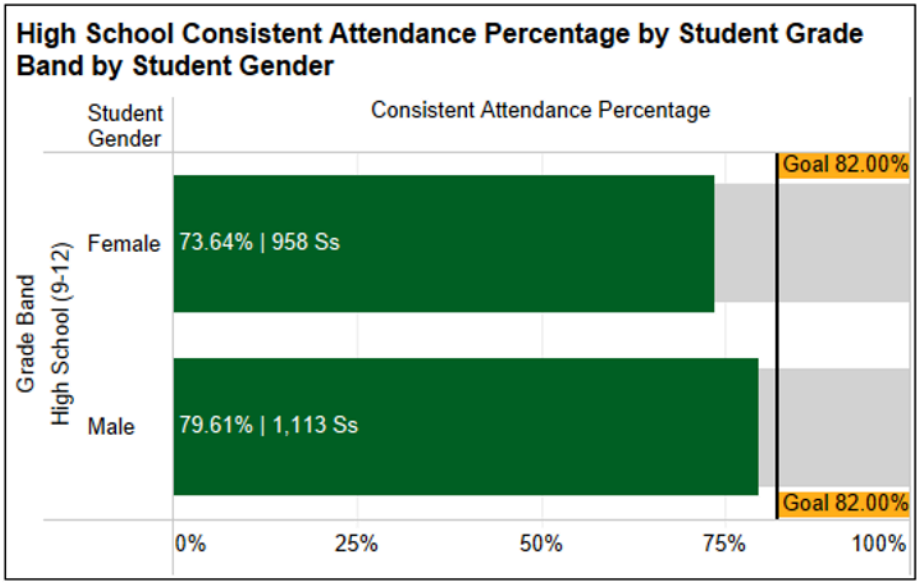
Data source: *Data is pulled from the Infinite Campus ADM/ADA Detail report which calculates a percent in attendance for each student. If a student has a percent in attendance greater than 90% they are Consistently In Attendance. If a student has a percent in attendance less than 90% They are Not Consistently in Attendance*

High School Consistent Attendance Charts and Graphs





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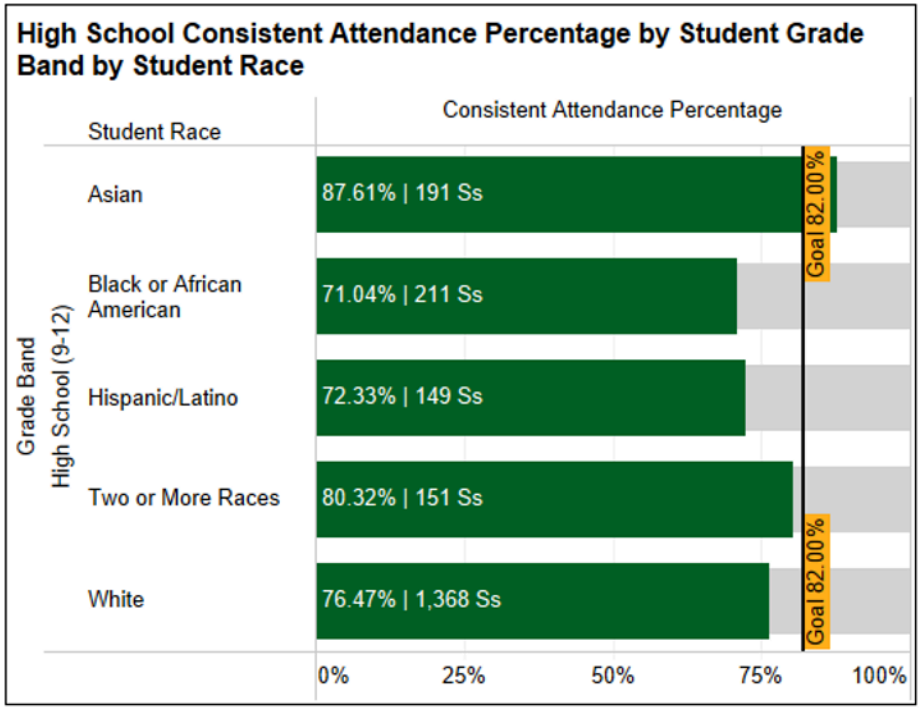


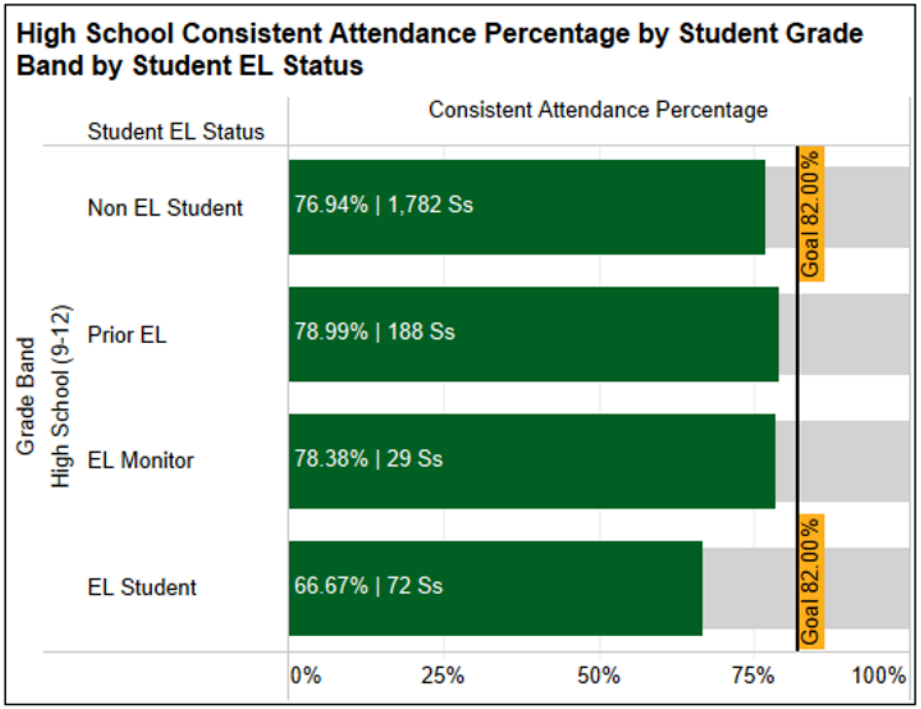
Consistent Attendance Status

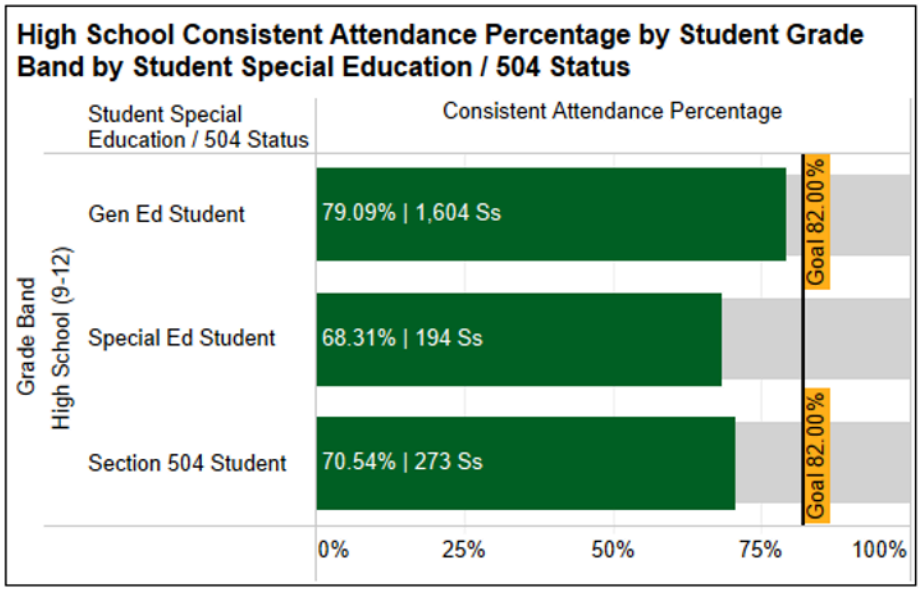
Consistently In Attendance Not Consistently In Attendance

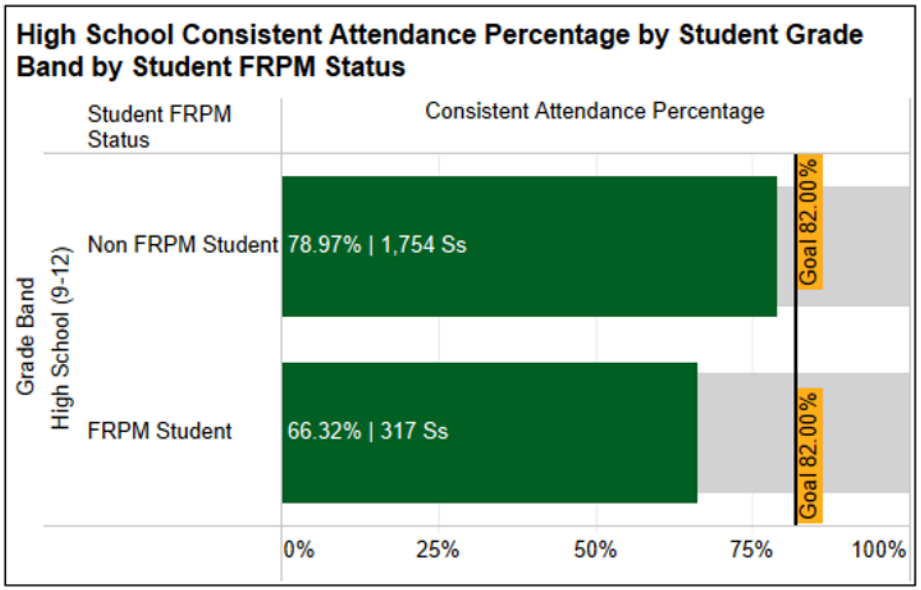
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

High School Consistent Attendance Charts and Graphs Cont.









Consistent Attendance Status
Consistently In Attendance
Not Consistently In Attendance

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix A: Glossary

Universal Screener: A brief, standardized assessment that is administered to all students to evaluate the efficacy of core programming and to identify those students who may be at risk for poor learning or social, emotional, and behavioral outcomes.

FASTBridge: A universal screener that identifies each students' academic performance level using risk benchmarks and national norms, provides growth rates and growth norms to assess progress toward end of year goals, and indicates the concepts and skills that are above, below, and within the students instructional range (also provides some diagnostic information). FASTBridge data also offers proven recommendations for response to the students needs specifically in literacy, and the ability to gather data in the format of progress monitoring how students are responding (growing or not) to the proven recommendations.
It is also important to note that the READ Act requires mandatory screening of every child in kindergarten, first, second, and third grade, including multilingual learners and students receiving special education services, using a screening tool approved by the Department of Education. Edina is using FASTBridge for this screening. It is completed three times per year to measure foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language. A specific subset of the FASTBridge assessment suite screens for characteristics of dyslexia.

Capti ReadBasix: The Minnesota READ Act requires students in grades 4 and above, who are not reading at grade level, to be assessed for reading difficulties, including characteristics of dyslexia, using a tool approved by the Department of Education. This requirement includes multilingual learners and students receiving special education services. Capti is the approved diagnostic tool based on the Science of Reading framework. It screens, diagnoses, and monitors foundational reading skills in adolescents. Edina winter of 2025 Edina will utilize this assessment and collaborate on the response plans to support student results.

Proficiency: Meeting a defined benchmark on an assessment that places a student in a category of low risk of not meeting expectations or demonstrates that student has met benchmarks for standards. Statisticians determine proficiency of an assessment using measurement systems that align assessment research.

Growth: The rate of learning improvement from one assessment window to the next. This is generally norm referenced and dependent upon a national distribution of scores.

Typical Growth: Growth that is between the 40th and 75th percentile. This means that the student is growing at a rate that is average to moderately above average.

Aggressive Growth: Growth that is measured at or above the 75th percentile or growing faster than 75% of other test takers. (Fastbridge assessments)

Talent Development: Talent Development encompasses all of the classes, support structures, and instruction that are designed to identify a child's strengths early on in their education, so they can turn their abilities and interests into high levels of achievement. In this report Accelerated and Advanced classes are the focus. These are classes that a select group of students take.

English Language Learner (ELL): A student whose home language is a language other than English and who is working towards meeting proficiency in listening, speaking, reading and writing in English.

Statewide Longitudinal Education Data System (SLEDS): Minnesota Statewide Longitudinal Education Data System (SLEDS) matches student data from pre-kindergarten through completion of post-secondary education and into the workforce.

Panorama: Resource to help educators understand student, teacher, and staff perceptions of Social and Emotional Learning skills. This measurement of mindsets, behaviors, and attitudes can be strongly related to success in school and beyond the classroom. Panorama also provides support and tools to respond to the measurements collected. For example the Panorama Playbook is a professional learning library with hundreds of instructional resources and interventions.

Professional Learning Community (PLC): "An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." (DuFour, DuFour, & Eaker, 2002)

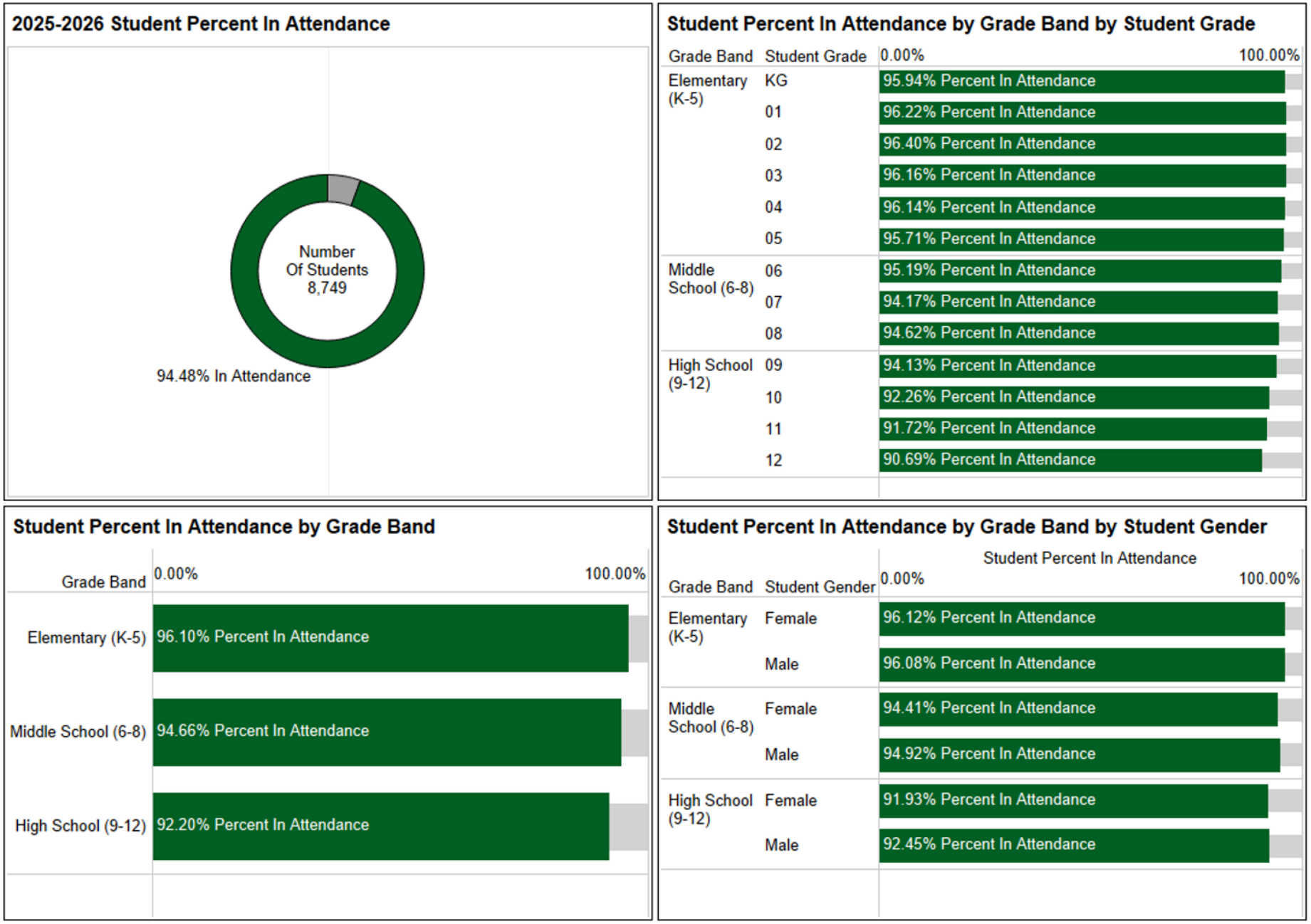
LETRS: (Language Essentials for Teachers of Reading and Spelling): A training course developed by Louisa Moats and Carol Tolman, both literacy experts and consultants in the Science of Reading/Structured Literacy. LETRS instructs teachers in what literacy skills need to be taught, why, and how to teach them in an explicit, systematic and direct way in alignment with the Science of Reading/Structured Literacy. LETRS professional development takes 144 hours on average to complete and guides learners in both whole group and independent learning sessions to deepen structured literacy knowledge in all 5 pillars of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A.S.P.I.R.E.: Based on the science of reading/structured literacy, Aspire is a professional learning solution designed to meet the needs of all educators teaching students in grades 4–8. Aspire trains all educators to weave literacy skills and strategies into their instruction so they can support learners to read, comprehend, and articulate their ideas across various subjects. It is a flexible, self-paced, digital solution that empowers all educators to accelerate literacy skills among students in grades 4-8.

STRIVE (Science of Reading Grades 4-12): A Minnesota READ Act approved professional development program that trains educators across content areas to integrate explicit vocabulary, advanced decoding, fluency, and comprehension routines into core Tier 1 instruction. This training supports adolescent literacy development, strengthens MTSS intervention structures, and accelerates reading growth for students performing below grade-level benchmarks in upper elementary, middle, and high school.

IXL: Online personalized learning platform. Edina systematically uses IXL in math in elementary and middle school as a diagnostic assessment and a tool to respond to diagnostic information with individualized instructional matches.

Appendix B: K-12 Attendance Charts and Graphs



Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix B: K-12 Attendance Charts and Graphs Cont.

Student Percent In Attendance by Grade Band by Student Race

Grade Band	Student Race	Student Percent In Attendance
Elementary (K-5)	Asian	97.46% Percent In Attendance
	Black or African A..	95.64% Percent In Attendance
	Hispanic/Latino	94.57% Percent In Attendance
	Two or More Races	96.20% Percent In Attendance
	White	96.17% Percent In Attendance
Middle School (6-8)	Asian	95.80% Percent In Attendance
	Black or African A..	93.95% Percent In Attendance
	Hispanic/Latino	93.28% Percent In Attendance
	Two or More Races	94.82% Percent In Attendance
	White	94.76% Percent In Attendance
High School (9-12)	Asian	94.58% Percent In Attendance
	Black or African A..	90.29% Percent In Attendance
	Hispanic/Latino	90.94% Percent In Attendance
	Two or More Races	92.84% Percent In Attendance
	White	92.42% Percent In Attendance

Student Percent In Attendance by Grade Band by Student EL Status

Grade Band	Student EL Status	Student Percent In Attendance
Elementary (K-5)	Non EL Student	96.12% Percent In Attendance
	Prior EL	97.02% Percent In Attendance
	EL Monitor	96.31% Percent In Attendance
	EL Student	95.65% Percent In Attendance
Middle School (6-8)	Non EL Student	94.74% Percent In Attendance
	Prior EL	95.14% Percent In Attendance
	EL Monitor	95.11% Percent In Attendance
	EL Student	91.78% Percent In Attendance
High School (9-12)	Non EL Student	92.39% Percent In Attendance
	Prior EL	91.78% Percent In Attendance
	EL Monitor	93.55% Percent In Attendance
	EL Student	89.33% Percent In Attendance

Student Percent In Attendance by Grade Band by Student Special Education / 504 Status

Grade Band	Student Special Education / 504 Status	Student Percent In Attendance
Elementary (K-5)	Gen Ed Student	96.18% Percent In Attendance
	Special Ed Student	95.81% Percent In Attendance
	Section 504 Student	95.46% Percent In Attendance
Middle School (6-8)	Gen Ed Student	94.95% Percent In Attendance
	Special Ed Student	93.34% Percent In Attendance
	Section 504 Student	94.04% Percent In Attendance
High School (9-12)	Gen Ed Student	92.49% Percent In Attendance
	Special Ed Student	90.84% Percent In Attendance
	Section 504 Student	91.68% Percent In Attendance

Student Percent In Attendance by Grade Band by Student FRPM Status

Grade Band	Student FRPM Status	Student Percent In Attendance
Elementary (K-5)	Non FRPM Student	96.22% Percent In Attendance
	FRPM Student	95.39% Percent In Attendance
Middle School (6-8)	Non FRPM Student	94.91% Percent In Attendance
	FRPM Student	93.27% Percent In Attendance
High School (9-12)	Non FRPM Student	92.71% Percent In Attendance
	FRPM Student	90.19% Percent In Attendance

Measure Names
Percent In Attendance Percent Absent

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix C: Demographic Summary

2025-2026 Enrollment by Grade Band by Student Grade

Grade Band	Student Grade	Number of Students	Percent of Students
Early Learning Center (ELC)	24	65	24.71%
	ECSE	198	75.29%
	Total	263	100.00%
Elementary (K-5)	KG	565	14.74%
	01	615	16.05%
	02	635	16.57%
	03	661	17.25%
	04	689	17.98%
	05	667	17.41%
	Total	3,832	100.00%
Middle School (6-8)	06	696	33.98%
	07	674	32.91%
	08	678	33.11%
	Total	2,048	100.00%
High School (9-12)	09	721	25.34%
	10	702	24.67%
	11	712	25.03%
	12	710	24.96%
	Total	2,845	100.00%
Grand Total		8,988	100.00%

Enrollment by Grade Band by Student Gender

Grade Band	Student Gender	Number of Studen..	Percent of Studen..
Early Learning Center (ELC)	Female	100	38.02%
	Male	163	61.98%
Elementary (K-5)	Female	1,838	47.96%
	Male	1,994	52.04%
Middle School (6-8)	Female	1,047	51.12%
	Male	1,001	48.88%
High School (9-12)	Female	1,367	48.05%
	Male	1,478	51.95%

Enrollment by Grade Band by Student FRPM Status

Grade Band	Student FRPM Status	Number of Stud..	Percent of Stud..
Early Learning Center (ELC)	Non FRPM Student	203	77.19%
	FRPM Student	60	22.81%
Elementary (K-5)	Non FRPM Student	3,275	85.46%
	FRPM Student	557	14.54%
Middle School (6-8)	Non FRPM Student	1,714	83.69%
	FRPM Student	334	16.31%
High School (9-12)	Non FRPM Student	2,283	80.25%
	FRPM Student	562	19.75%

Enrollment by Grade Band by Student Race

Grade Band	Student Race	Number of Stu..	Percent of Stu..
Early Learning Center (ELC)	Asian	20	7.60%
	Black or African American	33	12.55%
	Hispanic/Latino	26	9.89%
	Two or More Races	18	6.84%
	White	166	63.12%
Elementary (K-5)	Asian	267	6.97%
	Black or African American	293	7.65%
	Hispanic/Latino	291	7.60%
	Two or More Races	334	8.72%
	White	2,645	69.06%
Middle School (6-8)	Asian	161	7.88%
	Black or African American	176	8.61%
	Hispanic/Latino	162	7.93%
	Two or More Races	142	6.95%
	White	1,403	68.64%
High School (9-12)	Asian	223	7.84%
	Black or African American	378	13.29%
	Hispanic/Latino	222	7.81%
	Two or More Races	194	6.82%
	White	1,827	64.24%

Enrollment by Grade Band by Student Special Educatoin / 504 Status

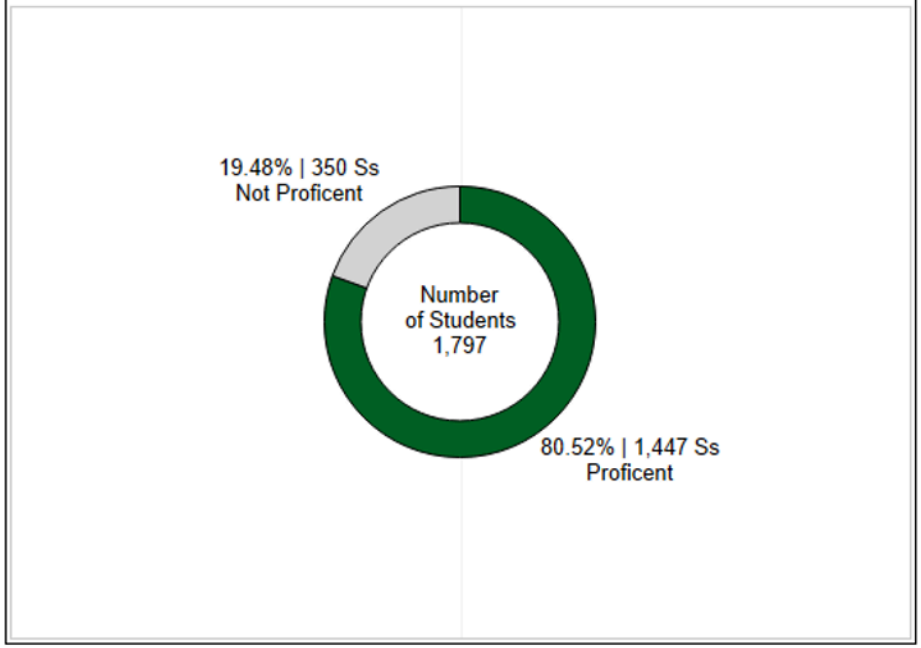
Grade Band	Student SPED / 504 Student Status	Number of Students	Percent of Students
Early Learning Center (ELC)	Gen Ed Student	92	34.98%
	Special Ed Student	171	65.02%
Elementary (K-5)	Gen Ed Student	3,063	79.93%
	Special Ed Student	633	16.52%
	Section 504 Student	136	3.55%
Middle School (6-8)	Gen Ed Student	1,595	77.88%
	Special Ed Student	284	13.87%
	Section 504 Student	169	8.25%
High School (9-12)	Gen Ed Student	2,150	75.57%
	Special Ed Student	299	10.51%
	Section 504 Student	396	13.92%

Enrollment by Grade Band by Student EL Status

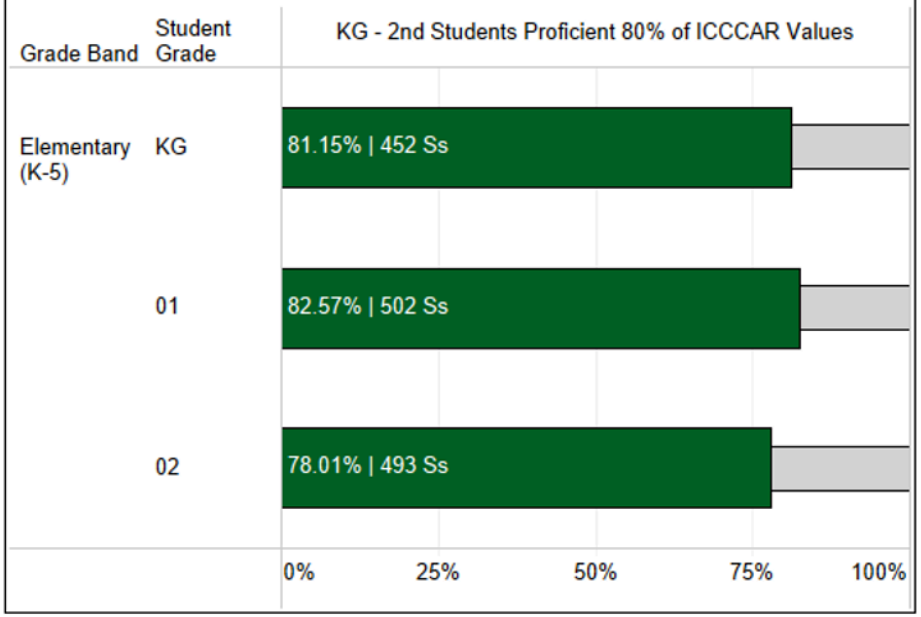
Grade Band	Student EL Status	Number of Stude..	Percent of Stude..
Early Learning Center (ELC)	Non EL Student	233	88.59%
	EL Student	30	11.41%
Elementary (K-5)	Non EL Student	3,433	89.63%
	Prior EL	24	0.63%
	EL Monitor	76	1.98%
	EL Student	297	7.75%
Middle School (6-8)	Non EL Student	1,759	86.31%
	Prior EL	125	6.13%
	EL Monitor	62	3.04%
	EL Student	92	4.51%
High School (9-12)	Non EL Student	2,405	84.56%
	Prior EL	273	9.60%
	EL Monitor	39	1.37%
	EL Student	127	4.47%

Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs

2025-2026 ICCCAR Course Standard Proficiency

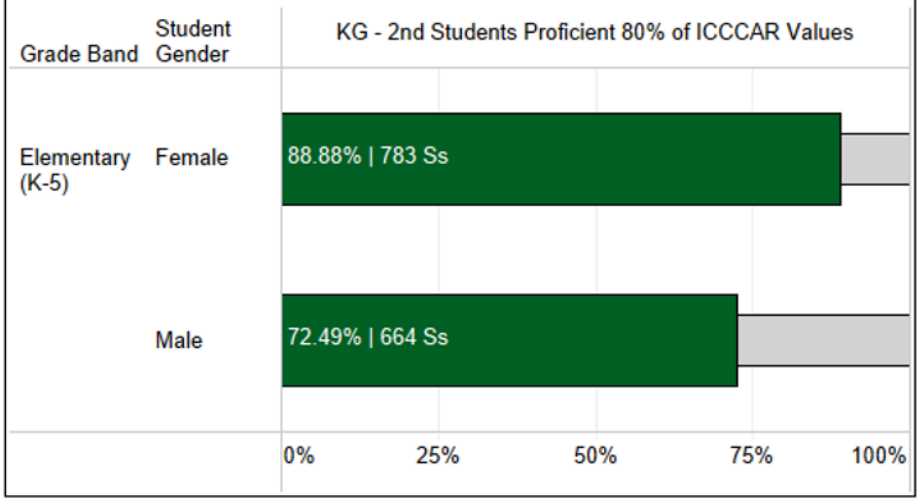


ICCCAR Course Standard Proficiency by Grade Band by Student Grade



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ICCCAR Course Standard Proficiency by Grade Band by Student Gender



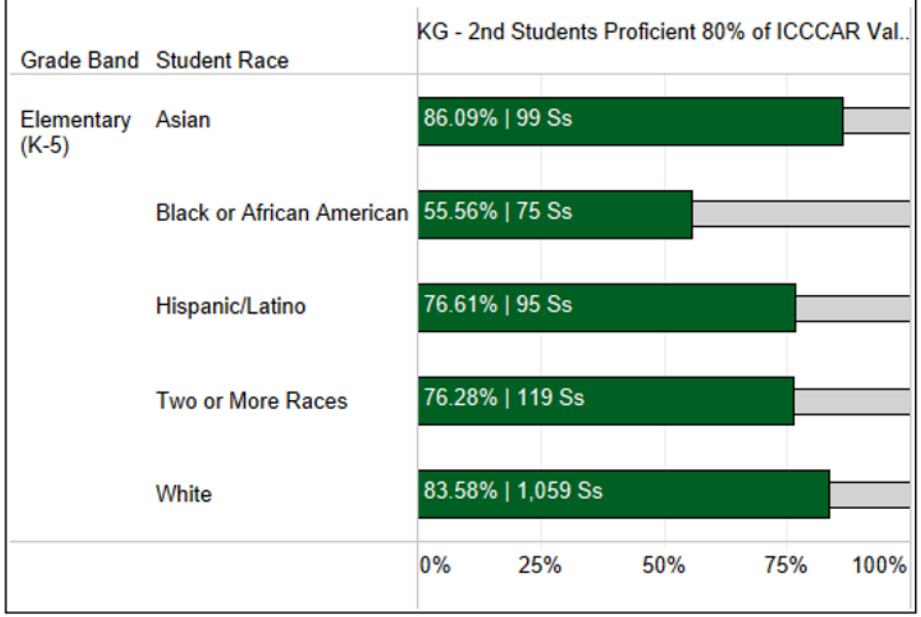
ICCCAR Proficency Status

Proficent Not Proficent

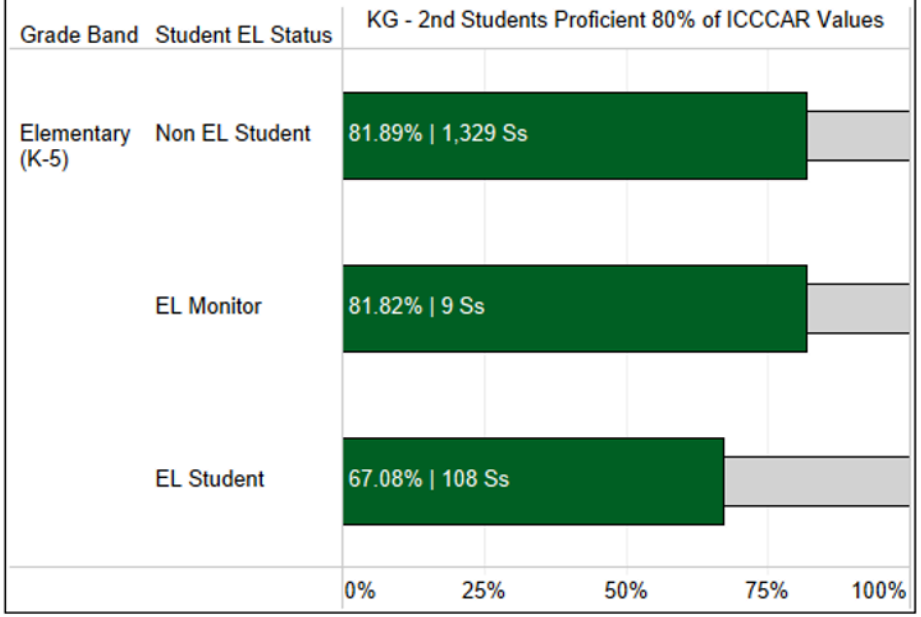
Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix D: K-2 ICCCAR Standard Proficiency Charts and Graphs Cont.

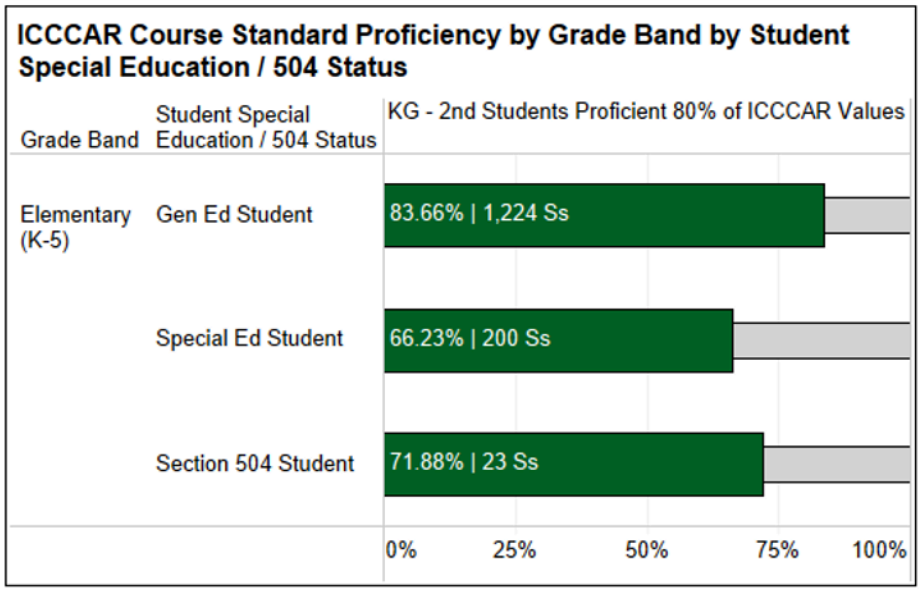
ICCCAR Course Standard Proficiency by Grade Band by Student Race



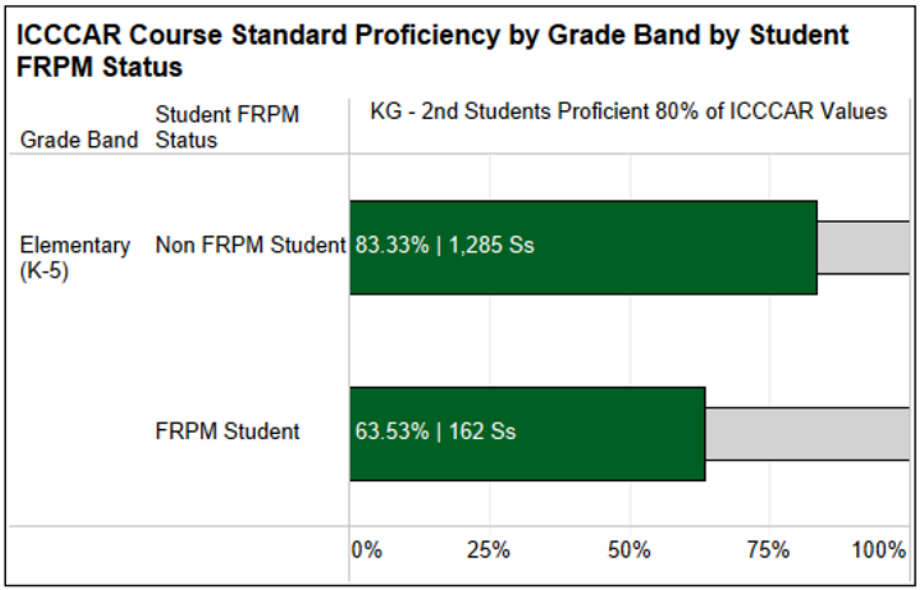
ICCCAR Course Standard Proficiency by Grade Band by Student EL Status



ICCCAR Course Standard Proficiency by Grade Band by Student Special Education / 504 Status



ICCCAR Course Standard Proficiency by Grade Band by Student FRPM Status



ICCCAR Proficency Status

Proficent Not Proficent

Student demographic groups where the enrolled number of students is less than 20 have been excluded due to the small number making students identifiable.

Appendix E: Career/College Ready Research

The following national studies and frameworks represent some of the most widely recognized research on college and career readiness. Together, they highlight the importance of rigorous coursework, benchmark assessments, and key skill areas as strong predictors of post-secondary success.

Sources

- Adelman, C. (2006). *The Toolbox Revisited: Paths to degree completion from high school through college*. U.S. Department of Education.
  → Completing advanced math courses (beyond Algebra II) is the strongest curriculum factor predicting college completion.
- ACT. (2023). *The Condition of College & Career Readiness 2023.* ACT, Inc.
  → College readiness benchmarks in English, math, reading, and science align with first-year college success.
  National Center for Education Statistics. (2017). *High school course-taking and college readiness: 2017 update*. U.S. Department of Education.
  → Rigorous course sequences in math, science, and English increase college enrollment and persistence.
  Partnership for 21st Century Learning. (2019). *Framework for 21st century learning*. Battelle for Kids.
  → Identifies critical thinking, communication, collaboration, and global awareness as essential readiness skills.

Together the following research highlights how these opportunities extend readiness, promote equity of access, and celebrate student distinction within our community.

Sources

- An, B. P. (2013). *The impact of dual enrollment on college degree attainment.* Educational Evaluation and Policy Analysis.
  → Dual enrollment significantly increases college enrollment and degree attainment, especially for underrepresented students.
- Advance CTE & Association for Career and Technical Education. (2018). *Work-based learning in high school: Findings from a national survey*. **
  → Work-based learning (e.g., internships) builds career readiness, applied skills, and student engagement.
- National Merit Scholarship Corporation. (2022). *Annual Report*. **
  → National Merit recognition highlights high academic achievement and expands opportunities for selective college admissions and scholarships.

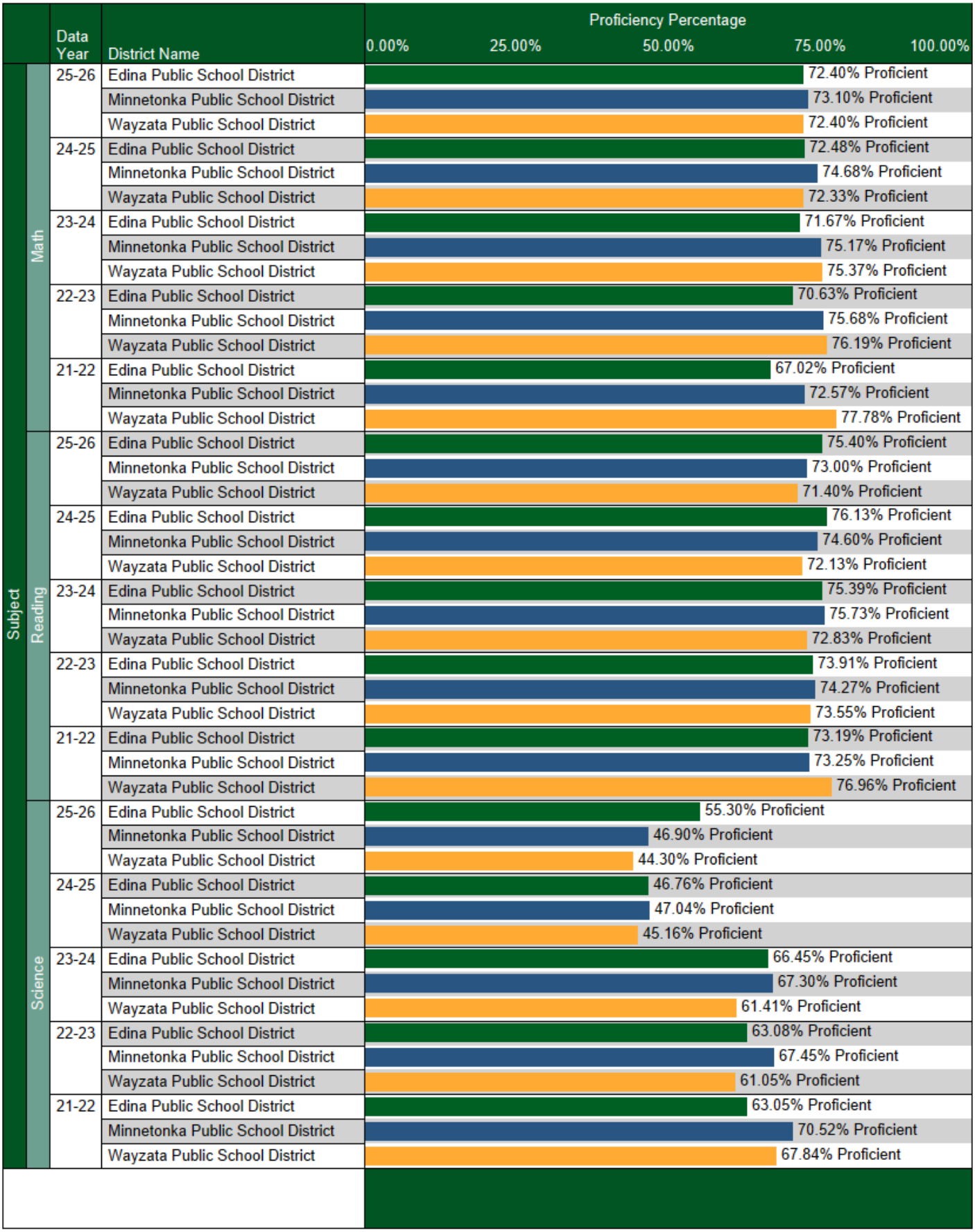
Appendix F: Program Included in Edina High School and Edina Community Education Data

- (Online) Driver's Education: Classroom Instruction & Behind the Wheel: Ages 14.5-18
- Advanced Archery: Gr. 5-12
- Alpine Ski - Boys
- Alpine Ski - Girls
- Archery 101: Gr. 5-12
- Badminton
- Badminton Club: Gr. 6-8
- Ballet 1/Pre-Teen Ballet: Ages 8-14
- Baseball
- Basketball - Boys
- Basketball - Girls
- Cheerleading
- Chess Club: Gr. 6-8
- Code Championship | Virtual Computer Coding Competition: Gr. 3-9
- Competition Chess Club and Team: Gr. 1-12
- Competition Dance
- Competitive Diving
- Cross Country - Boys
- Cross Country - Girls
- Cross Country Running Club: South View & Valley View: Gr. 6
- Debate
- Dungeon Adventures: Gr. 6-8
- Edina Gymnastics: Gr. 2-7
- Edina Gymnastics: Gr. 2-9
- Edina Winter Open Chess Tournament: Gr. 1-12
- Ella's Individual Piano Lessons - Mondays or Saturdays: Ages 6+
- Etiquette, Manners, and Social Skills: Oh My! Gr. 1-6
- Football
- Freeze Volleyball Fall Clinics: Gr. 5-8
- Girls Spring Volleyball Clinic: Gr. 1-6
- Golf - Boys
- Golf - Girls
- Gymnastics
- Hockey - Boys
- Hockey - Girls
- Intermediate Diving
- Jazz Band
- Junior High Competitive Cheer: Gr. 6-9
- Kelle's Private Voice or Piano Lessons: Age 7+
- Kung Fu – Wu Shu for Self-Defense and Fitness: 3rd Purple - Black Belt: Ages 5 - Adult
- Kung Fu – Wu Shu for Self-Defense and Fitness: Green – 2nd Purple Belt: Ages 5 - Adult
- Kung Fu – Wu Shu for Self-Defense and Fitness: Instruments & Sparring: Ages 8 - Adult
- Kung Fu – Wu Shu for Self-Defense and Fitness: White - Orange Belt: Ages 5 - Adult
- Kung Fu- Wu Shu for Self-Defense and Fitness: Beginners: Ages 5 - Adult
- Lacrosse - Boys
- Lacrosse - Girls
- Learn to Dive
- Learn to Dive: Ages 5-18
- Middle School Chess Club: Gr. 6-8
- Middle School Dance Club: South View & Valley View Gr. 6
- Mikkonen Music - Spring Piano, Guitar & Ukulele Lessons: Pick Your Number
- Mikkonen Music Lessons: Gr. 1-12
- Morning Math Team: Gr. 6-8
- Non-School Day: Pokemon Teambuilding Day Camp Gr. 1-8
- Nordic Ski - Boys
- Nordic Ski - Girls
- One Act
- Pokemon Kanto Journey: Gr. 2-8
- Quick Minds Think Alike Improv: Gr. 6-8
- Rise & Rally- Morning Pickleball Play: Gr. 6-8
- ROBOTICS- FIRST ROBOTICS COMP. (FRC)
- ROBOTICS- FIRST TECH CHALLENGE (FTC)
- Saturday Ballet 1/Pre-Teen Ballet: Ages 8-13
- Soccer - Boys
- Soccer - Girls
- Softball
- South View Middle School Boys Track & Field Gr. 6-8
- South View Middle School Girls Track & Field Gr. 6-8
- South View Middle School Wrestling: Gr. 6-8
- South View Ski & Snowboard Club: Gr. 6-8
- Speech
- Spring Open Chess Tournament: Gr. 1-12
- Stock Market, Personal Finance & Business Club: Gr. 6-12
- Strategy Game Club: Gr. 6-8
- Swim & Dive - Boys
- Swim & Dive - Girls

- Synchro Swim
- Tennis - Boys
- Tennis - Girls
- Theater
- Track & Field - Boys
- Track & Field - Girls
- Valley View Middle School Boys Track & Field Gr. 6-8
- Valley View Middle School Girls Track & Field Gr. 6-8
- Valley View Middle School Wrestling: Gr. 6-8
- Valley View Ski & Snowboard Club: Gr. 6-8
- Volleyball - Boys
- Volleyball - Girls
- Wrestling
- YEL! Fencing Club

Appendix G: District Wide MCA Assessment Performance District Comparison

All District Students



Appendix H: High School MCA Assessment Performance District Comparison

All High School School Students

Subject	Data Year	District Name	Grade 10 Proficiency Percentage (0.00% – 50.00% – 100.00%)	Grade 11 Proficiency Percentage (0.00% – 50.00% – 100.00%)	Grade HS Proficiency Percentage (0.00% – 50.00% – 100.00%)
Math	25-26	Edina Public School District		72.70% Proficient	
		Minnetonka Public School District		59.90% Proficient	
		Wayzata Public School District		77.90% Proficient	
	24-25	Edina Public School District		73.47% Proficient	
		Minnetonka Public School District		61.61% Proficient	
		Wayzata Public School District		80.17% Proficient	
	23-24	Edina Public School District		70.00% Proficient	
		Minnetonka Public School District		63.04% Proficient	
		Wayzata Public School District		78.23% Proficient	
	22-23	Edina Public School District		62.75% Proficient	
		Minnetonka Public School District		69.31% Proficient	
		Wayzata Public School District		77.87% Proficient	
	21-22	Edina Public School District		59.85% Proficient	
		Minnetonka Public School District		66.44% Proficient	
		Wayzata Public School District		78.21% Proficient	
Reading	25-26	Edina Public School District	72.10% Proficient		
		Minnetonka Public School District	66.30% Proficient		
		Wayzata Public School District	72.20% Proficient		
	24-25	Edina Public School District	86.21% Proficient		
		Minnetonka Public School District	77.27% Proficient		
		Wayzata Public School District	78.70% Proficient		
	23-24	Edina Public School District	88.65% Proficient		
		Minnetonka Public School District	79.05% Proficient		
		Wayzata Public School District	80.37% Proficient		
	22-23	Edina Public School District	85.42% Proficient		
		Minnetonka Public School District	71.62% Proficient		
		Wayzata Public School District	82.46% Proficient		
	21-22	Edina Public School District	71.85% Proficient		
		Minnetonka Public School District	72.00% Proficient		
		Wayzata Public School District	81.01% Proficient		
Science	25-26	Edina Public School District			83.10% Proficient
		Minnetonka Public School District			54.60% Proficient
		Wayzata Public School District			57.80% Proficient
	24-25	Edina Public School District			66.79% Proficient
		Minnetonka Public School District			56.08% Proficient
		Wayzata Public School District			62.25% Proficient
	23-24	Edina Public School District			88.44% Proficient
		Minnetonka Public School District			77.41% Proficient
		Wayzata Public School District			67.87% Proficient
	22-23	Edina Public School District			88.59% Proficient
		Minnetonka Public School District			72.81% Proficient
		Wayzata Public School District			67.53% Proficient
	21-22	Edina Public School District			87.39% Proficient
		Minnetonka Public School District			78.85% Proficient
		Wayzata Public School District			70.38% Proficient

V.G. Curriculum Implementation Report

Speaker(s): Jody De St. Hubert, Director of Teaching and Learning; Sarah Klitzke, Assistant Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator; and Jamie Hawkinson, Creek Valley Administrative Dean

Edina Public Schools

DEFINING EXCELLENCE

Board Meeting: November 9, 2026

Title: Curriculum Implementation Update

Type: Discussion

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning; Sarah Klitzke, Assistant Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator; and Jamie Hawkinson, Creek Valley Administrative Dean

Description: A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content or subject area. It most often results in a change to resources used to teach that content area. Over the last four years there have been changes to resources in K-12 Science, English Language Arts, Social Studies, and Mathematics. This report provides an overview of the curriculum review process used in Edina Public Schools and a highlight of where Science, English Language Arts, Social Studies, and Mathematics are in this process.

Recommendation: There is no recommendation at this time.

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

Background Materials:
Policy 603

Appendices:
Appendix I: Comprehensive List of Design Team Members

Appendix I of Policy 603 states:

> *In Edina, a core belief we share is "Professional Excellence." This means that, "We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices." This is done through the use of "district design teams."*

District design teams are intentionally created to ensure representation of key educators that will be impacted by the change created while advancing strategic and innovative initiatives.

District design teams are formed when there is a strategic and/or innovative initiative to make a collective decision on changes and even more importantly to collectively engage in the implementation phase once the decision making is completed.

What is a District Design Team:

- Design teams are formed with representation of all educators impacted by potential change.
- Design teams are the decision makers for change recommendations.
- Design teams shift to implementation teams after decisions are made to ensure the conditions are set for successful implementation of the change.
- Design teams support successful implementation for multiple years following the initial implementation to ensure the greatest impact on student outcomes.

What is a Curriculum Review:

- A curriculum review is an example of a strategic and innovative initiative.
- A curriculum review is most often prompted by a change in the Minnesota State Standards in a specific content area.
- A curriculum review follows Implementation Science in Edina.

What is Implementation Science:

- The study of how to implement evidence-based practices and resources so that they have the greatest impact.

Implement with Impact, Pizzuto & Carney, page 23

Why Implementation Science:

- It ensures that we go beyond the what and include the who, why, where, when and how.
- It utilizes "design teams" (a decision and implementing team) to lead through the transitions that occur with change.
- It uses various forms of data to drive decision making and continuous improvement.
- It develops capacity through systems that create ongoing opportunities to increase knowledge and skills associated with the new implementation.
- It ensures the voices of the implementers are included and matter.

Implement with Impact, Pizzuto & Carney, page 25

The Stages of Implementation Science:

Design teams of educators participate in all of the following stages. Their input, experience, and
professional excellence is critical to every stage of the process.

Exploration: **Critical to Assess Need, Select Action/Resource, Assess Readiness through a CPSS lens*	• Assemble your design team • Define current reality & identify the issue that needs to be addressed and understand why it needs to be addressed • Develop the goal to articulate what implementation will achieve • Identify the evidence based solutions that may work • Assess fit and feasibility of the possible solutions to address the changes needed • Assess organizational readiness • Collect stakeholder input/feedback • Use CPSS • Select and define the practice/program
Installation: The Plan & Prepare Stage ** Critical to set the conditions for success by creating infrastructures, systems and training for readiness.*	• Create an Implementation Team (can be the same as the design team and it may be different) • Create an implementation plan • Define the core components responsible for program's efficacy (active ingredients/commitments) • Select the implementation strategies (define what will get in the way of implementation and create plans to overcome) • Create an ongoing Professional Development plan • Develop a plan to monitor the implementation
Early Implementation: **Critical to test, problem-solve and refine.*	• Some educators begin using the program/practice • Build supportive foundations • Cultivate a learning culture with improvement cycles • Data is collected around both implementation and student outcomes • Harness data for strategic action
Full Implementation: The Spread and Sustain Stage **Critical to long-term integration through attention to consistency, quality, and outcomes.*	• All educators begin using the program/practice • Spread and sustain through monitoring and improving support infrastructures • Monitor student data to celebrate improved outcomes and implementation success

Edina Teaching and Learning utilizes the following Implementation Science Resources to follow the process outlined above:

National Implementation Research Network: NIRN
Implement with Impact: A Strategic Framework for Leading School and District Initiatives: By: Jenic Pizzuto and Steven Carney

Current Edina Content Areas that are in installation to full implementation:

School Year:	***Content Area:***
2024-2025	K-5 Science
2025-2026	K-12 ELA 6-12 Social Studies
2026-2027	K-5 Social Studies
2027-2028	K-12 Mathematics

K-12 Science:
K-12 Science curriculum reviews across all grade spans are in Full Implementation. A key highlight of the 2025–2026 school year is a clear rebound in MCA Science proficiency, reflecting the positive impact of consistent curriculum implementation and targeted instruction. Furthermore, Edina Public Schools continues to demonstrate strong regional leadership, maintaining a science proficiency rate that exceeds adjacent neighboring metro district averages by nearly 10 percentage points.

Across Minnesota, Science MCA proficiency rates are historically lower than Math and Reading scores, making science performance an outlier when evaluating standardized student achievement. To properly understand the why behind this, it is essential to consider the unique design of state science assessments alongside our district's rigorous course pathways:

- **Multi-Year Cumulative Standards:** The 5th-grade and 8th-grade MCA assessments evaluate cumulative, multi-year state standards (K–5 and 6–8 content, respectively) rather than specific curriculum taught during one testing year.
- **Accelerated Learning Pathways:** In addition, Edina provides opportunities for students to accelerate learning in Science. This is done in middle school when students have the option to compact 7th and 8th grade standards into one year at 7th grade and transition into the high school-level Physical Earth Science in 8th grade. As a result, many 8th graders master high school credit requirements while taking a state middle school MCA exam designed around general 6–8 standards.
- **Baseline Proficiency vs. Post-Secondary Readiness:** State MCAs measure proficiency aligned with grade-level standards. They do not measure whether students possess the advanced scientific reasoning, formal laboratory skills, or depth required for college STEM pathways.

To more accurately gauge advanced college and career readiness in science it is important that we triangulate data. Edina does this by tracking student performance in high-rigor secondary coursework and advanced quantitative experiences in our Edina Data Metrics Plan. Key metrics confirming robust preparation for post-secondary STEM success include:

- **High School Biology Course Proficiency:** 74.12%
- **Pre-Calculus Course Proficiency:** 70.17%
- **Advanced STEM Coursework Proficiency:** 87% (students taking AP Biology, AP Chemistry, AP Physics 1, AP Physics C Mechanics, and AP Environmental Science)

Next Steps:

- **Instructional & Assessment Alignment:** Teaching and Learning will continue working with grade-level and department leaders to align classroom instruction and assessment tasks with MDE's Performance Level Descriptors (PLDs), while utilizing WIN and FLEX times to address targeted student learning needs.
- **Targeted Secondary Resource Support:** Leadership will engage in collaborative review and support of resources for secondary science classes as budget and space capacity permits.
- **Long-Term Standards Cycle:** EPS will sustain full implementation and continuous improvement with our current science materials while preparing for the next Minnesota Department of Education (MDE) standards review and revision cycle, which is scheduled to begin in 2028–2029.

Science Curriculum Update Aligned with Implementation Science Stages:

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 & 2026-2027
K-5	**Exploration** Tier I Curriculum	COVID Break	**Installation** Tier I Curriculum (Mystery Science)	**Early** Implementation Tier I Curriculum (Mystery Science)	**Full** Implementation Tier I Curriculum (Mystery Science)	**Full** Implementation Tier I Curriculum (Mystery Science) **New MCA Assessment 5th Grade**	**Full** Implementation Tier I Curriculum (Mystery Science)
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
6-8	**Exploration** Physical Earth Science	**Installation** Physical Earth Science	**Early Implementation** Physical Earth Science	**Full** Implementation Physical Earth Science	**Full** Implementation Physical Earth Science	**Full** Implementation Physical Earth Science	**Full** Implementation Physical Earth Science

	Exploration Tier I Curriculum **Early Implementation** Compacted Pathway	**Exploration** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway	**Installation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway	**Early Implementation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway	**Full Implementation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway	**Full Implementation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway **New MCA Assessment 8th Grade**	**Full Implementation** Tier I Curriculum (Amplify) **Full Implementation** Compacted Pathway *Adjusted to 7th and 8th grade instead of 6-8th.
9-12	**Exploration** Tier I Curriculum all disciplines	COVID Break	**Exploration** Chemistry Biology Physics **Installation** Physical Earth Science	**Installation** Chemistry Biology Physics **Early Implementation** Physical Earth Science	**Early Installation** Chemistry Biology Physics **Full Implementation** Physical Earth Science	**Full Implementation** Chemistry Biology Physics Physical Earth Science **New MCA Assessment Biology**	**Full Implementation** Chemistry Biology Physics Physical Earth Science

E-12 English Language Arts (ELA):
In an ongoing commitment to the Edina E-12 Comprehensive Literacy Plan, Edina Public Schools has made significant strides across all levels of learning in literacy. Early Learning, Elementary, Middle School, and High School ELA frameworks are currently in Early Implementation to Full Implementation. Our instructional practices and curriculum resources align core classroom instruction with Science of Reading and the requirements of the Minnesota READ Act.

To evaluate both literacy proficiency and growth, multiple academic indicators are measured. The following highlights are outlined in the Edina Data Metrics Plan:

- **Universal Screener Stability & Student Growth**: On the FastBridge Universal Screener (K–9), overall reading proficiency was 76.70%. In alignment with implementation research, when launching a new curriculum, standardized test scores typically experience an initial dip during the first **1 to 2 years** of implementation before leveling out and demonstrating accelerated long-term growth by **Years 2 to 3**. As importantly, growth metrics demonstrate a strong

upward trajectory: 60.66% of K–9 students achieved typical or aggressive growth (+1.66% over baseline), and 22.91% of students starting the year below benchmark achieved aggressive growth (+1.91%).

- **Multiple Measures of Proficiency (Triangulated Data)**: When combining three distinct measures, FastBridge Universal Screener, MCA Reading, and end-of-year classroom course grades, 78.68% of students in grades 3–8 demonstrated triangulated ELA proficiency.
- **Early Literacy Mastery (ELFC)**: At the Early Learning and Family Center, 4-year-old baseline tracking on Teaching Strategies (TS) GOLD Objective 16 reflects dedicated alignment with Science of Reading instructional strategies, establishing clear baselines for uppercase letters (36.90%), lowercase letters (20.24%), and letter sounds (11.27%) proficiency prior to kindergarten entry.

Implementation Updates by Level

- **Early Learning (PreK)**: The use of *Creative Curriculum* is in full implementation. With robust infrastructure in place, the Early Learning Literacy Administrative team continues to maintain fidelity and refine data collection frameworks to ensure strong kindergarten readiness.
- **Elementary Level (K–5)**: Edina is in year 2 of full implementation of *Benchmark Advance*, *Benchmark Adelante* (Spanish Dual Language), and *Benchmark Express* (English Learners) across all elementary sites.
- **Middle School Level (6–8)**: Entering Year 3 of *StudySync* implementation, secondary ELA instruction continues to yield positive results across FASTBridge aReading and local assessments.
- **High School Level (9–12) Course Redesign & Registration Updates:** Grounded in student choice, academic rigor, and expanded college credit access, high school ELA is now in full implementation across all three phases of its curriculum redesign. In direct response to student feedback, select 11th and 12th-grade semester electives for 2026–2027 have been adjusted to fulfill both fiction and nonfiction graduation requirements, offering maximum scheduling flexibility while maintaining high academic standards

Next Steps

- **ELFC & K-1 Collaboration**: District leadership will expand collaboration between the Early Learning and Family Center (ELFC) and K–1 educators to align foundational literacy instruction, standardize early assessment frameworks, and ensure seamless student transitions into primary grades.
- **Elementary Implementation & Data Review**: The Elementary Literacy Lead Team continues to meet as an active implementation team to build supportive structures around year 2 implementation commitments with *Benchmark Advance*.

English Language Arts Curriculum Update Aligned with Implementation Science Stages:

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
PreK	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum (Creative Curriculum)	**Early Implementation** Tier 1 Curriculum (Creative Curriculum)	**Full Implementation** Tier 1 Curriculum (Creative Curriculum)	**Full Implementation** Tier 1 Curriculum (Creative Curriculum)	**Full Implementation** Tier 1 Curriculum (Creative Curriculum)
K-5	**Exploration** Tier 1 Curriculum	**Exploration** Tier 1 Curriculum	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum (Benchmark Advance)	**Early Implementation** Benchmark Advance, Benchmark Adelante (SDL) and Benchmark Advance (EL) **Grades 3-5 New MCA Assessment**	**Full Implementation** Benchmark Advance, Benchmark Adelante (SDL) and Benchmark Advance (EL)
6-12		**Exploration** Tier 1 Instruction	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum and ELA Courses 6-8 (Study Sync) 9-10 (Into Literature & Rewards) 9-10 Round Table CIS Courses	**Full Implementation** Tier 1 Curriculum and ELA Courses 6-8 (Study Sync) 9-10 (Into Lit. & Rewards) 9-10 Round Table CIS Courses **New MCA Assessment** **Early Implementation** of Phase 2 courses	**Full Implementation** Tier 1 Curriculum and ELA Courses 6-8 (Study Sync) 9-10 (Into Lit. & Rewards) 9-10 Round Table CIS Courses and Phase 2 Courses

K-12 Social Studies:

In preparation for the required 2026–2027 Minnesota Academic Standards in Social Studies, Edina Public Schools is in full implementation with new curriculum resources. Across all levels, social studies instruction focuses on developing critical reading, primary source evaluation, evidence-based writing, and global citizenship.

While statewide standardized testing (MCA) is not administered in Social Studies, the district tracks student achievement through high school course proficiency and participation in advanced pathways:

- **High School Course Proficiency**: In U.S. History, 71.82% of students demonstrated course proficiency (measured by earning an end-of-year grade of B or better).
- **Advanced Coursework & Distinction**: High school students continue to demonstrate strong engagement in advanced social studies coursework, including AP Human Geography, AP African American History, and Cultural Geography.
- **Literacy Integration**: Social studies coursework directly reinforces districtwide literacy goals by embedding Document-Based Questions (DBQs), structured primary source analysis, and evidence-based writing routines.

Implementation Updates by Level

- **Elementary Level (K–5)**: Teachers are currently in full implementation of *Studies Weekly*. Elementary classroom teachers engaged in initial professional development to connect students to updated content. The Elementary Social Studies Implementation Team is meeting quarterly to analyze data, refine instructional expectations, and ensure equitable, high-quality learning experiences across all elementary sites.
- **Middle School Level (6–8)**: Middle schools are in year 2 of full implementation of the board-approved *Savvas MyWorld* curriculum in 7th and 8th grades. Building teams collaborate with Teaching and Learning to ensure consistent, aligned instruction across sites. Additionally, the 7th-grade department adopted *American History and Civics Mini-DBQ* (document-based questions) resources. This adoption directly supports district literacy efforts by building students' skills in evidence-based writing, critical reading, and primary source evaluation.
- **High School Level (9–12)**: EHS social studies offerings continue expanding to provide rich, rigorous options. Courses currently in Full Implementation of updated resources include *Cultural Geography*, *AP Human Geography*, and *AP African American History*, *AP Economics* and *AP Government* resources.

Next Steps

- **2026–2027 Standards Transition**: Finalize all instructional resources, pacing guides, and professional learning supports to ensure seamless, full districtwide implementation when the new Minnesota Social Studies Standards take effect in 2026–2027.
- **Interdisciplinary Literacy Alignment**: Expand the use of Mini-DBQ primary source analysis and evidence-based writing across secondary grade levels to strengthen cross-curricular alignment with district ELA goals.
- **Resource Acquisition & Course Phasing:** Maintain continued support for purchasing required instructional resources as we enter the final stages of phasing in new social studies courses districtwide.

Social Studies Curriculum Update Aligned with Implementation Science Stages:

	2023-2024	2024-2025	2025-2026	2026-2027 Standards must be implemented
K-5	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum	**Early Implementation** Studies Weekly	**Full Implementation** Studies Weekly
6-8	**Exploration** Tier 1 Curriculum	**Installation** Tier 1 Curriculum	**Full Implementation** Savaas MyWorld	**Full Implementation** Savaas MyWorld
9-12	**Exploration** Tier 1 Curriculum **Installation** Cultural Geography AP Human Geography-9 and AP Human Geography (Human Geography a Spatial Perspective)	**Exploration** Tier 1 Curriculum	**Full Implementation** • Cultural Geography • AP Human Geography • AP African American History	**Full Implementation** • AP Econ • AP US Gov

K-12 Mathematics:
In preparation for the required 2027–2028 Minnesota Academic Standards in Mathematics, Edina Public Schools is in early implementation across elementary, middle, and high school levels. Mathematics instruction is focused on meeting the demand for equal emphasis on conceptual understanding, procedural fluency and application through student-led inquiry and the use of mathematical tasks.

To evaluate numeracy proficiency, multiple academic indicators are measured. The following highlights are outlined in the Edina Data Metrics Plan:

- **High School:** Demonstrated strong upper-level coursework, highlighted by Pre-Calculus proficiency rising to 70.17%. Performance in advanced high school math courses also expanded, with 74.59% of enrolled students maintaining top course grades compared to 70.96% in the baseline year.
- **Middle School:** Middle school math proficiency reached 79.65% on the FastBridge screener and 77.92% across triangulated measures, representing a slight dip from baseline performance.
- **Elementary:** On the FastBridge universal screener, K–5 students achieved an overall math proficiency rate of 82.07%, while 79.86% demonstrated proficiency

across triangulated measures including screeners, classroom grades, and MCA scores.

Implementation Updates by Level

- **Elementary Level (K–5)**: Teachers are currently in Early Implementation of *Amplify Desmos Math*. There is one team of early implementers at all grade levels, in addition we have implementers at both our Spanish Dual Language and our Continuous Progress programs. These teachers have engaged in initial professional development for the use of these new resources. All teachers have had an introduction to the new standards and how they can begin to address the changes. The Math Implementation team will be meeting throughout the 26-27 school year to ensure a smooth transition to full implementation in 27-28.
- **Secondary (6–12)**: Teachers are currently in Early Implementation of Imagine IM in Math 6, Pre-Algebra, Algebra 1 and Intermediate Algebra. All teachers have had professional development on the new standards and use of these new curricular resources. Continued development will occur throughout the 26-27 school year both through cross district and in building Professional Learning Communities. The Secondary Math Implementation Team will be meeting throughout the 26-27 school year as we work towards full implementation. The additional course of Compacted Algebra/Geometry 1 is also under development by this team.

	2024-2025	2025-2026	2026-2027
K-5	**Exploration** Tier 1 Curriculum	**Exploration and Installation** Tier 1 Curriculum	**Early Implementation** Amplify Desmos Math
6-8	**Exploration** Tier 1 Curriculum	**Exploration and Installation** Tier 1 Curriculum	**Early Implementation** Math 6, Pre-Algebra, Algebra 1 and Intermediate Algebra
9-12	**Exploration** Tier 1 Curriculum	**Exploration and Installation** Tier 1 Curriculum	**Early Implementation** Intermediate Algebra

Appendix I: Design Team Members

Alicia Abdella (Math)
Erik Anderson (Social Studies)
Jane Andrews (ELA)
Kristy Ardinger (Math)
Tess Bademan (ELA)
Julie Baker (Social Studies)
Alyssa Barnes (Science, ELA)
Troy Beckman (Social Studies)
Nicole Bey (ELA)
Stephanie Błachowiak (ELA)
Leah Bulver (Science)
Sarah Burgess (ELA)
Patrick Burley (Social Studies)
Mark Carlson (Science)
Drew Cole (Science)
Ally Dardis (Social Studies, Math)
Jody De St. Hubert (All)
Heidi Degener (ELA)
Liz Denn (ELA)
Paul Domer (ELA)
Kristen Ehlert (Math)
Erica Gardner (ELA)
Carrie Gerber (Math)
Alexander Giraldo (Math)
Elizabeth Graser (Social Studies)
Chris Griggs (Social Studies)
Christy Groener (Science)
Jennifer Gross (ELA)
Laura Hanson (ELA)
Sandra Harley (ELA)
Toy Haerter (Math)
Jamie Hawkinson (Social Studies)
Jonathan Heeringa (Social Studies)
Kjersti Humphrey (Social Studies)
Ana Jankowski (ELA)
Jennifer Johnson (ELA)
Anne Kile (ELA)
Allison Knoph (Science)
Kristie Kris (Science)
Jane Kretsch (Math)
Lindsey Kruppstadt (Math)
Ashley Leidholdt (Science)
Julie Maegi (Science)
Julia Mason (ELA)
Christine McCarthy (ELA)
Mike McCarthy (Social Studies)
Shannon McGinnis (ELA)
Gavin Mclean (Science)
Eli Mickelson (ELA)
Tyler Moberg (Science)
Stephanie Molitor (Science)
Anile Morales (Social Studies)
Kylee Muehlberg (ELA)
Nate Murphy (Math)
Emily Nuss (ELA)
Molly O'Keefe (ELA)
Emily Olson (ELA)
Laura Opsahl (Math)
Kelly Paulson (ELA)
Erin Plasch (Math)
Zach Prowell (ELA)
Isa Punchard (Science)
Jason Pusey (Social Studies)
Jodi Ramirez (Science)
Jennifer Rauen (ELA)
Timothy Ronhovde (Science)
Leonna Santillan (ELA)
Maren Scheiner (Math)
Margaret Schlukebier (Math)
Mary Schoeb (Math)
Nicole Schweigert (ELA)
Elizabeth Sletten (Math)
Randy Smasal (Science)
Michael Smith (Science)
Margaret Smith (ELA)
Katherine Stengel (Science)
Katrina Stern (Science)
Molly Swiderski (ELA)
Rolland Talan (Science)
Britt Theis (Science)

Katherine Thomas (ELA)
Jared Thompson (Math)
Karen Uhler (Social Studies)
Bethany Van Osdel (ELA, Social Studies)
Lara Wark (Social Studies)
Janel Weiland (Science)
Bill Wiard (Science)
Dana Wieland (Science)
Cathy Williams (Science)
Krista Winkel (ELA)
Jamie Young (Social Studies)

V.H. School Board Member Handbook	
V.I. Policy Review (*205, 206, 209, 210, 211, 212, 305, 702*)	**Speaker(s):** Policy Committee

Board Meeting Date: 11/9/2026

Title: Policy Review

Type: Discussion

Presenter(s): Board Policy Committee

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

- Policy 205 Open Meetings and Closed Meetings1 Legal Status of the School Board
- Policy 206 Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations
- Policy 209 Code of Ethics
- Policy 210 Conflict of Interest - School Board Members
- Policy 211 Criminal or Civil Action Against the School District, a School Board Member, Employee, or Student
- Policy 212 School Board Member Development
- Policy 305 Administrator Code of Conduct
- Policy 702 Fund Balances

Recommendation: Review the suggested modifications for Policies 205, 206, 209, 210, 211, 212, 305, 702.

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

Attachments:

1. Policy 205 Open Meetings and Closed Meetings1 Legal Status of the School Board
2. Policy 206 Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations
3. Policy 209 Code of Ethics
4. Policy 210 Conflict of Interest - School Board Members
5. Policy 211 Criminal or Civil Action Against the School District, a School Board Member, Employee, or Student
6. Policy 212 School Board Member Development
7. Policy 305 Administrator Code of Conduct
8. Policy 702 Fund Balances

Open Meetings and Closed Meetings

I. Purpose

This policy provides guidelines to assure the rights of the public to be present at school board meetings, while also protecting an individual's right to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. General Statement of Policy

A. Except as otherwise expressly provided by statute, all school board meetings, including executive sessions, are open to the public.

B. The school district embraces the philosophy of openness in the conduct of its business, in the belief that openness produces better programs, more efficiency in administration of programs, and an organization more responsive to public interest and less susceptible to private interest.

C. The board conducts its business under a presumption of openness. At the same time, the board recognizes and respects the privacy rights of individuals as provided by law. The board recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the board.

III. Definitions

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

A. A "meeting" means a gathering of at least a quorum of the members of the school board at which members discuss, decide, and make recommendations or final decisions relating to the official business of the board. The term does not include a chance or social gathering.

B. A "quorum" is a majority of the members.

IV. Procedures

A. Meetings

1. Regular Meetings

The school board will approve a schedule of regular ~~school~~ board meetings annually. This schedule will be ~~displayed for the public at the school district office and on the school district website~~ kept on file at the school district office. If the board decides to hold a regular meeting at a time or place different from the time or place stated in its approved regular meeting schedule, ~~the change must~~ will ~~first be approved by the board and must follow~~ it will give the same notice of the meeting as for a special meeting.

2. Special Meetings

   Special meetings are meetings that are not part of the yearly ~~B~~board-approved regular meeting schedule.

   a. For a special meeting, the board will post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the ~~school~~ district. The board's actions at the special meeting are limited to those topics included in the notice.

   b. The notice will also be delivered, ~~by standard or electronic mail~~, to each person who has filed a written request for notice of special meetings. This notice ~~shall~~ will be posted and mailed or delivered at least three days before the date of the meeting.

   c. The notice will be posted and mailed or delivered at least three days before the date of the meeting. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the board may publish the notice once, at least three days before the meeting, in the official newspaper of the ~~school~~ district or, if none, in a qualified newspaper of general circulation within the area of the ~~school~~ district.

   d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the board is required to send notice to that person only concerning those particular subjects.

   e. The board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the board will send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

a. An emergency meeting is a special meeting called because of circumstances that, in the ~~school~~ board's judgment, require immediate consideration.

b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting ~~must~~ will include a specific description of those matters.

c. The board will make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number. The notice to the news medium ~~must~~ will be provided as soon as reasonably practicable after the notice has been provided to the board members.

d. The notice of the emergency meeting, which includes the subject of the meeting, is given by telephone or any other method used to notify the members of the school board.

e. Posted or published notice of an emergency meeting is not required.

f. The notice requirements for an emergency meeting as set forth in this policy supersedes any statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

   If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

   The notice requirements of the Minnesota Open Meeting Law apply to closed meetings in compliance with ~~Minn. Stat. Ch.13D~~ state law.

6. Actual Notice

   If a person receives actual notice of a meeting of the board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Meetings during Health Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or other electronic means in compliance with ~~Minn. Stat. § 13D.021~~ state law.

8. Meetings Conducted by Interactive Technology

   A meeting may be conducted by interactive technology, Zoom, or other similar electronic means in compliance with ~~Minn. Stat § 13D.02~~ state law.

B. Open Meetings and Data

1. Meetings may not be closed to discuss data that are not public data as provided under Minnesota law.

2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the board's authority and is reasonably necessary to conduct the business or agenda item before the board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting is public.

C. Reasons for a Closed Meeting

1. Labor Negotiations Strategy

   a. The board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA).

   b. The time and place of the closed meeting ~~must~~ will be announced at the public meeting. A written roll of board members and all other persons present at the closed meeting will be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies will be audio recorded. The audio recording ~~must~~ will be preserved for two years after the contract discussed at the meeting is signed. The recording will be made available to the public after all labor contracts are signed by the board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation meetings, and hearings between the board and its employees or their respective representatives are public meetings. Mediation meetings may be closed by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation sessions closed by BMS.

3. Preliminary Consideration of Allegations or Charges Against an Individual

    a. The board will close one or more meetings for preliminary consideration of allegations against an individual subject to its authority. If the board members conclude that discipline of any nature may be warranted as a result of those specific allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached ~~must~~ will be open.

    b. A meeting ~~must~~ will also be open at the request of the individual who is the subject of the meeting.

    c. A closed meeting for this purpose ~~must~~ will be electronically recorded at the expense of the district, and the recording ~~must~~ will be preserved for at least three years after the date of the meeting. The individual who is the subject may obtain a transcript at their own expense. The recording is not available to the public

4. Performance Evaluations

    a. The board may close a meeting to evaluate the performance of an individual who is subject to its authority.

    b. The board will identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the board will summarize its conclusions regarding the evaluation.

    c. A meeting ~~must~~ will be open at the request of the individual who is the subject of the meeting.

    d. A closed meeting for this purpose ~~must~~ will be electronically recorded at the expense of the district, and the recording ~~must~~ will be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney–Client Privilege Meeting

a. A meeting may be closed if permitted by the attorney–client privilege. Attorney–client privilege applies when litigation is imminent or threatened, or when the board needs advice above the level of general legal advice (i.e., regarding specific acts and their legal consequences). A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting.

b. The motion to close the meeting ~~must~~ will specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law.

c. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

a. A hearing on the dismissal of a licensed teacher will be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence is public.

b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act is closed unless the student, parent, or guardian requests an open hearing.

c. To the extent a teacher or student dismissal hearing is held before the board and is closed, the closed meeting ~~must~~ will be electronically recorded at the expense of the district. The recording ~~must~~ will be preserved for at least three (3) years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

a. If the board has declined to renew the coaching contract of a licensed or non-licensed head varsity coach, it ~~must~~ will notify the coach within fourteen (14) days of that decision.

b. If the coach requests the reasons for the nonrenewal, the board ~~must~~ will give the coach its reasons in writing within ten (10) days of receiving the request conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA).

c. On the request of the coach, the board ~~must~~ will provide the coach with a reasonable opportunity to respond to the reasons at a board meeting.

d. The meeting may be open or closed at the election of the coach, unless the meeting is closed as required by ~~Minn. Stat. § 13D.05, Subd. 2~~ state law to discuss educational or certain other nonpublic data.

e. A meeting closed for this purpose ~~must~~ will be electronically recorded at the expense of the ~~school~~ district, and the recording ~~must~~ will be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

Any portion of a meeting ~~must~~ will be closed if the following types of data are discussed:

a. data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

b. active investigative data collected or created by a law enforcement agency;

c. educational data, health data, medical data, welfare data, or mental health data that are not public data; or

d. an individual's personal medical records.

e. A closed meeting ~~must~~ will be electronically recorded at the expense of the ~~school~~ district, and the recording ~~must~~ will be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

a. The board may close a meeting:

i. to determine the asking price for real or personal property to be sold by the district;

ii. to review confidential or nonpublic appraisal data; and

iii. to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

b. Before closing the meeting, the board ~~must~~ will identify on the record the particular real or personal property that is the subject of the closed meeting.

c. The closed meeting ~~must~~ will be tape recorded at the expense of the ~~school~~ district. The tape must be preserved for eight (8) years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting ~~must~~ will be specifically identified on the tape. A list of board members and all other persons present at the closed meeting ~~must~~ will be made available to the public after the closed meeting.

d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the board at an open meeting. The actual purchase or sale ~~must~~ will be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

a. The board may close a meeting (1) to receive security briefings and reports, (2) to discuss issues related to security systems, (3) to discuss emergency response procedures, and (4) to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b. Financial issues related to security matters ~~must~~ will be discussed and all related financial decisions ~~must~~ will be made at an open meeting.

c. Before closing a meeting, the board ~~must~~ will refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d. The closed meeting ~~must~~ will be tape recorded at the expense of the ~~school~~ district and the recording ~~must~~ will be preserved for at least four (4) years.

11. Other Meetings

Other meetings ~~must~~ will be closed as provided by law, except as provided above. A closed meeting ~~must~~ will be electronically recorded at the expense of

the ~~school~~ district. The recording ~~must~~ will be preserved for at least three years after the date of the meeting. The recording is not available to the public.

D. Reasons for a Closed Meeting

The board will provide notice of a closed meeting just as for an open meeting. A ~~school~~ board meeting may be closed only after a majority vote at an open meeting. Before closing a meeting, the board will state on the record the specific authority permitting the meeting to be closed and describe the subject to be discussed.

Legal References

Minn. Stat. Ch. 13	Minnesota Government Data Practices Act
Minn. Stat. Ch. 13D	Open Meeting Law
Minn. Stat. § 121A.47, subd. 5	Exclusion and Expulsion Procedures: Closed or Open Hearing
Minn. Stat. § 122A.33, subd. 3	License and Degree Exemption for Head Coach: Notice of Nonrenewal; Opportunity to Respond
Minn. Stat. § 122A.40, subd. 14	Employment; Contracts; Termination: Hearing Procedures
Minn. Stat. § 179A.14, subd. 3	Collective Bargaining Agreement; Negotiation Procedures: Public Meetings
Minn. R. 5510.2810	Petition for Mediation

Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)

Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References

Policy 203	Operation of the School Board
Policy 206	Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations
Policy 406	Public and Private Personnel Data
Policy 515	Protection and Privacy of Student Records

Policy

Adopted	04/16/2007
~~amended~~Revised	12/09/2008
~~amended~~Revised	11/13/2012
Revised	11/14/2016
Revised	11/19/2018
Revised	01/09/2023
Rev____	__/__/____

Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations

I. Purpose

A. The school district recognizes the value of participation by the public in deliberations and decisions on district matters. Although providing an opportunity for input in a limited public forum to a school board is not required under ~~Minnesota Statutes~~ state law, the ~~school~~ board recognizes the value of receiving input from members of the public relating to district matters. The board expects that all public comment be conducted with orderly and efficient proceedings with opportunity for expression of all participants' respective views.

B. This policy provides procedures to ensure an opportunity for open and orderly public input as well as to protect the due process and privacy rights of individuals under the law.

II. General Statement of Policy

A. The school district encourages community input on subjects related to the district at its meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate communication by all interested parties.

B. The board must protect the legal rights to privacy and due process of employees and students, as provided by ~~Federal and Minnesota State~~ federal and state law.

C. Public comment will be heard at Regular School Board meetings when the "Hearing from Members of the Public" agenda item is included on the agenda.

III. The Public's Opportunity to Be Heard

The school board will strive to give all stakeholders an opportunity to be heard and to have complaints considered and evaluated within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions.

IV. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings ~~(Minn. Stat. § 123B.51)~~, education district establishment ~~(Minn. Stat. § 123A.15)~~, and agreements for secondary education ~~(Minn. Stat. § 123A.30)~~. Additionally, other public hearings may be held by the school board on school district matters at the discretion of the board.

V. Rights to Privacy

A. School district employees, volunteers, and independent contractors have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing for teachers. ~~, pursuant to Minn. Stat. § 122A.40, subd. 14 (Teachers Discharge Hearing)~~;

2. right to privacy of personnel data~~ as provided by Minn. Stat. § 13.43 (Personnel Data)~~;

3. right to consideration by the board of certain data treated as not public~~ as provided in Minn. Stat. § 13D.05 (Not Public Data)~~; and

4. right to a private hearing for head varsity coaches to discuss reasons for non-renewal of a coaching contract. ~~pursuant to Minn. Stat. § 122A.33, subd. 3.~~

B. District students have a legal right to privacy related to matters which may come before the board, including, but not limited to, the following:

1. right to a private hearing~~, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)~~;

2. right to privacy of educational data~~, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)~~; and

3. right to privacy of complaints as provided by child abuse reporting and discrimination laws~~, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act)~~.

VI. Procedures

A. Agenda Items

1. Community members who wish to address the school board at a public board meeting where “Hearing from Members of the Public” is included on the agenda, may indicate their interest in doing so in one of the following ways:

    a. notify the administrative assistant in the superintendent’s office in advance of the board meeting; or

    b. upon arrival at the board meeting, request and submit a completed form to the administrative assistant.

    The community member will be asked to complete a form and should provide their name, address, the name of the group represented (if any), and the subject to be covered or the issue to be addressed.

2. Community members who wish to address the board on a particular subject should identify the subject and identify the agenda item(s) to which their comments pertain.

3. The board chair will recognize one speaker at a time and will rule out of order other speakers who are not specifically recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by other persons are out of order. Persons who interfere with or interrupt speakers, the board, or the proceedings may be directed to leave.

4. The board retains the discretion to limit public comment to a reasonable period of time as determined by the board.

5. If a group or organization wishes to address the board on a topic, the board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.

6. Matters that may include (1) data privacy concerns, (2) preliminary allegations, or (3) which may be potentially libelous or slanderous in nature will not be considered in public but will be processed as determined by the board in accordance with governing law.

7. The board chair will promptly rule out of order any discussion by any person, including a board member, which would violate the provisions of this policy, state or federal law, or the statutory rights of privacy of an individual.

8. Personal attacks by anyone addressing the board are unacceptable. Persistence in such remarks by an individual terminates that person’s privilege to address the board.

9. Members of the public may not engage in conduct that disrupts any part of a board meeting, or that otherwise impedes the board's ability to conduct its business in an orderly and efficient manner.

10. Depending upon the number of persons in attendance seeking to be heard, the board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

11. It is the practice of the board not to engage in discussion or debate with a speaker during the Hearing from Members of the Public agenda item. The board chair, superintendent, or designee may follow up with the speaker at a later date/time.

12. The remarks of public speakers may be livestreamed, assuming appropriate demeanor and decorum are maintained and where expectations outlined in this policy are followed. The board chair will rule out of order any speaker determined to be out of compliance with these expectations. Rebroadcasts of public comments are subject to redaction of words or statements considered to be in violation of the established expectations or that may violate any state or federal laws. The board reserves the right to not livestream or replay public comments made at board meetings if such comments are considered to be in violation of established protocols, if delivered without appropriate demeanor and decorum, and/or if the comments violate the privacy rights of individuals.

B. Formal Complaints

1. Board meetings are not an appropriate venue during which to file a specific complaint against a staff member or the school district. Filing a complaint should be done according to the steps outlined below:

    a. Complaints about an employee should first be directed to the employee or to the employee's immediate supervisor. ~~(See Policy 104, Complaints – Students, Employees, Parents, Other Persons)~~

    b. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or the executive director of human resources.

    c. Unresolved complaints from this section should be directed to the superintendent's office.

d. Complaints that are unresolved at the superintendent's level may be brought before the board by notifying the board in writing.

C. Open Forum

The board may provide a specified period of time where persons may address the board on any topic, subject to the limitations of this policy. The board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The board may decide to hold certain types of public meetings where the public will not be invited to address the board (e.g., work sessions, board retreats, special school board meetings). The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board. Periodically, closed meetings may be held where attendance and speaking opportunities are not allowed.

Procedures listed above at VI.A. for agenda items are equally applicable to open forums.

D. In addition to directly addressing the board during the Hearing from Members of the Public agenda item, there are a number of alternative ways that members of the public may share feedback about the governance and operations of the ~~school~~ district. They include but are not limited to:

1. connecting directly with the school principal or program supervisor;

2. emailing the superintendent who will determine the most appropriate person who can best address the question/concerns;

3. emailing the board to share inputs or express concerns;

4. calling or emailing the superintendent's administrative assistant to inquire about providing input;

5. requesting a communication from the superintendent or appropriate district representative through the superintendent's administrative assistant; and

6. others as determined.

VII. Violations

A. A person who willfully violates data privacy laws or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. ~~(Minn. Stat. § 13.09)~~

B. In the case of an employee, willful violation of the Minnesota data practices law, ~~Chapter 13,~~ and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. ~~(Minn. Stat. § 13.09)~~

C. If a speaker violates any of the established procedures or engages in any prohibited conduct, the school board chair will rule the speaker out of order.

D. If repeated violations or disruptions occur, any of the following steps may be taken:

1. The board chair may require the speaker to immediately end their presentation.

2. If the speaker persists in violating any procedure or rule, the speaker will be directed to leave the premises and not return, a no trespass order may be issued, and a referral may be made to law enforcement.

3. The board chair may call a recess and order that the room be cleared.

4. Any board member may make a motion to immediately end the public comment period.

5. The board may vote to suspend public comment at meetings and to require that all public comments be in writing.

E. The school district will refer potential incidents of disorderly conduct to law enforcement. ~~(Minn. Stat. § 609.72)~~

Legal References

20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
34 CFR Part 99	Family Educational Rights and Privacy
Minn. Stat. Ch. 13	Minnesota Government Data Practices Act
Minn. Stat. § 13.32	Educational Data
Minn. Stat. § 13.43	Personnel Data
Minn. Stat. § 13.601, subd. 3	Elected and Appointed Officials: Applicants for Appointment
Minn. Stat. § 13D.05	Meetings Having Data Classified as Not Public
Minn. Stat. § 121A.47, subd. 5	Exclusion and Expulsion Procedures: Closed or Open Hearing
Minn. Stat. § 122A.33, subd. 3	License and Degree Exemption for Head Coach: Notice of Nonrenewal; Opportunity to Respond

Minn. Stat. § 122A.40, subd. 14	Employment; Contracts; Termination: Hearing Procedures
Minn. Stat. § 122A.44	Contracting with Teachers; Substitute Teachers
Minn. Stat. § 123A.15	Establishing Education Districts
Minn. Stat. § 123A.30	Agreements for Secondary Education
Minn. Stat. § 123B.02, subd. 14	General Powers of Independent School Districts: Employees; Contracts for Services
Minn. Stat. § 123B.51, subd. 5	Schoolhouses and Sites; Uses for School and Nonschool Purposes: Closings: Schoolhouse Closing
Minn. Stat. Ch. 260E	Reporting of Maltreatment of Minors
Minn. Stat. Ch. 363A	Minnesota Human Rights Act
Minn. Stat. § 609.72	Disorderly Conduct
Minn. Op. Atty. Gen. No. 852 (July 14, 2006)	

Cross References

Policy 104	Complaints — Students, Employees, Parents, Other Persons
Policy 205	Open Meetings and Closed Meetings
Policy 406	Public and Private Personnel Data
Policy 515	Protection and Privacy of Student Records

Policy

Adopted	05/21/2007
~~amended~~Revised	11/13/2012
Revised	11/19/2018
Revised	05/15/2023
Rev____	__/__/____

School Board Member Code of Ethics

I. Purpose

This policy assists the individual school board member in understanding their role as part of a board and the contribution that each member must make to develop an effective and responsible board.

II. General Statement of Policy

Each school board member will follow the code of ethics stated in this policy.

A. ~~As a~~ Each member of the board~~,~~ I will:

1. Attend board meetings.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to other's opinions (e.g., board members, administration, employees, community members, students).
4. Vote ~~my~~ their conscience after informed discussion, unless ~~I~~ they abstain because a conflict of interest exists.
5. Support the decision of the board, even when ~~my~~ their position concerning the issue was different.
6. Recognize the integrity of ~~my~~ their predecessors and associates and appreciate their work.
7. Make decisions based on the available information and in the best interest of all students. This obligation supersedes (a) any conflicting loyalty to advocacy or interest groups; (b) loyalty based on membership on other boards; and (c) conflicts based on personal interest or the interest of any family member.
8. Be primarily motivated by a desire to provide the best possible education for students enrolled in ~~my~~ the school district.

9. Educate ~~myself~~ themselves about the proper duties and functions of a board member.

B. In performing their proper functions, ~~of a~~ each board member~~, I~~ will:

1. Focus on education policy as much as possible.

2. Remember that the board's responsibility is to promulgate policy – not to implement policy.

3. Consider ~~myself~~ themselves a trustee of public education and do ~~my~~ their best to protect, conserve, and advance its progress.

4. Recognize that ~~my~~ their responsibility, exercised through the actions of the board as a whole, is to see that the schools are properly run – not to run them ~~myself~~ themself.

5. Work through the superintendent – not over or around the superintendent.

6. Delegate the implementation of board decisions to the superintendent.

C. To maintain relations with other members of the board, ~~I~~each board member will:

1. Respect the rights of others to have and express opinions.

2. Recognize that authority rests with the board in legal session – not with the individual members of the board except as authorized by law.

3. Make no disparaging remarks, in or out of board meetings, about other members of the board or their opinions.

4. Maintain an open mind about how ~~I~~they will vote on any proposition until the board has met and fully discussed the issue.

5. Make decisions by voting at board meetings after all sides of debatable questions have been presented.

6. Insist that committees be appointed to serve only in an advisory capacity to the board.

D. In meeting ~~my~~ their responsibilities to ~~my~~ the district community, ~~I~~each board member will:

1. Attempt to appraise and plan for both the present and future educational needs of the district and its community.

2. Attempt to obtain adequate financial support for the district's programs.

3. Insist that the district's business transactions be ethical and open.

4. Strive to uphold ~~my~~ their responsibilities and accountability to the taxpayers in ~~my~~ the district.

E. In working with the superintendent of schools and staff, ~~I~~ each board member will:

1. Hold the superintendent responsible for the administration of the district.

2. Give the superintendent authority commensurate with ~~his or her~~ the responsibilities of that position.

3. Give the superintendent and staff adequate time to respond to board member questions, especially when preparing for a board meeting.

4. Ensure that the district will be administered by the best professional personnel available.

5. Consider the recommendation of the superintendent when hiring all employees.

6. Participate in board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.

7. Insist that the superintendent keep the board adequately informed at all times.

8. Offer the superintendent counsel and advice.

   Recognize the status of the superintendent as the chief executive officer and a nonvoting, ex officio member of the board.

9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole board for processing in accordance with district policy.

10. Present any personal criticisms of employees to the superintendent.

11. Provide support for the superintendent and employees of the district so they may perform their proper functions on a professional level.

F. In fulfilling ~~my~~ their legal obligations as a board member, ~~I~~ each board member will:

1. Comply with all laws relating to ~~my~~ their work as a board member.

2. Comply with all district policies as adopted by the board.

3. Abide by all rules and regulations as promulgated by state and federal agencies with jurisdiction over districts.

4. Recognize that district business may be legally transacted only in an open meeting of the board.

    a. The board may communicate outside an open meeting for scheduling and maintenance types of communications.

    b. Board social gatherings and educational training sessions without any discussion of district business do not violate the open meeting law or Minnesota Government Data Practices Act.

5. Avoid conflicts of interest and refrain from using my board position for personal gain.

6. Take no private action that will compromise the board or administration.

7. Guard the confidentiality of information protected under applicable law.

8. Conform to the same standards of judgment, propriety, and ethics for electronic communications, including email, as for other forms of ~~school~~ board-related communication.

    a. Board members will not use electronic communication as a substitute for deliberations at board meetings or for other communications or business properly confined to board meetings.

    b. Board members will be aware that electronic communications and electronic attachments received or prepared for use in board business or containing information relating to board business are likely to be regarded as public records, which may be inspected by any person upon request, unless made confidential by the law.

    c. Board members should avoid references to confidential information about employees, students, and other matters in electronic communications because of the risk of improper disclosure. Board members should comply with the same standards as district employees with respect to confidential information.

III. School Board Member Discipline

A. The school board will follow Minnesota law when addressing inappropriate behavior by a board member. The below processes pertain only to ~~board~~ member violations of district policies that are not dictated by Minnesota law, which follow a different district and legal process ~~(Ref. Policy 413)~~.

B. The board and each of its members are committed to faithful compliance with board policies. The board recognizes that its failure to deal with deliberate or continuing violations of its policies risks the loss of confidence in the board's ability to govern effectively. The purpose of these parameters and steps is to attempt to resolve any perceived violations at the lowest possible level, and involving the fewest number of individuals. In the event of such a violation, the board will seek remedy by applying any of the following measures, ~~: a conversation with a fellow board member; referring the concern to the board chair; referring the concern to the full board; potential removal from committees or leadership positions on the board; a statement on non-compliance regarding board policies from the board; censure from the board; and removal of the board member from the board;~~ or any other measures provided by law or determined appropriate by the board: ~~(see Appendix II).~~

1. Private conversation:

   If a board member perceives that a fellow member has violated the policies or commitments of the board, that member may address their concerns with the member who is perceived to be in violation.

2. Referral to board chair:

   The member may refer the concern to the board chair for resolution. If the chair believes there is a potential violation, then the chair will arrange a conversation in a private setting between the member in question and two members of the governance committee, if necessary

3. Discussion between the member in question and the full board:

   In the event of a perceived serious or continuing violation by the same member, any member of the board may request that the chair schedule a full ~~school~~ board discussion with the charged member. The charged member will receive advance written notice of the discussion, including a statement of the alleged violation.

4. Possible removal from any leadership or committee positions to which the member in question has been appointed or elected:

A member with repeated violations may be removed from any leadership or committee positions. To remove the charged member from a committee leadership or committee membership position, any member may request that the chair notify the charged member in writing of the scheduled ~~School~~ board discussion of removal. The charged member will be given an opportunity to respond to any concerns and will be removed only after discussion and only on majority vote of the members present.

5. Statement regarding compliance with board norms or policies:

   The board reserves the right to issue statements regarding the board's interpretation of its policies and any instances of individual member's noncompliance, after notice to the individual, discussion where the charged member has a right to respond, and vote by the majority vote of the members present.

6. Censure of board member:

   The board reserves the right to censure a member. A member may request that the board censure a member only after attempting to address an issue at lower levels. To censure a member, any member may request that the chair notify the charged member in writing of the scheduled board discussion of censure. The charged member will be censured only after being provided an opportunity to respond to the concerns and after discussion and only by majority vote of the board. The motion to censure will describe the member's actions that are the subject of the censure.

7. Removal of board member:

   Minnesota state law allows school boards to remove, for proper cause, any member or officer of the board and fill the vacancy. Such removal must be by a concurrent vote of at least four members at a meeting of whose time, place, and object the charged member has been duly notified, with the reasons for such proposed removal, and after an opportunity to be heard in defense against the removal.

C. In all cases, disciplinary actions should include the chair, unless the chair feels they must recuse themselves. If the chair is suspected of the violation or has recused themself, the concern would be referred to the board vice chair.

Legal References

Minn. Stat. § 123B.02, subd. 1 ~~School District Powers~~ General Powers of Independent School Districts: Board Authority

Minn. Stat. § 123B.09 ~~School Board Powers~~ Boards of Independent School Districts
Minn. Stat. § 123B.143, subd. 1 Superintendent: Contract; Duties

Cross References

None.

Policy

Adopted 04/16/2007
~~amended~~Revised 12/10/2012
Revised 11/19/2018
Revised 07/13/2020
Rev____ __/__/____

[Appendix terms incorporated into the policy and appendix deleted.]

~~Appendix I to Policy 209~~

~~Communications Guidelines~~

~~A. Communications Outside of Open Meetings~~

~~The school board may communicate outside an open meeting for scheduling and maintenance types of communications. School bBoard social gatherings and educational training sessions without any discussion of school district business do not violate the open meeting law or Minnesota Government Data Practices Act.~~

~~B. Electronic Communications~~

~~The use of electronic communications, including email, by school board members, will conform to the same standards of judgment, propriety and ethics as other forms of school board-related communication. Board members will comply with the following guidelines when using electronic communications in the conduct of board responsibilities:~~

1. ~~The school board will not use electronic communication as a substitute for deliberations at board meetings or for other communications or business properly confined to board meetings.~~

2. ~~Board members will be aware that electronic communications and electronic attachments received or prepared for use in board business or containing information relating to board business are likely to be regarded as public records, which may be inspected by any person upon request, unless made confidential by the law.~~

3. ~~Board members should avoid references to confidential information about employees, students, and other matters in electronic communications because of the risk of improper disclosure. Board members should comply with the same standards as school district employees with respect to confidential information.~~

~~Appendix~~

~~Revised 12/10/2012~~
~~Rev__ __/__/20__~~

[Appendix terms incorporated into the policy and appendix deleted.]

~~Appendix II to Policy 209~~

~~Process for Addressing Violations~~

~~1. Private conversation:~~

~~If a school board member perceives that a fellow member has violated the policies or commitments of the board, that member may address their concerns with the member who is perceived to be in violation.~~

~~2. Referral to board chair:~~

~~The member may refer the concern to the board chair for resolution. The purpose of this step is to attempt to resolve any perceived violations at the lowest possible level, involving the fewest number of individuals. If the board chair believes there is a potential violation, then the board chair will arrange a conversation in a private setting between the member in question and two members of the governance committee, if necessary~~

~~3. Discussion between the member in question and the full board:~~

~~In the event of a perceived serious or continuing violation by the same member, any member of the board may request that the chair schedule a full school board discussion with the charged member. The charged member will receive advance written notice of the discussion, including a statement of the alleged violation.~~

~~4. Possible removal from any leadership or committee positions to which the member in question has been appointed or elected:~~

~~A member with repeated violations may be removed from any leadership or committee positions. , to To remove the charged board member from a committee leadership or committee membership position, any member may request that the board chair notify the charged member in writing of the scheduled School board discussion of removal. ; the The charged member will be given an opportunity to respond to any concerns and will be removed only after discussion and only on majority vote of the board members present.~~

~~5. Statement regarding compliance with board norms or policies:~~

~~The school board reserves the right to issue statements regarding the board's interpretation of its policies and any instances of individual board member's~~

noncompliance, after notice to the individual, discussion where the charged member has a right to respond, and vote by the majority vote of the board members present.

6. Censure of board member:

The school board reserves the right to censure a board member. A member may request that the board censure a board member only after attempting to address an issue at lower levels. To censure a board member, any member may request that the board chair notify the charged member in writing of the scheduled school board discussion of censure. The charged member will be censured only after being provided an opportunity to respond to the concerns and after discussion and only by majority vote of the board. The motion to censure must will describe the board member's actions that are the subject of the censure.

7. Removal of board member:

Minnesota state law allows school boards to remove, for proper cause, any member or officer of the board and fill the vacancy. Such removal must be by a concurrent vote of at least four members at a meeting of whose time, place, and object the charged member has been duly notified, with the reasons for such proposed removal, and after an opportunity to be heard in defense against the removal.

In all cases, disciplinary actions should include the board chair, unless the board chair feels they must recuse themselves. If the board chair is suspected of the violation, the concern would be referred to the vice chair.

Appendix

CreatedAdopted 07/13/2020
Rev__ __/__/20__

Conflict of Interest - School Board Members

I. Purpose

This policy reflects state statutes regarding conflicts of interest and engagement in school district business activities in a manner designed to avoid any conflict of interest or the appearance of impropriety.

II. General Statement of Policy

The school district contracts for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance of a conflict of interest.

III. General Prohibitions and Recognized Statutory Exceptions

A. A school board member who is authorized to take part in any manner in making a sale, lease, or contract in ~~his or her~~ their official capacity ~~must~~ will not have a personal financial interest in that sale, lease, or contract or personally benefit financially from that interest.

B. In the following circumstances, however, the board may, as an exception, by unanimous vote, contract for goods or services with a board member of the district:

1. In the designation of a bank or savings association, in which a board member is interested, as an authorized depository for district funds and as a source of borrowing, provided such deposited funds are protected in accordance with ~~Minn. Stat. Ch. 118A~~ state law. A board member having an interest must disclose that interest and the disclosed interest will be entered upon the minutes of the board. Disclosure must be made when the bank or savings association is first designated as a depository or source of borrowing, or when the board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once.

2. The designation of an official newspaper, or publication of official matters in the newspaper, in which the board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication.

3. A contract with a cooperative association of which the board member is a shareholder or stockholder but not an officer or manager.

4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:

    a. The board ~~must~~ will authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.

    b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims ~~must~~ will be authorized by a like resolution in which the facts of the emergency are also stated.

        Before a claim is paid, the interested school board member must file with the clerk of the ~~school~~ board an affidavit stating:

        i. The name of the board member and the office held;

        ii. An itemization of the goods or services furnished;

        iii. The contract price;

        iv. The reasonable value;

        v. The interest of the board member in the contract; and

        vi. ~~That t~~ To the best of the board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

5. A board member may rent space in a district facility at a rate commensurate with that paid by other members of the public.

C. In the following circumstances, the board may as an exception, by majority vote at a meeting where all board members are present, contract for services with a board member of the school district. A board member may be newly employed or may continue to be employed by the district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that board member under that contract or employment relationship, will not exceed $20,000 in that fiscal year. If the board member does not receive majority approval to be initially employed or to continue in employment at a

meeting where all board members are present, that employment will be immediately terminated, and that board member has no further rights to employment while serving as a board member in the district.

D. The board may contract with a class of district employees, such as teachers or custodians, when the spouse of a board member is a member of the class of employees contracting with the board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. For the board to invoke this exception, it must have a majority of disinterested board members vote to approve the contract, direct the board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting in which the contract is approved.

IV. Limitations of Related Employees

A. The school board must hire or dismiss teachers only at duly called meetings. When ~~a husband and wife,~~ spouses, a brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full board.

B. The board may not employ any teacher related by blood or marriage to a board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full board.

V. Conflicts Prior to Taking Office

A school board member with personal financial interest in a sale, lease, or contract with the school district that was entered before the board member took office and presents an actual or potential conflict of interest, must immediately notify the board of this interest. It is the responsibility of the board member to refrain from participating in an action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

VI. Determination as to Whether a Conflict of Interest Exists

The determination as to whether a conflict of interest exists is to be made by the school board. A board member who has an actual or potential conflict must notify the board of the conflict immediately. The board member must cooperate with the board as necessary for the board to make its determination.

Legal References

Minn. Stat. Ch. 118A	Deposit and Investment of Local Public Funds
Minn. Stat. § 122A.40, subd. 3	~~Board Member's Right to Employment~~ Employment; Contracts; Termination: Hiring; Dismissing
Minn. Stat. § 123B.195	~~Public Officers; Interest in Contract; Penalty~~ Board Members' Right to Employment
Minn. Stat. § 471.87	Public Officers; Interest in Contract; Penalty
Minn. Stat. § 471.88~~; subds. 2, 3, 4, 5, 12, 13, and 21~~	Exceptions
Minn. Stat. § 471.89	Contract, When Void

Op. Atty. Gen. 437-A-4, March 15, 1935
Op. Atty. Gen 90-C-5, July 30, 1940
Op. Atty. Gen. 90-A, August 14, 1957

Cross References

Policy 101	Legal Status of the School Board
Policy 209	School Board Member Code of Ethics

Policy

Adopted	04/16/2007
~~amended~~Revised	12/10/2012
Revised	12/17/2018
Revised	01/09/2023
Rev____	__/__/20__

Criminal or Civil Action Against the School District, a School Board Member, Employee, or Student

I. Purpose

This policy provides guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the district, a school board member, an employee, or student.

II. General Statement of Policy

A. The school district recognizes that when civil or criminal actions are pending against the district, a school board member, an employee, or student, the district may be requested or required to take action.

B. In responding to legal requests and/or requirements, the district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for employees and students and is conducive to learning.

C. The district acknowledges its statutory obligations with respect to providing assistance to its board members and teachers who are sued in connection with performance of district duties. Collective bargaining agreements and district policies may also apply.

III. Civil Actions

A. Pursuant to ~~Minnesota Statutes section 466.07, subdivision 1~~ state law, the school district will defend and indemnify any school board member or district employee for damages in district-related litigation, including punitive damages, claimed or levied against the board member or employee, provided that the board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to ~~Minnesota Statutes section 123B.25(b)~~ state law, with respect to teachers employed by the district, upon written request of the teacher involved, the district will

provide legal counsel for any ~~school~~ district teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the district. The district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the district may be sought as evidence in a civil proceeding. The district will release the data only pursuant to the Minnesota Government Data Practices Act, the Family Educational Rights and Privacy Act, and related regulations.

When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee will inform the building administrator or designated supervisor, who will immediately inform the superintendent or designee. No board member or employee may release data without consultation in advance with the district official designated as the responsible authority for the collection, use, and dissemination of data.

D. Service of Subpoenas

Board members and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with district personnel policies and applicable collective bargaining agreements.

IV. Criminal Charges, Conduct, and/or Investigations

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. If the district receives information relating to activities of a criminal nature by an employee, the district will investigate and take appropriate disciplinary action, which may include discharge, subject to district policies, statutes, and provisions of applicable collective bargaining agreements.

3. Pursuant to ~~Minnesota Statutes section 123B.02, subdivision 20~~ state law, if reimbursement for a criminal defense is requested by a district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the district. The decision whether to reimburse will be made at the board's discretion. A board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The district will cooperate with law enforcement officials. The district will, however, encourage law enforcement officials to question students and employees outside of school hours and off district property unless extenuating circumstances exist or the matter being investigated is district-related, or as otherwise provided by law.

2. If questioning at school is unavoidable, the district will attempt to maintain confidentiality, to avoid embarrassment to students and employees, and to avoid disruption of educational programming. District administration will attempt to notify parents/guardians of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate ~~school~~ district official will be present during the interview, except as otherwise required by law, or as otherwise determined in consultation with the parent or guardian.

D. Release of Information

The district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with state and federal law.

V. Statements When Litigation is Pending

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, when litigation is pending, school board

members or district employees will only make or release statements in consultation with district legal counsel.

Legal References

20 U.S.C. § 1232g	Family Educational Rights and Privacy Act
42 U.S.C. § 1983	Civil Action for Deprivation of Rights
Minn. Stat. Ch. 13	Minnesota Government Data Practices Act
Minn. Stat. §§ 121A.40-121A.56	Pupil Fair Dismissal Act
Minn. Stat. § 123B.02, subd. 20	General Powers of Independent School Districts: Legal Counsel; Reimbursement
Minn. Stat. § 123B.25~~(b)~~	Legal Actions Against Districts and Teachers
Minn. Stat. § 260E.22	Interviews
Minn. Stat. § 466.07, subd. 1	Indemnification: Indemnification Required

Dypress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308 (1975)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)

Cross References

Policy 403	Discipline of School District Employees
Policy 406	Public and Private Personnel Data
Policy 408	Subpoena of a School District Employee
Policy 414	Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Policy 506	Student Conduct and Discipline
Policy 515	Protection and Privacy of Student Records
Policy 519	Interviews of Students by Outside Agencies

Policy

Adopted	04/16/2007
Revised	03/11/2013
Revised	12/17/2018
Revised	10/16/2023
Rev_____	__/__/20__

School Board Member Development

I. Purpose

This policy encourages members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

II. General Statement of Policy

A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). Board members receive training in school finance and management developed in consultation with MSBA.

B. All board members are encouraged to participate in board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.

C. Board members are expected to report back to the board with materials of interest gathered at the various meetings and workshops.

D. The board will reimburse the necessary expenses of all board members who attend meetings and conventions pertaining to school district activities and the objectives of the board, within the approved policy and budget allocations of the ~~school~~ district.

Legal References

Minn. Stat. § 123B.09, subd. 2 Boards of Independent School Districts: School Board Member Training

Cross References

Policy 214 Out-of-State Travel by School Board Members
Policy 708 Expense Reimbursement

Policy

Adopted 04/16/2007
~~amended~~Revised 12/10/2012
Revised 12/17/2018
Revised 02/13/2023
Rev_____ __/__/20__

Policy 305 – Administration

Administrator Code of Ethics

I. Purpose

This policy establishes the requirement of the school board that school district administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

II. General Statement of Policy

A school district administrator is responsible to maintain standards of exemplary professional conduct. To this end, an administrator must adhere to the following standards:

A. A district administrator must provide professional educational services in a nondiscriminatory manner.

B. A district administrator must take reasonable action to protect students and staff from conditions harmful to health and safety.

C. A district administrator must take reasonable action to provide an atmosphere conducive to learning.

D. A district administrator must not use professional relationships with students, parents and caregivers, staff, or colleagues to private advantage.

E. A district administrator must disclose confidential information about individuals only when a compelling professional purpose is served in accordance with state and federal laws and district policies.

F. A district administrator must not knowingly falsify or misrepresent records or facts relating to the administrator's qualifications or to the qualifications of other staff or personnel.

G. A district administrator must not knowingly make false or malicious statements about students, students' families, staff, or colleagues.

H. A district administrator must not accept gratuities, gifts, or favors that impair professional judgment, nor offer any favor, service, or item of value to obtain special advantage.

I. A district administrator must only accept a contract for a position when licensed for the position or when the district is issued a variance by the Minnesota Board of School Administrators.

J. A district administrator, in filling positions requiring licensure, must employ, recommend for employment, and assign only appropriately licensed personnel, or persons for whom the district has been issued a variance by the appropriate state board or agency, unless, after making reasonable efforts to obtain a variance, an appropriately licensed person cannot be assigned and the position must be filled to meet a legitimate emergency educational need.

K. A district administrator must not engage in conduct involving dishonesty, fraud, or misrepresentation in the performance of professional duties.

Legal References

Minn. Stat. § 122A.14, subd. 4	Duties of Board of School Administrators: Code of Ethics
Minn Rules Part 3512.5200	Code of Ethics for School Administrators

Cross References

None

Policy

Adopted	06/18/2007
~~amended~~Revised	08/20/2012
Revised	01/28/2019
Revised	06/12/2023
Restated	01/12/26
Rev____	__/__/20__

Fund Balances

I. Purpose

This policy defines fund balance classifications that allow for proper fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB) and the Minnesota Uniform Financial Accounting and Reporting Standards (UFARS).

II. General Statement of Policy

The school district recognizes that maintaining adequate fund balances is critical to being fiscally responsible and ensures the district's long-term ability to meet its financial obligations and provide appropriate educational services and programs to all. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54 or the UFARS, the GASB Statement and the UFARS prevail.

III. Definitions

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

A. "Assigned" fund balance amounts are ~~comprised~~ composed of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are ~~comprised~~ composed of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the ~~school~~ board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a district fund.

E. “Nonspendable” fund balance amounts are ~~comprised~~ composed of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. “Restricted” fund balance amounts are ~~comprised~~ composed of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any lawful purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

I. “Unrestricted expenditures” means general fund expenditures that do not close to a restricted fund balance under UFARS.

IV. Classification of Fund Balances

The school district classifies its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. ~~Minimum~~ Fund Balance Targets

~~The school district will strive to maintain a minimum unassigned general fund balance of between six and ten percent of the unassigned expenditures of the subsequent fiscal year. The fund balance is used for the purposes of cash flow, legislative shortfalls, innovation, tax abatement, and catastrophic needs. Fund balance reserves are not intended to be used for ongoing personnel or operational expenditures. If the operations of the district result in a general fund balance of less than six percent the administration must present a plan to the~~

~~school board to reestablish the fund balance to the acceptable level in the immediate subsequent fiscal year.~~

A. Unassigned General Fund. The school district will strive to maintain an unassigned general fund balance of between six and ten percent (6-10%) of the unrestricted expenditures in the adopted budget for the subsequent fiscal year.

B. Unrestricted General Fund. The school district will strive to maintain an unrestricted general fund balance of at least fifteen percent (15%), with a target of seventeen percent (17%), of the unrestricted expenditures in the adopted budget for the subsequent fiscal year.

C. Restricted Balances. No restricted fund balance category will be permitted to carry a deficit balance without a plan presented to the school board for its elimination.

D. Corrective Action. If any fund balance falls below, or is projected in the budget or multi-year forecast to fall below the minimum level in this section, administration will present a plan to the board to restore the balance within three fiscal years, with annual progress reports.

E. Balances Above Target. Unassigned fund balance in excess of the upper target may be prioritized for one-time expenditures and will not be used to support ongoing personnel or operational costs.

VI. Order of Resource Use

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. Committing Fund Balance

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board. The board will commit an additional two percent (2%) of the unrestricted expenditures in the adopted budget for the subsequent fiscal year to be used for cash flow purposes.

VIII. Assigning Fund Balance

The school board delegates the authority to assign fund balances to the superintendent and the executive director of ~~business services~~ finance and operations. Assignments so made must be disclosed to the ~~school~~ board at the time of budget adoption or revision and when presenting the audited financials of the school district.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. Review

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal References

Minn. Stat. § 123B.77 Accounting, Budgeting, and Reporting Requirement
~~Statement No. 54 of the Governmental Accounting Standards Board~~

Cross References

Statement No. 54 of the Governmental Accounting Standards Board

Policy

Adopted 09/27/2010
~~Amended~~Revised 06/20/2011
Revised 09/22/2014
Revised 12/12/2016
Revised 04/09/2018
Revised 04/17/2023
Rev____ __/__/____

VI. **Action**

VI.A. Canvass of Election Results — 2026 School District General Election

Board Meeting Date: 11/9/2026

Title: Canvass of Election Results - 2026 School District General Election

Type: Action

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

Description: Four School Board members' terms expire in January 2027. A school district general election was held on November 3, 2026, to elect four members to the School Board. Under Minn. Stat. § 205A.10, the School Board must canvass the returns between the third and tenth day after the election. The four candidates receiving the most votes are elected to four-year terms beginning in January 2027 and expiring in January 2031. Certificates of election will be issued after the contest period ends and each candidate has filed the required campaign financial reports. Each elected candidate must then file an acceptance and oath of office.

T four candidates receiving the highest number of votes are:

- SARAH QUAYLE
- KAREN GABLER
- MICHAEL BIRDMAN
- ELAINE OLSON

Recommendation: Adopt the resolution canvassing the returns of votes cast at the November 3, 2026 school district general election, electing four School Board members to four-year terms.

Desired Outcomes from the Board: Adoption of the resolution canvassing the election results and declaring the four candidates receiving the most votes elected to the School Board.

Attachments:

1. Resolution – Canvassing Returns of Votes for the School District General Election
2. Abstract of Votes Cast – 2026 School District General Election

CERTIFICATION OF MINUTES RELATING
TO SCHOOL DISTRICT GENERAL ELECTION:
ELECTION OF SCHOOL BOARD MEMBERS

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
EDINA, MINNESOTA

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

A regular meeting held November 9, 2026, at 7 o'clock p.m. in the School District.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

RESOLUTION CANVASSING RETURNS
OF VOTES OF SCHOOL DISTRICT GENERAL ELECTION

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this 9th day of November 2026.

_____
Erica Allenburg
School District Clerk

EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 273 (Edina Public Schools), State of Minnesota, was duly held in said school district on November 9, 2026, at 7 o'clock p.m. for the purpose, in part, of canvassing the school district general election for the office of school board member.

Member _____ moved the adoption of the following resolution:

RESOLUTION CANVASSING RETURNS
OF VOTES OF SCHOOL DISTRICT GENERAL ELECTION

BE IT RESOLVED by the School Board of Independent School District No. 273, State of Minnesota, as follows:

1. It is hereby found, determined and declared that the general election of the voters of this school district held on November 3, 2026, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, the votes cast at said general election for four (4) school board members for four (4) year terms, to fill board terms expiring in January 2027, were as follows:

SARAH QUAYLE	12,192
KAREN GABLER	11,794
MICHAEL BIRDMAN	9,836
ELAINE OLSON	9,819
PETER HULBERT	6,944
EMILY CHRISTIE	4,399
WRITE-INS	344

3. SARAH QUAYLE, KAREN GABLER, MICHAEL BIRDMAN and ELAINE OLSON, having received the highest number of votes, are elected to four (4) year terms beginning in January 2027 and expiring in January 2031.

4. The school district clerk is hereby directed to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

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

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

CLERK'S CERTIFICATE AS TO ABSTRACT AND RETURN OF VOTES CAST

STATE OF MINNESOTA)
)SS
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273 (Edina Public Schools), State of Minnesota, do hereby certify that I have carefully compared the attached copy of the Abstract and Return of Votes Cast in the District's November 3, 2026 general election with the original thereof on file and of record in my office, and the same is a full, true and complete copy thereof.

WITNESS MY HAND officially as Clerk of said school district this 9th day of November 2026.

_____
Erica Allenburg
School District Clerk

Abstract of Votes Cast
Independent School District No. 273 (EDINA)
State of Minnesota
at the State General Election
Held Tuesday, November 3, 2026

Compiled from the Official Returns.

Summary of Totals
Independent School District No. 273 (EDINA)
Tuesday, November 3, 2026 State General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

School Board Member (ISD #273) (Elect 4)

NP Peter Hulbert 6944	NP Sarah Quayle 12192	NP Michael Birdman 9836	NP Elaine Olson 9819	NP Emily Christie 4399
NP Karen Gabler 11794	WI WRITE-IN 344			

Detail of Election Results
Independent School District No. 273 (EDINA)
Tuesday, November 3, 2026 State General Election

Office Title: School Board Member (ISD #273) (Elect 4)

Precinct	NP Peter Hulbert	NP Sarah Quayle	NP Michael Birdman	NP Elaine Olson	NP Emily Christie
27 0085 : BLOOMINGTON W-3 P-17	6	17	12	16	19
27 0090 : BLOOMINGTON W-3 P-18	2	2	2	4	0
27 0855 : EDINA P-02	539	831	796	768	410
27 0860 : EDINA P-03	575	1020	794	757	259
27 0865 : EDINA P-04	264	401	286	259	121
27 0870 : EDINA P-05	599	1108	825	853	336
27 0875 : EDINA P-06	558	1126	941	928	306
27 0880 : EDINA P-07	669	1236	970	968	368
27 0885 : EDINA P-08	516	913	763	769	310
27 0890 : EDINA P-09	451	761	637	638	270
27 0895 : EDINA P-10	527	990	730	645	283
27 0900 : EDINA P-11	499	921	703	719	323
27 0905 : EDINA P-12	555	900	689	748	407
27 0910 : EDINA P-13	593	1004	863	898	534
27 0915 : EDINA P-14	42	50	45	70	56
27 0920 : EDINA P-15	153	212	178	208	153
27 0925 : EDINA P-16	390	690	597	564	238
27 2815 : ST LOUIS PARK W-2 P-05	6	10	5	7	6
Total:	**6944**	**12192**	**9836**	**9819**	**4399**

Precinct	NP Karen Gabler	WI WRITE-IN
27 0085 : BLOOMINGTON W-3 P-17	15	0
27 0090 : BLOOMINGTON W-3 P-18	2	0

Detail of Election Results
Independent School District No. 273 (EDINA)
Tuesday, November 3, 2026 State General Election

Office Title: School Board Member (ISD #273) (Elect 4)

Precinct	NP Karen Gabler	WI WRITE-IN
27 0855 : EDINA P-02	928	46
27 0860 : EDINA P-03	930	34
27 0865 : EDINA P-04	302	7
27 0870 : EDINA P-05	997	26
27 0875 : EDINA P-06	1356	37
27 0880 : EDINA P-07	1178	47
27 0885 : EDINA P-08	955	9
27 0890 : EDINA P-09	775	11
27 0895 : EDINA P-10	755	21
27 0900 : EDINA P-11	845	29
27 0905 : EDINA P-12	830	11
27 0910 : EDINA P-13	979	42
27 0915 : EDINA P-14	63	4
27 0920 : EDINA P-15	204	4
27 0925 : EDINA P-16	668	16
27 2815 : ST LOUIS PARK W-2 P-05	12	0
Total:	**11794**	**344**

We, the school board members of Independent School District No. 273 (EDINA), certify that we have canvassed the returns of the State General Election held on Tuesday, November 3, 2026 and have herein specified the names of any candidates receiving votes and the number of votes received by each candidate, and have herein specified the number of votes for and against any ballot questions voted on in this election.

As appears by the returns of the election precincts voting in this election, duly returned to, filed, opened, and canvassed, and now remaining on file in the office of the clerk of Independent School District No. 273 (EDINA).

Witness our official signature at _____ in _____ County this _____ day of _____, 2026.

_____
School Board Member

_____
School Board Member

_____
School Board Member

_____
School Board Member

_____
School Board Member

_____
School Board Member

_____
School Board Member

State of Minnesota
Independent School District No. 273 (EDINA)

I, _____, Clerk of the Independent School District No. 273 (EDINA) do hereby certify the within and foregoing _____ pages to be a full and correct copy of the original abstract and return of the votes cast in the Independent School District No. 273 (EDINA) State General Election held on Tuesday, November 3, 2026.

Witness my hand and official seal of office this _____ day of _____, 2026.

_____

VI.B. Issuance of Certificates of Election and District Election-Related Duties	**Speaker(s):** Mert Woodard, Executive Director of Finance and Operations

Board Meeting Date: 11/9/2026

Title: Issuance of Certificates of Election and District Election-Related Duties

Type: Action

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

Description: A school district general election was held on November 3, 2026, to elect four members to the School Board. The four candidates receiving the most votes are elected to four-year terms beginning in January 2027 and expiring in January 2031. Under Minn. Stat. § 205A.10, the School District Clerk issues a certificate of election to each elected candidate after the contest period has ended. Under Minn. Stat. § 211A.05, a certificate may not be issued until the candidate has filed all required campaign financial reports. Each elected candidate must then file an acceptance and oath of office with the Clerk within 30 days.

The four candidates receiving the highest number of votes are:

- SARAH QUAYLE
- KAREN GABLER
- MICHAEL BIRDMAN
- ELAINE OLSON

Recommendation: Adopt the resolution authorizing the School District Clerk to issue certificates of election once the period to contest the election has passed and each elected candidate has filed all required campaign financial reports, and authorizing the Clerk to perform all other election-related duties.

Desired Outcomes from the Board: Adoption of the resolution authorizing the issuance of certificates of election and other election-related duties.

Attachments:

1. Resolution – Certificates of Election 2026

EXTRACT OF MINUTES OF MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 273 (Edina Public Schools), State of Minnesota, was duly held in said school district on November 9, 2026, at 7 o'clock p.m. for the purpose, in part, of authorizing the issuance of certificates of election.

The following members were present:

and the following were absent:

Member _____ moved the adoption of the following resolution:

RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES OF ELECTION AND DIRECTING THE SCHOOL DISTRICT CLERK TO PERFORM OTHER ELECTION-RELATED DUTIES

WHEREAS the board has canvassed the school district general election for school board held on November 3, 2026.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 273, State of Minnesota, as follows:

1. The chair and clerk are hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 273 to the following candidates:

SARAH QUAYLE
KAREN GABLER
MICHAEL BIRDMAN
ELAINE OLSON

who have received a sufficiently large number of votes to be elected to four (4) year terms on the school board beginning in January 2027 and expiring in January 2031, based on the results of the canvass.

2. The certificates of election shall be in substantially the forms attached hereto.

3. After the time for contesting the election has passed and the candidates have filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board or designee is hereby directed to deliver a certificate to the persons entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificates a form of acceptance of office and oath of office in substantially the form attached hereto.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon,

the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273 (Edina Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to authorizing the issuance of certificates of election, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as Clerk of said school district this 9th day of November 2026.

_____
Erica Allenburg
School District Clerk

CERTIFICATE OF ELECTION
(Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 273 on November 9, 2026, canvassed the results of the school district general election held on November 3, 2026.

2. SARAH QUAYLE received a sufficiently large number of votes cast for the office of school board member of Independent School District No. 273 for a four (4) year term expiring in January 2031.

3. There are four (4) four (4) year terms on the board caused by the expiration of terms.

4. Therefore, SARAH QUAYLE is elected to the office of school board member of Independent School District No. 273 for a four (4) year term expiring in January 2031.

By authority of the School Board of Independent School District No. 273, pursuant to resolution dated November 9, 2026.

Dated: _____

_____
Karen Gabler
Chair

_____
Erica Allenburg
Clerk

CERTIFICATE OF ELECTION
(Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 273 on November 9, 2026, canvassed the results of the school district general election held on November 3, 2026.

2. KAREN GABLER received a sufficiently large number of votes cast for the office of school board member of Independent School District No. 273 for a four (4) year term expiring in January 2031.

3. There are four (4) four (4) year terms on the board caused by the expiration of terms.

4. Therefore, KAREN GABLER is elected to the office of school board member of Independent School District No. 273 for a four (4) year term expiring in January 2031.

By authority of the School Board of Independent School District No. 273, pursuant to resolution dated November 9, 2026.

Dated: _____

_____
Karen Gabler
Chair

_____
Erica Allenburg
Clerk

CERTIFICATE OF ELECTION
(Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 273 on November 9, 2026, canvassed the results of the school district general election held on November 3, 2026.

2. MICHAEL BIRDMAN received a sufficiently large number of votes cast for the office of school board member of Independent School District No. 273 for a four (4) year term expiring in January 2031.

3. There are four (4) four (4) year terms on the board caused by the expiration of terms.

4. Therefore, MICHAEL BIRDMAN is elected to the office of school board member of Independent School District No. 273 for a four (4) year term expiring in January 2031.

By authority of the School Board of Independent School District No. 273, pursuant to resolution dated November 9, 2026.

Dated: _____

_____
Karen Gabler
Chair

_____
Erica Allenburg
Clerk

CERTIFICATE OF ELECTION
(Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 273 on November 9, 2026, canvassed the results of the school district general election held on November 3, 2026.

2. ELAINE OLSON received a sufficiently large number of votes cast for the office of school board member of Independent School District No. 273 for a four (4) year term expiring in January 2031.

3. There are four (4) four (4) year terms on the board caused by the expiration of terms.

4. Therefore, ELAINE OLSON is elected to the office of school board member of Independent School District No. 273 for a four (4) year term expiring in January 2031.

By authority of the School Board of Independent School District No. 273, pursuant to resolution dated November 9, 2026.

Dated: _____

_____
Karen Gabler
Chair

_____
Erica Allenburg
Clerk

VI.C. Policy Review (*201, 202, 203, 217, 701, 703, 707*)	**Speaker(s):** Policy Committee

Board Meeting Date: 11/9/2026

Title: Policy Review

Type: Action

Presenter(s): Board Policy Committee

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

- Policy 201 Legal Status of the School Board
- Policy 202 School Board Officers
- Policy 203 Operation of the School Board
- Policy 217 Legislative Involvement
- Policy 701 Establishment, Adoption, and Modification of School District Budget
- Policy 703 Accounting
- Policy 707 Purchasing

Recommendation: Approve the suggested modifications for Policies 201, 202, 203, 217, 701, 703, 707.

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

Attachment(s):

1. Policy 201 Legal Status of the School Board
2. Policy 202 School Board Officers
3. Policy 203 Operation of the School Board
4. Policy 217 Legislative Involvement
5. Policy 701 Establishment, Adoption, and Modification of School District Budget
6. Policy 703 Accounting
7. Policy 707 Purchasing

Legal Status of the School Board

I. Purpose

The care, management, and control of the schools are vested by statutory and constitutional authority in the school board. The board carries out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. This policy defines the authority, duties, and powers of the board in carrying out its mission.

II. General Statement of Policy

A. The school board is the governing body of the school district. As such, the board has responsibility for the care, management, and control over public schools in the ~~school~~ district.

B. Generally, elected members of the board have binding authority only when acting as a board legally in session, except where specific authority is provided to board members or officers individually. Generally, the board is not bound by an action or statement on the part of an individual board member unless the action is specifically directed or authorized by the board.

III. Definition

~~A.~~ For purposes of this policy, "~~S~~school board" means the governing body of the school district.

III. Organization and Membership

A. The membership of the school board consists of seven elected directors. The term of office is four years.

B. There may be other ex officio members of the board as provided by law. The superintendent is an ex officio member.

C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the board.

D. Election of board members is held in accordance with Minnesota law. The general election is held on the first Tuesday after the first Monday of November in ~~odd~~even-numbered years.

E. A vacancy in the board due to a member's death, resignation, or termination of residency in the district is filled by action of the board as provided by state statute.

III. Powers and Duties

A. The school board has powers and duties specified by state law. The board's authority includes implied powers in addition to specific powers granted by the Legislature.

B. The board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

C. The board directs and manages the schools of the school district; adopts rules for schools' organization, government, and instruction, textbooks, and courses of study; and makes and authorizes contracts.

D. The board has the general charge of the business of the ~~school~~ district, its facilities and property, and of the interest of the schools.

E. The board, among other duties, performs the following in accordance with applicable law:

1. Provides by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the district.

2. Conducts the business of the schools and pays indebtedness and proper expenses.

3. Employs and contracts with necessary qualified teachers and discharges the same for cause.

4. Provides services to promote the health of its students.

5. Provides school buildings and erects needed buildings.

6. Purchases, sells, and exchanges district property and equipment as deemed necessary by the ~~school~~ board for school purposes.

7. Provides for payment of claims against the district and prosecutes and defends actions by or against the district, in all proper cases.

8. Employs and discharges necessary employees and contracts for other services.

9. Provides for transportation of students to and from school, as governed by state law.

10. Procures insurance against liability of the district, its officers, and employees.

F. The ~~school~~ board, at its discretion, may perform the following:

1. Provides media centers, public evening schools, adult and continuing education programs, summer school programs, online course work, and intersession classes of flexible school year programs.

2. Furnishes school lunches and breakfasts for students and teachers on terms as the board determines.

3. Enters into agreements with one or more other independent districts to provide for agreed-upon educational services.

4. Leases rooms or buildings for school purposes.

5. Authorizes the use of school facilities for community purposes that will not interfere with their use for school purposes.

6. Authorizes co-curricular and extracurricular activities.

7. Receives, for the benefit of the district, bequests, donations, or gifts for any proper purpose.

8. Performs other acts as the board deems to be reasonably necessary or required for the governance of the schools.

Legal References

Minn. Stat. § 123A.22	Cooperative Centers for Vocational Education
Minn. Stat. § 123B.02	General Powers of Independent School Districts
Minn. Stat. § 123B.09	Boards of Independent School Districts
Minn. Stat. § 123B.14	Officers of Independent School Districts
Minn. Stat. § 123B.23	Liability Insurance; Officers and Employees
Minn. Stat. § 123B.49	~~Cocurricular and~~ Extracurricular Activities; Insurance
Minn. Stat. § 123B.51	Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings
Minn. Stat. § 123B.85	~~Equal Treatment in Transportation~~ Definitions

Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References

Policy 101	Legal Status of the School District
Policy 202	School Board Officers
Policy 203	Operation of the School Board
Policy 205	Open Meetings and Closed Meetings

Policy

Adopted	04/16/2007
~~amended~~Revised	10/22/2012
Revised	09/24/2018
Revised	12/12/2022
Rev___	__/__/20__

School Board Officers

I. Purpose

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

II. General Statement of Policy

A. The school board meets annually and organizes itself by selecting a chair, a vice chair, a clerk, a treasurer, and any other officers as determined by the ~~school~~ board.

B. The board employs a superintendent who is an ex officio, non-voting member of the board.

III. Organization

On an annual basis, per state law, the school board meets on the first Monday in January, or as soon thereafter as practicable, and organizes itself by selecting a chair, a vice chair, a clerk, a treasurer, and any other officers as determined by the board. These officers hold office for one year and until their successors are elected and qualified.

A. The persons who perform the duties of clerk and treasurer need not be members of the board.

B. The board, by resolution, may combine the duties of the offices of clerk and treasurer in a single person in the department of business services.

C. The board authorizes the board chair, the superintendent, and administrators, as designated by the superintendent, to have the ability to contact legal counsel.

IV. Officer Responsibilities

A. Chair

1. Role of the Chair

The chair serves as the lead governance officer of the school board and works in close partnership with the superintendent and board members to guide the board's processes, uphold effective governance, and ensure smooth and

transparent board operations. In fulfilling this role, the chair models the highest standards of policy alignment, communication, confidentiality, and board member collaboration.

2. Responsibilities of the Chair

    a. Preside at all board meetings when present and ensure meetings are conducted efficiently, transparently, and in accordance with law and policy.

    b. Countersign all orders upon the treasurer for claims allowed by the board and in the case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the board to be paid, the chair may draw the orders or the office of the clerk may be declared vacant by the chair and treasurer and be filled by appointment.

    c. Represent the school district in all actions and fulfill all duties customarily associated with the role of chair.

    d. Serve as a designated point of contact with the district's legal counsel.

    e. Support and mentor board members to strengthen board capacity, encourage leadership development, and promote effective committee participation.

    f. Uphold open meeting law and ensure appropriate communication channels are followed, avoiding triangulated communication that undermines transparent governance.

    g. Work with board members to identify interest in leadership roles and support annual leadership planning and succession conversations.

    h. Collaborate with the superintendent to plan meeting agendas and coordinate the flow of information and materials.

    i. Serve as the chair of the board's governance committee and serve as a primary point of contact for board governance matters to help maintain productive, trust-based working relationships with and among board members and administration.

    j. Perform additional duties as necessary to support effective governance and ensure board operations advance the mission and strategic goals of the district.

B. Vice Chair

1. Role of the Vice Chair

   The vice chair supports the board chair, the full board, and the superintendent in carrying out effective governance and ensuring continuity of leadership. This role provides strategic assistance in meeting preparation, board operations, and communication, while also serving—when feasible—as a leadership development opportunity for a board member who may aspire to become board chair in the future. While the vice chair often gains experience that may prepare them for the chair role, this is not a requirement, and the position remains open to all eligible board members.

2. Responsibilities of the Vice Chair

   a. Perform the duties of the board chair in the event of the chair's temporary absence.

   b. Collaborate with the chair to support meeting preparation and meeting management.

   c. Work with the chair and superintendent to ensure board members have the information necessary for effective decision making.

   d. Support consistent application of board policy, open meeting law, and governance norms.

   e. Assist in maintaining effective communication and coordination among the board chair, board members, and the superintendent.

   f. Engage in leadership development activities to build capacity for broader board leadership, as appropriate.

   g. Share board leadership workload, as delegated by the chair and full board, to promote continuity and strengthen board function.

C. Treasurer

1. Role of the Treasurer

   The treasurer serves as the board's financial oversight officer, providing support to the superintendent and the district's business office in ensuring transparent, accurate, and responsible fiscal stewardship. The treasurer helps the board understand financial information and the implications of proposed actions, without directing or managing district finances. The treasurer's role includes asking clarifying questions, reviewing financial materials, and supporting informed and responsible board decision making.

2. Responsibilities of the Treasurer

    a. Review monthly financial statements, expenditures, and board-approved bills as prepared and presented to the board and community by the superintendent and business office.

    b. Monitor financial trends by receiving and reviewing information—not generating it—to help the board maintain awareness of fiscal conditions.

    c. Request clarification when needed to ensure the board has a complete understanding of district financial matters.

    d. Serve as chair of the Finance Committee, supporting the superintendent and director of finance and operations as they lead and prepare the committee's work.

    e. Conduct a periodic review of contracts, check registers, and expenditures provided by administration to support transparency and board understanding.

    f. Confirm that appropriate information has been supplied—not direct or authorize financial actions

    g. Co-sign on the funds deposited by the district as needed.

    In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the director of finance and operations, in conjunction with the superintendent, will receive, endorse, and process the orders in accordance with state law.

D. Clerk

1. Role of the Clerk

The clerk provides oversight by attesting to official documents and ensuring board actions are reflected accurately—not by managing elections, data requests, or public processes, but by supporting the systems already administered by the district.

2. Responsibilities of the Clerk

    a. Ensure minutes and records of board meetings are kept accurately, based on documentation prepared by administration.

b. Review and attest to board documents, ensuring alignment with adopted policies, statutes, and board actions.

c. Support the superintendent's office in maintaining organized, compliant board records.

3. Clerk Duties that are Delegated to Administration

The following clerk duties, as defined by law, are performed by the administration team.

a. The clerk keeps a record of all meetings in the books provided.

b. Within three days after an election, the clerk notifies all persons elected of their election.

c. On or before September 15 of each year, the clerk:

i. files with the board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year; and

ii. makes and transmits to the Commissioner of the Minnesota Department of Education certified reports, showing:

(a) revenues and expenditures in detail, and other financial information required by state or federal law, or as may be called for by the Commissioner;

(b) length of school term and enrollment and attendance by grades; and

(c) other items of information as called for by the Commissioner.

d. The clerk enters into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keeps an itemized account of all expenses of the district.

e. The clerk furnishes to the county auditor, on or before September 30, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the district or the board for district purposes.

f. The clerk draws and signs all orders upon the treasurer for the payment of money for bills allowed by the board for salaries of officers and for employees' wages and all claims, to be countersigned by the chair.

g. The clerk performs such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

E. Assistant Treasurer

The assistant treasurer assists the treasurer in their duties.

F. Assistant Clerk

Two assistant clerks assist the clerk in their duties.

Legal References

Minn. Stat. § 123B.12	Insufficient Funds to Pay Orders
Minn. Stat. § 123B.14	Officers of Independent School Districts
Minn. Stat. § 123B.143	Superintendent
Minn. Stat. § 126C.17	Referendum Revenue
Minn. Stat. Ch. 205A	School District Elections

Cross References

Policy 101	Legal Status of the School District
Policy 201	Legal Status of the School Board
Policy 203	Operation of the School Board

Policy

Adopted	05/21/2007
~~amended~~Revised	10/22/2012
Revised	09/24/2018
Revised	12/12/2022
Revised	03/09/2026
Rev___	__/__/____

Operation of the School Board

I. Purpose

This policy provides rules of order for conducting meetings of the school board, in order to advance the mission of the school district, to ensure consistency in the order of business at regular ~~school~~ board meetings, to provide procedures for the preparation of the ~~school~~ board agenda, to allow the use of a consent agenda, and to establish procedures relating to the maintenance of records and publication of ~~school~~ board meetings.

II. General Statement of Policy

An orderly school board meeting allows board members to participate in discussion and to make decisions regarding school district issues. Rules of order allow board members the opportunity to review ~~school~~ district-related topics, discuss ~~school~~ district business items, and bring matters to conclusion in a timely and consistent manner.

To ensure that board meetings are conducted in an orderly fashion, the board will follow rules of order that will allow the board:

A. To establish guidelines by which the business of the board can be conducted in a regular and internally consistent manner;

B. To organize the meetings so all necessary matters can be brought to the board and decisions of the board can be made in an orderly and reasonable manner;

C. To ensure that members of the board have the necessary information to make decisions on substantive issues and to ensure adequate discussion of decisions to be made; and

D. To ensure that meetings and actions of the board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. Rules of Order for Meetings

A. Rules of order for school board meetings are (1) Minnesota Statutes where specified; (2) specific rules of order as provided by the board consistent with Minnesota Statutes; and (3) Robert's Rules of Order, Revised (latest edition) where not inconsistent with (1) or (2) above.

B. Board members need not rise to gain the recognition of the chair.

C. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

D. All motions that require a second must receive a second prior to opening the issue for discussion of the board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion are recorded in the minutes.

E. The chair decides the order in which board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member will only speak to an issue after the member is recognized by the chair.

F. The chair will rule on all questions relating to motions and points of order brought before the board.

G. A ruling by the chair is subject to appeal to the full board pursuant to Robert's Rules of Order.

H. The board has authority to recognize any member of the audience regarding a request to be heard at the board meeting. Members of the public who wish to be heard must follow board procedures (see Policy 206).

I. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.

J. The chair will repeat a motion or the substance of a motion prior to the vote. The chair will call for an affirmative and a negative vote on all motions.

K. A board member may request a roll call vote. Roll call votes will be called in alphabetical order.

L. The chair has the same right and responsibility as each board member to vote on all issues.

M. The chair announces the result of each vote. The vote of each member, including abstentions, is recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.

N. A majority of the voting members of the board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally, any action taken in the

absence of a quorum is null and void. The only legal actions the board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess, or to take measures to obtain a quorum.

O. In the absence of the chairperson at any meeting, the presiding officer will be an officer of the elected ~~B~~board in the following order of precedence: (a) vice-chairperson, (b) clerk, (c) treasurer. If the chairperson does arrive, the acting presiding officer surrenders the chair to them.

P. In the absence of the clerk at any meeting, the presiding officer designates an assistant clerk to act.

IV. Order of Meeting

A. The school board will conduct an orderly board meeting. The board chair and superintendent will develop the agenda as discussed further in section V below. The board will, at all regular board meetings, follow an agenda order similar to:

1. Call to Order
2. Approval of Agenda
3. Excellence in Action
4. Hearing from members of the public
5. Presentations by invited staff or guests
6. Consent Agenda, including approval of prior meeting minutes
7. Discussion items
8. Action items
9. Leadership and Committee updates
10. Superintendent updates
11. Information items
12. Adjournment

B. The board may depart from the order of business with the consent of the majority of members present.

C. The board will receive monthly student enrollment updates and financial reports from the school administration.

D. No regular meeting will continue beyond 10:00 PM, unless scheduled by the board chair and superintendent for a longer time, or without the approval of the majority of board members who are present and eligible to vote. A new time limit must be established before taking a board vote to extend the meeting. In the event a meeting has not been adjourned or continued by board vote prior to adjournment time, items not acted on will be deferred to the next regular board meeting.

V. School Board Agenda

A. The school board chair and superintendent are responsible to develop, prepare and arrange the order of items for the tentative board meeting agenda for each board meeting.

B. The board chair and superintendent will coordinate and share a monthly board agenda, for the school year, in August of each year. The year-long agenda will assist the board in its planning efforts.

C. Annually, the board will act on the following organizational items:

1. Election of officers
2. School board compensation
3. District legal counsel
4. District auditor
~~5. District physician~~
~~6~~5. Designation of depositories
6. Designation of official newspaper
~~7. Educational memberships~~
~~8. Student and facility fees~~
7. Regular board meeting schedule
8. Designation of responsible authority for data requests

D. Persons wishing to place an item on the agenda must make a request to the board chair or superintendent. The person making the request should provide their name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent determine whether to place the matter on a future agenda.

E. While every board member has the right to request adding an agenda item or changing an agenda at a regular board meeting, as best practice in preparing agendas and materials for regular board meetings, the board will strive to:

1. Make a request to the board chair or superintendent seven (7) days prior to the meeting for an item, presentation, or material they wish to be considered added to the meeting agenda.

2. Make a request to the board chair or superintendent ninety-six (96) hours in advance of the meeting for any changes to the posted agenda. If materials are not made available seven (7) days in advance of a meeting, then any requests should be made within forty-eight (48) hours of receipt of materials.

3. Contact the superintendent ~~and responsible administrator,~~ or the board chair directly, at least twenty-four (24) hours prior to the meeting with any questions

pertaining to a board agenda item that requires time and preparation to answer.

4. Inform the superintendent or board chair prior to the meeting if an error is identified in a presentation or minutes, so that a correction can be made.

F. The superintendent will strive to provide the board with the tentative agenda and supporting documents five (5) days prior to the scheduled meeting or work session. The superintendent and board chair may change the agenda up until the start of the regular meeting. The superintendent or their designee will notify the board if the tentative agenda or agenda packet is updated prior to the meeting.

G. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the board meeting will include a description of the matter.

H. At least one (1) copy of any printed materials related to the meeting's agenda items prepared by, or distributed to, or at the direction of, the board must be made available for inspection in the meeting room while the board considers its subject matter if the printed materials were also (i) distributed at the meeting to all board members; (ii) distributed before the meeting to all board members; (iii) available in the meeting room to all board members; or (iv) posted on the district website or using other district technologies in advance of the meeting. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

VI. Consent Agenda

A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the board has consented to the consideration of certain items as a group under one motion.

B. Consent items are those items that (1) usually do not require discussion or explanation prior to board action, (2) are noncontroversial and/or similar in content, or (3) have already been discussed and/or explained at a board committee or full board level and do not require further discussion or explanation. These agenda items may include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, and approval of reports. These items may also include similar groups of decisions such as, but not limited to, approval of employee contracts, approval of maintenance details for the school district buildings and grounds, approval of various schedules, and approval of routine agreements or contracts with vendors.

C. Items will be removed from the consent agenda by a timely request by an individual board member for independent consideration. A request is timely if made prior to the

vote on the consent agenda. The request does not require a second or a vote by the board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.

D. Consent agenda items are approved en masse by one (1) vote of the board. The consent agenda items are separately recorded in the minutes.

VII. Maintenance of School Board Meeting Minutes and Records

A school district representative will keep and maintain permanent records of the school board, including records of the minutes of board meetings and other required records of the board.

Public records maintained by the district are available for inspection by members of the public during the regular business hours of the district. Minutes of meetings are available for inspection at the administrative offices of the district after they have been prepared and are also available on the district's website. Minutes of a board meeting are approved or modified by the board at a subsequent meeting, which action is reflected in the official proceedings of that subsequent meeting.

VIII. Publication of Official Proceedings, Minutes

A. The school board will ensure that its official proceedings are published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the board conducts regular meetings not more than once every thirty (30) days, the board need not publish the minutes until ten (10) days after they have been approved by the board.

B. The proceedings to be published will be sufficiently detailed to fairly set forth the proceedings. The publication must include the substance of all official actions taken by the board at any regular or special meeting, and at minimum must include (i) the subject matter of a motion, (ii) the persons making and seconding the motion, (iii) a listing of how each member present voted on the motion, (iv) the character of resolutions offered including a brief description of their subject matter, and (v) whether the motion was adopted or defeated. The minutes and permanent records of the board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the board, the proceedings to be published may reflect that fact.

C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the board. The summary will be written in a clear and coherent manner and, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a

summary is published, the publication will clearly indicate (i) the published material is only a summary; (ii) the full text is posted on the district website and is also available for public inspection at the administrative offices of the district; and (iii) a copy of the proceedings, other than attachments to the minutes, is available, without cost, at the offices of the district or by means of standard mail.

Legal References

Minn. Stat. Ch. 13D	Open Meeting Law
Minn. Stat. § 123B.09	~~School Board Powers~~ Boards of Independent School Districts
Minn. Stat. § 123B.14	~~Record of Meetings;~~ Officers of Independent School Districts
Minn. Stat. § 126C.53	Enabling Resolution; Form of Certificates of Indebtedness
Minn. Stat. § 122A.40	Employment; Contracts; Termination
Minn. Stat. § 331A.01, subd. ~~6~~8	~~Newspapers;~~ Definitions: Qualified Newspaper
Minn. Stat. § 331A.04, subd. 6	~~Newspapers;~~ Designation of a Newspaper for Official Publications: Exception to Designation Priority
Minn. Stat. § 331A.05, subd. 8	Form of Public Notice: Notice Regarding Published Summaries
Minn. Stat. § 331A.08, subd. 3	Computation of Time: Publication of Proceedings
Minn. Stat. § 471.88	Exceptions

Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)
Op. Atty. Gen. 161-a-20, December 17, 1970

Cross References

Policy 205	Open Meetings and Closed Meetings
Policy 206	Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations
Policy 209	Code of Ethics

Policy

Adopted	04/16/2007
~~amended~~Revised	10/22/2012
Revised	12/15/2015
Revised	08/12/2019
Revised	07/13/2020
Revised	01/09/2023
Rev____	__/__/____

Legislative Involvement

I. Purpose

This policy defines the school district's advocacy role in state and national legislation related to education.

II. General Statement of Policy

Edina Public Schools recognizes the importance of district involvement in shaping educational policy, funding, programs, and laws at the state and national level. The school board and district administration are involved at the state and national level, especially with federal and state elected officials representing Edina Public Schools.

III. Legislative Action

A. The school district will develop legislative initiatives to pursue. These initiatives will align with the district's vision, mission, values, and core beliefs, and prioritizes the needs of the district, the metropolitan region, and the state.

B. Once the school board adopts its legislative initiatives, board members and employees may publicly speak on behalf of those initiatives in compliance with Policy 107 – Public Relations and School Communications.

C. The district will be a member of educational organizations that promote and lobby for educational priorities that align with the district's mission. The district will have active representation in these organizations.

D. As needed, the district may work with stakeholders, including employees, parents, and community members, to serve in an advisory and/or advocacy capacity with respect to legislative issues. Issues for which such a group would be organized will directly relate to the district's mission. Coordination of legislative advisory or advocacy groups will be the responsibility of the superintendent or designee.

E. For issues not adopted as legislative initiatives, a board member or district employee may use ~~his or her~~ their title while speaking in support of issues that adhere to and promote the district's vision, mission, values, and core beliefs as long as the employee or ~~school~~ board member makes it clear that their position does not represent the district's legislative position or the collective ~~school~~ board.

Legal References

None

Cross References

Policy 107 Public Relations and School Communications

Policy

Adopted	06/22/2009
Revised	03/13/2013
Revised	01/28/2019
Revised	04/11/2022
Revised	02/13/2023
Rev____	__/__/____

Establishment, Adoption, and Modification of School District Budget

I. Purpose

This policy establishes lines of authority and procedures for the establishment, adoption, and modification of the school district's revenue and expenditure budgets.

II. General Statement of Policy

The school district will establish, adopt, and modify its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the district.

III. Requirements

A. The superintendent or other administrators, as designated by the superintendent or the school board, will each year prepare preliminary revenue and expenditure budgets for review by the ~~school~~ board ~~or~~ and its designated committee. The preliminary budgets are accompanied by written commentary as necessary for the budgets to be clearly understood by the members of the ~~school~~ board and the public.

   The ~~school~~ board will review the projected revenues and expenditures for the school district for the next fiscal year and make adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.

B. The district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures are reported in compliance with ~~Minn. Stat. § 123B.76~~ state law.

C. In accordance with ~~Minn. Stat. § 123B.77~~ state law, prior to July 1 of each year, the ~~school~~ board must approve and adopt its initial revenue and expenditure budgets for the next fiscal year. The adopted expenditure budget document is the school board's expenditure authorization for that fiscal year. No funds may be expended for any purpose in the fiscal year prior to the adoption of the expenditure budget document that authorizes the expenditure for the fiscal year or prior to the adoption of an amendment to the expenditure budget document by the ~~school~~ board to authorize the expenditure for the fiscal year.

~~D. To comply with Minn. Stat. § 275.065 state law, each year the district will provide the county auditor with supplemental information to be included in the notice of proposed property taxes for the subsequent calendar year. The manner and form of the information will be prescribed to the district by the county auditor.~~

~~E.~~D. Each year, the district will publish its adopted revenue and expenditure budgets for the current fiscal year; the actual revenues, expenditures, and fund balances for the prior fiscal year; and the projected fund balances for the current fiscal year in the form prescribed by the Minnesota Commissioner of Education ("Commissioner") within one week of the acceptance of the final audit by the ~~school~~ board, or November 30, whichever is earlier.

A statement will be included in the publication that the complete budget in detail may be inspected by any resident of the district upon request to the superintendent. A summary of this information and the address of the district's website where the information can be found must be published in a newspaper of general circulation in the district. At the same time as this publication, the district will publish the other information required by ~~Minn. Stat. § 123B.10~~ state law.

E. At the public hearing on the adoption of the district's proposed property tax levy, the ~~school~~ board will review its current budget and the proposed property taxes payable in the following calendar year.

IV. Implementation

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate budgetary duties to other administrators but maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for by the Government Accounting Standards Board (GASB) and in state law through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts ("UFARS").

C. The superintendent or designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to ~~school~~ board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the ~~school~~ board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the ~~school~~ board. Other funds to be expended in a subsequent fiscal year may not be encumbered prior to budget adoption unless specifically approved by the ~~school~~ board.

E. The district will make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

V. Modification of the Budget

A. If revisions or modifications to the adopted revenue and expenditure budgets are determined to be advisable by the administration, the superintendent will recommend the proposed changes to the school board. The proposed changes will be accompanied by sufficient and appropriate background information on the revenue and expenditure policy issues involved to allow the ~~school~~ board to make an informed decision.

The board's Finance and Facilities Committee will review the proposed modifications. The modifications will be sent to the board for approval.

B. If sufficient funds are not included in a particular fund within the expenditure budget to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the ~~school~~ board to authorize that expenditure for that fiscal year. An amended expenditure will not exceed the projected revenues available for that purpose in that fund.

Legal References

Minn. Stat. § 123B.10	Publication of Financial Information
Minn. Stat. § 123B.76	Expenditures; Reporting
Minn. Stat. § 123B.77	Accounting, Budgeting, and Reporting Requirements
Minn. Stat. § 275.065	Proposed Property Taxes; Notice

Cross References

Policy 703	Accounting

Policy

Adopted	09/27/2010
Revised	09/23/2014
Revised	12/12/2016
Revised	04/17/2023
Rev____	__/__/____

Accounting

I. Purpose

This policy adopts the Uniform Financial Accounting and Reporting Standards (UFARS) for Minnesota school districts provided for in guidelines adopted by the Minnesota Department of Education.

II. General Statement of Policy

The school district will comply with the ~~Uniform Financial Accounting and Reporting Standards (the~~ UFARS~~)~~ for Minnesota public school districts.

III. Maintenance of Accounts

The school district will maintain its financial records and record all financial transactions in compliance with the UFARS provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws relating to reporting of revenues and expenditures.

IV. Expenditures

The executive director of ~~business services~~ finance and operations will provide expenditure guidelines for appropriate and inappropriate expenditures to the school district administration (see Appendix I). An administrator is required to approve all expenditures of ~~school~~ district funds, including UFARS accounting codes.

V. School Site and Program Carryover Allocations

The school district enables ~~school~~ district sites and programs to carry over unspent site-generated funds, including but not limited to, donations, fundraiser proceeds, and monies collected for student trips and activities, and unspent capital funds. ~~any unspent funds from its total general fund allocation.~~ If the ~~school~~ district site or program over-spends its non-site-generated allocation, the deficit will be taken from the balance of its undesignated site-generated funds, if available. ~~also be carried over and taken from the next year's allocation~~. The administration is responsible for monitoring the budget allocations. The executive director of ~~business services~~ finance and operations will develop guidelines for applying the procedures (Appendix II).

VI. Instructional Materials and Class Activity Fees

The school district may request instructional materials and class activities fees, as permitted by state law, (Appendix III) from district families when preapproved by the director of teaching and learning. The accounting of these fees will be in accordance with district guidelines.

VII. Permanent Fund Transfers

Unless otherwise authorized pursuant to ~~Minn. Stat. § 123B.80, as amended, or any other~~ state law, fund transfers will be made in compliance with UFARS and permanent fund transfers will only be made in compliance with ~~Minn. Stat. §123B.79, as amended, or other~~ state law.

VIII. Reporting

The school board will provide for an annual audit of the financial records and transactions of the district to ensure compliance of its records with UFARS. Each fiscal year, the district will also provide for the publication of the financial information as specified in state law.

Legal References

Minn. Stat. § 123B.02	General Powers of Independent School Districts
Minn. Stat. § 123B.09	Boards of Independent School Districts
Minn. Stat. § 123B.10	Publication of Financial Information
Minn. Stat. § 123B.14, subd. 7	Officers of Independent School Districts: Clerk Records
Minn. Stat. § 123B.75	Revenue; Reporting
Minn. Stat. § 123B.76	Expenditures; Reporting
Minn. Stat. § 123B.77	Accounting, Budgeting, and Reporting Requirements
Minn. Stat. § 123B.78	Cash Flow; School District Revenues; Borrowing for Current Operating Costs; Capital Expenditure Deficits
Minn. Stat. § 123B.79	Permanent Fund Transfers
Minn. Stat. § 123B.80	Exceptions for Permanent Fund Transfers
Minn. Stat. § 475	Municipal Debt

Cross References

Policy 704	Annual Audit
Policy 705	Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

Policy

Adopted	09/27/2010
~~Amended~~Revised	06/20/2011
Revised	09/22/2014

Reviewed	01/30/2017
Revised	04/17/2023
Rev____	__/__/____

Expenditures

I. Appropriate Expenditures

School ~~D~~district funds may only be expended in ways that serve a public purpose related to district functions. Examples of appropriate expenditures include, but are not limited to:

A. Classroom or office supplies, furniture, reference materials, and equipment;

B. Costs of employees participating in approved workshops, conferences, and seminars, including registration fees, transportation, lodging, meals, and materials;

C. Costs of betterment, repairing, or maintaining district buildings, grounds, and equipment;

D. Costs of professional services such as auditors, attorneys, engineers, interpreters, and consultants;

E. Costs of contracted services such as election judges, trash removal, and electricians;

F. Reimbursement of employee's expenses incurred while performing duties such as mileage, parking fees, and work-related telephone calls;

G. Purchases of services, supplies, and equipment to provide student food and transportation services;

H. Costs incurred to hold meetings related to district issues including facility rental, speakers, and materials; and

I. Costs of meals for employees and other invited participants at district-sponsored or school-sponsored workshops or meetings that occur over a meal hour when staff is required to stay during the mealtime.

II. Inappropriate Expenditures

School ~~D~~district funds may not be expended in ways that do not serve a public purpose related to district functions. Examples of inappropriate expenditures include, but are not limited to:

A. Gifts, flowers, meals, or similar items for personal employee events such as birthdays, anniversaries, Administrative Professionals' Day, Boss's Day, including contributions to "sunshine" funds, social activities, and retirement parties;

B. Alcoholic beverages;

C. Donations or contributions;

D. Entertainment or recreation costs incurred by an employee while attending a conference, seminar, workshop, or other staff development activity;

E. Meals and mileage costs incurred related to non-district functions such as visiting convalescent coworkers, funerals, and retirement parties;

F. Decorations, such as plants and pictures, for an employee's individual workspace as opposed to decorations that enhance the work area as a whole;

G. Costs of individuals, who are not district employees, accompanying a district employee to a seminar, workshop, conference, or other event related to district business;

H. Personal telephone calls, faxes, mail, or email; and

I. Food for meetings unless participants are required to stay at meetings over a meal period.

Appendix

Adopted	09/27/2010
Revised	04/17/2023
Rev____	__/__/____

~~School~~ District Site and Program Carryover Allocation Procedures

A. In the general fund, at the discretion of the superintendent or executive director of ~~business services~~ finance and operations, ~~school~~ district sites and programs are able to carry over ~~any unspent funds from their total allocation. If the school district site or program over-spends its allocation, the deficit will be carried over and taken from next year's allocation unspent~~ unspent site-generated funds and unspent allocated capital funds. Allocated general fund operating budgets will not carry over. If a school site or program over-spends its non-site-generated allocation, the deficit will be taken from the balance of its undesignated site-generated funds, if available.

B. The guidelines and parameters for the carryover ~~of excess/deficit allocations~~ are:

1. The carryover applies only to codes for which administrators receive allocations. It includes only the general fund. It does not include salaries and benefits, special education, and operations and maintenance. Carryover applies to site-generated funds and to capital funds for which administrators receive allocations. Carryover does not apply to allocated general fund operating budgets, including salaries and benefits, special education, and operations and maintenance.

2. Administrators will be informed of the ~~excess/deficit~~ carryover balances after the audit for the prior year has been completed. ~~Similar to the original allocation, the carryover/deficit can only be used for services, supplies, and miscellaneous expenditures.~~

3. Calculation of the carryover will be done on a building or program level ~~in comparison with the total allocation given at budget time~~. The carryover will not be calculated on a line item or code basis, but rather within an allocation area or site-generated funding source.

4. ~~If an organization or program accumulates a fifteen percent (15%) or more savings in one (1) year or has an accumulated savings that totals more than twenty-five percent (25%) of its annual allocation, an explanation as to the intended purpose of the accumulated funds will be required. The explanation should be submitted to the district's business office to be presented to the Bboard's Finance and Facilities Committee, no later than November 1 of the following fiscal year.~~ If allocated, carried-over capital funds may only be used for capital purposes. Carried-over site-generated funds may be used only for the purpose for which they were generated or designated. Undesignated

site-generated funds may be used for any purpose consistent with Appendix I to this policy.

5. ~~Capital budgets will not carry over. Application may be made to the district's business office to be presented to the B~~board~~'s Finance and Facilities Committee for approval to carry over capital funds for special projects.~~ If a school site or program accumulates a site-generated fund balance that exceeds twenty-five percent (25%) of its site-generated revenue for the prior fiscal year, an explanation as to the intended purpose of the accumulated funds will be required. The explanation should be submitted to the executive director of finance and operations to be presented to the Finance & Facilities Committee within 60 days of the school board's acceptance of the annual audit.

Appendix

Adopted	06/20/2011
Revised	04/17/2023
Rev____	__/__/____

Instructional Materials and Class Activity Fees

A. The purchase of instructional materials and technology may be requested of a student, as permitted by state law, and pre-approved by the executive director of teaching and learning.

B. The school district will provide copies for use, to be returned, when instructional materials are required for course completion and student purchase is not desired. A student may be permitted by the district to purchase district materials if the student desires.

C. An employee who recognizes a possible financial need for instructional materials and/or class activity fees for a student served by the district will contact their building administrator or school social worker to determine possible next steps in providing assistance.

D. A student is responsible for the cost of replacing any district materials or property lost or damaged by the student.

E. If a student elects a classroom project which exceeds the minimum requirements of the class, the district may charge the student who makes that election the amount of the excess expense. A project will always be available that meets the classroom requirements with no charge to a student.

F. Fees for classroom activities (e.g., field trips) are acceptable student expenditures provided that the class activity is (~~a~~ 1) supplementary to the basic course requirement, and (~~b~~ 2) no student is penalized for choosing not to participate in such activity.

G. Personal or consumable items (e.g., physical education attire, instrument rental fees, notebooks, pencils) are considered routine expenses paid by the student. For financial assistance, students and families should work with the administrator at the site.

H. The district will not require or recommend private tutoring, lessons, or the provision of supplies for a grade or portion thereof, class prerequisite, or any other classroom benefit.

I. Building administrators will review at the conclusion of each school year the student supply list for the following year. This review will ensure the student supply requests are ecologically and financially responsible, containing only items that are consumable by the students.

J. Employees who collect fees on behalf of the district must have the fees pre-approved by the district. Personal checks need to be made out to Edina Public Schools. Collected fees must be submitted to the building office on a daily basis for security purposes.

Appendix

Adopted	09/27/2010
Revised	04/24/2014
Revised	04/17/2023
Rev____	__/__/____

Purchasing

I. Purpose

This policy defines the process for purchasing supplies, equipment, materials, and services that will be used to meet the needs of the school district.

II. General Statement of Policy

The school district's purchasing process will comply with federal law, state statutes, the directives of the Minnesota Department of Education and the district auditor, and business best practices.

III. Requisition and Purchase Order Process

All orders of material value will follow the school district's requisition and purchase order process established by the executive director of ~~business services~~ finance and operations. In the case of an emergency or urgency of time, the process may be modified with the pre-approval of the executive director of ~~business services~~ finance and operations. Payments to vendors will not be approved until the ~~receivable~~ receiving process has been completed for the purchase.

IV. Orders, Quotations, Bids, and Request for Proposal (RFP) Requirements

A. All purchases of products, services, and equipment must adhere to school district guidelines and directives established by the executive director of ~~business services~~ finance and operations (see Appendices I and II), including the following:

   1. Purchases of less than $25,000 may be completed through quotations in an open market. ~~The requesting department may issue quotes to at least two vendors, preferably three or more where applicable, for purchases funded through Federal Grant funds that exceed $3,000~~. So far as practicable, the requesting department must obtain multiple quotations.

   2. Purchases of $25,000 to $175,000 require ~~a minimum of two~~ multiple quotes. The ~~quote~~ purchase will be awarded to the lowest, responsible, qualified vendor, taking into consideration the quality of the product and the ability to perform, given the needs of the district.

3. Purchases exceeding $175,000 will be put to bid with the exception of professional services, book requests under the copyright law, or joint powers agreements.

4. Purchases funded in whole or in part by federal awards must also comply with federal procurement regulations and the most current version of the "Edina Public Schools Federal Procurement Manual", using the federal thresholds in effect at the time of procurement.

B. All purchase orders must be signed and dated indicating receipt of merchandise and forwarded to the district office for payment.

C. All requests for proposals of services will include an explanation of services being sought, criteria for selection, and the application and selection process.

D. Every three (3) to five -(5) years, the district will complete RFPs for management and administrative services (e.g., insurance carriers, waste management, legal counsel).

V. Reimbursement without a Purchase Order

A. Items purchased locally without a purchase order will require submission of a request for payment or an employee expense report form. ~~submitted (see Policy 708 – Expense Reimbursement).~~ Either form must have the original receipt attached and provide the necessary supervisor approval and budget code. The check for a request for payment will be paid directly to the vendor.

B. An employee that wishes to be reimbursed for a purchase will complete an employee expense report form, meeting the requirements stated above. The employee will not be reimbursed for sales tax incurred because of the school district's tax-exempt status.

VI. Procurement Card

A. Procurement cards will be issued to employees upon completion of an application, approval by the requesting employee's supervisor, and approval by the executive director of ~~business services~~ finance and operations. All holders of a school district procurement card must comply with all articles of ~~the current Policy 707~~ this policy including its appendices.

B. Employees with procurement cards are required to submit their monthly expenditure reports accompanied with all receipts and expenditure allocations among pre-approved account codes without exception. Purchases with missing receipts will be reimbursed to the district by the employee who made the purchase.

Legal References

Minn. Stat. § 123B.02, subd. 23	General Powers of Independent School Districts: Credit Cards
Minn. Stat. § 471.345	Uniform Municipal Contracting Law
Minn. Stat. § 471.345, subd. 3	Uniform Municipal Contracting Law: Contracts Over $175,000
Minn. Stat. § 471.345, subd. 4	Uniform Municipal Contracting Law: Contracts Exceeding $25,000 But Not $175,000
Minn. Stat. § 471.345, subd. 5	Uniform Municipal Contracting Law: Contracts $25,000 or Less
Minn. Stat. § 471.345, subd. 15	Uniform Municipal Contracting Law: Cooperative Purchasing
2 C.F.R. . §§ 200.317 to 200.327	Procurement Standards (Federal Uniform Guidance)

Cross References

Policy 708	Expense Reimbursement

Policy

Adopted	10/25/2010
~~amended~~Revised	03/12/2012
Revised	09/22/2014
Revised	02/27/2017
Revised	01/28/2019
Revised	04/17/2023
Rev____	__/__/____

Soliciting Prices Through Bids and Quotations

A. Expenditures for the purchases of goods and/or services, not exempt from state competitive bidding laws ~~Minn. Stat. § 471.345~~, will be subject to written quotations or formal bids within these restrictions:

1. Contracts Over $175,000

   If the amount of the contract is estimated to exceed $175,000, sealed bids will be solicited by public notice in the manner and subject to the requirements of state law ~~Minn. Stat. § 471.345, subd. 3~~.

   The executive director of ~~business services~~ finance and operations or their designee will:

   a. Prepare specifications for prospective bidders.

   b. Advertise for bids setting forth the goods and/or services to be included, and the date and place of the bid opening.

   c. Deliver sets of the specifications and form of proposal to all vendors requesting them and, in addition, others who might normally be interested in bidding.

   d. Receive and open bids on the date specified.

   e. Tabulate all bids. Tabulation will be presented to the school board. It will be provided to bidders upon request.

   f. Make a recommendation to the ~~school~~ board on which bid appears to be in the best interest of the school district.

   g. Following approving action by the ~~school~~ board, prepare a contract with the successful bidder

   h. Monitor the fulfillment of the contract to ensure compliance with the specifications.

   i. Ensure performance guarantees are provided.

      i. On any order which has been bid, a performance bond is required as follows:

(a) 100% on furniture and equipment
(b) 100% on construction

ii. Bid bonds in the amount of 5% are required on all formal bids.

2. Contracts from $25,000 to $175,000

   If the amount of the contract is estimated to exceed $25,000 but not to exceed $175,000 the contract may be made either upon sealed bids or by direct negotiation, by obtaining ~~two or more~~ multiple quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained will be kept on file for a period of at least one year after receipt thereof, in accordance with Minn. Stat. 471.345 ~~S~~subd. 4 and ~~S~~subd. 15.

3. Contracts Less Than $25,000

   If the amount of the contract is estimated to be less than $25,000, the contract may be made either upon quotation or in the open market, at the discretion of the ~~school~~ board; but, so far as is practicable, the contract will be based on ~~at least two~~ multiple quotations which will be kept on file for a period of at least one year after receipt thereof, in accordance with Minn. Stat. 471.345 ~~S~~subd. 5.

4. Formal Bidding Procedures

   Sealed bids are to be opened in the district office, at the specific time stated in the bid form. Bids on construction contracts and items of unusual nature are to be opened at the district office at a regular time as stated in the bid form. All bidders will be notified of the opening and invited to be present. Bids or quotations received after the date and time specified will be returned to the bidder unopened.

5. Purchases ~~that are~~ funded ~~through~~ in whole or in part by federal awards ~~Federal Grant Funds~~ must also comply with federal procurement regulations and the most current version of the "Edina Public Schools Federal Procurement Manual".

B. The ~~school~~ board will have discretion in determining the responsibility of the bidders based on conformity with specifications, terms of delivery, and other conditions imposed in the call for bids or the specifications and will award the contract to the lowest responsible bidder, providing the bidder fully meets the specifications.

C. Changes in the amount or the condition of the bid will not be allowed once the bid has been received by the ~~school~~ board or its agents. Awards will be made only on the specifications advertised or amended prior to the official opening of the bids.

Appendix

Adopted	10/25/2010
Revised	03/12/2012
Revised	09/22/2014
Revised	02/27/2017
Revised	04/17/2023
Rev____	__/__/____

Contracting Authority to Purchase

A. A contract is defined as an agreement entered into for the sale, purchase, or license of supplies, materials, services, software, equipment, or the rental thereof, or the construction, alteration, repair, or maintenance of real or personal property, and services. All contracts will comply with applicable bid laws and school board policies. The terms of such contracts, except for capital leases, will not exceed five years with an annual option to renew.

B. Contracting authority resides solely with the ~~school~~ board.

C. For contracts in an amount not exceeding a total payment of $175,000, the ~~school~~ board will delegate to the superintendent the authority to lease, purchase, license, and contract for goods and services within the budget as approved by the ~~school~~ board. Splitting of contracts voids the contract and is not permissible. If more than one contract is entered into with a particular vendor on a project, and at some time during the course of the project it appears that the cumulative cost of the contracts will exceed $175,000, ~~school~~ board action is required for the remaining contracts in connection with said project.

D. No individual purchase, license, or lease ("contract") for $175,000 or greater will be made or authorized, except at a regular meeting of the ~~school~~ board or at a special meeting of which all members have had notice.

E. All material modifications to ~~school~~ board-approved contracts require ~~school~~ board action. The administration may request a ~~school~~ board exemption from this policy for any purchase which is exempt ~~from~~ under state law. ~~Minn. Stat. § 471.345 (Uniform Municipal Contracting Law).~~

Appendix

~~Established~~Adopted	10/25/2010
Revised	03/12/2012
Revised	09/22/2014
Revised	02/27/2017
Reviewed	04/17/2023
Rev____	__/__/____

VII. **Leadership and Committee Updates**

VIII. **Superintendent Updates**

IX. **Adjournment**

X. **Information**

X.A. Enrollment Report - October 2026

Board Meeting Date: 11/9/2026

Title: Enrollment Report – October 2026

Type: Information

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

Description: The attached report describes district-wide enrollment through October 31, 2026 and includes comparative data from the prior year

Recommendation: There is no recommended action.

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders.

Attachments:

1. **Enrollment Report - October 2026**

X.B. Expenditure Summary - October 2026

Edina Public Schools
DEFINING EXCELLENCE

Board Meeting Date: 11/9/2026

Title: Expenditure Summary – October 2026

Type: Information

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

Description: The attached report describes fiscal year-to-date expenditure activity within the District's various funds through October 31, 2026.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders.

Attachments:

1. **Expenditure Summary – October 2026**

X.C. Investment Summary - October 2026

Edina Public Schools
DEFINING EXCELLENCE

Board Meeting Date: 11/9/2026

Title: Investment Summary – October 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 October 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 – October 2026**

X.D. Policy 208 Development, Adoption, and Implementation of Policies

Development, Adoption, and Implementation of Policies

I. Purpose

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

II. General Statement of Policy

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

III. Development of Policy

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

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

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

IV. Adoption and Review of Policy

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

B. The final action taken to adopt the proposed policy will be approved by a simple majority vote of the board at a subsequent meeting after the meeting where the proposed policy was discussed. The policy will be effective immediately, or on such later date as may be stated in the motion.

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

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

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

V. Implementation of and Access to Policy

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

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

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

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

VI. Policy Review Process

A. The school board will review policies at least once every four years. The superintendent is responsible for developing a system of periodic review, addressing approximately one fourth of the policies annually, other than those requiring annual or biennial review.

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

C. The review process will include the following steps:

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

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

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

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

Year 1	School District (100), School Board (200), Administration (300), Non-Instructional Operations (700)
Year 2	Personnel (400), Non-Instructional Operations (700), Buildings and Sites (800), ~~including~~ and Policy ~~806~~ 524 (biennial review)
Year 3	Students (500), Educational Programs (600)
Year 4	Educational Programs (600), Community Relations (900), ~~plus~~ and Policy ~~806~~ 524 (biennial review)
Annual Reviews	113 Data Requests 506 Student Conduct and Discipline 806 Emergency Management

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

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

Legal References

Minn. Stat. § 123B.02, subd. 1 General Powers of Independent School Districts: Board Authority

Minn. Stat. § 123B.09, subd. 1 Boards of Independent School Districts: School Board Membership

Cross References

Policy 213	School Board Committees
Policy 304	Policy Implementation

Policy

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

Policy Development, Adoption, and Implementation Review Rubric

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

Appendix

Adopted 06/12/2023
Revised 08/10/2026

X.E. Resolution of School Board Supporting Form B Application to MSHSL (AED Grant)