

**School Board Regular Meeting
Monday, November 14, 2022; 7:00 PM
ECC Room 349**

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Excellence in Action**

Meeting Recessed

- **World's Best Workforce Public Hearing**

Presenters: Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; and Dr. Randy Smasal, Assistant Superintendent

Meeting Resumed

- IV. Hearing from Members of the Public**

- V. Report**

- A. Culture and Climate Board Update

Description: The purpose of this report is to update the school board on some examples of the Culture and Climate Continuous Improvement efforts that are happening at the district and site levels in Edina Public Schools. Some of the efforts across the district, Cornelia Elementary, South View Middle School and Edina High School will be highlighted in the presentation. This work is a direct result of strategy D4 in our strategic plan: Develop and maintain a culture of continuous improvement based on evidence.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Lisa Masica, Cornelia Elementary Principal; Dr. Tim Anderson, South View Middle School Principal; and Andy Beaton, Edina High School Principal

- VI. Consent Agenda**

- A. Minutes: *October 17 work session and regular meetings; October 25 special meeting*
 - B. Personnel Recommendations
 - C. Expenditures Payable, October 2022
 - D. Electronic Fund Transfers, October 2022
 - E. Assurance of Compliance
 - F. Acceptance of Donations, October 2022
 - G. Anonymous Stethoscope Gift
 - H. Commendation of National Merit Scholarship Program Honorees

- VII. Discussion**

- A. Edina Public Schools Data Metrics Plan

Description: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14th, 2022. The comprehensive assessment monitoring plan uses a

variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. All data points reflect Spring 2022 baseline data.

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning, Greg Guswiler, Teaching & Learning Data Programming Analyst and Coordinator; Mark Carlson, Curriculum Coordinator; Bethany VanOsdel, Assistant Director of Teaching & Learning

B. Substitute Rates (Teachers and Paraprofessionals)

Description: School districts are struggling to employ an adequate number of substitute teachers. A school district's ability to find enough substitute teachers is often referred to as their "fill rate," which refers to the percentage of teacher absences that were covered by a substitute over a period of time. A comparison of our neighboring districts shows average fill rates of approximately 80%. Our school district's fill rate was recently calculated at 63%.

Presenter(s): Sonya Sailer, Director of Human Resources; and Mert Woodard, Director of Business Services

C. Policy Review (106, 109, 110, 201, 202, 538)

Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes.

Presenter(s): Board Policy Committee

VIII. Action

A. Countryside Programming Update

Description: On November 8th, 2021, the Edina Public School Board approved Two-Way/Dual Spanish Immersion to be placed at Countryside Elementary. This approval, along with the Elementary Guiding Change Plan for Edina Public Schools Programming, prompted the Countryside community to engage in a needs assessment. The purpose of the needs assessment was to gather data from all stakeholders in the Countryside community to describe what kind of community they could create with the addition of Two-Way/Dual Spanish Immersion programming. The needs assessment was reviewed by a Countryside Leadership team during three summer full day work sessions. The proposal from this team is that Countryside moves forward with all program offerings being known as "one Countryside." The building will focus planning on two language pathways - English and Spanish.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Karen Bergman, Principal of Countryside Spanish Dual Language; Caroline Linden, Dean of Countryside Spanish Dual Language; and Jody De St. Hubert, Director of Teaching and Learning

Recommendation: The administrative recommendation is to phase out the Continuous Progress choice option at CS for new K students starting with the fall of 2024.

B. Proposed 2022-2024 Collective Bargaining Agreement Between Independent School District 273 and the Edina Administrative Council (Principals)

Description: The School District's principals have ratified a tentative agreement for a two-year contract effective July 1, 2022 through June 30, 2024. The proposed terms and conditions of employment are reflected in the attached agreement with bold font used to represent new language and strikethrough font used to show language that will be removed from the contract as a part of the tentative agreement.

Presenter(s): Sonya Sailer, Director of Human Resources; and Mert Woodard, Director of Business Services

Recommendation: Approved the proposed 2022-24 collective bargaining agreement.

C. Canvassing Returns of Votes for the School District Special Election

Description: Due to a vacancy on the School Board, a Special Election held in conjunction with the state General Election was held for School Board on November 8, 2022, to elect one member to the School Board. The candidate receiving the highest

number of votes is elected to the School Board for a one-year term expiring in January 2024 and effective after the contest period has ended, oath of office is taken, required campaign financial reports are filed and a certificate of election is issued.

Presenter(s): Mert Woodard, Director of Business Services

Recommendation: Approve the resolution canvassing returns of votes of the District's Special Election.

D. Issuance of Certificates of Election and District Election Related Duties

Description: The District's Special Election held in conjunction with the state General Election for School Board was held on November 8, 2022, to elect one member to the School Board. The candidate receiving the highest number of votes is elected to the School Board for a one-year term expiring in January 2024 and effective after the contest period has ended, oath of office is taken, required campaign financial reports are filed and a certificate of election is issued.

Presenter(s): Mert Woodard, Director of Business Services

Recommendation: Approve the resolution authorizing the Clerk to issue the certificate of election once the time to contest the election has passed and the candidate has filed all required campaign financial reports. Also approve the Clerk to perform all other related election duties.

E. Policy Review (*105 and 108*)

Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes.

Presenter(s): Board Policy Committee

Recommendation: Accept the revised policies as presented.

IX. Leadership and Committee Updates

X. Superintendent Updates

XI. Adjournment

XII. Information

A. Enrollment

- Mobility Report
- Enrollment Report

B. Governmental Fund Expenditure Report

C. Kids Club Update

Edina Public Schools: Board Meeting

Monday, November 14th, 2022

Edina Public Schools Summary of World's Best Workforce/Achievement & Integration Report

Monday, November 14th, 2022



DEFINING EXCELLENCE



Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning.



STRATEGIC PLAN 2020-2027

Priority Strategies

Strategy A

Advance Academic Excellence,
Growth and Readiness

Strategy B

Ensure an Equitable and
Inclusive School Culture

Strategy C

Foster Positive Learning Environments
and Whole Student Support

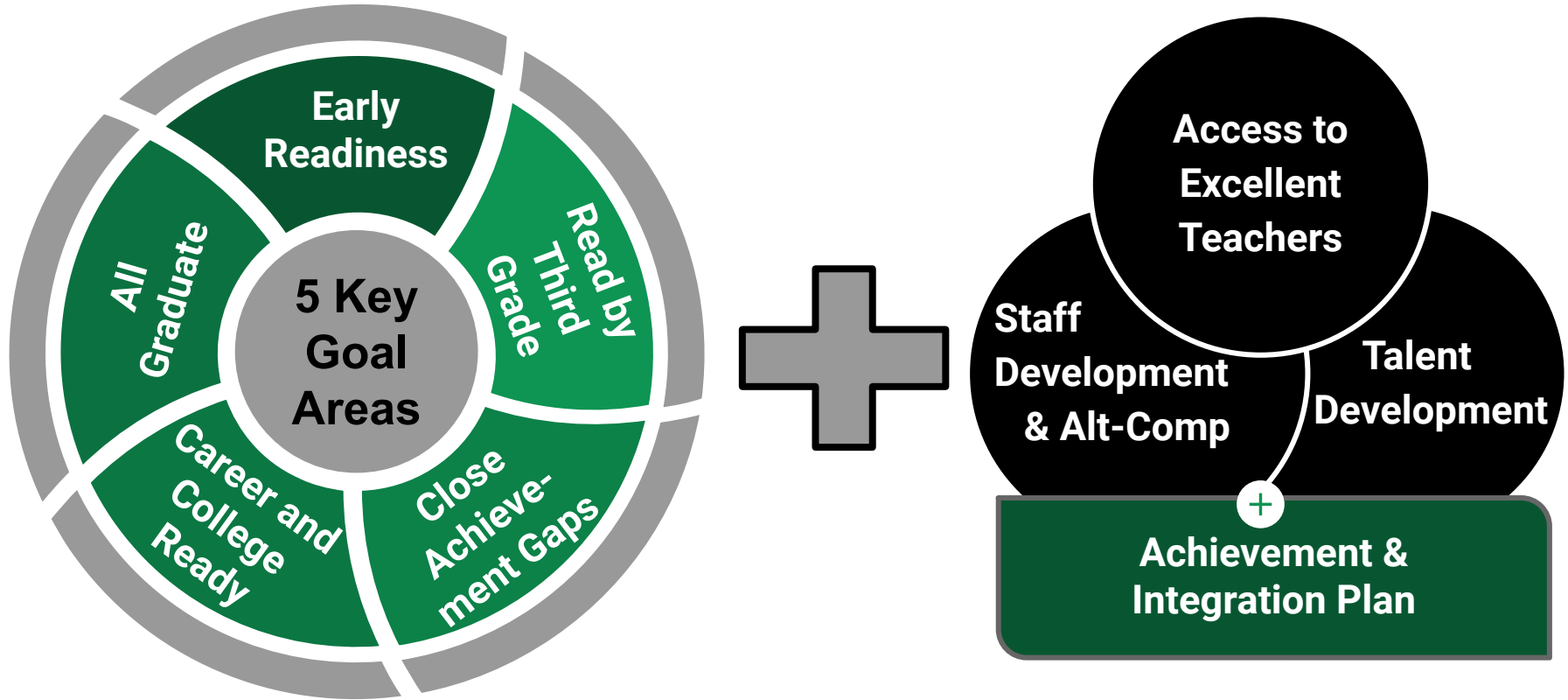
Strategy D

Develop Leadership
Throughout the District

Strategy E

Engage Parents, Schools
and Community

World's Best Workforce



Who is Responsible for WBWF?

Minnesota Department of Education's Role

- Offer support to districts to help implement their WBWF plan in compliance with MN Stat., sect. 120B.11

School District's Role

- Create a WBWF plan to align curriculum and instruction so that students are college and career ready

School Board's Role

- Adopt a long-term, comprehensive strategic plan to support and improve teaching and learning
- Hold annual public meetings to report progress

WBWF Advisory Committee's Role

- Give recommendations on rigorous academic standards and student achievement goals and measures
- Help communicate and engage stakeholders around the plan components

Community's Role

- Partner with District
- Provide input on the plan
- Support the community strategies

Summary of WBWF Goals for 2021-22

Goal Area	Summary of 2021-22 Goals
All students are ready for school	Screen all incoming kindergartners Increase % of teachers trained on the Pyramid Model Baseline data on 4-year olds reaching developmental milestones
All third-graders can read at grade level.	Increase proficiency on MCA by 3.0 pts 50 percent or more of third grade students will meet or exceed projected growth targets on MAP in reading (unable to report)
All racial and economic achievement gaps are closed	Reduce a the difference in performance between FRL and Non FRL student groups by 5.0 points going from 35.7 to 30.7
All students are ready for career and college	Increase % of students meeting all four ACT benchmarks by 2.0 pts Increase % of students meeting STEM benchmark by 2.0 pts
All students graduate from high school.	Multilingual learner 4-year grad rates increase by 2.0 pts Grad rates for all special population student groups at 85% or better

2021-22 Goal Area: All Students Ready for School

Summary of 2021-22 Goal	Result	Goal Met
Screen all incoming kindergartners	472 4,5, & 6 year olds were screened last year. We have 532 Kindergartners currently enrolled. This is 77% of our current Kindergarten class.	No
Maintain percent of teachers trained on the Pyramid Model at 100%	100% of Edina ELC teachers were trained in the Pyramid Model in 2021-22.	Yes
Collect baseline data on 4-year olds reaching developmental milestones	85.5% of 4 & 5 year olds students have met TS Gold Developmental benchmarks	Yes

2021-2022 Analysis:

All Students Ready for School

- We have been very successful with our Kindergarten screening rates with 4 year olds. Edina staff makes more than 3 contacts with families to ensure screening. *If a district attempts to contact a family 3 times, that becomes a conscious objection and reports as “screened” under state data.
- The Pyramid Model is a framework of evidence-based practices that promotes healthy social and emotional development in our youngest learners. All staff were trained 2021-2022. As staffing changes administration will adjust to ensure new staff are trained.
- The TS Gold provides an assessment of the whole child. The assessment honors the developmental stages of young children and helps teachers to personalize instruction accordingly.
- The TS Gold aligns with the newly adopted curriculum that is currently in early implementation under the leadership of the ELC Literacy Coach and Literacy Leadership team as they put the PreK-12 CLP into practice.

Strategic Plan Alignment

**Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.*

**Strategy A.5: Provide robust early childhood education.*

**Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.*

**Strategy D.2: Provide robust and balanced professional development.*

**Strategy D.4: Develop and maintain a culture of continuous improvement.*

**Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.*

2022-23 Proposed Goals:

All Students Ready for School

Screening Data:

Increase the number of students screened to be 100%

Family Engagement:

Parent Survey results

Social & Emotional Development:

Maintain percent of teachers trained on the Pyramid Model at 100%

Increase the number of 4 & 5 year old students meeting TS Gold Developmental SEL benchmarks from 85.5% to 87.5%.

Academic Preparedness:

Increase the number of low risk Kindergarten students that were ELC enrolled the prior year from 64.76% to 68.76% on the Fall FASTBridge early reading benchmark.

2022-23 Proposed Strategies:

All Students Ready for School

- Due to successful **screening** of 4 year olds there is a targeted effort to increase screening for 3 year olds.
- As staffing changes administration will adjust to ensure new staff are trained in the Pyramid model.
- **Creative Curriculum Implementation:** Staff have completed all 3 of the fall trainings: inquiry-based learning, emergent literacy for B-5 and partnering with families ad implementation is being supported with job embedded coaching.
- Three members of the LLT, 8 classroom teachers, 3 speech pathologists, 1 special ed teacher and the literacy coach are **in the LETRS cohort for Early Childhood**. We will complete 2 units of study broken into 10 sessions total that run approximately 1.5 hours each. The LETRS cohort will also be meeting every other month to reflect on recent sessions.
- We continue to partner with community ed staff to **build a pool of multilingual volunteers to support our multilingual students**.
- A **free ECFE family literacy class continues to meet** on Tuesdays and Thursdays. Families will meet with family educators and also have an opportunity to take part in an English acquisition class for adults through a partnership with Metro South.
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2021-22 Goal Area:

All Third-Graders Can Read at Grade Level

Summary of 2021-22 Goal	Result	Goal Met
Third grade students will increase proficiency on MCA Reading by 3.0 pts	2022 - 70.65% 2021- 70.06%	Not Yet
50 percent or more of third grade students will meet or exceed projected growth targets on MAP in reading	This goal is not able to be measured with MAP testing from 2020-21 being in the Winter to 2021-22 being in the Fall.	Unable to Report
State Results: In 2022, 48.1% of grade 3 students statewide met or exceeded proficiency on the MCA-III Reading assessment.		

2021-22 Analysis:

All Third Graders Can Read at Grade Level

- PreK and Elementary Literacy Leadership Teams were established consisting of one designated administrator, one primary and one intermediate teacher leader, at each school site to ensure high levels of engagement in the PreK-12 Comprehensive Literacy Plan and collective ownership in implementation.
- Literacy Leadership teams engaged in over 20 hours researching the Science of Reading, current best practices and elements of effective implementation of Tier 1 Instruction.
- The literacy assessment system was identified and Universal Screening was implemented with the early implementation lens.
- The EPS Dyslexia Guidebook was revised and support was provided to increase staff's ability to know and recognize reading challenges as they appear, as well as how to respond to support students and families

Strategic Plan Alignment

**Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.*

**Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.*

**Strategy D.2: Provide robust and balanced professional development.*

**Strategy D.4: Develop and maintain a culture of continuous improvement.*

2022-23 Proposed Goals:

All Third-Graders Can Read at Grade Level

Proficiency

Third grade students will increase proficiency on MCA Reading or the MTAS by 4.0 pts from 70.65% proficient in 2022 to 74.65% in 2023.

Growth

*10% more students in Kindergarten will demonstrate aggressive growth on the Early Reading FASTBridge assessment from fall 2022 to spring 2023 going from 10% making aggressive growth in 2021-22 to 15% in 2022-23.

*10% more students in 1st grade will demonstrate aggressive growth on the Early Reading FASTBridge assessment and 16.2% of 1st grade students making aggressive growth in 2021-22 to 20.2% in 2022-23.

*5% more students in 2nd grade will demonstrate aggressive growth on the CBM-R FASTBridge assessment from fall 2022 to spring 2023 going from 31.95% making aggressive growth in 2021-22 to 36.95% making aggressive growth in 2022-23.

*5% more students in 3rd grade will demonstrate aggressive growth on the CBM-R FASTBridge assessment from fall 2022 to spring 2023 going from 35.73% making aggressive growth in 2021-22 to 41.73% making aggressive growth in 2022-23.

2022-23 Proposed Strategies:

All Third-Grade Students Can Read at Grade Level

- Intensive LETRS training for 145 teachers in K-2, including Special Education, Multilingual, and additional Reading Intervention staff (ADSIS and Title One), and 9 administrators is well under way.
- Alignment of best practices in the science of reading to rigorous core content implementation in grade level classrooms, as well as multilingual classrooms, is occurring.
- Initial implementation of new curriculum for multilingual learners at the beginning levels, has begun.
- Universal screening has been implemented using FASTBridge with an expectation to respond to the data with targeted instructional matches.
- Progress monitoring is being put into place to ensure instruction is impacting students as intended.
- A rigorous elementary curriculum review will occur in 2022-2023.

2021-22 Goal Area:

All Racial & Economic Achievement Gaps are Closed

Summary of 2021-2022 Goal	Result	Goal Met
<p>Reduce the difference in performance on MCA Reading between FRL and Non FRL student groups by 5.0 points.</p> <p>2022 State Results Proficient FRL Students- 31.50% Proficient Non FRL Students- 60.45% Percentage Gap- 28.95% <i>0.56% Decrease in Gap</i></p> <p>2021 State Results Proficient FRL Students- 32.40% Proficient Non FRL Students- 61.92% Percentage Gap- 29.51%</p>	<p>2022 Proficient FRL Students- 42.94%</p> <p>2022 Proficient Non FRL Students- 77.61%</p> <p>Percentage Gap- 34.67% <i>4.5% Decrease in Gap</i></p> <p>2021 Proficient FRL Students- 39.70%</p> <p>2021 Proficient Non FRL Students- 78.87%</p> <p>Percentage Gap- 39.17%</p>	No

2021-22 Analysis:

All Racial & Economic Achievement Gaps are Closed

- Every group of students saw impacts to their learning during the pandemic. However, MN test results show that students of color, English Language Learners and Free and Reduced Lunch students were more deeply impacted than other student groups. Although Edina remained in school during the 2021-22 school year students were still demonstrating signs of learning loss.
- The gap between Non Free and Reduced Lunch students and Free and Reduced Lunch students is not the only gap between Edina student groups. 2022-23 goal areas and action steps must address this.
- Edina is committed to ensuring an equitable and inclusive school culture that analyzes racial gaps and creates specific action steps in response moving forward so that all students can learn effectively as indicated in Strategy B of the 2020-2027 strategic plan.

Strategic Plan Alignment

**Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.*

**Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.*

** Strategy B: EPS welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.*

**Strategy B3: Support equity by identifying and eliminating structural barriers to success.*

**Strategy D.2: Provide robust and balanced professional development.*

**Strategy D.4: Develop and maintain a culture of continuous improvement.*

2022-23 Proposed Goals:

All Racial & Economic Achievement Gaps are Closed

Reduce the difference in performance on MCA Reading between FRL and Non FRL student groups by 5.0 points at 3rd, 6th and 10th grade.

Reduce the difference in performance on MCA Reading between ML and Non ML student groups by 5.0 points at 3rd, 6th and 10th grade.

Reduce the difference in performance on MCA Reading between Black and Non Black student groups by 5.0 points at 3rd, 6th and 10th grade.

2022-23 Proposed Strategies:

All Racial & Economic Achievement Gaps are Closed

- 87 staff members have completed 3 or more days of training in the Tools of Cultural Proficiency with Trudy Arriaga. From this 87, 19 have met with Dr. Arriaga in order to develop a training plan to ensure that ALL Edina staff are trained over the next three years.
- Dr. Arriaga was a critical keynote speaker for the 2022-23 Back-to-School Kick Off.
- District Wide professional development for all secondary staff is focused on Culturally Proficient Instruction through 2 targeted pathways:
 - * Engagement with AVID strategies.
 - * Differentiation through data dives that inform instruction strategies to scaffold for students.
- Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites.
- Through target data analysis and school improvement planning strategies all Edina buildings have created a continuous school improvement plan that is being reviewed on a regular basis with building administration and district administration.

2021-22 Goal Area:

All Students are Ready for Career & College

Summary of 2020-2021 Goal	Result	Goal Met
<p>Increase percent of students meeting all four ACT Benchmarks by 2.0 pts</p> <ul style="list-style-type: none">• <i>English Score of 18 or better</i>• <i>Math Score of 22 or better</i>• <i>Reading Score of 22 or better</i>• <i>Science Score of 23 or better</i>	<p>2022 - 65.96%</p> <p>2021 - 77.25%</p>	No
<p>Increase percent of students meeting STEM benchmark by 2.0 pts</p> <p>STEM Score of 26 or better.</p>	<p>2022 - 44.49%</p> <p>2021 - 34.02%</p>	Yes

2021-22 Analysis:

All Students are Ready for College & Career

- Despite the challenges our Edina students are facing during the Pandemic, ACT scores have remained strong. However, there are fewer students taking the ACT.
- The strength of Edina's secondary STEM course offerings allows students to take classes that prepare them for the rigorous coursework in the mathematics and science fields in college.
- Nearly one-third of this year's Edina High School graduates will receive recognition with their diploma for bilingual or multilingual proficiency. Edina is one of only 35 districts in the state that participates in awarding these honors. Of those, Edina has consistently had the highest percentage of students receiving the awards.
- Edina is committed to additional programming in STEAM as outlined in Strategy A of the strategic plan.

Strategic Plan Alignment

**Strategy A.1: Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.*

**Strategy B.1: Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.*

**Strategy D.3: Develop students as learners, encourage student voice, and promote civic engagement.*

**Strategy E.2: Build upon the robust community education opportunities and offerings for all learners.*

2022-23 Proposed Goals:

All Students are Ready for Career & College

Increase the percentage of successful completion of Gateway Required Courses with a B or better:

Algebra I from 82.61% completion to 85.61% completion.

Biology from 66.52% completion to 69.52% completion.

Us Literature and Composition from 58.77% to 65%.

of EHS Students completing an Internship increase from 12 to 24

ACT goal to be determined

2022-23 Proposed Strategies:

All Students are Ready for College & Career

- A new position has been intentionally implemented with the hire of Dr. Anne Marie Leland as Community Education and Strategic Partnerships Director.
- A Career and Technical Education Department has been formed at Edina High School.
- There is a strong commitment to increase the number of students with a Career and Technical Education license.
- A Career and Technical Education Advisory board has been developed and an initial meeting has been held fall of 2022.
- An Elementary STEAM Design team is working in close collaboration with Dr. AnnMarie Thomas from St. Thomas University to create a proposal for elementary STEAM implementation.
- A Secondary STEAM Design team is beginning collaboration with Dr. Jessica Brown from Stanford Design School to create a proposal for secondary STEAM implementation.
- The A.V.I.D. College Ready system is being implemented at all secondary buildings and Countryside Elementary.

2021-22 Goal Area: All Students Graduate From High School

Summary of 2020-2021 Goal	Result	Goal Met
Multilingual learner 4-year grad rates increase by 2.0 pts	ML Students- 2022- 69.23% 2021- 53.85% 2020- 70.00% 2019- 94.62%	Yes
Graduation rates for all special population student groups at 85% or better	FRL Students- 2022- 73.08% 2021-80.85% 2020-78.69% 2019-78.95	No
	Special Education Students- 2022- 78.05% 2021-63.46% 2020-67.19 2019-61.54%	No
	American Indian or Alaska Native Students- 2022- 100% 2021-100% 2020- No Graduating Students 2019-100%	Yes
	Asian Students- 2022- 89.13% 2021-96.77% 2020-98.33% 2019-93.55%	Yes
	Black or African American Students- 2022- 75.51% 2021-84.09% 2020-86.54% 2019-79.59%	No
	Hispanic/Latino Students- 2022- 72.50% 2021-73.17% 2020-88.89% 2019-90.48%	No
	Two or More Races Students- 2022- 97.22% 2021-91.67% 2020-94.74% 2019-90.48%	Yes

2021-22 Analysis:

All Students Graduate From High School

- Edina's 7 year graduation rate is 97.7%
- All but two students who did not graduate with their peers in June of 2022 are enrolled in either programming at Northern Star Online or Edina High School.
- Edina High School staff are committed to each and every student and have made multiple efforts to continue to contact the students until they have completed all graduation requirements after graduation.
- High School counseling touch points for post-secondary and career planning happen throughout students' four years in high school. [Curriculum touchpoints can be found here.](#)

Vision & Mission

Vision

For Each and Every Student to Discover their Possibilities and Thrive.

Mission

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

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

Proposed 2022-23 Goals:

All Students Graduate From High School

Multilingual learner 4-year grad rates increase by 2.0 pts

Graduation rates for all special population student groups at 85% or better

2022-23 Proposed Strategies:

All Students Graduate From High School

- Edina High School administrators, counselors, and teachers will continue to commit to ensuring that each student has the supports and scaffolds they need to find both academic and social success. High school counselors monitor each student's progress and meet with students to ensure their trajectory towards graduation and identify any areas that may need additional support
- Counselors also monitor student academic progress regularly to identify and meet with students who are not on pace to graduate from high school. Students requiring additional support are identified and placed in academic support courses such as Directed Study and/or Seminar courses which focus on organizational and executive functioning skills.
- Starting in 9th grade, students are provided with post-secondary planning lessons via the high school Advisory programming. Employing the Naviance platform, student presented lessons range from career interest surveys to multiple intelligence assessments. These assessments are developed to help students identify their interests and to align academic offerings throughout high school with potential career and post-secondary opportunities. The Advisory time was rewritten this summer to ensure cultural proficiency and high levels of students engagement.
- Edina High School has AVID classes offered with full enrollment in 9th – 12th grade with intentional mentoring on ensuring not only successful graduation from high school but college and career readiness.

Additional Next Steps Moving Forward:

- Set WBWF goals for 2022-23 in alignment with our Edina Strategic Plan. * *WBWF 2022-23 Committee met on October 27th. Input on goals was gathered & used in the creation of this report..* * *Strategic Plan Strategy D & E*
- Utilize the Edina Assessment Plan to support targeted instruction and monitoring of the progress towards accomplishing the action steps in the Edina Strategic Plan. * *Strategic Plan Strategy A*
- Engage in continued development of goals and actions steps using the Edina Data Metrics baseline data during District Instructional Leadership Meetings. * *Strategic Plan Strategy A*

Additional WBWF Next Steps Moving Forward:

- Accelerate growth for students in both literacy and math through strong Tier 1/Core Instruction. * *Strategic Plan Strategy A*
- Raise proficiency scores at an increased rate for students who are eligible for Free and Reduced Price Lunch and for students of color. * *Strategic Plan Strategy B*
- Engage in continued alignment of WBWF and A & I plan to ensure each and every Edina student discovers their possibilities and thrives.

2020-2023 Achievement and Integration Plan

Definition: The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

The following Goal Statements were utilized to create the A and I plan during the 2018-19 school year (Pre-Covid):

- Increase racial and economic integration
- Reduce achievement disparities
- Increase access to effective and diverse teachers

A and I Planning for the 22-23 school year:

- A and I Task force to create a new three year plan for the 23-24, 24-25, and 25-26 school years.
- Task force to begin work in late November
- Board Update in February
- Final approval of plan and budget by School Board in March 2023
- Budget for three year plan approximately 1.2 million

Achievement and Integration Goals - Year 2 data

Goals	Key Indicators of Academic Progress	Metrics
<p>Goal 1: The % of students who identify as Black, Hispanic, American Indian or Pacific Islander who are enrolled in 3rd Gr. in EPS who are proficient on MCA Reading will increase from 54% (Spring 2019) to 70% by Spring 2023. MN Goal is 85% by 2025.</p> <p>WBWF connection: All racial and economic achievement gaps closed.</p>	<ul style="list-style-type: none"> • Increase the % of students meeting the gr level benchmark as measured by oral reading. • Create and monitor individual student growth in reading fluency and ensure 85% or more of students are making growth. • The # of students who participate in Ready, Set, Kindergarten will increase. • Participation in RSK will mirror district demographics <p>Additional for 2022-23:</p> <ul style="list-style-type: none"> • Increase in % of Black, American Indian or Pacific Islander and Hispanic students who are at or above the goal line on the Fastbridge Winter Screen for Literacy in grade 3. 	<p>Target Spring 22 66%</p> <p>Target Met: No (57.23%)</p>

Achievement and Integration Goals - Year 2 data

Goals	Key Indicators of Academic Progress	Metrics
<p>Goal 2: The gap in proficiency reading rates for students who identify as Black, Hispanic, American Indian or Pacific Islander on the MCA Reading test will decrease from 32 points (2019) to 15 points or less (2023).</p> <p>WBWF Connection: All racial and economic achievement gaps between students are closed.</p>	<ul style="list-style-type: none">• Increase the % of Black, American Indian or Pacific Islander and Hispanic students hitting the national normed projected growth targets on winter reading MAP <p>Additional for 2022-23:</p> <ul style="list-style-type: none">• Increase in % of Black, American Indian or Pacific Islander and Hispanic students making accelerated growth on the Fastbridge Winter Screen for Literacy	<p>Target Winter 22: 19.25 %</p> <p>Target Met: No (21.55%)</p> <p>Black, Hispanic, American Indian or Pacific Islander: 58.80%</p> <p>White Students: 80.35%</p>

Achievement and Integration Goals - Year 2 data

Goals	Key Indicators of Academic Progress:	Metrics
<p>Goal 3: EPS will retain 90% of all students enrolled through the Minneapolis Transportation program from 2020-2023.</p> <p>WBWF Connection: All racial and economic achievement gaps between students are closed.</p>	<p>Key Indicator of Progress:</p> <ul style="list-style-type: none">• Retention of students in each College Possible Cohort 90% or higher.• 100% acceptance rate of all College Possible participants into College.• 100% graduation rates for AVID students• 80%+ of AVID students participating in AP or Enriched Courses.• Consistent decrease in the achievement gap between federally designated racial and economic students groups in AVID for reading proficiency on the ACT Reading Benchmark vs. non-AVID students.• Increase student perceptions (5% annually): Engagement and Safe and welcoming school environment• Increase parent engagement from our underserved students• Retain 90%+ of Open Enrolled students from MPLS who receive transportation	<p>Target Spring 22: 90%</p> <p>Target Met: Yes (95.11%)</p>

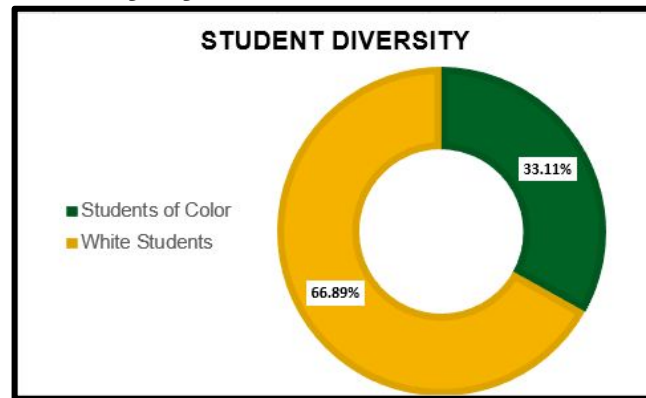
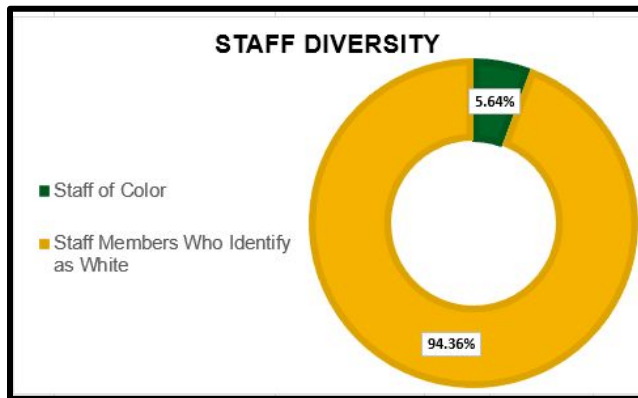
Summary of A and I Goals and Progress for the three year plan:

	20-21	21-22	22-23	24-25
Goal 1: 3rd grade Reading Proficiency (SOC)	Target: 64.3% Actual: 46.03% (Not Met)	Target: 66% Actual: 57.23% (Not Met)	Target: 70% Actual: TBD	Target: 85%
Goal 2: Reduce DW Reading Prof. Achieve. Gap	Target: 20.7 Actual: 30.13 (Not Met)	Target: 19.25 Actual: 21.55% (Not Met)	Target: 15 Actual: TBD	
Goal 3: Retention	Target: 90% Actual: 90.5% (Met)	Target: 90% Actual: 95.11% (Met)	Target: 90% Actual: TBD	

Equitable Access to Excellent & Diverse Educators

Strategic Plan-Strategy B: Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences, and perspectives.

2022-2023 School Year - Staff and Student Diversity by Race



Partnership Strategies

- ❖ University of Minnesota Direct Track & Teacher Scholars of Color Programs
- ❖ Teach Minnesota Teaching Fellows

In 2022-2023 Edina retains:

- ❖ 24 National Board Certified Teachers (554 teachers in the State of Minnesota)
- ❖ 43 Licensed Non classroom staff with National Accreditations

Questions?

Email:

schoolboard@edinaschools.org

Edina Public Schools: Board Meeting

Monday, November 14th, 2022



Board Meeting Date: November 14, 2022

TITLE: Culture and Climate Board Update

TYPE: Report

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Lisa Masica, Cornelia Elementary Principal; Dr. Tim Anderson, South View Middle School Principal; and Andy Beaton, Edina High School Principal

BACKGROUND: The purpose of this report is to update the school board on some examples of the Culture and Climate Continuous Improvement efforts that are happening at the district and site levels in Edina Public Schools. Some of the efforts across the district, Cornelia Elementary, South View Middle School and Edina High School will be highlighted in the presentation. This work is a direct result of strategy D4 in our strategic plan: Develop and maintain a culture of continuous improvement based on evidence.

RECOMMENDATION: No recommendation is being made at this time. This report is for information purposes only.

DESIRED OUTCOMES FOR THE BOARD: To review the attached report and prepare questions about the Staff Culture and Climate continuous improvement efforts being made in the district.

ATTACHMENTS:

- [See presentation slides](#)

Culture and Climate: School Board Update

Nov. 14, 2022

Dr. Randy Smasal, Dr. Anne Marie Leland,
Lisa Masica, Dr. Tim Anderson, Andy Beaton



March 2022 Panorama Staff Climate Survey Findings



Staff Results: Key Findings Regarding Climate on Panorama Survey

Baseline Rating: 40% Favorable Responses (10th percentile)

(2023 Goal - 60% Favorable Responses)

Low Ratings:

- Attitudes of Colleagues
- Support for Initiatives
- Working Environment
- Optimism for Improvement
- Support of Students for Each Other

Moderate Ratings:

- Enthusiasm of Students
- Staff trusted in their work
- Respectful Relationships between staff and students

Staff Results: Key Findings Regarding Climate

Open Ended Responses:

- Student social and academic skills were negatively impacted by COVID; significant increase in behavior issues
- More support needed for learners
- Exhausted
- Plates are overflowing
- Staff morale suffered
- New initiatives were challenging
- Desire for greater input on decisions
- Reexamine the substitute model
- Enhance communication with staff

District Wide: Culture and Climate Plans

- Summer Training for all admin and site leadership teams on enhancing work environments and Leading Change
- Each site included climate improvement goals and action plans in their school improvement plan
- District Admin meets monthly/quarterly with principals to review school site improvement plan progress
- Training for all admin and site leadership teams on accessing the playbook in Panorama based upon their specific site level data
- Review and improve the Substitute System for the 22-23 school year
- Professional Learning:
 - LETRS Training K-2
 - ML strategies for Secondary Staff
 - Tools of Cultural Proficiency for all employee groups

Continuous School Improvement Plans in the Dashboard (a shared google document)

Goals:

- Numeracy (Problem Solving)
- Literacy (Critical Thinking)
- **School Climate and Culture**

Actions Steps:

-
-
-
-

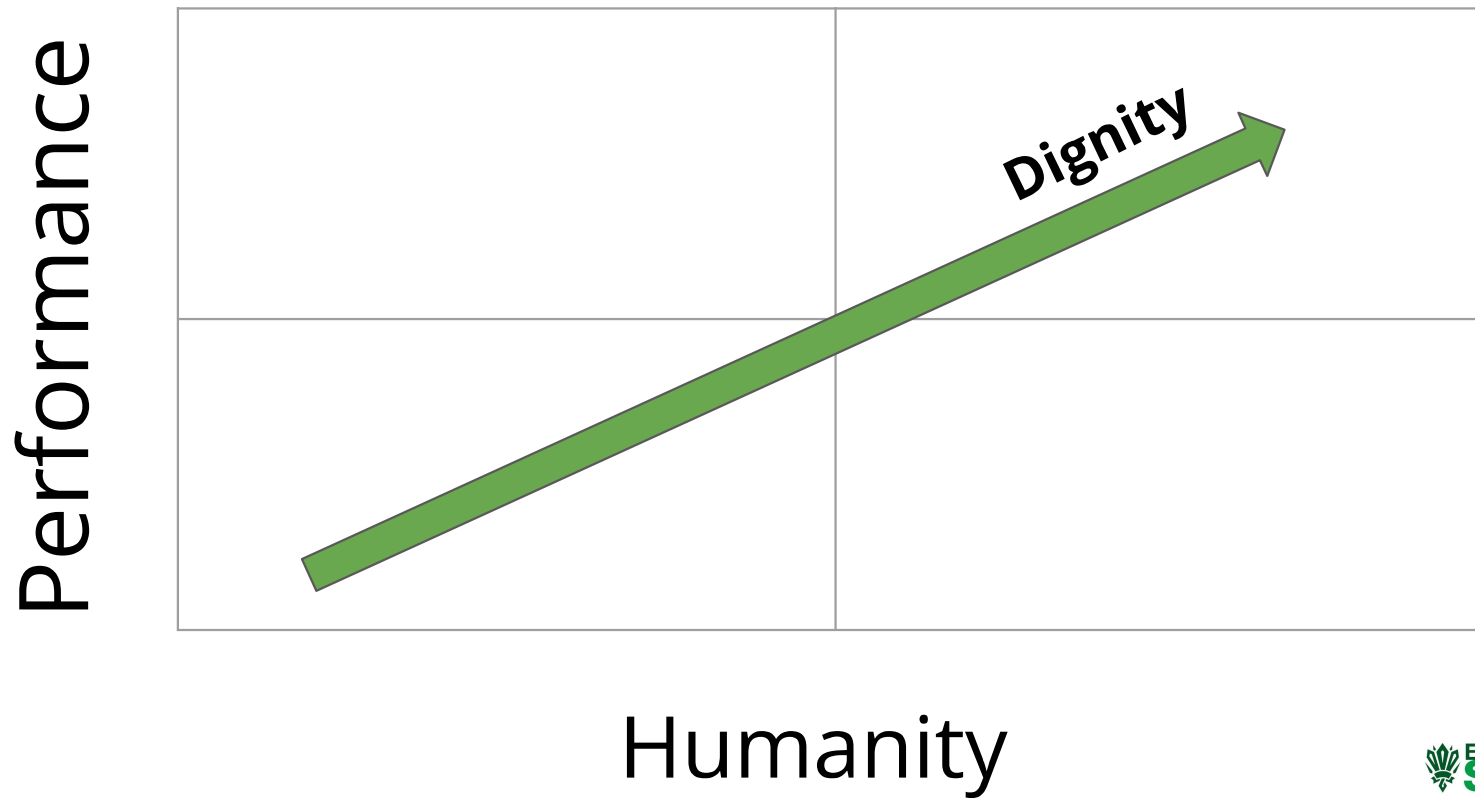
Key Indicators of Performance (KIPs):

-
-
-
-

Metrics:

-
-
-
-

Administrative Summer Training: Create the Conditions - What actions would be needed to move up and to the right?



TRANSITIONS

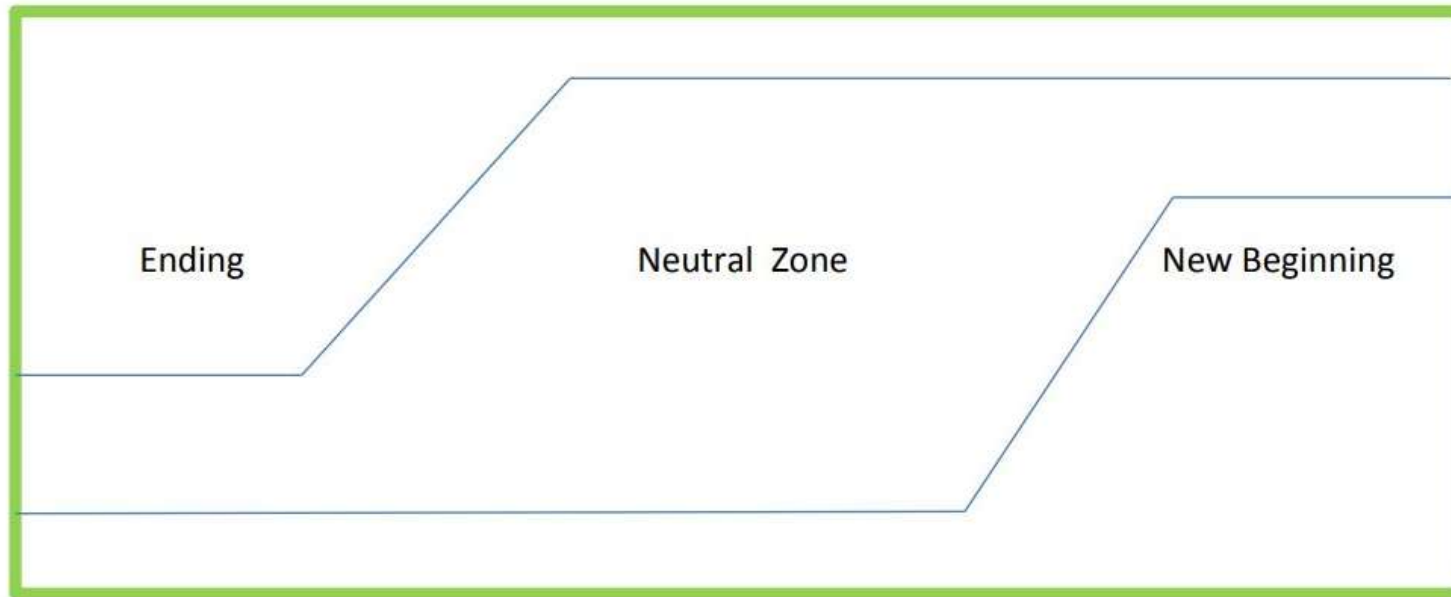
CHANGE VS. TRANSITION

Change = Shift in the external situation

Transition = the psychological reorientation in response to change

CHANGE + HUMAN BEINGS = TRANSITION

Three Phases of Transition



**Administrative
Summer
Training:**

**Bridges
Transition
Model - Guiding
staff through
transitions
while providing
support and
care.**

District Wide: Culture and Climate Plans

Providing Care for and Celebration of Edina Public Schools Staff

Employee Wellness Team Strategies:

1. Short-term or quick implementation
2. Medium-term or take some amount of time to implement
3. Long-term or take in-depth planning to implement

Wellness Survey - 372 Respondents

District Wide: Culture and Climate Plans

Phased employee wellness strategies addressing physical, nutritional, and mental health needs:

- Short-term = monthly lunch or snacks, site-based social or networking events, free Hornet pride items
- Medium-term = easier access to trained health providers, free biometric screening, district sponsored employee wellness activities
 - Sand Creek Employee Assistance Program
- Long-term = framework for creating trauma-informed and resiliency-building practices, site-based wellness spaces that are calming and supportive

Cornelia Elem.: Culture and Climate Plans

Last Spring Data: Overall CN was working well and a positive place to learn and work.

Our focus for the next year was set with...

- Scheduled time to collaborate with Student Support Teams (ML, Intervention, etc.)
- Common understanding of goals, norms, and expectations
- Build Community and Relationships

SVMS: Culture and Climate Strategy

Diversity is a fact.

Equity is a choice.

Inclusion is an action.

Belonging is an outcome.

-Arthur Chan

Emphasis on Belonging at South View: “Invite, require, and value the strengths and perspectives different from our own.”

SVMS: Culture and Climate Data

- **Strengths**

- Focus on students
- Teamwork and collaboration

- **Growth Areas**

- Two way frequent communication
- Openness and trust

“Would you recommend South View as a place to work?”

- 6.7 out of 7 Average

SVMS: Culture and Climate Plans

- Task Force : *Purposeful Community*
- Purposeful Community Gatherings
 - Belonging (Krownapple)
 - Inclusivity of all staff
- Instructional Coaches (2 way communication)
- Gratitude Practices (ICCCAR)
- Podcasts : all staff goal
- Optional additional staff gatherings and socials
- EME Check Ins

EHS: Culture and Climate Plans - Staff

Staff Goal: Foster staff dignity and wellness through high expectations of performance partnered with high humanity

Action Plans:

1. Substitute Teacher Plans
 - a. TOC, Building Subs, Prep Coverage, Virtual Sub
2. HIVE Hallway Passes
 - a. Open Campus & Student Prep
3. Online Student Supervision
4. After School Waiting Room
5. Activity Center Security Assignment
6. Testing HUB for Flex
7. Attendance Contract Process
8. PTO Dinners & Grants
9. CT Extended Time and Share Outs

EHS: Culture and Climate Plans - Staff

Key Indicators of Progress

- Area Leader Meetings
- EME Representative Meetings
- Collaborative Team Lead Meetings
- Prep Talks

Metrics

- Panorama Survey

Thank you
What questions do you have?

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF OCTOBER 17, 2022

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom
Mr. Michael Birdman
Ms. Karen Gabler
Mr. David Goldstein
Ms. Julie Greene

Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

5:00 – 6:57 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, 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
Natasha Monsaas-Daly, Director of District Media and Technology Services
Jody Remsing, Director of Student Support Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Business Services

Karen Bergman, Principal, Countryside Dual Spanish Immersion Elementary School
Caroline Linden, Dean, Countryside Dual Spanish Immersion Elementary School
Toya Pryor, Principal, Valley View Middle School
Cara Rieckenberg, Principal, Highlands Elementary School
Bethany Van Osdel, Assistant Director of Teaching and Learning

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Janie Shaw, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
OCTOBER 17, 2022

5:01 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Goldstein, Greene. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Bergman, Linden, Pryor, Rieckenberg, Van Osdel.

REPORT

- A. Strategic Plan Implementation Update

DISCUSSION

- A. 2022-2023 Enrollment and Class Size Information Report
- B. Edina Public Schools Marketing Plan
- C. Continuous School Improvement Planning Process – *removed from agenda*
- D. Countryside Programming Update

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

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

Ms. Erica Allenburg, Chair

Ms. Janie Shaw, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 17, 2022 WORK SESSION

5:00 PM Chair Allenburg called to order the work session of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Goldstein, Greene. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Bergman, Linden, Pryor, Rieckenberg, Van Osdel.

REPORT

Strategic Plan Implementation Update: Dr. Stanley provided an overview of progress on the Strategic Plan.

DISCUSSION

2022-2023 Enrollment and Class Size Information Report: Dr. Smasal provided information about enrollment and class size, including historical data and open enrollment trends. Monthly updates will be included in the Information section of subsequent board materials.

Edina Public Schools Marketing Plan: Director Edwards provided an overview of the district marketing plan. The goal of the plan is to increase resident enrollment.

Countryside Programming Update: Staff presented information about the progress toward creating "one Countryside" with the inclusion of the dual Spanish Immersion program.

LEADERSHIP AND COMMITTEE UPDATES

Chair Allenburg shared that she had been contacted by Hennepin County about the district being part of a group including other local districts, the City and County, to brainstorm about available funding to combat opportunity and achievement gaps.

ADJOURNMENT

At 6:57 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF OCTOBER 17, 2022

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom
Mr. Michael Birdman
Ms. Karen Gabler
Mr. David Goldstein
Ms. Julie Greene

Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

7:03 PM – 8:27 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, 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
Natasha Monsaas-Daly, Director of District Media and Technology Services
Jody Remsing, Director of Student Support Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Business Services

Jenn Carter, Assistant Principal, Edina High School
Toya Pryor, Principal, Valley View Middle School
Bethany Van Osdel, Assistant Director of Teaching and Learning

Matthew Hammer, Senior Municipal Advisor, Ehlers, Inc.

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Janie Shaw, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA OCTOBER 17, 2022

7:03 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Goldstein, Greene. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Carter, Pryor, Van Osdel; Hammer.

APPROVAL OF AGENDA WITH CHANGES BY UNANIMOUS VOTE

HEARING FROM MEMBERS OF THE PUBLIC

EXCELLENCE IN ACTION

CONSENT ITEMS APPROVED BY UNANIMOUS VOTE

- A. Minutes: September 19 work session, and regular meetings; September 30 special meeting; October 10 special meeting
- B. Personnel Recommendations
- C. Expenditures Payable, September 2022
- D. Electronic Fund Transfers
- E. Edina Education Fund Gifts
- F. Student Support Services Agreements
 - 1. Strategic Behavioral Solution

REPORT

- A. Continuous School Improvement Planning Process – *added to agenda*
- B. Special Election Process Overview

DISCUSSION

- A. PreK- 12 Comprehensive Literacy Plan Update
- B. Policy Review (105, 108)

ACTION ITEMS APPROVED BY UNANIMOUS VOTE

- A. Construction Bids – Countryside Elementary Addition
- B. Ratification of Sale – Certificates of Participation, Series 2022A
- C. EHS Student Travel: South Korea Exchange Program
- D. EHS Student Travel Learning Experience: Spain
- E. Kids Club Retention and Hiring Strategy
- F. Policy Review (101, 102, 103, 104)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

- A. General Fund Expenditure Report - September 2022

ADJOURNMENT

The meeting adjourned at 8:27 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. Erica Allenburg, Chair

Ms. Janie Shaw, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 17, 2022 REGULAR MEETING

7:03 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Goldstein, Greene. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Leland, Monsaas-Daly, Remsing, Sailer, Woodard; Carter, Pryor, Van Osdel; Hammer.

APPROVAL OF AGENDA WITH CHANGE BY UNANIMOUS VOTE

Member Greene moved and Member Birdman seconded to approve the agenda with change. All members voted Aye.

HEARING FROM MEMBERS OF THE PUBLIC

Students Abigail Miller, Zoya Hassan, and Kathleen Kiely spoke about Climate Action.

EXCELLENCE IN ACTION

Schmidt Music presented Edina Public Schools with an award for the best community for music education.

CONSENT ITEMS APPROVED BY UNANIMOUS VOTE

Member Greene moved and Member Birdman seconded to approve the consent agenda. All members voted Aye.

The resolutions were:

- A. Minutes: September 19 work session, and regular meetings; September 30 special meeting; October 10 special meeting
- B. Personnel Recommendations
- C. Expenditures Payable, September 2022
- D. Electronic Fund Transfers
- E. Edina Education Fund Gifts
- F. Student Support Services Agreements
 - 1. Strategic Behavioral Solution

REPORT

Continuous School Improvement Planning Process – *added to agenda*: Assistant Superintendent Smasal and Principal Pryor presented about the Continuous School Improvement Process (CSIP) that all schools and departments are using to advance strategic initiatives.

Special Election Process Overview: Chair Allenburg presented an overview of the process to seat the board member who will be elected in November. Once votes are canvassed the new member can be seated.

DISCUSSION

PreK- 12 Comprehensive Literacy Plan Update: Director De St. Hubert and Assistant Director Van Osdel shared an update on the PreK - 12 Comprehensive Literacy Plan. Staff and Board members discussed FASTBridge, benchmarks, and student growth.

Policy Review (105, 108): Policy Committee members presented Policies 105 and 108 for discussion. Both policies will move forward for Action at the next regular meeting.

- Policy 105 - School District Mission, Values, Vision and Strategic Direction
- Policy 108 - School Attendance Boundaries

ACTION ITEM APPROVED BY UNANIMOUS VOTE

Construction Bids – Countryside Elementary Addition: Member Birdman moved and Member Gabler seconded to approve the motion. All members voted Aye.

Ratification of Sale – Certificates of Participation, Series 2022A: Member Greene moved and Member Goldstein seconded to approve the motion. All members voted Aye.

EHS Student Travel: South Korea Exchange Program: Member Greene moved and Member Gabler seconded to approve the motion. All members voted Aye.

EHS Student Travel Learning Experience: Spain: Member Greene moved and Member Arom seconded to approve the motion. All members voted Aye.

Kids Club Retention and Hiring Strategy: Member Birdman moved and Member Greene seconded to approve the motion. All members voted Aye.

Policy Review (101, 102, 103, 104): Member Birdman moved and Member Gabler seconded to approve the motion. All members voted Aye.

LEADERSHIP AND COMMITTEE UPDATES

Member Birdman shared information about a District 287 meeting he attended recently, and the discussion there about good things happening as well as challenges.

SUPERINTENDENT UPDATES

Superintendent Stanley shared about the district's recent AAA rating by Moody's, the #1 college prep rating by Niche, and the Best Music education award received earlier in the evening.

At 8:27 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE SPECIAL MEETING OF OCTOBER 25, 2022

SPECIAL MEETING
5:00 PM

Edina Community Center
ECC 350
and ECC 338

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Dan Arom
Mr. Michael Birdman
Ms. Karen Gabler
Mr. David Goldstein
Ms. Julie Greene
Ms. Janie Shaw

PRESIDING OFFICER: Chair Erica Allenburg

5:03 – 9:05 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent
Dr. Randy Smasal, Assistant Superintendent
Jody De St. Hubert, Director of Teaching and Learning
Daphne Edwards, Director of Marketing and Communications
Natasha Monsaas-Daly, Director of District Media and Technology Services
Sonya Sailer, Director of Human Resources
Mert Woodard, Director of Business Services

Karen Bergman, Principal, Countryside Dual Spanish Immersion Elementary School
Mark Carlson, Curriculum Coordinator, Teaching and Learning
Steven Cullison, Coordinator, Edina Virtual Pathway
Greg Guswiler, Data Programming Analyst and Coordinator, Teaching and Learning
Caroline Linden, Dean, Countryside Dual Spanish Immersion Elementary School
Jodie Mettee, Special Education Teacher, Valley View Middle School
Bethany Van Osdel, Assistant Director of Teaching and Learning

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Janie Shaw, Clerk

(Official Publication)
MINUTES OF THE SPECIAL MEETING
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
OCTOBER 25, 2022

5:03 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Goldstein, Greene, Shaw. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Monsaas-Daly, Sailer, Woodard; Bergman, Carlson, Cullison, Guswiler, Linden, Mettee, Van Osdel.

DISCUSSION

- A. Edina Public Schools Data Metrics Plan
- B. Edina Public Schools Programming Update
- C. Edina Public Schools Academic Calendar Proposals for 2024-2025 and 2025-2026

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

CLOSED SESSION

- A. Employee Negotiations

ADJOURNMENT

The meeting was adjourned at 9:05 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. Erica Allenburg, Chair

Ms. Janie Shaw, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
OCTOBER 25, 2022 SPECIAL MEETING

5:03 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Goldstein, Greene, Shaw. Staff present: Stanley, Smasal, De St. Hubert, Edwards, Monsaas-Daly, Sailer, Woodard; Bergman, Carlson, Cullison, Guswiler, Linden, Mettee, Van Osdel.

DISCUSSION

Edina Public Schools Data Metrics Plan: Staff gave an overview of the Spring 2022 baseline data presented in the report, including key findings in the math, literacy, and social and emotional learning data.

Edina Public Schools Programming Update: Staff presented updated information about STEAM, Dual Language, and Edina Virtual Pathway (EVP) programming.

Edina Public Schools Academic Calendar Proposals for 2024-2025 and 2025-2026: Staff presented updated information about proposed academic calendars for 2024-25 and 2025-26.

Member Shaw motioned and Member Birdman seconded to adjourn the work session. All members voted Aye.

8:30 PM Chair Allenburg called to order the Closed Session.

CLOSED SESSION

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

Member Birdman motioned and Member Gabler seconded to adjourn the closed session. All members voted Aye.

ADJOURNMENT

At 9:05 PM, there being no objection, Chair Allenburg adjourned the meeting.



Board Meeting Date: November 14, 2022

TITLE: Personnel Recommendations

TYPE: Consent

PRESENTER(S): Sonya Sailer, Director of Human Resources

BACKGROUND: 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.

PRIMARY ISSUE(S) TO CONSIDER:

ATTACHMENTS:

1. Report (next page)

LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
MULROONEY, KATHLEEN	CS	GRADE 1 TEACHER (LTS)	\$27.63/HOUR	22-23 SY
ODONNELL-COLDREN, CLARE	EHS	SCIENCE TEACHER (LTS)	\$27.63/HOUR	22-23 SY
SPAULDING, ANNE	NON-PUBLIC	SPEECH-LANGUAGE PATHOLOGIST, 0.5 FTE	\$27,243.06 (prorated)	22-23 SY
TINSLEY, PATRICK	HL	SPED TEACHER, 1.0 FTE (from EPS paraprofessional)	\$31,609.22 (prorated)	22-23 SY

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Assignment</u>	<u>Building</u>	<u>Date</u>
CAVALLARO, LINDSEY	SPEECH-LANGUAGE PATHOLOGIST, 0.5 FTE	DW	11/1/2022
MCKEEVER, JOHN N.	PEER COACH, 1.0	DW	11/18/2022

C. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Anticipated Dates of Leave</u>
DAHLMAN, ERIC	TEACHER	VV	1/30-3/17/2023
ELLIS, CODY	TEACHER	CV	10/31-11/11/2022
FRANEK, DANA	SPEECH PATH	CN	3/27-6/2/2023
GROENENDYK, HANNAH	TEACHER	VV	2/21-06/02/2023
MILLIAN-MATEOS, LUIS	TEACHER	EHS	12/5/2022-1/8/2023
OLEJNICK, DUSTEN	TEACHER	CV	04/03-05/05/2023
PLOWMAN, ELIZABETH	TEACHER	ECFE	11/1/2022-1/27/2023
STEVEN, SHANNON	TEACHER	CN	10/4-10/19/2022
UECKER, JILL	TEACHER	CC	10/31-01/02/2023

D. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Salary</u>	<u>Date</u>
None				

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
ALFARO-DUTRA, LILIA	CS	EA - WORLD LANGUAGE	\$18.50/HOUR	10/24/2022
ANDERSON, NOAH	EHS	EA - SPED PARA	\$18.50/HOUR	09/28/2022
CHAPMAN, JENNIFER	CV	EA - SPED PARA	\$19.67/HOUR	10/10/2022
ELY, JESSICA	TRANSP	BUS DRIVER	\$22.25/HOUR	10/18/2022
ERLIN, BELINDA	HL	CLASSROOM PARA	\$18.44/HOUR	11/01/2022
FISCHER, JODY	ELC	10 MONTH CLERICAL	\$36,320/YEAR (prorated)	11/07/2022
GUSTAFSON, AMY	CC	CLASSROOM PARA	\$18.44/HOUR	10/26/2022
LARSON, HEATHER	ECC	12 MONTH CLERICAL	\$47,618/YEAR (prorated)	10/27/2022
MANISHA, MISHRA	CN	EA - SPED PARA	\$18.50/HOUR	10/17/2022
ROSAS, EDITH	ECC	HOURLY CUSTODIAN	\$20.25/HOUR	11/21/2022
SACK, COURTNEY	CC	EA - SPED PARA	\$19.67/HOUR	11/02/2022
TULU, MEKONNEN	TRANSP	BUS DRIVER	\$23.00/HOUR	10/31/2022
ZEHRINGER, JESSICA	ELC	CLASSROOM PARA	\$18.44/HOUR	10/31/2022

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Assignment</u>	<u>Building</u>	<u>Date</u>
ABREGO, DAVID	CUSTODIAN	DW	10/28/2022
BENISH, ANNA	EA - SPED PARA	CC	8/19/2022
BORGMAN, COURTNEY	EA - SPED PARA	ELC	10/19/2022
CHASE, WHITNEY	EA - SPED PARA	SV	6/2/2022
DENGEL, JANA	12 MONTH CLERICAL	ECC	11/11/2022
JAMES, JEFF	EA - SPED PARA	SV	6/2/2022
JONES, FRANCES	CLASSROOM PARA	CN	11/30/2022
MCKEE, CATHERINE	CLASSROOM PARA	ND	6/2/2022
MCMILLAN, WILLIAM	CLASSROOM PARA	ND	6/2/2022
SACK, COURTNEY	EA - SPED PARA	CC	10/14/2022

SAUNDERS, GIOVANNI	EA - SPED PARA	SV	10/19/2022
WHITMORE, MARVIN	CUSTODIAN	EHS	11/8/2022
WORMAN, SHOSHANA	TUTOR	DW	9/15/2022

C. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Anticipated Dates of Leave</u>
POFERL, ADAM	CUSTODIAN	CN	11/11-12/12/2022
RUNNING, GARRETT	PARAPROFESSIONAL	SV	12/21/2022-06/01/2023
WASHBURN, JACKIE	BUS DRIVER	TRANSP	10/21-11/18/2022
WATTS, DARRYL	BUILDING REPAIR	SV	10/27-11/11/2022

D. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Assignment Change</u>	<u>Salary</u>	<u>Date</u>
None			

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Date</u>	<u>Salary</u>
ANDERSON, MADELINE	ND	RECREATION LEADER	11/10/2022	\$17.33/HOUR
BOUNDS, ZOE	CV	RECREATION LEADER	10/27/2022	\$17.33/HOUR
DICKSON, KRISTIE	HL	RECREATION LEADER	10/17/2022	\$18.60/HOUR
GARZON GARCIA, ERIKA	HL	RECREATION LEADER	10/17/2022	\$18.60/HOUR
GHOSTON, BREANNA	ND	RECREATION LEADER	10/17/2022	\$18.60/HOUR
GORNEY, TATE	CV	RECREATION LEADER	10/27/2022	\$16.00/HOUR
NEWCOMB, NANCY	CS	RECREATION LEADER	10/26/2022	\$20.32/HOUR
SHAKIR, ABDULLAH	CN	RECREATION LEADER	10/18/2022	\$16.10/HOUR
SOUWANKHAM, PATHANA	CS	RECREATION LEADER	10/24/2022	\$20.32/HOUR
SWANSON, SHELBY	CC	RECREATION LEADER	10/11/2022	\$16.10/HOUR
VANNORMAN, MILES	CC	RECREATION LEADER	10/24/2022	\$16.00/HOUR
WILLMUTH, MAXWELL	ND	RECREATION LEADER	10/24/2022	\$16.00/HOUR

A. RESIGNATIONS, RETIREMENTS, TERMINATIONS

<u>Name</u>	<u>Assignment</u>	<u>Building</u>	<u>Date</u>
ANZALDI, PAMELA	VAN DRIVER	ELC	11/01/2022
EIGENHEER, BRANDI	RECREATION LEADER	CN	10/04/2022

B. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Salary</u>	<u>Date</u>
GATYAS, THOMAS	ECC	FROM: COACH TO: 12 MONTH CLERICAL	\$46,197/YEAR (prorated)	10/18/2022

C. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Building</u>	<u>Anticipated Dates of Leave</u>
TIKALSKY, LIBBY	PROGRAM SUPERVISOR	ECC	2/16-5/18/2023



Board Meeting Date: 11/14/2022

Title: Expenditures Payable – October 2022

Type: Consent

Presenter(s): Mert Woodard, Director, Business Services

Background: Presented for approval by the Board of Education are monthly disbursement totals, by fund, for the month of October 2022:

Fund	Amount
General	\$ 3,536,318
Food Service	1,610
Community Service	123,721
Building Construction	508,257
Debt Service	-
Internal Service	-
Total	\$ 4,169,905

Recommendation: Approve the disbursements as presented for the month of October 2022.

Attachment(s):

1. Check Register – October 2022

2022-23 School Year

Check Report

For the Month Ended October 31, 2022



DEFINING EXCELLENCE

Check No.	Vendor	Description	Date	Amount
389247	MN PEIP	CURRENT TEACHERS	10/12/2022	795,589.32
389080	NAC MECHANICAL & EL	VV 2022 BOILER REPL	10/5/2022	314,868.00
389240	MET-CON CONSTRUCTIO	BUS GARAGE ADDITION	10/12/2022	238,588.38
389080	NAC MECHANICAL & EL	ECC 2022 BOILER REP	10/5/2022	215,080.00
389139	WOLD ARCHITECTS & E	EHS DEFERRED MAINT	10/5/2022	163,669.84
388996	AIM ELECTRONICS INC	DISTRICT LED DISPLA	10/5/2022	147,820.00
389294	HOGLUND BUS CO INC	2021 IC CE 27190 A	10/14/2022	69,940.00
389294	HOGLUND BUS CO INC	2021 IC CE 27189 A	10/14/2022	69,940.00
389349	BUILDING RESTORATIO	CC 2022 EXTERIOR WA	10/26/2022	66,285.05
389247	MN PEIP	RETIREEES/COBRA	10/12/2022	60,140.66
389431	METRO TRANSPORTATIO	SEP22 SPED TRANSPOR	10/26/2022	57,141.76
389120	TECHNOLOGY RESOURCE	QUOTE 20368	10/5/2022	54,000.00
389316	XCEL ENERGY	EHS	10/19/2022	51,892.03
389370	DIVERSE CONSTRUCTIO	EHS ROOFING	10/26/2022	50,872.50
389370	DIVERSE CONSTRUCTIO	VV ROOFING	10/26/2022	50,872.50
389466	TALKING POINTS	22-23 RENEWAL TALKI	10/26/2022	38,250.00
389299	DAKOTA TRUCK UNDERW	INSTALLMENT #5	10/19/2022	32,560.00
389131	U.S. SITEWORK, INC	2022 CV SITE IMPROV	10/5/2022	29,925.00
389349	BUILDING RESTORATIO	SV 2022 EXTERIOR WA	10/26/2022	29,352.60
389338	BAYCOM INC	RADIOS	10/26/2022	27,918.70
389135	WEST METRO LEARNING	SERVICES REQ IN IEP	10/5/2022	27,597.50
389415	KATH FUEL OIL SERVI	DIESEL	10/26/2022	27,324.37
389459	SANTANDER BANK, N.A	11/15 BUS LEASE PRI	10/26/2022	26,430.00
389111	SHEEHY CONSTRUCTION	ECC 2022 DOOR REPLA	10/5/2022	24,394.02
389342	BLUUM OF MINNESOTA,	QUOTE 232719	10/26/2022	23,769.00
389316	XCEL ENERGY	VALLEY VIEW	10/19/2022	23,647.95
389431	METRO TRANSPORTATIO	SEP22 HHM TRANSPORT	10/26/2022	23,479.04
389316	XCEL ENERGY	ECC	10/19/2022	23,146.37
389395	INNOVATIVE OFFICE S	CS-K FURNITURE	10/26/2022	20,162.72
389093	PETERSON COMPANIES	EHS-RETAINING WALL	10/5/2022	19,938.53
389316	XCEL ENERGY	SOUTH VIEW	10/19/2022	19,725.67
389137	WEVIDEO INC	QUOTE WVS1274024	10/5/2022	19,198.00
389305	HOPKINS PUBLIC SCHO	HOPDINA EXPENSES	10/19/2022	19,113.02
389065	MATH ADVANTAGE TUT	CALCULUS CLASS	10/5/2022	19,040.00
389081	NATIONAL INSURANCE	LTD DISTRICT W/H	10/5/2022	18,533.76
389438	NATIONAL INSURANCE	LDT DISTRICT W/H	10/26/2022	17,870.31
389384	GILBERT MECHANICAL	CC-LIGHTING CONTROL	10/26/2022	17,705.40
389417	KRAUS-ANDERSON CONS	CS ADDITION-SITE SE	10/26/2022	17,497.00
389111	SHEEHY CONSTRUCTION	ECC SITE REPAIRS	10/5/2022	17,009.34
389081	NATIONAL INSURANCE	LTD DISTRICT W/H	10/5/2022	16,886.78
389041	HUDL	AD PACKAGE FY 22-23	10/5/2022	16,400.00
389081	NATIONAL INSURANCE	LTD DISTRICT W/H	10/5/2022	16,360.42
389081	NATIONAL INSURANCE	CURR EMP LIFE/AD&D	10/5/2022	16,280.22
389210	INTEREUM INC	FURNITURE	10/12/2022	16,135.24
389417	KRAUS-ANDERSON CONS	CS ADDITION-CONS MG	10/26/2022	16,061.00
389438	NATIONAL INSURANCE	CURR EMP LIFE/AD&D	10/26/2022	15,913.82
389111	SHEEHY CONSTRUCTION	ECC 22 INTERIOR UPG	10/5/2022	15,584.08
389081	NATIONAL INSURANCE	CURR EMP LIFE/AD&D	10/5/2022	15,581.34
388992	ABRAKADOODLE	AUG CAMPS	10/5/2022	15,246.00
389305	HOPKINS PUBLIC SCHO	HOPDINA EXPENSES	10/19/2022	15,150.58
389081	NATIONAL INSURANCE	CURR EMP LIFE/AD&D	10/5/2022	14,721.48
388995	ACRE	EHS OFFICE FURNITUR	10/5/2022	14,636.02

Check No.	Vendor	Description	Date	Amount
389414	KAMI	SCHOOL PLAN FOR REN	10/26/2022	14,625.00
389141	NCESSE / TIDES CENT	SSEP MISSION 17 - I	10/7/2022	13,500.00
389486	XCEL ENERGY	SV 09/13/22-10/12/2	10/26/2022	13,385.21
389355	CITY OF EDINA	SV 06/29/22-09/28/2	10/26/2022	12,396.46
389001	BLUUM OF MINNESOTA,	QUOTE 235495	10/5/2022	12,300.00
389158	BLUUM OF MINNESOTA,	QUOTE 235495	10/12/2022	12,300.00
389369	DIGITAL INSURANCE	2ND QTR SERVICES	10/26/2022	11,875.00
389253	NOREDINK CORP	LIVE VIRTUAL TRAINI	10/12/2022	11,000.00
389316	XCEL ENERGY	CONCORD	10/19/2022	10,964.01
389228	LEXIA LEARNING SYST	QUOTE#: Q-509164-6	10/12/2022	10,332.00
389210	INTEREUM INC	CS - FURNITURE	10/12/2022	10,145.10
389300	NATIONAL INSURANCE	CONSULT FEE OCT-DEC	10/19/2022	10,000.00
389348	BSN SPORTS, LLC	HATS, CREW SWEATSHI	10/26/2022	9,999.00
389316	XCEL ENERGY	COUNTRYSIDE	10/19/2022	9,893.06
389244	MINNESOTA HISTORICA	QUOTE# 03363	10/12/2022	9,750.00
389316	XCEL ENERGY	HIGHLANDS	10/19/2022	9,688.27
389257	OFFISOURCE INC	HL-WINDOW SHADES	10/12/2022	9,650.00
389089	PANORAMA EDUCATION	PLATFORM LIC 22-23	10/5/2022	9,583.00
389310	MORRIS LEATHERMAN C	PHONE SURVEY/NON PU	10/19/2022	9,000.00
389269	SAFWAY DRIVING SCH	912-168, 912-172	10/12/2022	9,000.00
389459	SANTANDER BANK, N.A	11/15 BUS LEASE PRI	10/26/2022	7,963.10
389316	XCEL ENERGY	CREEK VALLEY	10/19/2022	7,470.18
389350	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	10/26/2022	7,268.00
389465	SUNDE LAND SURVEYIN	ECC - BLEACHER	10/26/2022	6,950.00
389381	FRASER CHILD AND FA	CONSULT-PSYCHOTHERA	10/26/2022	6,930.00
389149	AMERICAN READING CO	PROPOSAL NUMBER 224	10/12/2022	6,750.00
389139	WOLD ARCHITECTS & E	CV PARK/SITE IMPROV	10/5/2022	6,674.65
389103	RUPP ANDERSON SQUIR	LEGAL SERV: H.R.	10/5/2022	6,592.43
389316	XCEL ENERGY	NORMANDALE	10/19/2022	6,528.46
389081	NATIONAL INSURANCE	COBRA/RETIREE	10/5/2022	6,367.76
389482	VALLEY BUSINESS MAC	ITEM # TEX84PLUSTPY	10/26/2022	6,231.00
389124	THRIVE ED	VV-CUSTOM TRAINING	10/5/2022	6,200.00
389474	TRANE U.S. INC	RTU 3 REPAIR	10/26/2022	5,905.00
389159	BOLTON & MENK INC	HL - SWALE/EROSION	10/12/2022	5,902.00
389258	PARALLEL TECHNOLOGI	ECC-CARD READER/ACC	10/12/2022	5,732.23
389258	PARALLEL TECHNOLOGI	VV-CARD READER/ACCE	10/12/2022	5,732.23
389258	PARALLEL TECHNOLOGI	CC-CARD READER/ACCE	10/12/2022	5,732.22
389401	IWS - INNOVATIONAL	SYSTEM MGMT PROGRAM	10/26/2022	5,652.25
389267	RUSSELL SECURITY RE	REKEYING OF ECC	10/12/2022	5,530.00
389356	COLLABORATIVE CLASS	QUOTE#Q720173	10/26/2022	5,489.00
389478	TRUGREEN PROCESSING	DW - FALL SERVICES	10/26/2022	5,454.54
389250	THE MUSIC MART	YAMAHA YHR-567 HORN	10/12/2022	5,390.00
389290	WINSOR LEARNING INC	ITEM#771-1600	10/12/2022	5,373.00
389081	NATIONAL INSURANCE	COBRA/RETIREE	10/5/2022	5,120.92
389467	TEACHERS ON CALL, A	EHS SUBSTITUTES	10/26/2022	5,075.20
389165	CAPTIVATE MEDIA & C	BOARD VIDEO	10/12/2022	5,000.00
389448	PINK CONSULTING LLC	BUILD A HEALTHY TEA	10/26/2022	5,000.00
389097	RADAR CONSULTING LL	RECRUTING	10/5/2022	5,000.00
389081	NATIONAL INSURANCE	COBRA/RETIREE	10/5/2022	4,632.20
389328	AMERICAN READING CO	PROPOSAL NUMBER 224	10/26/2022	4,600.00
389290	WINSOR LEARNING INC	ITEM#770-1600	10/12/2022	4,577.00
389392	HILL LEARNING CENTE	SEE QUOTE FOR 11 SP	10/26/2022	4,400.00
389301	EVERYDAY SPEECH, LL	SKU: P:5539395:1411	10/19/2022	4,391.88
389290	WINSOR LEARNING INC	ITEM# 772-1600	10/12/2022	4,378.00
389438	NATIONAL INSURANCE	COBRA/RETIREE	10/26/2022	4,332.43
389030	FIDELITY SECURITY L	EMPLOYEE WITHHOLDIN	10/5/2022	4,319.45
389487	YOUTH FRONTIERS INC	CONSORT PRESENTATIO	10/26/2022	4,250.00
389316	XCEL ENERGY	CORNELIA	10/19/2022	4,219.55
389324	ADVANCED IMAGING SO	LEASE 11.08 0631790	10/26/2022	4,151.77
389103	RUPP ANDERSON SQUIR	LEGAL SERV: MISC.	10/5/2022	4,123.50
389074	MIKKONEN MUSIC LLC	SEPT MUSIC	10/5/2022	4,117.50
389044	INTEREUM INC	2ND GRADE CHAIRS. I	10/5/2022	4,101.54

Check No.	Vendor	Description	Date	Amount
389319	93 SKIP LLC	SEP22-CN SOLAR PROD	10/26/2022	4,082.10
389024	EDINA AQUATIC CENTE	JLY POOL PASSES	10/5/2022	3,941.34
389457	ROYAL FIREWORKS PUB	ORDER CODE: 8630S	10/26/2022	3,876.00
389457	ROYAL FIREWORKS PUB	ORDER CODE: 8739S	10/26/2022	3,876.00
389397	INSPEC INC	SV WALL-PROF SERVIC	10/26/2022	3,750.00
389397	INSPEC INC	CC WALL-PROF SERVIC	10/26/2022	3,750.00
388999	ASTLEFORD INTERNATI	INJECTORS	10/5/2022	3,746.04
389336	BAUER BUILT INC	BUS TIRES	10/26/2022	3,725.40
389415	KATH FUEL OIL SERVI	UNLEADED	10/26/2022	3,667.10
389081	NATIONAL INSURANCE	VOL AD&D EMP W/H	10/5/2022	3,591.07
389221	KATH FUEL OIL SERVI	UNLEADED	10/12/2022	3,550.36
389146	ALL STRINGS ATTACHE	ESTIMATE GIVEN ON 4	10/12/2022	3,510.00
389371	DUNHAM ASSOCIATES I	ECC RENO COMMISSION	10/26/2022	3,501.00
389476	TRI-STATE BOBCAT IN	DW - TWIN BAGGER	10/26/2022	3,497.00
388994	ACE RENT A CAR	RENTAL VEHICLE-SPRI	10/5/2022	3,478.74
388994	ACE RENT A CAR	RENTAL VEHICLE-SPRI	10/5/2022	3,478.74
388994	ACE RENT A CAR	RENTAL VEHICLE-SPRI	10/5/2022	3,478.74
389438	NATIONAL INSURANCE	VOL AD&D EMP W/H	10/26/2022	3,414.06
389258	PARALLEL TECHNOLOGI	CS-DOOR READER INST	10/12/2022	3,351.58
389108	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	10/5/2022	3,302.61
389355	CITY OF EDINA	ECC 06/29/22-09/28/	10/26/2022	3,296.55
389192	GOPHER/PLAY WITH A	EQUIP. ORDER (KIDS	10/12/2022	3,265.14
389081	NATIONAL INSURANCE	VOL AD&D EMP W/H	10/5/2022	3,260.97
389333	AUDIOQUIP INC	PLAY EQUIP RENTAL	10/26/2022	3,260.00
389415	KATH FUEL OIL SERVI	UNLEADED	10/26/2022	3,222.16
389365	DASH SPORTS LLC	905-121/122/124	10/26/2022	3,195.50
389397	INSPEC INC	EHS 2022 REROOF	10/26/2022	3,179.34
389397	INSPEC INC	ECC REROOF	10/26/2022	3,179.33
389397	INSPEC INC	VV 2022 REROOF	10/26/2022	3,179.33
389460	SCHOOL SERVICE EMPL	UNION DUES W/HOLDIN	10/26/2022	3,149.55
388993	ACCRA CONSUMER CHOI	PCA SERVICE - A.R.	10/5/2022	3,077.60
389081	NATIONAL INSURANCE	VOL AD&D EMP W/H	10/5/2022	3,071.68
389139	WOLD ARCHITECTS & E	ECC BOILER REPLACED	10/5/2022	3,071.53
389416	KAY ZUCCARO	SEPT/OCT CLASSES	10/26/2022	3,054.80
389359	CORPORATE MECHANICA	BOILER REPAIRS	10/26/2022	3,023.47
389128	TRANSITION CURRICUL	NEXTUP ANNUAL LICEN	10/5/2022	3,000.00
389119	TEACHERS ON CALL, A	EHS-SUBSTITUTES	10/5/2022	2,998.40
389467	TEACHERS ON CALL, A	VV SUBSTITUTES	10/26/2022	2,976.00
389283	THRIVE ED	DESIGN2THRIV TRAINI	10/12/2022	2,950.00
389075	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	10/5/2022	2,948.68
389393	HOUGHTON MIFFLIN HA	9780544454149 UNITE	10/26/2022	2,937.00
389311	TEACHERS ON CALL, A	VALLEY VIEW MIDDLE	10/19/2022	2,854.40
389453	R.M. DREYLING CONST	BLEACHER RENTAL	10/26/2022	2,840.00
389189	FOLLETT SCHOOL SOLU	ORDER#2638078A	10/12/2022	2,834.40
389415	KATH FUEL OIL SERVI	DIESEL	10/26/2022	2,824.02
389133	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	10/5/2022	2,819.40
389435	MINNESOTA SCHOOL EM	UNION DUES W/HOLDIN	10/26/2022	2,810.68
389467	TEACHERS ON CALL, A	HL SUBSTITUTES	10/26/2022	2,784.00
389447	PARALLEL TECHNOLOGI	TC - REPAIR CUT LIN	10/26/2022	2,739.40
389311	TEACHERS ON CALL, A	HIGHLANDS ELEM	10/19/2022	2,662.40
389427	MCGRAW-HILL SCHOOL	OLG PO 230128 ADJ	10/26/2022	2,647.49
389427	MCGRAW-HILL SCHOOL	OLG PO 230099 ADJ	10/26/2022	2,592.53
389139	WOLD ARCHITECTS & E	VV BOILER REPLACEME	10/5/2022	2,513.45
389399	INTEREUM INC	VS AMERICA PANTOSWI	10/26/2022	2,501.25
389084	NORTHWEST PASSAGE	AUG22-TUITION-SPED	10/5/2022	2,495.50
389419	LANGUAGE LINE SERVI	INTERPRETER FOR MAY	10/26/2022	2,489.31
389139	WOLD ARCHITECTS & E	CS LIGHTING REPLACE	10/5/2022	2,456.93
389148	ALLIED PRODUCTIONS	SOUND EQUIPMENT SER	10/12/2022	2,442.00
389024	EDINA AQUATIC CENTE	JUNE POOL PASSES	10/5/2022	2,405.91
389149	AMERICAN READING CO	PROFESSIONAL DEVELO	10/12/2022	2,400.00
389164	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	10/12/2022	2,370.00
389250	THE MUSIC MART	YAMAHA YX-230 3-OCT	10/12/2022	2,370.00

Check No.	Vendor	Description	Date	Amount
389427	MCGRAW-HILL SCHOOL	OLG PO 230100 ADJ	10/26/2022	2,354.40
389427	MCGRAW-HILL SCHOOL	OLG PO 230098 ADJ	10/26/2022	2,338.99
389323	ADVANCED IMAGING SO	HIGH SCHOOL 09/22	10/26/2022	2,306.28
389084	NORTHWEST PASSAGE	APR22 TUITION-SPED	10/5/2022	2,278.50
389431	METRO TRANSPORTATIO	AUG22 HHM TRANSPORT	10/26/2022	2,263.04
389146	ALL STRINGS ATTACHE	ESTIMATE GIVEN ON 4	10/12/2022	2,250.00
389316	XCEL ENERGY	LATE FEE	10/19/2022	2,231.05
389201	HAPPY NUMBERS INC	SCHOOL SUBSCRIPTION	10/12/2022	2,175.00
389139	WOLD ARCHITECTS & E	CC ADDITION	10/5/2022	2,143.30
389372	EBSCO INFORMATION S	MAGAZINE RENEWALS 2	10/26/2022	2,136.77
389140	XCEL ENERGY	BUS 08/22/22-09/21/	10/5/2022	2,133.96
389004	CAPTIVATE MEDIA & C	SERVICES DEPOSIT	10/5/2022	2,125.00
389208	INNOVATIVE OFFICE S	TABLES FOR 2ND GRAD	10/12/2022	2,109.63
389144	AFFINITECH INC	PROJECT PJ6061	10/12/2022	2,076.97
389166	CDW GOVERNMENT	QUOTE MTVF975	10/12/2022	2,064.75
389398	INSTITUTE FOR ENVIR	VV 2022 ASBESTOS RE	10/26/2022	2,061.03
389149	AMERICAN READING CO	DIGITAL LITERACY PL	10/12/2022	2,000.00
389345	BRAXOS SECURITY SOF	12 MONTH SUPPORT AG	10/26/2022	2,000.00
389459	SANTANDER BANK, N.A	11/15 BUS LEASE INT	10/26/2022	1,988.86
389290	WINSOR LEARNING INC	SONDAY SYSTEM 1: OP	10/12/2022	1,950.00
389481	UPPER LAKES FOODS I	KC SNACKS	10/26/2022	1,942.21
389467	TEACHERS ON CALL, A	CN SUBSTITUTES	10/26/2022	1,939.20
389020	DISTRICT 3 DECA	DISTRCT FEE JAN20	10/5/2022	1,925.00
389370	DIVERSE CONSTRUCTIO	EHS ROOFING	10/26/2022	1,923.75
389370	DIVERSE CONSTRUCTIO	VV ROOFING	10/26/2022	1,923.75
389481	UPPER LAKES FOODS I	KC SNACKS	10/26/2022	1,918.88
389331	ARVIG	OCT22-INTERNET FEES	10/26/2022	1,910.90
389467	TEACHERS ON CALL, A	CC SUBSTITUTES	10/26/2022	1,907.20
389337	BAYADA HOME HEALTH	NURSE DURING SCHOOL	10/26/2022	1,905.00
389175	CONTINENTAL CLAY	CN - KILN REPAIR	10/12/2022	1,898.50
389016	DASH SPORTS LLC	926-130	10/5/2022	1,862.00
V17686	DANIEL R AMBORN	YEARBK TRAINING CAM	10/5/2022	1,860.00
389348	BSN SPORTS, LLC	MERCH DECO TSHIRTS	10/26/2022	1,854.96
389395	INNOVATIVE OFFICE S	FILE CABINET - BRIG	10/26/2022	1,848.88
389119	TEACHERS ON CALL, A	CC-SUBSTITUTES	10/5/2022	1,830.40
389471	THERMO-DYNE INC	NEW MOTOR FOR RM 11	10/26/2022	1,821.47
389297	CONTINENTAL CLAY	ART SUPPLIES	10/19/2022	1,808.77
389164	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	10/12/2022	1,777.50
389430	METRO SALES INC	OCT-DEC22 ATHL BASE	10/26/2022	1,770.55
389195	GRAPHIC SOURCE	KUHLMAN SIGN "E"	10/12/2022	1,725.00
389024	EDINA AQUATIC CENTE	AUG POOL PASSES	10/5/2022	1,704.69
389344	BRAUN INTERTEC CORP	CS-STORM SHELTER	10/26/2022	1,700.00
389139	WOLD ARCHITECTS & E	ECC WINDOW REPLACED	10/5/2022	1,660.50
389447	PARALLEL TECHNOLOGI	QUOTE 12815	10/26/2022	1,636.03
389311	TEACHERS ON CALL, A	CONCORD ELEM	10/19/2022	1,619.20
389250	THE MUSIC MART	YAMAHA YEP-201 EUPH	10/12/2022	1,605.00
389374	EDUCATION LOGISTICS	OCT22-INSIGHT GPS	10/26/2022	1,582.12
389164	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	10/12/2022	1,580.00
389164	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	10/12/2022	1,580.00
389350	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	10/26/2022	1,580.00
389467	TEACHERS ON CALL, A	ND SUBSTITUTES	10/26/2022	1,574.40
389155	BAYADA HOME HEALTH	NURSE DURING SCHOOL	10/12/2022	1,568.75
389210	INTEREUM INC	HERMAN MILLER DV6AC	10/12/2022	1,568.16
389119	TEACHERS ON CALL, A	CN-SUBSTITUTES	10/5/2022	1,568.00
389155	BAYADA HOME HEALTH	NURSE DURING SCHOOL	10/12/2022	1,546.25
389467	TEACHERS ON CALL, A	CS SUBSTITUTES	10/26/2022	1,542.40
389221	KATH FUEL OIL SERVI	UNLEADED	10/12/2022	1,535.85
389119	TEACHERS ON CALL, A	HL-SUBSTITUTES	10/5/2022	1,529.60
389057	KIDCREATE STUDIO	9/26 CLASS	10/5/2022	1,526.00
389467	TEACHERS ON CALL, A	SV SUBSTITUTES	10/26/2022	1,516.80
389067	MCGRAW-HILL SCHOOL	REVEAL MATH ACCLERA	10/5/2022	1,511.64
389278	SUNDE LAND SURVEYIN	CS - SURVEY	10/12/2022	1,496.00

Check No.	Vendor	Description	Date	Amount
389311	TEACHERS ON CALL, A	EHS	10/19/2022	1,472.00
389431	METRO TRANSPORTATIO	AUG22 SPED TRANSPOR	10/26/2022	1,414.40
389156	BAYCOM INC	DW - RADIOS	10/12/2022	1,410.00
389146	ALL STRINGS ATTACHE	1/8 BASS SHEN SB88	10/12/2022	1,400.00
389119	TEACHERS ON CALL, A	SV-SUBSTITUTES	10/5/2022	1,395.20
389397	INSPEC INC	VV LEAK TESTING	10/26/2022	1,357.20
389397	INSPEC INC	EHS LEAK TESTING	10/26/2022	1,357.20
389265	RJ MECHANICAL INC	WATER LINE REPAIR	10/12/2022	1,350.05
389469	THE BAKKEN MUSEUM	11/1 FIELD TRIP FEE	10/26/2022	1,350.00
389289	WASTE MANAGEMENT OF	SV - OCT22 SERVICES	10/12/2022	1,330.11
389289	WASTE MANAGEMENT OF	VV - OCT22 SERVICES	10/12/2022	1,320.52
389318	93 HOP LLC	SEP22-BUS SOLAR PRO	10/26/2022	1,316.97
389205	HOUSE OF NOTE	VIOLIN/CELLO REPAIR	10/12/2022	1,315.00
389234	MASE	MEMBERSHIPS - J.R.	10/12/2022	1,313.00
389139	WOLD ARCHITECTS & E	CV SITE REPAIRS	10/5/2022	1,311.18
389169	CHILDREN'S THEATRE	1ST GRD FIELD TRIP	10/12/2022	1,310.00
389139	WOLD ARCHITECTS & E	ECC EXTERIOR REPAIR	10/5/2022	1,309.45
389280	THE ADVISORS MARKET	500 LANYARDS	10/12/2022	1,308.63
389290	WINSOR LEARNING INC	ITEM# 210-1500	10/12/2022	1,295.00
389429	METRO ELEVATOR INC	OCT22 ELEVATOR SERV	10/26/2022	1,275.00
389288	UPPER LAKES FOODS I	KC SNACKS	10/12/2022	1,268.06
389289	WASTE MANAGEMENT OF	EHS - OCT22 SERVICE	10/12/2022	1,254.72
389441	NOODLE TOOLS INC	22-23 EHS SUBSCR	10/26/2022	1,229.00
389187	EMI AUDIO	ONE TOWN EQUIPMENT	10/12/2022	1,218.80
389191	GILBERT MECHANICAL	VFD REPAIR AHU9	10/12/2022	1,217.80
389146	ALL STRINGS ATTACHE	3/4 CHELLO SHEN SC8	10/12/2022	1,215.00
389408	JERRY'S PRINTING	CC-BOOK PRINTING	10/26/2022	1,205.00
389398	INSTITUTE FOR ENVIR	20-23 EHS MGMT PRGM	10/26/2022	1,201.21
389250	THE MUSIC MART	YAMAHA YAS-26 ALTO	10/12/2022	1,195.00
389307	JIMMY'S JOHNNYS	PORTAS KUHLMAN STDI	10/19/2022	1,190.00
389481	UPPER LAKES FOODS I	KC SNACKS	10/26/2022	1,182.02
389311	TEACHERS ON CALL, A	SOUTH VIEW MIDDLE S	10/19/2022	1,171.20
389415	KATH FUEL OIL SERVI	DEF, WASHER	10/26/2022	1,160.79
389202	HEINEMANN	TOOLKITS FOR AA	10/12/2022	1,155.00
389404	JAN HAGERMAN	SEPT/OCT CLASSES	10/26/2022	1,148.00
388999	ASTLEFORD INTERNATI	EGR COOLER	10/5/2022	1,131.50
389007	CDW GOVERNMENT	AZURE OVERAGES JULY	10/5/2022	1,130.17
389289	WASTE MANAGEMENT OF	ECC - OCT22 SERVICE	10/12/2022	1,128.93
389401	IWS - INNOVATIONAL	SV-GLYCOL	10/26/2022	1,117.84
389170	CHRISTINE JOHNSON	SEP22 INDIAN CONSUL	10/12/2022	1,115.00
389039	HORIZON COMMERCIAL	POOL CHEMICALS	10/5/2022	1,109.50
389323	ADVANCED IMAGING SO	NORMANDALE 09/22	10/26/2022	1,107.97
389311	TEACHERS ON CALL, A	CONTRYSIDE ELEM	10/19/2022	1,107.20
389376	ELDRE SOLUTIONS GRO	TV INSTALLS	10/26/2022	1,103.00
389119	TEACHERS ON CALL, A	VV-SUBSTITUTES	10/5/2022	1,094.40
389086	OFFICE DEPOT INC	JUST BASICS VIEW 3	10/5/2022	1,092.50
389398	INSTITUTE FOR ENVIR	CC 2022 ASBESTOS RE	10/26/2022	1,092.00
389071	MIDWEST BUS PARTS I	RESTRAINTS	10/5/2022	1,082.50
389206	IDENTISYS INC	300 BLANK BADGE CAR	10/12/2022	1,080.23
389164	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	10/12/2022	1,080.00
389350	BUSINESS ESSENTIALS	BLUE 8 1/2 X 11	10/26/2022	1,080.00
389350	BUSINESS ESSENTIALS	CANARY 8 1/2 X 11	10/26/2022	1,080.00
389381	FRASER CHILD AND FA	CONSULT-PSYCHOTHERA	10/26/2022	1,078.00
389481	UPPER LAKES FOODS I	KC SNACKS	10/26/2022	1,076.39
389084	NORTHWEST PASSAGE	AUG22 TUITION-GEN E	10/5/2022	1,069.50
389134	UPPER LAKES FOODS I	KC SNACKS	10/5/2022	1,057.85
389134	UPPER LAKES FOODS I	KC SNACKS	10/5/2022	1,050.00
389385	GOPHER STAGE LIGHTI	TECH LIGHTING REPAI	10/26/2022	1,041.40
389289	WASTE MANAGEMENT OF	CC - OCT22 SERVICES	10/12/2022	1,009.20
389314	VERIFIED CREDENTIAL	AUG 22 BDGD CHECKS	10/19/2022	1,004.05
V17726	SARAH MIZIORKO	CONFERENCE TRAVEL/E	10/12/2022	997.20
389127	TRANE U.S. INC	RTU 3	10/5/2022	997.00

Check No.	Vendor	Description	Date	Amount
389323	ADVANCED IMAGING SO	VALLEY VIEW 09/22	10/26/2022	976.81
389084	NORTHWEST PASSAGE	APR22 TUITION-GEN E	10/5/2022	976.50
389384	GILBERT MECHANICAL	RESET MAIN BREAKER	10/26/2022	969.00
389139	WOLD ARCHITECTS & E	CC WINDOW REPLACED	10/5/2022	963.35
389288	UPPER LAKES FOODS I	KC SNACKS	10/12/2022	962.97
389119	TEACHERS ON CALL, A	ND-SUBSTITUTES	10/5/2022	960.00
389323	ADVANCED IMAGING SO	COUNTRYSIDE 09/22	10/26/2022	953.71
389323	ADVANCED IMAGING SO	CONCORD 09/22	10/26/2022	943.66
389006	CATALYST SOURCING S	ONDEMAND/FACILITIES	10/5/2022	942.50
389399	INTEREUM INC	VS AMERICA HOKKI ST	10/26/2022	937.50
389467	TEACHERS ON CALL, A	CV SUBSTITUTES	10/26/2022	934.40
389107	SCHOLASTIC INC	VV-MAGAZINES	10/5/2022	931.70
389355	CITY OF EDINA	ND 06/29/22-09/28/2	10/26/2022	929.80
389384	GILBERT MECHANICAL	CHILLER START REPAI	10/26/2022	923.75
389042	INDUSTRY TECH SALES	HDMI CABLES	10/5/2022	920.00
389396	INPRO CORPORATION	COLLAB WALL PIECES	10/26/2022	911.79
389091	PAUL GULSVIG	PREP/ACTIVITIES 9/9	10/5/2022	900.00
389191	GILBERT MECHANICAL	ACM BATTERY	10/12/2022	895.00
389470	THE MCDOWELL AGENCY	BKGD CHK-EPS EMPLOY	10/26/2022	881.65
389256	OFFICE DEPOT INC	GRADE 2 SUPPLIES	10/12/2022	873.93
389399	INTEREUM INC	LABOR AND INSTALL	10/26/2022	873.00
389058	KINECT ENERGY, INC	SEP22-ENERGY MGMT F	10/5/2022	867.00
389296	ASTLEFORD INTERNATI	NON WARRANTY REPAIR	10/19/2022	850.61
389459	SANTANDER BANK, N.A	11/15 BUS LEASE INT	10/26/2022	846.90
389311	TEACHERS ON CALL, A	CORNELIA ELEM	10/19/2022	844.80
389457	ROYAL FIREWORKS PUB	CAESAR'S ENGLISH II	10/26/2022	844.20
389481	UPPER LAKES FOODS I	KC SNACKS	10/26/2022	842.90
389139	WOLD ARCHITECTS & E	CS PARK/SITE IMPROV	10/5/2022	836.02
389462	SCIENCE MUSEUM OF M	5TH GRD FIELD TRIP	10/26/2022	832.00
389208	INNOVATIVE OFFICE S	OFFICE SUPPLIES	10/12/2022	822.51
389348	BSN SPORTS, LLC	MERCH DECO HATS (45	10/26/2022	810.00
389481	UPPER LAKES FOODS I	KC SNACKS	10/26/2022	809.57
389392	HILL LEARNING CENTE	2 ADSIS TEACHER LIC	10/26/2022	800.00
389164	BUSINESS ESSENTIALS	WHITE 8 1/2 X 11	10/12/2022	790.00
389399	INTEREUM INC	SIT ON IT SEATING E	10/26/2022	788.48
389134	UPPER LAKES FOODS I	KC SNACKS	10/5/2022	785.26
389160	BOYER TRUCKS	DOT-TRAILER INSPECT	10/12/2022	784.34
389204	HORIZON COMMERCIAL	POOL LIGHT REPAIR	10/12/2022	759.71
389134	UPPER LAKES FOODS I	KC SNACKS	10/5/2022	757.49
389340	BEST BUY BUSINESS A	OPEN PO FOR BYOD CO	10/26/2022	750.00
V17699	NIKIA L MUSSELL	MARATHON T-SHIRTS	10/5/2022	750.00
389323	ADVANCED IMAGING SO	ECC/DO 09/22	10/26/2022	747.13
389071	MIDWEST BUS PARTS I	MIRROR GLASS	10/5/2022	743.58
389139	WOLD ARCHITECTS & E	BUS GARAGE ADDITION	10/5/2022	730.31
389011	CONCRETE LIFTING IN	SIDEWALK REPAIRS DR	10/5/2022	725.00
389016	DASH SPORTS LLC	EQUIP FEES	10/5/2022	725.00
389395	INNOVATIVE OFFICE S	RIBBON TABLE 30X54	10/26/2022	718.20
389215	JESSEN PRESS INC	NOTECARDS & ENVELOP	10/12/2022	710.00
389210	INTEREUM INC	INSTALLATION	10/12/2022	708.20
389395	INNOVATIVE OFFICE S	FURNITURE INSTALLAT	10/26/2022	707.69
389277	SPS COMPANIES INC	PLUMBING REPAIR PAR	10/12/2022	700.23
389314	VERIFIED CREDENTIAL	SEP 22 BKGD CHECKS	10/19/2022	698.37
389433	MIDWEST BUS PARTS I	ROTORS	10/26/2022	689.54
389337	BAYADA HOME HEALTH	NURSE DURING SCHOOL	10/26/2022	682.50
389433	MIDWEST BUS PARTS I	CALIPERS	10/26/2022	679.80
389323	ADVANCED IMAGING SO	SOUTHVIEW 09/22	10/26/2022	675.37
389350	BUSINESS ESSENTIALS	GREEN 8 1/2 X 11	10/26/2022	675.00
389288	UPPER LAKES FOODS I	KC SNACKS	10/12/2022	674.14
389109	SCHOOL SPECIALTY, L	ON LINE ORDER PLACE	10/5/2022	661.93
389185	ELSMORE SWIM SHOP	50 SWIM CAPS	10/12/2022	660.60
389289	WASTE MANAGEMENT OF	CS - OCT22 SERVICES	10/12/2022	660.17
389428	MENARDS - EDEN PRAI	POOL AIR COMPRESSOR	10/26/2022	649.99

Check No.	Vendor	Description	Date	Amount
389279	TEACHERS' CURRICULU	978-1-58371-994-7 5	10/12/2022	640.00
389351	CALCULATORS INC	ITEM # SI-19999 (CA	10/26/2022	639.84
389119	TEACHERS ON CALL, A	CS-SUBSTITUTES	10/5/2022	633.60
389420	LEXIA LEARNING SYST	QUOTE#Q-529861-3	10/26/2022	627.00
389160	BOYER TRUCKS	FILTERS	10/12/2022	625.72
389026	EDUCATORS BENEFIT C	403(B) ADMIN&COMP F	10/5/2022	616.72
389139	WOLD ARCHITECTS & E	CC LIGHTING REPLACE	10/5/2022	614.18
389324	ADVANCED IMAGING SO	LEASE 11.080631790.	10/26/2022	612.00
389326	ALLEGRA EDEN PRAIRI	FALL PLAY YARD SIGN	10/26/2022	611.26
389437	MONICA MOHN	912-244/243,1010-24	10/26/2022	611.10
389367	DAVID WEBB -- HOMER	EXECUTIVE COACHING	10/26/2022	600.00
389147	ALLEGRA EDINA	TR OF EXCELL POSTCA	10/12/2022	599.83
389171	CITY OF EDINA - POL	9/16 HOMECOMING GAM	10/12/2022	598.50
389007	CDW GOVERNMENT	UPS/REM CARD ERATE	10/5/2022	591.00
389353	CHILDREN'S THEATRE	CP 1-2 FIELD TRIP	10/26/2022	590.00
389418	L.C.S.C.	KB POCKET BOX	10/26/2022	590.00
389323	ADVANCED IMAGING SO	CORNELIA 09/22	10/26/2022	588.62
389406	JERRY'S FOODS EDINA	FALL FEST DONUTS	10/26/2022	580.50
389402	IXL LEARNING	QUOTE 932073-2022-	10/26/2022	563.00
V17747	VALERIE E BURKE	MEDICARE SUPPLEMENT	10/26/2022	560.60
389289	WASTE MANAGEMENT OF	CV - OCT22 SERVICES	10/12/2022	560.28
389132	UNIVERSAL ATHLETIC,	SOFTBALLS	10/5/2022	559.93
389312	TIME FOR KIDS	TIME FOR KIDS GR K	10/19/2022	550.00
389271	SCHOOL SPECIALTY, L	ART SUPPLIES	10/12/2022	549.50
389323	ADVANCED IMAGING SO	CREEK VALLEY 09/22	10/26/2022	543.90
389103	RUPP ANDERSON SQUIR	LEGAL SERV: SPED	10/5/2022	535.50
389046	IWS - INNOVATIONAL	30GAL OF GLYCOL	10/5/2022	532.49
389037	GRAINGER	HL-TOILET SENSOR	10/5/2022	528.76
389096	PRAIRIE ELECTRIC CO	RECEPTICLE REPLACED	10/5/2022	522.53
389289	WASTE MANAGEMENT OF	CN - OCT22 SERVICES	10/12/2022	520.86
389384	GILBERT MECHANICAL	CONDENSER PUMP REPA	10/26/2022	520.00
389214	JERRY'S PRINTING	NOTECARDS & ENVELOP	10/12/2022	520.00
389102	ROSAMARIA CAMPBELL	INTERPRETER-GEN ED	10/5/2022	520.00
389167	CENTURYLINK	ECC 10/01/22-10/31/	10/12/2022	516.09
389311	TEACHERS ON CALL, A	CREEK VALLEY ELEM	10/19/2022	512.00
V17700	THERESA MARIE MYRE	MEDICARE	10/5/2022	510.30
V17705	LORI J RACEK	CLASSROOM SUPPLIES	10/5/2022	508.14
389234	MASE	MASE TRAINING - E.C	10/12/2022	500.00
389250	THE MUSIC MART	YAMAHA YCL-255 CLAR	10/12/2022	495.00
389182	DRAIN PRO PLUMBING	2 URINAL DRAINAGE	10/12/2022	490.00
389122	THE CORNER BALLOON	MYLAR BALLOON ARCH	10/5/2022	490.00
389304	H&B SPECIALIZED PRO	BLEACHER CONT REPLA	10/19/2022	487.50
389229	LITERACY RESOURCES,	PHONEMICS CIRRR.	10/12/2022	480.40
389048	JAIME GAARD	926-096	10/5/2022	480.20
389264	RIFTON EQUIPMENT	#R330 - COMPASS CHA	10/12/2022	480.00
389155	BAYADA HOME HEALTH	NURSE DURING SCHOOL	10/12/2022	471.25
389234	MASE	MEMBERSHIPS - A.H.	10/12/2022	470.00
389234	MASE	MEMBERSHIPS - L.H.	10/12/2022	470.00
389423	MASE	MASE MEMBERSHIP-S.S	10/26/2022	470.00
389326	ALLEGRA EDEN PRAIRI	FALL PLAY SHIRTS	10/26/2022	469.71
389381	FRASER CHILD AND FA	CONSULT-PSYCHOTHERA	10/26/2022	462.00
389006	CATALYST SOURCING S	SUPP TRACK MON SUBS	10/5/2022	459.98
389155	BAYADA HOME HEALTH	NURSE DURING SCHOOL	10/12/2022	455.00
389139	WOLD ARCHITECTS & E	HL LIGHTING REPLACE	10/5/2022	451.74
389315	WEX BANK	FUEL	10/19/2022	450.31
389243	MIKE'S SEPTIC SERVI	CONCESSION STAND PU	10/12/2022	450.00
389264	RIFTON EQUIPMENT	#R320 - COMPASS CHA	10/12/2022	450.00
389267	RUSSELL SECURITY RE	ELECTRIC LOCK STRIK	10/12/2022	450.00
389484	WESTWOOD HILLS NATU	FALL PHENOLOGY GRD	10/26/2022	450.00
389311	TEACHERS ON CALL, A	NORMANDALE ELEM	10/19/2022	448.00
389109	SCHOOL SPECIALTY, L	PRIMARY TEACHING EA	10/5/2022	440.28
389323	ADVANCED IMAGING SO	HIGHLANDS 09/22	10/26/2022	439.71

Check No.	Vendor	Description	Date	Amount
389153	BARNES & NOBLE INC	BOOKS FOR EHS	10/12/2022	439.50
389356	COLLABORATIVE CLASS	ESTIMATED SHIPPING/	10/26/2022	439.12
389038	GROTH MUSIC COMPANY	CONCERT BAND MUSIC	10/5/2022	436.00
389088	ON SITE SANITATION	EHS PORTA POTTIES	10/5/2022	435.95
389088	ON SITE SANITATION	ECC PORTA POTTIES	10/5/2022	435.95
389139	WOLD ARCHITECTS & E	VV PARK/SITE IMPROV	10/5/2022	435.04
389000	BAYADA HOME HEALTH	NURSE DURING SCHOOL	10/5/2022	435.00
V17696	CASEY A JERGENS	CLASSROOM SUPPLIES	10/5/2022	432.51
389393	HOUGHTON MIFFLIN HA	ESTIMATED SHIPPING/	10/26/2022	425.87
389205	HOUSE OF NOTE	BASS REPAIR	10/12/2022	425.00
389289	WASTE MANAGEMENT OF	HL - OCT22 SERVICES	10/12/2022	422.01
389037	GRAINGER	VV-TEARDROP BEAM	10/5/2022	420.96
389409	JESSEN PRESS INC	BUSINESS CARDS-P.B.	10/26/2022	409.00
389167	CENTURYLINK	SV 10/01/22-10/31/2	10/12/2022	407.68
389000	BAYADA HOME HEALTH	NURSE DURING SCHOOL	10/5/2022	405.00
V17724	COURTNEY J MAJOR	NCSS CONFERENCE REG	10/12/2022	404.00
389357	COMMERCIAL KITCHEN	COOLER FLOOR REPAIR	10/26/2022	401.00
V17737	MERT T WOODARD	IPHONE:TECH ALLOWAN	10/12/2022	400.00
389296	ASTLEFORD INTERNATI	NON WARRANTY REPAIR	10/19/2022	398.20
389158	BLUUM OF MINNESOTA,	QUOTE 236841	10/12/2022	397.50
389067	MCGRAW-HILL SCHOOL	ESTIMATED SHIPPING/	10/5/2022	394.47
V17739	DAN BAIER	CLASSROOM SUPPLIES	10/26/2022	393.97
389055	KELLY KOEHN	613-061	10/5/2022	390.00
389072	MIDWEST SHEET MUSIC	BAND MUSIC	10/5/2022	389.60
V17698	COURTNEY DOWD MUEHL	LANYARDS/OFFICE SUP	10/5/2022	387.39
389434	MINNESOTA CLAY CO U	ITEM # BT3-25 (25#	10/26/2022	386.92
389139	WOLD ARCHITECTS & E	ECC SITE REPAIRS	10/5/2022	381.12
389332	ASTLEFORD INTERNATI	CLAMPS	10/26/2022	376.59
389167	CENTURYLINK	HL 10/01/22-10/31/2	10/12/2022	374.55
389267	RUSSELL SECURITY RE	INSTALL 2 NEW LOCKS	10/12/2022	373.00
389418	L.C.S.C.	KB PRESSURE STRIPS	10/26/2022	370.00
389228	LEXIA LEARNING SYST	LETRS PARTICIPANT M	10/12/2022	369.00
389023	ECM PUBLISHERS INC	CS ADDITION AD	10/5/2022	364.40
389006	CATALYST SOURCING S	ONDEMAND/FACILITIES	10/5/2022	362.50
389266	ROBERT B HILL CO	ECC-COURSE SALT	10/12/2022	357.84
389186	EMBI TEC	ITEM # M3010 (HUNTI	10/12/2022	357.00
389210	INTEREUM INC	HERMAN MILLER LW100	10/12/2022	354.56
389222	KULLY SUPPLY INC	6 OVERRIDE REPAIR K	10/12/2022	351.00
389364	DARK KNIGHT Solutio	FEES FOR SEP22	10/26/2022	350.00
389284	TIMM RONALD M	CUT THE CORD	10/12/2022	350.00
389139	WOLD ARCHITECTS & E	ECC DOOR-ENTRY REPA	10/5/2022	349.78
389434	MINNESOTA CLAY CO U	ITEM # BT14-25 (25#	10/26/2022	347.32
389039	HORIZON COMMERCIAL	POOL CHEMICALS	10/5/2022	347.00
389476	TRI-STATE BOBCAT IN	DW - KAGE EDGE	10/26/2022	345.42
389476	TRI-STATE BOBCAT IN	ND - KAGE EDGE	10/26/2022	345.41
389296	ASTLEFORD INTERNATI	BUMPER END CAP	10/19/2022	345.15
389032	FOLLETT CONTENT SOL	MATH WORKBOOKS	10/5/2022	343.30
389023	ECM PUBLISHERS INC	SUN CURRENT 9/29	10/5/2022	342.92
389023	ECM PUBLISHERS INC	SUN CURRENT 9/22	10/5/2022	342.92
V17762	JULIE MARIE GREENE	TEDXEDINA FOOD	10/26/2022	342.35
V17747	VALERIE E BURKE	MEDICARE	10/26/2022	340.20
389395	INNOVATIVE OFFICE S	X BASE FOR TABLE	10/26/2022	337.95
V17693	JENNIFER E HARRITS	FOOD FOR WEB TRAINI	10/5/2022	337.80
389387	GRAINGER	FUES FOR RTU 10	10/26/2022	336.60
389295	ASSURED SECURITY IN	NEW KEY BLANKS	10/19/2022	330.00
389132	UNIVERSAL ATHLETIC,	BASEBALLS	10/5/2022	330.00
V17687	JULIE K BAKER	CLASSROOM SUPPLIES	10/5/2022	327.97
389219	JULIE SHERMAN	1003-203	10/12/2022	325.00
389384	GILBERT MECHANICAL	VV-BAC TROUBLESHOOT	10/26/2022	323.00
389375	EDUCATORS BENEFIT C	ACT PARTICIPANT FEE	10/26/2022	319.88
389289	WASTE MANAGEMENT OF	ND - OCT22 SERVICES	10/12/2022	318.42
V17732	ZACHARIAH R PROWELL	CLASSROOM SUPPLIES	10/12/2022	313.94

Check No.	Vendor	Description	Date	Amount
389338	BAYCOM INC	WALKIE EAR PIECES	10/26/2022	312.50
389326	ALLEGRA EDEN PRAIRI	GRD 1 PRINT ORDER	10/26/2022	312.00
389293	ZIP PRINTING & COPY	PRINT SERVICES-OT	10/12/2022	311.92
V17738	ALEXANDRE BAFOIL	EHS FRENCH INTERN P	10/26/2022	310.00
V17744	ALEXIA BOBLET	ND FRENCH INTERN PA	10/26/2022	310.00
V17785	ALISEA RIFFET	ND FRENCH INTERN PA	10/26/2022	310.00
V17782	ANAELLE PETIOT	ND FRENCH INTERN PA	10/26/2022	310.00
V17757	ANDREA GALIAN-CARCE	ND FRENCH INTERN PA	10/26/2022	310.00
V17773	CAMILLE LINAY	ND FRENCH INTERN PA	10/26/2022	310.00
V17788	CAMILLE ROUARD	ND FRENCH INTERN PA	10/26/2022	310.00
V17748	CHARLOTTE CABANNES	ND FRENCH INTERN PA	10/26/2022	310.00
V17796	CINDY TEYSSIER	ND FRENCH INTERN PA	10/26/2022	310.00
V17741	CLEMENTINE BEGIN	ND FRENCH INTERN PA	10/26/2022	310.00
V17749	CYRIELLE CHESNAY	ND FRENCH INTERN PA	10/26/2022	310.00
V17797	DONKAR TSERANG	ND FRENCH INTERN PA	10/26/2022	310.00
V17772	ELISA LESAUVAGE	EHS FRENCH INTERN P	10/26/2022	310.00
V17787	ELSA-FLEUR RODRIGUE	VV FRENCH INTERN PA	10/26/2022	310.00
V17755	FLORA FIESCHI	ND FRENCH INTERN PA	10/26/2022	310.00
V17745	GAETANE BOUILLLOT	ND FRENCH INTERN PA	10/26/2022	310.00
V17768	LISA JULES	ND FRENCH INTERN PA	10/26/2022	310.00
V17771	MARINE LEMAN	ND FRENCH INTERN PA	10/26/2022	310.00
V17781	MARTIN PERRIN	ND FRENCH INTERN PA	10/26/2022	310.00
V17752	MELISSA DESTRAC	EHS FRENCH INTERN P	10/26/2022	310.00
V17746	NOEMIE BROIS-COUZON	ND FRENCH INTERN PA	10/26/2022	310.00
V17742	SALWA BENABOUD	ND FRENCH INTERN PA	10/26/2022	310.00
V17750	SARAH DAHMANE	VV FRENCH INTERN PA	10/26/2022	310.00
V17783	SARAH PILONI	ND FRENCH INTERN PA	10/26/2022	310.00
V17766	SLIMANE IDIR	ND FRENCH INTERN PA	10/26/2022	310.00
V17770	TERRY KUMPS	VV FRENCH INTERN PA	10/26/2022	310.00
V17761	THEO GOUY-LINDE	ND FRENCH INTERN PA	10/26/2022	310.00
389381	FRASER CHILD AND FA	CONSULT-PSYCOTHERAP	10/26/2022	308.00
389381	FRASER CHILD AND FA	CONSULT-PSYCHOTHERA	10/26/2022	308.00
389395	INNOVATIVE OFFICE S	WHITEBOARD 48X36	10/26/2022	306.79
389433	MIDWEST BUS PARTS I	HOSE	10/26/2022	301.35
389119	TEACHERS ON CALL, A	CV-SUBSTITUTES	10/5/2022	300.80
389348	BSN SPORTS, LLC	CONSORT SHIRTS	10/26/2022	300.00
389181	DON JOHNSTON INC	SNAP & READ SEAT LI	10/12/2022	300.00
389332	ASTLEFORD INTERNATI	ROTORS	10/26/2022	298.30
389225	LANGUAGE DYNAMICS G	STORY CHAMPS 2.0 EN	10/12/2022	298.00
389245	MINUTEMAN PRESS CEN	FLOOR STICKERS	10/12/2022	295.00
389409	JESSEN PRESS INC	STATIONARY	10/26/2022	294.00
389157	BEN AND JERRY'S MPL	B&J FOOD TRUCK	10/12/2022	291.00
389327	ALLIANCE INTERPRETI	ASL INTERPRETER-A.C	10/26/2022	288.00
389271	SCHOOL SPECIALTY, L	CONSTRUCTION PAPER	10/12/2022	287.08
389139	WOLD ARCHITECTS & E	CS 2023 LTFM	10/5/2022	286.39
V17715	PAUL DOMER	IPHONE 13: BEG OCT2	10/12/2022	283.53
389025	EDINA GIVE & GO	REFUNDS	10/5/2022	282.60
389443	ODP BUSINESS SOLUTI	CC-COPY ROOM SUPPLI	10/26/2022	281.98
389205	HOUSE OF NOTE	CELLO & BASS REPAIR	10/12/2022	280.00
389425	MATH ADVANTAGE TUT	621-334	10/26/2022	280.00
389319	93 SKIP LLC	SEP22-BUS SOLAR PRO	10/26/2022	278.87
389384	GILBERT MECHANICAL	CHILLER ALARMS REPA	10/26/2022	277.75
389047	JACKIE MART	926-066	10/5/2022	277.20
389021	DRAIN PRO PLUMBING	GREASE TRAP REPAIR	10/5/2022	275.00
389275	SOCIAL THINKING PUB	#4040 - WE THINKERS	10/12/2022	274.99
V17732	ZACHARIAH R PROWELL	CLASSROOM SUPPLIES	10/12/2022	274.87
389139	WOLD ARCHITECTS & E	ECC INTERIOR FINISH	10/5/2022	274.33
389434	MINNESOTA CLAY CO U	ITEM # BT15-25 (25#	10/26/2022	273.52
389034	GENERAL PARTS LLC	DIGITAL THERMOMETER	10/5/2022	268.99
389100	RESEARCH PRESS COMP	#6007 - SKILLSTREAM	10/5/2022	268.54
389139	WOLD ARCHITECTS & E	CV LIGHTING REPLACE	10/5/2022	267.91
389151	ASTLEFORD INTERNATI	CLOCK SPRING	10/12/2022	265.87

Check No.	Vendor	Description	Date	Amount
389037	GRAINGER	HL-TOILET SENSOR	10/5/2022	264.38
389190	GENERAL PARTS LLC	ICE FAN MOTOR REPAI	10/12/2022	260.33
389096	PRAIRIE ELECTRIC CO	SV-GENERATOR	10/5/2022	260.30
V17689	NINA EHRMENTRAUT CA	CLASSROOM SUPPLIES	10/5/2022	259.05
389351	CALCULATORS INC	ITEM # TI-30X-IIS-T	10/26/2022	259.00
389051	JOHNSON CONTROLS FI	MAIN PANEL REPAIR	10/5/2022	256.00
389226	LAURSEN PIANO SERVI	PIANO TUNING	10/12/2022	256.00
389434	MINNESOTA CLAY CO U	ITEM # UGVIOG (VIOL	10/26/2022	255.56
389200	HANDS-ON TASKS INC	#FMT-BL - BEGINNER	10/12/2022	255.48
389200	HANDS-ON TASKS INC	#FMT-BL - BEGINNER	10/12/2022	255.47
389078	MULTILINGUAL WORD I	INTERPRETER-ML	10/5/2022	254.50
389395	INNOVATIVE OFFICE S	42" ROUND TABLE, MA	10/26/2022	254.25
389458	RUSSELL SECURITY RE	CA1 KEYS	10/26/2022	254.00
389378	ESCREEN, INC.	DOT-MULTIPLE	10/26/2022	252.50
389399	INTEREUM INC	HERMAN MILLER BAR P	10/26/2022	251.84
389227	LENOVO-USA INC	ASP RENEWAL FEE	10/12/2022	250.00
389422	MAPLE GROVE HIGH SC	9/10 VB TOURNEY FEE	10/26/2022	250.00
389291	WPS - WESTERN PSYCH	SKU: W-703BP25 - DP	10/12/2022	250.00
389142	ACME TOOLS PLYMOUTH	DW - TOOLS	10/12/2022	249.00
389330	ARMSTRONG CROSS COU	10/24 GRLS XC ENTRY	10/26/2022	247.50
389395	INNOVATIVE OFFICE S	DRY ERASE BOARD 96X	10/26/2022	246.53
389324	ADVANCED IMAGING SO	LEASE 11.08 0631790	10/26/2022	246.00
389307	JIMMY'S JOHNNYS	PORTAS EHS	10/19/2022	245.00
389038	GROTH MUSIC COMPANY	CHOIR MUSIC	10/5/2022	244.80
389038	GROTH MUSIC COMPANY	CONCERT BAND MUSIC	10/5/2022	244.00
389379	FACTORY MOTOR PARTS	BATTERIES	10/26/2022	241.00
389184	ELIZABETH STOCKWELL	LUNCH ACCT REFUND	10/12/2022	235.70
389167	CENTURYLINK	CS 10/01/22-10/31/2	10/12/2022	232.96
389167	CENTURYLINK	CC 10/01/22-10/31/2	10/12/2022	232.96
389167	CENTURYLINK	CN 10/01/22-10/31/2	10/12/2022	232.96
389256	OFFICE DEPOT INC	OFFICE SUPPLIES ONL	10/12/2022	230.70
V17702	SHAUN P PAKENHAM	STAFF GIFT CARDS	10/5/2022	230.00
389326	ALLEGRA EDEN PRAIRI	CS STRONG BANNERS (10/26/2022	228.00
389330	ARMSTRONG CROSS COU	10/24 BOYS XC ENTRY	10/26/2022	227.50
V17704	DEBORAH M PEKAREK	CLASSROOM SUPPLIES	10/5/2022	226.48
389233	MASBO	MASBO 2022 FALL CON	10/12/2022	225.00
389233	MASBO	MASBO 2022 FALL CON	10/12/2022	225.00
389233	MASBO	MASBO 2022 FALL CON	10/12/2022	225.00
389013	CUB FOODS SOUTHDALE	COKE FOR SCIENCE (8	10/5/2022	223.20
389242	MIDWEST BUS PARTS I	MIRROR ASSEMBLY	10/12/2022	222.86
389086	OFFICE DEPOT INC	OFFICE DEPOT ON LIN	10/5/2022	221.93
389421	LIGHTNING PRINTING	DIPLOMA CHIPBOARD	10/26/2022	221.50
389205	HOUSE OF NOTE	BASS REPAIR	10/12/2022	220.00
389336	BAUER BUILT INC	TIRE DISPOSAL FEE	10/26/2022	219.00
389395	INNOVATIVE OFFICE S	TEACHER CHAIR - VOL	10/26/2022	218.25
389472	TIMBERNOOK	SUMMER PR0OG FEE	10/26/2022	215.56
389251	NAC MECHANICAL & EL	SQL SERVER MIGRATIO	10/12/2022	215.00
389395	INNOVATIVE OFFICE S	CORK BOARD 48X72	10/26/2022	214.99
389327	ALLIANCE INTERPRETI	ASL INTERPRETER-A.B	10/26/2022	212.50
389327	ALLIANCE INTERPRETI	ASL INTERPRETER-K.F	10/26/2022	212.50
389467	TEACHERS ON CALL, A	ELC/ECSE SUBSTITUTE	10/26/2022	211.20
389110	SHAMROCK GROUP	ATHL-ICE MACHINE RE	10/5/2022	211.05
389008	CHRIS JUN	DEBATE: UK TOURNEY	10/5/2022	210.00
389017	DAVID COATES	DEBATE: UK TOURNEY	10/5/2022	210.00
389017	DAVID COATES	DEBATE: WDM VALLEY	10/5/2022	210.00
389064	MARK KIVIMAKI	DEBATE: UK TOURNEY	10/5/2022	210.00
389114	SOPHIA POLLEY-FISAN	DEBATE: UK	10/5/2022	210.00
389114	SOPHIA POLLEY-FISAN	DEBATE: WDM VALLEY	10/5/2022	210.00
389306	JERRY'S ENTERPRISES	SUMMER SCHOOL SNACK	10/19/2022	207.93
389203	HOGLUND BUS CO INC	SENSOR	10/12/2022	206.35
389286	T-MOBILE	HL MAINT - SEP22	10/12/2022	204.07
389298	CULLIGAN BOTTLED WA	STAFF LOUNGE WATER	10/19/2022	203.85

Check No.	Vendor	Description	Date	Amount
388991	SPORTS PRO LLC	WELNESS CENTER MAIN	10/5/2022	202.65
389172	CITY OF ST. LOUIS PA	WSTWD HILLS 8/17	10/12/2022	202.50
389194	GRAINGER	FUSES POOL UNIT	10/12/2022	201.96
389242	MIDWEST BUS PARTS I	WASTE BASKETS	10/12/2022	201.93
389176	CPI-CRISIS PREVENTI	MEMBERHSIP - W.B.	10/12/2022	200.00
389176	CPI-CRISIS PREVENTI	MEMBERSHIP - M.D.	10/12/2022	200.00
389113	SIMPLE CPR, LLC	CPR CERTIFICATION C	10/5/2022	200.00
389053	JW PEPPER & SON INC	CHOIR MUSIC	10/5/2022	199.96
389287	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	10/12/2022	198.75
389174	COLLABORATIVE CLASS	QUOTE#Q719754	10/12/2022	197.00
389434	MINNESOTA CLAY CO U	ESTIMATED SHIPPING/	10/26/2022	196.05
389053	JW PEPPER & SON INC	BAND MUSIC	10/5/2022	196.00
V17690	BRUCE W COLES	AUG-OCT22 CELL PHON	10/5/2022	195.00
389133	UNIVERSITY LANGUAGE	INTERPRETER-SPED	10/5/2022	193.75
389480	UNIVERSITY LANGUAGE	INTERPRETER-GEN ED	10/26/2022	193.75
389262	RAINBOW RESOURCE CE	#006882 - MEGAWORDS	10/12/2022	193.63
389445	OPENTEXT INC	FEES FOR SEP22	10/26/2022	192.68
389308	JOHNSON CONTROLS FI	EHS-ALARM & DETECTI	10/19/2022	192.00
389449	PIONEER MIDWEST LLC	NORDIC PROLINK SKAT	10/26/2022	191.88
389449	PIONEER MIDWEST LLC	NORDIC PROLINK SKAT	10/26/2022	191.88
389183	EDINA GIVE & GO	REFUND	10/12/2022	191.70
389083	NICE GUY TECHNOLOGY	912-206	10/5/2022	191.10
389174	COLLABORATIVE CLASS	QUOTE# Q719754	10/12/2022	191.00
V17743	KRISTIN R BENNETT	CLASSROOM SUPPLIES	10/26/2022	185.06
389248	MOUNDS VIEW HIGH SC	9/24 XC ENTRY FEE	10/12/2022	185.00
389248	MOUNDS VIEW HIGH SC	9/24 XC ENTRY FEE	10/12/2022	185.00
389458	RUSSELL SECURITY RE	DOOR LOCKS REPAIR	10/26/2022	185.00
389196	GREATAMERICA FINANC	POSTAGE MTR OCT22 D	10/12/2022	184.95
389224	LAKESHORE LEARNING	TEACHER PLANNERS	10/12/2022	183.77
389436	MN UNITED SOCCER CL	ALLIANZ FIELD TOUR	10/26/2022	180.25
389199	HAMMER SPORTS LLC	9/7 & 9/8 OFFICIALS	10/12/2022	178.00
389306	JERRY'S ENTERPRISES	SUMMER SCHOOL SNACK	10/19/2022	177.81
389177	CUB FOODS SOUTHDALE	STAFF MTG ACTIVITY	10/12/2022	176.94
389031	FLAGHOUSE INC	#P38454 - ADJUSTABL	10/5/2022	175.00
389307	JIMMY'S JOHNNYS	PORTAS CV TENNIS CR	10/19/2022	175.00
389005	CAROLINA BIOLOGICAL	ITEM # 82-4020 (3M	10/5/2022	173.90
389335	AUTOMOBILE SERVICE	ALIGNMENT	10/26/2022	172.74
389335	AUTOMOBILE SERVICE	ALIGNMENT	10/26/2022	172.74
389289	WASTE MANAGEMENT OF	BUS - OCT22 SERVICE	10/12/2022	171.59
389335	AUTOMOBILE SERVICE	ALIGNMENT	10/26/2022	171.56
389203	HOGLUND BUS CO INC	VALVE	10/12/2022	170.24
389348	BSN SPORTS, LLC	MERCH DECO COACH	10/26/2022	170.00
389121	TERRY BUMGARNER	GSWIM: SV INVITE	10/5/2022	168.00
V17790	JARED D SCRIBNER	USSA MEMBERSHIP FEE	10/26/2022	165.00
389087	OLYMPIC COMMUNICATI	VV-PAGING AUDITORIU	10/5/2022	165.00
389313	UNITED REFRIGERATIO	MOTOR FOR FREEZER	10/19/2022	164.84
389053	JW PEPPER & SON INC	CHOIR MUSIC	10/5/2022	162.99
389302	GENERAL PARTS LLC	THERMOPILE-PIZZA OV	10/19/2022	160.53
389164	BUSINESS ESSENTIALS	GREEN 8 1/2 X 11	10/12/2022	160.00
389027	EDWARD STEVENS	FOOTBALL: SHAKOPEE	10/5/2022	160.00
389082	NEIL ANDRASHKO	FOOTBALL: ROSEMOUNT	10/5/2022	160.00
389095	PIYUSH RANADE	FOOTBALL: SHAKOPEE	10/5/2022	160.00
389123	THOMAS SCHILLER	FOOTBALL: SHAKOPEE	10/5/2022	160.00
389389	GREATAMERICA FINANC	POSTAGE MTR NOV22 S	10/26/2022	159.95
389136	WEST MUSIC COMPANY	MUSIC INSTRUCTIONAL	10/5/2022	159.87
V17778	COURTNEY DOWD MUEHL	OFFICE SUPPLIES	10/26/2022	159.35
389396	INPRO CORPORATION	COLLAB WALL PIECES	10/26/2022	159.15
389389	GREATAMERICA FINANC	POSTAGE MTR NOV22 E	10/26/2022	159.00
389379	FACTORY MOTOR PARTS	BULBS	10/26/2022	158.72
V17709	LESLIE STAGEBERG	CLASSROOM SUPPLIES	10/5/2022	158.39
389309	KEYSTONE	PAINT	10/19/2022	157.20
389198	GROTH MUSIC COMPANY	CHOIR MUSIC	10/12/2022	155.76

Check No.	Vendor	Description	Date	Amount
389086	OFFICE DEPOT INC	SUPPLIES AND ML	10/5/2022	155.49
389343	BOYER TRUCKS	EXHAUST PIPE	10/26/2022	153.48
V17700	THERESA MARIE MYRE	MEDICARE SUPPLEMENT	10/5/2022	153.00
389332	ASTLEFORD INTERNATI	DOOR PROP	10/26/2022	152.12
389314	VERIFIED CREDENTIAL	JUN 22 BKGRD CHECKS	10/19/2022	150.68
389362	CULLIGAN BOTTLED WA	ND-STAFF LOUNGE WAT	10/26/2022	150.63
389061	LAKEVILLE NORTH HIG	XC MEET ENTRY FEE	10/5/2022	150.00
V17720	SAMUEL G KHWICE	MUSIC SUPPLIES	10/12/2022	150.00
389118	TALENT ASSESSMENT I	PAES VIDEO LIBRARY	10/5/2022	150.00
389196	GREATAMERICA FINANC	POSTAGE MTR OCT22 E	10/12/2022	149.95
389109	SCHOOL SPECIALTY, L	BRASSICA RAPA SEEDS	10/5/2022	149.58
389069	MENARDS - EDEN PRAI	MISC SUPPLIES	10/5/2022	149.55
389254	NOTEFLIGHT LLC	22-23 SV SUBSCRIPTI	10/12/2022	149.00
389434	MINNESOTA CLAY CO U	ITEM #UGBRDG (BRIGH	10/26/2022	147.56
389433	MIDWEST BUS PARTS I	MIRROR BRACKET	10/26/2022	147.36
V17695	KELLY H JANSEN	CLASSROOM SUPPLIES	10/5/2022	146.83
389464	STEVEN KUDEBEH	LACROSSE: MISSED PM	10/26/2022	141.00
389434	MINNESOTA CLAY CO U	ITEM # UGWHTG (WHIT	10/26/2022	140.31
V17692	BENJAMIN J FRIED	HISTORY DAY WORKSHO	10/5/2022	140.00
389366	DAVID COATES	DEBATE: U OF MN	10/26/2022	140.00
389064	MARK KIVIMAKI	DEBATE: WDM VALLEY	10/5/2022	140.00
389168	CHILD 1ST PUBLICATI	306 SNAPWORDS TEACH	10/12/2022	139.95
389428	MENARDS - EDEN PRAI	CAULK GUN/TUBES	10/26/2022	139.28
389434	MINNESOTA CLAY CO U	ITEM # UGBORG (BRIL	10/26/2022	138.56
389386	GOPHER STATE ONE-CA	SEP22-BILLABLE TICK	10/26/2022	137.70
389332	ASTLEFORD INTERNATI	CABLE	10/26/2022	135.38
389164	BUSINESS ESSENTIALS	BLUE 8 1/2 X 11	10/12/2022	135.00
389470	THE MCDOWELL AGENCY	BKGD CHK-CES VOLUNT	10/26/2022	135.00
389468	TEACHERS PAY TEACHE	#4012364 - MADE FOR	10/26/2022	134.40
V17719	JENNIFER A JOHNSON	JUL-SEP22 CELL PHON	10/12/2022	134.20
389235	MATSON HOLDINGS, IN	BATTERY	10/12/2022	133.80
389394	IKI INC	INSTANT PIANO	10/26/2022	132.00
389434	MINNESOTA CLAY CO U	ITEM # UGYELG (YELL	10/26/2022	130.46
V17737	MERT T WOODARD	AUG-SEP22 CELL PHON	10/12/2022	130.00
V17718	RACHEL M HICKS	AUG-SEP22 CELL PHON	10/12/2022	130.00
389290	WINSOR LEARNING INC	ESTIMATED SHIPPING/	10/12/2022	129.50
389329	AMERICAN SCHOOL COU	ASCA MEMBERSHIP-E.L	10/26/2022	129.00
389187	EMI AUDIO	SOUND MIXER BRD	10/12/2022	127.99
389433	MIDWEST BUS PARTS I	LIGHTS	10/26/2022	127.80
389098	RANDI GRAVES	GSWIM: SV INVITE	10/5/2022	126.00
V17736	ANN E THOLE	CLASSROOM TREATS	10/12/2022	125.80
389303	GROTH MUSIC COMPANY	JAZZ BAND ENSEMBLE	10/19/2022	125.60
389197	GREENHILL SCHOOL	DEBATE ENTRY FEE	10/12/2022	125.00
389244	MINNESOTA HISTORICA	QUOTE#03363	10/12/2022	125.00
389275	SOCIAL THINKING PUB	#4001 - WE THINKERS	10/12/2022	124.99
389433	MIDWEST BUS PARTS I	HOSE CONNECTORS	10/26/2022	122.59
389054	KATHLEEN POVOLNY	PHOTO ORG	10/5/2022	122.50
V17713	JENNIFER M CARTER	JUL-SEP22 CELL PHON	10/12/2022	121.09
V17791	CAMILLA D SHERMAN	SEP-OCT22 CELL PHON	10/26/2022	121.02
389188	FACTORY MOTOR PARTS	WIPER BLADES	10/12/2022	120.90
389053	JW PEPPER & SON INC	CHOIR MUSIC	10/5/2022	120.00
V17774	NATHANIEL M LINDLEY	AUG-SEP22 CELL PHON	10/26/2022	120.00
389446	ORKIN COMMERCIAL SE	BUS - SEP22 SERVICE	10/26/2022	120.00
389405	JERRY'S FOODS EDINA	OFFICE FOOD/TREATS	10/26/2022	119.90
V17779	CARMEN B NESHEIM	CLASSROOM SUPPLIES	10/26/2022	118.43
389343	BOYER TRUCKS	FILTERS	10/26/2022	118.00
389180	DEKYI YOUDON	FIELD TRIP REFUNDS	10/12/2022	118.00
389109	SCHOOL SPECIALTY, L	CUPS, PLASTIC PLANT	10/5/2022	116.58
389444	OFFICE DEPOT INC	ON LINE ORDER ADMIN	10/26/2022	116.02
389326	ALLEGRA EDEN PRAIRI	NEW PRIDE PAWS	10/26/2022	116.00
389015	CUSHMAN MOTOR COMPA	CS - BLADE	10/5/2022	113.13
389468	TEACHERS PAY TEACHE	#5821448 - MADE FOR	10/26/2022	112.00

Check No.	Vendor	Description	Date	Amount
389468	TEACHERS PAY TEACHE	#7077899 - MADE FOR	10/26/2022	112.00
389434	MINNESOTA CLAY CO U	ITEM #BT10-25 (25#	10/26/2022	111.56
389286	T-MOBILE	ECC MAINT - SEP22	10/12/2022	110.29
389032	FOLLETT CONTENT SOL	HL-MATH WORKBOOKS	10/5/2022	110.20
389233	MASBO	ANNUAL MEMBERSHIP -	10/12/2022	110.00
389233	MASBO	ANNUAL MEMBERSHIP -	10/12/2022	110.00
389233	MASBO	ANNUAL MEMBERSHIP -	10/12/2022	110.00
389266	ROBERT B HILL CO	SOFTENER REPAIR	10/12/2022	109.50
389442	NORTHWEST PASSAGE	SEP22 TUITION-SEPD	10/26/2022	108.50
389038	GROTH MUSIC COMPANY	BAND MUSIC	10/5/2022	108.00
V17756	MATTHEW E GABRIELSO	CLASSROOM SUPPLIES	10/26/2022	106.00
389150	AMSOIL INC	DW - OIL	10/12/2022	105.77
389150	AMSOIL INC	EHS - OIL	10/12/2022	105.77
V17798	NORMAN F VANDERLIND	AUG-SEP22 CELL PHON	10/26/2022	105.26
389222	KULLY SUPPLY INC	BRADLEY GANGED VALV	10/12/2022	104.69
389373	ECM PUBLISHERS INC	AUG 8 REG	10/26/2022	104.55
389034	GENERAL PARTS LLC	VULCAN OVEN DR LATC	10/5/2022	103.70
389188	FACTORY MOTOR PARTS	BATTERY HARNESS	10/12/2022	103.46
389375	EDUCATORS BENEFIT C	ACT BASE FEE	10/26/2022	102.00
389077	MTI DISTRIBUTING IN	DISTRICT - BLADES	10/5/2022	100.96
389038	GROTH MUSIC COMPANY	ORCHESTRA SUPPLIES	10/5/2022	100.59
V17792	JEFFREY D SLATER	FIELD TRIP FUEL	10/26/2022	100.08
389325	ALEXANDRIA HIGH SCH	10/8 BOYS XC ENTRY	10/26/2022	100.00
389325	ALEXANDRIA HIGH SCH	10/8 GRLS XC ENTRY	10/26/2022	100.00
389352	CHARLES STEWART	FOOTBALL: FARMINGTO	10/26/2022	100.00
389076	MN DEPT OF LABOR AN	EHS-ELEVATOR OPERAT	10/5/2022	100.00
389363	CUSTOM HOSE TECH	BRAKE HOSE	10/26/2022	98.53
389070	METRO SALES INC	SEP22-ATHL COPIER	10/5/2022	98.00
389430	METRO SALES INC	OCT22 - ATHL COPIER	10/26/2022	98.00
V17721	ANGELA L KIEFFER	ORIENTATION SUPPLIE	10/12/2022	96.10
389446	ORKIN COMMERCIAL SE	EHS - SEP22 SERVICE	10/26/2022	95.00
389434	MINNESOTA CLAY CO U	ITEM # UGGRNG (GREE	10/26/2022	94.46
V17725	BRIAN MANTHE	AUG-SEP22 CELL PHON	10/12/2022	93.80
389209	INPRO CORPORATION	WALL PROJECT PIECES	10/12/2022	92.99
389236	MEDCO SUPPLY	CRAMER COMPRESSION	10/12/2022	92.06
389321	ADAM BERG	FOOTBALL: LAKEVILLE	10/26/2022	92.00
389341	BLAINE TURNBULL	FOOTBALL: LAKEVILLE	10/26/2022	92.00
389062	LUCAS KARNAS	FOOTBALL: PRIOR LAK	10/5/2022	92.00
389440	NICHOLAS EDWARDS	FOOTBALL: LAKEVILLE	10/26/2022	92.00
389456	ROBERT RIES	FOOTBALL: LAKEVILLE	10/26/2022	92.00
389105	RYAN TOWNZEN	FOOTBALL: PRIOR LAK	10/5/2022	92.00
389130	TYLER VRIEZE	FOOTBALL: PRIOR LAK	10/5/2022	92.00
389138	WILLIAM BEAN	FOOTBALL: PRIOR LAK	10/5/2022	92.00
389488	ZACHARY GUSTAFSON	FOOTBALL: LAKEVILLE	10/26/2022	92.00
389146	ALL STRINGS ATTACHE	BASS BRIDGE REPAIR	10/12/2022	90.00
389066	MCEA	JOB POSTINGS	10/5/2022	90.00
389391	HAMMER SPORTS LLC	9/22 MATCH OFFICIAL	10/26/2022	89.00
389139	WOLD ARCHITECTS & E	CC WELL REPAIR	10/5/2022	88.15
389053	JW PEPPER & SON INC	BAND MUSIC	10/5/2022	87.99
389101	ROBERT KELLER	FOOD FOR EVENT	10/5/2022	87.77
389218	JOSHUA FORSYTHE	GSOCER: MINNETONKA	10/12/2022	87.00
389056	KENNETH STARCZNSKI	GSWIM: STMA	10/5/2022	87.00
389230	LUKE BUNGE	GSOCER: MINNETONKA	10/12/2022	87.00
389121	TERRY BUMGARNER	GSWIM: STMA	10/5/2022	87.00
389121	TERRY BUMGARNER	GSWIM: BUFFALO	10/5/2022	87.00
389373	ECM PUBLISHERS INC	AUG 23 SPEC	10/26/2022	86.10
389409	JESSEN PRESS INC	BUSINESS CARDS-ATHL	10/26/2022	85.00
389242	MIDWEST BUS PARTS I	BOLTS	10/12/2022	83.64
389213	JERRY'S HARDWARE	BLDG REPAIR SUPPLIE	10/12/2022	83.23
389405	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	10/26/2022	83.02
389018	DAVID MATYI	BASEBALL: MISSED PM	10/5/2022	83.00
389053	JW PEPPER & SON INC	BAND MUSIC	10/5/2022	82.99

Check No.	Vendor	Description	Date	Amount
389109	SCHOOL SPECIALTY, L	ESTIMATED SHIPPING/	10/5/2022	82.90
389434	MINNESOTA CLAY CO U	ITEM # UGBLUG (BLUE	10/26/2022	82.76
389143	ADVANCED IMAGING SO	CV TONER	10/12/2022	82.07
389384	GILBERT MECHANICAL	RTU-1 VFD REPAIR	10/26/2022	80.75
389246	MINVALCO INC	VAV BOX DAMPER ACTU	10/12/2022	80.40
389322	ADAM CROTTEAU	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389322	ADAM CROTTEAU	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389341	BLAINE TURNBULL	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389341	BLAINE TURNBULL	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389002	BRANDON TAYLOR	FOOTBALL: ROSEMOUNT	10/5/2022	80.00
389161	BRANDON TAYLOR	FOOTBALL: SHAKOPEE	10/12/2022	80.00
389161	BRANDON TAYLOR	FOOTBALL: FARMINGTO	10/12/2022	80.00
389162	BRETT HUFENDICK	FOOTBALL: FARMINGTO	10/12/2022	80.00
389358	CONJUGUEMOS	22-23 VV SUBSCRIPTI	10/26/2022	80.00
389012	CORY GIESEKE	FOOTBALL: SHAKOPEE	10/5/2022	80.00
389360	CORY GIESEKE	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389361	CORY STROUP	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389028	ERROL THOMPSON	FOOTBALL: SHAKOPEE	10/5/2022	80.00
389028	ERROL THOMPSON	FOOTBALL: ROSEMOUNT	10/5/2022	80.00
389383	GENERAL SECURITY SE	EHS-PATROL RESPONSE	10/26/2022	80.00
389211	JAMES BROTHERTON	FOOTBALL: ROSEMOUNT	10/12/2022	80.00
389403	JAMES HOLT JR	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389403	JAMES HOLT JR	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389217	JOHN BOHMBACH	FOOTBALL: FARMINGTO	10/12/2022	80.00
389241	MICHAEL KALLAS	FOOTBALL: FARMINGTO	10/12/2022	80.00
389073	MIKE KARNAS	FOOTBALL: ROSEMOUNT	10/5/2022	80.00
389440	NICHOLAS EDWARDS	FOOTBALL: LAKEVILLE	10/26/2022	80.00
389446	ORKIN COMMERCIAL SE	SV - SEP22 SERVICES	10/26/2022	80.00
389446	ORKIN COMMERCIAL SE	VV - SEP22 SERVICES	10/26/2022	80.00
389090	PAT BAUSCHELT	FOOTBALL: ROSEMOUNT	10/5/2022	80.00
389456	ROBERT RIES	FOOTBALL: LAKEVILLE	10/26/2022	80.00
389457	ROYAL FIREWORKS PUB	CAESAR'S ENGLISH II	10/26/2022	80.00
389475	TREVOR BUSBY	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389479	TYLER WILSON	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389138	WILLIAM BEAN	FOOTBALL: ROSEMOUNT	10/5/2022	80.00
389488	ZACHARY GUSTAFSON	FOOTBALL: LAKEVILLE	10/26/2022	80.00
389488	ZACHARY GUSTAFSON	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389488	ZACHARY GUSTAFSON	FOOTBALL: E PRAIRIE	10/26/2022	80.00
389411	JULIE ANDERSON	FY22-23 NONPUB AID	10/26/2022	79.78
389224	LAKESHORE LEARNING	#HH460X - EARLY MAT	10/12/2022	79.50
389224	LAKESHORE LEARNING	#HH460X - EARLY MAT	10/12/2022	79.50
389224	LAKESHORE LEARNING	#PP710X - MATH FOLD	10/12/2022	79.50
389224	LAKESHORE LEARNING	#PP710X - MATH FOLD	10/12/2022	79.50
389293	ZIP PRINTING & COPY	PRINT SERVICES-OT	10/12/2022	79.39
389399	INTEREUM INC	HERMAN MILLER PEDES	10/26/2022	79.36
389434	MINNESOTA CLAY CO U	ITEM # UGBRNG (BROW	10/26/2022	79.16
389189	FOLLETT SCHOOL SOLU	ORDER#2638078A	10/12/2022	78.05
389395	INNOVATIVE OFFICE S	CASTER ADD ON KIT	10/26/2022	77.40
389045	ISRAEL CEDILLO CARC	BSOCCER: HOPKINS	10/5/2022	77.00
389045	ISRAEL CEDILLO CARC	GSOCCER: HOPKINS	10/5/2022	77.00
389050	JOE KOCH	BSOCCER: STMA	10/5/2022	77.00
389050	JOE KOCH	GSOCCER: STMA	10/5/2022	77.00
389216	JOE KOCH	BSOCCER: MINNETONKA	10/12/2022	77.00
389218	JOSHUA FORSYTHE	BSOCCER: MINNETONKA	10/12/2022	77.00
389063	LUKE BUNGE	BSOCCER: HOPKINS	10/5/2022	77.00
389063	LUKE BUNGE	GSOCCER: HOPKINS	10/5/2022	77.00
389230	LUKE BUNGE	BSOCCER: MINNETONKA	10/12/2022	77.00
389094	PHILLIP RICKERT	BSOCCER: HOPKINS	10/5/2022	77.00
389094	PHILLIP RICKERT	GSOCCER: HOPKINS	10/5/2022	77.00
389104	RYAN GRIGGS	BSOCCER: STMA	10/5/2022	77.00
389104	RYAN GRIGGS	GSOCCER: STMA	10/5/2022	77.00
389117	SUBEL SUNBEEB	BSOCCER: STMA	10/5/2022	77.00

Check No.	Vendor	Description	Date	Amount
389117	SUBEL SUNBEEB	GSOCER: STMA	10/5/2022	77.00
389317	VICTOR DE MEIRELES	BSOCER: SHAKOPEE	10/26/2022	77.00
389038	GROTH MUSIC COMPANY	CONCERT BAND MUSIC	10/5/2022	75.96
V17730	KRISTA S PHILLIPS	AUG-SEP22 MILEAGE	10/12/2022	75.94
389022	ECKROTH MUSIC	BARI SAX REPAIR	10/5/2022	75.00
389085	OCCUPATIONAL MEDICI	DOT - T.G.	10/5/2022	75.00
389085	OCCUPATIONAL MEDICI	DOT - R.D.	10/5/2022	75.00
389085	OCCUPATIONAL MEDICI	DOT - M.W.	10/5/2022	75.00
389470	THE MCDOWELL AGENCY	BKGD CHK-PARENT VOL	10/26/2022	75.00
389271	SCHOOL SPECIALTY, L	PRANG SEMI-MOIST WA	10/12/2022	74.99
V17758	MEGAN E GALLENGER	CLASSROOM SUPPLIES	10/26/2022	74.31
389326	ALLEGRA EDEN PRAIRI	FALL PLAY POSTERS	10/26/2022	73.66
389410	JOSTENS INC	DIPLOMA ORDER	10/26/2022	73.34
V17691	KERRY M EISENBARTH	ML BINGO NIGHT FOOD	10/5/2022	70.12
V17707	AMANDA K SOCZYNSKI	DEBATE: UK TOURNEY	10/5/2022	70.00
V17707	AMANDA K SOCZYNSKI	DEBATE: MDTA	10/5/2022	70.00
V17735	AMANDA K SOCZYNSKI	DEBATE: ROSEMOUNT	10/12/2022	70.00
V17793	AMANDA K SOCZYNSKI	DEBATE: LAKEVILLE N	10/26/2022	70.00
389347	BRYCE RAO	DEBATE: LAKEVILLE N	10/26/2022	70.00
389008	CHRIS JUN	DEBATE: MDTA	10/5/2022	70.00
389009	CLAIRE ANDERSON MCE	DEBATE: MDTA	10/5/2022	70.00
389173	CLAIRE ANDERSON MCE	DEBATE: ROSEMOUNT	10/12/2022	70.00
389179	DAVID COATES	DEBATE: ROSEMOUNT	10/12/2022	70.00
389366	DAVID COATES	DEBATE: EDEN PRAIRI	10/26/2022	70.00
389412	JUSTIN LIN	DEBATE: U OF MN	10/26/2022	70.00
389223	KYRA BOORSMA BERGER	DEBATE: ROSEMOUNT	10/12/2022	70.00
389231	MARK KIVIMAKI	DEBATE: ROSEMOUNT	10/12/2022	70.00
389263	RICHELLE LIES	DEBATE: ROSEMOUNT	10/12/2022	70.00
389454	RICHELLE LIES	DEBATE: LAKEVILLE N	10/26/2022	70.00
389154	BATTERIES R US	CLOCK BATTERIES	10/12/2022	69.96
389192	GOPHER/PLAY WITH A	#72-185 - RAINBOW T	10/12/2022	69.95
388997	AMY PETERSON	BSOCER: BUFFALO	10/5/2022	69.50
388997	AMY PETERSON	GSOCER: BUFFALO	10/5/2022	69.50
388998	ARKADZI TALKACHOU	BSOCER: BUFFALO	10/5/2022	69.50
388998	ARKADZI TALKACHOU	GSOCER: BUFFALO	10/5/2022	69.50
389339	BENJAMIN ZWART	BSOCER: CHASKA	10/26/2022	69.50
389339	BENJAMIN ZWART	GSOCER: E PRAIRIE	10/26/2022	69.50
389163	BRIANNA PENSINI	BSOCER: SHAKOPEE	10/12/2022	69.50
389163	BRIANNA PENSINI	GSOCER: SHAKOPEE	10/12/2022	69.50
389178	DANIEL KLUNDT	BSOCER: SHAKOPEE	10/12/2022	69.50
389178	DANIEL KLUNDT	GSOCER: SHAKOPEE	10/12/2022	69.50
389212	JAMIE DEROSIER	GSOCER: WACONIA	10/12/2022	69.50
389212	JAMIE DEROSIER	BSOCER: WACONIA	10/12/2022	69.50
389052	JOSHUA HARTWELL	BSOCER: WAYZATA	10/5/2022	69.50
389052	JOSHUA HARTWELL	GSOCER: WAYZATA	10/5/2022	69.50
389059	KIP JACKSON	BSOCER: WAYZATA	10/5/2022	69.50
389059	KIP JACKSON	GSOCER: WAYZATA	10/5/2022	69.50
389426	MAXWELL KAHMEYER	BSOCER: CHASKA	10/26/2022	69.50
389426	MAXWELL KAHMEYER	GSOCER: E PRAIRIE	10/26/2022	69.50
389259	PAUL RISDALL	BSOCER: WACONIA	10/12/2022	69.50
389259	PAUL RISDALL	GSOCER: WACONIA	10/12/2022	69.50
389268	RYAN MEULEMANS	BSOCER: SHAKOPEE	10/12/2022	69.50
389268	RYAN MEULEMANS	GSOCER: SHAKOPEE	10/12/2022	69.50
389106	SAMANTHA TINUCCI	GSOCER: WAYZATA	10/5/2022	69.50
389106	SAMANTHA TINUCCI	BSOCER: WAYZATA	10/5/2022	69.50
389272	SHAWN NELSON	BSOCER: WACONIA	10/12/2022	69.50
389272	SHAWN NELSON	GSOCER: WACONIA	10/12/2022	69.50
389117	SUBEL SUNBEEB	BSOCER: BUFFALO	10/5/2022	69.50
389117	SUBEL SUNBEEB	GSOCER: BUFFALO	10/5/2022	69.50
389477	TROY KAHMEYER	BSOCER: CHASKA	10/26/2022	69.50
389477	TROY KAHMEYER	GSOCER: E PRAIRIE	10/26/2022	69.50
389388	GRAINGER	SV-BUILDING REPAIR	10/26/2022	69.36

Check No.	Vendor	Description	Date	Amount
389434	MINNESOTA CLAY CO U	ITEM # UGBLKG (BLAC	10/26/2022	69.26
389324	ADVANCED IMAGING SO	LEASE 11.08 0631790	10/26/2022	68.96
V17704	DEBORAH M PEKAREK	CLASSROOM BOOKS	10/5/2022	68.29
V17711	JESSICA D BATEMAN	WEB SUPPLIES	10/12/2022	68.02
389271	SCHOOL SPECIALTY, L	#9780838878019 - EX	10/12/2022	67.92
389193	GRAINGER	VARIOUS PARTS	10/12/2022	67.50
V17729	ANNE B NAAS	CONSORTIUM SUPPLIES	10/12/2022	66.35
389116	SPS COMPANIES INC	CV-VARIOUS PARTS	10/5/2022	66.25
389109	SCHOOL SPECIALTY, L	ON LINE ORDER PLACE	10/5/2022	66.16
V17731	CAROLYN PROCTOR	SEP22 CELL PHONE	10/12/2022	65.00
V17728	MATTHEW K MOSBY	SEP22 CELL PHONE	10/12/2022	65.00
389446	ORKIN COMMERCIAL SE	CC - SEP22 SERVICES	10/26/2022	65.00
389446	ORKIN COMMERCIAL SE	CN - SEP22 SERVICES	10/26/2022	65.00
389446	ORKIN COMMERCIAL SE	CS - SEP22 SERVICES	10/26/2022	65.00
389446	ORKIN COMMERCIAL SE	CV - SEP22 SERVICES	10/26/2022	65.00
389446	ORKIN COMMERCIAL SE	HL - SEP22 SERVICES	10/26/2022	65.00
389446	ORKIN COMMERCIAL SE	ND - SEP22 SERVICES	10/26/2022	65.00
V17765	RACHEL M HICKS	OCT22 CELL PHONE	10/26/2022	65.00
389099	REBEKAH LOBDELL	FIELD TRIP REFUND	10/5/2022	65.00
V17775	THOMAS LYMAN	OCT22 CELL PHONE	10/26/2022	65.00
V17786	TIMOTHY J RODEN	OCT22 CELL PHONE	10/26/2022	65.00
V17701	TRENT J OSTMAN	SEP22 CELL PHONE	10/5/2022	65.00
389109	SCHOOL SPECIALTY, L	CUPS LIDS, PLASTIC	10/5/2022	64.38
389303	GROTH MUSIC COMPANY	CONCERT BAND-FIAT L	10/19/2022	64.00
389286	T-MOBILE	CN MAINT - SEP22	10/12/2022	63.91
389434	MINNESOTA CLAY CO U	ITEM # KTLT5 (KEMPE	10/26/2022	63.75
V17777	BROOKE MOEHRLE	AUG-OCT22 MILEAGE	10/26/2022	63.31
389286	T-MOBILE	ECSE - SEP22	10/12/2022	62.63
389145	ALEXANDER ARCOS	BSOCCER: HOPKINS	10/12/2022	62.00
389145	ALEXANDER ARCOS	BSOCCER: BUFFALO	10/12/2022	62.00
389145	ALEXANDER ARCOS	BSOCCER: MINNETONKA	10/12/2022	62.00
389145	ALEXANDER ARCOS	BSOCCER: SHAKOPEE	10/12/2022	62.00
V17688	ANDREW J BEATON	GSOCCER: WAYZATA	10/5/2022	62.00
V17712	ANDREW J BEATON	GSOCCER: EDEN PRAIR	10/12/2022	62.00
V17712	ANDREW J BEATON	BSOCCER: STMA	10/12/2022	62.00
389003	BRIAN DRISTE	GSOCCER: HOPKINS	10/5/2022	62.00
389033	GAUTAM DATTA	BSOCCER: STMA	10/5/2022	62.00
389033	GAUTAM DATTA	GSOCCER: STMA	10/5/2022	62.00
389033	GAUTAM DATTA	GSOCCER: MINNETONKA	10/5/2022	62.00
389033	GAUTAM DATTA	BSOCCER: MINNETONKA	10/5/2022	62.00
389382	GAUTAM DATTA	GSOCCER: WAYZATA	10/26/2022	62.00
389400	ISAAC WHEELER	GSOCCER: WASHBURN	10/26/2022	62.00
389261	RAFAEL VEGA	GSOCCER: MINNETONKA	10/12/2022	62.00
V17764	SEAN M HASSELSTROM	BSOCCER: MINNETONKA	10/26/2022	62.00
V17764	SEAN M HASSELSTROM	BSOCCER: E PRAIRIE	10/26/2022	62.00
V17764	SEAN M HASSELSTROM	BSOCCER: WACONIA	10/26/2022	62.00
389125	TIMOTHY ARMBRUSTMAC	GSOCCER: STMA	10/5/2022	62.00
389125	TIMOTHY ARMBRUSTMAC	GSOCCER: HOPKINS	10/5/2022	62.00
389125	TIMOTHY ARMBRUSTMAC	GSOCCER: WAYZATA	10/5/2022	62.00
389125	TIMOTHY ARMBRUSTMAC	GSOCCER: CRETIN-DER	10/5/2022	62.00
389434	MINNESOTA CLAY CO U	ITEM # KTWLS (KEMPE	10/26/2022	61.65
389238	MENARDS - EDEN PRAI	BLDG SUPPLIES	10/12/2022	61.56
389373	ECM PUBLISHERS INC	AUG 8 WS	10/26/2022	61.50
389443	ODP BUSINESS SOLUTI	CC-FILE FOLDERS	10/26/2022	60.93
389343	BOYER TRUCKS	FLEX PIPE	10/26/2022	60.88
V17730	KRISTA S PHILLIPS	AUG-SEP22 CELL PHON	10/12/2022	60.00
389249	MSCA-MN SCHOOL COUN	MSCA MEMBERSHIP-E.L	10/12/2022	60.00
389079	MYRA - MN YOUNG REA	MYRA MEMBERSHIPS (4	10/5/2022	60.00
389446	ORKIN COMMERCIAL SE	BUNKER-SEP22 SERVIC	10/26/2022	60.00
389457	ROYAL FIREWORKS PUB	CAESAR'S ENGLISH I	10/26/2022	60.00
389320	ACME TOOLS PLYMOUTH	75-PIECE DRILL SET	10/26/2022	59.99
V17723	GRETCHEN L LUND	TEACH THIS SUBSCR	10/12/2022	59.99

Check No.	Vendor	Description	Date	Amount
V17698	COURTNEY DOWD MUEHL	FOOD FOR STAFF MTG	10/5/2022	59.95
V17784	BLAKE A PLOMBON	AUG-SEP22 MILEAGE	10/26/2022	59.75
389031	FLAGHOUSE INC	#P14175 - FLAGHOUSE	10/5/2022	59.75
V17727	TYLER J MOBERG	PINEAPPLE SWAG	10/12/2022	59.38
389255	ODP BUSINESS SOLUTI	MEETING SUPPLIES	10/12/2022	59.10
389228	LEXIA LEARNING SYST	QUOTE#: Q-509164-6	10/12/2022	59.00
389167	CENTURYLINK	CC 09/19/22-10/18/2	10/12/2022	58.66
389271	SCHOOL SPECIALTY, L	GRADE K SUPPLIES	10/12/2022	58.40
V17690	BRUCE W COLES	JUL-SEP22 MILEAGE	10/5/2022	57.37
389126	TOLL GAS & WELDING	ARGON GAS	10/5/2022	57.19
389473	TOLL GAS & WELDING	HAZARDOUS MATERIALS	10/26/2022	57.19
389410	JOSTENS INC	DIPLOMA ORDER	10/26/2022	56.60
V17722	MASON DANIEL LINDLE	SEP22 MILEAGE	10/12/2022	56.06
389434	MINNESOTA CLAY CO U	ITEM # XTPAS3OZ (XI	10/26/2022	55.97
389029	FACTORY MOTOR PARTS	SEAL	10/5/2022	55.91
V17716	ALYSSA EDMUNDSON	CLASSROOM SUPPLIES	10/12/2022	55.82
389373	ECM PUBLISHERS INC	AUG 26 SPEC	10/26/2022	55.35
389434	MINNESOTA CLAY CO U	ITEM # KTF97 (KEMPE	10/26/2022	55.20
389413	JW PEPPER & SON INC	BAND MUSIC	10/26/2022	55.00
389071	MIDWEST BUS PARTS I	HANDLES	10/5/2022	55.00
389446	ORKIN COMMERCIAL SE	ECC - SEP22 SERVICE	10/26/2022	55.00
389136	WEST MUSIC COMPANY	LATIN PERCUSSION LP	10/5/2022	54.99
389136	WEST MUSIC COMPANY	LATIN PERCUSSION LP	10/5/2022	54.99
V17708	LEAH SPELLMAN	CLASSROOM BOOKS	10/5/2022	54.66
389382	GAUTAM DATTA	GSOCER: E PRAIRIE	10/26/2022	54.00
389382	GAUTAM DATTA	GSOCER: HOPKINS	10/26/2022	54.00
389205	HOUSE OF NOTE	VIOLA STRINGS	10/12/2022	54.00
389400	ISAAC WHEELER	GSOCER: E PRAIRIE	10/26/2022	54.00
389232	MARK NEUMAN	BSOCER: SHAKOPEE	10/12/2022	54.00
389452	PYRMONT ADVISORS LL	GSOCER: HOPKINS	10/26/2022	54.00
389455	ROBERT BAKER	BSOCER: HOPKINS	10/26/2022	54.00
389292	ZAIN ALI	BSOCER: SHAKOPEE	10/12/2022	54.00
389275	SOCIAL THINKING PUB	#9780982523162 - TH	10/12/2022	53.99
389275	SOCIAL THINKING PUB	#9780979292248 - SU	10/12/2022	53.99
V17780	SHAUN P PAKENHAM	MEETING SNACKS	10/26/2022	53.95
389237	MENARDS - GOLDEN VA	BLDG REPAIR SUPPLIE	10/12/2022	53.27
389210	INTEREUM INC	HERMAN MILLER Y5010	10/12/2022	52.44
389379	FACTORY MOTOR PARTS	TIRE SENSOR	10/26/2022	52.36
389242	MIDWEST BUS PARTS I	RADIATOR CAPS	10/12/2022	52.28
389298	CULLIGAN BOTTLED WA	STAFF LOUNGE WATER	10/19/2022	52.25
V17795	MELODY SUITE	AUG-SEP22 MILEAGE	10/26/2022	52.18
389238	MENARDS - EDEN PRAI	DW - BATTERIES / TA	10/12/2022	51.92
389235	MATSON HOLDINGS, IN	GARAGE TOOLS	10/12/2022	51.75
V17711	JESSICA D BATEMAN	WEB SNACKS/TREATS	10/12/2022	51.62
389286	T-MOBILE	B&G - SEP22	10/12/2022	51.61
388999	ASTLEFORD INTERNATI	BELT	10/5/2022	51.48
389220	JW PEPPER & SON INC	BAND MUSIC	10/12/2022	50.99
389434	MINNESOTA CLAY CO U	ITEM # KTK35 (KEMPE	10/26/2022	50.85
V17777	BROOKE MOEHRLE	SEP22 CELL PHONE	10/26/2022	50.79
V17774	NATHANIEL M LINDLEY	AUG-SEP22 MILEAGE	10/26/2022	50.56
389036	GRAINGER	SANDING DISCS	10/5/2022	50.32
389444	OFFICE DEPOT INC	ON LINE ORDER ADMIN	10/26/2022	50.29
V17754	ADAM P DUFFY	OCT22 CELL PHONE	10/26/2022	50.00
389014	CURRICULUM THAT MAT	STUDENT ACCOUNTS (T	10/5/2022	50.00
389260	PHOENIX SCHOOL COUN	SVC GR 7/8 OLG Q1	10/12/2022	50.00
389275	SOCIAL THINKING PUB	#7003 - THE ROAD TO	10/12/2022	49.99
389395	INNOVATIVE OFFICE S	ADJUSTABLE ARMS FOR	10/26/2022	49.95
389380	SHRED-IT USA	VV - SHREDDING	10/26/2022	49.17
389409	JESSEN PRESS INC	BUSINESS CARDS-D.H.	10/26/2022	49.00
389092	PEARSON EDUCATION I	WORDS THEIR WAY WOR	10/5/2022	48.53
389053	JW PEPPER & SON INC	CHOIR MUSIC	10/5/2022	48.00
389390	GRETCHEN MULLEN	DONUTS-NEW STUDENTS	10/26/2022	47.96

Check No.	Vendor	Description	Date	Amount
389043	INNOVATIVE OFFICE S	NAME PLATES	10/5/2022	46.76
V17725	BRIAN MANTHE	AUG-SEP22 MILEAGE	10/12/2022	46.56
389442	NORTHWEST PASSAGE	SEP22 TUITION-GEN E	10/26/2022	46.50
389019	DELEGARD TOOL COMPA	EHS - GREASE FITTIN	10/5/2022	46.22
389040	HOUSE OF NOTE	VIOLIN STRINGS, ROS	10/5/2022	45.95
V17694	SCOTT H HIPPIE	SEP22 CELL PHONE	10/5/2022	45.38
V17734	JANET L SCHMIEL	DONUTS FOR RETREAT	10/12/2022	45.15
V17767	ELIZABETH J JAMES	SEP22 MILEAGE	10/26/2022	45.06
389164	BUSINESS ESSENTIALS	BLUE 8 1/2 X 11	10/12/2022	45.00
389164	BUSINESS ESSENTIALS	GOLDENROD 8 1/2 X 1	10/12/2022	45.00
389164	BUSINESS ESSENTIALS	GREEN 8 1/2 X 11	10/12/2022	45.00
389164	BUSINESS ESSENTIALS	PINK 8 1/2 X 11	10/12/2022	45.00
389368	DIAMOND VOGEL PAINT	CV-PAINT	10/26/2022	42.88
389271	SCHOOL SPECIALTY, L	#9780838878026 - EX	10/12/2022	42.45
389428	MENARDS - EDEN PRAI	EHS-PVC ELBOWS	10/26/2022	42.21
389237	MENARDS - GOLDEN VA	EHS - PVC PIPE	10/12/2022	42.21
V17697	THOMAS J JOHNSTON	SEP22 CELL PHONE	10/5/2022	42.04
389434	MINNESOTA CLAY CO U	ITEM # KTPRO (KEMPE	10/26/2022	40.80
389286	T-MOBILE	FAM CTR 2 - SEP22	10/12/2022	40.15
389035	GENERAL SECURITY SE	EHS-OCT22 INTR MONI	10/5/2022	40.08
389035	GENERAL SECURITY SE	ECC-OCT22 INTR MONI	10/5/2022	40.08
389035	GENERAL SECURITY SE	VV-OCT22 INTR MONIT	10/5/2022	40.08
389035	GENERAL SECURITY SE	SV-OCT22 INTR MONIT	10/5/2022	40.08
389035	GENERAL SECURITY SE	CC-OCT22 INTR MONIT	10/5/2022	40.08
389035	GENERAL SECURITY SE	CN-OCT22 INTR MONIT	10/5/2022	40.08
389035	GENERAL SECURITY SE	HL-OCT22 INTR MONIT	10/5/2022	40.08
389035	GENERAL SECURITY SE	CV-OCT22 INTR MONIT	10/5/2022	40.08
389424	MASP- MN ASSOC OF S	MEMBERSHIP - S.C.	10/26/2022	40.00
V17706	SERBEN AUGUSTINE	ML FAMILY BINGO PRI	10/5/2022	40.00
389238	MENARDS - EDEN PRAI	PADLOCK	10/12/2022	39.98
V17710	JANEL M WEILAND	CLASSROOM SUPPLIES	10/5/2022	39.42
V17734	JANET L SCHMIEL	6TH GRD RETREAT DON	10/12/2022	38.70
389119	TEACHERS ON CALL, A	SUBSTITUTE TRAINING	10/5/2022	38.40
389293	ZIP PRINTING & COPY	PRINT SERVICES-CONS	10/12/2022	38.40
389463	SPS COMPANIES INC	WATER LINE REPAIR	10/26/2022	38.29
389291	WPS - WESTERN PSYCH	SKU: W-621BP10 - AB	10/12/2022	38.00
V17769	JULIE M GABRIELSON	OCT22 CELL PHONE	10/26/2022	37.93
V17733	STEPHEN P SANGER	LAB SUPPLIES	10/12/2022	37.73
389152	AUTO PLUS PARTS	TAPE	10/12/2022	37.36
V17717	VICKIE GEIER	AUG-SEP22 MILEAGE	10/12/2022	37.13
389434	MINNESOTA CLAY CO U	ITEM # KTS4 (KEMPER	10/26/2022	37.05
389005	CAROLINA BIOLOGICAL	ESTIMATED SHIPPING/	10/5/2022	36.95
389271	SCHOOL SPECIALTY, L	CRAYOLA MODEL MAGIC	10/12/2022	36.85
389434	MINNESOTA CLAY CO U	ITEM # KTRB5 (KEMPE	10/26/2022	36.10
V17776	PAUL MILLER	SEP22 MILEAGE	10/26/2022	36.00
V17789	WILLY SNOWPHETH SAN	OCT22 MILEAGE	10/26/2022	35.75
389286	T-MOBILE	SPED - SEP22	10/12/2022	35.41
389286	T-MOBILE	CC MAINT - SEP22	10/12/2022	35.41
389271	SCHOOL SPECIALTY, L	STORAGE TRAYS	10/12/2022	35.22
V17709	LESLIE STAGEBERG	CLASSROOM SUPPLIES	10/5/2022	35.07
389383	GENERAL SECURITY SE	BUS-PATROL RESPONSE	10/26/2022	35.00
V17776	PAUL MILLER	SEP22 CELL PHONE	10/26/2022	35.00
389405	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	10/26/2022	34.94
389286	T-MOBILE	CS MAINT - SEP22	10/12/2022	34.57
389286	T-MOBILE	CV MAINT - SEP22	10/12/2022	34.57
389273	SHRED RIGHT	CN - SHREDDING	10/12/2022	34.38
389198	GROTH MUSIC COMPANY	BAND MUSIC	10/12/2022	34.34
389324	ADVANCED IMAGING SO	LEASE 11.08 0631790	10/26/2022	34.15
389238	MENARDS - EDEN PRAI	SCREEN MATERIAL	10/12/2022	34.08
389208	INNOVATIVE OFFICE S	PAGE PROTECTORS 100	10/12/2022	33.96
389286	T-MOBILE	DMTS - SEP22	10/12/2022	33.79
389461	SCHOOL SPECIALTY, L	ON LINE ORDER PLACE	10/26/2022	33.12

Check No.	Vendor	Description	Date	Amount
389450	PREMIUM WATERS INC	OCT22 HOT/COLD CNTR	10/26/2022	32.95
389405	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	10/26/2022	32.94
389109	SCHOOL SPECIALTY, L	MASKING TAPE 180FT	10/5/2022	32.90
389334	AUTO PLUS PARTS	TRAILER ADAPTER	10/26/2022	32.60
389252	NCPERS GROUP LIFE I	EMP W/H 10/1/10/31/	10/12/2022	32.00
389439	NCPERS GROUP LIFE I	EMP W/H 11/1-11/30/	10/26/2022	32.00
389279	TEACHERS' CURRICULU	ESTIMATED SHIPPING/	10/12/2022	32.00
389405	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	10/26/2022	31.74
389388	GRAINGER	CV-BUILDING REPAIR	10/26/2022	31.24
V17794	LEAH SPELLMAN	CLASSROOM SUPPLIES	10/26/2022	31.11
389174	COLLABORATIVE CLASS	ESTIMATED SHIPPING/	10/12/2022	31.04
389405	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	10/26/2022	30.50
389194	GRAINGER	CS-LOCK ON SHED	10/12/2022	30.25
V17703	POLLY PAMPUSCH	AUG-SEP22 MILEAGE	10/5/2022	30.07
V17703	POLLY PAMPUSCH	AUG-SEP22 MILEAGE	10/5/2022	30.06
389014	CURRICULUM THAT MAT	TEACHER ACCOUNT:	10/5/2022	30.00
389205	HOUSE OF NOTE	CELLO ENDPIN REPAIR	10/12/2022	30.00
389470	THE MCDOWELL AGENCY	BKGD CHK-STUDENT TE	10/26/2022	30.00
389154	BATTERIES R US	TRAILER BATTERY	10/12/2022	29.99
389444	OFFICE DEPOT INC	ESTIMATED SHIPPING/	10/26/2022	29.99
389275	SOCIAL THINKING PUB	ISBN: 9780979292200	10/12/2022	29.99
389485	WIESER EDUCATIONAL	#LD4964WB - MASTERI	10/26/2022	29.98
389275	SOCIAL THINKING PUB	ISBN: 9780982523131	10/12/2022	28.99
389256	OFFICE DEPOT INC	OFFICE DEPOT ON LIN	10/12/2022	28.39
389049	JERRY'S FOODS EDINA	FACS FOOD SUPPLY	10/5/2022	28.03
389275	SOCIAL THINKING PUB	ISBN: 9782403605556	10/12/2022	27.96
389100	RESEARCH PRESS COMP	ESTIMATED SHIPPING/	10/5/2022	26.85
389237	MENARDS - GOLDEN VA	LOCK FOR KC SHED	10/12/2022	26.27
389194	GRAINGER	V BELTS	10/12/2022	26.00
V17759	MARGARET H GALVIN	CLASSROOM STORAGE	10/26/2022	25.58
389200	HANDS-ON TASKS INC	ESTIMATED SHIPPING/	10/12/2022	25.55
389200	HANDS-ON TASKS INC	ESTIMATED SHIPPING/	10/12/2022	25.55
389160	BOYER TRUCKS	FILTERS	10/12/2022	25.16
V17731	CAROLYN PROCTOR	SEP22 MILEAGE	10/12/2022	25.13
389351	CALCULATORS INC	ESTIMATED SHIPPING/	10/26/2022	25.00
V17763	ERIC D HAMILTON	OCT22 CELL PHONE	10/26/2022	25.00
389229	LITERACY RESOURCES,	CONSONANT BLENDS AN	10/12/2022	25.00
389229	LITERACY RESOURCES,	ABC LETTER CARDS	10/12/2022	25.00
389115	SOUTHPAW ENTERPRISE	#150041-04 - REPLAC	10/5/2022	25.00
389275	SOCIAL THINKING PUB	TOOLS TO TRY CARDS	10/12/2022	24.99
389275	SOCIAL THINKING PUB	ISBN: 9781925545746	10/12/2022	24.99
389275	SOCIAL THINKING PUB	ISBN: 9780648488811	10/12/2022	24.99
389350	BUSINESS ESSENTIALS	CARD STOCK WHITE 8	10/26/2022	24.42
389434	MINNESOTA CLAY CO U	ITEM # KTJA15 (JA15	10/26/2022	24.10
389181	DON JOHNSTON INC	IMPLEMENTATION FEE	10/12/2022	24.00
389434	MINNESOTA CLAY CO U	ITEM #MTCHAM (CHAMO	10/26/2022	24.00
389458	RUSSELL SECURITY RE	AA3 KEYS	10/26/2022	24.00
389109	SCHOOL SPECIALTY, L	CONTAINERS, PLASTIC	10/5/2022	23.56
389129	TRI-STATE BOBCAT IN	VV-TORO BELT	10/5/2022	23.31
389238	MENARDS - EDEN PRAI	BUCKETS / DUST PAN	10/12/2022	23.22
389271	SCHOOL SPECIALTY, L	FOLIA ORIGAMI PAPER	10/12/2022	23.20
389286	T-MOBILE	CV - SEP22	10/12/2022	23.11
389043	INNOVATIVE OFFICE S	SHEET PROTECTORS 10	10/5/2022	22.64
389293	ZIP PRINTING & COPY	PRINT SERVICES-CONS	10/12/2022	22.50
389109	SCHOOL SPECIALTY, L	CUPS, PLASTIC 250ML	10/5/2022	22.47
389271	SCHOOL SPECIALTY, L	#9780838878200 - EX	10/12/2022	22.47
389092	PEARSON EDUCATION I	WORDS THEIR WAY WOR	10/5/2022	22.29
389092	PEARSON EDUCATION I	WORDS THEIR WAY WOR	10/5/2022	22.29
389092	PEARSON EDUCATION I	WORDS THIER WAY WOR	10/5/2022	22.29
389286	T-MOBILE	VV - SEP22	10/12/2022	22.27
389286	T-MOBILE	EHS - SEP22	10/12/2022	22.27
389286	T-MOBILE	SV - SEP22	10/12/2022	22.27

Check No.	Vendor	Description	Date	Amount
389286	T-MOBILE	HL - SEP22	10/12/2022	22.27
389286	T-MOBILE	CC - SEP22	10/12/2022	22.27
389286	T-MOBILE	CN - SEP22	10/12/2022	22.27
389286	T-MOBILE	CS - SEP22	10/12/2022	22.27
389286	T-MOBILE	KC CC - SEP22	10/12/2022	22.27
389286	T-MOBILE	KC CN - SEP22	10/12/2022	22.27
389286	T-MOBILE	KC CS - SEP22	10/12/2022	22.27
389286	T-MOBILE	KC HL - SEP22	10/12/2022	22.27
389286	T-MOBILE	KC ND - SEP22	10/12/2022	22.27
389286	T-MOBILE	KC CV - SEP22	10/12/2022	22.27
389242	MIDWEST BUS PARTS I	VALVE	10/12/2022	22.02
389060	LAKESHORE LEARNING	#BR281 - HONEYBEE T	10/5/2022	21.99
389193	GRAINGER	PAN SCREWS	10/12/2022	21.67
389220	JW PEPPER & SON INC	CHOIR MUSIC	10/12/2022	21.50
389451	PROPIO LANGUAGE SER	INTERPRETER FOR SEP	10/26/2022	21.33
389434	MINNESOTA CLAY CO U	ITEM # KTLT3 (KEMPE	10/26/2022	21.25
389235	MATSON HOLDINGS, IN	GARAGE TOOLS	10/12/2022	20.85
389043	INNOVATIVE OFFICE S	ADULT SCISSORS	10/5/2022	20.04
389346	BRETT HUFENDICK	10/1 EXTRA QRTR PAY	10/26/2022	20.00
389053	JW PEPPER & SON INC	BAND MUSIC	10/5/2022	20.00
389238	MENARDS - EDEN PRAI	NEW SCREEN LABOR	10/12/2022	20.00
389432	MICHAEL KALLAS	10/1 EXTRA QRTR PAY	10/26/2022	20.00
389053	JW PEPPER & SON INC	BAND MUSIC	10/5/2022	19.94
389271	SCHOOL SPECIALTY, L	ESTIMATED SHIPPING/	10/12/2022	19.93
389010	COMCAST CABLE MANAG	SEP22-INTERNET FEES	10/5/2022	19.90
389406	JERRY'S FOODS EDINA	MEETING SUPPLIES	10/26/2022	19.90
389022	ECKROTH MUSIC	LIGHT BARI CASE WHE	10/5/2022	19.89
389434	MINNESOTA CLAY CO U	ITEM # KTR3 (KEMPER	10/26/2022	19.50
389060	LAKESHORE LEARNING	#TT742 - LET'S TALK	10/5/2022	18.99
389225	LANGUAGE DYNAMICS G	ESTIMATED SHIPPING/	10/12/2022	18.86
389444	OFFICE DEPOT INC	ON LINE ORDER ADMIN	10/26/2022	18.56
389194	GRAINGER	TOILET REPAIR PARTS	10/12/2022	18.55
389286	T-MOBILE	BUS - SEP22	10/12/2022	18.37
389286	T-MOBILE	VV MAINT - SEP22	10/12/2022	18.37
389286	T-MOBILE	SV MAINT - SEP22	10/12/2022	18.37
389186	EMBI TEC	ESTIMATED SHIPPING/	10/12/2022	18.00
389198	GROTH MUSIC COMPANY	CLARINET REPAIR	10/12/2022	18.00
389274	SIGNUM SIGNS AND GR	NAME PLATE - B.B.	10/12/2022	18.00
389035	GENERAL SECURITY SE	CS-OCT22 INTR MONIT	10/5/2022	17.95
389275	SOCIAL THINKING PUB	ESTIMATED SHIPPING/	10/12/2022	17.80
389275	SOCIAL THINKING PUB	ESTIMATED SHIPPING/	10/12/2022	17.80
389273	SHRED RIGHT	HL - SHREDDING	10/12/2022	17.73
389109	SCHOOL SPECIALTY, L	SYROFOAM BALLS 2.5C	10/5/2022	17.58
389109	SCHOOL SPECIALTY, L	CONTAINERS, PLASTIC	10/5/2022	17.58
389031	FLAGHOUSE INC	ESTIMATED SHIPPING/	10/5/2022	17.51
389262	RAINBOW RESOURCE CE	#006885 - MEGAWORDS	10/12/2022	16.95
389262	RAINBOW RESOURCE CE	ESTIMATED SHIPPING/	10/12/2022	16.85
389434	MINNESOTA CLAY CO U	ITEM #MKMLP4 (MKM L	10/26/2022	16.11
389071	MIDWEST BUS PARTS I	STICKERS	10/5/2022	16.00
389112	SIGN PRO	NAME PLATE - D.H.	10/5/2022	16.00
389224	LAKESHORE LEARNING	ESTIMATED SHIPPING/	10/12/2022	15.90
389224	LAKESHORE LEARNING	ESTIMATED SHIPPING/	10/12/2022	15.90
389068	MENARDS - GOLDEN VA	CURTAIN SUPPLIES	10/5/2022	15.56
389043	INNOVATIVE OFFICE S	CONFIDENTIAL STAMP	10/5/2022	15.54
389377	ELECTRIC MOTOR REPA	CS-CAPACITOR REPAIR	10/26/2022	15.32
389303	GROTH MUSIC COMPANY	TRUMPET	10/19/2022	15.19
389468	TEACHERS PAY TEACHE	#5032659 - 3RD GRAD	10/26/2022	15.00
389350	BUSINESS ESSENTIALS	CARD STOCK MARTIAN	10/26/2022	14.99
389350	BUSINESS ESSENTIALS	CARD STOCK SUNBURST	10/26/2022	14.99
389483	WEST MUSIC COMPANY	MUSIC INSTRUCTIONAL	10/26/2022	14.95
V17701	TRENT J OSTMAN	SEP22 MILEAGE	10/5/2022	14.88
389281	THE UPS STORE #1715	DMTS SHIPPING CHARG	10/12/2022	14.87

Check No.	Vendor	Description	Date	Amount
389354	CINTAS	FIRST AID SUPPLIES	10/26/2022	14.85
389468	TEACHERS PAY TEACHE	#4070447 - WH QUEST	10/26/2022	14.50
389109	SCHOOL SPECIALTY, L	VIALS, 12 DRAM WITH	10/5/2022	14.49
389407	JERRY'S HARDWARE	EHS-ROPE SUPPLIES	10/26/2022	14.39
389168	CHILD 1ST PUBLICATI	ESTIMATED SHIPPING/	10/12/2022	14.00
389468	TEACHERS PAY TEACHE	#5267792 - INDIAN N	10/26/2022	14.00
389350	BUSINESS ESSENTIALS	CARD STOCK FIREBALL	10/26/2022	13.99
389350	BUSINESS ESSENTIALS	CARD STOCK ROCKET R	10/26/2022	13.99
389350	BUSINESS ESSENTIALS	CARD STOCK RE ENTRY	10/26/2022	13.99
389275	SOCIAL THINKING PUB	ISBN: 9780994053916	10/12/2022	13.95
389468	TEACHERS PAY TEACHE	#5800365 - DISTANCE	10/26/2022	13.90
389444	OFFICE DEPOT INC	ON LINE ORDER FOR A	10/26/2022	13.56
389109	SCHOOL SPECIALTY, L	STRAWS, JUMBO	10/5/2022	13.17
389350	BUSINESS ESSENTIALS	CARD STOCK VULCAN G	10/26/2022	12.99
389282	THOUGHTFUL LEARNING	ISBN 978-1-941660-1	10/12/2022	12.95
389282	THOUGHTFUL LEARNING	ISBN 978-1-941660-1	10/12/2022	12.95
V17740	DEANNA MICHELLE BAL	SEP22 MILEAGE	10/26/2022	12.88
389434	MINNESOTA CLAY CO U	ITEM #KTHC1A (KEMPE	10/26/2022	12.35
389267	RUSSELL SECURITY RE	NEW AA4 CYLINDER	10/12/2022	12.00
389109	SCHOOL SPECIALTY, L	LAMP BULB 18"	10/5/2022	12.00
389468	TEACHERS PAY TEACHE	#2709476 - FALL BUN	10/26/2022	12.00
389275	SOCIAL THINKING PUB	ESTIMATED SHIPPING/	10/12/2022	11.90
389270	SCHOOL SPECIALTY PR	ART SUPPLIES	10/12/2022	11.89
389473	TOLL GAS & WELDING	CYLINDER DEMURRAGE	10/26/2022	11.64
389207	INDELCO PLASTICS CO	NPTM SWIVEL ELBOW	10/12/2022	11.32
389395	INNOVATIVE OFFICE S	PAGE PROTECTORS 100	10/26/2022	11.32
389213	JERRY'S HARDWARE	KEY BLANKS	10/12/2022	11.20
389239	MENARDS - RICHFIELD	ANCHORS	10/12/2022	10.95
V17760	SHANNON GARWOOD	SEP22 MILEAGE	10/26/2022	10.81
389323	ADVANCED IMAGING SO	BUS GARAGE 09/22	10/26/2022	10.31
389434	MINNESOTA CLAY CO U	ITEM # MKMFR04 (MKM	10/26/2022	10.16
389434	MINNESOTA CLAY CO U	ITEM #MKMFR06 (MKM	10/26/2022	10.16
389434	MINNESOTA CLAY CO U	ITEM # MKMFR07 (MKM	10/26/2022	10.16
389434	MINNESOTA CLAY CO U	ITEM #MKMFR12 (MKM	10/26/2022	10.16
V17722	MASON DANIEL LINDLE	AUG22 MILEAGE	10/12/2022	10.06
389418	L.C.S.C.	SHIPPING/FREIGHT	10/26/2022	10.00
389115	SOUTHPAW ENTERPRISE	#XH1910 - SCREW SHO	10/5/2022	10.00
389276	SOUTHPAW ENTERPRISE	XH1910 - SCREW SHOU	10/12/2022	10.00
389482	VALLEY BUSINESS MAC	ESTIMATED SHIPPING/	10/26/2022	10.00
389109	SCHOOL SPECIALTY, L	STRAWS, SUPER JUMBO	10/5/2022	9.96
389282	THOUGHTFUL LEARNING	ESTIMATED SHIPPING/	10/12/2022	9.95
389109	SCHOOL SPECIALTY, L	PAPER CLIPS, LARGE	10/5/2022	9.87
V17769	JULIE M GABRIELSON	OCT22 CELL PHONE	10/26/2022	9.49
389109	SCHOOL SPECIALTY, L	NAPKINS, WHITE 100	10/5/2022	9.38
V17714	HANNAH CHRISTIANSON	SEP22 MILEAGE	10/12/2022	9.37
389086	OFFICE DEPOT INC	LARGE SUMMER START	10/5/2022	9.30
389275	SOCIAL THINKING PUB	ESTIMATED SHIPPING/	10/12/2022	9.15
389485	WIESER EDUCATIONAL	ESTIMATED SHIPPING/	10/26/2022	9.00
389468	TEACHERS PAY TEACHE	#5525741 - DIGITAL	10/26/2022	8.99
389109	SCHOOL SPECIALTY, L	DOTS, ADHESIVE 3/4"	10/5/2022	8.78
389192	GOPHER/PLAY WITH A	ESTIMATED SHIPPING/	10/12/2022	8.39
389350	BUSINESS ESSENTIALS	CARD STOCK LUNAR BL	10/26/2022	8.14
389229	LITERACY RESOURCES,	ESTIMATED SHIPPING/	10/12/2022	8.00
389115	SOUTHPAW ENTERPRISE	ESTIMATED SHIPPING/	10/5/2022	8.00
389276	SOUTHPAW ENTERPRISE	ESTIMATED SHIPPING/	10/12/2022	8.00
389109	SCHOOL SPECIALTY, L	STRAWS, FLEXIBLE	10/5/2022	7.78
389109	SCHOOL SPECIALTY, L	CLOTHESPINS	10/5/2022	7.69
V17751	DANIEL W DEGENAAR	Q3 FY22 941 FILING	10/26/2022	7.45
V17736	ANN E THOLE	COSTCO RUN MILEAGE	10/12/2022	7.25
389060	LAKESHORE LEARNING	ESTIMATED SHIPPING/	10/5/2022	6.99
389109	SCHOOL SPECIALTY, L	RUBBER BANDS, #14	10/5/2022	6.38
389208	INNOVATIVE OFFICE S	OFFICE SUPPLIES	10/12/2022	6.12

Check No.	Vendor	Description	Date	Amount
389286	T-MOBILE	EHS MAINT - SEP22	10/12/2022	6.07
389286	T-MOBILE	COMM ED - SEP22	10/12/2022	6.07
389220	JW PEPPER & SON INC	ORCHESTRA MUSIC	10/12/2022	6.00
389220	JW PEPPER & SON INC	ORCHESTRA MUSIC	10/12/2022	6.00
389468	TEACHERS PAY TEACHE	#7473190 - STORY SE	10/26/2022	6.00
389031	FLAGHOUSE INC	ESTIMATED SHIPPING/	10/5/2022	5.98
389043	INNOVATIVE OFFICE S	RULED INDEX CARDS 4	10/5/2022	5.94
V17753	ANDRE P DEWANE	SEP22 MILEAGE	10/26/2022	5.63
389109	SCHOOL SPECIALTY, L	STRAWS, JUMBO CLEAR	10/5/2022	5.37
389068	MENARDS - GOLDEN VA	SCREWS	10/5/2022	5.34
389286	T-MOBILE	ND - SEP22	10/12/2022	5.23
389468	TEACHERS PAY TEACHE	#5889327 - INDIAN N	10/26/2022	5.00
389468	TEACHERS PAY TEACHE	#7473192 - FOLLOW D	10/26/2022	5.00
389434	MINNESOTA CLAY CO U	ESTIMATED SHIPPING/	10/26/2022	4.62
389036	GRAINGER	SCREWS	10/5/2022	4.26
389468	TEACHERS PAY TEACHE	#5623226 - DISCUSSI	10/26/2022	3.59
389468	TEACHERS PAY TEACHE	#5642077 - QUIZZES	10/26/2022	3.59
389271	SCHOOL SPECIALTY, L	SAX WATERCOLOR PAD	10/12/2022	3.50
389109	SCHOOL SPECIALTY, L	COTTON BALLS	10/5/2022	3.18
389468	TEACHERS PAY TEACHE	PROCESSING FEE	10/26/2022	2.99
389468	TEACHERS PAY TEACHE	PROCESSING FEE	10/26/2022	2.99
389399	INTEREUM INC	HERMAN MILLER LOCK	10/26/2022	2.70
389213	JERRY'S HARDWARE	FASTENERS	10/12/2022	2.16
389468	TEACHERS PAY TEACHE	#6335848 - INDIAN N	10/26/2022	2.00
389239	MENARDS - RICHFIELD	PIPE STRAP	10/12/2022	1.99
389271	SCHOOL SPECIALTY, L	SCHOOL SMART OIL PA	10/12/2022	1.25
389043	INNOVATIVE OFFICE S	RULED INDEX CARDS 3	10/5/2022	1.14
389481	UPPER LAKES FOODS I	KC SNACKS	10/26/2022	(20.77)
389235	MATSON HOLDINGS, IN	BATTERY CREDIT	10/12/2022	(20.85)
388231	TEACHERS' CURRICULU	ESTIMATED SHIPPING/	8/3/2022	(32.00)
389288	UPPER LAKES FOODS I	KC SNACKS	10/12/2022	(75.49)
389132	UNIVERSAL ATHLETIC,	CREDIT ON ACCT	10/5/2022	(102.85)
389427	MCGRAW-HILL SCHOOL	OLG PO 230098 ADJ	10/26/2022	(141.55)
389309	KEYSTONE	PAINT CREDIT	10/19/2022	(152.20)
389088	ON SITE SANITATION	ECC PORTA POTTIES	10/5/2022	(217.98)
389088	ON SITE SANITATION	EHS PORTA POTTIES	10/5/2022	(217.98)
389264	RIFTON EQUIPMENT	DISCOUNT	10/12/2022	(232.50)
388736	THREE RIVERS PARK D	LINEN RENTAL: RETRE	9/14/2022	(300.00)
388231	TEACHERS' CURRICULU	978-1-58371-994-7 5	8/3/2022	(640.00)
388999	ASTLEFORD INTERNATI	CORE CREDIT	10/5/2022	(1,350.00)
389427	MCGRAW-HILL SCHOOL	OLG PO 230098 ADJ	10/26/2022	(2,116.80)
389427	MCGRAW-HILL SCHOOL	OLG PO 230100 ADJ	10/26/2022	(2,268.00)
389427	MCGRAW-HILL SCHOOL	OLG PO 230099 ADJ	10/26/2022	(2,506.13)
389427	MCGRAW-HILL SCHOOL	OLG PO 230128 ADJ	10/26/2022	(2,547.59)
388960	NGA DAO	RENTAL VEHICLE-SPRI	9/28/2022	(3,478.74)
388960	NGA DAO	RENTAL VEHICLE-SPRI	9/28/2022	(3,478.74)
388960	NGA DAO	RENTAL VEHICLE-SPRI	9/28/2022	(3,478.74)
Total Value of Checks Issued				\$ 4,169,905.39



Board Meeting Date: 11/14/2022

Title: Electronic Fund Transfers – October 2022

Type: Consent

Presenter(s): Mert Woodard, Director, Business Services

Background: Minnesota Statute 471.38 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: Approve the electronic fund transfers as presented for the month of October 2022.

Attachment(s):

1. Electronic Fund Transfers – October 2022

2022-23 School Year

Electronic Transfers

For the Month Ended October 31, 2022



DEFINING EXCELLENCE

From	To	Description	Date	Amount
US Bank - Checking	US Bank - Payroll	District Payroll	Multiple	\$ 4,668,172.73
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	9/30/2022	859,221.66
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	10/14/2022	827,031.77
US Bank - Checking	Internal Revenue Service	Federal Payroll Taxes	10/28/2022	820,479.68
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	9/30/2022	156,156.24
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	10/14/2022	149,790.37
US Bank - Checking	Minnesota Department of Revenue	State Payroll Taxes	10/19/2022	8,839.00
US Bank - Checking	Delta Dental	Dental Claims	Multiple	65,210.91
US Bank - Checking	Blue Cross Blue Shield	Health Premiums	10/24/2022	464,471.07
US Bank - Checking	US Bank	Purchase Card Program	9/28/2022	134,769.07
US Bank - Checking	CHS	Flex Benefits	Multiple	73,317.00
US Bank - Checking	Payroll Vendors (TRA, EBC, MSRS, etc.)	Electronic Payments	Multiple	2,219,481.59
US Bank - Checking	Minnesota Department of Revenue	Sales & Use Tax Payment	Multiple	2,585.00
US Bank - Checking	Eleyo, RevTrak, Merchant Services, Vanco	Electronic Payment Fees	Multiple	24,613.03
US Bank - Checking	Minnesota School District Liquid Asset Fund	Service Fee	Multiple	880.97
Total of Electronic Fund Transfers				<u><u>\$ 10,475,020.09</u></u>



Board Meeting Date: 11/14/2022

TITLE: Assurance of Compliance

TYPE: Consent

BACKGROUND: All Minnesota School Districts must complete and submit an annual Assurance of Compliance to the Minnesota Department of Education (MDE) by November 15. School Districts are required to complete this process to assure compliance with state and federal laws prohibiting discrimination. By completing the Assurance of Compliance, the School District is providing written assurance that it does not discriminate in its use of funds provided through both the federal and state government and that all mandated reporters have been informed of their mandated reporting duties under the state law. Our School District is in compliance with the requirements and will verify that compliance to the MDE through the electronic submission process. A copy of the proposed submission is attached and will be submitted to the MDE following the School Board's approval. School Board approval is required per Minnesota Rule 3535.9910.

RECOMMENDATION: Approve the attached Assurance of Compliance, which will be submitted to the Minnesota Department of Education following the School Board's approval.

ATTACHMENT(S):

1. Assurance of Compliance Submission Form



Virginia Davis

E-mail:
mde.compliance-assistance@state.mn.us

Phone: 651-582-8338

Address:
400 NE Stinson Blvd., Minneapolis, MN
55413

Assurance of Compliance

0273-01 Edina Public School District
-INFORMATION NEEDED TO EVIDENCE COMPLIANCE-
School Year: 22-23

* - indicates required fields.

Coordinator Identification Information

	Human Rights Coordinator	Title IX Coordinator	504 Coordinator
Name*	<input type="text" value="Sonya Sailer"/>	<input type="text" value="Sonya Sailer"/>	<input type="text" value="Jody Remsing"/>
Telephone Number*	<input type="text" value="(952) 848-4911"/>	<input type="text" value="(952) 848-4911"/>	<input type="text" value="(952) 848-4960"/>
Fax Number*	<input type="text" value="(952) 848-3901"/>	<input type="text" value="(952) 848-3901"/>	<input type="text" value="(952) 848-3901"/>
E-Mail Address*	<input type="text" value="sonya.sailer@edinaschoc"/>	<input type="text" value="sonya.sailer@edinaschoc"/>	<input type="text" value="jody.remsing@edinaschoc"/>

Mandated Reporter Training

Minnesota Chapter 260E.30, Subd. 2(b). Districts must inform all mandated reporters of the duties.

☒ * I verify that all mandated reporters employed by or otherwise associated with any school in this district have been informed of mandated reporting requirements and of the prohibition of retaliation against anyone reporting maltreatment.

Date of Verification *



As part of the Minnesota Department of Education's data collection for the Minnesota Olmstead Plan related to the topic area Prevent Abuse and please provide the following information;

Total number of school district employees who have received mandated reporter training as of verification date?

Number of licensed staff?

Number of unlicensed staff?

*This information is requested to assist in the prevention of abuse and neglect of students with disabilities through increased awareness and education of all school personnel and their duties associated with mandated reporting requirements.

Document Submittal Verification

Does MDE have current and accurate copies of the following documents?
Please submit updated policy if revised since Last Submitted Date.

Document	Last Submitted Date	Upload Document*
Harassment and Violence policy	11/15/2021	Select Upload Document: <input type="button" value="Choose File"/> Board Policy No. 413.pdf

District Compliance Requirements Checklist

This assurance is given in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal financial assistance extended after the date hereof to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), in installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date.

The district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statute, section 127A.42, subd. 3 and agreements made in this assurance. This assurance is binding on the district and the persons authorized to submit information on behalf of the district.

Check all statements in which the district has complied with the state and federal requirements prohibiting discrimination.

Federal Laws:

☒ * Title VI of the Civil Rights Act of 1964 (42 USC 2000d, et. seq.; 34 C.F.R. Part 100), which provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the district receives federal financial assistance.

- ☒ * Title VII of the Civil Rights Act of 1964 (42 USC 2000e, et. seq.; P.L. 88-352), as amended by the Equal Employment Opportunity Act of 1972 (P.L. 92-261), which prohibits discrimination in employment because of an individual's race, color, religion, sex, or national origin.
- ☒ * Title VII of the Civil Rights Act of 1964 Pregnancy Discrimination Act (within Title VII) (42 USC § 2000e(k)).
- ☒ * Title IX of the Education Amendments of 1972 (20 USC § 1681; 34 C.F.R. Part 106), which prohibits discrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance.
- ☒ * The Age Discrimination in Employment Act of 1967 (29 USC § 621; 42 USC § 6101; 29 C.F.R. Part 621), which prohibits discrimination on the basis of age (over 40 years).
- ☒ * Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. part 104) prohibiting discrimination on the basis of disability.
- ☒ * The American with Disabilities Act (42 USC § 12101, et seq.), also prohibiting discrimination on the basis of disability.
- ☒ * Denial of Equal Educational Opportunity Prohibited (20 USC § 1703).
- ☒ * The Fair Housing Act (42 USC § 3601 et seq.; 24 C.F.R. part 100).
- ☒ * The Age Discrimination Act of 1975 (42 USC § 6101 and 6102; 34 C.F.R. part 110).
- ☒ * Prohibition of Discrimination Based on Blindness (20 USC § 1684).

State Laws:

- ☒ * The Minnesota Human Rights Act (Minn. Stat. § 363A), which prohibits discrimination in education programs and activities on ground of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age.
- ☒ * Minnesota Statutes, section 121A.031, which requires school districts to have a written policy to prevent and to prohibit student bullying.
- ☒ * Minnesota Statutes, section 121A.03, which requires school districts to have a policy prohibiting sexual/racial/religion harassment and violence which applies to students, teachers, administrators and other school personnel.
- ☒ * Minnesota Statutes, section 121A.04, which prohibits sex discrimination in athletic programs.
- ☒ * Minnesota Rules, part 3500.0550, relating to the Inclusive Educational Program Plan.
- ☒ * Minnesota Rules, Chapter 3535.0100-.0180; 3535.2300-.2800; 3535.3000-.3700, relating to equality of educational opportunity and school desegregation, and prohibition of discriminatory practices.

By clicking "Submit" you are affirming that these laws are available in each building in the district, that the information that you have provided and that you have the authority to submit this assurance on behalf of the district. Clicking "Cancel" will clear data entered.

NOTE: When data entry is complete, click "Submit" to send data to The State Department of Education.

Submit

Cancel



Board Meeting Date: 11/14/2022

Title: Acceptance of Donation

Type: Consent

Presenter(s): Mert Woodard, Director of Business Services

Background: School Board policy 709, Acceptance of Gifts, Donations, and Bequests, requires that gifts of more than \$1,000 in value be recognized at a meeting of the Board.

A list of gifts and donations received in October 2022 is enclosed:

Cash Donations	\$137,894
In-Kind Donations	\$3,000

Recommendation: Accept with appreciation the gifts made to Edina Public Schools, all of which comply with state and local policies and guidelines.

Attachment(s):

1. Board Gifts Report – October 2022

2022-23 School Year

Check Report

For the Month Ended October 31, 2022



Donor	Purpose	Amount
Countryside Elementary PTO	Playground Equipment	\$ 137,894.00
Total Cash Donations		\$ 137,894.00
PINK Consulting LLC	Professional Services	3,000.00
Total In-Kind Donations		\$ 3,000.00



Board Meeting Date: 11/14/22

TITLE: Anonymous Stethoscope Gift

TYPE: Consent

BACKGROUND: Eight high-quality stethoscopes, similar to those used on critical care units and collectively valued at over \$1,000, were gifted to the Edina Public Schools' Health Services Department by an anonymous donor. Designed for use in busy environments, these stethoscopes help isolate sounds when there is a lot of background noise present and have significantly upgraded the department's current equipment. These stethoscopes can be used by health services staff to assist in detecting subtle status changes in students with chronic and acute health concerns.

RECOMMENDATION: Accept this anonymous gift with sincere appreciation.



Board Meeting Date: 11/14/2022

TITLE: Commendation of National Merit Scholarship Program Honorees

TYPE: Consent

BACKGROUND: The National Merit program honors individual students who show exceptional academic ability and potential for success in rigorous college studies. These students took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) as juniors in the 2021-22 school year. The 12 Edina Semifinalists are among approximately 16,000 Semifinalists, representing the top half of one percent of the nation's most academically talented young people. Edina High School has had National Merit Finalists and Semifinalists each year since the National Merit Foundation's inception.

In addition, there are 20 Edina Commended Students who, though they will not continue in the competition for the 2023 National Merit Scholarship awards, are among the highest scorers, and in the top five percent of students who enter the competition by completing the PSAT/NMSQT. These students are being recognized for their exceptional academic promise.

Semifinalists and Commended students are announced in the fall when test takers are seniors. Finalists are announced in the spring before their graduation. Semifinalists proceed to the Finalist stage if they have a consistently strong academic record, write an essay, are endorsed and recommended by a school official, and take the SAT® or ACT® and earn a score that confirms the PSAT/NMSQT performance.

These students will be honored at a reception that will take place as part of tonight's Board meeting.

RECOMMENDATION: Congratulate these Edina seniors as National Merit Scholarship Program honorees.

ATTACHMENTS:

1. List of Honorees (next page)

National Merit Scholar Semifinalists

Ansel Erol
Riley Frederick
Shayaan Gandhi
Abid Hasan
Evan Holly
Ryan Jiang
Shamita Senthil Kumar
Adwin Shi
Jacob Tietz
Thomas Whalen
Kevin Yi
Robert Zhang

National Merit Scholar Commended Student

Saketh Budideti
Jack Garfin
Sydney Gremmels
Alper Guvenen
Maxwell Heirigs
Keerthi Kaashyap
Anamika Kansara
Ria Kaushal
Nicholas Leibert
Luke Mercado
William O'Connell
Hannah Owens Pierre
Chloe Rose
Alexander Rubin
Timothy Ruppert
Anna Schrag
Adele Snyder
Everett Steven
Sophia Tietjen
John Vaccaro



Board Meeting Date: November 14, 2022

TITLE: Edina Public Schools Data Metrics Plan

TYPE: Discussion

PRESENTER(S): Jody De St. Hubert, Director of Teaching and Learning; Greg Guswiler, Teaching and Learning Data Programming Analyst and Coordinator; Mark Carlson, Curriculum Coordinator; and Bethany Van Osdel, Assistant Director of Teaching and Learning

BACKGROUND: The Edina Public Schools Data Metrics Plan was approved by the School Board on February 14, 2022. The comprehensive assessment monitoring plan uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. All data points reflect Spring 2022 baseline data.

RECOMMENDATION: The purpose of this report is to provide an update of the Edina Public Schools Data Metrics Plan and discuss the content in the plan.

DESIRED OUTCOMES FOR THE BOARD: Review in detail, have questions prepared, and provide feedback on the content of the plan.

BACKGROUND MATERIALS:

[2.14.22 Approved Data Metrics Plan](#)

ATTACHMENTS:

Board Report (below)

Edina Data Metrics Plan Executive Summary:

Edina Public Schools is a dynamic learning community that focuses on educational excellence. EPS uses a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities. This Executive Summary will highlight key points and take-aways from the 2022 Fall Data Metrics Plan baseline data.

Through the intentional focus on the components named in this Data Metrics Plan, EPS has a marked track for continuous improvement. The plan is tightly aligned to monitor the growth as it relates to the 2020-2027 Strategic Plan.

One important note prior to reviewing the plan is that the global pandemic has interrupted curriculum, instruction and assessment for the past 2 years. Because of this, the data collected is incomplete for this spring 2022 baseline season. In 2022-2023, Edina implemented a district-wide assessment plan that included a new universal screening component. This plan will ensure that the data sets for this upcoming spring are comprehensive and complete.

The Edina Public Schools Data Metrics Plan has 5 age-bands of data to summarize:

1. Early Learning
2. Elementary
3. Middle School
4. High School
5. District Wide

This summary includes a narrative and key findings in the math, literacy, and social and emotional learning data, as well as additional key findings that demonstrate critical benchmarks in preparing all students to realize their full potential. It will also include a description of the efforts directed to support growth and continuous improvement related to each key finding. Finally, each category has the strategic plan alignment listed at the bottom of the action section indicated by a **green** asterisk.

Early Learning	
Narrative: Key Findings	Action
<p>Literacy: The FASTBridge Kindergarten fall screening shows that less than 80% of students are achieving benchmark proficiency or above.</p> <p>33% of students identifying as Hispanic/Latino in Kindergarten are only achieving benchmark proficiency or above using the FASTBridge fall screening.</p>	<ul style="list-style-type: none">• TS Gold is the Universal Assessment used as a measure for both proficiency and progress along the way. This data will be disaggregated by student groups to ensure all students are making progress towards age-appropriate goals.• During the first few weeks of class, ELC staff will implement a new language acquisition screener, preLAS, which is recommended by MDE. Results from the preLAS will determine how to best focus any ML support or resources.• The Early Learning Center is focused on the implementation of the new Tier 1 literacy curricula: Creative Curriculum. This is being intentionally

	<p>implemented to improve outcomes for all students through whole class and small group instruction.</p> <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy A.5: Provide robust early childhood education.</i></p>
<p>Math:</p> <p>The FASTBridge Early Math Screening demonstrated that over 80% of students were meeting benchmark proficiency. All racial subgroups with the exception of Hispanic/Latino also hit the 80% target.</p>	<ul style="list-style-type: none"> • The Early Learning Center continues to engage students in developmentally appropriate numeracy learning activities. • During the first few weeks of class, we will implement a new language acquisition screener, preLAS, which is recommended by MDE. Results from the preLAS will determine how to best focus any ML support or resources. <p><i>*Strategy A.5: Provide robust early childhood education.</i></p>
<p>SEL:</p> <p>The TS Gold Developmental SEL benchmark indicates that 85.5% of students were meeting benchmark proficiency.</p>	<ul style="list-style-type: none"> • The ELC administrator team will continue to support ELC staff on understanding TS Gold SEL data and how to respond to this data for continuous improvement. <p><i>*Strategy A.5: Provide robust early childhood education.</i></p> <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p>
<p>Additional Observations:</p> <p>The attendance rate for ELC enrolled students is high at 98.07%. Most families participating in our ELC programming are residents of Edina.</p>	<ul style="list-style-type: none"> • ELC continues to target and market to Edina residents. • Families report kids are happy and eager to attend school. • Edina residents are given priority when considering use of School Readiness or Pathway 2 dollars. Community Education in collaboration with marketing uses a purposeful marketing to Edina residents. <p><i>*Strategy E.3: Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS.</i></p>
Elementary	
Narrative	Action
<p>Literacy:</p> <p>70.65% of Edina 3rd graders met or exceeded proficiency on the MCA Reading Assessment.</p> <p>Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Reading Assessment.</p>	<ul style="list-style-type: none"> • The Literacy Leadership Team spent over 20 hours researching the Science of Reading, current best practices, and elements of effective implementation. The team used this research to align to our current resources and identified Tier 1 Evidence-based instructional strategies. Teaching and learning will support the team to monitor the elements in classrooms this year.

<p>Fewer students qualifying for Free and Reduced Priced Lunch met or exceeded proficiency on the MCA Reading Assessment.</p> <p>There is great discrepancy between student groups when calculating the percent of students in the high-risk category who achieved aggressive growth.</p>	<ul style="list-style-type: none"> • K-5 Frequently Asked Questions Document for Edina's Tier 1 Commitments is linked here. • The K-5 team will begin a more rigorous curriculum review this winter-spring. The goal is to recommend updates and enhancements to our current resources. This process will follow Implementation Science and will be grounded deeply in data. • Tier 1 instructional elements have been defined. The literacy coaches are working alongside teachers to use data to determine focus areas for each site. Practice profiles will be created with teachers to ensure deep understanding of the instructional approach and the reason why it is important. • Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. • Progress monitoring is being put in place to ensure instruction is impacting students as intended. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
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<p>Math:</p> <p>74.84% of all 3rd Grade students demonstrated proficiency on the MCA math assessment.</p> <p>78.04% of all 3rd grade students demonstrated proficiency when looking at summative classroom assessments.</p> <p>Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Math Assessment.</p> <p>Fewer students qualifying for Free and Reduced Priced Lunch met or exceeded proficiency on the MCA Math Assessment.</p> <p>The FASTBridge amath assessment has been added to the 22-23 school year</p>	<ul style="list-style-type: none"> • Teachers are monitoring gaps students have in their learning, through pre-assessments before starting a unit. • The FASTBridge assessments have been given to help identify students needing interventions in math. • Teachers are beginning to administer interventions at both the Tier I and Tier II level. • Analysis of MCA data has been shared with principals along with suggested areas to focus on for the 22-23 school year. • Teachers are leveraging tools offered within our core curricular materials along with supplemental tools. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
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and will provide a third assessment to triangulate student data.	
<p>Social Emotional Learning: According to a Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - administered to Grades 3–5 over 80% of elementary students feel an adult cares about them and at some point felt excited the week prior.</p> <p>The Panorama data between student groups is all above 80%.</p>	<ul style="list-style-type: none"> There is a plan in place this year (2022-2023) to train principals on how to deeply use Panorama SEL data to support CSIP goals and respond to SEL data for continuous improvement. <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p>
<p>Additional Observations: More Middle School students (50.73%) participate in Talent Development programming then Elementary students (29.3%).</p> <p>Percentage of 2-5 students earning a 3 higher on report card: 98.93% of students enrolled in Talent Development Pathways in grades 3-5 received no score lower than a 3 on their 21-22 Semester 2 report card.</p>	<ul style="list-style-type: none"> Talent Development programming is engaging in an implementation science review with a focus on providing opportunity and scaffolding for all students in elementary with the goal of growing access for each and every student. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.</i></p>

Middle School	
Narrative	Action
<p>Literacy: 76% of Edina 6th graders achieved proficiency on the MCA Reading Assessment. 65% of Edina 7th graders achieved proficiency on the MCA Reading Assessment. 66% of Edina 8th graders achieved proficiency on the MCA Reading Assessment.</p>	<ul style="list-style-type: none"> The team will continue to work through a process aligned to Implementation Science to define Tier 1 instructional non-negotiables to ensure all students are receiving both rigorous grade level instruction along with appropriate personalized support for students needing scaffolding and/or enrichment in secondary ELA courses. Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites.

<p>Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Reading Assessment.</p>	<ul style="list-style-type: none"> • The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways: <ul style="list-style-type: none"> ◦ Engagement - this includes CLRT strategies and AVID strategies ◦ Differentiation - this includes FASTBridge, ML and Special Education data dives to inform instructional strategies to scaffold for students. ◦ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the lens of equity, specifically our Multilingual Learners. The content of the session will connect strongly to the Vision and Mission of EPS. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math:</p> <p>Approximately 66% of 6th graders, 60% of 7th graders and 64% of 8th graders achieved proficiency on MCA assessments. At the same time 84% of 6th graders, 85% of 7th graders and 79% of 8th graders were proficient when looking at summative assessments in their math courses taken during the school year.</p> <p>Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Assessment.</p> <p>Fewer students qualifying for Free and Reduced Priced Lunch met or exceeded proficiency on the Math Course Summative Assessment.</p>	<ul style="list-style-type: none"> • Added FASTBridge assessment to help identify students in need of additional intervention work. • Middle schools are developing plans to activate interventions for small groups of students. • Analysis of MCA data has been shared with principals along with suggested areas to focus on for the 22-23 school year. • Teachers are using both core and supplemental resources to scaffold learning for students in need of additional support. • Continued work towards the development of proficiency scales based on the standards to align course work with MCA assessments. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>

<p>Social Emotional Learning: According to a Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - administered to Grades 6-12 over 70% of 6-12 students feel an adult cares about them and at some point felt excited the week prior.</p> <p>The Panorama data between student groups is all above 70%.</p>	<ul style="list-style-type: none"> • There is a plan in place this year (2022-2023) to train principals on how to deeply use Panorama SEL data to support CSIP goals and respond to SEL data for continuous improvement. <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p>
<p>Additional Observations: More Middle School students (50.73%) participate in Talent Development programming than Elementary students (29.3%).</p> <p>Percentage of 6-8 students earning a B or higher: 99% of students enrolled in Talent Development Pathways in grades 6-8 received no score lower than a B on their 21-22 Semester 2 report card.</p>	<ul style="list-style-type: none"> • Talent Development programming is engaging in an implementation science review with a focus on providing opportunity and scaffolding for all students in elementary with the goal of greater access for each and every student. <p><i>*Strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.</i></p>

High School

Narrative	Action
<p>Literacy: 59% of 10th graders achieved proficiency on the MCA Reading Assessment.</p> <p>Fewer Edina Multilingual Students met or exceeded proficiency on the MCA Reading Assessment. There is also a large number of multilingual students that there is no test data for.</p> <p>69.74% of students achieved proficiency on their summative assessments in the 10th grade ELA course.</p> <p>Fewer Edina Multilingual Students met proficiency on the summative assessments in the 10th grade ELA course.</p> <p>Fewer students qualifying for Free and Reduced Priced Lunch met proficiency on the summative assessments in the 10th grade ELA course.</p>	<ul style="list-style-type: none"> • The team will continue to work through a process aligned to Implementation Science to define Tier 1 instructional non-negotiables to ensure all students are receiving both rigorous grade level instruction along with appropriate personalized support for students needing scaffolding and/or enrichment in secondary ELA courses. • Through the use of the FASTBridge Universal Screener, interventions are being identified and implemented in all sites. • The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways: <ul style="list-style-type: none"> ◦ Engagement - this includes CLRT strategies and AVID strategies ◦ Differentiation - this includes FASTBridge, ML and Special Education data dives to inform instructional strategies to scaffold for students. ◦ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the lens of equity, specifically our Multilingual Learners. The content of the session will connect strongly to the Vision and Mission of EPS.

	<p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy A.4: Review, develop, and implement an improved literacy program at EPS PK-12.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Math: Increasingly the MCA Math Assessment has been an exam in which students are opting out of participation. Approximately 42% of all 11th grade students did not take this test.</p> <p>Of the students who took the test, approximately 60% demonstrated proficiency.</p> <p>Fewer Edina Multilingual Students met proficiency on the final required MN standards-based course.</p> <p>Fewer students qualifying for Free and Reduced Priced Lunch met proficiency on the final required MN standards-based course.</p> <p>We also saw a decrease in the percentage of students taking the ACT as some universities have moved to a test optional application process.</p> <p>Approximately 70% of students demonstrated proficiency on summative assessments in their final Minnesota Standards based required math course.</p>	<ul style="list-style-type: none"> • Added a new Trigonometry course for students who needed additional time with this topic prior to taking a Calculus course. • Teachers work to fill gaps in learning through structured Tier I work on high leverage skills in all classes. • Have worked to provide more resources for students through reviews and video lessons to provide anytime learning. • Provided Bridge sections in Algebra II to support learners in need of additional instructional time. <p>Teachers continue to:</p> <ul style="list-style-type: none"> • Staff tutor center • Work with students during Flex time, office hours, before and after school hours. <p><i>*Strategy A.3: Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases PK-12.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>
<p>Science: 63.25% of students were proficient on the Science MCA.</p> <p>Fewer Edina multilingual students met proficiency on the Science MCA.</p> <p>Fewer students qualifying for Free and Reduced Priced Lunch met proficiency on the Science MCA.</p>	<ul style="list-style-type: none"> • Secondary Science is following the implementation science cycle to complete a curriculum review in alignment with new MN State Standards. • During the review process Secondary Science staff has been immersed in Professional Development on the instructional shifts in practices that occur with the new standards. <p><i>*Strategy A1: Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.</i></p> <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p>

Significantly more Multilingual Students and students qualifying for Free and Reduced lunch met proficiency on their Biology course summative assessments.	
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<p>Social and Emotional Learning: According to a Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - administered to Grades 6-12 over 70% of 6-12 students feel an adult cares about them and at some point felt excited the week prior.</p> <p>The Panorama data between student groups is all above 70%.</p>	<ul style="list-style-type: none"> • There is a plan in place this year (2022-2023) to train principals on how to deeply use Panorama SEL data to support CSIP goals and respond to SEL data for continuous improvement. <p><i>*Strategy C.1: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision making to promote student wellness.</i></p>
<p>Thrive in post-secondary pursuits: 92% of Edina students persist from first year of college to second 85% of Edina students persist from second year of college to third.</p> <p>476 students take College in the Schools courses.</p> <p>75 students taking at least 1 PSEO course</p> <p>83% of Edina students earn a 3+ or higher on AP exams.</p> <p>Summative Assessment data in Gateway Required Courses closely aligns with MCA data. In Math the alignment is with proficiency and students who did not take the Math MCA. In ELA the proficiency rates are lower than in the other Gateway Required Courses.</p> <p>186 students earn Bilingual Seals. Edina is one of only 35 districts in the state that participates in awarding these honors. Of those, Edina has consistently had the highest percentage of students receiving the awards.</p>	<ul style="list-style-type: none"> • STEAM programming K-12 is in the exploration phase of implementation science. • Edina High School has established a Career and Technical Education department that is working in collaboration with Teaching & Learning and Community Education and Strategic Partnerships to expand career engagement for each and every student in Edina. • The first class of Edina Dual Spanish immersion has started Kindergarten this year. • More data analysis is needed to determine patterns on students who are not taking the MCA Math test in 11th grade. <p><i>*Strategy A1: Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.</i></p>

District Wide	
Narrative	Action
<p>21.97% of Multilingual Learners made progress on ACCESS assessments.</p> <p>87.41% of Special Education learners made adequate progress on their Individual Education Plans and 10.19% met their goals.</p>	<ul style="list-style-type: none"> • The district-wide professional development this year for all secondary is focused on Culturally Proficient Instruction through 2 different pathways: <ul style="list-style-type: none"> ◦ Engagement - this includes CLRT strategies and AVID strategies ◦ Differentiation - this includes FASTBRidge, ML and Special Education data dives to inform instructional strategies to scaffold for students. ◦ Why: The purpose of this time together is to establish clarity and a shared understanding of our commitment to our students from the lens of equity, specifically our Multilingual Learners. The content of the session will connect strongly to the Vision and Mission of EPS. <p><i>*Strategy D.2: Provide robust and balanced professional development.</i></p> <p><i>*Strategy D.4: Develop and maintain a culture of continuous improvement.</i></p>

Next steps in response to the baseline data outlined in the following report include:

- All action steps shared above will continue to move forward through a collaborative implementation science process.
- The District Instructional Leadership Team will engage in analysis of baseline data and the next steps of continued and targeted goal setting for continuous improvement in alignment with the strategic plan.
- Teaching and Learning will ensure sustainable data collection systems are in place in alignment with the implementation of the Edina Assessment Plan while also continuing to establish normed data points for reference and shared understanding.
- A Special Education report will be brought to the board in December 2022.
- A Talent Development report will be brought to the board in February 2023.
- A Multilingual Education report will be brought to the board in February/March 2023.
- A PK-12 Comprehensive Literacy report will be brought to the board in April 2023.

Edina Public Schools Data Metrics Plan

Vision:

Each and Every Student will Discover their Possibilities and Thrive.

Mission:

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential. Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

It is important for Edina Public Schools to use a comprehensive assessment monitoring plan that uses a variety of data points to examine and determine when we are meeting our Vision, Mission, and Strategic Plan priorities.

Focus Area: Edina Learning Center Programming supports parent/family development and prepares students for kindergarten

Reasoning:

Edina Public Schools offers a dynamic learning environment that focuses on educational excellence. EPS seeks to serve the majority of its resident preschool age students. Current research demonstrates that school preparedness is a key indicator of success in school and on grade level literacy and numeracy performance. Strong social emotional development is at the heart of quality self-confidence and the ability to develop healthy relationships. We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share the responsibility for learning. Early engagement and partnerships play a crucial role toward student success as they progress through school.

Assessment of kindergarten readiness is complex and requires the use of multiple data points to ensure we take a comprehensive approach to monitor for school preparedness. To that end the following type of metrics are used to measure kindergarten readiness.

Edina Resident Enrollment: The majority of Edina resident school age students attend Edina Public Schools. The service of Edina residents through the ELC ensures that students have a common rigorous experience as they enter into the K-12 school system.

ECFE Engagement: Early Childhood Family Education (ECFE) experiences help to foster healthy parent/family and student relationships leading to empowered families who are prepared to support their children as they progress through school.

Early Literacy and Numeracy: Early literacy and numeracy skills are strong predictors of long-term school age performance and should be assessed frequently to determine progress toward meeting developmental benchmarks (Hojnoski, 2019).

Attendance: Consistent attendance in early learning experiences supports the attainment of developmental benchmarks.

Assessment Tools/Domains – Proficiency

A suite of metrics will be examined to determine progress toward kindergarten readiness

***Final report will be disaggregated by student group*

Reading

- TS Gold early learning benchmarks
- FastBridge fall kindergarten universal screener (ELC enrolled students)

Math

- TS Gold early learning benchmarks
- FastBridge fall kindergarten universal screener (ELC enrolled students)

Social Emotional Learning

- TS Gold Benchmarks

Attendance

- ELC class attendance

ECFE Participation:

- Enrollment in course offerings

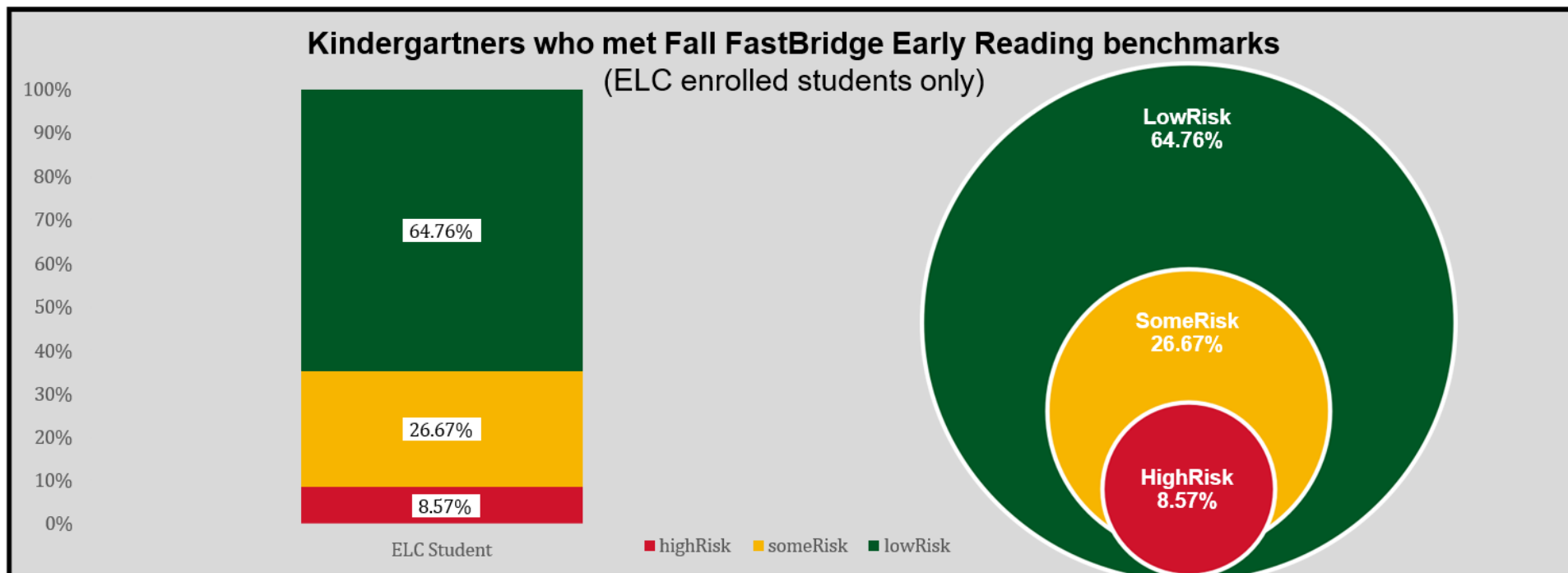
ELC Resident Enrollment:

- Enrollment in 4- & 5-year-old classes

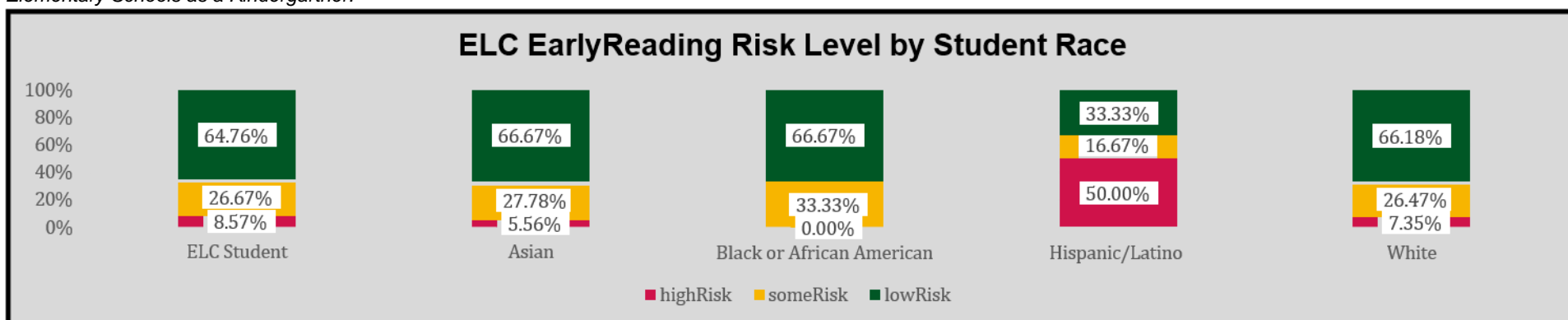
2021-2022 Baseline Data:

Percentage of 4- & 5-year-old students meeting TS Gold Developmental benchmarks in early literacy: **92.59%**

Percentage of 4- & 5-year-old students meeting TS Gold Developmental benchmarks in early numeracy: **93.55%**

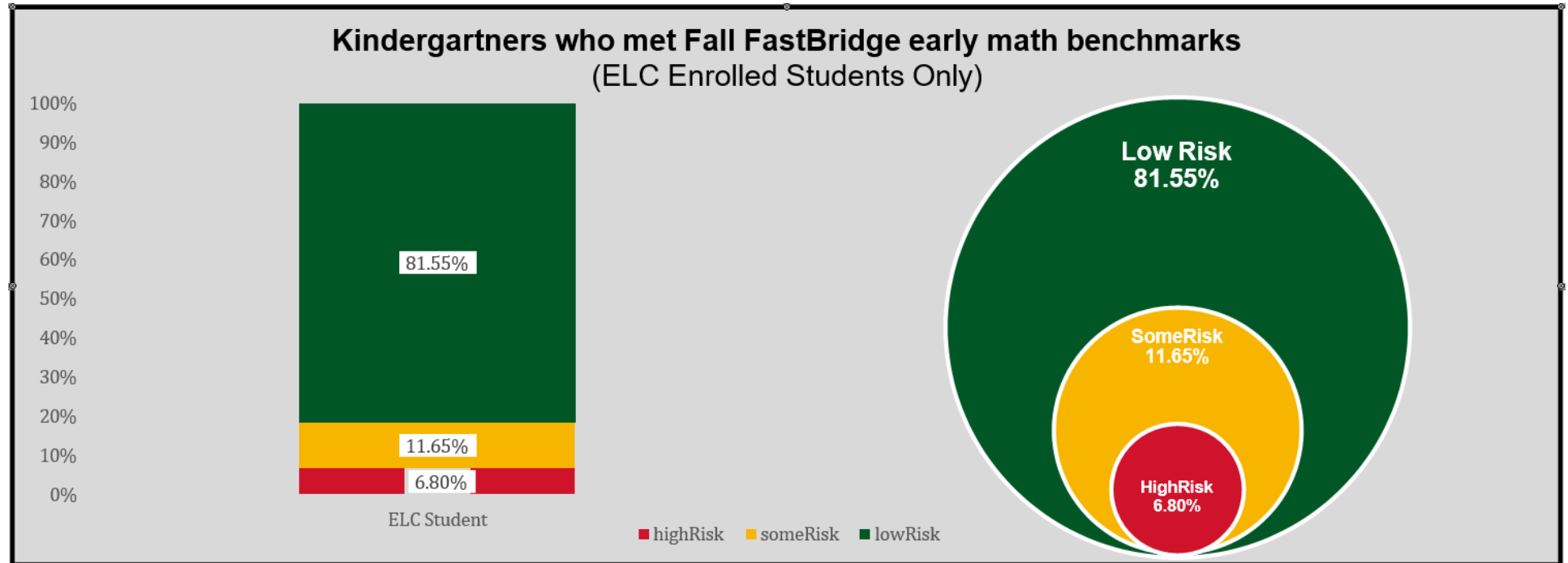


*ELC Student: A student who ended the 2021 school year participating in Edina Public Schools Early Learning Center Programming and ended the 21-22 School Year in one of our Elementary Schools as a Kindergartner.

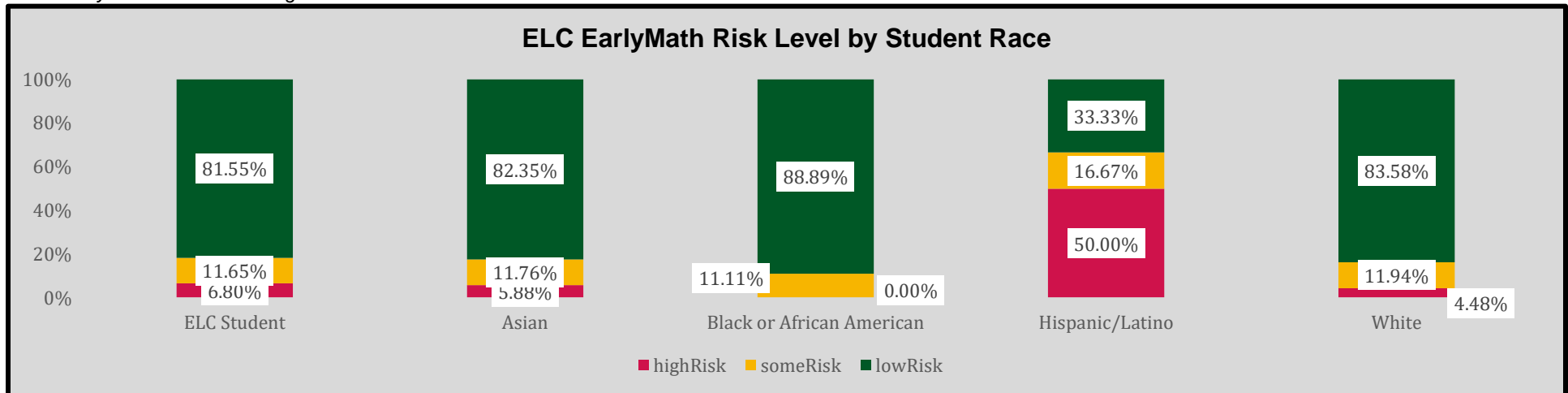


Two or More Race students are not reported as the number is small and could be identifiable.

Percentage of Kindergartners who met Fall FastBridge early math benchmarks (ELC enrolled students only):



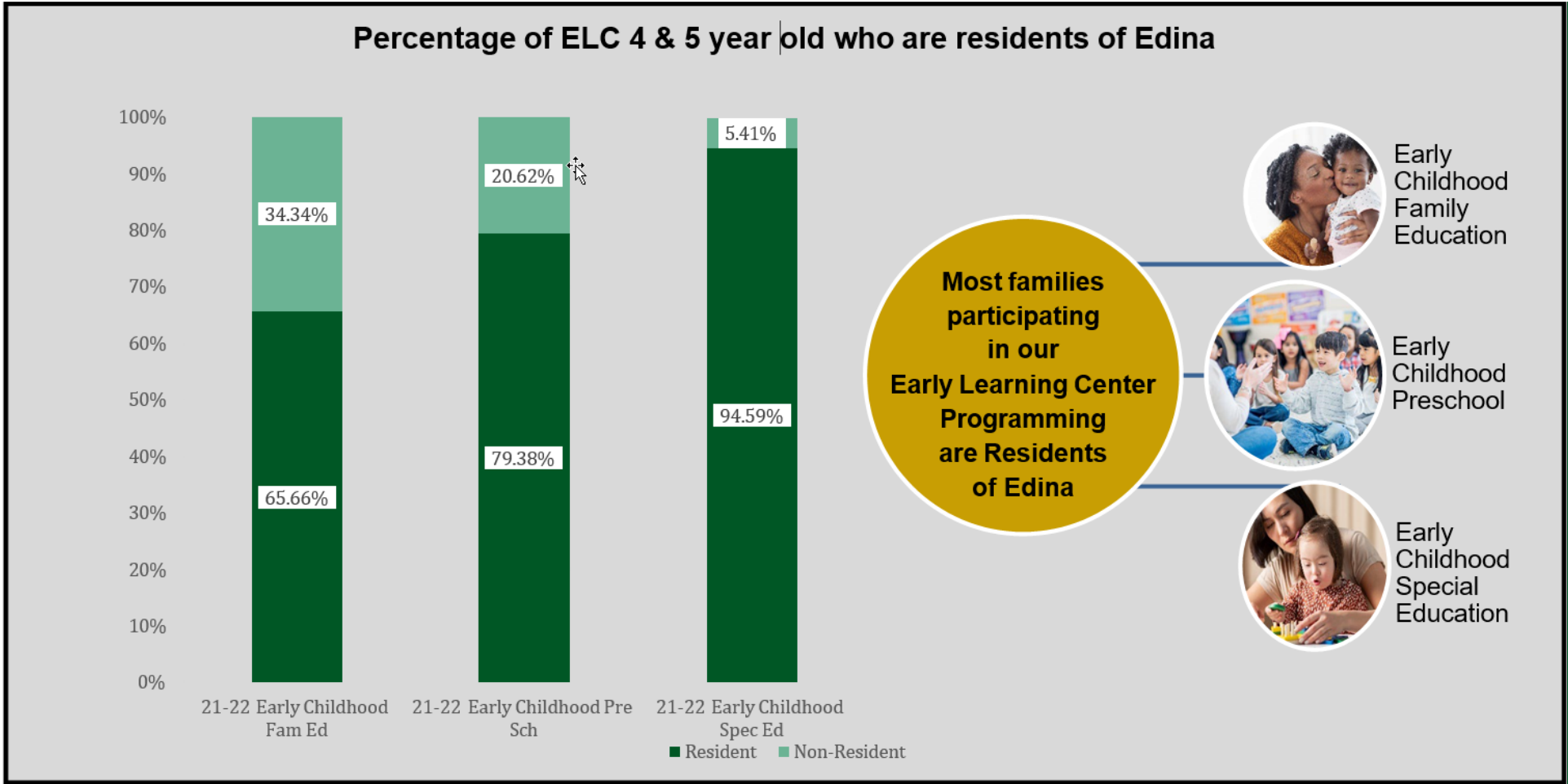
*ELC Student: A student who ended the 2021 school year participating in Edina Public Schools Early Learning Center Programming and ended the 21-22 School Year in one of our Elementary Schools as a Kindergarten



Two or More Race students are not reported as the number is small and could be identifiable.

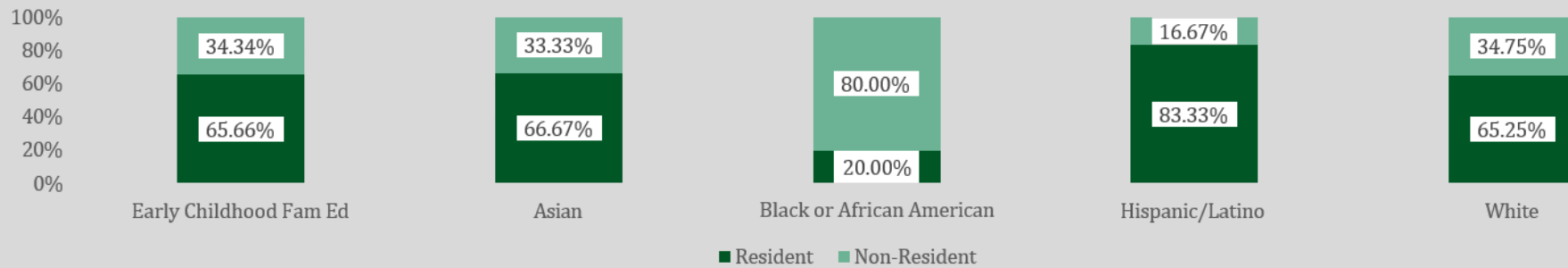
Percentage of ELC 4- & 5-year-old students meeting TS Gold Developmental SEL developmental benchmarks: **85.5%**

Percentage of ELC 4- & 5-year-old students who attended school: **98.07%**



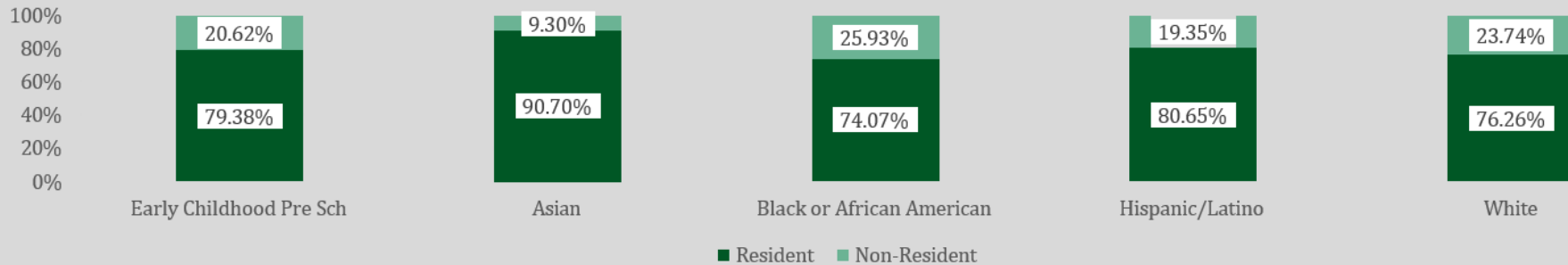
All students who participated in ELC Programming during the 21-22 school year

Early Childhood Family Education Enrollment by Resident District Status and Student Race



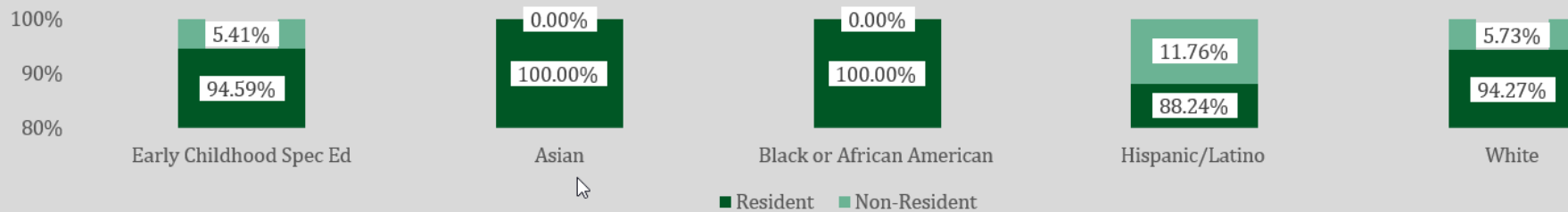
Two or More Race and American Indian or Alaskan Native students are not reported as the number is small and could be identifiable.

Early Childhood Pre-School Enrollment by Resident District Status and Student Race



Two or More Race and American Indian or Alaskan Native students are not reported as the number is small and could be identifiable.

Early Childhood Special Education Enrollment by Resident District Status and Student Race



Two or More Race and American Indian or Alaskan Native students are not reported as the number is small and could be identifiable.

Reasoning:

Edina Public Schools offers a dynamic learning environment that focuses on educational excellence. We seek to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. Our focus on Each and Every student ensures all students will demonstrate quality literacy, numeracy, problem solving, and critical thinking skills.

Assessment of learning requires the use of multiple data points to ensure we take a comprehensive approach to monitor student performance. In addition to using state and local standardized assessments, we believe a cogent monitoring plan should include classroom level assessments as well. To that end the following types of metrics are used to monitor student performance:

Universal Screener: An assessment given to all students in grades K-5, to determine students who may not be on track to meet learning benchmarks and mastery of the Minnesota State Standards in reading and math.

Formative Assessment: Formative assessments monitor student learning at the classroom level and provide both teachers and students on-going feedback about student learning.

Summative Assessment: Evaluates student learning at the end of an instructional unit or period to determine if learning targets and standards were met.

Assessment Tools – Proficiency

Proficiency will be determined when students have demonstrated meeting grade level benchmark on 2 of the 3 following assessments:

***Final report will be disaggregated by student group*

Reading

- Minnesota Comprehensive Assessment or the alternative Minnesota Test of Academic Skills (MTAS)
- FastBridge aReading
- FastBridge CBM-R Oral Reading Fluency Universal Screener

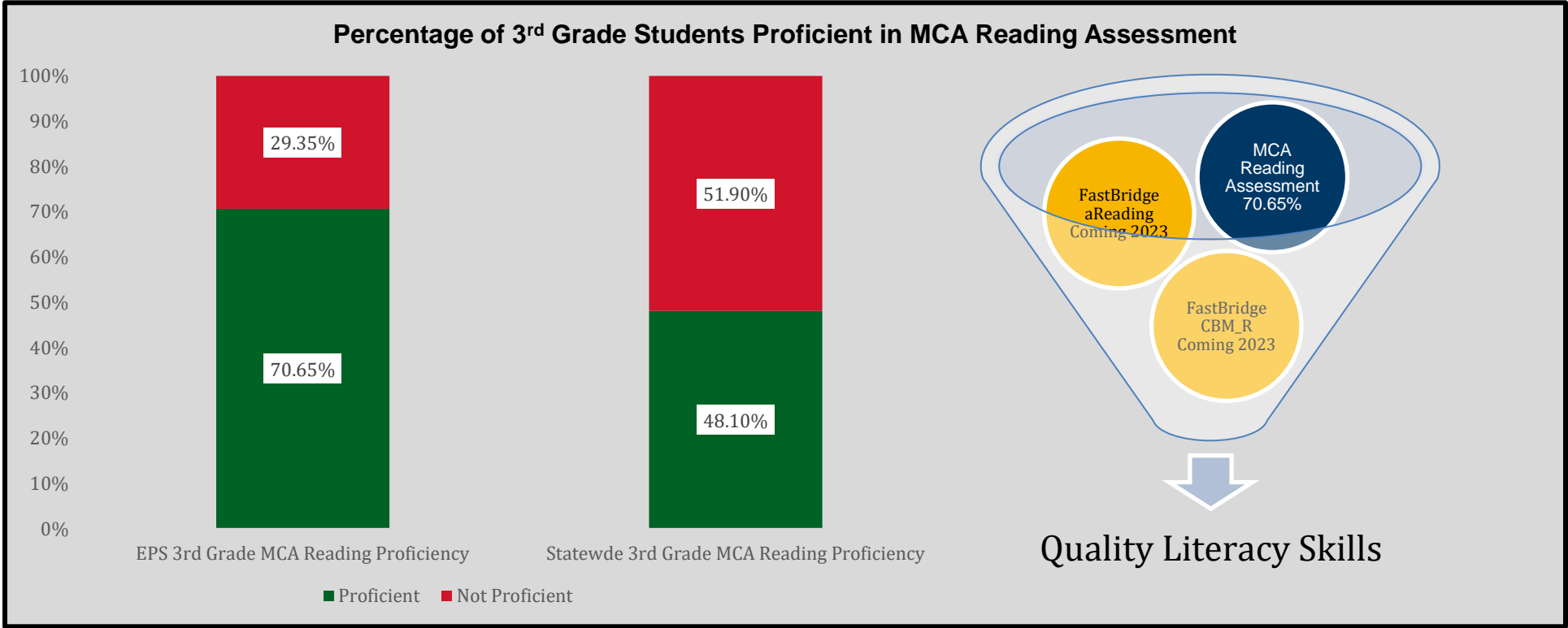
Math

- Minnesota Comprehensive Assessment or the alternative Minnesota Test of Academic Skills (MTAS)
- FastBridge aMath 3-5
- Demonstration of Proficiency on Math Summative Assessments

2021-2022 Baseline Data:

Percentage of 3rd grade students proficient in two of three reading assessments: *

*Note: Insufficient FastBridge aReading & FastBridge CBM-R assessment data to provide 2 of 3 analysis



The addition of the universal screener, FastBridge aReading and CBM-R, will complete our triangulation of data

Third Grade MCA Reading Assessment Disaggregated Student Group Data

	Proficient	Not Proficient
Third Grade MCA Reading Proficiency	70.65%	29.35%

Third Grade MCA Reading Proficiency by Student Gender	Proficient	Not Proficient
Female	69.31%	30.69%
Male	72.18%	27.82%
Grand Total	70.65%	29.35%

Third Grade MCA Reading Proficiency by Student SPED Status	Proficient	Not Proficient
Gen Ed Student	74.83%	25.17%
Special Ed Student	50.00%	50.00%
Section 504 Student	72.73%	27.27%
Grand Total	70.65%	29.35%

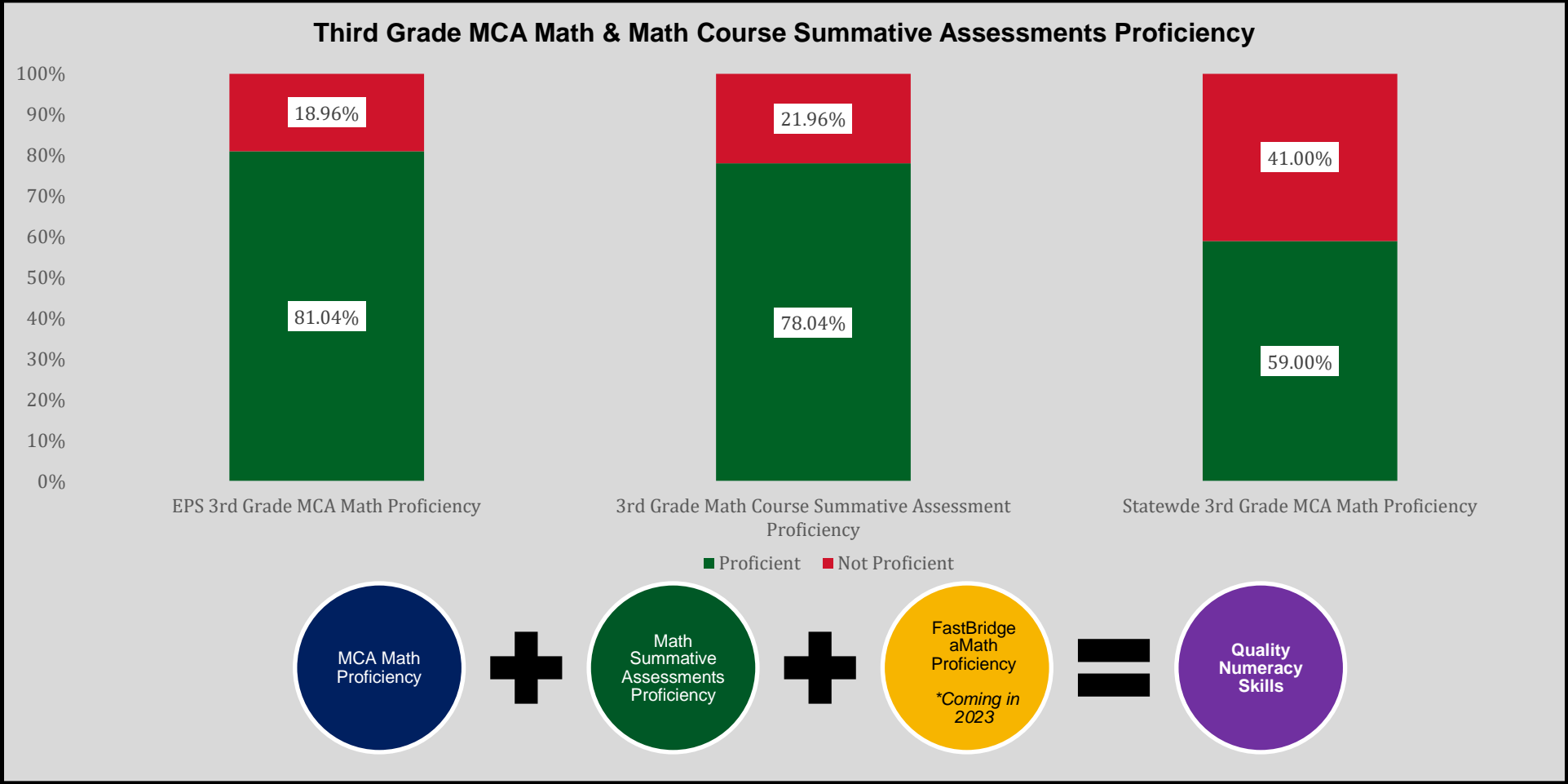
Third Grade MCA Reading Proficiency by Student ML Status	Proficient	Not Proficient
Non ML Student	74.16%	25.84%
ML Student	17.14%	82.86%
Grand Total	70.65%	29.35%

Third Grade MCA Reading Proficiency by Student FRPM Status	Proficient	Not Proficient
Non FRPM Student	75.34%	24.66%
FRPM Student	29.31%	70.69%
Grand Total	70.65%	29.35%

Third Grade MCA Reading Proficiency by Student Race	Proficient	Not Proficient
Asian	75.44%	24.56%
Black or African American	29.73%	70.27%
Hispanic/Latino	48.65%	51.35%
Two or More Races	62.07%	37.93%
White	76.28%	23.72%
Grand Total	70.65%	29.35%

Percentage of 3rd grade students proficient in two of three math assessments: *

*Note: Insufficient FastBridge aMath assessment data to provide 2 of 3 analysis



The addition of the universal screener, FastBridge aMath, will complete our triangulation of data

Third Grade MCA Math Proficiency Disaggregated Student Group Data

	Proficient	Not Proficient
Third Grade MCA Math Proficiency	81.04%	18.96%

Third Grade MCA Math Proficiency by Student Gender	Proficient	Not Proficient
Female	76.77%	23.23%
Male	85.88%	14.12%
Grand Total	81.04%	18.96%

Third Grade MCA Math Proficiency by Student SPED Status	Proficient	Not Proficient
Gen Ed Student	85.01%	14.99%
Special Ed Student	60.87%	39.13%
Grand Total	81.04%	18.96%

Third Grade MCA Math Proficiency by Student ML Status	Proficient	Not Proficient
Non ML Student	84.53%	15.47%
ML Student	38.10%	61.90%
Grand Total	81.04%	18.96%

Third Grade MCA Math Proficiency by Student Race	Proficient	Not Proficient
Asian	90.38%	9.62%
Black or African American	40.63%	59.38%
Hispanic/Latino	55.56%	44.44%
Two or More Races	75.86%	24.14%
White	85.61%	14.39%
Grand Total	81.04%	18.96%

Third Grade Math Course Proficiency on Summative Assessment Disaggregated Student Group Data

	Proficient	Not Proficient
Third Grade Math Course Proficiency on Summative Assessment	78.04%	21.96%

Third Grade Math Course Proficiency on Summative Assessment by Student Gender	Proficient	Not Proficient
Female	74.61%	25.39%
Male	81.73%	18.27%
Grand Total	78.04%	21.96%

Third Grade Math Course Proficiency on Summative Assessment by Student SPED Status	Proficient	Not Proficient
Gen Ed Student	83.09%	16.91%
Special Ed Student	55.74%	44.26%
Section 504 Student	91.30%	8.70%
Grand Total	78.04%	21.96%

Third Grade Math Course Proficiency on Summative Assessment by Student ML Status	Proficient	Not Proficient
Non ML Student	82.07%	17.93%
ML Student	25.00%	75.00%
Grand Total	78.04%	21.96%

Third Grade Math Course Proficiency on Summative Assessment by Student ML Status	Proficient	Not Proficient
Non FRPM Student	82.82%	17.18%
FRPM Student	40.85%	59.15%
Grand Total	78.04%	21.96%

Third Grade Math Course Proficiency on Summative Assessment by Student Race	Proficient	Not Proficient
Asian	73.44%	26.56%
Black or African American	44.19%	55.81%
Hispanic/Latino	53.49%	46.51%
Two or More Races	69.44%	30.56%
White	85.16%	14.84%
Grand Total	78.04%	21.96%

Assessment Tools - Growth

When student performance indicates that they are not meeting benchmark or standard, it is important to monitor growth. Accelerated growth can demonstrate strong progress toward meeting benchmark or standard and is defined when a performance demonstrates more than one year's growth or aggressive growth. Edina defines aggressive growth as 75th growth percentile and above.

***Final report will be disaggregated by student group*

Reading

- FastBridge universal screener and benchmark assessments

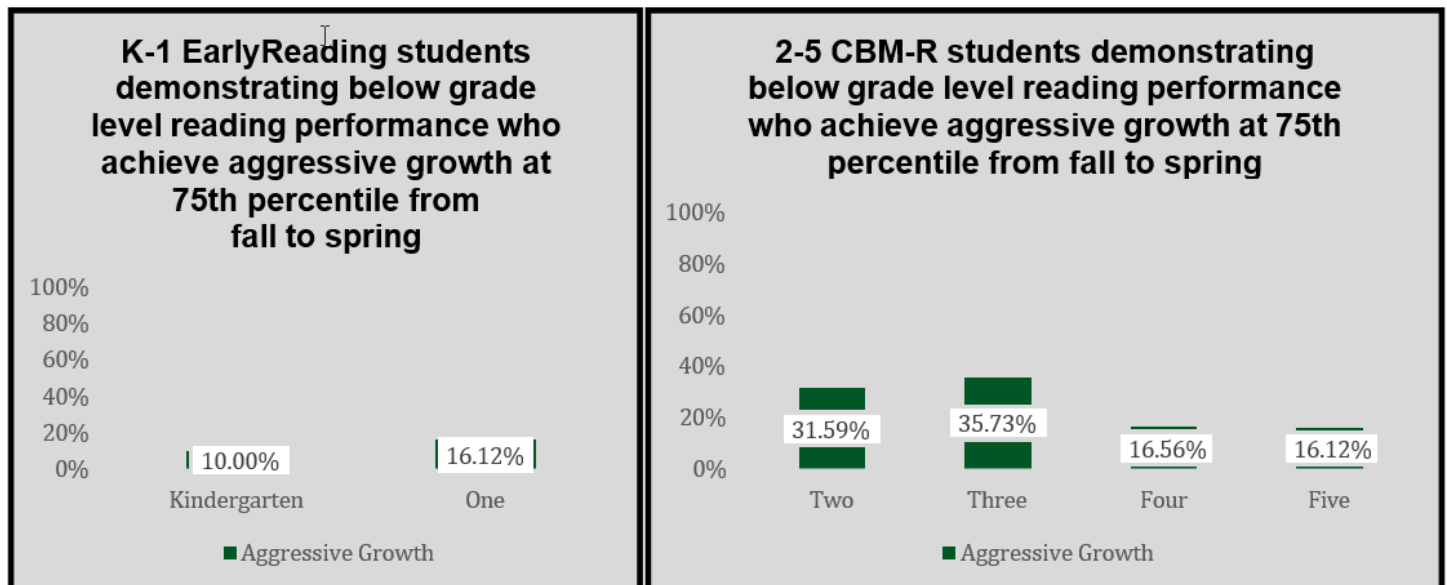
Math

- FastBridge universal screener and benchmark assessments *only have for K-1 in spring 2021

2021-2022 Baseline Data:

Percentage of K-1 EarlyReading and 2-5 CBM-R students demonstrating below grade level reading performance who achieve aggressive growth from fall to spring:

KG- 10%, 1st Gr- 16.12%, 2nd Gr- 31.59%, 3rd Gr- 35.73, 4th Gr- 16.56%, 5th Gr- 16.12%



Percentage of Early Reading Students achieving Aggressive Growth, 75th Percentile, from Fall to Spring Disaggregated by Student group

Percentage of K-1 EarlyReading students demonstrating below grade level reading performance who achieve Aggressive Growth, 75th percentile, from fall to spring by Grade	Aggressive Growth
Kindergarten	10.00%
One	16.12%
Grand Total	26.12%

Percentage of K-1 EarlyReading students demonstrating below grade level reading performance who achieve Aggressive Growth, 75th percentile, from fall to spring by Student Grade by Student Gender	Aggressive Growth
Kindergarten	10.00%
Female	4.37%
Male	5.63%
One	16.12%
Female	7.18%
Male	8.93%
Grand Total	26.12%

Percentage of K-1 EarlyReading students demonstrating below grade level reading performance who achieve Aggressive Growth, 75th percentile, from fall to spring by Student Grade by Student SPED Status	Aggressive Growth
Kindergarten	10.00%
General Ed	8.93%
Special Ed	1.07%
One	16.12%
General Ed	14.95%
Special Ed	1.17%
Grand Total	26.12%

Percentage of K-1 EarlyReading students demonstrating below grade level reading performance who achieve Aggressive Growth, 75th percentile, from fall to spring by Student Grade by Student Race		Aggressive Growth
Kindergarten		10.00%
Asian		1.26%
Black or African American		0.97%
Hispanic/Latino		0.58%
Multi-Racial		0.87%
White		6.31%
One		16.12%
Asian		1.46%
Black or African American		0.97%
Hispanic/Latino		0.39%
Multi-Racial		0.97%
White		12.33%
Grand Total		26.12%

Student ML and FRPM Status is not available in FastBridge for the 21-22 School year, it is now available for 2022-23.
American Indian or Alaskan Native removed due to small numbers.

Percentage of CBM- Reading Students achieving Aggressive Growth, 75th Percentile, from Fall to Spring Disaggregated by Student group

Percentage of 2-5 CBMR English students demonstrating below grade level reading performance who achieve aggressive growth, 75th percentile, from fall to spring by Student Grade	Aggressive Growth
Two	31.59%
Three	35.73%
Four	16.56%
Five	16.12%
Grand Total	100%

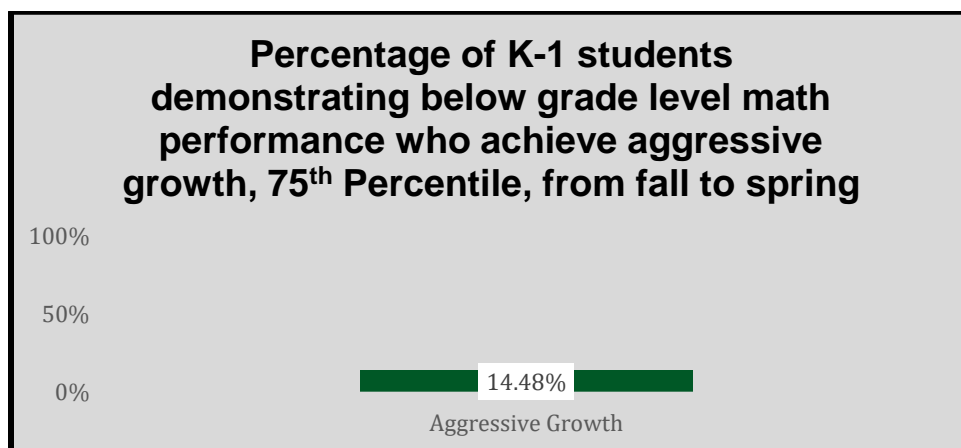
Percentage of 2-5 CBMR English students demonstrating below grade level reading performance who achieve aggressive growth, 75th percentile, from fall to spring by Student Grade by Student Gender	Aggressive Growth
Two	31.59%
Female	18.08%
Male	13.51%
Three	35.73%
Female	18.95%
Male	16.78%
Four	16.56%
Female	7.41%
Male	9.15%
Five	16.12%
Female	9.37%
Male	6.75%
Grand Total	100%

Percentage of 2-5 CBMR English students demonstrating below grade level reading performance who achieve aggressive growth, 75th percentile, from fall to spring by Student Grade by Student SPED Status	Aggressive Growth
Two	31.59%
General Ed	28.32%
Special Ed	3.27%
Three	35.73%
General Ed	31.81%
Special Ed	3.92%
Four	16.56%
General Ed	14.81%
Special Ed	1.74%
Five	16.12%
General Ed	14.81%
Special Ed	1.31%
Grand Total	100%

Percentage of 2-5 CBMR English students demonstrating below grade level reading performance who achieve aggressive growth, 75th percentile, from fall to spring by Student Grade by Student Race	Aggressive Growth
Two	31.59%
Asian	1.74%
Black or African American	1.53%
Hispanic/Latino	0.87%
Multi-Racial	1.31%
White	26.14%
Three	35.73%
Asian	1.31%
Black or African American	1.74%
Hispanic/Latino	1.96%
Multi-Racial	1.74%
White	28.98%
Four	16.56%
Asian	0.65%
Black or African American	1.96%
Hispanic/Latino	1.09%
Multi-Racial	0.87%
White	11.98%
Five	16.12%
Asian	0.87%
Black or African American	1.09%
Hispanic/Latino	1.09%
Multi-Racial	0.44%
White	12.64%
Grand Total	100%

Student ML and FRPM Status was not available in FastBridge for the 21-22 School year, it is now available for 2022-23.
American Indian or Alaskan Native removed due to small numbers.

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth, 75th Percentile, from fall to spring: **14.48%**



**Percentage of Early Math Students achieving Aggressive Growth, 75th Percentile, from Fall to Spring
Disaggregated by Student group**

	Aggressive Growth
Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring	14.48%

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring by Grade	Aggressive Growth
Kindergarten	8.45%
One	6.03%
Grand Total	14.48%

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring by Grade by Student Gender	Aggressive Growth
Kindergarten	8.45%
Female	3.77%
Male	4.69%
One	6.03%
Female	3.68%
Male	2.34%
Grand Total	14.48%

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring by Grade by Student SPED Status	Aggressive Growth
Kindergarten	8.45%
General Ed	7.20%
Special Ed	1.26%
One	6.03%
General Ed	5.02%
Special Ed	1.00%
Grand Total	14.48%

Percentage of K-1 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring by Grade by Student Race	Aggressive Growth
Kindergarten	8.45%
Asian	0.42%
Black or African American	1.00%
Hispanic/Latino	0.67%
Multi-Racial	0.67%
White	5.69%
One	6.03%
Asian	0.33%
Black or African American	0.84%
Hispanic/Latino	0.59%
Multi-Racial	0.42%
White	3.85%
Grand Total	14.48%

Student ML and FRPM Status was not available in FastBridge for the 21-22 School year, it is now available for 2022-23.
American Indian or Alaskan Native removed due to small numbers.

Reasoning:

Edina Public Schools offers a dynamic learning environment that focuses on educational excellence. We seek to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. Our focus on Each and Every student ensures all students will demonstrate quality literacy, numeracy, problem solving, and critical thinking skills.

Assessment of learning requires the use of multiple data points to ensure we take a comprehensive approach to monitor student performance. In addition to using state and local standardized assessments, we believe a cogent monitoring plan should include classroom level assessments as well. To that end the following types of metrics are used to monitor student performance:

Universal Screener: An assessment given to all students in grades 6-8, to determine students who may not be on track to meet learning benchmarks and mastery of the Minnesota State Standards in reading and math.

Formative Assessment: Formative assessments monitor student learning at the classroom level and provide both teachers and students on-going feedback about student learning.

Summative Assessment: Evaluates student learning at the end of an instructional unit or period to determine if learning targets and standards were met.

Assessment Tools – Proficiency

Proficiency will be determined when students have demonstrated meeting grade level benchmark on 2 of the 3 following assessments:

***Final report will be disaggregated by student group*

Reading

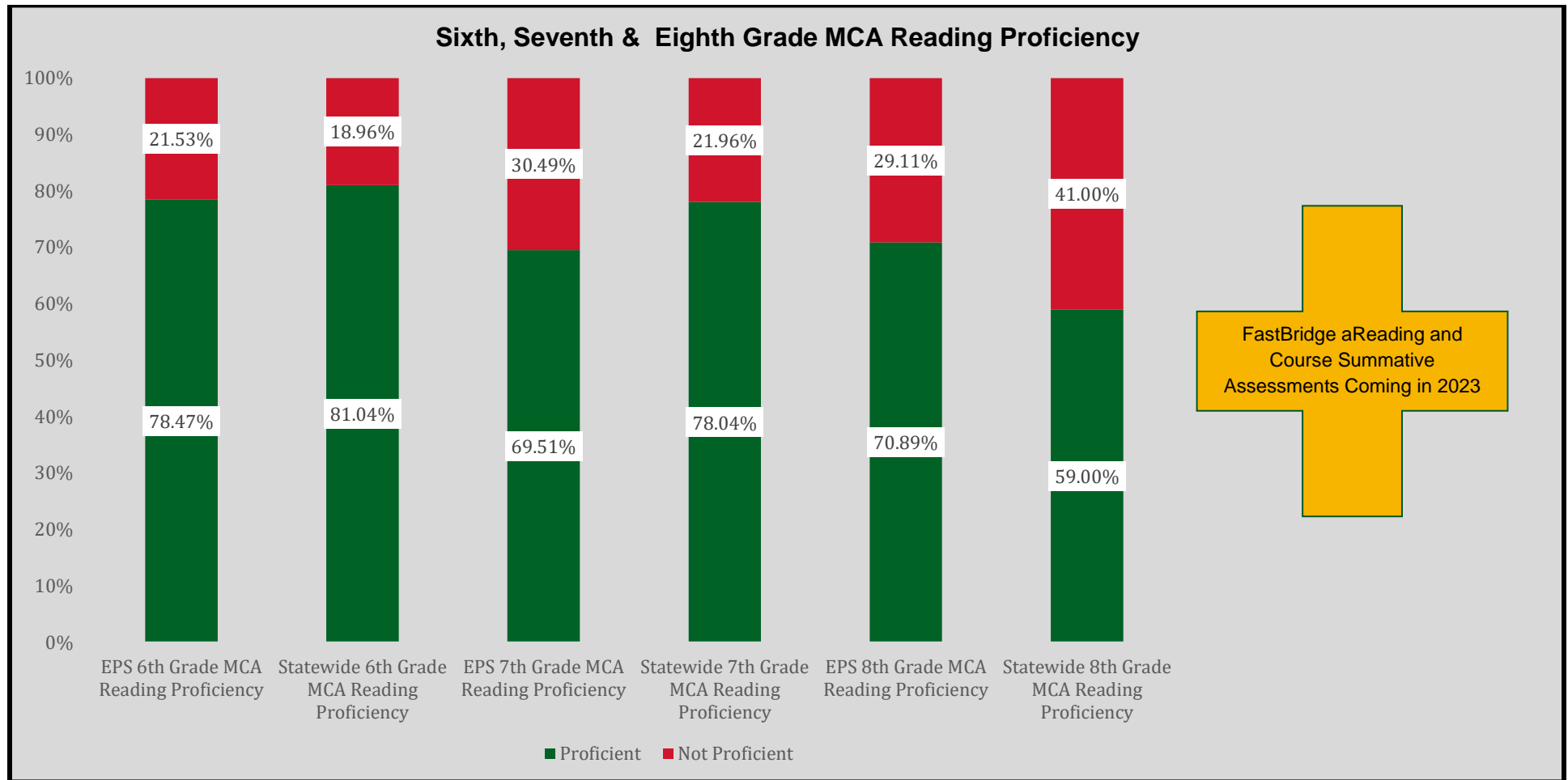
- Minnesota Comprehensive Assessment or the alternative Minnesota Test of Academic Skills (MTAS) or Goals met that are outlined in Minnesota Individual Education Plan (IEP).
- FastBridge aReading *only 6th grade for 2022 baseline data, we will have data for 6-8 moving forward
- Demonstration of Proficiency on Summative Assessments - 6th, 7th & 8th grade *We are in review and do not have this baseline data for 2022, we will have data moving forward.

Math

- Minnesota Comprehensive Assessment **or** the alternative Minnesota Test of Academic Skills (MTAS) **or** Goals met that are outlined in Minnesota Individual Education Plan (IEP)
- FastBridge aMath *only 6th grade for 2022 baseline data, we will have data for 6-8 moving forward
- Demonstration of Proficiency on Summative Assessments

2021-2022 Baseline Data: *This data may be presented as separate data points for this year only. As both reading and math do not have baseline data for all three assessments for spring 2022. We will in the spring of 2023.

Percentage of 6th, 7th, & 8th grade students proficient in two of three reading assessments:



The addition of the universal screener, FastBridge aReading and course summative assessments, will complete our triangulation of data.

MCA Reading Assessment Disaggregated Student Group Data

MCA Reading Proficiency by Student Grade	Proficient	Not Proficient
Sixth Grade MCA Reading Proficiency	78.47%	21.53%
Seventh Grade MCA Reading Proficiency	69.51%	30.49%
Eighth Grade MCA Reading Proficiency	70.89%	29.11%
Grand Total	72.85%	27.15%

MCA Reading Proficiency by Student Gender	Proficient	Not Proficient
Sixth Grade	78.47%	21.53%
Female	80.21%	19.79%
Male	76.82%	23.18%
Seventh Grade	69.51%	30.49%
Female	73.17%	26.83%
Male	66.47%	33.53%
Eighth Grade	70.89%	29.11%
Female	74.06%	25.94%
Male	68.01%	31.99%
Grand Total	72.85%	27.15%

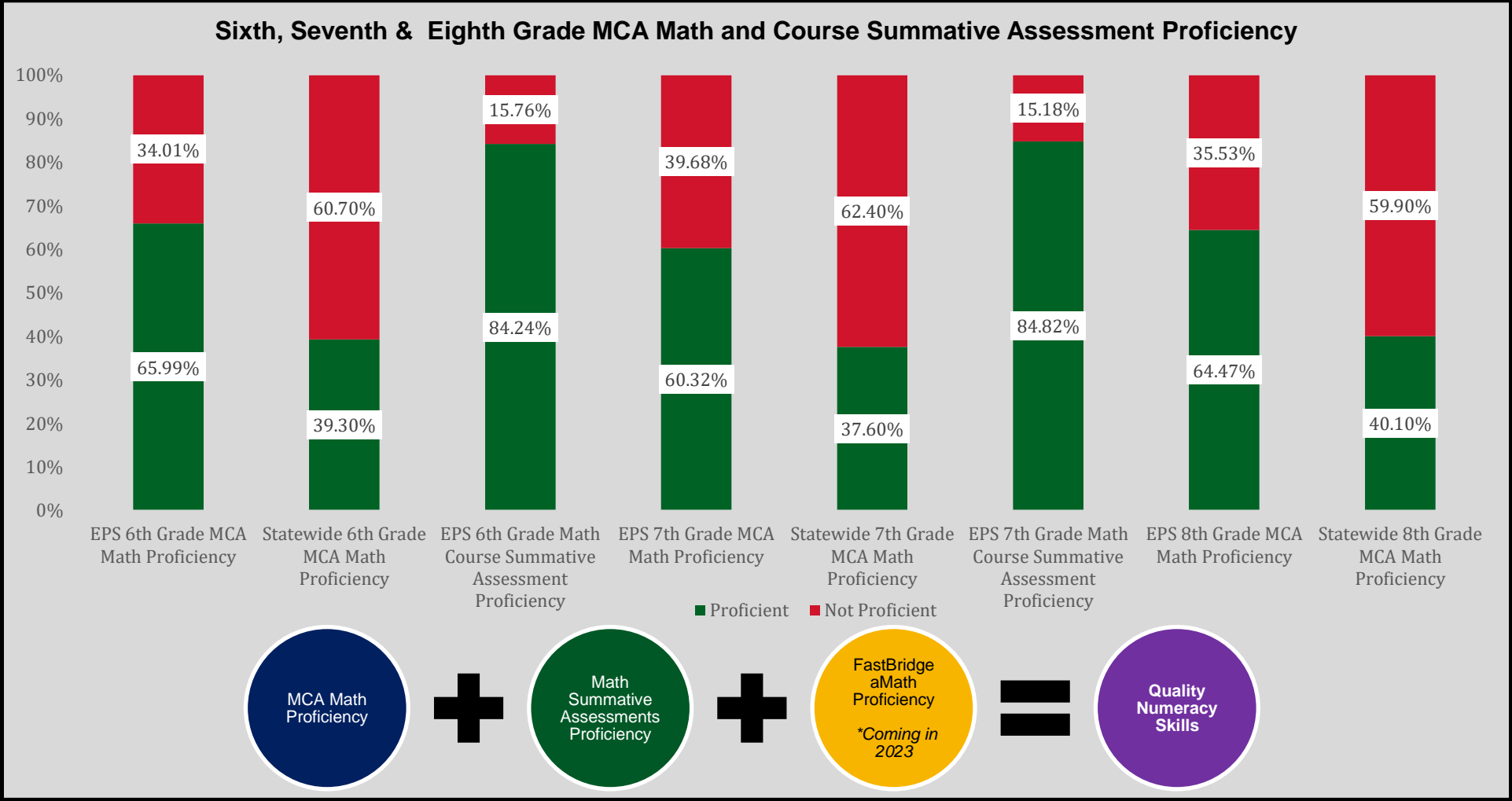
MCA Math Assessment Proficiency by Student Grade by Student SPED Status	Proficient	Not Proficient
Sixth Grade	78.47%	21.53%
Gen Ed Student	81.70%	18.30%
Special Ed Student	54.93%	45.07%
Seventh Grade	69.51%	30.49%
Gen Ed Student	73.08%	26.92%
Special Ed Student	36.07%	63.93%
Eighth Grade	70.89%	29.11%
Gen Ed Student	75.09%	24.91%
Special Ed Student	26.42%	73.58%
Grand Total	72.85%	27.15%

Math Course Summative Assessment Proficiency by Student ML Status	Proficient	Not Proficient
Sixth Grade	78.47%	21.53%
ML Student	9.09%	90.91%
Non ML Student	81.16%	18.84%
Seventh Grade	69.51%	30.49%
ML Student	14.81%	85.19%
Non ML Student	71.95%	28.05%
Eighth Grade	70.89%	29.11%
ML Student	0.00%	100.00%
Non ML Student	73.03%	26.97%
Grand Total	72.85%	27.15%

MCA Math Assessment Proficiency by Student Grade by Student Race	Proficient	Not Proficient
Sixth Grade	78.47%	21.53%
Asian	93.44%	6.56%
Black or African American	47.95%	52.05%
Hispanic/Latino	65.00%	35.00%
Two or More Races	82.05%	17.95%
White	83.02%	16.98%
Seventh Grade	69.57%	30.43%
Asian	81.25%	18.75%
Black or African American	42.86%	57.14%
Hispanic/Latino	32.50%	67.50%
Two or More Races	79.55%	20.45%
White	74.29%	25.71%
Eighth Grade	71.01%	28.99%
Asian	93.75%	6.25%
Black or African American	42.25%	57.75%
Hispanic/Latino	65.79%	34.21%
Two or More Races	68.57%	31.43%
White	73.93%	26.07%
Grand Total	72.92%	27.08%

Percentage of 6th, 7th, & 8th grade students proficient in two of math reading assessments*

*Note: Insufficient FastBridge aMath assessment data to provide 2 of 3 analysis



The addition of the universal screener, FastBridge aMath, will complete our triangulation of data

MCA Math Assessment Disaggregated Student Group Data

MCA Math Assessment Proficiency by Student Grade	Proficient	Not Proficient
Sixth Grade MCA Proficiency	65.99%	34.01%
Seventh Grade MCA Proficiency	60.32%	39.68%
Eighth Grade MCA Proficiency	64.47%	35.53%
Grand Total	63.53%	36.47%

MCA Math Assessment Proficiency by Student Grade by Student Gender	Proficient	Not Proficient
Sixth Grade	65.99%	34.01%
Female	61.05%	38.95%
Male	70.63%	29.37%
Seventh Grade	60.32%	39.68%
Female	59.03%	40.97%
Male	61.40%	38.60%
Eighth Grade	64.47%	35.53%
Female	63.89%	36.11%
Male	65.00%	35.00%
Grand Total	63.53%	36.47%

MCA Math Assessment Proficiency by Student Grade by Student SPED Status	Proficient	Not Proficient
Sixth Grade	65.99%	34.01%
Gen Ed Student	69.71%	30.29%
Special Ed Student	39.73%	60.27%
Seventh Grade	60.32%	39.68%
Gen Ed Student	63.68%	36.32%
Special Ed Student	28.33%	71.67%
Eighth Grade	64.47%	35.53%
Gen Ed Student	68.29%	31.71%
Special Ed Student	24.53%	75.47%
Grand Total	63.53%	36.47%

MCA Math Assessment Proficiency by Student Grade by Student Race	Proficient	Not Proficient
Sixth Grade	65.99%	34.01%
Asian	83.61%	16.39%
Black or African American	17.81%	82.19%
Hispanic/Latino	42.50%	57.50%
Two or More Races	79.49%	20.51%
White	73.60%	26.40%
Seventh Grade	60.25%	39.75%
Asian	84.62%	15.38%
Black or African American	22.22%	77.78%
Hispanic/Latino	27.50%	72.50%
Two or More Races	61.36%	38.64%
White	65.23%	34.77%
Eighth Grade	64.58%	35.42%
Asian	87.76%	12.24%
Black or African American	25.71%	74.29%
Hispanic/Latino	50.00%	50.00%
Two or More Races	57.14%	42.86%
White	70.36%	29.64%
Grand Total	63.54%	36.46%

Math Course Summative Assessment Proficiency Disaggregated Student Group Data

Math Course Summative Assessment Proficiency	Proficient	Not Proficient
Sixth Grade	84.24%	15.76%
Seventh Grade	84.82%	15.18%
Eighth Grade	79.48%	20.52%
Grand Total	82.79%	17.21%

Math Course Summative Assessment Proficiency by Student Gender	Proficient	Not Proficient
Sixth Grade	84.24%	15.76%
Female	87.62%	12.38%
Male	81.14%	18.86%
Seventh Grade	84.82%	15.18%
Female	83.99%	16.01%
Male	85.49%	14.51%
Eighth Grade	79.48%	20.52%
Female	81.48%	18.52%
Male	77.46%	22.54%
Grand Total	82.79%	17.21%

Math Course Summative Assessment Proficiency by Student SPED Status	Proficient	Not Proficient
Sixth Grade	84.24%	15.76%
Gen Ed Student	85.32%	14.68%
Special Ed Student	80.39%	19.61%
Section 504 Student	78.57%	21.43%
Seventh Grade	84.82%	15.18%
Gen Ed Student	85.51%	14.49%
Special Ed Student	85.87%	14.13%
Section 504 Student	73.17%	26.83%

Eighth Grade	79.48%	20.52%
Gen Ed Student	81.35%	18.65%
Special Ed Student	69.66%	30.34%
Section 504 Student	72.41%	27.59%
Grand Total	82.79%	17.21%

Math Course Summative Assessment Proficiency by Student ML Status	Proficient	Not Proficient
Sixth Grade	84.24%	15.76%
Non ML Student	84.88%	15.12%
ML Student	69.23%	30.77%
Seventh Grade	84.82%	15.18%
Non ML Student	85.45%	14.55%
ML Student	71.88%	28.13%
Eighth Grade	79.48%	20.52%
Non ML Student	80.30%	19.70%
ML Student	54.55%	45.45%
Grand Total	82.79%	17.21%

Math Course Summative Assessment Proficiency by Student FRPM Status	Proficient	Not Proficient
Sixth Grade	84.24%	15.76%
FRPM Student	65.98%	34.02%
Non FRPM Student	87.50%	12.50%
Seventh Grade	84.82%	15.18%
FRPM Student	71.57%	28.43%
Non FRPM Student	87.14%	12.86%
Eighth Grade	79.48%	20.52%
FRPM Student	53.09%	46.91%
Non FRPM Student	82.95%	17.05%
Grand Total	82.79%	17.21%

Math Course Summative Assessment Proficiency by Student Race	Proficient	Not Proficient
Sixth Grade	84.24%	15.76%
Asian	76.12%	23.88%
Black or African American	70.37%	29.63%
Hispanic/Latino	82.98%	17.02%
Two or More Races	83.72%	16.28%
White	88.59%	11.41%
Seventh Grade	84.82%	15.18%
American Indian or Alaska Native	0.00%	100.00%
Asian	90.41%	9.59%
Black or African American	60.00%	40.00%
Hispanic/Latino	85.71%	14.29%
Native Hawaiian or Other Pacific Islander	0.00%	100.00%
Two or More Races	78.26%	21.74%
White	88.76%	11.24%
Eighth Grade	79.48%	20.52%
Asian	78.18%	21.82%
Black or African American	57.69%	42.31%
Hispanic/Latino	83.33%	16.67%
Native Hawaiian or Other Pacific Islander	100.00%	0.00%
Two or More Races	67.39%	32.61%
White	84.01%	15.99%
Grand Total	82.79%	17.21%

Assessment Tools - Growth:

When student performance indicates that they are not meeting benchmark or standard, it is important to monitor growth. Accelerated growth can demonstrate strong progress toward meeting benchmark or standard and is defined when a performance demonstrates more than one year's growth or aggressive growth. Edina defines aggressive growth as 75th growth percentile and above.

***Final report will be disaggregated by student group*

Reading

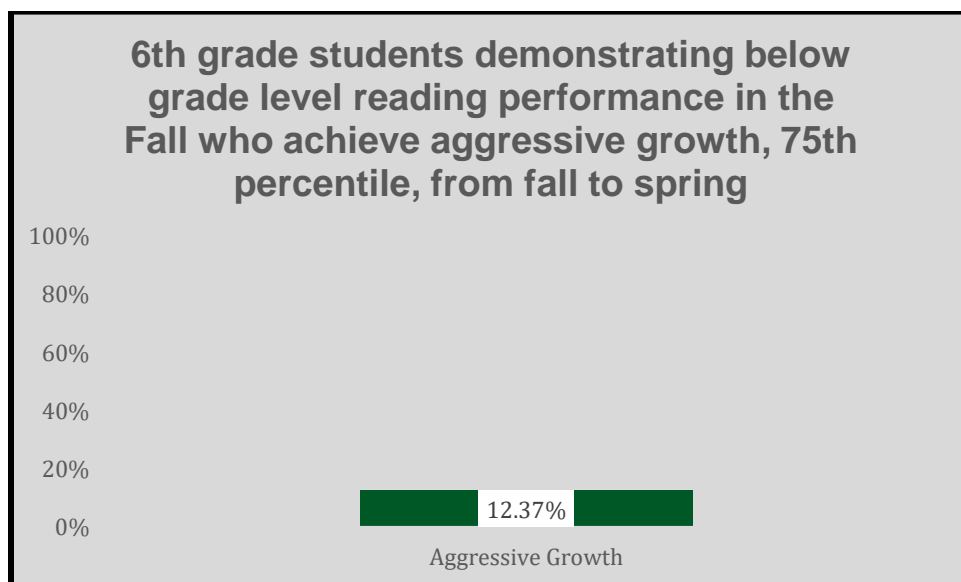
- FastBridge aReading *only 6th grade

Math

- aMath *We do not have this baseline data for 2022 but will have it moving forward in alignment with our current Assessment Plan.

2021-2022 Baseline Data:

Percentage of 6th grade students demonstrating below grade level reading performance who achieve aggressive growth, 75th Percentile, from fall to spring: **12.37%**



Students Demonstrating Below Grade Level Reading Performance in the Fall Who Achieve Aggressive Growth, 75th Percentile, from Fall to Spring Data Disaggregated by Student Group

	Aggressive Growth
6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring	12.37%

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th percentile, from fall to spring by Student Gender	Aggressive Growth
Female	5.22%
Male	7.15%
Grand Total	12.37%
6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring by Student SPED Status	Aggressive Growth
General Ed	10.58%
Special Ed	1.79%
Grand Total	12.37%

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring by Student Race	Aggressive Growth
Asian	1.04%
Black or African American	1.64%
Hispanic/Latino	0.60%
Multi-Racial	1.49%
White	7.60%
Grand Total	12.37%

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th percentile, from fall to spring by Student Gender	Aggressive Growth
Female	5.22%
Male	7.15%
Grand Total	12.37%

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring by Student SPED Status	Aggressive Growth
General Ed	10.58%
Special Ed	1.79%
Grand Total	12.37%

6th grade students demonstrating below grade level reading performance in the Fall who achieve aggressive growth, 75th Percentile, from fall to spring by Student Race	Aggressive Growth
Asian	1.04%
Black or African American	1.64%
Hispanic/Latino	0.60%
Multi-Racial	1.49%
White	7.60%
Grand Total	12.37%

Student ML and FRPM Status was not available in FastBridge for the 21-22 School year, it is now available for 2022-23.
American Indian or Alaskan Native removed due to small numbers.

Percentage of 7-8 students demonstrating below grade level reading performance who achieve aggressive growth from fall to spring: ***We do not have this baseline data for 2022 but will have it moving forward in alignment with our current Assessment Plan.**

Percentage of 6-8 students demonstrating below grade level math performance who achieve aggressive growth from fall to spring: ***We do not have this baseline data for 2022 but will have it moving forward in alignment with our current Assessment Plan.**

Focus Area: Advance Academic Excellence, Growth and Readiness – High School

Reasoning:

Edina Public Schools offers a dynamic learning environment that focuses on educational excellence. We seek to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. Our focus on Each and Every student ensures all students will demonstrate quality literacy, numeracy, problem solving, and critical thinking skills.

Assessment of learning requires the use of multiple data points to ensure we take a comprehensive approach to monitor student performance. In addition to using state and local standardized assessments, we believe a cogent monitoring plan should include classroom level assessments as well. To that end the following types of metrics are used to monitor student performance:

Universal Screener: An assessment given to all students in grade 9 and identified students in 10-12, to determine students who may not be on track to meet learning benchmarks and mastery of the Minnesota State Standards in reading and math.

Formative Assessment: Formative assessments monitor student learning at the classroom level and provide both teachers and students on-going feedback about student learning.

Summative Assessment: Evaluates student learning at the end of an instructional unit or period to determine if learning targets and standards were met.

Assessment Tools – Proficiency:

Proficiency will be determined when students have demonstrated meeting grade level benchmark on the following assessments:

***Final report will be disaggregated by student group*

Reading Data pulled in 10th grade to align with MCA administration

- 10th grade Minnesota Comprehensive Assessment **or** the alternative Minnesota Test of Academic Skills (MTAS)
- Course Summative Assessments in 10th grade ELA course

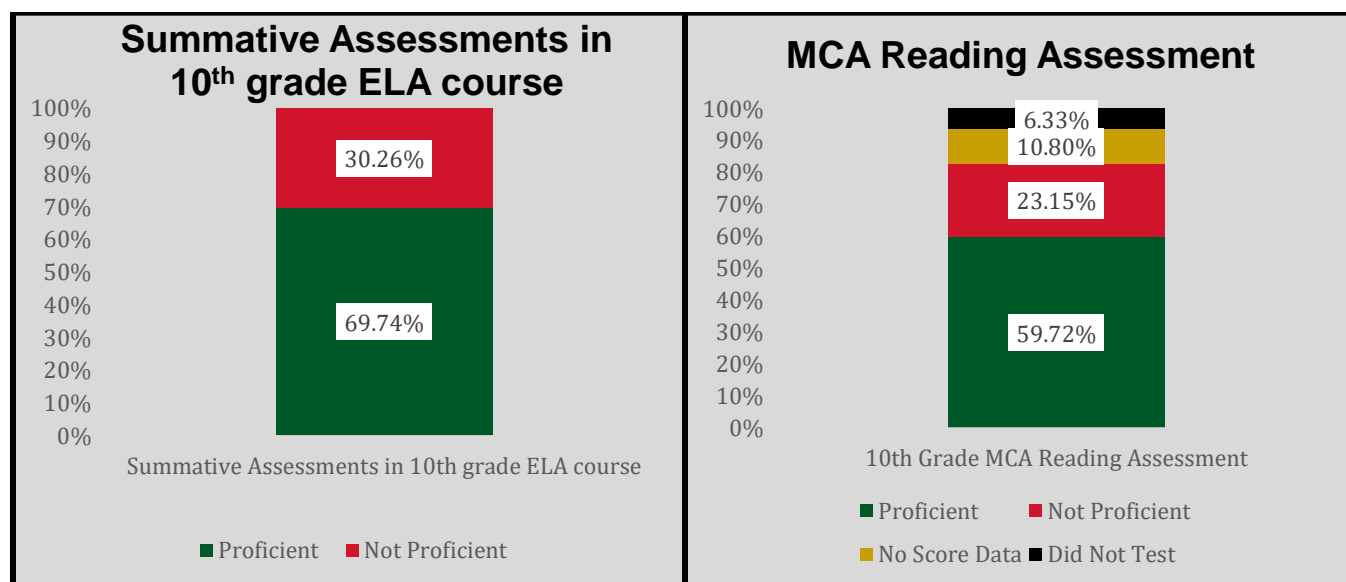
Math Data pulled in 11th grade to align with MCA administration

- 11th grade Minnesota Comprehensive Assessment **or** the alternative Minnesota Test of Academic Skills (MTAS)
- Course Summative Assessments in final required Minnesota Standards Based course

Science Data pulled in year student takes Biology Course

- Minnesota Comprehensive Assessment **or** the alternative Minnesota Test of Academic Skills (MTAS)
- Course Summative Assessments in Biology

2021-2022 Proficiency Baseline Data:



Proficiency of EHS Students Taking the MCA Reading is 71.8%

Proficiency of Statewide Students Taking the MCA Reading is 55.2%

Summative Assessments in 10th grade ELA course Data Disaggregated by Student Group

	Proficient	Not Proficient
Summative Assessments in 10th grade ELA course	69.74%	30.26%

Summative Assessments in 10th grade ELA course by Student Gender	Proficient	Not Proficient
Female	37.86%	11.49%
Male	31.88%	18.77%
Grand Total	69.74%	30.26%

Summative Assessments in 10th grade ELA course by Student SPED Status	Proficient	Not Proficient
Gen Ed Student	61.49%	23.62%
Special Ed Student	2.75%	3.72%
Section 504 Student	5.50%	2.91%
Grand Total	69.74%	30.26%

Summative Assessments in 10th grade ELA course by Student ML Status	Proficient	Not Proficient
Non ML Student	69.42%	27.83%
ML Student	0.32%	2.43%
Grand Total	69.74%	30.26%

Summative Assessments in 10th grade ELA course by Student FRPM Status	Proficient	Not Proficient
FRPM Student	4.85%	8.41%
Non FRPM Student	64.89%	21.84%
Grand Total	69.74%	30.26%

Summative Assessments in 10th grade ELA course by Student Race	Proficient	Not Proficient
Asian	8.12%	0.81%
Black or African American	4.06%	6.98%
Hispanic/Latino	3.90%	5.19%
Two or More Races	2.76%	1.79%
White	50.91%	15.58%
Grand Total	69.64%	30.36%

Native Hawaiian or Pacific Islander data not displayed due to being identifiable.

10th Grade MCA Reading Assessment Data Disaggregated by Student Group

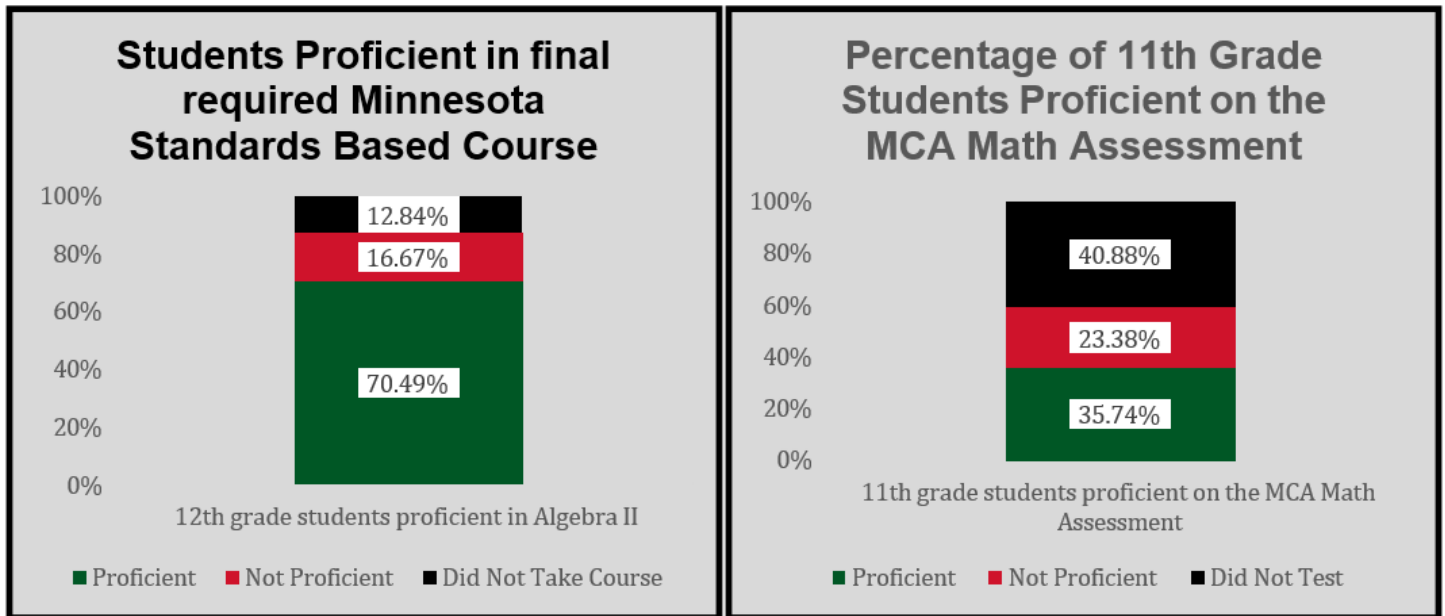
	Proficient	Not Proficient	No Score Data	Did Not Test
10th Grade MCA Reading Assessment	59.72%	23.15%	10.80%	6.33%

10th Grade MCA Reading Assessment by Sped Status	Proficient	Not Proficient	No Score Data	No Test Data
Gen Ed Student	57.56%	20.06%	9.72%	2.62%
Special Ed Student	2.16%	3.09%	1.08%	3.70%
Grand Total	59.72%	23.15%	10.80%	6.33%

10th Grade MCA Reading Assessment by Student ML Status	Proficient	Not Proficient	No Score Data	No Test Data
Non ML Student	59.57%	21.14%	10.65%	3.86%
ML Student	0.15%	2.01%	0.15%	2.47%
Grand Total	59.72%	23.15%	10.80%	6.33%

10th Grade MCA Reading Assessment by Student Race	Proficient	Not Proficient	No Score Data	No Test Data
Asian	7.12%	0.46%	0.93%	0.31%
Black or African American	3.87%	4.80%	1.55%	1.55%
Hispanic/Latino	4.18%	3.56%	0.46%	1.24%
Two or More Races	2.63%	1.39%	0.15%	0.31%
White	41.80%	13.00%	7.74%	2.94%
Grand Total	59.60%	23.22%	10.84%	6.35%

Students Proficient in final required Minnesota Standards Based Course: 70.49%



Proficiency of EHS Students Taking the MCA Math is 59.9%
 Proficiency Statewide of Students Taking the MCA Math is 36.6%

Students Proficient in final required Minnesota Standards Based Course Data Disaggregated by Student Group

	Proficient	Not Proficient	Did Not Take Course
Students Proficient in final required Minnesota Standards Based Course	70.49%	16.67%	12.84%

Students Proficient in final required Minnesota Standards Based Course by Student Gender	Proficient	Not Proficient	Did Not Take Course
Female	71.26%	15.27%	13.47%
Male	69.69%	18.13%	12.19%
Grand Total	70.49%	16.67%	12.84%

Students Proficient in final required Minnesota Standards Based Course by Student SPED Status	Proficient	Not Proficient	Did Not Take Course
Gen Ed Student	74.86%	16.39%	8.75%
Special Ed Student	31.58%	15.79%	52.63%
Section 504 Student	68.33%	20.00%	11.67%
Grand Total	70.49%	16.67%	12.84%

Students Proficient in final required Minnesota Standards Based Course by Student ML Status	Proficient	Not Proficient	Did Not Take Course
Non ML Student	72.28%	16.54%	11.18%
ML Student	10.53%	21.05%	68.42%
Grand Total	70.49%	16.67%	12.84%

Students Proficient in final required Minnesota Standards Based Course by Student FRPM Status	Proficient	Not Proficient	Did Not Take Course
Non FRPM Student	73.88%	15.31%	10.82%
FRPM Student	32.08%	32.08%	35.85%
Grand Total	70.49%	16.67%	12.84%

Students Proficient in final required Minnesota Standards Based Course by Student Race	Proficient	Not Proficient	Did Not Take Course
Asian	69.57%	19.57%	10.87%
Black or African American	38.00%	20.00%	42.00%
Hispanic/Latino	41.46%	21.95%	36.59%
Two or More Races	68.42%	21.05%	10.53%
White	76.57%	15.27%	8.16%
Grand Total	70.44%	16.69%	12.86%

American Indian or Alaska Native students not displayed as enrollment is small and could be identifiable

11th grade students proficient on the MCA Math Assessment Data Disaggregated by Student Group			
	Proficient	Not Proficient	Did Not Test
11th grade students proficient on the MCA Math Assessment	35.74%	23.38%	40.88%

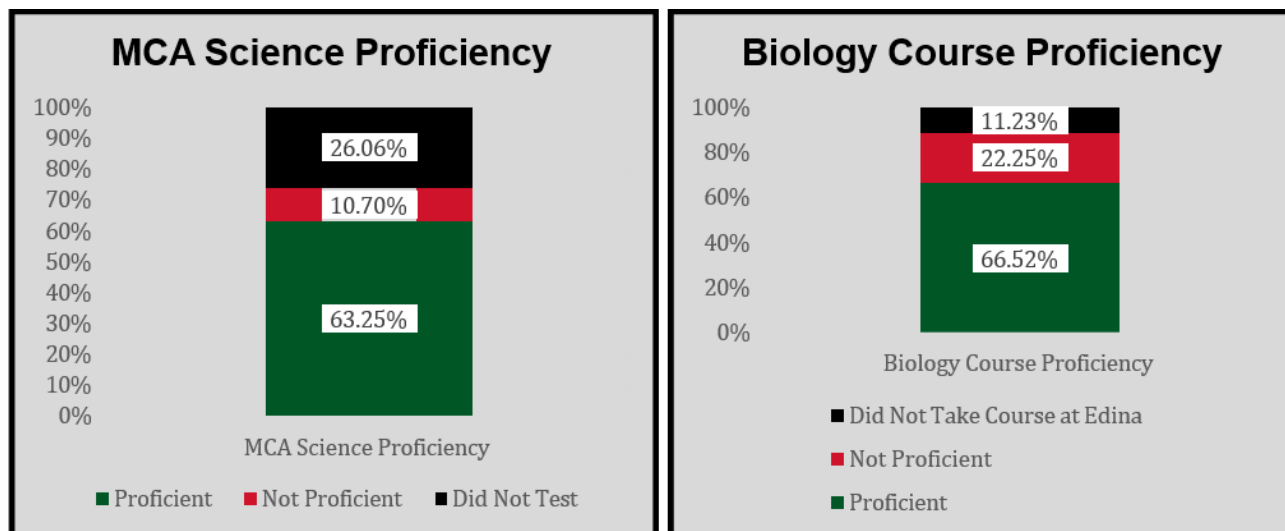
11th grade students proficient on the MCA Math Assessment by Student SPED Status	Proficient	Not Proficient	Did Not Test
Gen Ed Student	35.29%	21.03%	36.47%
Special Ed Student	0.44%	2.35%	4.41%
Grand Total	35.74%	23.38%	40.88%

11th grade students proficient on the MCA Math Assessment by Student ML Status	Proficient	Not Proficient	Did Not Test
Non ML Student	35.59%	22.06%	39.26%
ML Student	0.15%	1.32%	1.62%
Grand Total	35.74%	23.38%	40.88%

11th grade students proficient on the MCA Math Assessment by Student Race	Proficient	Not Proficient	Did Not Test
Asian	3.83%	1.33%	3.69%
Black or African American	2.06%	3.10%	5.16%
Hispanic/Latino	1.92%	2.06%	2.21%
Two or More Races	3.10%	1.03%	2.21%
White	24.93%	15.63%	27.73%
Grand Total	35.84%	23.16%	41.00%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students not listed due to small numbers and being identifiable.

MCA Science and Percentage of students Proficient in Biology B or better: **MCA Science 63.25%, Biology Course 66.52%**



Proficiency of EHS Students Taking the MCA Science is 87.4%
 Proficiency Statewide of Students Taking the MCA Science is 45.6%

MCA Science Proficiency Data Disaggregated by Student Group

	Proficient	Not Proficient	Did Not Test
MCA Science Proficiency	63.25%	10.70%	26.06%

MCA Science Proficiency by Student Gender	Proficient	Not Proficient	Did Not Test
Female	32.53%	6.11%	13.17%
Male	30.71%	4.59%	12.88%
Grand Total	63.25%	10.70%	26.06%

MCA Science Proficiency by Student SPED Status	Proficient	Not Proficient	Did Not Test
Gen Ed Student	55.09%	7.42%	18.92%
Special Ed Student	2.11%	2.18%	3.78%
Section 504 Student	6.04%	1.09%	3.35%
Grand Total	63.25%	10.70%	26.06%

MCA Science Proficiency by Student ML Status	Proficient	Not Proficient	Did Not Test
Non ML Student	63.10%	9.53%	24.02%
ML Student	0.15%	1.16%	2.04%
Grand Total	63.25%	10.70%	26.06%

MCA Science Proficiency by Student FRPM Status	Proficient	Not Proficient	Did Not Test
Non FRPM Student	60.99%	8.37%	21.25%
FRPM Student	2.26%	2.33%	4.80%
Grand Total	63.25%	10.70%	26.06%

MCA Science Proficiency by Student Race	Proficient	Not Proficient	Did Not Test
Asian	5.03%	0.73%	2.12%
Black or African American	3.06%	1.53%	4.52%
Hispanic/Latino	1.97%	2.04%	2.48%
Two or More Races	4.16%	0.58%	1.17%
White	49.09%	5.69%	15.83%
Grand Total	63.31%	10.58%	26.11%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers

Biology Course Proficiency Data Disaggregated by Student Group

	Proficient	Not Proficient	Did Not Take Course at Edina
Biology Course Proficiency	66.52%	22.25%	11.23%

Biology Course Proficiency by Student Gender	Proficient	Not Proficient	Did Not Take Course at Edina
Female	35.24%	10.21%	6.17%
Male	31.28%	12.04%	5.07%
Grand Total	66.52%	22.25%	11.23%

Biology Course Proficiency by Student SPED Status	Proficient	Not Proficient	Did Not Take Course at Edina
Gen Ed Student	57.93%	15.71%	7.93%
Special Ed Student	3.08%	3.23%	1.62%
Section 504 Student	5.51%	3.30%	1.69%
Grand Total	66.52%	22.25%	11.23%

Biology Course Proficiency by Student ML Status	Proficient	Not Proficient	Did Not Take Course at Edina
Non ML Student	68.31%	21.38%	10.31%
ML Student	11.63%	48.84%	39.53%
Grand Total	66.52%	22.25%	11.23%

Biology Course Proficiency by Student FRPM Status	Proficient	Not Proficient	Did Not Take Course at Edina
Non ML Student	66.15%	20.70%	9.99%
ML Student	0.37%	1.54%	1.25%
Grand Total	66.52%	22.25%	11.23%

Biology Course Proficiency by Student Race	Proficient	Not Proficient	Did Not Take Course at Edina
Asian	5.81%	1.47%	0.66%
Black or African American	2.80%	3.53%	2.58%
Hispanic/Latino	2.65%	2.50%	1.25%
Two or More Races	3.97%	1.55%	0.44%
White	51.36%	13.10%	6.33%
Grand Total	66.59%	22.15%	11.26%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers

Focus Area: Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness

Reasoning:

Edina Public Schools fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal, and social growth. Strong emotional intelligence is critical to post-secondary success. Individuals with strong social emotional skills are able to cope with and navigate unexpected change in an agile manner.

Assessing various areas of student social emotional competence including mindsets, behaviors, and attitudes allows Edina Public Schools to garner insight about school culture and climate and student perception of belonging and well-being.

Universal Screener: An assessment of 3-12 students to determine the extent to which students feel connected to adults and hold a sense of belonging and well-being at school.

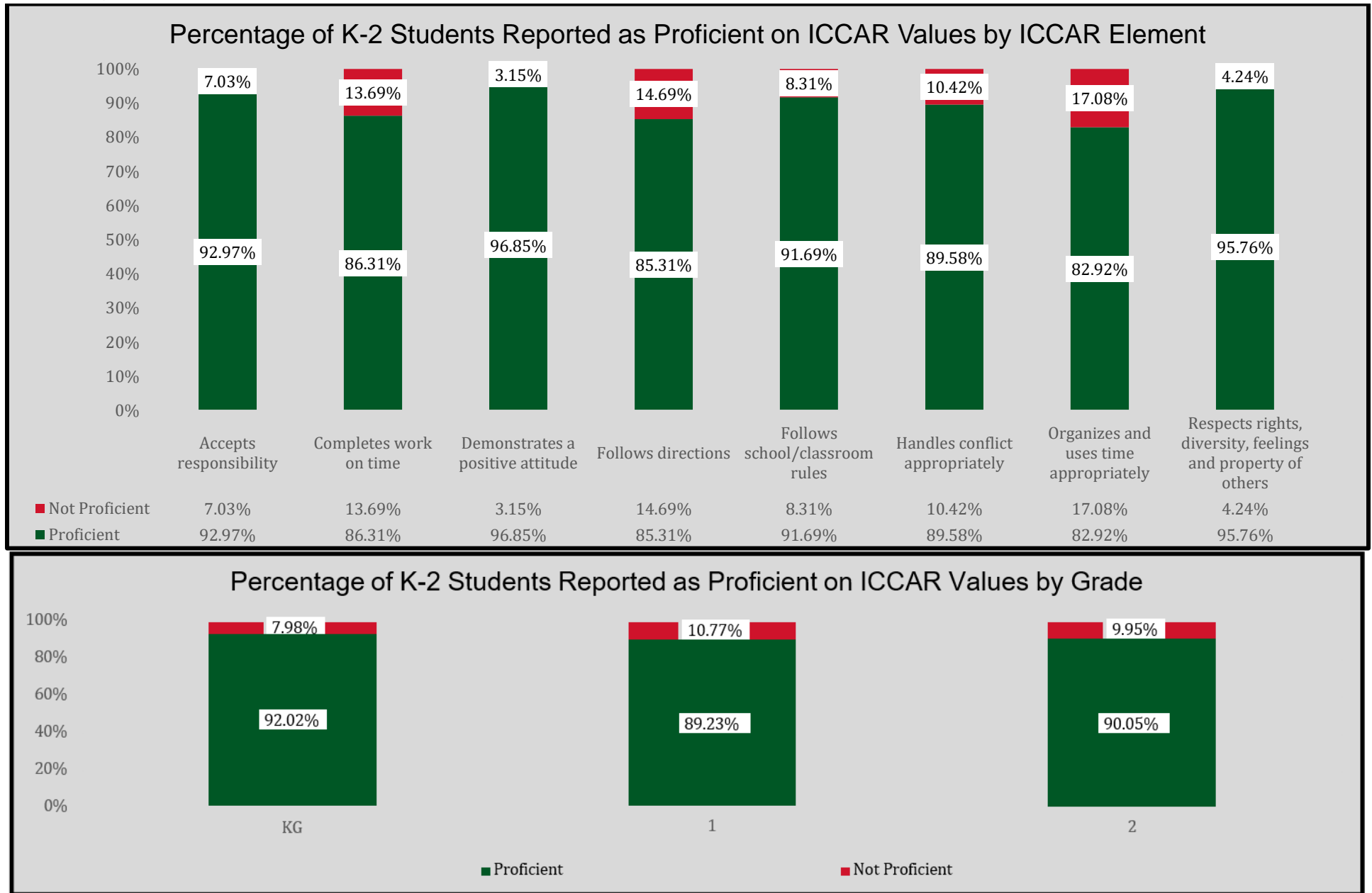
Assessment Tools

Extent to which students feel connected to adults and hold a sense of belonging and well-being at school will be monitored using the Panorama Survey.

***Final report will be disaggregated by student group*

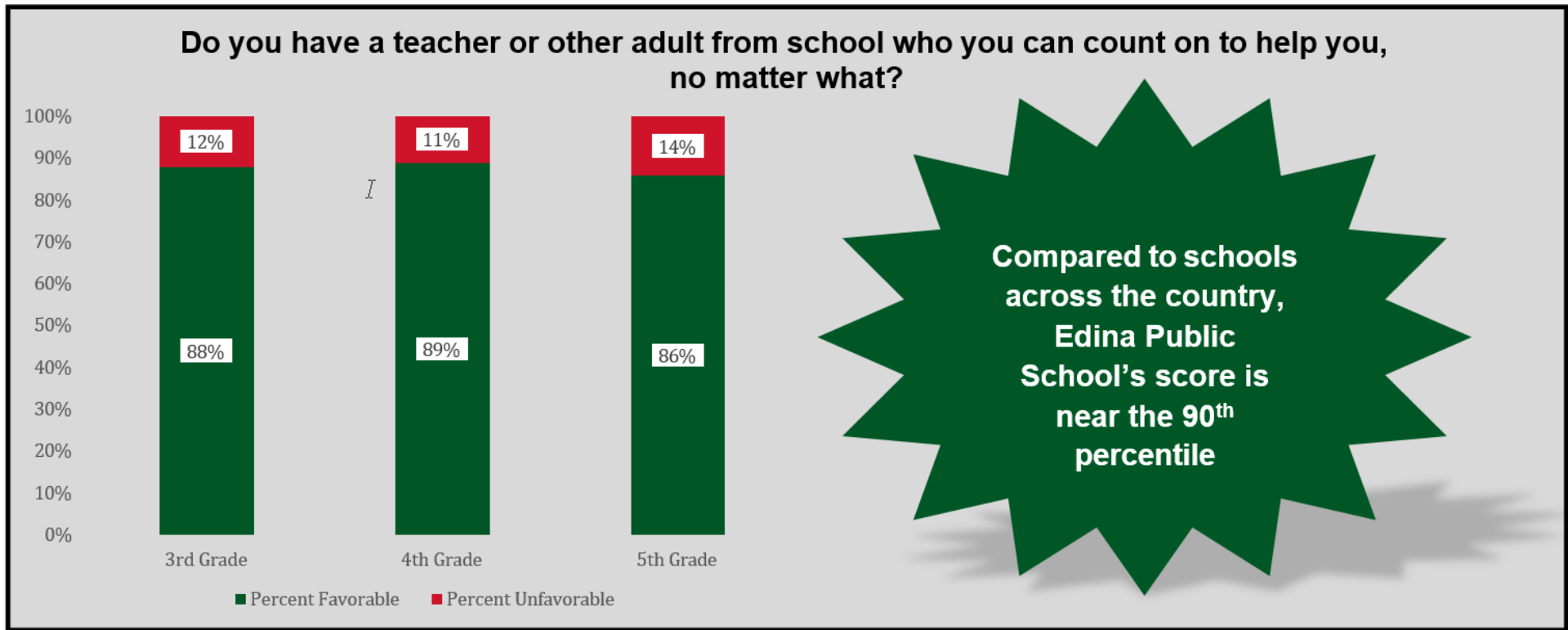
2021-2022 Baseline Data:

Percentage of K-2 students reported as proficient on ICCAR values on report cards:



2021-2022 Spring Semester (S2) Report Card Data

Percentage of 3rd – 5th grade students reporting
Do you have a teacher or other adult from school who you can count on to help you, no matter what?



Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - Grades 3–5

Grades 3-5 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures Data Disaggregated by Student Group

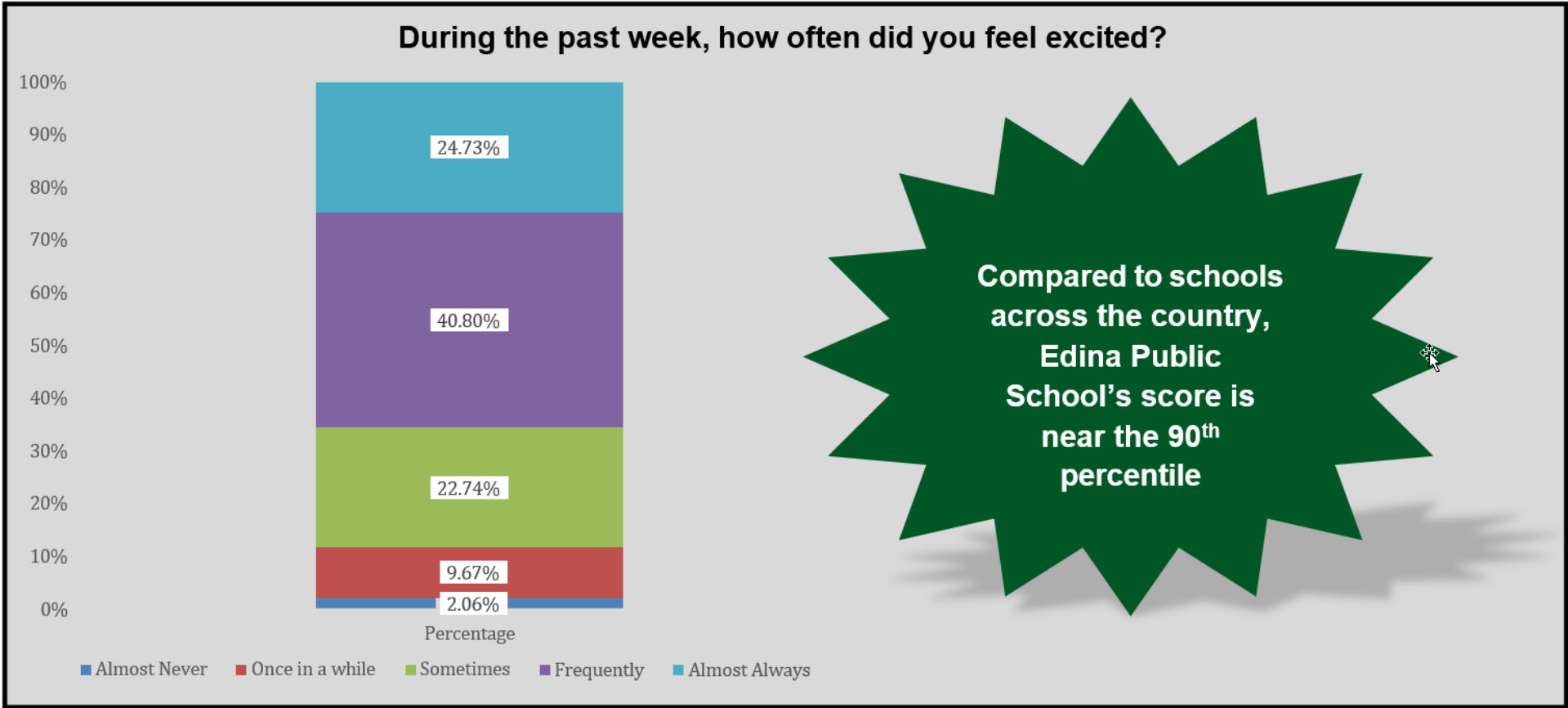
Do you have a teacher or other adult from school who you can count on to help you, no matter what? by Student Gender	Percent Favorable	Percent Unfavorable
Female	88.00%	12.00%
Male	88.00%	12.00%

Do you have a teacher or other adult from school who you can count on to help you, no matter what? By Student SPED Status	Percent Favorable	Percent Unfavorable
Gen Ed	87%	13%
Special Ed	90%	10%

Do you have a teacher or other adult from school who you can count on to help you, no matter what? By Student Race	Percent Favorable	Percent Unfavorable
Asian	90%	10%
Black or African American	92%	8%
Hispanic/Latino	90%	10%
White	87%	13%

*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers.
Panorama did not have an ML student element for the 21-22 survey.*

Percentage of 3rd – 5th grade students reporting
During the past week, how often did you feel excited?



Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - Grades 3–5

**Grades 3-5 Panorama Social-Emotional Learning: Student Competency & Well-Being
Measures Data Disaggregated by Student Group**

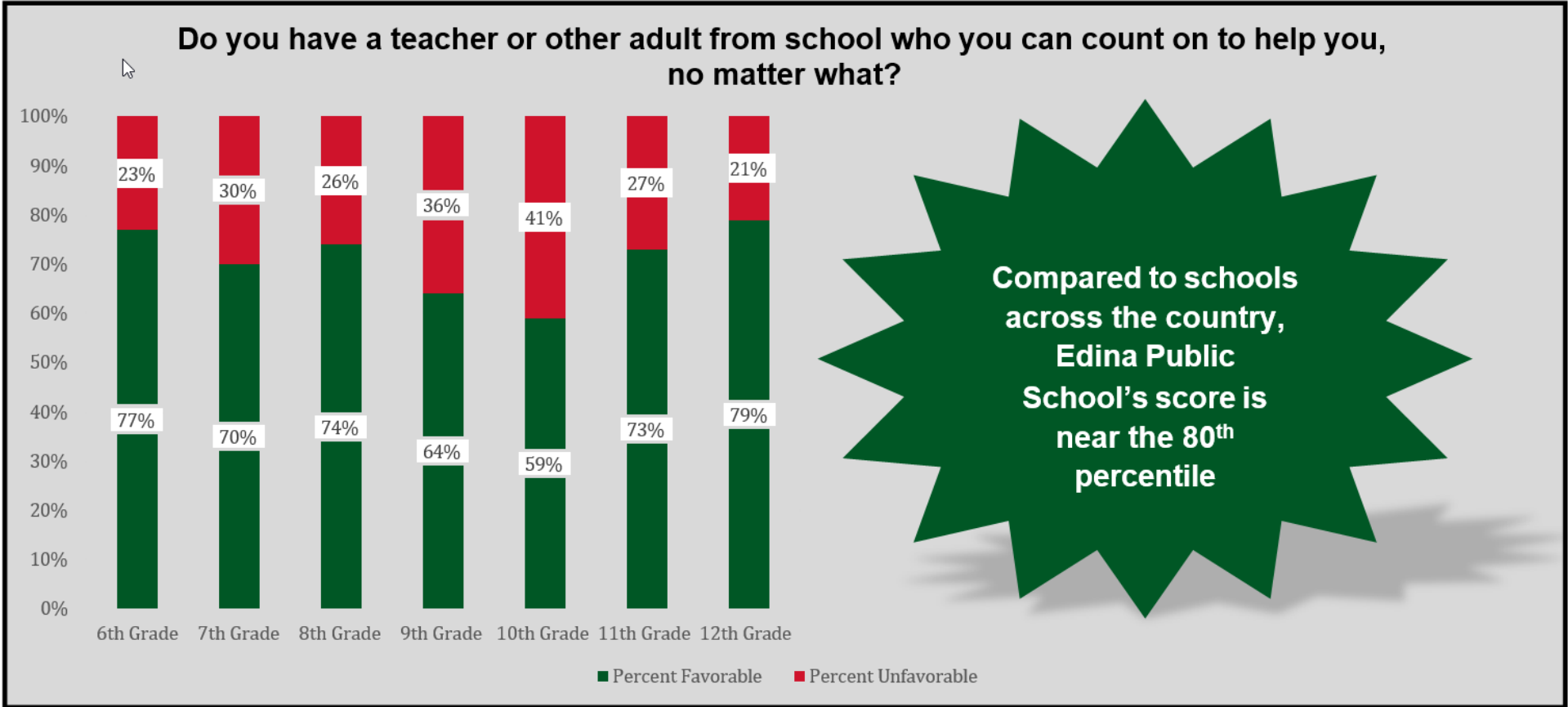
During the past week, how often did you feel excited? by Student Gender	Percent Favorable	Percent Unfavorable
Female	89.00%	11.00%
Male	88.00%	12.00%

During the past week, how often did you feel excited? By Student SPED Status	Percent Favorable	Percent Unfavorable
Gen Ed	89%	11.00%
Special Ed	85%	15.00%

During the past week, how often did you feel excited? By Student Race	Percent Favorable	Percent Unfavorable
Asian	90%	10.00%
Black or African American	88%	12.00%
Hispanic/Latino	88%	12.00%
White	89%	11.00%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers. Panorama did not have an ML student element for the 21-22 survey.

Percentage of 6th – 12th grade students reporting
Do you have a teacher or other adult from school who you can count on to help you, no matter what?



Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - Grades 6–12

Grades 6-12 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures Data Disaggregated by Student Group

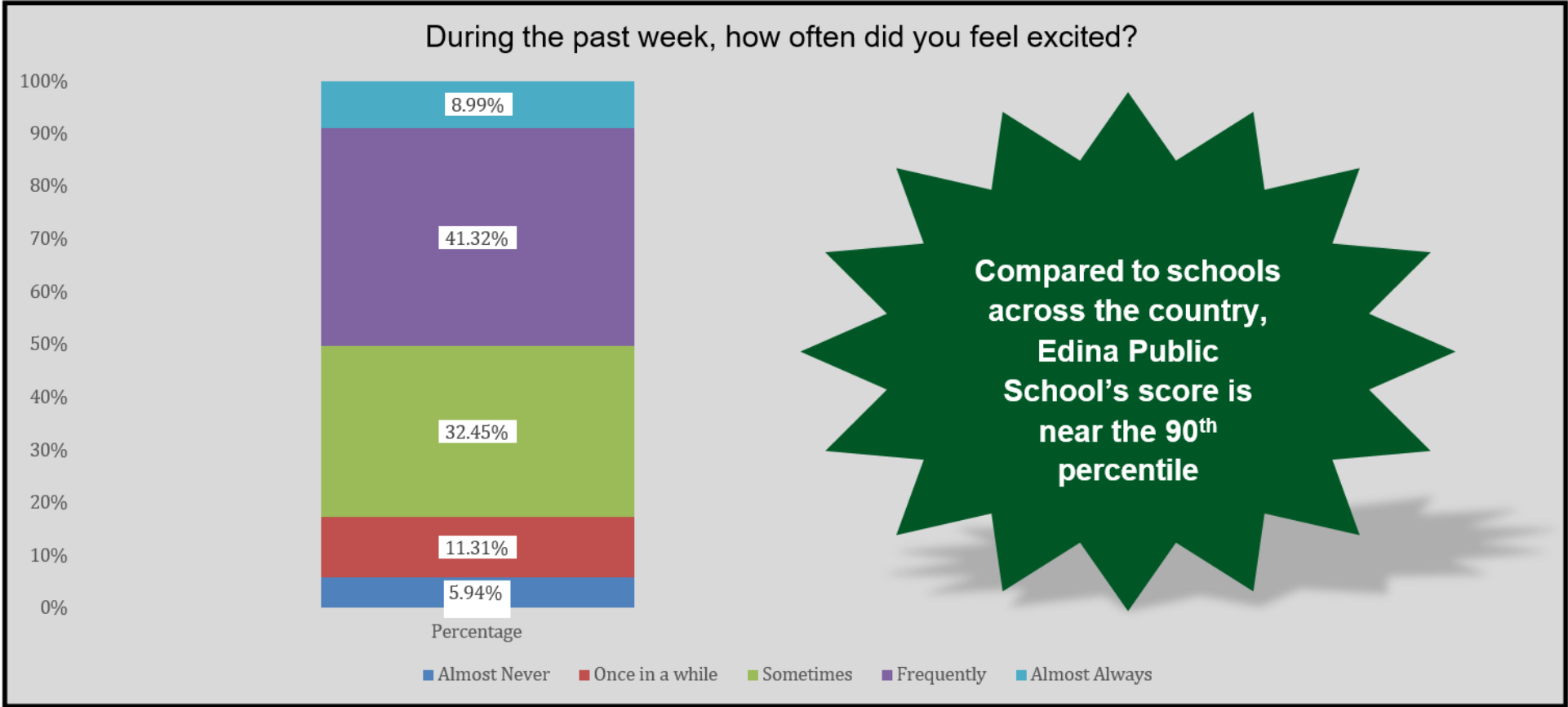
Do you have a teacher or other adult from school who you can count on to help you, no matter what? by Student Gender	Percent Favorable	Percent Unfavorable
Female	75.00%	25.00%
Male	71.00%	29.00%

Do you have a teacher or other adult from school who you can count on to help you, no matter what? By Student SPED Status	Percent Favorable	Percent Unfavorable
Gen Ed	72%	28.00%
Special Ed	76%	24.00%

Do you have a teacher or other adult from school who you can count on to help you, no matter what? By Student Race	Percent Favorable	Percent Unfavorable
Asian	70%	30.00%
Black or African American	72%	28.00%
Hispanic/Latino	75%	25.00%
White	75%	25.00%

*American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers.
Panorama did not have an ML student element for the 21-22 survey.*

Percentage of 6th – 12th grade students reporting
During the past week, how often did you feel excited?



Panorama Social-Emotional Learning: Student Competency & Well-Being Measures - Grades 6–12

Grades 6-12 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures Data Disaggregated by Student Group

During the past week, how often did you feel excited? by Student Gender	Percent Favorable	Percent Unfavorable
Female	82.00%	18.00%
Male	83.00%	17.00%

During the past week, how often did you feel excited? By Student SPED Status	Percent Favorable	Percent Unfavorable
Gen Ed	83%	17.00%
Special Ed	76%	24.00%

During the past week, how often did you feel excited? By Student Race	Percent Favorable	Percent Unfavorable
Asian	82%	18.00%
Black or African American	80%	20.00%
Hispanic/Latino	84%	16.00%
White	83%	17.00%

American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander not listed to small enrollment numbers. Panorama did not have an ML student element for the 21-22 survey.

Focus Area:

Each student experiences learning that is designed to discover their possibilities and thrive in post-secondary pursuits.

Reasoning:

Edina Public School's mission is to be a dynamic learning community that delivers educational excellence and prepares each and every student to realize their full potential. Through a broad set of academics, activities, and opportunities we encourage creativity, foster curiosity & develop critical thinking skills. This ensures we support the whole student. In order to assess progress in this focus area we must monitor a variety of data points.

Assessment Tools/Domain

Section 1

Graduation Rates: 4-year and 7-year

K-12 Attendance Rates

ACT Composite Score

College Persistence Rate - State Longitudinal Educational System (SLEDs)

College in the Schools

PSEO

Bilingual Seals

AP score

Gateway Courses

Section 2

National Merit Scholars

Students completing internships or apprenticeships

Extra-curricular participation

Section 3

Alumni Survey ***2022 Data Unavailable**

***Final report will be disaggregated by the student group unless the size of the group is too small to report.*

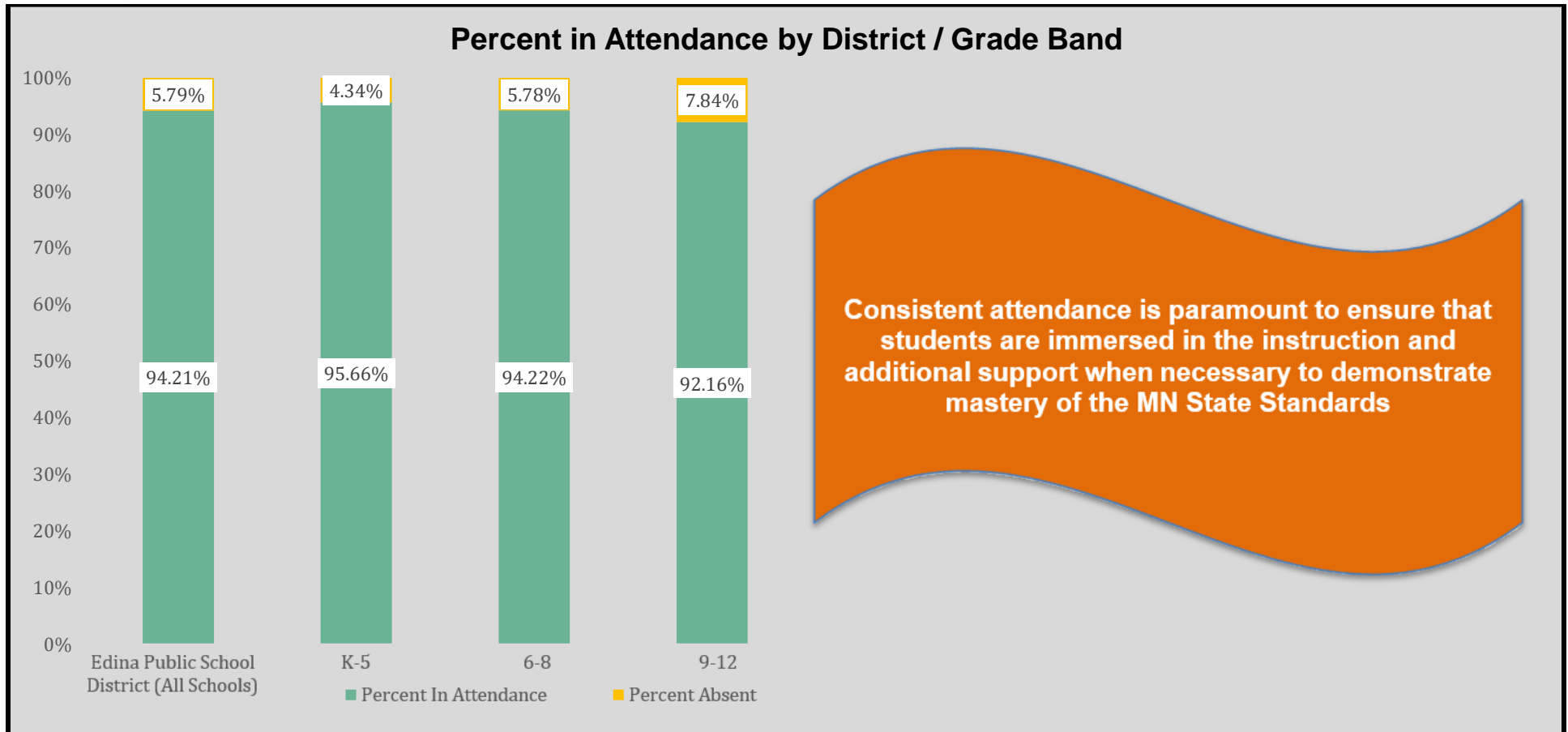
2021-2022 Baseline Data:

Section 1:

*Percentage of students graduating in 2022:

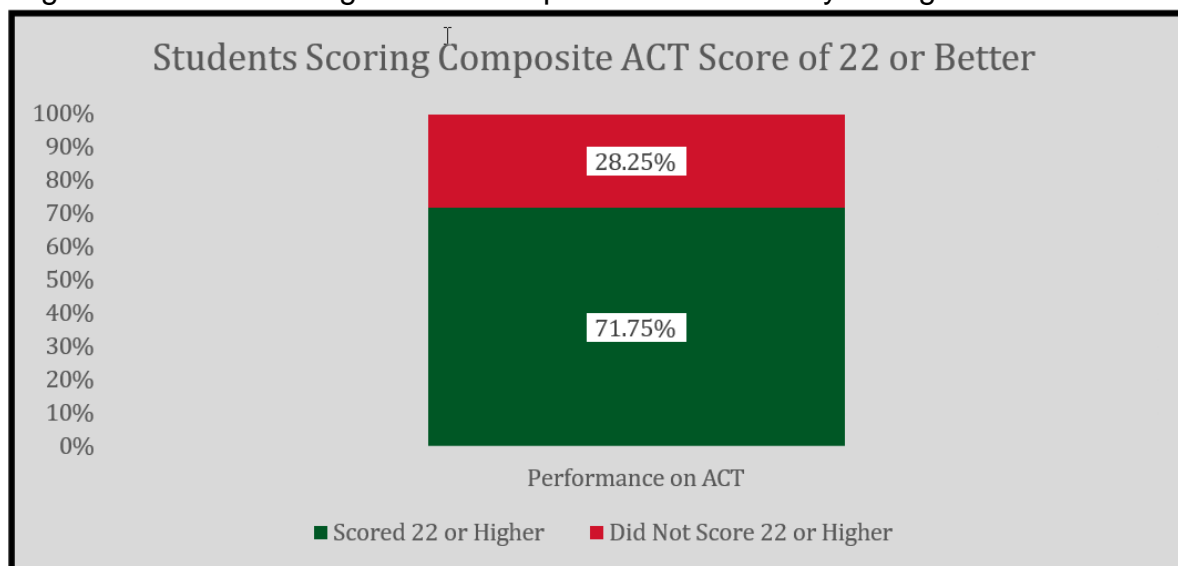
- **626 Graduates out of 651 Students- 96.16%**
- **7 Year Graduation Rate 97.7%**
- **All but two students who did not graduate with their peers in June of 2022 are enrolled in either programming at Northern Star Online or at Edina High School. The two students whose whereabouts are unknown have not responded after multiple contact attempts.**

*Percentage of K-12 students attending school



Infinite Campus ADM ADA reports all school buildings for the 2021-2022 school year.

*Percentage of students earning an ACT composite score of 22 by 12th grade: 71.75%



Students Earning an ACT Composite Score of 22: Data disaggregated by the student group

	Scored 22 or Higher	Did Not Score 22 or Higher
Performance on ACT	71.75%	28.25%

Performance on ACT by Student Gender	Scored 22 or Higher	Did Not Score 22 or Higher
Female	70.30%	29.70%
Male	73.36%	26.64%
Grand Total	71.75%	28.25%

Performance on ACT by Student SPED Status	Scored 22 or Higher	Did Not Score 22 or Higher
Gen Ed Student	73.50%	26.50%
Special Ed Student	46.15%	53.85%
Section 504 Student	68.64%	31.36%
Grand Total	71.75%	28.25%

ML, FRPM and Student Race numbers were small and could be identifiable and are not included.

* Percentage of HS graduates enrolling in college: **2022 Data Unavailable.**

* Percentage of HS graduates starting college and persisting or graduating as of 2nd college academic year:

- **Students Persisting from first year of college to second 94%**
- **Students Persisting from second year of college to third 85%**

* Number of EHS students taking College in the Schools courses:

- **College in the Schools (Latin IV CIS): 12 Students**
- **STEM (dual enrollment): 271 Students**
- **Math (dual enrollment) 193 Students**

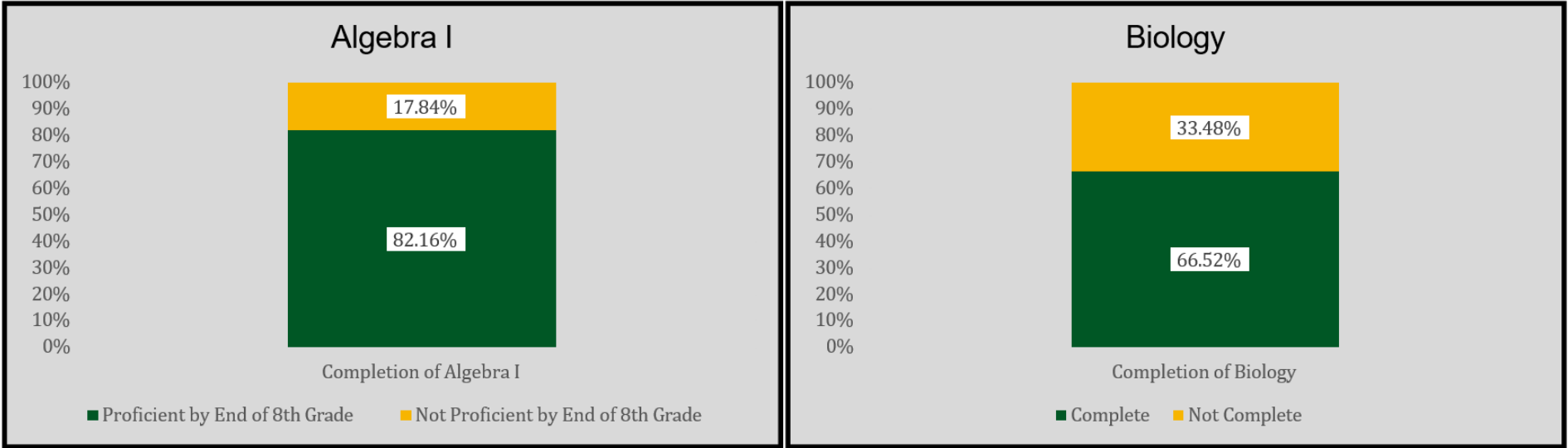
* Number of EHS students enrolled through PSEO: **75 Students taking at least 1 PSEO Course.**

* Percentage of EHS students earning a 3+ or higher on AP exam: **83%**

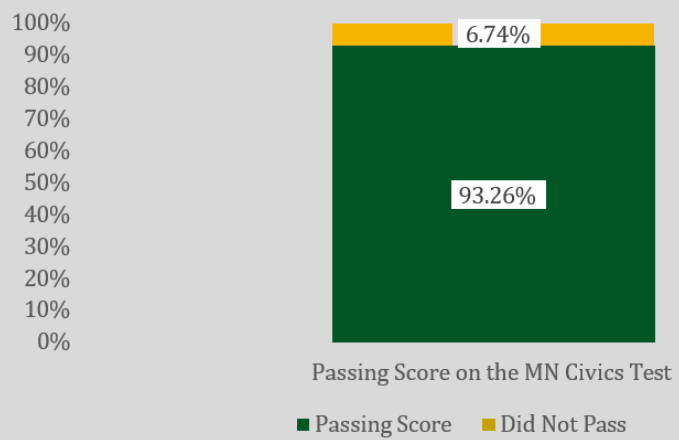
2021-2022 Baseline Data:

Gateway Required Courses

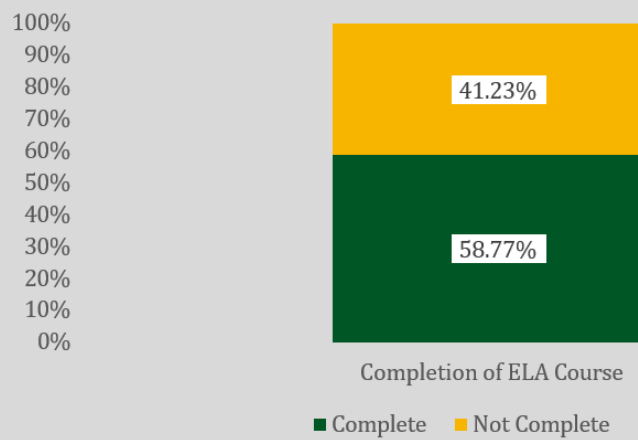
- Successful completion of Algebra I before 8th Grade or in 8th grade with a B or better.
- Successful completion of Biology in High School with a B or better.
- Successful completion of ELA course US Literature and Composition with a B or better.
- Passing Score on the MN Civics Test Data



Passing Score on the MN Civics Test



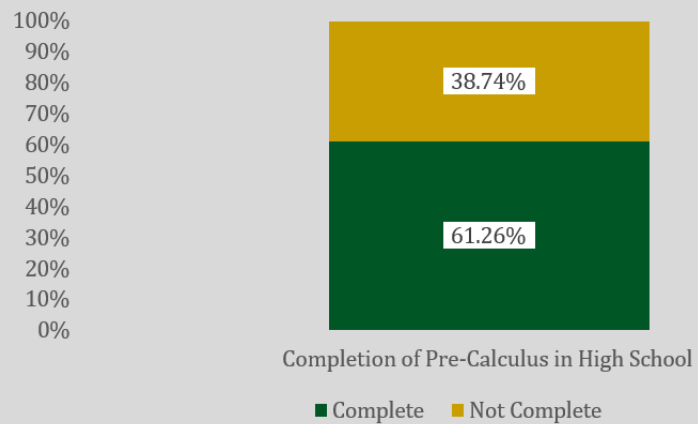
US Literature and Composition



Gateway Elective Course

- Completion of Pre-Calculus in High School

Pre-Calculus



Focus Area: Each student experiences learning that is designed to discover their possibilities and thrive in post-secondary pursuits.

Section 2:

* Number of National Merit Scholars:

- **24 Students Commended**
- **10 Semifinalists**
- **9 Student Finalists**

* Number of EHS 12th students completing an Internship or Apprenticeship: **12**

* Percent of EHS Students Participating in extracurricular Activities:

- 9th Grade Students **64%**
- 10th Grade Students **62%**
- 11th Grade Students **63%**
- 12th Grade Students **59%**

*Number of students earning Bilingual Seals:

- Platinum 29
- Gold 71
- Certificate 80
- Multilingual Gold 1

Focus Area:

Meeting the needs of unique learners

Reasoning:

EPS welcomes, respects, supports, and values everyone so students can learn effectively, develop a deeper understanding of complex issues, and become empowered to contribute to the school and greater community. We strive to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically.

Assessment Tool/Domain

Enrollment in Talent Development Pathways

Grades earned K-5 & 6-8 in Talent Development Pathways

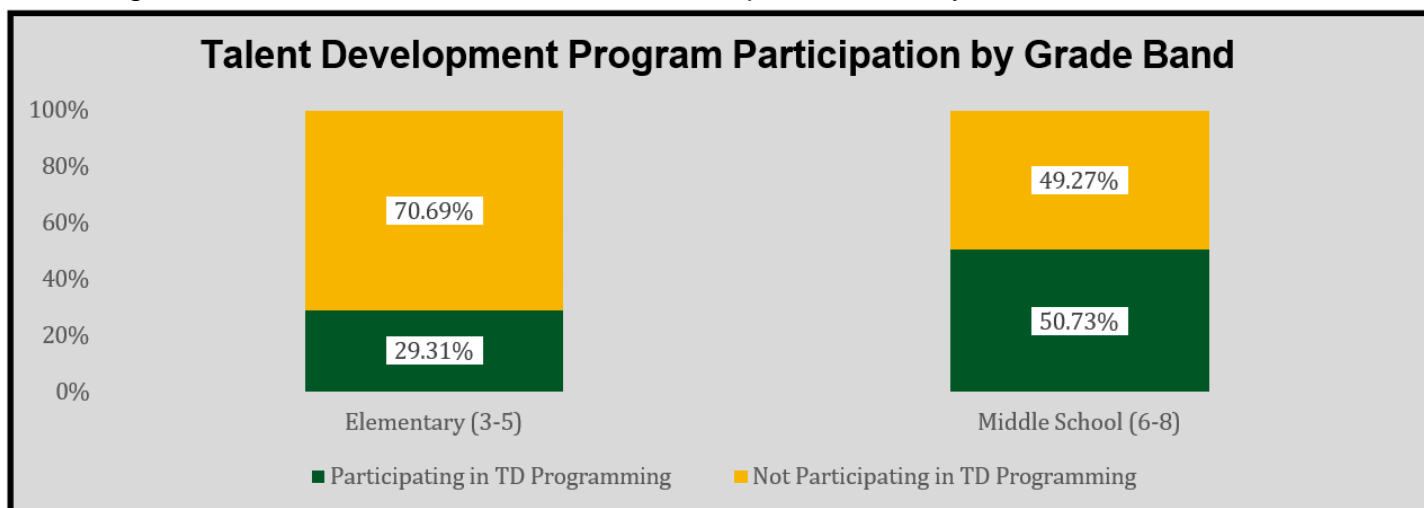
IEPS goals

Progress toward English Language Proficiency

**Final report will be disaggregated by the student group unless the size of the group is too small to report.*

2021-2022 Baseline Data:

Percentage of 3-8 students enrolled in Talent Development Pathways:



Grade Band by Student Gender	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	29.31%	70.69%
Female	29.17%	70.83%
Male	29.45%	70.55%
Middle School (6-8)	50.73%	49.27%
Female	50.48%	49.52%
Male	50.97%	49.03%
Grand Total	40.21%	59.79%

Grade Band by SPED Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	29.31%	70.69%
Gen Ed Student	32.65%	67.35%
Section 504 Student	20.48%	79.52%
Special Ed Student	15.26%	84.74%
Middle School (6-8)	50.73%	49.27%
Gen Ed Student	56.17%	43.83%
Section 504 Student	42.86%	57.14%
Special Ed Student	16.74%	83.26%

Grand Total	40.21%	59.79%
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Grade Band by ML Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	29.31%	70.69%
ML Student	3.64%	96.36%
Non ML Student	30.88%	69.12%
Middle School (6-8)	50.73%	49.27%
ML Student	0.00%	100.00%
Non ML Student	52.65%	47.35%
Grand Total	40.21%	59.79%

Grade Band by Student FRPM Status	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	29.31%	70.69%
FRPM Student	19.66%	80.34%
Non FRPM Student	30.66%	69.34%
Middle School (6-8)	50.73%	49.27%
FRPM Student	12.27%	87.73%
Non FRPM Student	56.80%	43.20%
Grand Total	40.21%	59.79%

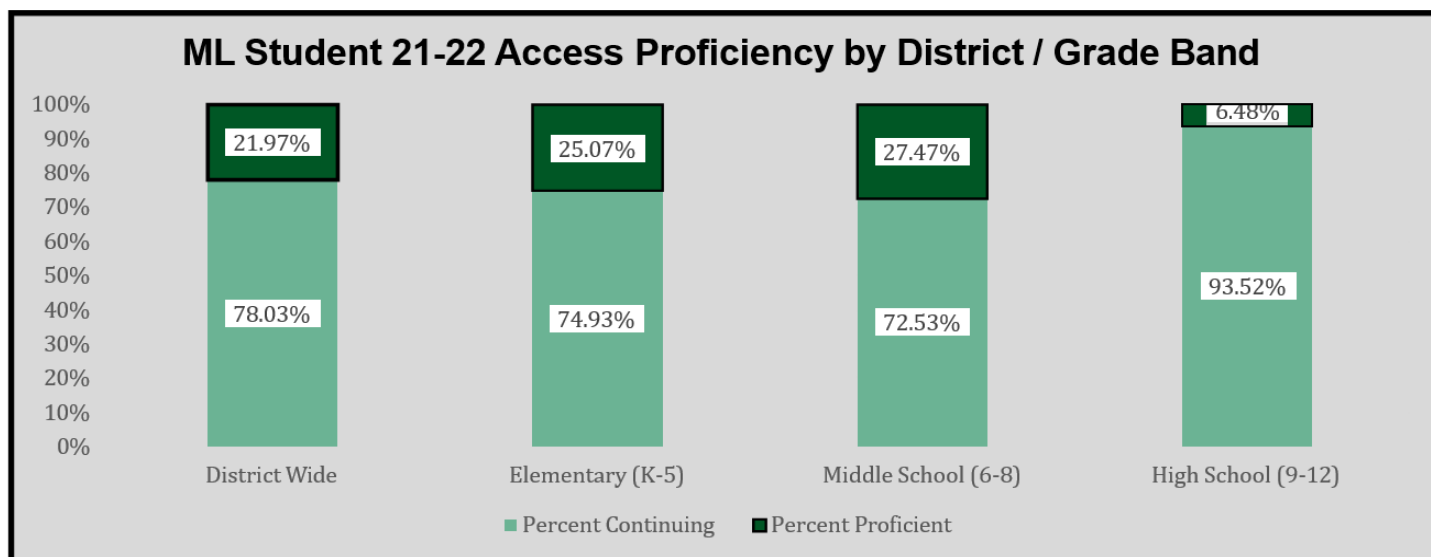
Grade Band by Student Race	Participating in TD Programming	Not Participating in TD Programming
Elementary (3-5)	29.31%	70.69%
American Indian or Alaska Native	0.00%	100.00%
Asian	49.71%	50.29%
Black or African American	20.89%	79.11%
Hispanic/Latino	33.33%	66.67%
Native Hawaiian or Other Pacific Islander	0.00%	100.00%
Two or More Races	50.00%	50.00%

White	25.53%	74.47%
Middle School (6-8)	50.73%	49.27%
American Indian or Alaska Native	0.00%	100.00%
Asian	71.20%	28.80%
Black or African American	13.78%	86.22%
Hispanic/Latino	32.35%	67.65%
Native Hawaiian or Other Pacific Islander	100.00%	0.00%
Two or More Races	54.55%	45.45%
White	55.67%	44.33%
Grand Total	40.21%	59.79%

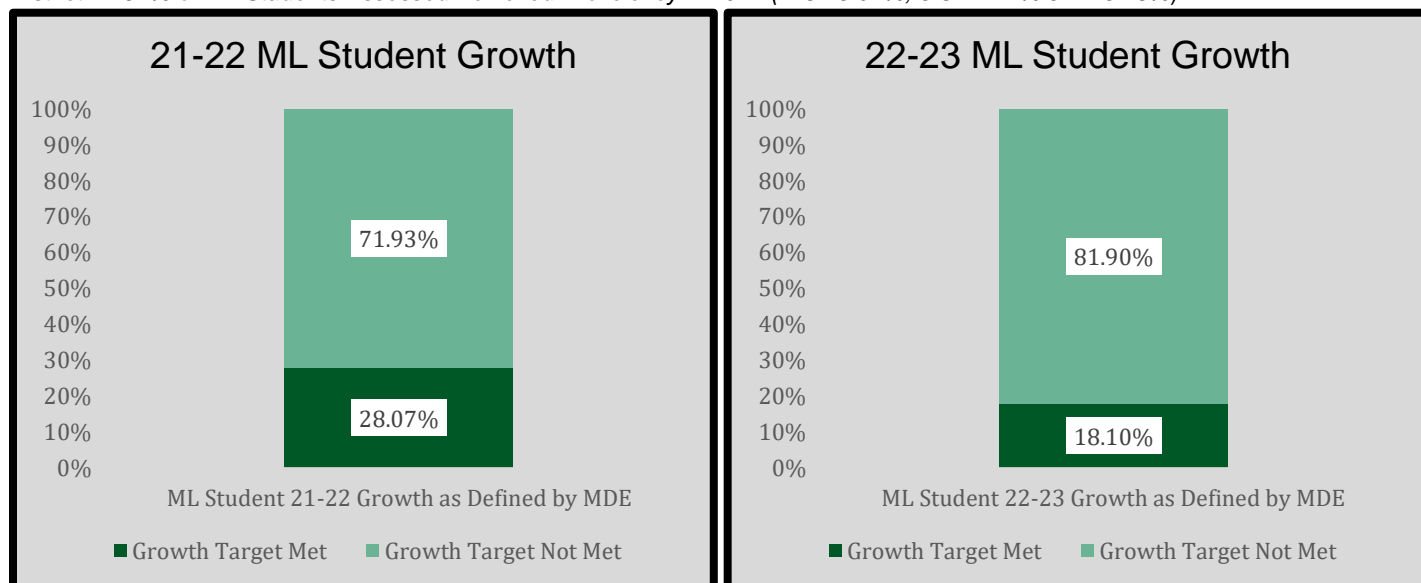
Percentage of 2-5 students earning a 3 higher on report card: **98.93% of students enrolled in Talent Development Pathways in grades 3-5 received no score lower than a 3 on their 21-22 Semester 2 report card.**

Percentage of 6-8 students earning a B or higher: **99% of students enrolled in Talent Development Pathways in grades 6-8 received no score lower than a B on their 21-22 Semester 2 report card.**

Percentage of students receiving English Language services demonstrating proficiency and progress on ACCESS assessment:



District 21.97% of ML Students Assessed Achieved Proficiency in 2022 (K-5 25.07%, 6-8 27.47% 9-12 6.48%)



Growth targets provided by MDE on the Progress Toward English Language Proficiency Roster
The 22-23 Growth Target are students whose 21-22 score also met their 22-23 growth target.

ML Student Growth as Defined by MDE by Student Group

Grade Band	Met Growth	Did Not Meet Growth
Elementary (K-5)	23.36%	42.35%
Middle School (6-8)	2.69%	12.44%
High School (9-12)	2.02%	17.14%
Grand Total	28.07%	71.93%

Grade Band	Met Growth	Did Not Meet Growth
Elementary (K-5)	23.36%	42.35%
Female	10.92%	17.98%
Male	12.44%	24.37%

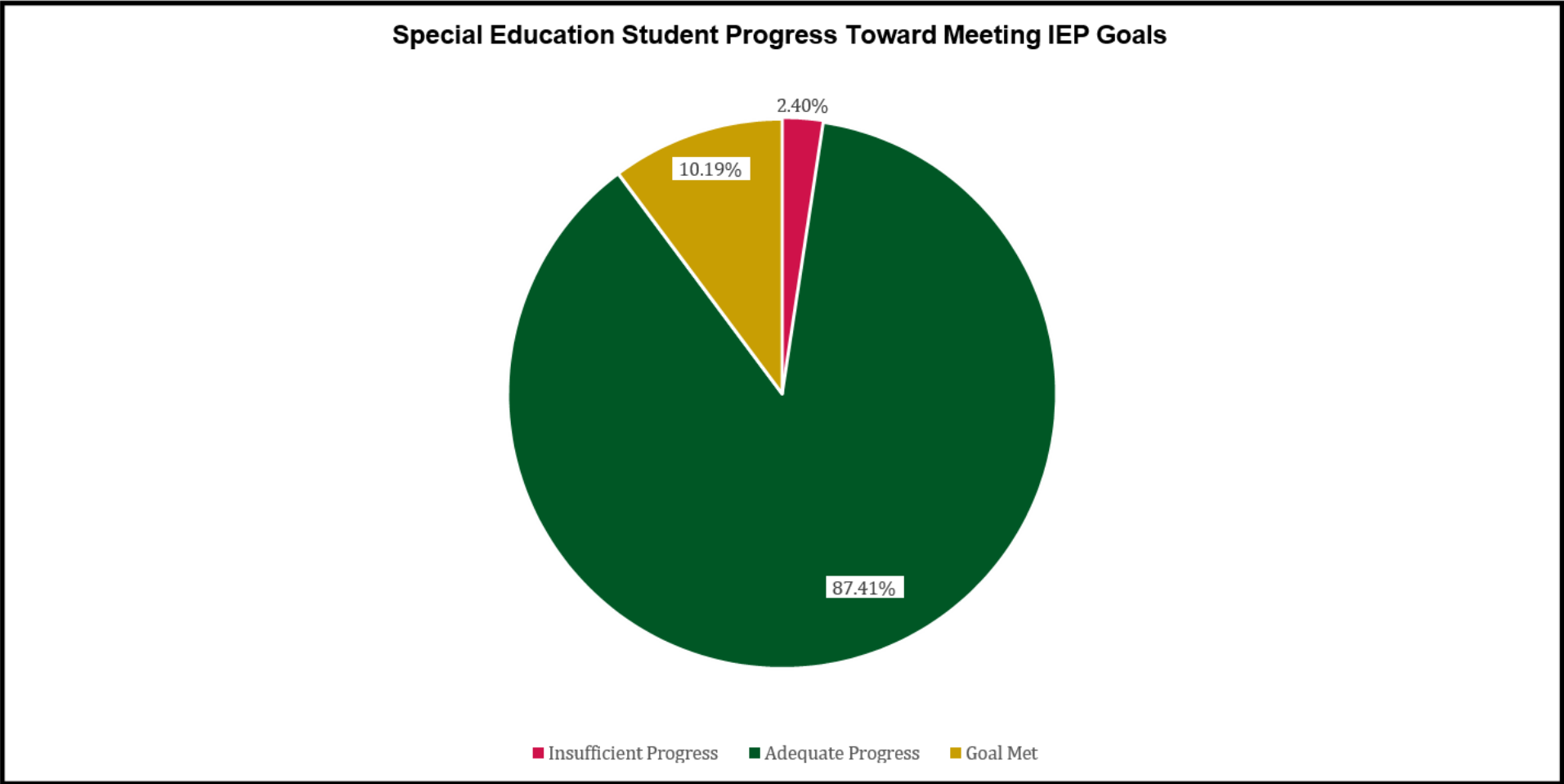
Grade Band	Met Growth	Did Not Meet Growth
Elementary (K-5)	23.36%	42.35%
Gen Ed Student	18.99%	32.94%
Special Ed Student	4.37%	9.41%

Grade Band	Met Growth	Did Not Meet Growth
Elementary (K-5)	23.36%	42.35%
FRPM Student	11.09%	18.66%
Non FRPM Student	12.27%	23.70%

Grade Band	Met Growth	Did Not Meet Growth
Elementary (K-5)	23.36%	42.35%
Asian	7.06%	12.44%
Black or African American	7.39%	16.97%
Hispanic/Latino	5.88%	8.40%
Two or More Races	0.84%	1.34%
White	2.18%	3.19%

Secondary student results by student group are identifiable and are not included.

Percentage of students meeting their IEP goals:



2021-2022 SpedForms Progress Report all goals for all students and how they progressed in the 21-22 school year.



Board Meeting Date: November 14, 2022

TITLE: Substitute Rates (Teachers and Paraprofessionals)

TYPE: Discussion

PRESENTER(S): Sonya Sailer, Director of Human Resources; and Mert Woodard, Director of Business Services

BACKGROUND: School districts are struggling to employ an adequate number of substitute teachers. A school district's ability to find enough substitute teachers is often referred to as their "fill rate," which refers to the percentage of teacher absences that were covered by a substitute over a period of time. A comparison of our neighboring districts shows average fill rates of approximately 80%. Our school district's fill rate was recently calculated at 63%.

Many school districts have increased their daily substitute rates this school year to better attract teacher substitutes to work in their district. Using recent data provided by Teachers on Call (TOC), our substitute provider, the daily substitute rates in our area currently range between \$175-185/day with most offering \$200/day for building substitutes (substitutes assigned to a specific building on a regular basis). Some neighboring districts are now providing a premium rate (\$200/day) for providing substitute services on Mondays and Fridays, as those days of the week typically have a higher number of absences.

Our school district's daily substitute rates are as follows:

\$70/half-day

\$165/full day (also includes a small number of retired Edina teachers in addition to TOC subs)

\$175/full day as a building substitute

When a substitute is not available to cover for an absent teacher, principals will often assign other teachers to cover the absent teacher's classroom during the teacher's prep time. At the elementary level, an absent teacher's students are redistributed to other classrooms for the day when other coverage cannot be provided. Our teachers' contract provides for additional salary in both situations, which is based on the covering teacher's pro rata daily/hourly rate.

The school district is also having difficulty hiring paraprofessional substitutes. The current board approved amount for paraprofessional substitutes equates to 85% of the first step of the paraprofessional wage scale. For special education substitute paraprofessionals, the current rate is \$15.73 per hour.

RECOMMENDATION: No recommendation currently.

DESIRED OUTCOME FROM THE BOARD: Engage in discussion and provide feedback to assist the school district to determine whether to bring forward a proposal to increase substitute rates.

ATTACHMENTS:

1. None



Board Meeting Date: 11/14/2022

TITLE: Policy Review

TYPE: Discussion

PRESENTER(S): Board Policy Committee

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

- Policy 106 School District Goals and School Improvement Goals
- Policy 109 School District Advisory Teams
- Policy 110 Decision Making Process
- Policy 201 Legal Status of the School Board
- Policy 202 School Board Officers
- Policy 538 Field Trips and Travel

RECOMMENDATION: Review the suggested modifications for Policies 106, 109, 110, 201, 202, and 538.

DESIRED OUTCOMES FROM THE BOARD: Review suggested modifications and bring any questions you may have.

ATTACHMENTS:

1. Policy 106 School District Goals and School Improvement Goals
2. Policy 109 School District Advisory Teams
3. Policy 110 Decision Making Process
4. Policy 201 Legal Status of the School Board
5. Policy 202 School Board Officers
6. Policy 538 Field Trips and Travel

School District

School District Goals and School Improvement Goals

I. Purpose

The purpose of this policy is to ensure that ~~annual district wide staff development and~~ **continuous** school improvement ~~action~~ goals are implemented.

II. General Statement of Policy

The school district believes that annual goal setting is an important part of the school district's and individual school's improvement process. Educational improvement is a cyclical and continuous process that includes the steps of data analysis, planning, goal implementation and evaluation. The process must connect the district's strategic plan, annual district goals, annual school improvement goals, achievement data, other data and staff development to improve learning for all students.

III. ~~School District Goal Setting~~ **World's Best Workforce**

The school district ~~shall establish~~ annual improvement goals **aligned to** ~~based on~~ the district's strategic plan, **and** ~~assessment data reports and other data.~~ The goals ~~shall be approved by the school board prior the start of the school year and shared with the community in a district publication.~~ The district administration will be responsible for implementing the goals. The assessment results of the goals shall be shared **in a public hearing in the fall** ~~with the school board periodically throughout the year and with the public at the conclusion of~~ **each** the school year.

IV. ~~Staff Development Plan~~

~~The school district shall establish annual staff development and training goals. The goals shall align with the district's strategic plan and annual improvement goals. The plan will be implemented by a district committee with representation from the school administration and teaching staff.~~

~~The implementation of the plan will be completed in accordance with state statute. The actions and activities of the plan will be coordinated with the approved school calendar.~~

V. **Continuous** School Improvement Goals

A. **Continuous** ~~S~~school improvement goals will complement the district's strategic plan and annual goals.

- B. Accomplishing the improvement goals will be completed at the school site level with the help and support of district administration.

The developed goals at each school building level shall be:

- specific and strategic
- measurable
- attainable
- results based
- time bound

- C. The assessment and evaluation tools [are outlined in the district data metric plan](#). ~~will include the following categories:~~

- ~~Student assessment~~
- ~~Satisfaction surveys (i.e. students, parents, staff)~~
- ~~Participation measures (i.e. attendance, completion rates)~~

- D. The goals [align to district mission, vision, and values, and](#) shall be implemented via the school [leadership teams](#) ~~site councils~~ and focus on:

- student achievement
- [equitable outcomes](#)
- ~~learning~~
- ~~curriculum~~
- [inclusive culture and climate](#)
- ~~mission, vision, values~~
- ~~staff development and training~~

- E. The specific process and timeline for implementing the goals will be established by the district administration.

- F. The school [leadership team](#) ~~site council~~ ~~shall~~ [will](#) be a key component in the development, implementation and assessment of the building site goals. The ~~council~~ [plan](#) will be reflective of the building [feedback](#) ~~site's culture and have input from staff, parents, students and administration.~~ Specific definitions of the team are outlined in the school district's decision making process.

Policy
adopted: 10/22/07

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

School District

School District Advisory ~~Teams~~ Committees and Task Forces

I. Purpose

The purpose of this policy is to provide structure and procedures for advisory ~~teams~~ committees and task forces that will help guide and shape the governance and management work of the district.

II. General Statement of Policy

Edina Public Schools recognizes the benefits of receiving ongoing input, advice, direction and/or insight from the staff and public. The school district will use various advisory teams to help shape policies, procedures and practices of the district. Each advisory team will have an identified purpose, membership and lead person. The lead person will be responsible for developing agendas, recording minutes, setting meetings and completing the specific responsibilities of the advisory team.

III. ~~Advisory Teams~~ Definitions

A. Committees

~~The school district will have s~~Standing committees that serve to advise the school district on an ongoing basis. The school board ~~will shall~~ annually approve the duties and memberships of the committees. The superintendent ~~shall will~~ be responsible for overseeing the committees' operations.

B. Task Forces

A task force ~~shall will~~ be appointed for the purpose of completing a timely project and/or function for the school district. The task force, including its duties and membership, will be identified by the superintendent. The superintendent will inform the school board of the establishment of a district task force, and will be responsible for ensuring that the work of the task force is completed, as identified, in a timely manner. Task force recommendations may come from the school board.

IV. Procedures for School District Advisory ~~Teams~~ Committees and Task Forces

- A. Each advisory ~~team~~ committee and/or task force will have an identified administrator who ~~will shall~~ be the contact person for the team.
- B. Each advisory ~~team~~ committee and/or task force ~~will shall~~ act within the identified purpose and guidelines established for it by the superintendent.

- C. ~~At the organizational meeting,~~ Each advisory team ~~committee and/or task force~~ will determine the following, if not defined in a formal ~~committee and/or task force team~~ document (e.g., bylaws):
1. Affirmation of the advisory team's ~~committee and/or task force's~~ purpose and function;
 2. Selection of a person to facilitate or lead the advisory team's ~~committee and/or task force~~ work for a year;
 3. Process for advisory team ~~committee and/or task force~~ meetings, including agenda and sharing of minutes;
 4. Means of making recommendations (e.g., consensus, majority vote).
- D. Each advisory team ~~committee and/or task force will shall~~ have an identified membership that represents the stakeholders involved in the work of this committee or task force. The term of membership on a committee ~~will shall~~ be three years, unless otherwise stated. A membership rotation ~~will shall~~ be developed to ensure team continuity. ~~The term of task force membership will be no longer than 6 months unless otherwise stated.~~ The membership ~~will shall~~ be coordinated by the administrative contact person.
- E. ~~When an advisory team's purpose or charge requires input, advice, direction and/or insight related to local union or association work agreements (e.g., work schedules, employee evaluations), the administrative contact person shall seek membership from the local unions and/or associations.~~
- V. Conflict of Interest Standards and Procedures for Persons Serving on ~~Committees and/or Task Forces Task Forces/Committees~~

For the protection of the committee ~~and/or~~ task force member ("member") and the district, a member must disclose any potential conflict of interest when participating in district-sponsored committees ~~and/or~~ task forces (e.g., serving on a committee involved in decision making that may result in personal gain for the member or ~~his/her~~ ~~their~~ family members). Potential conflicts of interest are defined in, but not limited to, those conflicts described in Section III of Policy 439, Outside Employment and Conflict of Interest. The responsibility for disclosure of conflicts of interest rests with the member. Failure to disclose the potential conflict of interest may result in the rescission of the member's status with the task force or committee.

Cross References:

Policy 110 (Decision Making Process)

Policy 439 (Outside Employment and Conflict of Interest)

Policy
adopted: 6/22/09
amended: 6/21/10
amended: 7/18/11
amended: 9/26/11
reviewed: 11/7/11

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

School District

Decision Making Process

I. Purpose

The purpose of this policy is to define the process for making decisions that impact district programs, services, policies and procedures.

II. Decision Making Process

Edina Public Schools is committed to enhancing educational decisions through the use of a defined decision making process that seeks district partnerships and collaboration. This process seeks to involve those persons who are responsible for the implementation of or are affected by the decisions in the decision making process while clearly defining the roles and responsibilities of those involved in the process.

For the purposes of this policy, persons will be known as stakeholders. Stakeholders include parents/guardians, students, teachers, administration, support staff, school board members and community members. Any stakeholder may identify a challenge (concern, issue or matter) and direct the challenge to the appropriate level. The appropriate decision making level is the setting at which the decision has direct impact or a resulting action. The appropriate decision making level is defined as follows:

- School site: Teacher, Coach, Principal, Program Coordinator or Program Director
- Districtwide challenges: District Administration, Superintendent, School Board

Edina Public Schools is committed to using a defined decision making process as a means for:

- Accomplishing the district's mission
- Improving communication and involvement
- Increasing cooperation and collaboration
- Improving involvement and participation of stakeholders
- Expanding district empowerment
- Enhancing the organizational planning efforts

III. Authority and Responsibility of School District

Minnesota statutes place responsibility for the operation of the local school

system with the school board and, by designation, the superintendent of schools is the chief executive officer. The school board will retain this ultimate responsibility over matters governed by law, contract and policy. Edina Public Schools will define the roles of governance, management and consultation in order to best align the decisions of the district for student learning and development (see Appendix 1).

IV. Decision Making Definitions

- A. Defined Decision Making: The cooperative process in which stakeholders of the school community are involved in making decisions to improve the quality of student learning with defined roles and responsibilities.
- B. Data Based Decisions: Decisions that are based on a collection of data with the findings defining the benefits and challenges, the relationship to mission and belief, and the decision making impact.
- C. School Board: Elected seven-member board of education with districtwide governing responsibilities.
- D. District Administration: Superintendent, district administrators, district directors and/or personnel with districtwide management responsibilities.
- E. District Level Committees: Committees, task forces, teams and councils with representatives or input from various stakeholder groups that may assist to address decisions from a districtwide perspective.
- F. Site Administration: Site-level administrators and/or personnel with building-site management responsibilities.
- G. School Site Leadership Team: School site-level leadership team with representations from the various stakeholder groups.
- H. Site-Level Committees: School site-level committees assigned to address only site-level responsibilities and challenges. Committees may also be given the status of team, task force, study group or cohort.
- I. Stakeholders: Persons who are directly involved in the decision making process. Stakeholders include parents, students, teachers, administration, support staff, school board members and community members. The stakeholders are to have an opportunity to provide input, perspectives and insights into decisions occurring in Edina Public Schools.
- J. Design Teams: A diverse set of stakeholders that may include persons outlined in "I" above. Design teams will work with the design team facilitator(s) to review pertinent information and develop recommended services, products & programs.

V. District Decision Making

A. Decision Making Matrix (Appendix II)

Edina Public Schools will use a decision making matrix that defines the responsibilities and actions of the various district bodies in specific districtwide topics. The defined actions are:

1. Study: Collect data and examine
2. Review: Consult data and explore benefits and challenges
3. Develop: Create options and recommendations from available data
4. Adopt/Approve: Formal act of acceptance and permit to action
5. Supervise: Oversee, direct and finalize
6. Implement: Apply into action and accomplish
7. Assess: Evaluate action and recommend future refinements and/or direction

Given decisions may be appealed within the district's established policies and procedural requirements, as referenced in applicable policies.

B. Decision Making (Appendix III)

Edina Public Schools has a defined process to guide decision making. The framework utilized with the problem-solving process provides clarification of authority, manages participants' time and roles, and ensures the decision will be data driven. The district decision making process will be monitored by the superintendent/designee.

C. Problem-Solving Process (Appendix IV)

Edina Public Schools has a defined process to problem-solve challenges within the district. The framework identifies the parameters' limitations and desired broad results. The district problem-solving process will be completed as necessary by district leadership.

D. Decision Making Training

Edina Public Schools will provide ongoing support and training to district leaders to ensure that implementation of the processes is successful. Any district staff and/or community member may participate when the training is offered.

VI. School Site Leadership

A. Purpose

Each school site will establish a leadership model to enhance the educational decisions of the site's programs and services. The model will ensure representation from the various stakeholders, as appropriate. The assigned building administrator will coordinate the leadership model and be a participating member.

B. Leadership Components

Each school leadership model will ensure that the following leadership components are implemented at the site:

1. Annual **continuous** school improvement goals aligned to district goals
2. Process for assessing improvement goals
3. Scheduled staff training and development aligned to school goals
4. Network of communication and information sharing to staff and school community
5. Process for site decision making
6. Opportunities for stakeholder involvement in the school improvement process, including:
 - a. Staff
 - b. Parents/Guardians
 - c. Students

C. School Improvement Goals

Each building site leadership model will ensure that the site develops and approves school improvement goals. The goals will be:

1. Strategic and specific
2. Measurable
3. Attainable
4. Results-based
5. Time-bound

The framework for the goals can be found in Policy 106, School District Goals and School Improvement Goals.

D. Site Decision Making

Each building site leadership model will develop a process for making decisions impacting the site's programs and services. The process will be shared with each site's staff and community. The site decisions will not be in conflict with Edina Public Schools' mission, values, beliefs, strategic parameters or policies. Also, the decisions will not be in conflict with state or federal law.

When appropriate, site leadership models will develop procedures and guidelines that will assist in the operations and decisions of a building site. The procedures and guidelines will remain in place at the site from year to year. Periodically, site models will receive and update the developed procedures and guidelines as required.

VII. Parent Leadership Council

Each school site will have a representative who will serve on a district parent leadership council. The purpose of the district parent leadership council will be to receive updates on the various activities occurring at each school site and to provide input and direction on district wide initiatives and/or goals. The superintendent or designee will assist in the facilitation of the district parent leadership council meetings. The council will operate from established bylaws.

Cross References:

Policy 106 (School District Goals and School Improvement Goals)

Policy 908 (Parent Involvement)

Policy

Adopted: 7/18/11

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota



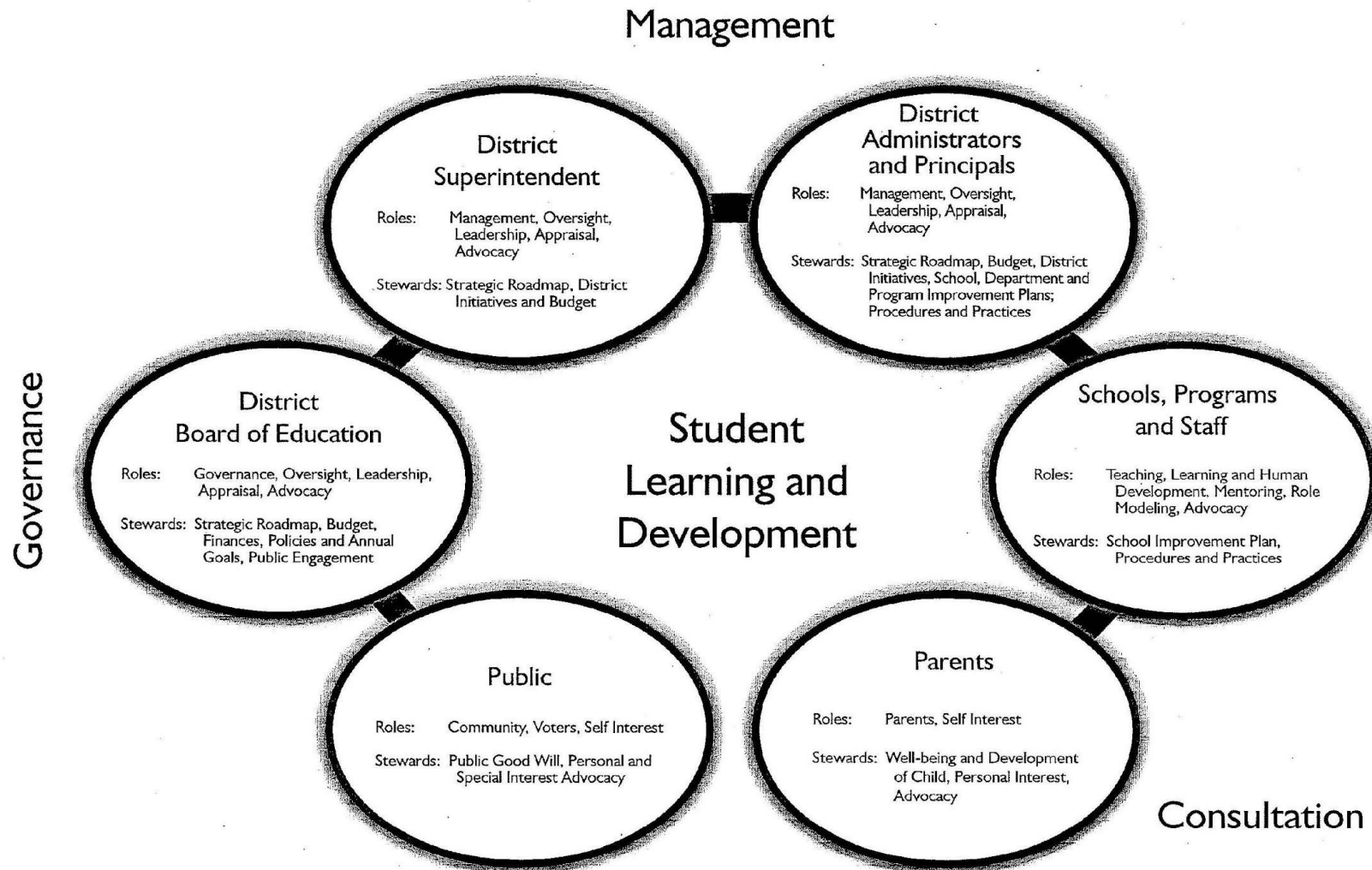
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Appendix I to Policy 110

**Education Leadership
System**

Part of the FrameWorks™ Series



Appendix II

EDINA PUBLIC SCHOOLS DECISION MAKING MATRIX

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
VISION AND GOALS						
District Action Plan and Strategic Plan	Adopt and Assess	Develop and Implement	Identified Task Forces Study, Develop and Implement		Review	
School/Program Improvement Process and Accountability	Review	Supervise, Approve and Assess		Develop and Supervise	Develop, Adopt and Implement	Identified Task Forces Implement
Edina Alt Comp Plan	Approve Jointly with EM/E Leadership	Implement and Supervise	Edina Alt Comp Committee Study, Develop, Implement and Assess	Implement and Supervise		
District Policies	Develop, Adopt and Assess	Study, Develop and Implement	Policy Committee Study and Develop	Implement	Study and Implement (as needed)	
District Procedures	Review as Defined by Policy	Develop, Approve, Implement and Assess		Implement		
Joint Powers Agreements	Review and Adopt	Develop and Implement	Task Force Study as Needed			

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
TEACHING & LEARNING						
Curriculum Revisions	Review and Adopt	Develop, Implement and Supervise	Curriculum Committee Study and Consult to Teaching & Learning to Develop and Assess	Review, Implement and Supervise		Dept/Tearn Study and Recommend
Graduation, Course and Grade Level Requirements	Review and Adopt	Develop, Supervise and Assess	Curriculum Committee Study and Consult to Teaching & Learning to Develop	Review, Implement and Supervise	Review and Implement	Dept/Tearn Study and Recommend
Staff Development Program and Goals	Review and Approve as Defined by Policy	Adopt, Supervise and Assess	Staff Development Committee Study and Review to Teaching & Learning to Develop	Supervise	Review and Implement	
Program/Curriculum Additions	Review and Adopt	Develop, Supervise and Assess	Curriculum Committee Study and Review to Teaching & Learning to Develop	Review, Implement and Supervise	Review and Implement	Dept/Tearn Study and Implement (as needed)
Noncompensation General Fund Allocations	Adopt through Budget	Develop and Supervise		Develop and Supervise	Develop and Implement	
Capital Fund Expenditures	Adopt through Budget	Study, Develop, Implement and Assess	Curriculum Committee Review and Develop	Develop and Supervise	Develop and Implement	

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
Curriculum Cycle	Adopt Plan	Develop, Implement and Supervise	Curriculum Committee Study and Review	Implement and Supervise		Dept/Tearn Study and Implement (as needed)
State and Local Testing	Review	Develop, Implement, Supervise and Assess	Assessment Committee Study and Review to Teaching & Learning to Develop	Supervise, Implement, Review and Assess		
School Calendar	Review and Adopt	Develop	Advisory Task Force Study and Review to Human Resources to Develop and Assess			
BUDGET AND FINANCE						
Timeline and Assumptions	Adopt	Develop, Implement and Assess	Finance & Facility Committee Study and Develop			
Five-Year Capital Plan	Adopt	Develop, Implement and Assess	Finance & Facility Committee Study and Develop	Review and Recommend	Study and Develop	
Long-Range Projections	Review and Adopt	Study, Develop and Implement		Review		
Annual Levy	Adopt	Recommend, Implement and Assess	Finance & Facility Committee Study and Develop			

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
Annual Budget (including BRRRG)	Review and Adopt	Develop, Implement and Assess	Task Force Study (as needed) Finance & Facility Committee Study and Develop	Supervise and Implement	Study and Review	
Budget Itemization	Adopt through Budget	Develop, Supervise, Implement and Assess	Finance & Facility Committee Review	Supervise		
Prices and Fees	Adopt	Review, Develop and Assess	Finance & Facility Committee Study and Develop	Supervise and Implement		
Solicitation Approval of Bids/Quotes	Adopt	Review, Develop and Implement				
Levy Referendum	Review, Develop, Adopt and Assess	Develop and Implement	Task Force Study and Develop (as needed) Finance & Facility Committee Study and Develop		Study (as Needed)	
School Board Election Process	Adopt	Develop and Implement				
Nonsalary General Fund Allocations	Adopt through Budget	Develop and Implement		Supervise and Implement		

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
ADMINISTRATIVE SERVICES						
Welcome Center		Develop, Adopt and Implement		Supervise and Implement		
Resident and Nonresident Enrollment	Adopt through Policy	Develop, Implement and Assess		Supervise and Implement		
School Start and End Time	Adopt	Develop, Implement and Assess	Advisory Task Force Study, Review and Develop	Supervise and Implement		
Daily School Schedule		Adopt		Develop, Implement and Assess	Study and Review	
TECHNOLOGY						
Long-Range Technology Plan	Approve	Review, Develop, Implement and Assess	Tech Advisory Committee Study and Review to Teaching & Learning to Develop			
Technology Hardware and Software Management	Adopt through Budget	Review, Develop, Implement and Assess	Tech Advisory Committee Study and Review to Teaching & Learning to Develop	Supervise and Implement		Study and Recommend

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
SUPPORT SERVICES						
Center-Based	Review as Defined by Policy	Develop, Adopt, Supervise and Assess	Support Service Committee Study and Review	Supervise	Review and Implement	
Programs/Services	Review as Defined by Policy	Develop, Adopt, Supervise and Assess	Support Service Committee Study and Review	Supervise	Review and Implement	Dept/Team Study and Implement (as needed)
COMMUNICATIONS						
Media Relations and Releases	Review as Defined by Policy	Develop, Supervise and Implement				
Crisis Response	Adopt through Policy	Develop, Supervise, Implement and Assess	Emergency Command Team Review and Develop to Administration to Implement	Implement and Supervise		
District Communications	Review as Defined by Policy	Develop, Implement and Assess				

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
HUMAN RESOURCES						
Administrative Hiring and Termination	Approve as Defined by Policy	Review, Develop and Supervise	HR Committee Study and Review (as needed)			
Teacher Hiring and Termination	Approve as Defined by Policy	Develop and Implement	HR Committee Study and Review (as needed)	Review and Supervise	Study and Review (Hire Only)	
Support Staff Hiring and Termination	Approve	Review, Develop and Implement	HR Committee Review	Review and Supervise	Study and Review (Hire Only)	Committee Study (as needed) (Hire Only)
Work Agreements	Approve	Study, Review, Develop and Implement	HR Committee Review and Develop	Supervise and Implement		
Administrative Supervision	Supervise and Implement (for Superintendent)	Supervise and Implement		Supervise and Implement (as Needed)		
Teacher Supervision		Supervise and Implement		Supervise and Implement		
Support Staff Supervision		Supervise and Implement (as Needed)		Supervise and Implement	Supervise and Implement	
Contracted Services/ Agreements	Adopt	Study, Review Develop, Implement and Assess	Task Force Study and Review			

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
BUILDING/GROUNDS						
Capital Fund Expenditures	Adopt	Study, Review, Develop and Assess	Finance & Facility Committee Study, Review and Develop	Supervise and Implement		
Health and Safety Codes/Laws	Approve through Policy	Supervise and Implement	Health & Safety Committee Study and Review	Supervise		
Maintenance Cycle		Study, Develop, Implement and Assess		Supervise and Implement		
Long-Range Facility Plan	Adopt	Study, Develop, Implement and Assess	Task Force Study, Review and Develop (as needed)			
COMMUNITY ED SERVICES						
Advisory Council	Approve through Policy		Study (as needed)			
Budget	Adopt	Supervise and Implement	Advisory Council Study, Review and Develop			
Staff	Approve	Review, Develop, Implement and Assess	Advisory Council Study and Review (as needed)			

Decision Making Topics	School Board	District Administration	District Level Committees	Site Administration	Site Leadership Team	Site Level Committees
Program	Approve through Policy	Adopt, Supervise, Implement and Assess	Advisory Council Review and Develop			
TRANSPORTATION						
Service Agent	Approve	Develop and Implement		Supervise and Implement		
TRANSPORTATION						
Budget	Adopt	Develop, Implement and Assess		Supervise and Implement		
Procedures	Adopt through Policy	Study, Develop, Implement and Assess		Supervise and Implement		

Established: 7/18/11



TEAMWORKS
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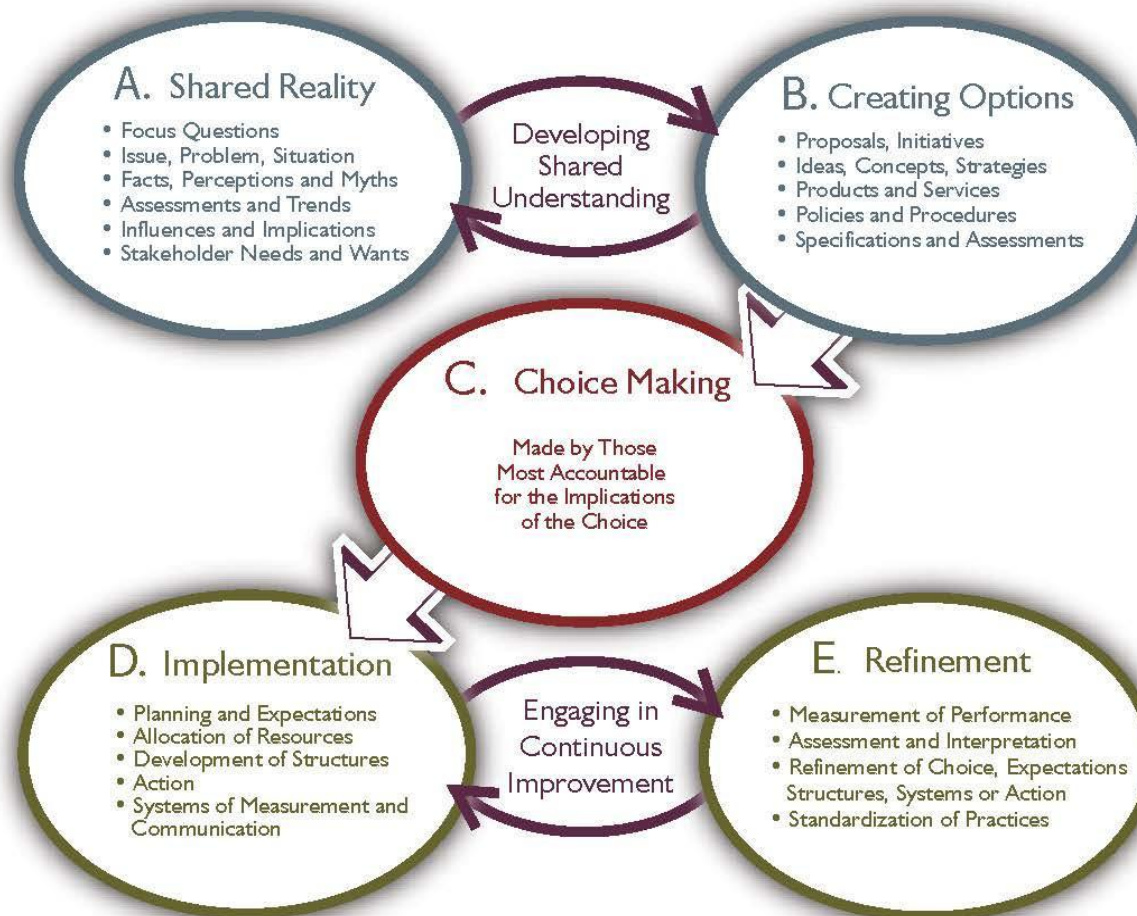
Decision Making

Part of the FrameWorks™ Series

Used For:

- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority

Consultation
Governance
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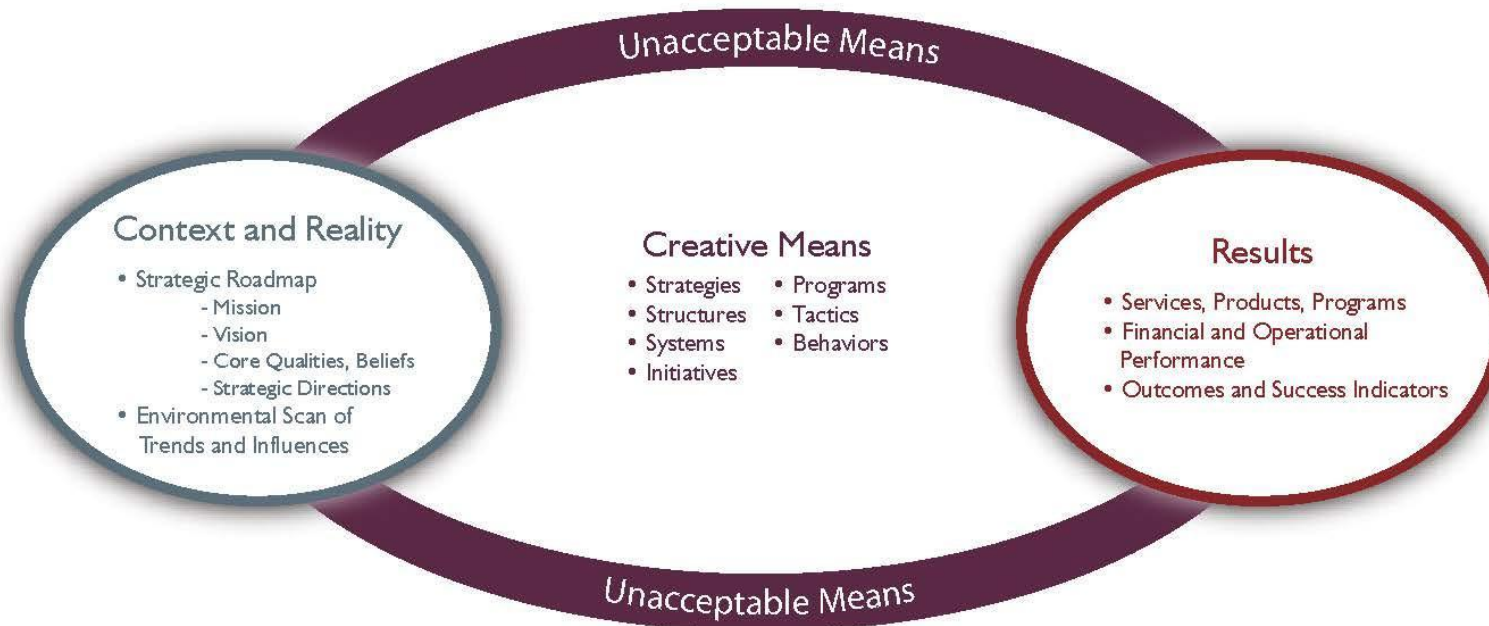
INSIGHT • ALIGNMENT • ACTION

Guiding Change

Part of the FrameWorks™ Series

Used For:

- Governance and Operational Leadership
- Establishing Boundaries for Creative Work
- Clarity of Roles, Responsibilities, Boundaries



School Board

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. “School board” means the governing body of the school district.

IV. 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-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.

V. 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, ~~prescribes~~ 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 ~~library~~ [media centers](#) ~~facilities~~, 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 (~~School Boards~~ [Powers of Independent School Districts](#))
Minn. Stat. § 123B.14 (~~School District 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 Non School Purposes; Closings](#) ~~Access for Noncurricular Purposes~~)
Minn. Stat. § 123B.85 (Equal Treatment in Transportation)
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: 04/16/07
amended: 10/22/12
revised: 09/24/18

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

School Board

School Board Officers

I. Purpose

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, 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 officers as determined by the school board. ~~At its option, the board may appoint a vice chair to serve in the temporary absence of the chair.~~

B. The board employs a superintendent who is an ex officio, non voting member of the board.

III. Organization

~~On an annual basis, the school board meets annually 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 officers as determined by the board. These officers hold office for one year and until their successors are elected and qualified.~~

A. The persons who perform the duties of clerk and treasurer need not be members of the board.

B. The board, by resolution, may combine the duties of the offices of clerk and treasurer in a single person in the department of business services.

C. The board authorizes the board chair, the superintendent and administrators, as designated by the superintendent, to have the ability to contact legal counsel.

IV. Officer's Responsibilities

A. Chair

1. The chair, when present, presides at all meetings of the school board, countersigns all orders upon the treasurer for claims allowed by the board, represents the school district in all actions and performs all duties a chair

usually performs.

2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote 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 filled by appointment.

B. Treasurer

1. The treasurer deposits the funds of the school district in the official depository.
2. The treasurer makes all reports that may be called for by the board and performs all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer receives, endorses, and processes the orders in accordance with Minn. Stat. § 123B.12.

C. Clerk

1. The clerk keeps a record of all meetings in the books provided.
2. Within three days after an election, the clerk notifies all persons elected of their election.
3. On or before September 15 of each year, the clerk:
 - a. files with the school board a report of the revenues, expenditures and balances in each fund for the preceding fiscal year;
 - b. makes and transmits to the [Commissioner of the Minnesota Department of Education](#) certified reports, showing:
 - (1) revenues and expenditures in detail, and other financial information required by state or federal law, or as may be called for by the [Commissioner](#);
 - (2) length of school term and enrollment and attendance by grades; and
 - (3) other items of information as called for by the [Commissioner](#).
4. The clerk enters into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keeps an itemized account of all expenses of the school district.
5. The clerk furnishes to the county auditor, on or before September 30, an

attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.

6. The clerk draws and signs all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for employees' wages and all claims, to be countersigned by the chair.
7. The clerk performs such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

D. Superintendent

The superintendent will be an ex officio, non-voting member of the board.

E. Vice Chair

The vice chair performs the duties of the chair in the event of the chair's temporary absence.

F. Assistant Treasurer

The assistant treasurer assists the treasurer in their duties.

G. Assistant Clerk

Two assistant clerks assist the clerk in their duties.

Legal References:

Minn. Stat. Ch. 205A (School District Elections)
Minn. Stat. § 123B.12 ([Insufficient Funds to Pay Orders Finance](#))
Minn. Stat. § 123B.14 (Officers of ~~Independent School Districts~~)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)

Cross References:

Policy 101 (Legal Status of the School District)
Policy 201 (Legal Status of the School Board)
Policy 203 (Operation of the School Board)

Policy
adopted: 05/21/07
amended: 10/22/12
revised: 9/24/18

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Students

Student Travel

I. Purpose

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

II. General Statement

The processes and procedures for the planning and approval of student travel-based learning experiences will be prepared by Administration and contained in an appendix to this Policy. Administration, including the relevant Building Principals, will be responsible for enforcing these processes and procedures.

III. Definitions

A. Travel Category

1. "Instructional travel" is travel that takes place during the school day and is required as a part of a basic education program or course, which could include students completing assignments and/or a learning assessment.
2. "Supplementary travel" is optional travel in which students voluntarily participate, which enhances a basic education program or course. Travel may take place during or outside the regular school day. Examples of student travel in this category include class activities and district-sponsored activities for clubs, teams and other district recognized and approved special interest groups.
3. "Extended travel" is travel that involves one or more overnight stops. Extended travel may be instructional or supplementary. An extended travel request form must be completed and approved.

B. Travel Distance

1. "Local travel" is defined as travel that occurs within, or immediately adjacent to, the nine-county, Twin Cities metropolitan area.

2. "Regional travel" is defined as travel that occurs within 700 miles of the Twin Cities metropolitan area, but outside the definition of "local travel."
 3. "National travel" is defined as travel that occurs within the 48 contiguous states, but outside the definition of a "regional travel."
 4. "International travel" is defined as travel to Hawaii, Alaska, or otherwise outside of the 48 contiguous states.
- C. "Organizer" is the school district employee responsible for the experience. The organizer may be a head coach, teacher, administrator, or activities advisor.

IV. Guidelines

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

Legal References:

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

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

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

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

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

Cross References:

Policy 403 (Discipline, Suspension and Dismissal of School District Employees)

Policy 423 (Employee – Student Relationships)

Policy 506 (Student Conduct and Discipline)

Policy 516 (Student Medication)

Policy 629 (Student Fundraising)
Policy 707 (Purchasing)
Policy 713 (Student Transportation)
Policy 711 (Student Activities Accounting)
Policy 913 (Partnerships – Parent Organizations and Booster Clubs)

Policy

adopted: 07/21/08
amended: 07/19/10
amended: 10/25/10
amended: 08/20/12
revised: 06/24/13
revised: 05/16/16
revised: 1/30/17
revised: 6/17/19

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I to Policy 538
Extended Travel

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

~~TENTATIVE~~ TRAVEL PROPOSAL APPROVAL SCHEDULE

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

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

- C. The approval criteria to approve or deny the travel proposal includes, but not limited to:
1. The experience's purpose, goals and any pre-requirements for participation;
 2. The ability of all students to participate in the experience, including opportunities for fundraising, scholarships and/or financial assistance;
 3. Ability level of the group, as determined by the advisors or coaches;
 4. The ability of the group to serve as a role model for the district;
 5. The amount of parent or booster club support services; and
 6. The impact on school attendance by participants, with a general guideline of two school days of approved absence and no conflicts with major exam schedules.
- D. The final travel itinerary is required ~~to be approved by the board~~ for ~~all~~ ~~any~~ extended travel ~~that has significant changes to the originally approved itinerary.~~ ~~Significant change could include, but is not limited to, a change in destination, mode of transportation, and or length of trip.~~ ~~It will include appropriate detail while maintaining a degree of flexibility that allows slight modifications intended to enhance the quality of the experience or improve upon the organization of the experience. A final travel itinerary is intended to provide the superintendent and the school board with pertinent details about the experience.~~

~~— FINAL TRAVEL PROPOSAL APPROVAL SCHEDULE —~~

Local, Regional Travel — Building Administration	1 month in advance
National Travel — Superintendent	2 months in advance
International Travel — School Board	4 months in advance

- E. Coordinating travel agency and the parents of participants to ensure cancellation refunds are consistent with these timelines (if applicable).

II. Travel Guidelines

A. Costs

1. Travel arrangers will seek to make students' travel costs affordable for all students, while placing value on students' (a) safety; (b) experience, including travel-based learning goals; and (c) accommodations. ~~An option for family~~ ~~Travel insurance will be included in travel costs offered, clearly~~ ~~communicated, and strongly encouraged for families to purchase.~~ Students' travel costs will be as inclusive as practical for the experience, with limited out-of-pocket expenses. An estimate of out-of-pocket expenses will be stated. Students will be responsible for all travel costs.
2. A competitive bid process, following the process outlined in Policy 707, will be considered for travel and lodging expenses for international and national travel. Travel bid awards will be reviewed for safety, cost, experience and

accommodations. Careful consideration will be made by the organizer and building administration regarding these criteria before a bid will be awarded.

3. For national and international travel, parents should be provided with written details of the experience [and travel advisory updates on a regular basis throughout the planning and preparation period](#) and be given the opportunity to provide input prior to submission of the final travel itinerary.
- B. If an experience anticipates returning students later than 1:00 AM via bus, van or other motor vehicle; the organizer must secure additional overnight lodging and return the next day. Vehicular transportation cannot occur overnight. Extended travel which varies from the travel procedures requires extended travel coordinator, administrative and school board approval prior to finalization of pre-travel plans with participants.
- C. The district reserves the right to cancel or postpone international travel if travel alerts and/or warnings are issued by the U.S. Department of State's Bureau of Consular Affairs. The district will consult with the involved travel company prior to making such a decision. The district assumes no responsibility for refunds when making decisions on travel changes due to students' safety and security. The district has no obligations to check or monitor such alerts and/or warnings.
- D. Fundraising and Financial Support

Groups that are planning to travel must develop a detailed fundraising plan that ensures adequate funds exist to allow all interested students to participate. Opportunities must be provided for the student to earn all or part of the necessary funds for a travel-based learning experience. This fundraising plan must be submitted to the building administration with the notice of intent to travel in section I.C. for his/her approval prior to dissemination of these plans to the students and parents (see Policy 629 – Student Fundraising). Financial assistance will be sought from the group's funding plan or other potential funding sources.

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

E. Participation

1. In order for the experience to be a worthwhile venture, it is important for a fine arts ensemble, athletic team, or group to have enough participants, with sufficient skills for the activity, to commit to the experience. The proper skills and balance is determined by the organizer. Since regional, national and international travel are not mandatory, no student will be penalized in their team placement if they do not wish to participate in a travel-based experience.

2. Students may participate in public performance opportunities within the local travel area given the opportunity is approved by the building administration, has the support of the staff member involved in the specific program, and has broad-based support among the student group. Financial viability should be the responsibility of the school district, as the only anticipated cost for such performance opportunities is transportation cost associated with the use of the school district buses.

F. Home Stays for Extended Travel

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

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

G. Health-Related Services

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

District staff may be required to dispense medication to students. The medication will be stored and administered in accordance with Policy 516 – Student Medication. Medication will be dispensed only in accordance with district policies by an adult trained by a licensed school nurse from the district or a person of comparable training (i.e. doctor, physician's assistant).

I. Insurance

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

H. Financial Report

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

Adopted: 6/17/19

Appendix II to Policy 538
STUDENT TRAVEL CHAPERONE AGREEMENT

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

PHONE () _____ CELL PHONE () _____ EMAIL _____

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

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

As an adult chaperone, you agree to:

1. Complete the background check required by the district at your own expense.
2. Have a valid driver's license and carry proof of automobile liability insurance, if you use a motor vehicle to transport yourself or others. Also, ensure that all passengers use seatbelts.
3. Not possess or use alcohol, illegal drugs or tobacco products while involved in any Edina Public Schools' meeting or activity.
4. Not leave the premises of the event without the approval of the organizer when chaperoning students.
5. Not use obscene or discriminatory language at any Edina Public Schools' activity.
6. Represent Edina Public Schools to youth and adults by conducting yourself courteously in manner and language, exhibiting good sportsmanship, serving as a positive role model and using reasonable conflict resolution skills.
7. Abide by all applicable Edina Public Schools' rules, policies and guidelines.
8. Accept supervision and support from the travel organizer or designated activity volunteer leader.
9. Accept the responsibility to promote and support the vision, mission and values of Edina Public Schools' activities.
10. Ensure that students follow the guidelines and participate appropriately in all activities and travel.
11. Immediately inform the travel organizer of any violations of district policies so that the travel learning organizer can respond appropriately.
12. Participate in activities to the best of your ability.
13. Attend at least one chaperone training session that will cover travel logistics and district policies and rules including data privacy training.

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

Chaperone's Signature: _____ Date: _____

Adopted: 6/17/19

Appendix III to Policy 538
Edina Public Schools
Extended Travel Release of Liability

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

Student Name:

Course/Travel Experience:

AGREEMENT AND RELEASE OF LIABILITY

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

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

Student Signature:	Date:
Parent/guardian Signature:	Date:

Adopted: 6/17/19

EXTENDED TRAVEL STUDENT CONDUCT AGREEMENT

Student Name:

Course/Travel Experience:

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

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

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

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

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

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

Policy	Student	Parent / Guardian
Field Trips and Travel (Policy 538)		
Search of Lockers, Desks, Possessions & Persons (Policy 502)		
Dress and Appearance (Policy 535)		
Attendance (Policy 503)		
Electronic Technologies Acceptable Use (Policy 634)		
Medication (Policy 516)		
Student Conduct & Discipline (Policy 506)		

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

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

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

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

Adopted: 6/17/19



Board Meeting Date: November 14, 2022

TITLE: Countryside Programming Update

TYPE: Action

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Karen Bergman, Principal of Countryside Spanish Dual Language; Caroline Linden, Dean of Countryside Spanish Dual Language; and Jody De St. Hubert, Director of Teaching and Learning

BACKGROUND: On November 8th, 2021, the Edina Public School Board approved Two-Way/Dual Spanish Immersion to be placed at Countryside Elementary. This approval, along with the Elementary Guiding Change Plan for Edina Public Schools Programming, prompted the Countryside community to engage in a needs assessment. The purpose of the needs assessment was to gather data from all stakeholders in the Countryside community to describe what kind of community they could create with the addition of Two-Way/Dual Spanish Immersion programming. The needs assessment was reviewed by a Countryside Leadership team during three summer full day work sessions. The proposal from this team is that Countryside moves forward with all program offerings being known as “one Countryside.” The building will focus planning on two language pathways - English and Spanish.

RECOMMENDATION: The administrative recommendation is to phase out the Continuous Progress choice option at CS for new K students starting with the fall of 2024.

DESIRED OUTCOMES FOR THE BOARD: Approve the Administrative Recommendation

BACKGROUND MATERIALS:

[Guiding Change Document for EPS Elementary Programming](#)

ATTACHMENTS:

Board Report (below)

Needs Assessment:

Angie Freese, founder and principal revitalist of Playmakers, LLC. was hired to collaborate with the Edina district office and the Countryside building administration in order to conduct a comprehensive needs assessment at Countryside Elementary. The following information are highlights taken directly from the Summary of Findings Prepared by Ms. Freese.

The focus of the needs assessment was relative to the inclusion of a Spanish dual language pathway at Countryside Elementary. The primary intent of the needs assessment was to gather questions, comments, and ideas from the stakeholders within the Countryside family in order to help describe what kind of school community they could create with the addition of this new learning opportunity. A secondary intent was to thwart misinformation, rumors, and speculation about decision-making processes thus far and interrupt unproductive tone or language by providing accurate, clear, and timely information. The following components were administered to seek information from the Countryside community:

- February 2022 Countryside staff meeting to provide an overview of the process
- April - May 2022 Administration of surveys, focus groups, and interviews with staff, students and parents to gather anecdotal feedback
- June and July 2022 Discussion of findings and action planning with members of the Countryside leadership team

April - May 2022 Data Gathering: Findings and Observations:

Emerging patterns of thought from families include:

- We love Countryside!
- Excitement about Spanish immersion, but need to know the programming decisions moving forward (i.e. presence of CP or not)
- Desire to bring all families together / minimize the elitist feel of CP
- Desire for intentional ways to build community among students across the three pathways
- Need clear, transparent communication and timelines for when decisions will be made

Emerging patterns of thought from staff include:

- The decision-making process feels elusive; decisions were already made and the gathering of feedback is not authentic
- Communication has not been specific or timely
- Limited communication has contributed to staff and families leaving the Countryside community
- There is already divisiveness / feelings of elitism from the CP (continuous progress) program as compared to the neighborhood program; what will adding a third program do?
- There is an unspoken imbalance of “power” between staff that perpetuates the division

- There are inequities between neighborhood and CP (i.e. CP has full-time paras, CP staff get an extra stipend for their work) that need to be addressed; how will the addition of a third program impact these inequities?
- Families also use language that enables separation; students say, “I’m a CP kid” or “I’m a regular / neighborhood kid” instead of “I’m a Countryside kid”.
- Families from different programs do not generally interact at school-wide functions; noticeable groupings or “cliques” among the families
- Concerns about adding another program without adding administrative support
- Inconsistent implementation of / follow through with behavioral consequences for students

As a result of the data gathered, there are three major categories for consideration: a) restorative action to repair relationships between building and district level staff, b) review of the professional infrastructure within the Countryside staff community, and c) investment in students and families to foster connection and promote community.

**End of overview of Ms. Freese’s Summary of Findings.*

Collective Planning For Countryside Programming Findings:

In June and July a team of Countryside staff and a few representative parents met with Ms. Freese, Principal Bergman, Jody De St. Hubert and Randy Smasal to:

- Review the Playmakers, LLC Summary of Findings
- Provide clarity on the process of study of Countryside programming in preparation for 2024-25 and building and district roles within this process
- Discuss next steps for Countryside Programming
- Determine next steps for overall direction
- Create a timeline for next steps
- Develop a communication plan to stakeholders for our current “place” in the process by determining what do we want everyone to know about where we are heading and the next steps we will take?
- Additional finding: The majority of students participating in CP programming at CS come from families living in the CS neighborhood.
 - Total Number of CP students at CS for the 2022-23 school year: 125
 - Resident Students from CS neighborhood in CP: 69 (68%)
 - Resident students from non-CS neighborhood in CP: 32 (32%)
 - Open enrollment filling out remaining spots for CP: 24 (19% of total CP population)

CS Leadership Team Proposal: “We are Countryside!”

The team's proposal developed through consensus (will of the group) is based on the needs assessment and engagement in summer planning to move forward as one Countryside Community - that is a 5-section building with 2 language pathways - Spanish and English.

The administrative recommendation is to phase out the Continuous Progress choice option at CS for new K students starting with the fall of 2024. Additional planning is needed to determine how the many current strengths of Continuous Progress and Neighborhood would be infused in program decisions for all 5 sections at each grade level going forward. The list below is what would be used as guiding factors for development:

What needs to be infused across all 5 sections?

- Mental Health/SEL/BELONGING/COMMUNITY structures
- Supportive Leadership structures
- Consistency of Management/Discipline/Expectations
- Teaming across the community: teaming could include but is not limited to cross-grade level, vertical or horizontal, within grade level, instructional planning with freedom opportunity to team in different ways across the building
- Master Schedule with common prep times (might be in grade level or vertical)
- WIN: instructional match at all levels
- Multi-age presence WOULD BE maintained across all teams/levels
- Thoughtful conversations for student placement
- Family Partnerships
- Teacher Support/Professional Development/Time for program development

Next Steps:

Administration will draft a Guiding Change document and bring this back to the school board in the Spring of 2023. This document will set forth the design parameters for Countryside programming moving forward. Once approved, the Guiding Change document will provide direction for the leadership team as they examine next steps for Countryside Programming.

Based on the work in the spring and summer of 2022, the Building Leadership Team, in partnership with all staff/PLCs, will continue to implement:

- Countryside Strong - based on Character Strong - to address the need for Belonging and Community across all teams/grade levels.
- Building-wide expectations and consistent staff responses. These have been developed and are connected to district policy and Rights and Responsibilities Handbook.
- Time for adult collaboration for both Building Teams (grade levels) and Vertical Teams to facilitate the development and growth and enhancement of Belonging across the entire building.
- A transition plan for current CP students/families as they move through the system pending board approval of the administrative recommendation

Tentative/Example Class Section Phases: This is intended to provide an example of what the transition could look like, but. The specific number of sections are yet to be determined as the transition proceeds.

2022-23					
K	Neighborhood	Neighborhood	Neighborhood	Spanish	Spanish
1	Neighborhood	Neighborhood	Neighborhood	CP (1-2)	NA
2	Neighborhood	Neighborhood	Neighborhood	CP (1-2)	NA
3	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
4	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
5	Neighborhood	Neighborhood	Neighborhood	CP 5	NA

2023-24					
K	Neighborhood	Neighborhood	Neighborhood	Spanish	Spanish
1	Neighborhood	Neighborhood	CP (1-2)	Spanish	Spanish
2	Neighborhood	Neighborhood	Neighborhood	CP (1-2)	NA
3	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
4	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
5	Neighborhood	Neighborhood	Neighborhood	CP 5	NA

2024-25					
K	English	English	English	Spanish	Spanish
1	Neighborhood	Neighborhood	CP (1-2)	Spanish	Spanish
2	Neighborhood	Neighborhood	CP (1-2)	Spanish	Spanish
3	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
4	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
5	Neighborhood	Neighborhood	Neighborhood	CP 5	NA

2025-26					
K	English	English	English	Spanish	Spanish

1	English	English	English	Spanish	Spanish
2	Neighborhood	Neighborhood	CP (1-2)	Spanish	Spanish
3	Neighborhood	Neighborhood	CP (3-4)	Spanish	Spanish
4	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
5	Neighborhood	Neighborhood	Neighborhood	CP 5	NA

2025-26					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	Neighborhood	Neighborhood	CP (2-3)	Spanish	Spanish
4	Neighborhood	Neighborhood	CP (3-4)	Spanish	Spanish
5	Neighborhood	Neighborhood	Neighborhood	CP 4-5	NA

2026-27					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	English	English	English	Spanish	Spanish
4	Neighborhood	Neighborhood	CP (3-4)	Spanish	Spanish
5	Neighborhood	Neighborhood	CP (4-5)	Spanish	Spanish

2027-28					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	English	English	English	Spanish	Spanish

4	English	English	English	Spanish	Spanish
5	Neighborhood	Neighborhood	CP (4-5)**	Spanish	Spanish

** may be a very large section in this school year

2027-28					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	English	English	English	Spanish	Spanish
4	English	English	English	Spanish	Spanish
5	Neighborhood	Neighborhood	CP (5) **	Spanish	Spanish

** may need to pull some neighborhood students into this section

2028-29					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	English	English	English	Spanish	Spanish
4	English	English	English	Spanish	Spanish
5	English	English	English	Spanish	Spanish



Board Meeting Date: November 14, 2022

TITLE: Proposed 2022-2024 Collective Bargaining Agreement Between Independent School District 273 and the Edina Administrative Council (Principals)

TYPE: Action

PRESENTER(S): Sonya Sailer, Director of Human Resources; and Mert Woodard, Director of Business Services

BACKGROUND: The School District's principals have ratified a tentative agreement for a two-year contract effective July 1, 2022 through June 30, 2024. The proposed terms and conditions of employment are reflected in the attached agreement with bold font used to represent new language and strikethrough font used to show language that will be removed from the contract as a part of the tentative agreement. Highlights of the proposed agreement include:

1. Step advancement for eligible principals in both years of the agreement.
2. Market adjustment to provide more competitive wages in comparison to other metropolitan school districts and a one and one-half (1.5) percent improvement to the salary schedule in the first year and a one (1) percent increase to the salary schedule in the second year.
3. School District's contribution towards health insurance plans increased by \$36.66 per month effective January 1, 2023.
4. Addition of one (1) paid holiday beginning in first year of the agreement to recognize Juneteenth.
5. Mobile telephone reimbursement formerly provided through business office policy added to contract as a taxable allowance.

The two-year total package for this proposed agreement is \$6,557,585, which represents an increase of \$183,702. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 4.47%. This amount is within the School Board's financial parameters for this collective bargaining agreement. Superintendent Stanley supports the recommendation.

RECOMMENDATION: Approve the proposed 2022-24 collective bargaining agreement.

ATTACHMENTS:

1. DRAFT bold/strikethrough version of proposed 2022-24 Edina Administrative Council contract with changes highlighted in yellow
2. Final clean copy of proposed 2022-24 Edina Administrative Council contract

MASTER AGREEMENT
INDEPENDENT SCHOOL DISTRICT NO. 273
EDINA PUBLIC SCHOOLS
AND THE
EDINA ADMINISTRATIVE COUNCIL
JULY 1, 2020 2022 THROUGH JUNE 30, 2022 2024



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1. INTRODUCTION

1.1 Master Agreement

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools ("Employer") and the Edina Administrative Council ("EAC").

1.2 Definitions

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

Administrator. Any person who holds a position in the unit for which EAC is the certified exclusive representative and who works more than 14 hours per week and 100 work days per year.

Duty Day. Any work day that an administrator is required to perform duties as established by the Employer.

Terms and Conditions of Employment. The hours of employment, compensation including fringe benefits, except retirement contributions or benefits, and the Employer's personnel policies affecting the working conditions of the administrator. This definition does not include the educational policies of a school district. This definition is subject to Minn. Stat. § 179A.07.

Other Terms. Other terms not specifically defined have the definitions given them under PELRA.

1.3 Recognition

The Employer recognizes EAC as the exclusive representative of all administrators in the positions of Principal, Assistant Principal, ~~Assistant Director, Director of Student Enrollment & School Improvement,~~ and Activities Director for the purpose of negotiating terms and conditions of employment.

1.4 Vacancy Notification

Administrative vacancies are posted on the District's website. Applications for vacancies must be submitted via the internal application to the online application process. Each administrator applying for and who is appropriately licensed and qualified will be granted an interview prior to filling the position.

1.5 Rights and Obligations

1.5.1 Rights of Administrators

Nothing in this Agreement denies or restricts any rights the administrator may have under state or federal law.

1.5.2 Rights of the Employer

State law has vested in the Employer the authority to manage, control and direct the operation of the school district, and to adopt, modify or repeal policies, rules and regulations for the district. All such authority of the Employer continues unimpaired, except as limited by a specific provision of this Agreement.

2. WORK YEAR

2.1 Duty Weeks and Vacation Days

An administrator will work 52 duty weeks each fiscal year.

A principal assigned to 52 weeks will receive 30 days of vacation annually. An assistant principal assigned to 52 weeks will received 35 days of vacation annually. Any administrator assigned less than 52 weeks will receive a prorated vacation allotment (e.g., employee whose assignment is $\frac{1}{2}$ **one-half** of the fiscal year would receive 15 days, ~~employee whose work assignment is .5 FTE would receive 30 $\frac{1}{2}$ days~~). The scheduling of vacation days is by mutual agreement between the supervisor and administrator. A full-time administrator for purposes of Section 2.1 is employed for a full fiscal year for more than 30 hours per week.

When attending conventions or other professional meetings, it may be necessary for administrators to attend meetings or travel to or from the meeting site on weekends. As a professional exempt employee, the employee may be flexible in the employee's work week when weekend meetings or travel occur.

~~In June 2021, administrators may elect to carry forward up to 35 vacation days into the next fiscal year or up to 10 days of paid vacation days at the end of the fiscal year.~~

~~For subsequent fiscal years, a~~ Administrators may carry forward up to 30 vacation days into the next fiscal year. In unusual circumstances, the Superintendent may approve additional carryover or up to 10 days of paid vacation at the end of the school year.

At the time of separation from the district, the administrator will be paid for any remaining unused vacation days, based upon an accrual at the time of separation.

2.2 Holidays

Administrators have **11 12** holidays each fiscal year as designated by the Employer.

2.3 Strikes and Emergency Closings

If the school year is extended due to a strike or work stoppage by other employees, administrators who are required by the Employer to perform duties beyond their contracted number of days will receive compensation on a per diem basis for the performance of these duties.

2.4 Calculation of Daily Rate of Pay

To determine an administrator's daily rate of pay, the annual base salary is divided by the number days listed below:

<u>Position</u>	<u>Days</u>
Principal	219 days
Director of Equity and Enrollment	219 days
Assistant Principal	214 days

3. SALARIES

3.1 Basic Compensation

Administrative **salaries** contained in Appendix A have been established according to the procedures identified in said Appendix.

3.2 Extra Duty Assignment

The Employer may create extra duty administrative assignments and will offer assignment of such positions to administrators. No administrator is required to accept an offer for an extra duty assignment. Contracts for extra duty assignments must include the specific assignment, the duration of the assignment, all required and special provisions pertaining to the assignment, the compensation for the assignment. Compensation is based on the administrator's prorated weekly salary multiplied by the number of weeks agreed to by the Employer and the administrator.

3.3 Tax-Deferred Matching Contribution Plan

An Employer contribution is payable to an administrator's tax-deferred matching contribution plan, subject to the following subsections.

3.3.1 Matching Salary Deduction

The Employer contribution is not payable unless the administrator authorizes a matching salary reduction up to the amount the employee is eligible to receive under Subsection 3.3.3.

3.3.2 Employer Contribution

The amount of the Employer contribution will be up to three percent of the administrator's annual base salary with a maximum Employer contribution of \$4250 per year. If a change in training for the administrator is approved after the school year begins, the ~~two~~ **three** percent will be adjusted to include the additional salary, up to the maximum allowed. If subsequent agreements are settled after the school year begins, the three percent will be adjusted to include any additional raise in the administrator's salary, up to the maximum allowed.

3.3.3 Administrator and Employer Contribution

The Employer contribution and matching administrator contribution will be made to a district-approved company of the administrator's choice, subject to Subsection 3.3.1. The administrator is responsible for making all arrangements required with the vendor to ensure that proper payment can be made by the Employer.

3.3.4 Special Situations

Administrators on sabbatical leave are eligible to participate in the tax-deferred matching contribution plan. Administrators on other types of leave are not eligible to participate in the tax-deferred matching contribution plan.

4. HEALTH AND WELFARE BENEFITS

The Employer will provide administrators the health and welfare benefits as follows. It is understood that the provisions described are general statements of the coverages provided and that the administrator's eligibility for benefits is governed by the terms of the master insurance contracts in force between the Employer and the insurers providing coverage.

4.1 Life Insurance

4.1.1 Basic Group Life Insurance

An administrator is eligible for basic group term life insurance coverage in an amount equal to twice the employee's basic annual salary rounded up to the next whole thousand. If insurance coverage exceeds \$250,000, the insurance provider may require proof of insurability. The Employer pays the entire premium for this coverage.

4.1.2 Supplemental Coverage

An administrator may also apply for supplemental coverage in \$10,000 increments up to the administrator's basic annual salary.

Premiums for this coverage will be paid by the administrator through payroll deduction. Administrators electing to take the maximum supplemental coverage will receive an additional Employer-paid supplemental coverage in an amount equal to the administrator's base salary rounded up to the next whole thousand.

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

4.1.3 Accidental Death and Dismemberment Coverage

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

4.2 Income Protection Insurance

An administrator is covered by income protection insurance in the amount of two thirds (2/3) of the administrator's basic annual salary up to a maximum benefit of \$10,000 per month. Payments begin after 65 days of continuous absence due to disability and (1) continue to age 70; or (2) if the disabling event occurs after 70, payments will occur for 12 months; or (3) if the disabling event occurs prior to age 70 but continues after age 70 and the administrator has not received 12 months in benefits, payments will occur for 12 months. The Employer pays the entire premium. An administrator receiving income protection insurance benefits also remains eligible for the Employer contributions for medical insurance.

4.3 Medical Insurance

Participation in the medical insurance programs is voluntary. The Employer will contribute the following amounts toward the monthly premium of each administrator enrolled in the coverages available.

Type of Coverage	Effective 07/01/20	Effective 01/01/21	Effective 01/01/23
Single	\$617	\$625.92	\$662.58
Single + One	\$1314	\$1342.88	\$1379.54
Family	\$1735	\$1764.06	\$1800.72

In the event an administrator selects a medical insurance plan for which the monthly premium is less than the Employer contribution, the Employer will deposit, into an administrator's health savings plan, the difference between the Employer contribution and the amount of the monthly premium.

An administrator will contribute, through payroll deduction, any excess monthly premium remaining after the Employer's contribution toward the type of coverage for which the administrator is enrolled.

4.4 Dental Insurance

The Employer will provide a dental insurance program for full-time administrators. Participation in this program is voluntary. The Employer will contribute up to the following amounts toward the monthly premium for each administrator enrolled in the coverages available.

Type of Coverage	Effective 07/01/20
Single	\$40
Single + One	\$75
Family	\$121

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

5. PROFESSIONAL EXPENSES

5.1 Automobile Travel Reimbursement

Approved mileage for travel outside the district is reimbursed at the current IRS mileage rate established by the Employer. When an administrator or supervisor is requested to represent the district at a meeting or to visit a site beyond the district, the Employer will reimburse the person at the current per mile rate.

5.2 Meetings in Pursuit of District Interests

The Employer will reimburse an administrator for necessary expenses incurred while attending authorized meetings representing the interests of the district.

5.3 Professional Meetings

The Employer will reimburse an administrator for necessary expenses incurred for Employer-approved attendance at local, state, and national conventions, conferences, workshops, seminars and institutes. See also Section 6.6, Policy on Reimbursable Convention Expenses, and School Board policies.

5.4 Membership in Professional Organizations

An administrator's membership in professional organizations may enhance the **employee's administrator's** ability to exercise educational leadership within the district. When the Employer requests an administrator to belong to a professional organization, either for a specific school year or on a continuing basis, the Employer will

reimburse the administrator for fees associated with the membership. The Superintendent will notify an administrator in writing of eligibility for reimbursement.

The Employer will pay the membership dues for one approved national organization and one approved state organization for each administrator. An approved list of professional organizations will be jointly determined by the administrative committee on policies and procedures.

5.5 Tuition Reimbursement

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

6. BASIC LEAVE ALLOWANCE

An administrator receives a one-time basic leave allowance of 35 days in addition to the amount granted below annually. Basic leave allowance is granted each fiscal year according to the following schedule, provided that an administrator has served for a minimum of 20 business days within the fiscal year. If an administrator is hired mid-year or leaves mid-year, the basic leave allowance will be prorated. Leave not used during the fiscal year may accumulate without limit.

Weeks Assigned	Annual Days
52	18

6.1 Basic Leave

An administrator may use one day of accumulated basic leave for each day of personal illness. An administrator who has been absent may be required to present a statement to the Director of Human Resources from a physician verifying an illness and certifying that the administrator has recovered sufficiently to return to the employee's normal duties. An administrator absent more than five consecutive working days must present this certification. If the Employer requires a certification for an absence of less than six days, the Employer will designate the physician and is responsible for paying the cost of the physician's examination. For certification of absences greater than five consecutive working days, an administrator will be responsible for paying the cost of the physician's examination unless the Employer requires examination by a specified physician, in which instance the Employer will be responsible for paying the cost of the examination.

Basic leave benefits are coordinated with any other benefits received by an administrator from Workers' Compensation or other sources paid for, in whole or in part, by the Employer, so that the total pay received by

an administrator from all sources does not exceed the administrator's regular daily rate of pay. The administrator's basic leave will be deducted **in** the amount necessary to bring the administrator to the **employee's administrator's** regular daily rate of pay.

If the administrator has exhausted **the employee's all** accumulated basic leave, the administrator is entitled only to the benefits available from sources other than basic leave.

6.2 Disaster Leave

For the duration of the contract, refer to the Sick Leave Pool Memorandum of Understanding which supersedes this section upon the establishment of the Sick Leave Pool.

The Employer will provide disaster leave coverage for an administrator who has exhausted accumulated basic leave days prior to the commencement of income protection insurance benefits. An administrator becomes eligible for disaster leave coverage after the administrator has been continuously disabled and unable to work for 15 consecutive business days, as certified by a physician. Disaster leave payments begin on the first business day following the last day of basic leave payment, and continues only for the period during which the administrator remains continuously disabled and unable to work.

Disaster leave payments will cease in any event after the 65th duty day of absence.

6.3 Family Illness or Bereavement Leave

An administrator may use accumulated basic leave for absences due to an illness or injury to the administrator's dependent child for reasonable periods as the administrator's attendance with the child may be necessary, on the same terms the administrator is able to use accumulated basic leave for the administrator's own illness or injury.

For absence because of illness in the family, an administrator may deduct a reasonable **amount number** of days per incident from accumulated basic leave at no salary deduction. The family includes husband, wife, father, mother, brother, sister, son, daughter, father-in-law, mother-in-law, any relative or non-relative living in the household of the administrator, or others as required by state law. When a physician certifies that in-home care is essential because of illness or injury of an administrator's spouse, the administrator may deduct up to 15 days from accumulated basic leave with no salary deduction.

For absence because of death in the family or of friends, an administrator may deduct a reasonable number of days per incident from accumulated leave at no salary deduction.

6.4 Personal Business Leave

For absence required for the transaction of personal business that cannot be completed outside business hours, up to two days during any fiscal year may be deducted from accumulated basic leave at no salary deduction.

Requests for personal business leave must be submitted to the administrator's immediate supervisor in writing at least three duty days in advance of the requested personal leave day, except in cases of extreme emergency, and must be approved by the Superintendent or authorized representative.

6.5 Religious Observance Leave

Up to three days leave are available to an administrator for religious observance. These days must be recognized as religious holidays and are not permitted for circumstances where personal alternative attendance options exist. These days will be deducted from an administrator's accumulated basic leave. Notification must be submitted to the Superintendent, in writing, at least three days prior to such absence.

6.6 Professional Leave

Professional leave without deduction from pay or accumulated basic leave may be approved to permit attendance at professional meetings, subject matter conferences, professional visitation of an approved school system or institution of higher learning, or the carrying out of other professional duties. This professional leave must be approved in advance by the Superintendent or his/her authorized representative. See also Section 5.3.

6.7 Superintendent's Discretionary Leave

Any circumstance that arises necessitating the absence of an administrator not specifically included in any of the sections above may be granted as discretionary leave. This leave must be approved in advance by the Superintendent or the ~~employee's~~ **Employer's** authorized representative.

6.8 Judicial Leave

An administrator who is subpoenaed or called for jury duty will be compensated for the difference between regular pay and pay received for the performance of such obligation.

7. LONG-TERM LEAVES

7.1 Sabbatical Leave

Sabbatical leave for study or professional improvement may be approved for an administrator who has been continuously employed in the district for six or more full school years, of which at least three years must be in an administrative position. Applicants with a Master's Degree or training beyond the Master's Degree must submit for prior approval a detailed summary of plans for study, research, and/or travel. Applications must be submitted between September 15 and December 15 for a sabbatical leave for the next fiscal year.

The Employer may post a request for sabbatical applications relating to school district initiatives. The Employer will seek qualified applicants with an interest in the topic to consider applying for the sabbatical opportunity. This interest may coincide with an administrator's graduate course work and/or final projects.

7.1.1 Full-Time Sabbatical Leave

A full-time sabbatical leave will be for one contract year and compensated for in the following manner:

Years of Service in the District*	Percentage of Base Salary Paid by the Employer
7th year	50%
8th year	60%
9th year	65%
10th year	70%
11th year	75%

* Years of service or the number of years since the expiration of an administrator's last sabbatical leave.

The percent of base salary paid by the Employer is based on the full-time salary the administrator would receive if not on sabbatical leave. An administrator's compensation from grants, aids, and Employer payment while on sabbatical is limited to the administrator's base salary but for the sabbatical.

If an administrator's compensation from grants, aids, G.I. Bill and Employer payment while on sabbatical is in excess of the administrator's base salary but for the sabbatical, then the Employer's payment will be reduced by the amount in excess of the administrator's base annual salary. Salary received by the administrator for services performed while on sabbatical leave, such as assistantships, is not included under an administrator's compensation as described above.

An administrator on sabbatical leave remains eligible, upon request, for participation in all insurance programs available under this Agreement. The Employer contribution toward insurance coverage is prorated by the same percentage as the percentage of the administrator's base salary paid by the Employer while on

sabbatical, as noted in the above table. An administrator electing to continue insurance coverage while on sabbatical leave will contribute, through payroll deduction, any excess premium over the Employer's contribution.

7.1.2 Half-Time Sabbatical Leave

Full-time administrators may apply for a half-time sabbatical leave. This type of leave is granted on a half-time basis at full pay for the contract year. Half-time service is defined as equivalent to half the number of weeks in the regular contract. The minimum length of service in the school district to qualify is the same as that for a full-time sabbatical.

7.1.3 Sabbatical Leave Candidate Selection

The following factors should be considered in determining which qualified applicants should receive sabbatical leave if there are more applicants than leaves available:

The primary objective should be to improve an administrator's competence in the **employee's administrator's** present positions or to achieve proficiency in an area where the district has determined a need exists for a specific competency.

An administrator who is subject to reassignment due to reduction or discontinuation of positions may benefit from a sabbatical leave to retrain himself or herself to better serve the district in subsequent years.

It should be reasonably possible to provide a replacement for the year that the administrator is on sabbatical leave.

An administrator who has previously been granted a sabbatical as an administrator, or is applying for a travel leave without a plan of graduate study, will not be considered for selection unless there are no other qualified applicants.

After the above factors have been considered, if two or more candidates are considered equal, leave will be granted on the basis of seniority in the district.

Selection for sabbatical leave is on the condition that the administrator returns to the school district for a period of at least one school year following the sabbatical leave. The final recommendation for approval of sabbatical leave is made by the Superintendent.

7.1.4 Number of Leaves

One sabbatical leave for administrators may be approved each contract year.

An approved sabbatical leave may be rescheduled for good cause to another mutually agreeable time period.

7.2 Long-Term Leaves of Absence Without Pay

A long-term leave of absence without pay may be requested. The granting or denial of such requests is at the discretion of the Employer. In order to be eligible for such leave, an administrator must have completed three fiscal years of service with the Employer.

All long-term leaves of absence, except for health reasons, must be requested prior to March 1, and if approved by the Employer, will be for a period of one fiscal year, except that a leave of absence for health reasons will be for an initial period of the remainder of the fiscal year in which the leave begins. An administrator on a long-term leave must notify the Superintendent by March 1 of each fiscal year that (1) the employee intends to return at the beginning of the next fiscal year, or (2) request a renewal of the long-term leave without pay. Failure of the administrator on long-term leave of absence without pay to notify of the intent to return or renew is considered a resignation by the administrator. Each renewal of a long-term leave of absence will be for a period of one year. No long-term leave may be renewed more than twice.

An administrator granted a long-term leave of absence will be returned to employment at the end of the leave of absence to a position for which the administrator is licensed. In the event the administrator's leave is renewed, the administrator will be returned to employment at the end of the leave provided there is a vacant position for which the administrator is licensed and qualified. Failure to return upon expiration of leave of absence will result in termination of employment.

An administrator on a long-term leave of absence remains eligible, upon request, for participation in all insurance programs other than income protection insurance, but must pay the entire premium for the insurance coverage. Premium payments must be received by the Employer's insurance administrator at least one month in advance.

No administrator will be granted experience credit while on a long-term leave of absence.

7.3 Parenting Leave

An administrator is granted a leave of absence without pay for a period of up to 12 months for the purpose of providing full-time care for a newborn or newly-adopted child or children. Whenever possible, written application for the leave will be submitted to the human resources

department at least four months prior to the expected commencement of the leave.

Parenting leave may be granted to begin immediately upon the termination of any period of disability resulting from pregnancy and childbirth or the date of placement of an adopted child. By mutual agreement between the Employer and an administrator, parenting leave may also be granted to begin before any period of physical disability resulting from the pregnancy. However, once a parenting leave without pay has started, accumulated basic leave pay is no longer available for the remainder of the leave without pay.

Additionally, in the case of adoptions, by mutual agreement between the Employer and the administrator, an administrator may use up to and including 25 days of accumulated basic leave prior to the adoption to fulfill requirements of the adoption. These days may include, but are not limited to, pre-adoption consultation, legal counsel, legal proceedings, and naturalization proceedings. These days need not be consecutive.

An administrator may use up to and including five days of accumulated basic leave after the birth of a child or after an adoption.

An administrator may return to work prior to the date designated in the approved parenting leave only if approved by the Employer in its sole discretion. Failure to return to work on the designated date will be considered a voluntary termination of employment unless a leave extension is approved by the Employer.

An administrator returning from parenting leave will be returned to the position held when placed on leave, or if not available, to any other position for which such administrator is licensed and qualified, subject to approval of physician certifying the return and to the discontinuance of position provisions incorporated in this Agreement. Following return to duty, the administrator will be credited with the amount of the employee's unused basic leave.

An administrator on parenting leave remains eligible, upon request, for participation in all insurance programs other than income protection insurance, but must pay the entire premium for the insurance coverage. Premium payments must be received by the district's insurance administrator at least one month in advance.

Any period of parenting leave taken under this provision is used simultaneously with any period of leave for which the administrator is eligible under state and federal leave laws.

8. RETIREMENT

8.1 Insurance

8.1.1 Option 1

A full-time administrator resigning after age 50 with a minimum of 10 full years of service is eligible to continue, at the administrator's own expense, participation in the Employer's group insurance programs for life, dental, and medical insurance until the administrator's full retirement age as defined by the **Social Security Administration** ~~U.S. Department of Health and Human Services~~ or the administrator's death whichever occurs first. Continued participation by an administrator, at the administrator's own expense, between the full retirement age and age 70, may be available from some carriers. Conversion to an individual medical insurance policy is available at full retirement age.

8.1.2 Option 2

A full-time administrator hired on or after July 1, 2010 is not eligible for the benefits described in this Section 8.1.2, unless the newly hired administrator was a district employee prior to July 1, 2010 under a Master Agreement or guidebook that contained post-retirement benefits continuation language and had no break in employment with the Employer.

A full-time administrator retiring after age 55 with a minimum of 10 full years of service is eligible for the Employer premium contributions toward group medical and dental insurance coverage at the same rate as active administrators. However, the Employer premium contribution for a retired administrator will be limited to the contribution rate for single coverage unless the retired administrator participated in single plus one or family coverage immediately preceding retirement. The Employer premium contribution will also be limited to the contribution rate for single coverage upon the death of the retired administrator's spouse, unless the retired administrator participated in family coverage immediately preceding retirement. Single and family coverage will continue despite the death of a retired administrator's spouse. All Employer premium contributions will cease on the earliest of the following events: (1) the death of the retired administrator, or (2) the expiration of eight years from the effective date of the administrator's retirement.

If the retired administrator becomes eligible for Medicare benefits and the expiration of eight years from the effective date of the administrator's retirement has not occurred, then the Employer will reimburse the retired administrator for Medicare insurance and a Medicare supplement for both the retired administrator and spouse not to exceed the single, single plus one, or family contribution rate for an active administrator as eligibility for these contributions is defined in the above paragraph. When the retired administrator or spouse is eligible for Medicare benefits, the non-eligible retired administrator or spouse may remain on the Employer

health insurance plan until the employee becomes eligible for Medicare benefits. At no time can the Employer contribution exceed the single, single plus one, or family contribution rate for an active administrator with respect to the retired administrator's election on the effective date of retirement.

8.1.3 Option 3

Only a full-time administrator hired on or after July 1, 2010 is eligible for the benefits provided in this Section 8.1.3. A new administrator, who is eligible to qualify for benefits under Section 8.1.2, does not receive the contribution in Section 8.1.3.

The Employer will contribute \$2000 per year to a Minnesota State Retirement System Health Care Savings Plan after an administrator has received non-probationary continuing contract status as an administrator covered by the Master Agreement between EAC and the Employer.

Year	Contribution
2020-21 2022-23	\$2000
2021-22 2023-24	\$2000

If the administrator leaves employment with the Employer, this administrator's Health Care Savings Plan remains the property of the administrator.

8.1.4 Retiree Life Insurance

An administrator who retires after age 55, qualifies for the early retirement payments under Section 8.2.1, and has worked at least 20 years as an employee in an accredited institution of education, or for other governmental employers, may select one of the following life insurance continuation options:

Option 1: \$50,000 of paid life insurance. To qualify for \$50,000 of paid coverage, an administrator must have \$50,000 or more in basic life insurance immediately prior to retirement and maintain at least \$50,000 of coverage during retirement until age 65. When the retiree reaches age 65, \$50,000 of coverage will remain in force with no further premiums payable for the rest of the retiree's life.

Option 2: The employee may continue any coverage in force until age 70 by continuing to pay the full premium.

8.2 Early Retirement Payments

8.2.1 Eligibility

To be eligible for the early retirement payments described below, an employee must be retiring after age 50 and have been a full-time employee of Edina Public Schools for a minimum of ten full years.

8.2.2 Deadline for Application

Application for the early retirement payments for retirement at the end of the school year must be submitted to the Human Resources Office by February 1. The Employer, in its sole discretion, may approve a retirement request effective at a date prior to the end of the fiscal year. Application for this consideration for "mid-year" retirement must be submitted by the end of the previous fiscal year.

8.2.3 Distribution of Early Retirement Payments

An administrator eligible for the early retirement payments will receive payment in two installments. The first payment will be on the last day of the month the administrator retires in an amount equal to two-thirds ($2/3$) of the early retirement incentive payment amount. The remaining one-third ($1/3$) will be paid the following January 15.

If an administrator applied for mid-year retirement, as defined above, the amount of early retirement payments **are is** based on the last full fiscal year of employment.

The early retirement payments (early retirement incentive payment and basic leave conversion payment) will be deposited in the administrator's 403(b) account to the maximum extent allowed by the 403(b) administrator and any remainder of the payment will be deposited into the administrator's account with Minnesota State Retirement System's Health Care Savings Plan.

8.2.4 Calculation of Early Retirement Incentive Payment

An eligible administrator will receive an early retirement incentive payment in an amount described below. An administrator's daily rate of pay is calculated from the last year of full-time service.

Number of Assigned Weeks	Number of Days
All administrators	120 days

8.2.5 Calculation of Basic Leave Conversion Payment

In addition to the Early Retirement Incentive Payment, an eligible administrator will receive a basic leave conversion for unused basic leave days, in an amount described below. The payment equals the number of accumulated unused basic leave days, not to exceed the maximum number of days in the table below, multiplied by the

daily rate of pay for the administrator. The number of duty weeks and the daily rate of pay are calculated from the last year of full-time service.

Number of Assigned Weeks	Maximum Number of Days
All administrators	83 days

8.3 Employer Contribution to the Health Care Savings Plan

A full-time administrator retiring after age 50 with a minimum of ten full years of service is also eligible for an Employer contribution toward the Minnesota State Retirement System's Health Care Savings Plan. The accumulative total of this contribution will not exceed the following calculation: \$35 multiplied by the administrator's accumulated unused basic leave days in excess of 140 days as of the date of retirement. A combined total of early retirement incentive payment, basic leave conversion payment, and the Employer contribution to the Health Care Savings Plan must not exceed the administrator's last full year salary.

9. REDUCTION OR DISCONTINUANCE OF POSITIONS

Any reduction in force will be made on the basis of the least total administrative experience in this district. For administrators with identical total administrative experience in this district, reductions will be made on the basis of the least total licensed experience in this district. In every case, however, an impacted administrator's licensure and qualifications as determined by the Employer must be acceptable to perform the responsibilities of the remaining positions. Reductions will be made among elementary administrative positions as a group, and among secondary administrative positions as a group, with no cross-over or bumping between elementary and secondary administrators.

If an administrator is reassigned under the terms of reduction or discontinuance of positions, the administrator will be assigned to a position (administrative or teaching) at no reduction of weekly salary or the Employer's monthly medical contribution. Seniority as a teacher will be as provided by law.

10. PROFESSIONAL DEVELOPMENT AND TECHNOLOGY ALLOWANCE

Administrators will be eligible for up to \$400 per administrator for professional development/technology allowance per year. In order to receive the allowance of \$400 or a portion thereof, the **employee administrator** must apply and receive prior approval from **their employee's** supervisor. The administrator may carry over this allowance, up to \$2000.

Use of funds may include:

1. Conventions, seminars, workshops (registration, travel, meals and accommodations);
2. Tuition and materials for training or graduate courses;

3. Hardware/software for professional use that will mutually benefit the district and administrator; or
4. Dues for professional education organizations not presently paid by the district.

The allowance will not be distributed in salary or payout to any current or past administrator.

10.1 Mobile Telephone Allowance

Each administrator will receive an annual mobile telephone allowance in the amount of \$600, which will be paid in equal installments via the Employer's payroll system. To receive the allowance, an administrator must provide their mobile telephone number to the Superintendent or designee and retain an active mobile telephone while the allowance is in place. As this is an allowance and not a reimbursement, the amount of the allowance is taxable to the administrator.

11. GRIEVANCE PROCEDURE

11.1 Definition

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

11.2 Procedure

Step I

The parties to this ~~an~~ Agreement shall make reasonable efforts to meet and resolve grievances informally. Notwithstanding this, a grievance must be submitted in writing to the Director of Human Resources within 20 days after the administrator knew or should have known of the facts giving rise to the grievance. The parties shall meet within five working days of the submission of the grievance. The Director of Human Resources shall issue a written decision on the grievance within 5 working days of the meeting.

Step II

Administrator may appeal the decision of the Director of Human Resources to the Superintendent. This appeal shall be made in writing to the Superintendent within ten days of the decision of the Director of Human Resources. The Superintendent shall issue a decision on the appeal within 5 working days of receipt of the appeal and shall forward the decision to the administrator and the President of the EAC.

Step III

An administrator Principal and the EAC may submit the matter to arbitration within ten working days of receipt of the Superintendent's decision issued in step II.

Step IV - Arbitration

The Employer and EAC will endeavor to select a mutually acceptable arbitrator to hear and decide the grievance. If the Employer and EAC are unable to agree on an arbitrator, they will request from the Bureau of Mediation Services, State of Minnesota, a list of five names of qualified arbitrators. The parties will alternately strike names from the list of five arbitrators until only one name remains. The remaining arbitrator will hear and decide the grievance. If the parties are unable to agree on who will strike the first name, the question will be decided by a flip of the coin.

Each party will be responsible for equally compensating the arbitrator for his/her fee and necessary expenses. The arbitrator does not have the power to add, to subtract from, or to modify in any way the terms of the existing Agreement.

The decision of the arbitrator will be final and binding upon the parties. The decision will be issued to the parties by the arbitrator and a copy will be filed with the Bureau of Mediation Services, State of Minnesota.

The processing of all grievances will be during the regularly scheduled working hours and an administrator will not lose wages due to necessary participation.

11.3 Other Provisions

The parties by mutual written agreement may waive any step and extend any time limits in the grievance procedures; however, failure by an administrator or EAC to adhere to the timelines without mutual agreement to waive the timelines will result in a forfeit of the grievance. Failure of the Employer to act within the timelines specified without mutual agreement to waive such limits will constitute a denial of the grievance and will permit the grievant to proceed to the next step.

11.3.2 "All notices, appeals and other documents may be submitted electronically by the parties."

11.3.3 "Unless otherwise designated, days shall be defined as calendar days."

12. DURATION AND RENEGOTIATION OF AGREEMENT

12.1 Term of Agreement

This Agreement will become effective July 1, ~~2020~~ **2022**, and will continue in full force and effect to and including June 30, ~~2022~~ **2024**, and thereafter until modifications are made pursuant to PELRA. In the event a successor agreement is not entered into prior to July 1, ~~2022~~ **2024**, an administrator will be compensated according to the previous contract executed between EAC and the Employer until such time that a successor agreement is adopted.

12.2 Effect of Agreement

Any and all prior agreements, resolutions, practices, policies, rules and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

13. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have signed this Agreement this _____ day of _____, ~~2020~~ **2022**.

FOR
EDINA ADMINISTRATIVE COUNCIL

FOR
INDEPENDENT SCHOOL DISTRICT 273

President

Chairperson

Edina Administrative
Council Representative

Clerk

Edina Administrative
Council Representative

APPENDIX A

ADMINISTRATIVE SALARY STRUCTURE

Classification of Positions

Salaries should reflect the relative responsibilities of various administrative positions to each other as well as to that of a teacher.

Annual review of position classification and length of the work year is authorized on request. These requests by the administrator or administrators holding the position must be submitted in writing to the human resources department by April 1. The Superintendent or designee may also initiate a review at any time by giving written notice to the president of EAC and the persons holding the proposed reviewed positions.

The Superintendent, in consultation with EAC president, will establish a review committee composed of two members of EAC and two members of the ~~Lead Team~~ **Cabinet** to assist in evaluating such requests.

Year in Position: A year in the position is defined as commencement of position duties prior to January 1.

Longevity Differential: An administrator who has reached the top step on the salary schedule and served one year on said step, will receive an increase of \$1,000 to the ~~employee's~~ **administrator's** salary each year thereafter.

Performance Based Pay Incentive: An administrator who has successfully achieved the ~~employee's~~ **administrator's** goals and has met the criteria established by the joint Council and Employer performance pay incentive committee will receive up to \$2,150 added to the ~~employee's~~ **administrator's** annual salary.

~~Beginning in the 2021-22 school year, a~~ **A** lead principal is eligible for additional compensation in strategic action pay. Any pay incentive may vary based on budgetary restrictions and significance of criteria achieved.

The total of all action goals paid to a lead principal will not be less than \$1000.

Stipend: An administrator, who has earned a doctorate degree, will receive \$2000 annually which will be added to the ~~employee's~~ **administrator's** annual salary.

APPENDIX A

EAC Salary Schedules

2022-2023

Senior High Principal		
Weeks	Steps	Salary

52

1	\$157,346
2	\$160,040
3	\$162,856
4	\$165,672
5	\$168,366
6	\$171,181
7	\$175,079

Middle School Principal		
Weeks	Steps	Salary

52

1	\$142,984
2	\$145,639
3	\$148,294
4	\$150,827
5	\$153,481
6	\$156,134
7	\$159,870

Elementary Principal		
Weeks	Steps	Salary

52

1	\$139,782
2	\$142,131
3	\$144,361
4	\$146,710
5	\$149,060
6	\$151,290
7	\$154,851

Senior High Assistant Principal		
Weeks	Steps	Salary
52		
	1	\$130,379
	2	\$133,047
	3	\$135,715
	4	\$138,501
	5	\$141,171
	6	\$143,839
	7	\$147,594

Middle/Elementary Assistant Principal		
Weeks	Steps	Salary
52		
	1	\$127,002
	2	\$129,512
	3	\$132,019
	4	\$134,648
	5	\$137,157
	6	\$139,665
	7	\$143,364

2023-2024

Senior High Principal		
Weeks	Steps	Salary
52		
	1	\$158,919
	2	\$161,640
	3	\$164,485
	4	\$167,329
	5	\$170,050
	6	\$172,893
	7	\$176,830

Middle School Principal		
Weeks	Steps	Salary
52		
	1	\$144,414
	2	\$147,095
	3	\$149,777
	4	\$152,335
	5	\$155,016
	6	\$157,695
	7	\$161,469

Elementary Principal		
Weeks	Steps	Salary
52		
	1	\$141,180
	2	\$143,552
	3	\$145,805
	4	\$148,177
	5	\$150,551
	6	\$152,803
	7	\$156,400

Senior High Assistant Principal		
Weeks	Steps	Salary
52		
	1	\$131,683
	2	\$134,377
	3	\$137,072
	4	\$139,886
	5	\$142,583
	6	\$145,277
	7	\$149,070

Middle/Elementary Assistant Principal		
Weeks	Steps	Salary
52		
	1	\$128,272
	2	\$130,807
	3	\$133,339
	4	\$135,994
	5	\$138,529
	6	\$141,062
	7	\$144,798

APPENDIX B

Policy on Reimbursable Convention Expenses

When an administrator is approved to attend a national convention of an appropriate professional organization, the Employer will reimburse the administrator attending for expenses incurred, which include the following:

1. Registration fees for the administrator.
2. Round trip coach class airfare from Minneapolis-St. Paul to and from the convention site.
3. Ground transportation expenses (airport, bus, airport limousine or taxi) from the airport to the convention hotel and return upon conclusion of the convention.
4. Hotel room charges commensurate with the rate for one person.
5. Daily meal costs not to exceed limits set by Board Policy. Reimbursable expenses do not include any costs for alcoholic beverages.
6. Expenses associated with the purchase of books or other materials at the convention of a professional benefit to the district. The books or other materials become district property.
7. Expenses associated with rental of an automobile used for a school, college or institution visit as an adjunct to the convention. If possible, such plans should receive prior approval.
8. An administrator attending an out-of-town national convention may choose to drive the ~~employee's~~ **administrator's** private automobile from Minneapolis-St. Paul to the convention city. Under this circumstance, the reimbursement for travel expense will not exceed the cost of roundtrip airfare as quoted by an airline or travel agency.

The district will also reimburse the ~~person~~ **administrator** for hotel garage or parking lot fees for those days the convention is in progress. This reimbursement is in lieu of other ground transportation.

9. Other reimbursable expenses include, but are not limited to, baggage handling, service gratuities, and tolls for roads.
10. Prior to the date of the convention, the administrator may request payment for the airline ticket, registration, and hotel, to be paid directly to the vendor, and may request an advance to cover estimated meals and ground transportation expenses. The amount of this advance is an estimate. Upon return from the convention, the administrator must complete an expense report for actual costs for the airline ticket, hotel, meals, ground transportation, registration, and any district advance payments are recorded. These expenses are to be documented with receipts to the extent possible. It is recommended that the costs for the hotel and meals be charged to a private credit card so that receipts are easy to obtain. The administrator should submit receipts in a timely manner to receive prompt payment.

MASTER AGREEMENT
INDEPENDENT SCHOOL DISTRICT NO. 273
EDINA PUBLIC SCHOOLS
AND THE
EDINA ADMINISTRATIVE COUNCIL
JULY 1, 2022 THROUGH JUNE 30, 2024



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1. INTRODUCTION

1.1 Master Agreement

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools ("Employer") and the Edina Administrative Council ("EAC").

1.2 Definitions

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

Administrator. Any person who holds a position in the unit for which EAC is the certified exclusive representative and who works more than 14 hours per week and 100 work days per year.

Duty Day. Any work day that an administrator is required to perform duties as established by the Employer.

Terms and Conditions of Employment. The hours of employment, compensation including fringe benefits, except retirement contributions or benefits, and the Employer's personnel policies affecting the working conditions of the administrator. This definition does not include the educational policies of a school district. This definition is subject to Minn. Stat. § 179A.07.

Other Terms. Other terms not specifically defined have the definitions given them under PELRA.

1.3 Recognition

The Employer recognizes EAC as the exclusive representative of all administrators in the positions of Principal, Assistant Principal, and Activities Director for the purpose of negotiating terms and conditions of employment.

1.4 Vacancy Notification

Administrative vacancies are posted on the District's website. Applications for vacancies must be submitted via the internal application to the online application process. Each administrator applying for and who is appropriately licensed and qualified will be granted an interview prior to filling the position.

1.5 Rights and Obligations

1.5.1 Rights of Administrators

Nothing in this Agreement denies or restricts any rights the administrator may have under state or federal law.

1.5.2 Rights of the Employer

State law has vested in the Employer the authority to manage, control and direct the operation of the school district, and to adopt, modify or repeal policies, rules and regulations for the district. All such authority of the Employer continues unimpaired, except as limited by a specific provision of this Agreement.

2. WORK YEAR

2.1 Duty Weeks and Vacation Days

An administrator will work 52 duty weeks each fiscal year.

A principal assigned to 52 weeks will receive 30 days of vacation annually. An assistant principal assigned to 52 weeks will received 35 days of vacation annually. Any administrator assigned less than 52 weeks will receive a prorated vacation allotment (e.g., employee whose assignment is one-half of the fiscal year would receive 15 days. The scheduling of vacation days is by mutual agreement between the supervisor and administrator. A full-time administrator for purposes of Section 2.1 is employed for a full fiscal year for more than 30 hours per week.

When attending conventions or other professional meetings, it may be necessary for administrators to attend meetings or travel to or from the meeting site on weekends. As a professional exempt employee, the employee may be flexible in the employee's work week when weekend meetings or travel occur.

Administrators may carry forward up to 30 vacation days into the next fiscal year. In unusual circumstances, the Superintendent may approve additional carryover or up to 10 days of paid vacation at the end of the school year.

At the time of separation from the district, the administrator will be paid for any remaining unused vacation days, based upon an accrual at the time of separation.

2.2 Holidays

Administrators have 12 holidays each fiscal year as designated by the Employer.

2.3 Strikes and Emergency Closings

If the school year is extended due to a strike or work stoppage by other employees, administrators who are required by the Employer to perform

duties beyond their contracted number of days will receive compensation on a per diem basis for the performance of these duties.

2.4 Calculation of Daily Rate of Pay

To determine an administrator's daily rate of pay, the annual base salary is divided by the number days listed below:

<u>Position</u>	<u>Days</u>
Principal	219 days
Assistant Principal	214 days

3. SALARIES

3.1 Basic Compensation

Administrative salaries contained in Appendix A have been established according to the procedures identified in said Appendix.

3.2 Extra Duty Assignment

The Employer may create extra duty administrative assignments and will offer assignment of such positions to administrators. No administrator is required to accept an offer for an extra duty assignment. Contracts for extra duty assignments must include the specific assignment, the duration of the assignment, all required and special provisions pertaining to the assignment, the compensation for the assignment. Compensation is based on the administrator's prorated weekly salary multiplied by the number of weeks agreed to by the Employer and the administrator.

3.3 Tax-Deferred Matching Contribution Plan

An Employer contribution is payable to an administrator's tax-deferred matching contribution plan, subject to the following subsections.

3.3.1 Matching Salary Deduction

The Employer contribution is not payable unless the administrator authorizes a matching salary reduction up to the amount the employee is eligible to receive under Subsection 3.3.3.

3.3.2 Employer Contribution

The amount of the Employer contribution will be up to three percent of the administrator's annual base salary with a maximum Employer contribution of \$4250 per year. If a change in training for the administrator is approved after the school year begins, the three percent will be adjusted to include the additional salary, up to the maximum allowed. If subsequent agreements are settled after the school year begins, the three percent will be adjusted to include

any additional raise in the administrator's salary, up to the maximum allowed.

3.3.3 Administrator and Employer Contribution

The Employer contribution and matching administrator contribution will be made to a district-approved company of the administrator's choice, subject to Subsection 3.3.1. The administrator is responsible for making all arrangements required with the vendor to ensure that proper payment can be made by the Employer.

3.3.4 Special Situations

Administrators on sabbatical leave are eligible to participate in the tax-deferred matching contribution plan. Administrators on other types of leave are not eligible to participate in the tax-deferred matching contribution plan.

4. HEALTH AND WELFARE BENEFITS

The Employer will provide administrators the health and welfare benefits as follows. It is understood that the provisions described are general statements of the coverages provided and that the administrator's eligibility for benefits is governed by the terms of the master insurance contracts in force between the Employer and the insurers providing coverage.

4.1 Life Insurance

4.1.1 Basic Group Life Insurance

An administrator is eligible for basic group term life insurance coverage in an amount equal to twice the employee's basic annual salary rounded up to the next whole thousand. If insurance coverage exceeds \$250,000, the insurance provider may require proof of insurability. The Employer pays the entire premium for this coverage.

4.1.2 Supplemental Coverage

An administrator may also apply for supplemental coverage in \$10,000 increments up to the administrator's basic annual salary. Premiums for this coverage will be paid by the administrator through payroll deduction. Administrators electing to take the maximum supplemental coverage will receive an additional Employer-paid supplemental coverage in an amount equal to the administrator's base salary rounded up to the next whole thousand.

An administrator may also apply for supplemental group term life insurance coverage for a spouse or dependent child as stipulated in the additional life insurance certificate. Premiums for this

coverage will be paid by the administrator through payroll deduction.

4.1.3 Accidental Death and Dismemberment Coverage

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

4.2 Income Protection Insurance

An administrator is covered by income protection insurance in the amount of two thirds (2/3) of the administrator's basic annual salary up to a maximum benefit of \$10,000 per month. Payments begin after 65 days of continuous absence due to disability and (1) continue to age 70; or (2) if the disabling event occurs after 70, payments will occur for 12 months; or (3) if the disabling event occurs prior to age 70 but continues after age 70 and the administrator has not received 12 months in benefits, payments will occur for 12 months. The Employer pays the entire premium. An administrator receiving income protection insurance benefits also remains eligible for the Employer contributions for medical insurance.

4.3 Medical Insurance

Participation in the medical insurance programs is voluntary. The Employer will contribute the following amounts toward the monthly premium of each administrator enrolled in the coverages available.

Type of Coverage	Effective 01/01/21	Effective 01/01/23
Single	\$625.92	\$662.58
Single + One	\$1342.88	\$1379.54
Family	\$1764.06	\$1800.72

In the event an administrator selects a medical insurance plan for which the monthly premium is less than the Employer contribution, the Employer will deposit, into an administrator's health savings plan, the difference between the Employer contribution and the amount of the monthly premium.

An administrator will contribute, through payroll deduction, any excess monthly premium remaining after the Employer's contribution toward the type of coverage for which the administrator is enrolled.

4.4 Dental Insurance

The Employer will provide a dental insurance program for full-time administrators. Participation in this program is voluntary. The Employer will contribute up to the following amounts toward the monthly premium for each administrator enrolled in the coverages available.

Type of Coverage	Effective 07/01/20
Single	\$40
Single + One	\$75
Family	\$121

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

5. PROFESSIONAL EXPENSES

5.1 Automobile Travel Reimbursement

Approved mileage for travel outside the district is reimbursed at the current IRS mileage rate established by the Employer. When an administrator or supervisor is requested to represent the district at a meeting or to visit a site beyond the district, the Employer will reimburse the person at the current per mile rate.

5.2 Meetings in Pursuit of District Interests

The Employer will reimburse an administrator for necessary expenses incurred while attending authorized meetings representing the interests of the district.

5.3 Professional Meetings

The Employer will reimburse an administrator for necessary expenses incurred for Employer-approved attendance at local, state, and national conventions, conferences, workshops, seminars and institutes. See also Section 6.6, Policy on Reimbursable Convention Expenses, and School Board policies.

5.4 Membership in Professional Organizations

An administrator's membership in professional organizations may enhance the administrator's ability to exercise educational leadership within the district. When the Employer requests an administrator to belong to a professional organization, either for a specific school year or on a continuing basis, the Employer will reimburse the administrator for fees associated with the membership. The Superintendent will notify an administrator in writing of eligibility for reimbursement.

The Employer will pay the membership dues for one approved national organization and one approved state organization for each administrator. An approved list of professional organizations will be jointly determined by the administrative committee on policies and procedures.

5.5 Tuition Reimbursement

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

6. BASIC LEAVE ALLOWANCE

An administrator receives a one-time basic leave allowance of 35 days in addition to the amount granted below annually. Basic leave allowance is granted each fiscal year according to the following schedule, provided that an administrator has served for a minimum of 20 business days within the fiscal year. If an administrator is hired mid-year or leaves mid-year, the basic leave allowance will be prorated. Leave not used during the fiscal year may accumulate without limit.

Weeks Assigned	Annual Days
52	18

6.1 Basic Leave

An administrator may use one day of accumulated basic leave for each day of personal illness. An administrator who has been absent may be required to present a statement to the Director of Human Resources from a physician verifying an illness and certifying that the administrator has recovered sufficiently to return to the employee's normal duties. An administrator absent more than five consecutive working days must present this certification. If the Employer requires a certification for an absence of less than six days, the Employer will designate the physician and is responsible for paying the cost of the physician's examination. For certification of absences greater than five consecutive working days, an administrator will be responsible for paying the cost of the physician's examination unless the Employer requires examination by a specified physician, in which instance the Employer will be responsible for paying the cost of the examination.

Basic leave benefits are coordinated with any other benefits received by an administrator from Workers' Compensation or other sources paid for, in whole or in part, by the Employer, so that the total pay received by an administrator from all sources does not exceed the administrator's regular daily rate of pay. The administrator's basic leave will be deducted in the amount necessary to bring the administrator to the administrator's regular daily rate of pay.

If the administrator has exhausted all accumulated basic leave, the administrator is entitled only to the benefits available from sources other than basic leave.

6.2 Disaster Leave

For the duration of the contract, refer to the Sick Leave Pool Memorandum of Understanding which supersedes this section upon the establishment of the Sick Leave Pool.

The Employer will provide disaster leave coverage for an administrator who has exhausted accumulated basic leave days prior to the commencement of income protection insurance benefits. An administrator becomes eligible for disaster leave coverage after the administrator has been continuously disabled and unable to work for 15 consecutive business days, as certified by a physician. Disaster leave payments begin on the first business day following the last day of basic leave payment, and continues only for the period during which the administrator remains continuously disabled and unable to work.

Disaster leave payments will cease in any event after the 65th duty day of absence.

6.3 Family Illness or Bereavement Leave

An administrator may use accumulated basic leave for absences due to an illness or injury to the administrator's dependent child for reasonable periods as the administrator's attendance with the child may be necessary, on the same terms the administrator is able to use accumulated basic leave for the administrator's own illness or injury.

For absence because of illness in the family, an administrator may deduct a reasonable number of days per incident from accumulated basic leave at no salary deduction. The family includes husband, wife, father, mother, brother, sister, son, daughter, father-in-law, mother-in-law, any relative or non-relative living in the household of the administrator, or others as required by state law. When a physician certifies that in-home care is essential because of illness or injury of an administrator's spouse, the administrator may deduct up to 15 days from accumulated basic leave with no salary deduction.

For absence because of death in the family or of friends, an administrator may deduct a reasonable number of days per incident from accumulated leave at no salary deduction.

6.4 Personal Business Leave

For absence required for the transaction of personal business that cannot be completed outside business hours, up to two days during any fiscal year may be deducted from accumulated basic leave at no salary deduction.

Requests for personal business leave must be submitted to the administrator's immediate supervisor in writing at least three duty days in advance of the requested personal leave day, except in cases of

extreme emergency, and must be approved by the Superintendent or authorized representative.

6.5 Religious Observance Leave

Up to three days leave are available to an administrator for religious observance. These days must be recognized as religious holidays and are not permitted for circumstances where personal alternative attendance options exist. These days will be deducted from an administrator's accumulated basic leave. Notification must be submitted to the Superintendent, in writing, at least three days prior to such absence.

6.6 Professional Leave

Professional leave without deduction from pay or accumulated basic leave may be approved to permit attendance at professional meetings, subject matter conferences, professional visitation of an approved school system or institution of higher learning, or the carrying out of other professional duties. This professional leave must be approved in advance by the Superintendent or his/her authorized representative. See also Section 5.3.

6.7 Superintendent's Discretionary Leave

Any circumstance that arises necessitating the absence of an administrator not specifically included in any of the sections above may be granted as discretionary leave. This leave must be approved in advance by the Superintendent or the Employer's authorized representative.

6.8 Judicial Leave

An administrator who is subpoenaed or called for jury duty will be compensated for the difference between regular pay and pay received for the performance of such obligation.

7. LONG-TERM LEAVES

7.1 Sabbatical Leave

Sabbatical leave for study or professional improvement may be approved for an administrator who has been continuously employed in the district for six or more full school years, of which at least three years must be in an administrative position. Applicants with a Master's Degree or training beyond the Master's Degree must submit for prior approval a detailed summary of plans for study, research, and/or travel. Applications must be submitted between September 15 and December 15 for a sabbatical leave for the next fiscal year.

The Employer may post a request for sabbatical applications relating to school district initiatives. The Employer will seek qualified

applicants with an interest in the topic to consider applying for the sabbatical opportunity. This interest may coincide with an administrator's graduate course work and/or final projects.

7.1.1 Full-Time Sabbatical Leave

A full-time sabbatical leave will be for one contract year and compensated for in the following manner:

Years of Service in the District*	Percentage of Base Salary Paid by the Employer
7th year	50%
8th year	60%
9th year	65%
10th year	70%
11th year	75%

* Years of service or the number of years since the expiration of an administrator's last sabbatical leave.

The percent of base salary paid by the Employer is based on the full-time salary the administrator would receive if not on sabbatical leave. An administrator's compensation from grants, aids, and Employer payment while on sabbatical is limited to the administrator's base salary but for the sabbatical.

If an administrator's compensation from grants, aids, G.I. Bill and Employer payment while on sabbatical is in excess of the administrator's base salary but for the sabbatical, then the Employer's payment will be reduced by the amount in excess of the administrator's base annual salary. Salary received by the administrator for services performed while on sabbatical leave, such as assistantships, is not included under an administrator's compensation as described above.

An administrator on sabbatical leave remains eligible, upon request, for participation in all insurance programs available under this Agreement. The Employer contribution toward insurance coverage is prorated by the same percentage as the percentage of the administrator's base salary paid by the Employer while on sabbatical, as noted in the above table. An administrator electing to continue insurance coverage while on sabbatical leave will contribute, through payroll deduction, any excess premium over the Employer's contribution.

7.1.2 Half-Time Sabbatical Leave

Full-time administrators may apply for a half-time sabbatical leave. This type of leave is granted on a half-time basis at full pay for the contract year. Half-time service is defined as equivalent to half the number of weeks in the regular contract.

The minimum length of service in the school district to qualify is the same as that for a full-time sabbatical.

7.1.3 Sabbatical Leave Candidate Selection

The following factors should be considered in determining which qualified applicants should receive sabbatical leave if there are more applicants than leaves available:

The primary objective should be to improve an administrator's competence in the administrator's present positions or to achieve proficiency in an area where the district has determined a need exists for a specific competency.

An administrator who is subject to reassignment due to reduction or discontinuation of positions may benefit from a sabbatical leave to retrain himself or herself to better serve the district in subsequent years.

It should be reasonably possible to provide a replacement for the year that the administrator is on sabbatical leave.

An administrator who has previously been granted a sabbatical as an administrator, or is applying for a travel leave without a plan of graduate study, will not be considered for selection unless there are no other qualified applicants.

After the above factors have been considered, if two or more candidates are considered equal, leave will be granted on the basis of seniority in the district.

Selection for sabbatical leave is on the condition that the administrator returns to the school district for a period of at least one school year following the sabbatical leave. The final recommendation for approval of sabbatical leave is made by the Superintendent.

7.1.4 Number of Leaves

One sabbatical leave for administrators may be approved each contract year.

An approved sabbatical leave may be rescheduled for good cause to another mutually agreeable time period.

7.2 Long-Term Leaves of Absence Without Pay

A long-term leave of absence without pay may be requested. The granting or denial of such requests is at the discretion of the Employer. In order to be eligible for such leave, an administrator must have completed three fiscal years of service with the Employer.

All long-term leaves of absence, except for health reasons, must be requested prior to March 1, and if approved by the Employer, will be for a period of one fiscal year, except that a leave of absence for health reasons will be for an initial period of the remainder of the fiscal year in which the leave begins. An administrator on a long-term leave must notify the Superintendent by March 1 of each fiscal year that (1) the employee intends to return at the beginning of the next fiscal year, or (2) request a renewal of the long-term leave without pay. Failure of the administrator on long-term leave of absence without pay to notify of the intent to return or renew is considered a resignation by the administrator. Each renewal of a long-term leave of absence will be for a period of one year. No long-term leave may be renewed more than twice.

An administrator granted a long-term leave of absence will be returned to employment at the end of the leave of absence to a position for which the administrator is licensed. In the event the administrator's leave is renewed, the administrator will be returned to employment at the end of the leave provided there is a vacant position for which the administrator is licensed and qualified. Failure to return upon expiration of leave of absence will result in termination of employment.

An administrator on a long-term leave of absence remains eligible, upon request, for participation in all insurance programs other than income protection insurance, but must pay the entire premium for the insurance coverage. Premium payments must be received by the Employer's insurance administrator at least one month in advance.

No administrator will be granted experience credit while on a long-term leave of absence.

7.3 Parenting Leave

An administrator is granted a leave of absence without pay for a period of up to 12 months for the purpose of providing full-time care for a newborn or newly-adopted child or children. Whenever possible, written application for the leave will be submitted to the human resources department at least four months prior to the expected commencement of the leave.

Parenting leave may be granted to begin immediately upon the termination of any period of disability resulting from pregnancy and childbirth or the date of placement of an adopted child. By mutual agreement between the Employer and an administrator, parenting leave may also be granted to begin before any period of physical disability resulting from the pregnancy. However, once a parenting leave without pay has started, accumulated basic leave pay is no longer available for the remainder of the leave without pay.

Additionally, in the case of adoptions, by mutual agreement between the Employer and the administrator, an administrator may use up to and including 25 days of accumulated basic leave prior to the adoption to fulfill requirements of the adoption. These days may include, but are not limited to, pre-adoption consultation, legal counsel, legal proceedings, and naturalization proceedings. These days need not be consecutive.

An administrator may use up to and including five days of accumulated basic leave after the birth of a child or after an adoption.

An administrator may return to work prior to the date designated in the approved parenting leave only if approved by the Employer in its sole discretion. Failure to return to work on the designated date will be considered a voluntary termination of employment unless a leave extension is approved by the Employer.

An administrator returning from parenting leave will be returned to the position held when placed on leave, or if not available, to any other position for which such administrator is licensed and qualified, subject to approval of physician certifying the return and to the discontinuance of position provisions incorporated in this Agreement. Following return to duty, the administrator will be credited with the amount of the employee's unused basic leave.

An administrator on parenting leave remains eligible, upon request, for participation in all insurance programs other than income protection insurance, but must pay the entire premium for the insurance coverage. Premium payments must be received by the district's insurance administrator at least one month in advance.

Any period of parenting leave taken under this provision is used simultaneously with any period of leave for which the administrator is eligible under state and federal leave laws.

8. RETIREMENT

8.1 Insurance

8.1.1 Option 1

A full-time administrator resigning after age 50 with a minimum of 10 full years of service is eligible to continue, at the administrator's own expense, participation in the Employer's group insurance programs for life, dental, and medical insurance until the administrator's full retirement age as defined by the Social Security Administration or the administrator's death whichever occurs first. Continued participation by an administrator, at the administrator's own expense, between the full retirement age and age 70, may be available from some carriers. Conversion to an

individual medical insurance policy is available at full retirement age.

8.1.2 Option 2

A full-time administrator hired on or after July 1, 2010 is not eligible for the benefits described in this Section 8.1.2, unless the newly hired administrator was a district employee prior to July 1, 2010 under a Master Agreement or guidebook that contained post-retirement benefits continuation language and had no break in employment with the Employer.

A full-time administrator retiring after age 55 with a minimum of 10 full years of service is eligible for the Employer premium contributions toward group medical and dental insurance coverage at the same rate as active administrators. However, the Employer premium contribution for a retired administrator will be limited to the contribution rate for single coverage unless the retired administrator participated in single plus one or family coverage immediately preceding retirement. The Employer premium contribution will also be limited to the contribution rate for single coverage upon the death of the retired administrator's spouse, unless the retired administrator participated in family coverage immediately preceding retirement. Single and family coverage will continue despite the death of a retired administrator's spouse. All Employer premium contributions will cease on the earliest of the following events: (1) the death of the retired administrator, or (2) the expiration of eight years from the effective date of the administrator's retirement.

If the retired administrator becomes eligible for Medicare benefits and the expiration of eight years from the effective date of the administrator's retirement has not occurred, then the Employer will reimburse the retired administrator for Medicare insurance and a Medicare supplement for both the retired administrator and spouse not to exceed the single, single plus one, or family contribution rate for an active administrator as eligibility for these contributions is defined in the above paragraph. When the retired administrator or spouse is eligible for Medicare benefits, the non-eligible retired administrator or spouse may remain on the Employer health insurance plan until the employee becomes eligible for Medicare benefits. At no time can the Employer contribution exceed the single, single plus one, or family contribution rate for an active administrator with respect to the retired administrator's election on the effective date of retirement.

8.1.3 Option 3

Only a full-time administrator hired on or after July 1, 2010 is eligible for the benefits provided in this Section 8.1.3. A new

administrator, who is eligible to qualify for benefits under Section 8.1.2, does not receive the contribution in Section 8.1.3.

The Employer will contribute \$2000 per year to a Minnesota State Retirement System Health Care Savings Plan after an administrator has received non-probationary continuing contract status as an administrator covered by the Master Agreement between EAC and the Employer.

Year	Contribution
2022-23	\$2000
2023-24	\$2000

If the administrator leaves employment with the Employer, this administrator's Health Care Savings Plan remains the property of the administrator.

8.1.4 Retiree Life Insurance

An administrator who retires after age 55, qualifies for the early retirement payments under Section 8.2.1, and has worked at least 20 years as an employee in an accredited institution of education, or for other governmental employers, may select one of the following life insurance continuation options:

Option 1: \$50,000 of paid life insurance. To qualify for \$50,000 of paid coverage, an administrator must have \$50,000 or more in basic life insurance immediately prior to retirement and maintain at least \$50,000 of coverage during retirement until age 65. When the retiree reaches age 65, \$50,000 of coverage will remain in force with no further premiums payable for the rest of the retiree's life.

Option 2: The employee may continue any coverage in force until age 70 by continuing to pay the full premium.

8.2 Early Retirement Payments

8.2.1 Eligibility

To be eligible for the early retirement payments described below, an employee must be retiring after age 50 and have been a full-time employee of Edina Public Schools for a minimum of ten full years.

8.2.2 Deadline for Application

Application for the early retirement payments for retirement at the end of the school year must be submitted to the Human Resources Office by February 1. The Employer, in its sole discretion, may approve a retirement request effective at a date prior to the end of the fiscal year. Application for this consideration for "mid-

year" retirement must be submitted by the end of the previous fiscal year.

8.2.3 Distribution of Early Retirement Payments

An administrator eligible for the early retirement payments will receive payment in two installments. The first payment will be on the last day of the month the administrator retires in an amount equal to two-thirds ($2/3$) of the early retirement incentive payment amount. The remaining one-third ($1/3$) will be paid the following January 15.

If an administrator applied for mid-year retirement, as defined above, the amount of early retirement payments is based on the last full fiscal year of employment.

The early retirement payments (early retirement incentive payment and basic leave conversion payment) will be deposited in the administrator's 403(b) account to the maximum extent allowed by the 403(b) administrator and any remainder of the payment will be deposited into the administrator's account with Minnesota State Retirement System's Health Care Savings Plan.

8.2.4 Calculation of Early Retirement Incentive Payment

An eligible administrator will receive an early retirement incentive payment in an amount described below. An administrator's daily rate of pay is calculated from the last year of full-time service.

Number of Assigned Weeks	Number of Days
All administrators	120 days

8.2.5 Calculation of Basic Leave Conversion Payment

In addition to the Early Retirement Incentive Payment, an eligible administrator will receive a basic leave conversion for unused basic leave days, in an amount described below. The payment equals the number of accumulated unused basic leave days, not to exceed the maximum number of days in the table below, multiplied by the daily rate of pay for the administrator. The number of duty weeks and the daily rate of pay are calculated from the last year of full-time service.

Number of Assigned Weeks	Maximum Number of Days
All administrators	83 days

8.3 Employer Contribution to the Health Care Savings Plan

A full-time administrator retiring after age 50 with a minimum of ten full years of service is also eligible for an Employer contribution toward the Minnesota State Retirement System's Health Care Savings Plan. The

accumulative total of this contribution will not exceed the following calculation: \$35 multiplied by the administrator's accumulated unused basic leave days in excess of 140 days as of the date of retirement. A combined total of early retirement incentive payment, basic leave conversion payment, and the Employer contribution to the Health Care Savings Plan must not exceed the administrator's last full year salary.

9. REDUCTION OR DISCONTINUANCE OF POSITIONS

Any reduction in force will be made on the basis of the least total administrative experience in this district. For administrators with identical total administrative experience in this district, reductions will be made on the basis of the least total licensed experience in this district. In every case, however, an impacted administrator's licensure and qualifications as determined by the Employer must be acceptable to perform the responsibilities of the remaining positions. Reductions will be made among elementary administrative positions as a group, and among secondary administrative positions as a group, with no cross-over or bumping between elementary and secondary administrators.

If an administrator is reassigned under the terms of reduction or discontinuance of positions, the administrator will be assigned to a position (administrative or teaching) at no reduction of weekly salary or the Employer's monthly medical contribution. Seniority as a teacher will be as provided by law.

10. PROFESSIONAL DEVELOPMENT AND TECHNOLOGY ALLOWANCE

Administrators will be eligible for up to \$400 per administrator for professional development/technology allowance per year. In order to receive the allowance of \$400 or a portion thereof, the administrator must apply and receive prior approval from their supervisor. The administrator may carry over this allowance, up to \$2000.

Use of funds may include:

1. Conventions, seminars, workshops (registration, travel, meals and accommodations);
2. Tuition and materials for training or graduate courses;
3. Hardware/software for professional use that will mutually benefit the district and administrator; or
4. Dues for professional education organizations not presently paid by the district.

The allowance will not be distributed in salary or payout to any current or past administrator.

10.1 Mobile Telephone Allowance

Each administrator will receive an annual mobile telephone allowance in the amount of \$600, which will be paid in equal installments via the Employer's payroll system. To receive the allowance, an administrator

must provide their mobile telephone number to the Superintendent or designee and retain an active mobile telephone while the allowance is in place. As this is an allowance and not a reimbursement, the amount of the allowance is taxable to the administrator.

11. GRIEVANCE PROCEDURE

11.1 Definition

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

11.2 Procedure

Step I

The parties to this Agreement shall make reasonable efforts to meet and resolve grievances informally. Notwithstanding this, a grievance must be submitted in writing to the Director of Human Resources within 20 days after the administrator knew or should have known of the facts giving rise to the grievance. The parties shall meet within five working days of the submission of the grievance. The Director of Human Resources shall issue a written decision on the grievance within 5 working days of the meeting.

Step II

Administrator may appeal the decision of the Director of Human Resources to the Superintendent. This appeal shall be made in writing to the Superintendent within ten days of the decision of the Director of Human Resources. The Superintendent shall issue a decision on the appeal within 5 working days of receipt of the appeal and shall forward the decision to the administrator and the President of the EAC.

Step III

An administrator and the EAC may submit the matter to arbitration within ten working days of receipt of the Superintendent's decision issued in step II.

Step IV - Arbitration

The Employer and EAC will endeavor to select a mutually acceptable arbitrator to hear and decide the grievance. If the Employer and EAC are unable to agree on an arbitrator, they will request from the Bureau of Mediation Services, State of Minnesota, a list of five names of qualified arbitrators. The parties will alternately strike names from the list of five arbitrators until only one name remains. The remaining arbitrator will hear and decide the

grievance. If the parties are unable to agree on who will strike the first name, the question will be decided by a flip of the coin.

Each party will be responsible for equally compensating the arbitrator for his/her fee and necessary expenses. The arbitrator does not have the power to add, to subtract from, or to modify in any way the terms of the existing Agreement.

The decision of the arbitrator will be final and binding upon the parties. The decision will be issued to the parties by the arbitrator and a copy will be filed with the Bureau of Mediation Services, State of Minnesota.

The processing of all grievances will be during the regularly scheduled working hours and an administrator will not lose wages due to necessary participation.

11.3 Other Provisions

The parties by mutual written agreement may waive any step and extend any time limits in the grievance procedures; however, failure by an administrator or EAC to adhere to the timelines without mutual agreement to waive the timelines will result in a forfeit of the grievance. Failure of the Employer to act within the timelines specified without mutual agreement to waive such limits will constitute a denial of the grievance and will permit the grievant to proceed to the next step.

11.3.2 "All notices, appeals and other documents may be submitted electronically by the parties."

11.3.3 "Unless otherwise designated, days shall be defined as calendar days."

12. DURATION AND RENEGOTIATION OF AGREEMENT

12.1 Term of Agreement

This Agreement will become effective July 1, 2022, and will continue in full force and effect to and including June 30, 2024, and thereafter until modifications are made pursuant to PELRA. In the event a successor agreement is not entered into prior to July 1, 2024, an administrator will be compensated according to the previous contract executed between EAC and the Employer until such time that a successor agreement is adopted.

12.2 Effect of Agreement

Any and all prior agreements, resolutions, practices, policies, rules and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

13. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have signed this Agreement this _____ day of _____, 2022.

FOR
EDINA ADMINISTRATIVE COUNCIL

FOR
INDEPENDENT SCHOOL DISTRICT 273

President

Chairperson

Edina Administrative
Council Representative

Clerk

Edina Administrative
Council Representative

APPENDIX A

ADMINISTRATIVE SALARY STRUCTURE

Classification of Positions

Salaries should reflect the relative responsibilities of various administrative positions to each other as well as to that of a teacher.

Annual review of position classification and length of the work year is authorized on request. These requests by the administrator or administrators holding the position must be submitted in writing to the human resources department by April 1. The Superintendent or designee may also initiate a review at any time by giving written notice to the president of EAC and the persons holding the proposed reviewed positions.

The Superintendent, in consultation with EAC president, will establish a review committee composed of two members of EAC and two members of the Cabinet to assist in evaluating such requests.

Year in Position: A year in the position is defined as commencement of position duties prior to January 1.

Longevity Differential: An administrator who has reached the top step on the salary schedule and served one year on said step, will receive an increase of \$1,000 to the administrator's salary each year thereafter.

Performance Based Pay Incentive: An administrator who has successfully achieved the administrator's goals and has met the criteria established by the joint Council and Employer performance pay incentive committee will receive up to \$2,150 added to the administrator's annual salary.

A lead principal is eligible for additional compensation in strategic action pay. Any pay incentive may vary based on budgetary restrictions and significance of criteria achieved.

The total of all action goals paid to a lead principal will not be less than \$1000.

Stipend: An administrator, who has earned a doctorate degree, will receive \$2000 annually which will be added to the administrator's annual salary.

APPENDIX A

EAC Salary Schedules

2022-2023

Senior High Principal		
Weeks	Steps	Salary
52		
	1	\$157,346
	2	\$160,040
	3	\$162,856
	4	\$165,672
	5	\$168,366
	6	\$171,181
	7	\$175,079

Middle School Principal		
Weeks	Steps	Salary
52		
	1	\$142,984
	2	\$145,639
	3	\$148,294
	4	\$150,827
	5	\$153,481
	6	\$156,134
	7	\$159,870

Elementary Principal		
Weeks	Steps	Salary
52		
	1	\$139,782
	2	\$142,131
	3	\$144,361
	4	\$146,710
	5	\$149,060
	6	\$151,290
	7	\$154,851

Senior High Assistant Principal		
Weeks	Steps	Salary
52		
	1	\$130,379
	2	\$133,047
	3	\$135,715
	4	\$138,501
	5	\$141,171
	6	\$143,839
	7	\$147,594

Middle/Elementary Assistant Principal		
Weeks	Steps	Salary
52		
	1	\$127,002
	2	\$129,512
	3	\$132,019
	4	\$134,648
	5	\$137,157
	6	\$139,665
	7	\$143,364

2023-2024

Senior High Principal		
Weeks	Steps	Salary
52		
	1	\$158,919
	2	\$161,640
	3	\$164,485
	4	\$167,329
	5	\$170,050
	6	\$172,893
	7	\$176,830

Middle School Principal		
Weeks	Steps	Salary
52		
	1	\$144,414
	2	\$147,095
	3	\$149,777
	4	\$152,335
	5	\$155,016
	6	\$157,695
	7	\$161,469

Elementary Principal		
Weeks	Steps	Salary
52		
	1	\$141,180
	2	\$143,552
	3	\$145,805
	4	\$148,177
	5	\$150,551
	6	\$152,803
	7	\$156,400

Senior High Assistant Principal		
Weeks	Steps	Salary
52		
	1	\$131,683
	2	\$134,377
	3	\$137,072
	4	\$139,886
	5	\$142,583
	6	\$145,277
	7	\$149,070

Middle/Elementary Assistant Principal		
Weeks	Steps	Salary
52		
	1	\$128,272
	2	\$130,807
	3	\$133,339
	4	\$135,994
	5	\$138,529
	6	\$141,062
	7	\$144,798

APPENDIX B

Policy on Reimbursable Convention Expenses

When an administrator is approved to attend a national convention of an appropriate professional organization, the Employer will reimburse the administrator attending for expenses incurred, which include the following:

1. Registration fees for the administrator.
2. Round trip coach class airfare from Minneapolis-St. Paul to and from the convention site.
3. Ground transportation expenses (airport, bus, airport limousine or taxi) from the airport to the convention hotel and return upon conclusion of the convention.
4. Hotel room charges commensurate with the rate for one person.
5. Daily meal costs not to exceed limits set by Board Policy. Reimbursable expenses do not include any costs for alcoholic beverages.
6. Expenses associated with the purchase of books or other materials at the convention of a professional benefit to the district. The books or other materials become district property.
7. Expenses associated with rental of an automobile used for a school, college or institution visit as an adjunct to the convention. If possible, such plans should receive prior approval.
8. An administrator attending an out-of-town national convention may choose to drive the administrator's private automobile from Minneapolis-St. Paul to the convention city. Under this circumstance, the reimbursement for travel expense will not exceed the cost of roundtrip airfare as quoted by an airline or travel agency.

The district will also reimburse the administrator for hotel garage or parking lot fees for those days the convention is in progress. This reimbursement is in lieu of other ground transportation.

9. Other reimbursable expenses include, but are not limited to, baggage handling, service gratuities, and tolls for roads.
10. Prior to the date of the convention, the administrator may request payment for the airline ticket, registration, and hotel, to be paid directly to the vendor, and may request an advance to cover estimated meals and ground transportation expenses. The amount of this advance is an estimate. Upon return from the convention, the administrator must complete an expense report for actual costs for the airline ticket, hotel, meals, ground transportation, registration, and any district advance payments are recorded. These expenses are to be documented with receipts to the extent possible. It is recommended that the costs for the hotel and meals be charged to a private credit card so that receipts are easy to obtain. The administrator should submit receipts in a timely manner to receive prompt payment.



Board Meeting Date: 11/14/2022

Title: Canvassing Returns of Votes for the School District Special Election

Type: Action

Presenter(s): Mert Woodard, Director, Business Services

Background: Due to a vacancy on the School Board, a Special Election held in conjunction with the state General Election was held for School Board on November 8, 2022, to elect one member to the School Board. The candidate receiving the highest number of votes is elected to the School Board for a one-year term expiring in January 2024 and effective after the contest period has ended, oath of office is taken, required campaign financial reports are filed and a certificate of election is issued

The candidate receiving the highest number of votes is REGINA NEVILLE.

Recommendation: Approve the resolution canvassing returns of votes of the District's Special Election.

Attachment(s):

1. Resolution – Canvassing Returns of Votes for the School District Special Election
2. Abstract & Returns of Votes Cast for the School District Special Election

Abstract of Votes Cast
Independent School District No. 273 (EDINA)
State of Minnesota
at the State General Election
Held Tuesday, November 8, 2022

Compiled from the Official Returns.

Summary of Totals
Independent School District No. 273 (EDINA)
Tuesday, November 8, 2022 State General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

Special Election for School Board Member (ISD #273)

NP
Regina Neville
9160

NP
Christina Jordan
7515

WI
WRITE-IN
116

Detail of Election Results
Independent School District No. 273 (EDINA)
Tuesday, November 8, 2022 State General Election

Office Title: Special Election for School Board Member (ISD #273)

Precinct	NP Regina Neville	NP Christina Jordan	WI WRITE-IN
27 0085 : BLOOMINGTON W-3 P-17	2	1	0
27 0090 : BLOOMINGTON W-3 P-18	1	2	0
27 0855 : EDINA P-02	691	558	9
27 0860 : EDINA P-03	718	607	12
27 0865 : EDINA P-04	243	240	6
27 0870 : EDINA P-05	793	695	12
27 0875 : EDINA P-06	1045	578	6
27 0880 : EDINA P-07	949	790	5
27 0885 : EDINA P-08	695	596	6
27 0890 : EDINA P-09	601	554	7
27 0895 : EDINA P-10	707	569	11
27 0900 : EDINA P-11	729	525	6
27 0905 : EDINA P-12	632	614	12
27 0910 : EDINA P-13	618	544	9
27 0915 : EDINA P-14	56	53	0
27 0920 : EDINA P-15	129	184	6
27 0925 : EDINA P-16	546	402	9
27 2815 : ST LOUIS PARK W-2 P-05	5	3	0
Total:	9160	7515	116

Special Election for School Board Member ISD No. 273 (Edina Public Schools)

Vote For 1

	TOTAL	Absentee	Polling Place
Regina Neville	9,160	3,871	5,289
Christina Jordan	7,515	2,511	5,004
Write-In Totals	116	27	89
Total Votes Cast	16,791	6,409	10,382
Overvotes	19	14	5
Undervotes	6,961	2,564	4,397

CERTIFICATION OF MINUTES RELATING
TO SCHOOL DISTRICT SPECIAL ELECTION HELD IN CONJUNCTION WITH THE STATE
GENERAL ELECTION INCLUDING: ELECTION OF SCHOOL BOARD MEMBER

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 14, 2022, 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 14th day of November 2022.

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 14, 2022 at 7 o'clock p.m. for the purpose, in part, of canvassing a special election held in conjunction with a state general election.

Member _____ moved the adoption of the following resolution:

RESOLUTION CANVASSING RETURNS OF VOTES OF SCHOOL DISTRICT SPECIAL 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 special election held in conjunction with the state general election of the voters of this school district held on November 14, 2022 was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 16,971 voters of the school district voted at said special election held in conjunction with a state general election of one (1) school board member for a one (1) year term caused by a vacancy on the board with term expiring on January 1, 2024, as follows:

Regina Neville	9,160
Christina Jordan	7,515
Write-Ins	116
Over Votes	19
Under Votes	6,961

3. Regina Neville, having received the highest number of votes, is elected to a one (1) year terms beginning in November 2022 and expiring on January 1, 2024.

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 14, 2022 special 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 14th day of November 2022.

School District Clerk



Board Meeting Date: 11/14/2022

Title: Issuance of Certificates of Election and District Election Related Duties

Type: Action

Presenter(s): Mert Woodard, Director, Business Services

Background: The District's Special Election held in conjunction with the state General Election for School Board was held on November 8, 2022, to elect one member to the School Board. The candidate receiving the highest number of votes is elected to the School Board for a one-year term expiring in January 2024 and effective after the contest period has ended, oath of office is taken, required campaign financial reports are filed and a certificate of election is issued.

The candidate receiving the highest number of votes is REGINA NEVILLE.

Recommendation: Approve the resolution authorizing the Clerk to issue the certificate of election once the time to contest the election has passed and the candidate has filed all required campaign financial reports. Also approve the Clerk to perform all other related election duties.

Attachment(s):

1. Resolution – Certificate of Election 2022

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 14, 2022 at 7 o'clock p.m. for the purpose, in part, of canvassing a special election held in conjunction with a state general 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 special election held in conjunction with the state general election for a school board member held on November 14, 2022.

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 candidate:

REGINA NEVILLE

who has received a sufficiently large number of votes to be elected to fill the vacancy on the board with expiring January 1, 2024, based on the results of the canvass.

2. The certificate of election shall be in substantially the form attached hereto.

3. After the time for contesting the election has passed and the candidate has 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 person entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificate 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 14th day of November 2022.

School District Clerk

CERTIFICATE OF ELECTION
(One Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 273 on November 14, 2022, canvassed the special election held in conjunction with a state general election of a school board member held on November 8, 2022.

2. REGINA NEVILLE received the largest number of votes cast for the office of school board member of Independent School District No. 273 for a one (1) year term expiring January 1, 2024.

3. There is one (1) one (1) year term on the board caused a vacancy filled by appointment.

4. Therefore, REGINA NEVILLE is elected to the office of school board member of Independent School District No. 273 for a one (1) year term expiring January 1, 2024.

By authority of the School Board of Independent School District No. 273, pursuant to resolution dated November 14, 2022.

Dated: _____

Erica Allenburg, Chair

Janie Shaw, Clerk



Board Meeting Date: 11/14/2022

TITLE: Policy Review

TYPE: Action

PRESENTER(S): Board Policy Committee

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

- Policy 105 School District Mission, Values, Vision and Strategic Direction
- Policy 108 School Attendance Boundaries

RECOMMENDATION: Accept revised policies as presented.

DESIRED OUTCOMES FROM THE BOARD: Accept revised policies as presented.

ATTACHMENTS:

1. [Policy 105](#) School District Mission, Values, Vision and Strategic Direction
2. [Policy 108](#) School Attendance Boundaries

School District

School District Mission, Vision, and Strategic Direction and Plan

I. Purpose

This policy sets forth the school district's mission, vision and strategic direction to reach the core purpose of the district.

II. General Statement of Policy

~~The school district will have an active~~ district will have an active mission and vision that will serve as the tenets of the district's strategic direction and plan.

The mission and vision statements will be based on the beliefs and core values of the community. The strategic direction and plan will guide direct any change effort and be the basis on which decisions are made. The school board, on behalf of and with participation by the community, will seek a consensus among its members regarding the district's mission, and values, as well as the strategic vision and strategic direction.

The district's mission, vision, plus the strategic direction and plan will be available to the public on the district's website (see reference).

III. Mission and Vision

~~The school district's mission is its core purpose as an organization — its reason for being.~~

~~The Mission: of the Edina Public Schools, working in partnership with the family and the community, is to educate all individuals to be responsible, lifelong learners who possess the skills, knowledge, creativity, sense of self-worth, and ethical values necessary to thrive in a rapidly changing, culturally diverse, global society.~~ is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

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

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

~~IV. Values~~

~~The school district's values guide its choices and actions, assess the rightness of~~

~~its path and journey, and shape how it acts with students, the public and each other. Students, employees, school board members, volunteers, families and community members are to dedicate themselves to the following standards:~~

- ~~● We Care
 - ~~— Compassion: Helping others~~
 - ~~— Appreciation of Diversity: Understanding, respecting and embracing all people~~~~
- ~~● We Share
 - ~~— Responsibility: Being accountable~~
 - ~~— Commitment: Keeping promises~~~~
- ~~● We Dare
 - ~~— Integrity: Doing the right thing~~
 - ~~— Courage: Meeting challenges~~~~

~~V. Strategic Vision and Strategic Directions (Appendix I)~~

~~The purpose of the school district's strategic efforts is to provide the community with a compelling education plan for the district's future. The planning efforts develop and refine the structures, systems, procedures and practices required to measure, assess and continuously improve the management of resources, programs and services for all learners of the community.~~

~~The district will review and update the strategic vision and directions of the district every three to five years. This strategic planning will be a comprehensive study directed by the school board and district leadership seeking input and engagement from the administrators, staff, parents/guardians, community and students.~~

~~The strategic vision is the compelling picture of the district's educational future bringing the mission to an attainable stage in the continuous improvement process. The strategic directions are the focused application of the district's resources, time, talent, finances and facilities through continuous improvement in the educational programs, services and activities. Each strategic direction will have an identified structural rubric to measure the district's progress in reaching the identified direction (see Appendix I).~~

~~The strategic vision and directions will include a structure of measured accountability and a process for goal alignment within the district. The superintendent shall report annually on the progress of the district's strategic plan and present the district action initiatives to advance the plan for the upcoming year.~~

~~VI. Review~~

The school board and district leadership will review the school district's mission, vision and strategic direction and values every five to seven years, or as dictated by the current strategic plan. The strategic planning review will be directed by the school board and district leadership seeking input and engagement from administrators, staff, parents/guardians, community and students. ~~two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the values, strategic vision, and strategic directions, every three to five years.~~

References:

[Edina Public Schools 2020-2027 Strategic Plan](#)

Legal References:

Minn. Rule Parts 3501.0010-3501.0180

Minn. Rule Parts 3501.0200-3501.0270

Minn. Stat § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)

Policy

adopted: 10/22/07

amended: 09/29/09

Revised: 10/21/13

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

~~Strategic Plan 2012 – 2015 – Overview~~

~~The Mission of the Edina Public Schools, working in partnership with the family and the community, is to educate all individuals to be responsible, lifelong learners who possess the skills, knowledge, creativity, self-worth, and ethical values necessary to thrive in a rapidly changing, culturally diverse, global society.~~

Core Strategy	Key Descriptions of Core Strategy Implemented Leading to District Vision			Vision 2015
A. Personalized Learning Experiences for All Students by	<i>Welcoming, belonging and learning for each and every student and family that compels and energizes ownership of learning</i>	<i>Measured growth and high achievement for each and every student without predictable links to race and income</i>	<i>Life Skills development for students and staff of Creativity, Collaboration, Communication, Critical Thinking, Problem Solving and Cultural Competence</i>	Edina Public Schools will continue to be among the premier school districts both nationally and internationally. Our high expectations in academics, arts, extracurricular activities and community involvement best prepare each learner to achieve success in college, career and life.
B. Coherent and Comprehensive Educational Program by	<i>Maximizing our resources—time, talent, finances, and facilities—to best serve our learners and community</i>	<i>Relevant, valued and flexible choices meeting the needs of students, families, staff and community</i>	<i>Intentional relationships and communications serving to make known the district traditions and subtle gateways to student learning experiences and success</i>	
C. Effective and Valued District Partnerships with	<i>High levels of partnership and collaboration among all employees, administration and the School Board with shared ownership of our performance and innovation</i>	<i>Community and business organizations sharing resources to support the mission of the district.</i>	<i>Effective and responsible communication by and among all members of our school community</i>	

~~Core Values~~

~~Guiding Our Choices and Actions~~

~~We Care~~ through our Compassion in helping others with what they need as a part of who we are and

Appreciation of Diversity by understanding, respecting and embracing all people

~~We Share~~ through our Responsibility by being accountable for my work, interactions and relationships and

Commitment in keeping the promises we make to self and others

~~We Dare~~ through our Integrity by doing the right thing at the right time even when no one is watching and

Courage by meeting challenge in the midst of easier ways out and doubt

Personalized Learning in Edina Public Schools

Position on Personalized Learning—

Edina Public Schools believes students must play an active role in what, when, where and how they learn to reach their full potential and be prepared for the dynamic world that awaits them. In order to allow all students to progressively advance ownership of their learning, Edina Public Schools will partner with families and the community to develop customized learning pathways that promote success for all students. By instilling a personalized learning philosophy throughout the organization, Edina Public Schools will be able to achieve its mission of educating all learners with the skills they need to thrive in a rapidly changing, culturally diverse, global society.

Definition of Personalized Learning—

In Edina Public Schools, personalization affords the learner a degree of voice and choice about what is learned, when it is learned, and how it is learned. Personalization assists learners in identifying paths to master the highest standards possible by encouraging flexibility in learning with regard to time, place, pace and path. It places high value on learner-focused relationships, stimulating growth from dependent to independent learning as a student progresses through their educational experience in Edina Public Schools.

Edina Public Schools Believes Personalized Learning—

- ~~MOTIVATES STUDENTS to follow their interests and TAKE OWNERSHIP OF THEIR LEARNING to their full potential~~
- ~~ENCOURAGES FLEXIBILITY in when, where and how students learn~~
- ~~REDEFINES THE ROLE OF THE TEACHER to that of a facilitator of learning rather than a deliverer of knowledge, both at the individual instructor level and as part of a collaborative professional team~~
- ~~FOSTERS RELATIONSHIPS focused on individual learner needs among students, teachers and families~~
- ~~PROVIDES OPPORTUNITIES for families and the community to ENGAGE WITH AND PROMOTE LEARNING both inside and outside the classroom~~
- ~~MODIFIES LEARNING OPPORTUNITIES to continually challenge learners and encourage academic growth, while keeping success within reach~~

Background on Personalized Learning in Edina Public Schools—

As schools approached the 21st century, scholars turned their discussions to what core skills and literacies all students must have to be successful, not only for post-secondary educational experiences, but also for career readiness and life. However, the traditional, factory model of schools, especially in the early 21st century era of standardized testing, limits individual student growth, emphasizing content over comprehension. Achievement and opportunity gaps persist, and the perception of U.S. schools “falling behind” their global peers remains common in the public rhetoric.

In recent years, a common theme has emerged that stresses the need to individualize instruction for each student such that learning is the constant, and all other factors—including time, space, talent and funding—are variables to support learning.

Edina Public Schools (EPS) has long subscribed to the importance of ensuring every learner has the opportunity to succeed.

- ~~DISTRICT MISSION—The mission of the Edina Public Schools, working in partnership with the family and the community, is to educate all individuals and be responsible, lifelong learners who possess the skills, knowledge, creativity, sense of self-worth, and ethical values necessary to thrive in a rapidly changing, culturally diverse, global society.~~

Personalized Learning in Edina Public Schools

- The District's Mission Statement, developed in 1989, articulates a commitment to ensuring every learner has the skills needed to be successful in a global society. In 2013, that mission statement was summarized by three key words that drive the district's strategic work—*All for All*. That is, ALL staff, families and community members must work together to ensure success for ALL learners.
- CHOICE—Edina Public Schools has a tradition of providing choice for families to identify educational programs that best meet the needs of individual learners (e.g. Continuous Progress, Language Immersion, middle school exploratory options, depth and variety of high school course offerings, and numerous extra-curricular and co-curricular opportunities). With the advancement of personalized learning, the district continues to evaluate not only additional programs and services that can be implemented, but also individual pathways that will further serve to promote choice for students and families.

As part of its strategic planning process for many years, the district has held at its core the importance of personalizing the learning experience for each student.

- 2007-12 STRATEGIC PLAN—Several initiatives were implemented to help advance an understanding of personalizing education for students (e.g. literacy and math interventions, expanded student support services, Response to Intervention (RtI), data coaches to help teachers better use student data to influence their instructions, technologies to help monitor student data).
 - In the spring of 2010, the district's articulated a working definition of personalized learning focused on the use of data to drive instruction, cultivation of relationships between home and school, and flexibly responding to student needs.
 - Success was seen with such initiatives, and pilot programs began to be systemically implemented across the district
- 2012-15 STRATEGIC PLAN—With the update of the district's strategic plan to develop the Next Generation of Edina Public Schools, additional emphasis on the need to individualize learning for all students was identified as a core strategy. Like many districts in the U.S., Edina Public Schools is attempting to shift the focus from a curriculum/instruction-centered mindset to one that is student focused, centering all resources on learning as the constant.
 - In the spring of 2013, the district updated its definition of personalized learning to include an appreciation of students progressively taking more ownership of their learning and an understanding that learning can occur anywhere, anytime, at any pace.
 - As a result of the work of strategic initiatives of the Next Generation of Edina Public Schools plan, as well as ongoing research into personalized learning studies across the country and around the world, the district refined its definition of personalized learning as a core belief aligned with its All for All mission.

Racial Equity & Cultural Competence in Edina Public Schools

Position on Racial Equity & Cultural Competence—

Edina Public Schools is committed to looking at all district work and initiatives through a lens of racial equity so that all learners have the skills, opportunities and access to experiences that will help them reach their full potential and achieve success. Edina Public Schools will partner with families and the community to gain a better understanding of and eliminate barriers rooted in racial constructs and cultural misunderstandings that can interfere with a student's learning or reduce his/her willingness to persist academically. By applying this lens of racial equity and cultural understanding to all teaching and learning experiences, Edina Public Schools will be able to achieve its mission of educating all learners with the skills they need to thrive in a rapidly changing, culturally diverse, global society.

Definition of Racial Equity & Cultural Competence—

In Edina Public Schools, all learners will have access to rigorous and challenging learning opportunities, which lead to measured growth and high achievement without predictable links to race, culture or ethnicity. Learners will acquire an awareness of their own cultural identity and value racial, cultural and ethnic diversities so as to understand, communicate with, and effectively interact with people across cultures and socioeconomic backgrounds.

Edina Public Schools Believes Racial Equity & Cultural Competence—

- PROMOTE HEALTHY SCHOOL CLIMATES, providing the best opportunity for learners to be culturally aware as they interact with a diverse society
- ESTABLISH HIGH EXPECTATIONS FOR ALL LEARNERS, integrating high quality, rigorous and relevant curriculum that reflects the diversity of the student population, which in turn best prepares each learner to achieve success in college, career and life
- ERASE BARRIERS that impede all students from being successful and instead honor beliefs and practices that support the district's All for All mission to ensure each student is able to achieve at the highest level possible.

Edina Public Schools Racial Equity Plan—

A combination of professional development, community conversations, and engagement are critical to addressing racial inequities as well as achievement and opportunity gaps. Edina Public Schools acknowledges that complex societal and historical factors contribute to inequities within our organization. Nonetheless, Edina Public Schools is committed to addressing and overcoming inequities at all levels to ensure learners have the skills, opportunities and access to experiences that will help them achieve success.

The district's [*All for All Plan*](#), developed in 2013, advances strategic initiatives that focus on growth and achievement for each and every student, *without predictable links to race or income*. The plan focuses on action strategies around five central "gap" areas¹—belief, leadership, preparation, teaching & learning, and time. Each area will include specific strategies and actions that engage and incorporate diverse voices and perspectives, and will approach success through a lens of racial equity and cultural competence.

In addition, in order to interrupt systems that perpetuate inequities, Edina Public Schools is committed to:

- Inviting and including representative voices to help examine issues and find adaptive solutions that look beyond one-time, situational fixes to addressing root causes and systemic barriers;
- Developing the personal, professional and organizations skills and knowledge of employees to enable them to address inequities; and
- Eliminating practices that result in predictably lower academic achievement for any student group compared to their peers.

¹ Hassan, J. & Mahmoud, E. (2011). *A crisis in our community: Closing the five education gaps*. Minneapolis, MN: Headwaters Foundation for Justice.

Racial Equity & Cultural Competence in Edina Public Schools

Background on Racial Equity in Edina Public Schools—

In 1989, Edina Public Schools included in its mission statement the focus on ensuring all learners have the skills necessary to thrive in a rapidly changing, culturally diverse, global society. The mission statement articulates a long-standing belief by the Edina Public Schools community to ensure equitable access and opportunities for all learners and the importance of global competence. Since 2007, Edina Public Schools has made a concerted effort to move beyond standard diversity training to educating staff on racial equity and cultural competence. By incorporating teachings from various consultants, academic literature, and best practice research, and by engaging and listening to the voices of whom it serves, Edina Public Schools is committed to ongoing professional learning for staff, students and families so that its All for All mission can be realized.

Over the last several decades there has been a significant change with respect to racial, cultural, religious and other dimensions of identity in this society. This shift is occurring on a national, state and local level. In Edina Public Schools, demographic data show a considerable increase in the percentage of students of color enrolled—including a 10% increase in the last ten years—with projections indicating continued growth in racial diversity in the district in the future. This local demographic shift stresses the urgency to which Edina Public Schools must not only assess and enhance the delivery of instruction, but more importantly the need to better understand the changing world of today and tomorrow.

Edina Public Schools views these changes as an opportunity to not only better engage our families of color, but also to engage all staff, students and families in ways that better prepare all learners for a rapidly changing, culturally diverse, global society. There is a need for the district to be more intentional in seeking out and including all voices, especially those that have traditionally been underrepresented, in the ongoing work of Edina Public Schools.

In addition, the district acknowledges the reality that while Edina Public Schools continues to be among the top performing districts in Minnesota and across the country in terms of overall academic achievement, there exists a race-based achievement gap not unlike other districts in the region. Edina Public Schools has seen some recent gains in narrowing the gap in reading through the implementation of intentional instructional strategies, such as Response to Intervention. However, as evidenced in numerous scholarly works in the last decade, the gap cannot be closed through educational programs or instructional strategies alone. There must be a shift in how all district employees approach their work, both individually and professionally. It is imperative that attention be focused on both students and adults at the individual learner level. As Dr. Chezare A. Warren noted in a recent blog post for the Graduate School of Education at University of Pennsylvania, we must get better at “learning the student.”² That is, educators must put what they think and believe about a student, especially a student of color, aside and learn who the student really is from his/her perspective.

Only by applying a lens of racial equity to all district work and focusing on personalizing learning opportunities for all students, will Edina Public Schools and the community it serves truly advance its core mission of All for All—all stakeholders working together for the success of all learners.

² Warren. (2012, August 10). *Rethinking Culturally Responsive Pedagogy* [Web log post]. Retrieved from <http://www.gse.upenn.edu/equity/blog/rethinking-culturally>

~~Racial Equity & Cultural Competence in Edina Public Schools~~

School District

School Attendance Boundaries

I. Purpose

This policy provides procedures to determine school boundaries [for in-person learning](#) and to make judgments regarding school boundaries in the future.

II. General Statement of Policy

- A. Edina Public Schools establishes school boundaries to ensure the delivery of quality programs, manageable class sizes, efficient school operations and continuity of social experiences.
- B. The school board will determine the school boundaries of each school site.
- C. The board will approve the boundaries of school attendance areas by considering the following criteria:
 - 1. Geographical proximity
 - 2. Continuity of educational experiences
 - 3. Efficient use of school facilities, including balancing class sizes throughout the district
 - 4. Logistical concerns, including safety and natural barriers
 - 5. Educational needs of students, including balancing of demographics
- D. Each student will be assigned to a school based on their home residency. This will be completed during the admittance process.
- E. The board will assess if modifications to the existing boundaries need to occur. If a modification is to be considered, the board will develop a process for considering a boundary change.

[Cross Reference:](#)
[Policy 624 \(Online Learning Options\)](#)

Policy
adopted: 4/14/08
amended: 11/7/11
revised: 6/17/19

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota



Board Meeting Date: 11/14/2022

TITLE: October Enrollment Mobility

TYPE: Information

PRESENTER(S): Shauna Talley, Student Information MARSS Coordinator

ATTACHMENT:

1. Mobility Report (next page)

Report Section Descriptions and Assumptions:

- **School Level Enrollment Information**
 - This section is broken up by School / Grade
 - This section counts a student as 1 even if they spent only one day enrolled during the reporting period. When this section is built, the first and last days of the month are used as the reporting period.
- **Enrollment Comparisons**
 - This section compares the enrollment totals of the current reporting period to the month prior and the same period a year prior.
- **Mobility**
 - This section of the report lists the total number of students by grade who have withdrawn and enrolled during the reporting period.
 - This section of the report uses the same reporting period as the other sections of the report.
 - This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.
- **Leaving Student Breakdown**
 - This section of the report displays the reason students withdrew during the reporting period.
 - This section of the report is broken out by the Minnesota Department of Education's approved End Status Codes. These codes are:
 - 03: Transferred to an approved nonpublic school
 - 04: Student moved outside of the district, transferred to another MN District
 - 05: Student moved to another state and enrolled in school, student moved out of the country
 - 20: Student transferred to another district/state but did not move

This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month

Edina Public Schools Enrollment Summary



Enrollment as of the end of October, 2022

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord Elementary School		106	121	112	131	122	131	723
Cornelia Elementary School		84	106	105	99	92	102	588
Countryside Elementary School		120	93	92	105	94	103	607
Creek Valley Elementary School		97	96	112	100	102	106	613
Highlands Elementary School		92	99	100	93	91	85	560
Normandale Elementary School		105	126	120	103	101	101	656
Edina Virtual Pathway Elementary		0	2	2	9	10	3	26
Totals		604	643	643	640	612	631	3773

Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View Middle School	339	314	341	0	0	0	0	994
Valley View Middle School	330	313	329	0	0	0	0	972
Edina High School	0	0	0	714	670	661	680	2725
Edina Virtual Pathway Secondary	1	0	0	7	8	11	15	42
Options at Edina High School	0	0	0	0	0	0	0	0
Totals	670	627	670	721	678	672	695	4733

Enrollment Comparisons

	November 2021	October 2022	November 2022
K-5	3718	3772	3773
6-8	1980	1965	1967
9-12	2686	2796	2766
Totals K-12	8384	8533	8506
PS	214	186	258
ECSE	140	170	175

October Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	4	2	1	3	4	6	1	4	4	1	1	1	0	32
Enrolled Students	8	4	5	4	2	5	2	4	4	1	3	2	0	44
	4	2	4	1	-2	1	1	0	0	0	2	1	0	

Leaver Breakdown

Reason for Withdrawal	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
04: Moved Outside of the District	3	2	1	2	3	4	0	1	1	0	0	0	0	17
05: Moved Outside of the State	1	0	0	0	1	2	0	1	0	1	0	0	0	6
20: Transferred to Another MN District, did not move	0	0	0	1	0	0	1	2	3	0	1	1	0	9
Total	4	2	1	3	4	6	1	4	4	1	1	1	0	



Board Meeting Date: 11/14/2022

Title: Governmental Fund Expenditure Report

Type: Information

Presenter(s): Mert Woodard, Director, Business Services

Background: The enclosed report describes year-to-date budget and expenditure activity within the District's governmental funds as of October 31, 2022.

Recommendation: N/A

Attachment(s):

1. Governmental Fund Expenditure Report – October 2022

2022-23 School Year

Expenditure Report

For the Month Ended October 31, 2022



DEFINING EXCELLENCE

Fund	Fiscal Year-to-Date 2022-23		Fiscal Year-to-Date % of Budget		
	Budget	Actuals	2022-23	2021-22	2020-21
General Fund					
Salaries	\$ 82,697,708	\$ 16,702,083	20.2%	19.9%	19.2%
Benefits	26,954,864	4,998,897	18.5%	19.8%	19.3%
Purchased Services	8,584,197	2,391,215	27.9%	28.4%	25.8%
Supplies & Materials	3,809,373	852,831	22.4%	23.2%	17.5%
Capital Expenditures	44,000	9,021	20.5%	77.7%	18.2%
Other Expenditures	568,279	54,542		19.2%	16.6%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	\$ 122,658,421	\$ 25,008,588	20.4%	20.7%	19.6%
Food Service	3,564,985	186,499	5.2%	13.0%	11.5%
Community Service	9,100,780	3,463,300	38.1%	28.8%	27.8%
Debt Service	15,227,578	3,627,271	23.8%	24.3%	15.5%
Capital	36,342,846	11,788,930	32.4%	19.4%	29.7%
Total Expenditures All Funds	\$ 186,894,609	\$ 44,074,588	23.6%	21.0%	21.3%

Percent Comparison
Year-To-Date to Total Budget



For Each and Every Student to Discovery Their Possibilities and Thrive

Expenditure Report Notes: October 2022

Notes:

1- Expenditures made under the building construction fund, operating capital, capital projects levy, and long-term facilities maintenance are presented in combination within the "Capital" category as they are non-linear in nature and can vary greatly from period to period and year to year. Significant variances are normal.

2 - For the purpose of comparability, data for all three years excludes funds received from COVID-19 federal relief packages.

3 - Community Service Fund expenditures are elevated due to the increased demand for child care programming and associated costs necessary to meet demand; revenues are also elevated proportionally.

4 - Expenditure figures may be understated or overstated due disbursement timing fluctuations; the District operates under the cash basis of accounting during the year for non-salary expenditures



Board Meeting Date: 11/14/22

TITLE: Kids Club Update

TYPE: Information

PRESENTER(S): Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships

BACKGROUND: The following is the most current and previous information regarding the Kids Club waitlist.

New Kids Club Updates

- 47 new Kids Club staff have been hired since August 15
- 93 interviews have been conducted since July 1
- 17 waitlisted students accepted into Countryside Kids Club
- 28 waitlisted students accepted into Normandale Kids Club

Previous Kids Club Updates - numbers of accepted waitlisted students

- 19 for Creek Valley Kids Club
- 29 for Normandale Kids Club
- 26 for Cornelia Kids Club
- 35 for Concord Kids Club
- 26 for Highlands Kids Club

Afterschool Enrichment Opportunities from Edina Community Education

Additional enrichment classes were offered to all six (6) sites exclusively to families on the waitlist. Through this process, 475 registrations were achieved to support families across the district.

RECOMMENDATION: Information only

DESIRED OUTCOMES FROM THE BOARD: N/A

ATTACHMENTS: N/A