



School Board Regular Meeting
Monday, August 10, 2020, 7:00 PM
Virtual Meeting

- I. **Determination of Quorum, Call to Order and Approval of Agenda**
- II. **Excellence in Action**
- III. **Hearing from Members of the Public**
- IV. **Report**
 - A. CES Summer Program Report

Description: Community Education is a broad program with many components including: Early Education, Community and Student Volunteer Programs, Edina Resource Center, Facilities Management, School Age Care and Youth and Adult Enrichment Programs. In this report we are highlighting two summer 2020 youth programs: School Age Care and Enrichment Programming.

Presenter: Valerie Burke, Director of Community Education Services; Rachel Hicks, Youth Programs Coordinator; Cheryl Gunness, Community Involvement Coordinator; Mark DeYoung, Concord Elementary Assistant Principal
- V. **Consent Agenda**
 - A. Minutes
 - July 13, 2020 Work Session
 - July 13, 2020 Regular Meeting
 - July 22, 2020 Work Session
 - July 27, 2020 Work Session
 - B. Personnel Recommendations
 - C. Employee Retirement Agreement
 - D. Expenditures Payable, July 2020
 - E. Audit Services for FY19-20
 - F. Board Committee Appointment and Reporting Schedule
 - G. Revised 2020-21 School Board Meeting Dates
 - H. Amended 2021-22 Academic Calendar (*MEA dates*)
 - I. Board Letter
- VI. **Discussion**
 - A. Strategic Priorities: Superintendent and Board Goals

Description: Board members have been asked to rank district priorities for the 2020-2021 school year from the comprehensive list of issues provided.

Presenter: Erica Allenburg, Board Chair
 - B. Policy Review – Rapid (*401, 402, 403, 404, 405*)

Description: These policies were reviewed with an eye toward clarity and alignment with District practice and state and federal statutes. There are minimal to no changes.

Presenter: Board Policy Committee

C. Policy Review (601)

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

Presenter: Board Policy Committee

VII. Action

A. General Obligation School Building Refunding Bonds

Description: The School Board has determined that it is necessary and expedient to issue \$10,575,000 General Obligation School Building Refunding Bonds, Series 2020A. The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent municipal advisor for the Bonds. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the bonds is approved, the School Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Bonds. Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

Presenter: John Toop, Director of Business Services

Recommendation: Approve the issuance of \$10,575,000 General Obligation School Building Refunding Bonds, Series, 2020A.

B. General Obligation School Building Bonds

Description: The School Board has determined that it is necessary and expedient to issue \$13,775,000 General Obligation School Building Bonds, Series 2021A. The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent municipal advisor for the Bonds. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the bonds is approved, the School Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Bonds. Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

Presenter: John Toop, Director of Business Services

Recommendation: Approve the issuance of \$13,775,000 General Obligation School Building Bonds, Series, 2021A.

C. 2020-21 Proposed Calendar Revisions due to COVID-19

Description: Guidance for schools from the Minnesota Department of Education and Minnesota Department of Health for fall of 2020 has determined that we will begin the school year in a hybrid learning model. Families also have the option to opt out of the hybrid learning model and into the Edina Virtual Academy. In order to sufficiently prepare for these two models, administration is recommending that two professional development days be front loaded into the academic calendar. This would result in a reduction of three student contact days for the school year.

Presenter: Dr. Randy Smasal, Assistant Superintendent

Recommendation: Approve the 2020-21 calendar revisions

D. Board Norms

Description: Edina School Board members will strive to provide an excellent public education that meets the needs of all students in our district. The academic excellence we expect is accomplished in partnership with our students, parents, teachers, administrators, non-licensed staff, and community members. This document serves to supplement our policies, which exist to provide a code of ethics, structure, operating guidelines, general meeting parameters, and basic board roles and responsibilities.

Presenter: Board Human Resources Committee

Recommendation: Approve the School Board Norms

E. HR Committee Name Change

Description: A request to change the name of the Board Human Resources Committee to Board Governance Committee.

Presenter: Board Human Resources Committee

Recommendation: Change the name of the Human Resources Committee to Governance Committee.

F. Policy Review – Rapid (520, 526, 529, 533, 534, 610, 619, 632)

Description: These policies were reviewed with an eye toward clarity and alignment with district practice and state and federal statutes. There are minimal to no changes.

Presenter: Board Policy Committee

Recommendation: Accept the reviewed policies as presented.

G. Policy Review (213, 604, 612, 617, 618, 620, 636; 635/Rescind)

Description: These policies were reviewed with an eye toward clarity and alignment with district practice and state and federal statutes. Policy 635 is being rescinded as it relates to district leadership rather than policy.

Presenter: Board Policy Committee

Recommendation: Accept the revised policies as presented.

VIII. Leadership & Committee Updates

IX. Information

- A.** Appendix I to multiple Policies: Discrimination, Harassment, Bullying, Hazing and Violence Report Form



Board Meeting Date: 8/10/2020

TITLE: Summer 2020 Community Education

TYPE: Report

PRESENTER(S): Valerie Burke, Director of Community Education Services; Rachel Hicks, Youth Programs Coordinator; Cheryl Gunness, Community Involvement Coordinator

BACKGROUND: Community Education is a broad program with many components including: Early Education, Community and Student Volunteer Programs, Edina Resource Center, Facilities Management, School Age Care and Youth and Adult Enrichment Programs. In this report we are highlighting two summer 2020 youth programs: School Age Care and Enrichment Programming.

RECOMMENDATION: Accept

PRIMARY ISSUE(S) TO CONSIDER: Understand how Edina Community Education youth programs have been able to provide learning, growth and connection opportunities in well-planned, safe and predictable environments to serve and build community.

ATTACHMENTS:

1. Report (next page)
2. Slide Presentation



Summer 2020 Community Education Programming Update Report

10 August 2020

In mid-May of this year, MDH issued Guidelines for Social Distancing in Youth and Student Programs for the summer. Directly following those announcements, Superintendent Schultz brought a team from Community Education, Special Services, Success Center and Athletics together to talk about the realities and possibilities of providing summer programming in the world of COVID. He empowered us to work together on space allocation, staffing issues and coordinated health and safety expectations as we proceeded. Working together and then individually as program providers we have been able to offer a variety of learning, educational and school age care opportunities for families. Although Edina Community Education is made up of many different program components, this report will highlight two program leaders who will report on their successes and challenges this past summer.

Rachel Hicks - Youth Programs Coordinator

Cheryl Gunness - Community Involvement Coordinator

COVID 19 has brought many changes for all in our community and in particular for those of us in education. Community Education, in particular, has been hard hit by the impact of COVID. We've experienced a significant reduction in staff and a reduction in revenues. But what I am particularly proud of, as we recap this past summer, is the flexibility, creativity, and commitment to Mission and Values that our staff has exhibited in creating summer programming options that brought joy, connection and a sense of normalcy for our community of learners.

SCHOOL AGE CARE (KIDS Club/WISE Guys)

Planning Timeline/Landscape

- Summer 2020 Registration opened on February 18. We started planning for summer 2020 in November of 2019. 600 plus originally registered.
- March 16th - Schools Closed and programming stopped for all but Essential Workers
- Revised registration for Summer went out on May 14th with new mandated guidelines. The team started planning for a whole new summer on May 15th.
- Leadership staff worked around the clock to implement safety protocols in a whole new way. Outreach to families on new guidelines around masks, predictability of student schedules (4-5 days a week required), illness monitoring and social distancing.

Program Details

- Working with Buildings and Grounds and the summer programming team we determined that we could manage safely at two sites: Concord and Highlands Elementary Schools.
- After communications with registered families it was determined that we would serve approximately 100 students at each site; for a total of 200 plus students served.
- Students were grouped with a Recreation Leader in groups of 10; this was key to the health and safety success of our programming.
- Each pod created a family. They spent their entire summer with this group! Whatever they did, they did as a group.
- Zoned spaces for groups on the playground and in indoor large spaces was implemented.

Partnerships and Collaboration

- Success Center - Easy student access to Summer Success both in-person and through distance learning. We worked closely with Mark DeYoung at Concord Elementary to refine, modify, and improve support for students that needed it the most. We helped support 30 students at Highlands and 10 students at Concord.
- Worked closely with the district technology department to ensure onsite access to chrome books, smartboards, etc. for both Success and classroom access. Consistent technology support provided us with opportunities to do creative on-sight 'field trips' in the classroom since we weren't able to go on field trips. Example: on-sight drive-in movies.
- Collaborated with Building and Grounds to create cleaning protocols, checklists and deliver training to staff as new guidelines and processes evolved. Everyone had a job in maintaining the safety for students and staff. Staff were responsible for wiping down surfaces throughout the day and custodians did a deep cleaning at night to ensure safety for all students and staff.

Program Highlights

- Staff growth and development. With a large reduction in leadership due to financial restraints, we spent an extraordinary amount of time working with the staff. We had to build confidence and build our Supervisor's skill and creativity. We empowered all staff to grow and learn as we navigated a new way of programming.
- Participant satisfaction - both family and students. We received numerous forms of feedback from families and students regarding the wonderful experience they've had throughout summer. We also gave staff the opportunity to share their positive and learning comments on the collaboration and implementation of programming processes.

Testimonials

- "Thank you for making our lives a little simpler during this time! You guys have put together an amazing program given the circumstances and we really appreciate it. Hannah cried when she found out today wasn't her KIDS Club day! Thank you!" - Concord parent

- “You guys are amazing and you deserve to be recognized for the work you’ve done for all of us over what will go down as the craziest summer of all time.” - Cornelia parent
- “I’ve never felt more empowered as a rec leader in any summer I’ve worked” - A summer recreation leader

Lessons Learned

- The bells and whistles of field trips are fantastic, but the relationships between students and staff are what bring meaning to what we do. The positive feedback we received from both staff, students and families has given us renewed energy. We are passionate about providing experiences and creating connections with our students. It was very affirming that we were able to do that once again this summer.
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YOUTH ENRICHMENT PROGRAMS

Planning Timeline/Landscape

- Planning for summer 2020 began in earnest in early November with staff reorganization and new hires.
- Registration opened February 18. By Mid-March, we had logged \$662,059 in revenue and 4497 registrations for summer 2020.
- With Governor Walz’s declaration of a COVID-19 Peacetime Emergency, the Stay at Home order, and implementation of a distance learning period, our enrichment team pivoted quickly to develop online enrichment programs as well.
 - During Edina’s spring break, we piloted 16 different online classes for youth,
 - These classes provided structure, connection, exploration and a sense of normalcy for young people and their families during some very strange days. These pilot online programs--the very first we had offered through our enrichment program--also helped our team get familiar with the technology, explore new enrichment teaching and learning strategies, and gather family and participant feedback that would help us plan programming going forward.
- As spring wore on and the distance learning period was extended, our team kept a close watch on the executive orders and guidance from the Governor and Minnesota Department of Health (MDH). On May 15, when the governor authorized safe and effective summer learning for students, and shortly thereafter MDH issued Guidelines for Social Distancing in Youth and Student Programs, we felt ready to proceed. We issued refunds for all previously planned summer programming, and spent two weeks completely re-planning the summer offerings we felt we could offer in a safe, predictable way.

Program Details

- Summer 2020 Programming was planned in accordance with constantly evolving executive orders and guidance from the governor, MDH, and Edina Schools regarding group size, predictable pods, social distancing, cleaning and sanitizing, record keeping, reporting, tracing and communications.
- To participate, we asked that all youth participants be able to:
 - comply with established social distancing practices
 - be able follow verbal directions without physical prompts
 - be independent with activities of daily living including hand washing, bathroom use and covering a sneeze and cough.
- We offered a total of 11 weeks of summer enrichment programming in phases:
 - Online only for the first two weeks of June
 - In-person classes (outdoors) beginning June 15 on Edina Community Center campus
 - Beginning July 4, we added more in-person (outdoor and indoor) classes on the EHS campus, plus a few hybrid options
 - The majority of in-person camps were held 9:00am-12:00 noon or 1:00-4:00pm, Monday-Thursday.
- Throughout summer, we offered both online and in person options each week. In-person classes were most popular, with about 75% of classes held in person and 25% held online.
 - Online examples: music lessons, driver education, watercolor, Minecraft, STEM, cooking, French.
 - Outdoor examples: tennis, pickleball, track and field, cheerleading, golf, baseball, strength and speed, classic school yard games. We also offered many classes traditionally held indoors in an outdoor setting to improve safety, including babysitting, magic, and spy camp.
 - Indoor examples: basketball, volleyball, crafts, STEM, diving, French.
 - Hybrid: orchestra, concert and marching band, jazz band.

Partnerships and Collaboration

Planning these programs involved extensive partnership and collaboration:

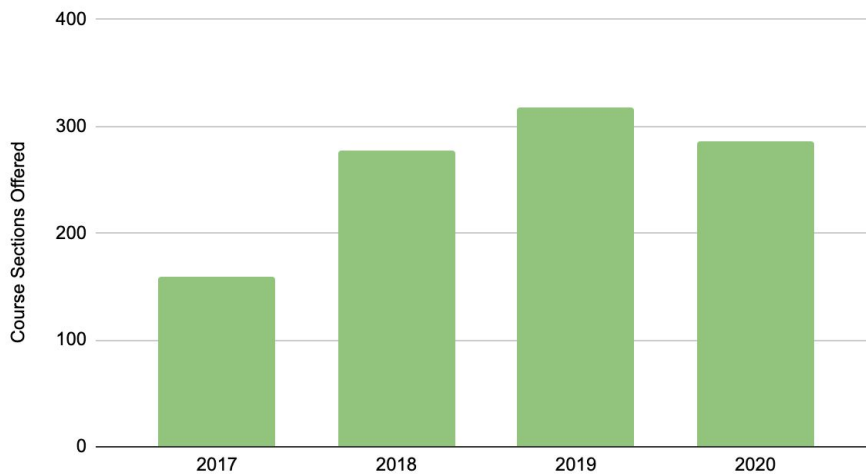
- Facilities: determining which spaces would be open and available during construction; creating fair and equitable space sharing agreements with other internal and external users. Ensuring coherent public health requirements for all users.
- Buildings and Grounds: cleaning and sanitizing, construction updates.
- Athletics: sharing spaces.
- Health Services: defining Edina Public Schools COVID-19 Preparedness Plan.
- Special Education: several students were able to fulfill Extended School Year learning plans through Community Education Enrichment camps. Special Education colleagues created a valuable Resource Guide for our instructors and staff, on topics including normalizing feelings of fear or sadness, ice breakers, de-escalation techniques, and age-appropriate education on handwashing, masks, social distancing.

- Media and Technology Services: reliable services for participants, instructors and staff.
- Edina Give and Go: helped remove financial barriers to participation in summer camps. 78 students registered for 163 camps, with a combined scholarship total of \$28,219. Thanks to Give and Go's increased communications and outreach efforts, 20 additional students who did not register during the original February registration period were able to participate in summer camps.

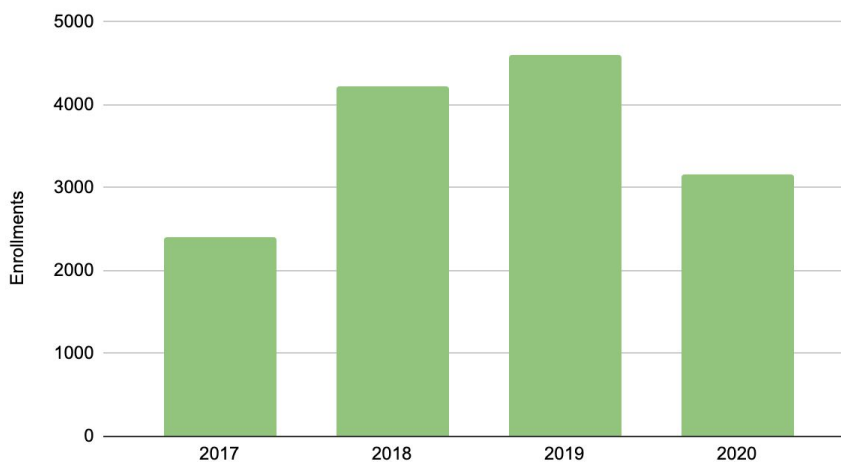
Summer 2020 Youth Enrichment Outcomes

- 286 course sections offered
- 3160 enrollments
- \$463,030 revenue

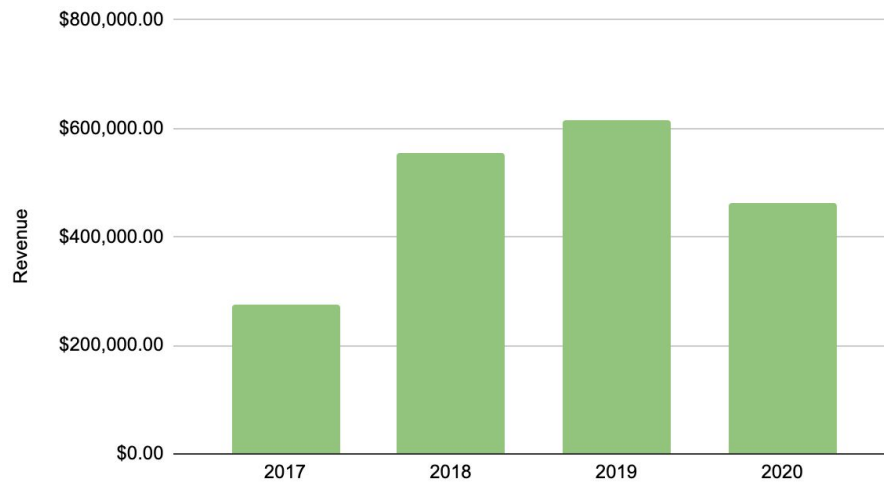
Course Sections Offered



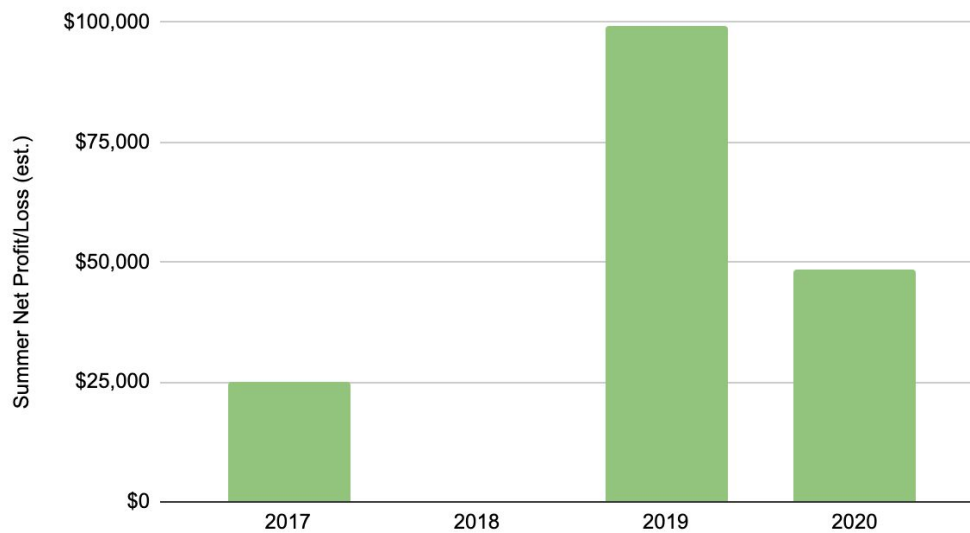
Enrollments



Revenue



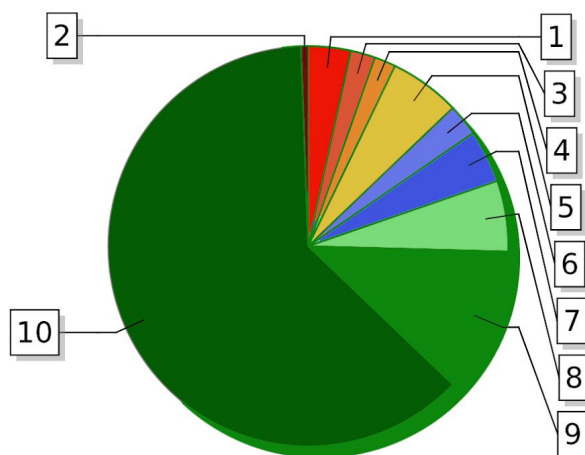
Summer Net Profit/Loss (est.)



Community Feedback

Overwhelmingly, feedback on our programs has been very positive. 74% of respondents to our weekly program survey rated their camp experience 9 or 10 of 10 (355 surveys returned).

On a scale of 1-10, how likely are you to recommend this class or camp?



Open-ended feedback on the surveys reflect the community's appreciation for our efforts.

- "It was great that the kids were able to get outside, off screens and just play. Thank you for taking the time to put together some programs for kids this summer."
- "More August camps please! Our kids need socialization!!! You are the only way in Edina to get it."
- "This type of class is perfect for online. First lesson they were overwhelmed, but by the second class they were confident in screen sharing and interacting. They picked up video conferencing skills while multi-tasking challenging gameplay."
- "It was really great for my child to be able to work on her French this summer and be back in a classroom setting with her friends. I was really appreciative of all the precautions that were taken and I felt very comfortable having her there. Thank you!!"
- "It was nice to get out of the house and we felt comfortable that the teachers and organizers took social distancing very seriously!"
- "Great camp. My child enjoyed the activities and learning. We support virtual camps this summer, and they are also a great option for families even in a 'typical' summer too."
- "Good skills training for this age group. My daughter especially enjoyed working with the Edina Hornet players - great role models."

For those who were less satisfied, the majority of concerns centered around public health requirements. Some felt we were requiring or enforcing too much, and some felt we were requiring or enforcing too little, especially related to maintaining social distancing outdoors and face coverings.

Challenges

Our team and program participants experienced a variety of challenging circumstances beyond COVID-19 that made programming especially difficult to deliver this summer:

- Limited rain backup locations. Normally, we schedule an indoor space as a backup for outdoor camps in case it rains. Buildings closed due to construction and COVID-19 concerns meant that we were unable to schedule indoor backup locations. Fridays served as our back-up plan for camps scheduled for M-TH. This required constant monitoring of weather and increased communications with parents in case of unexpected weather popping up during camps.
- Bathrooms closed; Porta Potties in use; water fountains turned off.
- Some student discomfort, especially the first day of camps, having experienced limited time away from home since March. Parent discomfort with inability to walk students all the way into classrooms.
- Sandblasting of the water tower on ECC campus began with the first day of in-person camps in mid-June, and lasted through the end of July. Extremely loud noise throughout the day made it difficult for leaders and students to communicate, participate, concentrate. Many planned activities could not take place because of the noise.
- Extremely hot temperatures throughout June and July made it difficult on our outdoor camps. June was one of the top 10 hottest on record; July was the 14th hottest and the 14th wettest since 1895.
- Construction. Our team arrived on site early every day, because the construction impact was always unpredictable. We never knew when a crane would be blocking a parking lot where we were expecting 50 cars, or when a demolition crew would begin work and block the one-way route to a classroom. We are incredibly grateful to the Buildings and Grounds crews who kept us as informed as possible.

Program Highlights

Despite challenging circumstances, we are proud of the innovation and community-responsiveness that remain core to our program, even under the most stressful circumstances. A few summer highlights:

- Youth leadership. We hired recent Edina High School graduates to create and lead many of our summer camps to complement the programs offered through independent contractors. Examples of these camps included Unicorn Rainbow Ranch, Spy Academy, and Olympics camp. Camp leaders gained experience in youth development, program management, curriculum development, communications, and more. In addition, we collaborated with the EHS Ping Pong Club to offer a ping pong camp, which the team used as a fundraiser. We plan to expand on this model in the coming school year.
- Curbside drop-off/pick-up. We instituted a new drop-off and pick-up system this year due to size gathering constraints and the need to limit crowding at drop-off and pick-up. While born of necessity, we plan to continue this system in future summers as a family convenience.

- We continued online options, and piloted hybrid options throughout summer. Families appreciated this option for a variety of reasons, including health concerns and ability to catch up on a class if a conflict prevented in-person attendance. Online options also function well as a rain back-up option for some classes. We plan to continue to offer online/hybrid options going forward, even if not dictated by a global pandemic.

CONCLUSION

School Age Care and Youth Enrichment programs play a critical role as district partners in meeting the needs of our community. Community Education programs like ours provide learning, growth and social connection opportunities for youth--especially during fluid and uncertain times like we've experienced the past few months. Our programs offer routines, stability, reliable relationships and leadership opportunities for students. We help students explore new ideas, deepen learning, develop skills, and connect classroom learning to the wider world. For parents, our programs offer essential peace of mind, knowing that their students are connected, safe and cared for. Passion, professionalism, innovation, communication, attention to detail and logistical expertise: all have exemplified our team's approach to summer 2020 programming, and all will serve us well as we continue our work of responding to evolving community needs for school year 2020-21 and beyond.



Edina Community Education

Summer 2020 Report

10 August 2020



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Vision

A learning community where all participate and all belong.

Mission

We build learning, growth and connection opportunities that are *OF* our community, *BY* our community, and *FOR* our community.

Values

Equity | Teamwork | Customer Service | Leverage Data
Maximize Resources | Partnerships



School Age Care

KIDS Club/WISE Guys



"I wanted to send you a quick email to let you know what an amazing day our son had in your group today! He was the happiest kid when I picked him up ...and told me he had " his best day of summer in his life ever"...Though I am sure there are many more to come this summer. What a difference compared to the past couple of months." - KIDS Club Parent



- Summer Registration opens - February 18
 - Number of registrations = 600 students
- Revised registration opens - May 14
 - Number of registrations = 200 students

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- Programming at two sites
 - Concord and Highlands Elementary
- Estimated and planned for 100 students at each site
 - Served 200 Students for 4-5 days a week
 - 10 groups or "pods" of 10 at each location
- Reduced number of staffing with reduced ratios

District Collaboration

Technology

- Chromebook support
- Smartboards

Buildings and Grounds

- Cleaning protocols
- Cleaning checklists
- Evolving procedures

Summer Success

- 40 of our students at Concord and Highlands accessed the Summer Success program



7

"I've never felt more empowered as a rec leader in any summer I've worked" - A summer recreation leader



I'm glad to be part of the team and I appreciate you guys giving me this opportunity, because it has shown me that I do have creativity even when I underestimate myself, when it comes to creativity! So thank you all for everything. This have been the best summer ever!! Even with COVID-19." - A summer Recreation Leader

Enrichment Program

Youth Programs Summer 2020



“I am in a very happy mood to be here!”

District Collaboration

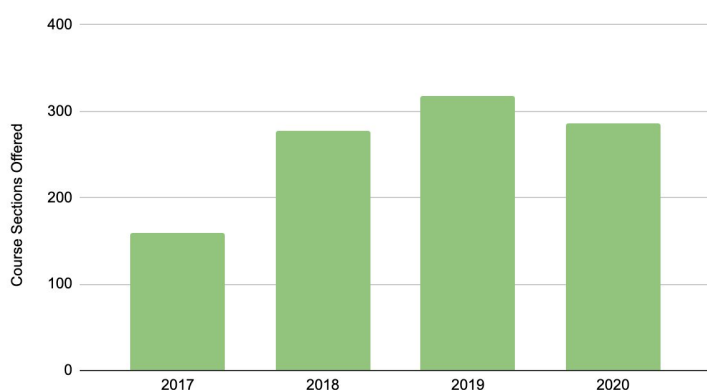
- Facilities
- Buildings and Grounds
- Athletics
- Health Services
- Student Services
- Media and Technology Services
- Edina Resource Center/Edina Give and Go

11

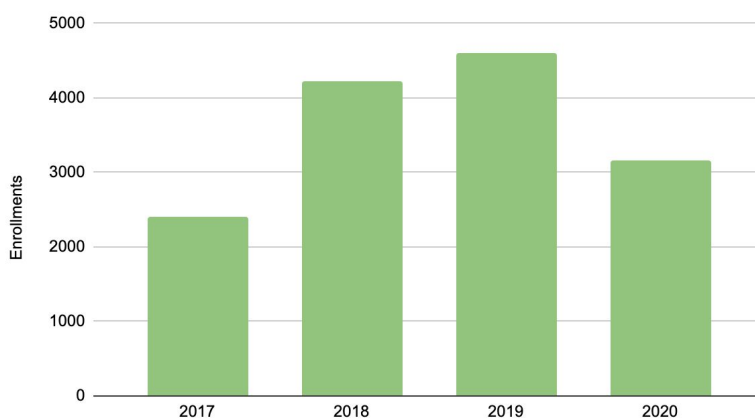
Summer 2020

Context

Course Sections Offered



Enrollments

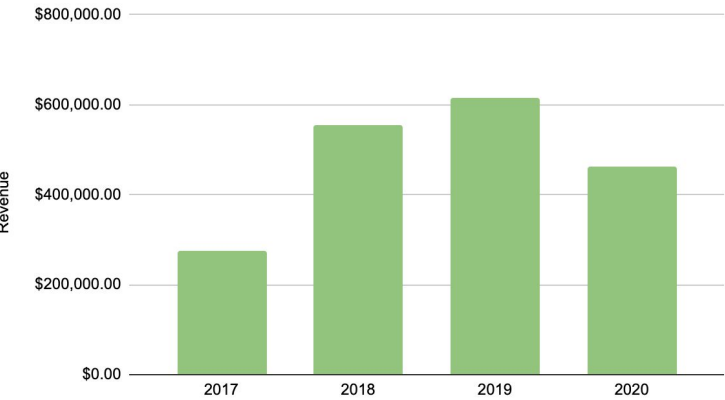


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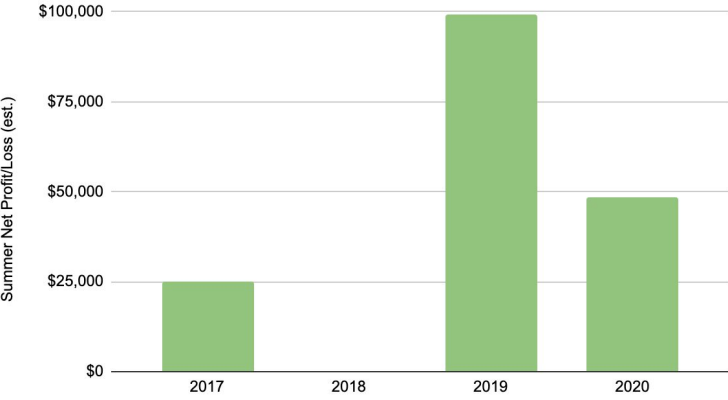
Summer 2020

Context

Revenue



Summer Net Profit/Loss (est.)



Program Highlights



Thanks!

Any questions?

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE VIRTUAL REGULAR MEETING OF JULY 13, 2020

VIRTUAL SPECIAL MEETING
7:00 PM

Edina Community Center
5701 Normandale Road
Superintendent Conference Room and Remote Locations

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Matthew Fox (attended remotely)
Ms. Julie Greene (attended remotely)
Ms. Ellen Jones (attended remotely)
Mr. Owen Michaelson (attended remotely)
Ms. Janie Shaw (attended remotely)
Mr. Leny Wallen-Friedman (attended remotely)

PRESIDING OFFICER: Chair Erica Allenburg

7:01 PM – 9:58 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. John W. Schultz, Superintendent
Dr. Randy Smasal, Assistant Superintendent (attended remotely)
Steve Buettner, Director of District Media and Technology Services (attended remotely)
Valerie Burke, Director of Community Education Services (attended remotely)
Jody De St. Hubert, Director of Teaching and Learning (attended remotely)
Jeff Jorgensen, Director of Student Support Services (attended remotely)
John Toop, Director of Business Services (attended remotely)
Nicole Tuescher, Director of Human Resources and Admin Services (attended remotely)
Mary Woitte, Director of Communications (attended remotely)

Andrew Beaton, Principal, Edina High School (attended remotely)
Shawn Dudley, Principal, Valley View Middle School (attended remotely)
Lisa Masica, Principal, Cornelia Elementary School (attended remotely)
Leah Byrd, EFC Coordinator (attended remotely)

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Ellen Jones, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA JULY 13, 2020

7:01 PM Chair Allenburg called to order the regular meeting of the School Board. All Members, staff and guests participated remotely. Members present: Allenburg, Fox, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz, Smasal, Burke, De St. Hubert, Jorgensen, Toop, Tuescher, Woitte; Beaton, Dudley, Masica, Byrd; Sean Beaverson, Mary Heiman, Michael Walker. Guest: Trevor Helmers, Esq.

APPROVAL OF MINUTES BY UNANIMOUS ROLL CALL VOTE

CONSENT ITEMS APPROVED BY UNANIMOUS ROLL CALL VOTE

- A. Personnel Recommendations
- B. Expenditures Payable – June 2020
- C. NWEA Contract
- D. Purchase – Staff Laptops
- E. Purchase – Music Instruments
- F. Membership – AMSD
- G. Membership - MSBA

READING OF COMMUNITY INPUT

REPORTS/DISCUSSION

- A. 2020-21 School Year Planning Update
- B. Board Norms
- C. Policy Review, Rapid – 520, 526, 529, 533, 534, 610, 619, 632
- D. Policy Review – 213, 604, 612, 617, 618, 620, 635, 636
- E. Pandemic Response Policy – New

ACTION ITEMS APPROVED BY UNANIMOUS ROLL CALL VOTE

- A. Pandemic Response Policy to Action
- B. Pandemic Response Policy

DISCUSSION

- F. HR Committee Name Change

ACTION ITEM APPROVED BY UNANIMOUS ROLL CALL VOTE

- C. Policy Review – 203, 505, 806

ACTION ITEMS APPROVED BY MAJORITY ROLL CALL VOTE

- D. Policy Review – 209

LEADERSHIP UPDATE

- A. Superintendent Review

The meeting adjourned at 9:58 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. Ellen Jones, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
JULY 13, 2020 REGULAR MEETING

7:01 PM Chair Allenburg called to order the regular meeting of the School Board. All Members, staff and guests participated remotely. Members present: Allenburg, Fox, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz, Smasal, Burke, De St. Hubert, Jorgensen, Toop, Tuescher, Woitte; Beaton, Dudley, Masica, Byrd; Sean Beaverson, Mary Heiman, Michael Walker. Guest: Trevor Helmers, Esq.

APPROVAL OF MINUTES BY UNANIMOUS ROLL CALL VOTE

Member Wallen-Friedman moved and Member Greene seconded to approve the minutes of the June 8, 2020 special and regular meetings, and the June 22, 2020 closed and special meetings. All Members voted Aye by roll call vote.

CONSENT ITEMS APPROVED BY UNANIMOUS ROLL CALL VOTE

Member Wallen-Friedman moved and Member Michaelson seconded to approve the consent agenda. Members Allenburg, Fox, Greene, Jones, Michaelson, Shaw and Wallen-Friedman voted Aye by roll call vote. The resolutions were:

- A. Personnel Recommendations
- B. Expenditures Payable – June 2020
- C. NWEA Contract
- D. Purchase – Staff Laptops
- E. Purchase – Music Instruments
- F. Membership – AMSD
- G. Membership - MSBA

READING OF COMMUNITY INPUT

Director Toop read an email to the Board from JC regarding 2020 school year planning and a strong preference for returning to face-to-face learning.

REPORT/DISCUSSION ITEMS

2020-21 School Year Planning Update: Assistant Superintendent Smasal was joined by the following personnel in providing an overview of district planning related to the three possible fall scenarios of in person, hybrid, and distance learning, in preparation for the governor's announcement later this month: Steve Buettner, Andy Beaton, Shawn Dudley, Lisa Masica, Jeff Jorgensen, Leah Byrd, Mary Heiman, Mary Woitte and Michael Walker.

Board Norms: The Board discussed the proposed Board norms, a living document which highlights expectations for Board members and complements District policies.

Policy Review, Rapid: A minor edit was suggested for policy 526 (Student Hazing Prohibition). Policy 520 (Student Surveys) will be compared to the related MSBA model policy. Policy 610 (Student Homework) will be removed from the review process until the equity lens review process has been established. There were no comments for reviewed

policies 529 (Staff Notification of Violent Behavior of Students), 533 (Student Wellness), 534 (Emergency Health Situations and District Insurance Limitations), 619 (Student Assignment to Teachers & Classes), or 632 (Chemical Use and Abuse).

Policy Review: Clarifying edits were suggested for Policy 213 (School Board Committees), 617 (Class Size and Staffing), and 618 (Assessment, Grading & Reporting of Student Progress). Policy 604 (Grade Level Configuration & Enrollment at School Sites) was returned to Committee for clarification at III.D.4.c. There were no comments for reviewed policies 612 (Development of Parental Involvement Policies for Title I Programs), 620 (Receiving Course Credit for Learning), 635 (Educational Innovation) (rescind), or 636 (Workload Limits for Certain Special Education Teachers).

Pandemic Response Policy: Superintendent Schultz and District Counsel Helmers provided background information on the proposed temporary policy, followed by Board discussion. Three minor friendly amendments were made, after which Member Wallen-Friedman moved and Member Michaelson seconded to move the pandemic policy to an action item. All Members voted Aye by roll call vote.

ACTION ITEM APPROVED BY UNANIMOUS ROLL CALL VOTE

Pandemic Response Policy 308 - New: Member Wallen-Friedman moved and Member Greene seconded to approve new temporary Policy 308 – Pandemic Response. All Members voted Aye by roll call vote.

DISCUSSION ITEM

HR Committee Name Change: There was no discussion on this item.

ACTION ITEM APPROVED BY UNANIMOUS ROLL CALL VOTE

Policy Review – 203, 505, 806: Member Wallen-Friedman moved and Member Fox seconded to approve revised policies 203, 209, 505, and 806. Member Wallen-Friedman then withdrew his motion. Member Wallen-Friedman moved and Member Fox seconded to approve revised policies 203, 505, and 806. All Members voted Aye by roll call vote.

Policy Review - 209: Member Wallen-Friedman moved and Member Shaw seconded to approve the motion. Members Allenburg, Fox, Greene, Shaw and Wallen-Friedman voted Aye; Members Jones and Michaelson voted Nay by roll call vote. Motion passed.

Chair Allenburg provided a summary of Superintendent Schultz's review, held in closed session on June 22, 2020. The Superintendent's areas of exceptional work included the District's response to the State's demand for a response to the corona virus; financial oversight; interpersonal relationships; and building teams and collaboration. Areas for improvement included additional leadership with the Board; lowering his workload to allow for more follow-up; and creating more opportunities for feedback from the classroom level.

Chair Allenburg also noted the Board's work session on July 16 will be the first of multiple meetings on equity work.

At 9:58 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE VIRTUAL SPECIAL MEETING OF JULY 13, 2020

VIRTUAL SPECIAL MEETING
5:00 PM

Edina Community Center
5701 Normandale Road
Superintendent Conference Room and Remote Locations

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Matthew Fox (attended remotely)
Ms. Julie Greene (attended remotely)
Ms. Ellen Jones (attended remotely)
Mr. Owen Michaelson (attended remotely)
Ms. Janie Shaw (attended remotely)
Mr. Leny Wallen-Friedman (attended remotely)

PRESIDING OFFICER: Chair Erica Allenburg

5:00 PM – 6:50 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. John W. Schultz, Superintendent
Dr. Randy Smasal, Assistant Superintendent (attended remotely)
Steve Buettner, Director of District Media and Technology Services (attended remotely)
Valerie Burke, Director of Community Education Services (attended remotely)
Jody De St. Hubert, Director of Teaching and Learning (attended remotely)
Jeff Jorgensen, Director of Student Support Services (attended remotely)
John Toop, Director of Business Services (attended remotely)
Nicole Tuescher, Director of Human Resources and Admin Services (attended remotely)
Mary Woitte, Director of Communications (attended remotely)

Andrew Beaton, Principal, Edina High School (attended remotely)
Shawn Dudley, Principal, Valley View Middle School (attended remotely)
Lisa Masica, Principal, Cornelia Elementary School (attended remotely)
Leah Byrd, EFC Coordinator (attended remotely)

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Ellen Jones, Clerk

(Official Publication)
MINUTES OF THE VIRTUAL SPECIAL MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA
JULY 13, 2020

5:30 PM Chair Allenburg called to order the work session of the School Board. All Members, staff and guests participated remotely. Members present: Allenburg, Fox, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz, Smasal, Burke, De St. Hubert, Jorgensen, Toop, Tuescher, Woitte; Beaton, Dudley, Masica, Byrd; Sean Beaverson, Mary Heiman, Michael Walker. Guest: Trevor Helmers, Esq.

DISCUSSION ITEMS

- A. 2020-2021 School Year Planning Update
- B. Pandemic Response Policy – NEW
- C. District Priorities: Board/Superintendent Goals
- D. Board Liaison Appointments

The meeting was recessed at 6:50 PM. The meeting was reconvened at 10:10 PM. The meeting adjourned at 10:25 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. Ellen Jones, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
JULY 13, 2020 VIRTUAL SPECIAL MEETING

5:30 PM Chair Allenburg called to order the work session of the School Board. All Members, staff and guests participated remotely. Members present: Allenburg, Fox, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz, Smasal, Burke, De St. Hubert, Jorgensen, Toop, Tuescher, Woitte; Beaton, Dudley, Masica, Byrd; Sean Beaverson, Mary Heiman, Michael Walker. Guest: Trevor Helmers, Esq.

DISCUSSION

School Year Planning Update: Assistant Superintendent Smasal was joined by the following personnel in providing an overview of district planning related to the three possible fall scenarios of in person, hybrid, and distance learning, in preparation for the governor's announcement later this month: Steve Buettner, Andy Beaton, Shawn Dudley, Lisa Masica, Jeff Jorgensen, Leah Byrd, Mary Heiman, Mary Woitte and Michael Walker.

Pandemic Response Policy – NEW: The Board briefly discussed the proposed temporary policy.

The meeting recessed at 6:50 PM for the Board's regular meeting. The meeting reconvened at 10:10 PM.

District Priorities: Board/Superintendent Goals: No discussion was held on this topic.

Board Liaison Appointments: Board Members briefly discussed their committee and liaison appointment schedule.

The Board will move the final two items from this agenda to their July 22, 2020 work session for additional discussion.

At 10:25 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE VIRTUAL SPECIAL MEETING OF JULY 22, 2020

VIRTUAL SPECIAL MEETING
7:00 PM

Edina Community Center
5701 Normandale Road
Superintendent Conference Room and Remote Locations

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Mr. Matthew Fox (attended remotely)
Ms. Julie Greene (attended remotely)
Ms. Ellen Jones (attended remotely)
Mr. Owen Michaelson (attended remotely)
Ms. Janie Shaw (attended remotely)
Mr. Leny Wallen-Friedman (attended remotely)

PRESIDING OFFICER: Chair Erica Allenburg

7:00 PM – 9:00 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. John W. Schultz, Superintendent

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Ellen Jones, Clerk

(Official Publication)
MINUTES OF THE VIRTUAL SPECIAL MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA
JULY 22, 2020

7:00 PM Chair Allenburg called to order the work session of the School Board. All Members, staff and guests participated remotely. Members present: Allenburg, Fox, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz. Guest: Paula Forbes.

DISCUSSION ITEM

A. EPS Strategic Plan, Strategy B: *Ensure an Equitable and Inclusive Culture*

The meeting was adjourned at 9:00 PM. The minutes are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Ellen Jones, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
JULY 22, 2020 VIRTUAL SPECIAL MEETING

7:00 PM Chair Allenburg called to order the work session of the School Board. All Members, staff and guests participated remotely. Members present: Allenburg, Fox, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz. Guest: Paula Forbes.

DISCUSSION

EPS Strategic Plan, Strategy B: *Ensure an Equitable and Inclusive Culture*: Consultant Paula Forbes led a discussion on ensuring an equitable and inclusive district culture.

At 9:00 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE VIRTUAL SPECIAL MEETING OF JULY 27, 2020

VIRTUAL SPECIAL MEETING
5:00 PM

Edina Community Center
5701 Normandale Road
Superintendent Conference Room and Remote Locations

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg
Ms. Julie Greene (attended remotely)
Ms. Ellen Jones (attended remotely)
Mr. Owen Michaelson (attended remotely)
Ms. Janie Shaw (attended remotely)
Mr. Leny Wallen-Friedman (attended remotely)

Mr. Matthew Fox

PRESIDING OFFICER: Chair Erica Allenburg

5:00 PM – 7:00 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. John W. Schultz, Superintendent
Dr. Randy Smasal, Assistant Superintendent (attended remotely)
Steve Buettner, Director of District Media and Technology Services (attended remotely)
Jody De St. Hubert, Director of Teaching and Learning (5:30 PM) (attended remotely)
Dr. Timothy Anderson, Principal, South View Middle School (attended remotely)
Andrew Beaton, Principal, Edina High School (attended remotely)
Karen Bergman, Principal, Countryside Elementary School (attended remotely)
Dr. Kari Dahlquist, Principal, Creek Valley Elementary School (attended remotely)

CERTIFIED CORRECT:

CERTIFIED CORRECT:

Ms. Erica Allenburg, Chair

Ms. Ellen Jones, Clerk

(Official Publication)
MINUTES OF THE VIRTUAL SPECIAL MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA
JULY 27, 2020

5:00 PM Chair Allenburg called to order the work session of the School Board. All Members and staff participated remotely. Members present: Allenburg, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz, Buettner, De St. Hubert, Smasal, Anderson, Beaton, Bergman, Dahlquist; Sean Beaverson, Elementary Digital Learning Specialist; Michael Walker, Secondary Digital Learning Specialist.

DISCUSSION ITEM

A. District Plans for 2020-2021 Update

The meeting was adjourned at 7:00 PM. The minutes are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Ellen Jones, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
JULY 27, 2020 VIRTUAL SPECIAL MEETING

5:00 PM Chair Allenburg called to order the work session of the School Board. All Members and staff participated remotely. Members present: Allenburg, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz, Buettner, De St. Hubert, Smasal, Anderson, Beaton, Bergman, Dahlquist; Sean Beaverson, Elementary Digital Learning Specialist; Michael Walker, Secondary Digital Learning Specialist.

DISCUSSION

District Plans for 2020-2021 Update: Dr. Smasal and Directors Buettner and De St. Hubert, were joined by Principals Anderson, Beaton, Bergman and Dahlquist, and Digital Learning Specialists Beaverson and Walker, in providing an update on the District's plans for 2020-21 prior to the governor's announcement expected later this week.

At 7:00 PM, there being no objection, Chair Allenburg adjourned the meeting.



Board Meeting Date: August 10, 2020

TITLE: Personnel Recommendations

TYPE: Consent

PRESENTER(S): Nicole Tuescher, Director of Human Resources and Administrative Services

BACKGROUND: Personnel recommendations are made monthly. Conditional offers of employment are subject to successful completion of a criminal background check.

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>Assignment</u>	<u>Salary</u>	<u>Date</u>
BAUER, TYLER	Special Education .75 Valley View	\$33,127	8/17/2020
BODNIA, MOLLY	Special Education .5 Creek Valley	\$35,997	8/17/2020
COOK, TAMI JO	Assistant Principal South View	\$118,286	7/01/2020
DIAS ABEYGUNAWARDENA, SENALI	Kindergarten Highlands	\$46,970	8/17/2020
DORE, MACI	Social Worker Creek Valley	\$46,970	8/17/2020
ELSTAD, LEAH	Special Education Creek Valley	\$56,070	8/17/2020
HINIKER, NICHOLAS	PLTW Valley View	\$41,172	8/17/2020
KHAN, SARA	Grade 4 Cornelia	\$56,070	8/17/2020
OLEJNICKAK, DUSTEN	Phy Ed/DAPE Creek Valley	\$60,620	8/17/2020
RIECKENBERG, CARA	Multi-age Classroom Teacher Highlands	\$96,472	8/17/2020
SHAW, LINNEA	Grade 1 Highlands	\$46,970	8/17/2020
WETZEL, KRISTIN	Intervention Coordinator Edina High School	\$83,369	8/17/2020

These conditional offers of employment are subject to successful completion of a criminal background check.

B. REQUEST FOR LEAVE OF ABSENCE WITHOUT PAY

<u>Name</u>	<u>Current Status</u>	<u>Type</u>	<u>Date</u>
LEIDHOLT, ASHLEY .5	Grade 1 Highlands	Supt Disc	2020-21 SY

C. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
ANDERSON, MICHAEL	Continuous Progress Teacher Highlands	Retirement	6/30/2020

ANDERSON, PATRICK	Physics Edina High School	Retirement	6/3/2020
AYERS, DEVIN	Dean of Students Countryside	Personal	7/20/2020
BARTEN, MIMI	Licensed School Nurse Edina High School	Personal	8/3/2020
DALKI, CHRISTOPHER	Social Studies Edina High School	Retirement	6/30/2020
DAUWALTER, TRACY	Physical Education Highlands	Retirement	8/15/2020
JANOUSEK, SARA	Grade 1 Normandale	Retirement	6/30/2020
KANZ, TIFFANY	School Psychologist Concord	Personal	8/3/2020
RIVERA, ANITA	Grade 5 Normandale	Retirement	6/30/2020
ROEHL, JACKIE	English Edina High School	Retirement	6/3/2020
STERNBERG, DORIS	Math Edina High School	Retirement	6/30/2020

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Date</u>
BARND, MARY	Hourly Bus Driver Transportation	Step 3 - \$18.47/hr	07/01/2020
CASE, SHANNON	Teacher Admin Assistant Normandale Elementary	Step 5 - \$3,369/mo	08/10/2020
COOK, THOMAS	Hourly Bus Driver Transportation	Step 1 - \$17.54/hr	08/05/2020
CRAWFORD, RONALD	Custodian Edina Community Center	Step 2 - \$16.74/hr	07/22/2020
HORN, AMANDA	Accounts Payable Specialist District Office	Step 2 - \$4,039/mo	07/21/2020
PETERS, WILLIAM	Hourly Bus Driver Transportation	Step 1 - \$17.54/hr	07/15/2020
SOSNOWSKI, LYNN	Teacher Admin Assistant .5 Edina High School	Step 3 - \$1,608/mo	07/22/2020

WINGER, JAY	Hourly Bus Driver Transportation	Step 1 - \$17.54/hr	07/29/2020
ZIEMER, LISA	District Accountant District Office	Step 4 - \$6,360/mo	07/31/2020

These conditional offers of employment are subject to successful completion of a criminal background check.

B. CHANGE IN ASSIGNMENT

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Date</u>
SWANSON, DIANA	From: Department Specialist B Community Education To: Department Specialist B Edina High School	Step 5 \$4,361/mo	08/01/2020
O'DONNELL, SAMANTHA	From: Department Specialist B Edina High School To: Department Specialist D Edina High Schools	Step 5 \$3,306/mo	08/10/2020

C. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
HARROLD, HALEY	Paraprofessional Countryside	Personal	07/20/2020
LEE, DAVID	Paraprofessional Creek Valley	Personal	07/15/2020
CARLSON, MAGGIE	Department Specialist E Edina High School	Personal	08/03/2020

D. TERMINATION

<u>Name</u>	<u>Assignment</u>		<u>Date</u>
MORRISSEY, SEAN	Department Specialist A Edina Community Center	Position Elimination	08/15/2020

COMMUNITY EDUCATION SERVICES STAFF

A. ADDITIONAL ASSIGNMENT

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Date(s)</u>
LIDSTONE, DERRICK	Summer Recreation Leader	\$19.60/Hr.	8/3/2020

B. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
KAISER, SAMANTHA	Building Aide/Seasonal CES	Personal	8/5/2020

C. TERMINATIONS

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
FREMDER, JOSH	Marketing and Communications	Staff Reduction	8/15/2020



DEFINING EXCELLENCE

Board Meeting Date: 8/10/2020

TITLE: Employee Retirement Agreement

TYPE: Consent

PRESENTER(S): Nicole Tuescher, Director of Human Resources and Administrative Services

BACKGROUND: An employee requested a component of the early retirement incentive, as found in the Master Agreement between Education Minnesota/Edina and Edina Public Schools.

RECOMMENDATION: The Administration recommends approval of this agreement.

ATTACHMENT:

1. MOA with employee (next page)

Memorandum of Agreement
Between Education Minnesota/Edina and Edina Public Schools
Retirement Agreement

This Memorandum of Agreement ("MOA") is made by and among Independent School District No. 273, Edina Public Schools ("District"), Education Minnesota/Edina ("Union"), and Susan Schmidt ("Employee").

WHEREAS, the Union is the exclusive representative of teachers employed by the District;

WHEREAS, the Master Agreement ("Agreement") governs the teachers' terms and conditions of employment between the District and the Union for the 2019-21 school year;

WHEREAS, Section 2.11 of the Agreement states "[t]eachers who retire and meet the eligibility requirements of Minn. Stat. § 471.61, subd. 2b shall be eligible to continue indefinitely, at their own expense, ... in the District's group health and dental plan";

WHEREAS, the District and Union recognize the unique global circumstances regarding the spread of COVID-19 during Spring and Summer 2020;

WHEREAS, the District and Union recognize that the Employee currently does not meet the qualifications under Section 2.12 for the early retirement incentive of the Agreement;

WHEREAS, the Employee requested additional consideration given her extenuating circumstances;

NOW, THEREFORE, the District, Employee and Union agree as follows:

1. **District Contribution towards Employee Health Insurance:** The District will contribute its negotiated contribution towards the District's health insurance plan for single coverage at the Employee's date of retirement, currently \$655/month. The District's contribution will increase each year by the same amount as the District's contribution to single coverage for active teachers during the period of the Employee's eligibility. The District's contribution will cease as of (1) 4 years from the date of receiving first monthly retiree contribution premium coverage; or (2) the Employee's death, whichever is earliest.
2. **Not Grievable.** This MOA is not grievable. The Union and its teachers hereby waive any right to file a grievance or pursue any action regarding this MOA, any matter that arises out of or related to the parties entering into this MOA.
3. **Not Precedential or Evidence of Past Practice.** Nothing in this MOA may be deemed to establish an interpretation of the Agreement, a precedent, a practice, or to alter any established interpretation, precedent, or practice arising out of or relating to the Agreement between the District and the Union. Neither party may submit this MOA in any proceeding as evidence of a contract interpretation, precedent, or practice. This MOA does not alter any managerial rights that the District has in absence of this MOA.
4. **Sunset Clause.** This MOA sunsets on September 30, 2024.
5. **Equality in Drafting.** In the event any person asserts or concludes that a provision of this Agreement is ambiguous, this MOA is construed to have been drafted equally by the District, Employee and the Union.
6. **Entirety of Agreement.** The MOA constitutes the entire agreement relating to the mutual understanding between the District, Employee, and Union.

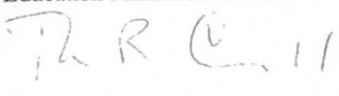
IN WITNESS WHEREOF, the District, Employee, and Union specifically acknowledge that the party has read the MOA and the individual signing has the authority to bind the party to the Agreement.

Representative for:

Education Minnesota/Edina

ISD 273, Edina Public Schools

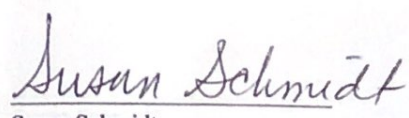
Employee



President
08/06/2020
Date

School Board Clerk

Date



Susan Schmidt
8-7-20

Date



Board Meeting Date: 8/10/2020

TITLE: Expenditures Payable 7-01-20

TYPE: Consent

PRESENTER(S): John Toop, Director of Business Services

BACKGROUND:

01	General Fund	\$358,298.09
02	Food Service Fund	\$0.00
04	Community Service Fund	\$74,984.98
06	Construction	\$276,664.26
	Long Term Facility Maintenance	
	Technology	
07	Debt Redemption Fund	\$0.00
12	Construction -2015 Building Bond	\$0.00
20	Internal Service - Dental Self Insurance	\$0.00
50	Student Activities	\$0.00
	Total Expenditures	\$709,947.33

RECOMMENDATION: It is recommended that the Board approve the payment of expenditures as appended.

PRIMARY ISSUE(S) TO CONSIDER: None

ATTACHMENTS:

1. July Check Register

SOURCEWELL TECHNOLOGY
DATE: 08/05/2020
TIME: 13:46:19

EDINA - LIVE
CHECK REGISTER - BY FUND

PAGE NUMBER: 1
ACCTPA21

SELECTION CRITERIA: transact.yr='21' and transact.period='1'
ACCOUNTING PERIOD: 2/21

FUND - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	377584	07/22/20	31372	ACME TOOLS PLYMOUTH	01005850302000	530	TOOLS	0.00	56.81
A101.00	377584	07/22/20	31372	ACME TOOLS PLYMOUTH	01005850302000	530	TOOLS/DRILL	0.00	699.00
A101.00	377584	07/22/20	31372	ACME TOOLS PLYMOUTH	01005810302000	530	MILWAUKEE M18 TOOL	0.00	1,299.00
TOTAL CHECK								0.00	2,054.81
A101.00	377585	07/22/20	30778	ADVANCED POWER SERV	01005865363000	305	ANNUAL CLEANING	0.00	800.00
A101.00	377587	07/22/20	10231	ASSOCIATION FOR MID	01019050000000	820	MEMBER RENEW-TA	0.00	114.97
A101.00	377588	07/22/20	00488	AMSD	01005010000000	820	MEMBERSHIP DUES 20-	0.00	10,271.00
A101.00	377590	07/22/20	30745	BUSHIVE INC	01009760720000	405	ANNUAL SUBSCRIPTION	0.00	5,100.00
A101.00	377591	07/22/20	24945	CENTURYLINK	01005620000000	320	DO 90302513	0.00	88.50
A101.00	377591	07/22/20	24945	CENTURYLINK	01005620000000	320	DO 555	0.00	89.00
A101.00	377591	07/22/20	24945	CENTURYLINK	01005620000000	320	DO	0.00	97.89
A101.00	377591	07/22/20	24945	CENTURYLINK	01020810000000	320	VV	0.00	306.72
A101.00	377591	07/22/20	24945	CENTURYLINK	01021810000000	320	EHS	0.00	394.36
A101.00	377591	07/22/20	24945	CENTURYLINK	01005620000000	320	DO 969	0.00	540.00
A101.00	377591	07/22/20	24945	CENTURYLINK	01020810000000	320	VV	0.00	120.66
A101.00	377591	07/22/20	24945	CENTURYLINK	01532810000000	320	CV	0.00	136.21
A101.00	377591	07/22/20	24945	CENTURYLINK	01527810000000	320	CN	0.00	156.24
A101.00	377591	07/22/20	24945	CENTURYLINK	01528810000000	320	CS	0.00	156.24
A101.00	377591	07/22/20	24945	CENTURYLINK	01526810000000	320	CC	0.00	156.24
A101.00	377591	07/22/20	24945	CENTURYLINK	01005620000000	320	DO 700	0.00	260.00
A101.00	377591	07/22/20	24945	CENTURYLINK	01019810000000	320	SV	0.00	273.42
TOTAL CHECK								0.00	2,775.48
A101.00	377592	07/22/20	30904	CHUX SCREEN PRINTIN	01020291000253	430	WEB T-SHIRTS	0.00	745.75
A101.00	377593	07/22/20	01321	CITY OF EDINA	01533810000000	331	COMMUNITY CENTER	0.00	353.47
A101.00	377593	07/22/20	01321	CITY OF EDINA	01008810000000	331	COMMUNITY CENTER	0.00	1,253.23
A101.00	377593	07/22/20	01321	CITY OF EDINA	01019810000000	331	SVMS	0.00	5,628.59
TOTAL CHECK								0.00	7,235.29
A101.00	377594	07/22/20	26773	COMBINED INSURANCE	01	L215.25	EMPLOYEE WITHHOLDIN	0.00	3,236.42
A101.00	377597	07/22/20	26286	DAKOTA TRUCK UNDERW	01	L215.70	INSTALLMENT #1	0.00	79,742.00
A101.00	377600	07/22/20	24575	EDUCATORS BENEFIT C	01005110000000	305	403B ADMIN&COMPL	0.00	577.04
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	CS-JULY	0.00	17.95
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	CC - JULY	0.00	40.08
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	CN-JULY	0.00	40.08
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	HL-JULY	0.00	40.08
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	CV-JULY	0.00	40.08
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	ECC-JULY	0.00	40.08
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	EHS-JULY	0.00	40.08
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	SV-JULY	0.00	40.08
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	VV-JULY	0.00	40.08
A101.00	377601	07/22/20	18200	GENERAL SECURITY SE	01005810000000	305	TRANSP-JULY	0.00	70.00
TOTAL CHECK								0.00	408.59

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	377602	07/22/20	28397	GOODIN COMPANY	01529810000000	350	REPAIR	0.00	244.93
A101.00	377603	07/22/20	27788	GREATAMERICA FINANC	01021211000000	329	JULY 2020 POSTAGE	0.00	149.95
A101.00	377604	07/22/20	31894	THE HILL CENTER, IN	01005407740640	366	HILL RAP	0.00	500.00
A101.00	377604	07/22/20	31894	THE HILL CENTER, IN	01005407740640	366	HILL RAP	0.00	5,000.00
	TOTAL CHECK							0.00	5,500.00
A101.00	377607	07/22/20	30069	LIBRAIRIE MONET	01005610000000	430	FRENCH BOOKS-NORM	0.00	459.82
A101.00	377607	07/22/20	30069	LIBRAIRIE MONET	01005203302000	460	FRENCH BOOKS NORM	0.00	804.29
	TOTAL CHECK							0.00	1,264.11
A101.00	377608	07/22/20	14980	MASBO	01005110000000	820	MEMBERSHIP DUES JT	0.00	110.00
A101.00	377608	07/22/20	14980	MASBO	01005110000000	820	MEMBERSHIP DUES RC	0.00	340.00
	TOTAL CHECK							0.00	450.00
A101.00	377609	07/22/20	16463	MASSP-MN ASSOC OF S	01005610000000	820	MEMBERSHIP DUES TC	0.00	865.00
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	01532850302000	530	MAIN. CABINETS	0.00	2,087.00
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	010058100000820	401	DW GROUNDS	0.00	1.89
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	015338100000820	401	ND GROUNDS	0.00	12.04
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	010208100000810	401	CUSTODIAL SUPPLIES	0.00	155.83
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	010208100000810	401	CUSTODIAL SUPPLIES	0.00	220.82
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	010208100000810	401	CUSTODIAL SUPPLIES	0.00	46.10
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	01526810000000	350	PAINT/REPAIR	0.00	55.90
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	010208100000810	401	CUSTODIAL SUPPLIES	0.00	110.33
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	010208100000810	401	CUSTODIAL SUPPLIES	0.00	-12.82
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	010208100000810	401	CUSTODIAL SUPPLIES	0.00	19.26
A101.00	377610	07/22/20	30024	MENARDS - EDEN PRAI	01532810000000	330	PAINT SUPPLIES	0.00	27.06
	TOTAL CHECK							0.00	2,723.41
A101.00	377611	07/22/20	04595	MESPA	01532050000000	820	ANNUAL DUES	0.00	924.00
A101.00	377612	07/22/20	04564	METRO ECSU-REGION 1	01005810000000	820	TUITION FEE-TRAININ	0.00	60.00
A101.00	377612	07/22/20	04564	METRO ECSU-REGION 1	01005810000000	820	TUITION FEE-TRAININ	0.00	60.00
A101.00	377612	07/22/20	04564	METRO ECSU-REGION 1	01005420419000	820	ANNUAL MEMBERSHIPS	0.00	8,300.50
	TOTAL CHECK							0.00	8,420.50
A101.00	377613	07/22/20	20037	METRO ELEVATOR INC	01005810000000	305	ECC REG SERVICE JUL	0.00	1,097.00
A101.00	377613	07/22/20	20037	METRO ELEVATOR INC	01005810000000	305	ELEVATOR REPAIR	0.00	6,216.00
	TOTAL CHECK							0.00	7,313.00
A101.00	377615	07/22/20	15692	MSBA -- MINNESOTA S	01005010000000	820	ASSOC DUES 7/20-6/2	0.00	15,109.00
A101.00	377616	07/22/20	27482	NATIONAL INSURANCE	01	L215.40	VOL AD&D EMP W/H	0.00	2,941.27
A101.00	377616	07/22/20	27482	NATIONAL INSURANCE	01005203797000	291	COBRA/RETIREE	0.00	4,014.99
A101.00	377616	07/22/20	27482	NATIONAL INSURANCE	01	L215.30	CURR EMP LIFE/AD&D	0.00	15,140.99
A101.00	377616	07/22/20	27482	NATIONAL INSURANCE	01	L215.30	LTD DISTRICT W/H	0.00	16,040.04
	TOTAL CHECK							0.00	38,137.29
A101.00	377617	07/22/20	18489	NCPERS GROUP LIFE I	01	L215.40	EMP W/H 07/01-07/31	0.00	32.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101.00	377617	07/22/20	18489	NCPERS GROUP LIFE I	01	L215.40	EMP W/H 08/01-08/31	0.00	32.00
TOTAL CHECK									64.00
A101.00	377618	07/22/20	20111	ON SITE SANITATION	01005850000830	401	SUMMER PORTAPOTTIES	0.00	120.37
A101.00	377619	07/22/20	11526	RICOH USA INC	01005850302000	370	MONTHLY 6/26-7/25	0.00	2,387.06
A101.00	377620	07/22/20	15238	ROTARY CLUB OF EDIN	01005630000000	820	JULY-SEPT 2020	0.00	165.00
A101.00	377621	07/22/20	06922	SCHOOL SERVICE EMPL	01	L215.08	UNION DUES W/H	0.00	1,938.65
A101.00	377623	07/22/20	06582	SHERWIN-WILLIAMS	01532810000000	350	PAINT/SUPPLIES	0.00	74.46
A101.00	377625	07/22/20	08656	SPS COMPANIES INC	01020810000000	350	BUILDING REPAIR	0.00	46.86
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	ANNUAL INSPECTION	0.00	112.80
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	SEMI ANNUAL INSPECT	0.00	192.25
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	SEMI ANNUAL INSPECT	0.00	198.75
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	SEMI ANNUAL INSPECT	0.00	231.50
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	SEMI ANNUAL INSPECT	0.00	233.75
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	SEMI ANNUAL INSPECT	0.00	460.50
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	SEMI ANNUAL INSPECT	0.00	464.25
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	ANNUAL INSPECTION	0.00	553.00
A101.00	377626	07/22/20	30096	SUMMIT COMPANIES	01005865363000	305	ANNUAL INSPECTION	0.00	1,016.00
TOTAL CHECK									3,462.80
A101.00	377628	07/22/20	25899	TOSHIBA BUSINESS SO	01005605302000	370	PO S051304	0.00	1,507.46
A101.00	377628	07/22/20	25899	TOSHIBA BUSINESS SO	01005605302000	370	PO S051590	0.00	20.15
A101.00	377628	07/22/20	25899	TOSHIBA BUSINESS SO	01005605302000	370	ACCT 7966212.002	0.00	417.30
A101.00	377628	07/22/20	25899	TOSHIBA BUSINESS SO	01005605302000	370	PO S051320	0.00	632.93
TOTAL CHECK									2,577.84
A101.00	377629	07/22/20	22468	TRI-STATE BOBCAT IN	01005810000820	401	DW GROUNDS	0.00	168.00
A101.00	377630	07/22/20	25724	ULINE	01020810000810	401	CUSTODIAL SUPPLIES	0.00	131.83
A101.00	377630	07/22/20	25724	ULINE	01020810000810	401	CUSTODIAL SUPPLIES	0.00	216.78
TOTAL CHECK									348.61
A101.00	377631	07/22/20	14932	WASTE MANAGEMENT OF	01020810000000	440	VVMS 07/01-07/31	0.00	63.52
A101.00	377631	07/22/20	14932	WASTE MANAGEMENT OF	01009760720000	332	BUS GARAGE 07/01-0	0.00	77.07
A101.00	377631	07/22/20	14932	WASTE MANAGEMENT OF	01527810000000	332	CN 07/01-07/31	0.00	117.04
A101.00	377631	07/22/20	14932	WASTE MANAGEMENT OF	01529810000000	440	HL 07/01-07/31	0.00	261.32
A101.00	377631	07/22/20	14932	WASTE MANAGEMENT OF	01019810000000	332	SVMS 07/01-07/31	0.00	337.02
A101.00	377631	07/22/20	14932	WASTE MANAGEMENT OF	01532810000000	332	CV 07/01-07/31	0.00	394.15
A101.00	377631	07/22/20	14932	WASTE MANAGEMENT OF	01526810000000	332	CC 07/01-07/31	0.00	446.96
A101.00	377631	07/22/20	14932	WASTE MANAGEMENT OF	01021810000000	332	EHS 07/01-07/31	0.00	1,236.30
TOTAL CHECK									2,933.38
A101.00	377632	07/22/20	05410	XCEL ENERGY	01533810000000	330	ECC	0.00	650.61
A101.00	377632	07/22/20	05410	XCEL ENERGY	01527810000000	330	CN	0.00	1,440.09
A101.00	377632	07/22/20	05410	XCEL ENERGY	01528810000000	330	CS	0.00	1,822.29
A101.00	377632	07/22/20	05410	XCEL ENERGY	01008810000000	330	ECC	0.00	2,306.69

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A101.00	377632	07/22/20	05410	XCEL ENERGY	01532810000000	330	CV	0.00	2,843.23
A101.00	377632	07/22/20	05410	XCEL ENERGY	01020810000000	330	VV	0.00	4,863.55
A101.00	377632	07/22/20	05410	XCEL ENERGY	01529810000000	330	HL	0.00	5,320.97
A101.00	377632	07/22/20	05410	XCEL ENERGY	01526810000000	330	CC	0.00	6,068.77
A101.00	377632	07/22/20	05410	XCEL ENERGY	01019810000000	330	SV	0.00	8,290.06
A101.00	377632	07/22/20	05410	XCEL ENERGY	01021810000000	330	HS	0.00	21,663.84
TOTAL CHECK								0.00	55,270.10
A101.00	377664	07/29/20	27189	ABLE CONCRETE RAISI	01005850302000	520	RAISED STEP PLAYGRN	0.00	1,200.00
A101.00	377665	07/29/20	28334	AMPLIFY	01005211302000	460	AMPLIFY PRODUCTS FO	0.00	9,581.60
A101.00	377667	07/29/20	24803	APURE INC.	01021211305000	401	OPTIONS H20 MACHINE	0.00	480.00
A101.00	377667	07/29/20	24803	APURE INC.	01021270000000	401	SOC. STUDIES H20 MA	0.00	480.00
A101.00	377667	07/29/20	24803	APURE INC.	01021250000000	401	FACS H20 MACHINE	0.00	534.00
A101.00	377667	07/29/20	24803	APURE INC.	01021211000000	401	MAIN NURSE STAFF H2	0.00	1,548.00
TOTAL CHECK								0.00	3,042.00
A101.00	377670	07/29/20	17882	ATTAINMENT COMPANY	01019402740000	433	#EM-32W - EXPLORE M	0.00	249.50
A101.00	377670	07/29/20	17882	ATTAINMENT COMPANY	01019403740000	433	#EM-32W - EXPLORE M	0.00	249.50
A101.00	377670	07/29/20	17882	ATTAINMENT COMPANY	01019402740000	433	#MS-10W - MONEY STA	0.00	39.50
A101.00	377670	07/29/20	17882	ATTAINMENT COMPANY	01019403740000	433	#MS-10W - MONEY STA	0.00	39.50
A101.00	377670	07/29/20	17882	ATTAINMENT COMPANY	01019402740000	433	#MFL-10W - MATH FOR	0.00	44.50
A101.00	377670	07/29/20	17882	ATTAINMENT COMPANY	01019403740000	433	#MFL-10W - MATH FOR	0.00	44.50
A101.00	377670	07/29/20	17882	ATTAINMENT COMPANY	01019402740000	433	ESTIMATED SHIPPING/	0.00	33.35
TOTAL CHECK								0.00	700.35
A101.00	377677	07/29/20	22184	ESTR PUBLICATIONS L	01005420419000	433	STR-J-P, SPANISH, G	0.00	20.00
A101.00	377677	07/29/20	22184	ESTR PUBLICATIONS L	01005420419000	433	ESTIMATED SHIPPING/	0.00	24.00
A101.00	377677	07/29/20	22184	ESTR PUBLICATIONS L	01005420419000	433	ESTR-J-REVISED-P, G	0.00	160.00
A101.00	377677	07/29/20	22184	ESTR PUBLICATIONS L	01005420419000	433	ESTR-III-P, CREME	0.00	20.00
A101.00	377677	07/29/20	22184	ESTR PUBLICATIONS L	01005420419000	433	ESTR-III, PINK	0.00	20.00
A101.00	377677	07/29/20	22184	ESTR PUBLICATIONS L	01005420419000	433	ESTR-S, TAN	0.00	20.00
A101.00	377677	07/29/20	22184	ESTR PUBLICATIONS L	01005420419000	433	ESTR-S-P, YELLOW	0.00	20.00
A101.00	377677	07/29/20	22184	ESTR PUBLICATIONS L	01005420419000	433	ESTR-J-REVISED, LAV	0.00	140.00
TOTAL CHECK								0.00	424.00
A101.00	377678	07/29/20	09346	GRAINGER	01019810000000	350	SUPPLIES	0.00	298.95
A101.00	377680	07/29/20	32206	HEIDI SAVATDY	01005110000000	305	JULY CONSULT 7/9-7/	0.00	2,325.00
A101.00	377683	07/29/20	20880	IXL LEARNING	01005203302000	460	QUOTE 932073-0520-3	0.00	46,756.00
A101.00	377685	07/29/20	09728	JW PEPPER & SON INC	01021258000250	430	BAND SUPPLIES	0.00	45.96
A101.00	377687	07/29/20	31447	LEARNING ALLY	01005420419000	406	LEARNING ALLY SPEC	0.00	7,196.40
A101.00	377689	07/29/20	30024	MENARDS - EDEN PRAI	01526810000000	350	RETURN KIT FCT	0.00	-69.00
A101.00	377689	07/29/20	30024	MENARDS - EDEN PRAI	01527810000000	350	1/4 COUPLING	0.00	14.36
A101.00	377689	07/29/20	30024	MENARDS - EDEN PRAI	01528810000000	350	MASKS BIT HOLDER	0.00	36.46
A101.00	377689	07/29/20	30024	MENARDS - EDEN PRAI	01528810000000	350	REPAIR SUPPLIES	0.00	112.93
TOTAL CHECK								0.00	94.75

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	377692	07/29/20	04847	MTI DISTRIBUTING IN	01019810000810	401	3/4 RISER, SADDLE T	0.00	4.53
A101.00	377692	07/29/20	04847	MTI DISTRIBUTING IN	01005810000810	401	BRACKET ROLLER	0.00	46.60
TOTAL CHECK								0.00	51.13
A101.00	377695	07/29/20	14600	READ NATURALLY INC	01019211000000	430	RL01C READ NATURALL	0.00	2,070.00
A101.00	377696	07/29/20	11526	RICOH USA INC	01005850302000	370	FINAL LEASE PMT	0.00	5,031.74
A101.00	377697	07/29/20	22996	RJ MECHANICAL INC	01021810000000	350	CLEAN NEUTRAL TANK	0.00	6,785.00
A101.00	377698	07/29/20	26674	RUSSELL SECURITY RE	01008810000000	350	LOCKS	0.00	46.00
A101.00	377701	07/29/20	24947	SCHOOL DATEBOOKS IN	01019211000277	430	2020-21 PLANNERS	0.00	112.29
A101.00	377703	07/29/20	27878	SFM	01	L215.70	COMP ONLINE SERV EX	0.00	250.00
A101.00	377704	07/29/20	06582	SHERWIN-WILLIAMS	01019810000000	350	PAINT SUPPLIES	0.00	363.42
A101.00	377707	07/29/20	08656	SPS COMPANIES INC	01532810000000	350	PLUMBING PARTS	0.00	65.18
A101.00	377709	07/29/20	22656	SVL SERVICE CORPORA	01019810000000	350	SER. CALL POOL UNIT	0.00	414.00
A101.00	377712	07/29/20	30095	UNITED RENTALS (NOR	01532850302000	530	PURCHASED USED LIFT	0.00	6,657.75
A101.00	V15666	07/22/20	E15078	RA CHHOTH	01005110000000	320	JULY 2020 PHONE	0.00	65.00
A101.00	V15667	07/22/20	E13763	JULIE M GABRIELSON	01005850000830	320	JULY PHONE BILL	0.00	65.00
A101.00	V15668	07/22/20	E12503	GWENDOLYN P PEYTON	01005203797000	291	8/7 2020 HEATH INS.	0.00	608.70
A101.00	V15674	07/29/20	E14117	ERIC D HAMILTON	01005810000000	320	JUL CELL PHONE	0.00	38.29
A101.00	V15675	07/29/20	E5674	PETER J LINDER	01008810000000	320	JUL CELL PHONE	0.00	65.00
A101.00	V15676	07/29/20	E5755	TIMOTHY J RODEN	01008810000000	320	JUL CELL PHONE	0.00	65.00
A101.00	V15677	07/29/20	E13518	CHARLES K WEISE	01019258000250	430	MUSIC S DUETS JWPEP	0.00	159.91
TOTAL CASH ACCOUNT								0.00	358,298.09
TOTAL FUND								0.00	358,298.09

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FUND - 04 - COMMUNITY SERVICE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101.00	377589	07/22/20	27022	JOSEPH P BURGER	04005585362503	305	SUM-113/114/115/116	0.00	12,058.00
A101.00	377589	07/22/20	27022	JOSEPH P BURGER	04005585362503	305	SUM-166, 1ST PAYMEN	0.00	4,000.00
TOTAL CHECK								0.00	16,058.00
A101.00	377595	07/22/20	24386	COMPUTER EXPLORERS	04005585362503	305	EXTRM BATTLEBOTS	0.00	1,920.00
A101.00	377596	07/22/20	25802	CURTIS CPR INSTRUCT	04005585362503	305	BABYSITTER TRAINING	0.00	3,290.00
A101.00	377599	07/22/20	23374	EBS CAMPS INC	04005585362503	305	SUM-143	0.00	525.00
A101.00	377599	07/22/20	23374	EBS CAMPS INC	04005585362503	305	SUM-132/137/138	0.00	2,528.40
A101.00	377599	07/22/20	23374	EBS CAMPS INC	04005585362503	305	SUM-147	0.00	4,375.00
A101.00	377599	07/22/20	23374	EBS CAMPS INC	04005585362503	305	SUM-131/135/136	0.00	2,799.30
A101.00	377599	07/22/20	23374	EBS CAMPS INC	04005585362503	305	SUM-346/347	0.00	1,896.30
TOTAL CHECK								0.00	12,124.00
A101.00	377605	07/22/20	32075	HUDSON MAGIC LLC	04005585362503	305	ORANGE WAND COURSE	0.00	450.00
A101.00	377606	07/22/20	32105	JACKIE ANN MART	04005585362503	305	SUM-328	0.00	126.00
A101.00	377614	07/22/20	30132	MIDWEST SCHOOL OF B	04005585362503	305	SUM-148	0.00	168.00
A101.00	377622	07/22/20	28967	SEESAW LEARNING,INC	04001590351000	460	STUDENT LICENSE	0.00	572.00
A101.00	377624	07/22/20	31815	HOPKINS SPORTS CAMP	04005585362503	305	SUM-104/103/160	0.00	6,350.00
A101.00	377668	07/29/20	23347	ART SPARK LLC	04005585362503	305	ART CAMPS	0.00	1,925.00
A101.00	377674	07/29/20	24386	COMPUTER EXPLORERS	04005585362503	305	CODING/ENGRING	0.00	2,280.00
A101.00	377674	07/29/20	24386	COMPUTER EXPLORERS	04005585362503	305	MINECRAFT/ROBOTIC	0.00	1,920.00
TOTAL CHECK								0.00	4,200.00
A101.00	377675	07/29/20	01510	CURRICULUM ASSOCIAT	04001590351000	460	CA132 - QUICK WORD	0.00	20.86
A101.00	377675	07/29/20	01510	CURRICULUM ASSOCIAT	04001590351000	460	ESTIMATED SHIPPING/	0.00	10.43
TOTAL CHECK								0.00	31.29
A101.00	377676	07/29/20	23374	EBS CAMPS INC	04005585362503	305	SUM-343	0.00	346.50
A101.00	377676	07/29/20	23374	EBS CAMPS INC	04005585362503	305	SUM-133/139/140	0.00	3,070.20
TOTAL CHECK								0.00	3,416.70
A101.00	377681	07/29/20	14639	HOUGHTON MIFFLIN HA	04001590351000	460	9780547484563 - WRI	0.00	211.00
A101.00	377681	07/29/20	14639	HOUGHTON MIFFLIN HA	04001590351000	460	ESTIMATED SHIPPING/	0.00	22.16
TOTAL CHECK								0.00	233.16
A101.00	377686	07/29/20	04024	LAKESHORE LEARNING	04001590351000	460	RR630-DRAW & WRITE	0.00	233.94
A101.00	377686	07/29/20	04024	LAKESHORE LEARNING	04001590351000	460	UP499X - ZANER-BLOS	0.00	95.98
A101.00	377686	07/29/20	04024	LAKESHORE LEARNING	04001590351000	460	ESTIMATED SHIPPING/	0.00	5.00
TOTAL CHECK								0.00	334.92
A101.00	377699	07/29/20	93174	SAFEWAY DRIVING SCH	04005585362503	305	DE-653-5/6	0.00	17,875.00
A101.00	377706	07/29/20	21250	SPORTS UNLIMITED	04005585362503	305	SUM-153/158	0.00	2,780.50
A101.00	377706	07/29/20	21250	SPORTS UNLIMITED	04005585362503	305	SUM-155/157	0.00	2,988.00

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ACCOUNTING PERIOD: 2/21

FUND - 04 - COMMUNITY SERVICE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
TOTAL CHECK								0.00	5,768.50
A101.00	377710	07/29/20	28519	THE CRITICAL THINKI	04001590351000	460	06929BBP - UNDERSTA	0.00	42.99
A101.00	377710	07/29/20	28519	THE CRITICAL THINKI	04001590351000	460	06932BBP - UNDERSTA	0.00	39.99
A101.00	377710	07/29/20	28519	THE CRITICAL THINKI	04001590351000	460	06930BBP - UNDERSTA	0.00	36.99
A101.00	377710	07/29/20	28519	THE CRITICAL THINKI	04001590351000	460	ESTIMATED SHIPPING/	0.00	14.40
TOTAL CHECK								0.00	134.37
A101.00	V15669	07/22/20	E8336	ELIZABETH MADSON	04005585362503	401	FLOWER POWER	0.00	8.04
TOTAL CASH ACCOUNT								0.00	74,984.98
TOTAL FUND								0.00	74,984.98

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SELECTION CRITERIA: transact.yr='21' and transact.period='1'
ACCOUNTING PERIOD: 2/21

FUND - 06 - CONSTRUCTION FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	377586	07/22/20	27918	ARVIG	06005870795754	555	06/28-07/27 SERVICE	0.00	2,664.85
A101.00	377598	07/22/20	30917	DARK KNIGHT SOLUTIO	06005870795000	305	JULY 2020 SERVICE	0.00	350.00
A101.00	377627	07/22/20	24180	THE UPS STORE #1715	06005870795734	555	DMTS SHIPPING CHARG	0.00	15.94
A101.00	377666	07/29/20	32591	APPLE INC	06005870795711	556	PAYMENT 1 OF 3 YEAR	0.00	82,237.50
A101.00	377669	07/29/20	27918	ARVIG	06005870795754	555	LOCATING FEE 7/1-6/	0.00	4,725.00
A101.00	377671	07/29/20	30878	BETTERCLOUD, INC	06005870795000	405	QUOTE- Q014205	0.00	10,927.80
A101.00	377672	07/29/20	18771	CDW GOVERNMENT	06005870795712	556	QUOTE LMHW874	0.00	570.00
A101.00	377673	07/29/20	32205	CHOICE IT GLOBAL LL	06005870795754	555	SALES PROPOSAL 1095	0.00	242.17
A101.00	377679	07/29/20	28968	HEARTLAND BUSINESS	06005870795000	305	BI BUS. APPS CONSUL	0.00	350.00
A101.00	377682	07/29/20	32414	ILLUMINATE EDUCATIO	06005870795000	406	CLIENT ORDER Q-6274	0.00	23,985.00
A101.00	377684	07/29/20	25642	JAMF SOFTWARE	06005870795000	405	QUOTE Q-167757	0.00	20,304.00
A101.00	377687	07/29/20	31447	LEARNING ALLY	06005870795000	406	LEARNING ALLY FOR 2	0.00	7,196.40
A101.00	377688	07/29/20	09167	MENARDS - GOLDEN VA	06005870795754	555	WALL REPAIR SUPPLIE	0.00	122.27
A101.00	377688	07/29/20	09167	MENARDS - GOLDEN VA	06005870795754	555	WALL REPAIR SUPPLIE	0.00	13.97
TOTAL CHECK								0.00	136.24
A101.00	377690	07/29/20	15817	MINITEX - UNIVERSIT	06005870795000	406	SIRS AND CULTURE CR	0.00	7,443.00
A101.00	377691	07/29/20	26228	MINNESOTA MEMORY IN	06005870795732	556	LAPTOP REPAIR - CN	0.00	134.99
A101.00	377693	07/29/20	14573	NWEA -- NORTHWEST E	06005870795000	405	NWEA RENEWAL 20-21	0.00	56,312.50
A101.00	377694	07/29/20	06953	PREMIUM WATERS INC	06005870795000	556	WATER FOR DMTS	0.00	36.00
A101.00	377700	07/29/20	14679	SCHOLASTIC INC	06005870795000	406	SCHOLASTIC GO RENEW	0.00	7,421.00
A101.00	377702	07/29/20	28439	SCHOOLGY INC.	06005870795000	406	ENTERPRISE SUB 2 YR	0.00	45,885.00
A101.00	377705	07/29/20	31691	SITEIMPROVE, INC	06005870795754	555	PROF SUITE CM APPLI	0.00	3,872.05
A101.00	377708	07/29/20	28496	SUMMIT INFORMATION	06005870795754	555	QUOTE 009482	0.00	390.00
A101.00	377708	07/29/20	28496	SUMMIT INFORMATION	06005870795754	555	ESTIMATED SHIPPING/	0.00	14.82
TOTAL CHECK								0.00	404.82
A101.00	377711	07/29/20	31453	TRINITY 3 TECHNOLOG	06005870795731	556	SQ016145	0.00	1,450.00
TOTAL CASH ACCOUNT								0.00	276,664.26
TOTAL FUND								0.00	276,664.26

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FUND - 06 - CONSTRUCTION FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
TOTAL REPORT								0.00	709,947.33



School Board Meeting Date: 8/10/2020

TITLE: Approval of Audit Services for FY19-20

TYPE: Consent

BACKGROUND: The firm of Malloy, Montague, Karnowski, Radosevich, & Co., P.A. (MMKR) has conducted the financial audit of the District since 1997. William Lauer is the consulting principal for the District's audit. The base fee for FY19-20 is \$37,850, however, due to employee turnover, there will be the need for additional accounting assistance in the \$5,000 to \$15,000 range. The fee is dependent on the extent of services requested.

RECOMMENDATION: Appoint the firm of Malloy, Montague, Karnowski, Radosevich, & Co., P.A. to perform the audit of the District's financial statements for the 2019-20 fiscal year.

ATTACHMENT:

1. MMKR Audit Engagement Letter



PRINCIPALS

Thomas A. Karnowski, CPA
Paul A. Radosevich, CPA
William J. Lauer, CPA
James H. Eichten, CPA
Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA/CMA
Jaclyn M. Huegel, CPA
Kalen T. Karnowski, CPA

July 30, 2020

Mr. John Toop
Director of Business Services
Independent School District No. 273
Edina Public Schools
5701 Normandale Road
Edina, MN 55424

Dear Mr. Toop:

Enclosed is an engagement letter which explains and confirms the basic services we expect to perform in conjunction with your upcoming audit. Also enclosed is a copy of our most recent peer review report.

Assuming the letter adequately describes the services you desire, please sign both copies, return one copy to our office, and keep the other copy for your files.. **Please note that a second signature line has been included on our engagement letter, and we are requesting the letter be signed by a representative of the School Board in addition to management. The purpose of this is to provide documentation that certain required communications included in the engagement letter have been received by governance.**

Please do not hesitate to contact me if you believe the engagement letter should be modified or if you have any questions.

Sincerely,

MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO., P.A.

A handwritten signature in black ink that reads "William J. Lauer". The signature is written in a cursive, flowing style.

William J. Lauer, CPA
Principal

WJL:lmb

Enclosures



PRINCIPALS

Thomas A. Karnowski, CPA
Paul A. Radosevich, CPA
William J. Lauer, CPA
James H. Eichten, CPA
Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA/CMA
Jaclyn M. Huegel, CPA
Kalen T. Karnowski, CPA

July 30, 2020

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

Dear School Board Members and Management:

We are pleased to confirm our understanding of the services we are to provide Independent School District No. 273 (the District) for the year ended June 30, 2020. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements, of the District as of and for the year ended June 30, 2020. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB), who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to District's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by U.S. generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- 1) MD&A
- 2) GASB-required supplementary pension and other post-employment benefits information (as needed)

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

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

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

5353 Wayzata Boulevard • Suite 410 • Minneapolis, MN 55416 • Phone: 952-545-0424 • Fax: 952-545-0569 • www.mmkr.com

The following other information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information:

- 1) Introductory section
- 2) Other district information

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

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

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

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

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

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the School Board and management of the District. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

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

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; Schedule of Expenditures of Federal Awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

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

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

Audit Procedures—Compliance

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

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

Other Services

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

Management Responsibilities

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

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including identification of all related parties and all related-party relationships and transactions, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

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

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

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

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

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

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

Engagement Administration, Fees, and Other

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

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, Schedule of Expenditures of Federal Awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

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

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

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

We expect to begin our audit shortly after the end of the fiscal year and to issue our reports prior to the six-month reporting deadline. William J. Lauer, CPA, is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fee for these services will be based on the actual time spent at our standard hourly rates, plus travel and other out-of-pocket costs such as report reproduction, typing, postage, etc. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable upon presentation. Our estimated fee for the services described above is not to exceed \$37,850.

Based on preliminary discussions with district management, it is anticipated that accounting assistance with year-end reconciliations and preparation of audit schedules may be needed due to employee turnover. Our estimate for providing these additional services is from \$5,000 to \$15,000, depending on the extent of the services requested.

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

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

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

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

Please be aware that e-mail is not a secure method of transmitting data. It can be intercepted, read, and possibly changed. Due to the large volume of e-mails sent daily, the likelihood of someone intercepting your e-mail is relatively small, but it does exist. We will communicate with you via e-mail, if you are willing to accept this risk.

To ensure that MMKR's independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement principal before entering into any substantive employment discussions with any of our personnel.

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

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

If a dispute occurs related in any way to our services, our firm and the District agree to discuss the dispute and, if necessary, to promptly mediate in a good faith effort to resolve it. We will agree on a mediator, but if we cannot, either of us may apply to a court having personal jurisdiction over the parties for appointment of a mediator. We will share the mediator's fees and expenses equally, but otherwise will bear our own attorney fees and costs of the mediation. Participation in such mediation shall be a condition to either of us initiating litigation. To allow time for the mediation, any applicable statute of limitations shall be tolled for a period not to exceed 120 days from the date either of us first requests in writing to mediate the dispute.

The mediation shall be confidential in all respects, as allowed or required by law, except that our final settlement positions at mediation shall be admissible in litigation solely to determine the identity of the prevailing party for purposes of the awarding of attorney fees.

We both recognize the importance of performing our obligations under this agreement in a timely way and fully cooperating with the other. In the event that either of us fails to timely perform or fully cooperate, the other party may, in its sole discretion, elect to suspend performance or terminate the agreement regardless of the prejudice to the other person. We agree we will give 10 days' written notice of an intent to suspend or terminate, specifying the grounds for our decision, and will give the other an opportunity to cure the circumstances cited as grounds for that decision. In the event of suspension or termination, all fees and costs are immediately due on billing.

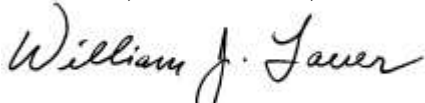
We agree that it is important that disputes be discussed and resolved promptly. For that reason, we agree that, notwithstanding any other statutes of limitations or court decisions concerning them, all claims either of us may have will be barred unless brought within one year of the date the complaining party first incurs any damage of any kind, whether discovered or not, related in any way to acts or omissions of the other party, whether or not the complaining party seeks recovery for that first damage and whether or not we have continued to maintain a business relationship after the first damage occurred. Notwithstanding anything in this letter to the contrary we agree that regardless of where the District is located, or where this agreement is physically signed, this agreement shall have been deemed to have been entered into at our office in Hennepin County, Minnesota, and Hennepin County shall be the exclusive venue and jurisdiction for resolving disputes related to this agreement. This agreement shall be interpreted and governed under the laws of Minnesota.

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

We appreciate the opportunity to be of service to District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Sincerely,

MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO., P.A.



William J. Lauer, CPA
Principal

WJL:lmb

Response:

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

School Board Representative

District Management Representative

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

Report on the Firm's System of Quality Control

To the Principals of Malloy, Montague, Karnowski, Radosevich, and Co., P.A. and the
Peer Review Committee of the Minnesota Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Malloy, Montague, Karnowski, Radosevich, and Co., P.A. (the firm) in effect for the year ended May 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

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

Firm's Responsibility

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

Peer Reviewer's Responsibility

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

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act and an audit of an employee benefit plan.

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

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Malloy, Montague, Karnowski, Radosevich, and Co., P.A. in effect for the year ended May 31, 2019 has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Malloy, Montague, Karnowski, Radosevich, and Co., P.A. has received a peer review rating of *pass*.


KerberRose SC
September 25, 2019



Board Meeting Date: 8/10/2020

TITLE: Board Committee Appointment and Reporting Schedule

TYPE: Consent

PRESENTER(S): Board HR Committee

BACKGROUND: This agenda item shows when Board member assignments are made for Edina Public Schools committees, and provides a reporting schedule.

RECOMMENDATION: Adopt the committee assignment and reporting schedule.

PRIMARY ISSUE(S) TO CONSIDER: Committee/Liaison Assignment and Reporting Times

ATTACHMENTS:

1. Committee/Liaison Assignment Appointment and Reporting Schedules (next page)

Board Liaison Appointment Schedule

Terms renewed at January Board organization meeting

- City Council
- Community Ed Services Advisory Council
- Insurance
- ISD 287
- Minnesota State High School League (MSHSL) (January)
- Park Board

Terms renewed by June 30

- Association of Metropolitan School Districts (AMSD)
- Edina Education Fund
- Gifted Services Advisory Council
- Legislative Action Committee (LAC)
- Mental Health and Wellness
- Metropolitan School Board Association (MSBA)
- PLC
- Student Activities Advisory Committee (SAAC)
- Student Services Advisory Committee (SEAC)
- World's Best Workforce (WBWF)
- Early Childhood Special Ed (ECSE)
- Early Learning Center (ELC)
- Cornelia
- Concord
- Countryside
- Creek Valley
- Highlands
- Normandale
- Southview
- Valley View
- Edina High School

Board Liaison Reporting Schedule

	Regular Meeting	First Work Session of Month
January	EHS, Cornelia, ISD 287, MSHSL, Meet and Confer	Highlands, Countryside, ELC/ECSE, AMSD
February	VVMS, CV, Concord, CESAC, LAC, PLC	Ed Fund, Gifted Services, Mental Health and Wellness, Insurance
March	SVMS, Normandale, City Council, MSBA	Park Board, SAAC, SEAC, WBWF
April	Highlands, Countryside, ELC, AMSD	EHS, Cornelia, ISD 287, MSHSL, Meet and Confer
May	Ed Fund, Gifted Services, Mental Health and Wellness, Insurance	VVMS, CV, Concord, CESAC, LAC, PLC
June	Park Board, SAAC, SEAC, WBWF	SVMS, Normandale, City Council, MSBA
July - review timing	EHS, Cornelia, ISD 287, MSHSL, Meet and Confer	Highlands, Countryside, ELC/ECSE, AMSD
Aug - review timing	VVMS, CV, Concord, CESAC, LAC, PLC	Ed Fund, Gifted Services, Mental Health and Wellness, Insurance
September	SVMS, Normandale, City Council, MSBA	Park Board, SAAC, SEAC, WBWF
October	Highlands, Countryside, ELC, AMSD	EHS, Cornelia, ISD 287, MSHSL, Meet and Confer
November	Ed Fund, Gifted Services, Mental Health and Wellness, Insurance	VVMS, CV, Concord, CESAC, LAC, PLC
December	Park Board, SAAC, SEAC, WBWF	SVMS, Normandale, City Council, MSBA



Board Meeting Date: 8/10/2020

TITLE: Board Meeting Dates, 2020-21, Revised

TYPE: Consent

PRESENTER(S): Chair Allenburg

BACKGROUND: The August 18, 2020 work session has been moved to August 17, 2020. In addition, the June 7, 2021 work session and regular meeting have both been moved to June 21, 2021, as the 2021 graduation ceremony has been scheduled for June 7.

RECOMMENDATION: Adopt the attached revised school board meeting dates for the 2020-21 school year.

PRIMARY ISSUE(S) TO CONSIDER: 2020-21 School Board meeting dates.

ATTACHMENT:

1. 2020-2021 revised Board meeting dates

School Board Meeting Dates 2020-21 (Revised)

	Work Session (5PM) & Regular Meeting (7PM) MONDAY	2 nd Work Session (5PM) Following Week TUESDAY
JULY	13	-
AUGUST	10	17 (Monday)
SEPTEMBER	14	22
OCTOBER	12	20
NOVEMBER	16	Dec 1
DECEMBER	14	-
JANUARY Organizational	4 <i>7PM only, no WS</i>	-
JANUARY	11	19
FEBRUARY	8	16
MARCH	8	16
APRIL	12	20
MAY	10	18
JUNE	21	-

- ✚ No second work sessions in June, July or December.
- ✚ Second November work session on 12/1 to avoid Thanksgiving holiday.
- ✚ Avoids all major district, government and religious holidays.



Board Meeting Date: August 10, 2020

TITLE: Amended 2021-2022 School Calendar (MEA dates)

TYPE: Consent

PRESENTER: Nicole Tuescher - Director of Human Resources and Administrative Services

BACKGROUND: MEA's Minnesota convention dates were modified in 2021, but returned to their standard third week of October in 2022. The updated one-page 2021-2022 calendar shows the corrected dates.

RECOMMENDATION: Approve requested MEA date change for the 2021-2022 school year.

PRIMARY ISSUE TO CONSIDER: Corrected 2021-2022 school year calendar

ATTACHMENT: One-page 2021-2022 calendar

2021-2022 Academic Calendar

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JULY

5-6 District Holiday (Building Closed)

AUGUST

16-19 New Teacher Workshop
20 Potential Floater
23-27 Building Inservice
30 First Day of School (Gr. 1-12)
31 First Day of School (Kindergarten)

SEPTEMBER

6 Labor Day
District Holiday (Building Closed)
8 First Day of School (ECSE, ELC)
27 Teacher Inservice (No Students)

OCTOBER

20 Early Release
21-22 Education MN Conv. (No Students)

NOVEMBER

2 Election Day/PT Conferences (No Students)
24 Conf. Comp Day (No Students)
25-26 Thanksgiving Break (No Students)
District Holiday (Building Closed)

DECEMBER

7 Early Release
23-24 District Holiday (Building Closed)
22-31 Winter Break (No Students)

*** Each site will determine specific dates and times for these events**

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JANUARY

3 District Holiday (Building Closed)
17 Martin Luther King, Jr. Day
District Holiday (Building Closed)
18-20 Final Exams/Early Release (Gr. 9-12)
20 End of Semester I
21 Teacher Data Day (No Students)

FEBRUARY

10 Early Release
21 Presidents' Day
District Holiday (Building Closed)
22 Teacher Inservice (No Students)

MARCH

11 Teacher Inservice / Conferences* (No Students)
21-25 Spring Break (No Students)

APRIL

15 Early Release

MAY

27, 31 Final Exams Start (Gr. 9-12)
30 Memorial Day
District Holiday (Building Closed)

JUNE

1-2 Final Exams Con't (Gr. 9-12)
2 Last Day of School (All Students)
3 Teacher Data Day
4 Commencement
6 Potential Floater

COLOR KEY

No Students (main academic year)
Holiday (No Students)
Early Release
Teacher Inservice (No Students)
Teacher Data Day (No Students)
New Teacher Workshop (No Students)
Potential Floater Day (No Students)
Conference Comp Day / PT Conf (No Students)



Board Meeting Date: 8/10/2020

TITLE: District Priorities, 2020-2021

TYPE: Discussion

PRESENTER(S): Superintendent Schultz and Chair Allenburg

BACKGROUND: Board members have been asked to rank district priorities for the 2020-2021 school year from the comprehensive list of issues provided.

RECOMMENDATION: Discuss district priorities.

ATTACHMENTS:

1. Report (next page)

Dear Board:

At our work sessions on the 13th and 22nd, we are going to be discussing district priorities for the year, which will guide the development of Superintendent and Board goals. Attached you will see a fairly comprehensive list of district issues/priorities that are either in progress, that we know need to be worked on, or that have been mentioned as priorities in the past. We (John and Erica) went through an exercise to preliminarily rank them into four categories:

1. Required
2. Urgent
3. Moderate
4. Nice to Get Done

From a process perspective, we felt it would be a good idea for each board member to come into the meeting with a list of district issues they feel are urgent to get accomplished in the 2020-2021 school year. Keep in mind a few things:

1. What we are able to accomplish is going to be dictated in large part by our responsibilities in responding to the COVID crisis.
2. A lot of things listed are above and beyond what we have already committed in our strategic plan.

Ideally we will be able to come up with a prioritized list, and from this process, we will be able to sketch out not only a 2020-2021 priority list, but have some idea of what will be priorities for 2021-2022. From this we will also be able to have consensus on the development of Superintendent goals and Board goals.

If there are things that are not listed but you feel should be a district priority OR board goal, please bring those additional ideas to the meeting. Before we start the prioritization process, we will ask for all additional ideas.

Please call John with any questions.

Thank you,

John and Erica

District / Administration / Board Prioritization

** An asterisk indicates it is also listed as one of John's current goals.*

+ A plus indicates it is also a suggested board goal.

Required

1. ***Distance Learning Planning and Implementation:** Planning, evolving and implementing the district's learning plan will continue to take the bulk of the district's resources.
2. **Curriculum Roll-Outs - Science and Music/Art:** State-required due dates have not shifted, despite the challenges of testing and rolling out during a distance learning environment.
3. ***Tech Levy:** Must be renewed by next fall.
4. **World's Best Workforce:** State mandated planning and meetings, with required board approval.
5. **Teacher Contract:** Renewal this year.
6. **District Budget process:**

Urgent

1. **COVID resolutions:** What, if any, resolutions need to be passed for instruction and/or operation of the district for next year? Trevor is analyzing policies and providing recommendations.
2. **Market Share / Enrollment:** John has commenced a detailed market share/enrollment study to better understand trends in our district, and how this data and these trends can help us with decisions regarding program development within the strategic plan, especially with respect to any magnet program development.
 - a. **Magnet School:** Look into the development and timeline of a magnet school; what type and where.
3. ***Literacy work:** Kick-off the literacy work from the strategic plan ASAP, including plans for dyslexic learners.
4. ***Equity work:** Relook at equity work. Is what we have in the strategic plan adequate? What conversations do we need to have at the board level regarding equity leadership for the district?
5. ***Intervention programs:** Continue focus on improving intervention programs; increase focus on interventions at the secondary level.
6. **Bring individual schools into alignment:** Include best practice definitions of time, class, and other district defined looses and tights.
7. **Appropriate Technology Use Study:** District Media and Technology Services will begin its research on strategy C item 6, which calls for a research study on healthy habits around technology use and creating standards by age for Edina Schools.

Moderate

1. Profile of a learner
2. PLC / PTO / Ed Fund fundraising strategies
3. Social emotional skill work
4. Measures of success and key performance indicators
5. LA 10 - LA Curriculum Kick Off
6. Teaching and Learning Advisory Committee

Nice To Get Done

1. +Board roles on Legislative Action Committee and other committees
2. School Improvement Process
3. Class size discussion / strategy
4. Financial analysis of turf fields
5. Curriculum survey questions
6. Avid programming
7. Use of surveys; curriculum survey questions

Suggested Board Goals for 2020-2021

1. +Decide on and effectively monitor progress of the district's strategic plan.
2. Continue work on becoming more effective as a board. Understand our role, work within that role and follow board norms. Attend board training if available.
3. Identify similarly situated school districts within driving distance where we can have a joint school board meeting to discuss approaches to achievement/opportunity gap.
 - a. Perhaps have a national expert provide lecture/ideas?
 - b. Host a best practice equity seminar for boards.
4. Focus on ways to serve more students effectively.
5. General oversight of superintendent goals
6. Do a comprehensive review of board committees and board representation at outside committees and boards to determine effectiveness and opportunities for improvement. Committees to be included:
 - a. LAC
 - b. Representation to be reviewed: PTO's, Gifted and Talented, SEAC, PLC, Edina Ed Fund, Edina City Council, AMSD, MSBA, World's Best Workforce
7. Review board's process for creating superintendent goals and the superintendent review.
8. Identify governance data (data scorecard) and come up with a process to monitor progress of our district.
9. Student well-being
10. +Equity work for the district

For Reference Only

Proposed 2020-2021 Superintendent Goals

Below are proposed goals for the Superintendent's and District administration's work. These goals are presented in collaboration with the School Board, and can inform the goals of the School Board.

Distance Learning

As the State of Minnesota is currently telling districts to plan for curriculum to be delivered in a distance learning environment, the Superintendent will lead the planning that will ensure learning is engaging for all Edina Public Schools students for the 2020-2021 school year (June 2021).

Proposed Action Steps:

- Implement safety and educational protocols as directed by the Minnesota Departments of Education and Health
- Plan for improvements in current distance learning, including consistent delivery, student growth and engagement, and parent communication
- Manage programs and expenditures based on revenue realities established by the State of Minnesota
- Create plans for safe entry into, and establish social distance and cleaning protocols of, all school buildings
- Communicate effectively with parents and community on planning for the 2020-2021 school year
- Monitor and adjust programming and communications throughout the 2020-2021 school year to ensure all students are engaged
- Evaluate all fiscal and human resources in light of the needs of the teachers and students in a distance learning environment to ensure teachers and students meet standards and goals

Capital Projects Levy (Tech) Planning

Since the Capital Projects Levy (CPL) expires in FY2021, the Superintendent will prepare a plan for Board approval to initiate a referendum in 2021 to approve the capital projects levy (November 2021).

Proposed Action Steps:

- Review expenditures in current CPL and identify future needs from curriculum, media, and technology planning
- Review Winter, 2020 community survey perceptions and community's threshold for monthly increase in property tax, and further survey under current economic conditions to ascertain level of support for referendum
- Provide programmatic and legal information to School Board to call for the referendum
- Develop materials to inform the public about referendum

Strategic Plan

The Superintendent will begin the planning in those areas of priority for the 2020-2025 Strategic Plan. Strategic planning and implementation will be continually assessed with a lens on distance learning's impact to the school environment and available resources. *Text in italics references Strategic Plan Language.*

- **Begin the investigation of magnet programs (March 2021).**
Under 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
- **Monitor, improve and build upon current intervention (December 2020).**

Under A.3, Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases, Pre-K-12 and throughout the school year, continue to monitor, improve and build upon the current intervention systems (June 2021).

- **Launch a Literacy Study for the purpose of developing a literacy plan (February 2021).**
Under A.4, Review, develop, and implement an improved literacy program at EPS PK-12, begin a literacy study that will provide recommendations to Superintendent January 2021).
- **Assess the needs for social emotional support by administering surveys of staff and students (February 2021).**
Under 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, administer surveys to understand the Social Emotional Learning Needs of students and staff (March 2021).
- **Continue to refine key performance indicators developed and approved by the School Board (June 2021) (June 2021).**
Under E.6, Create assessment data dashboard
- **Launch a new district website (September 2021).**
Under E3, Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS, launch a new Edina Public Schools website by June 2021 (June 2021).



Board Meeting Date: 8/10/2020

TITLE: Policy Review (Rapid)

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, and have only minimal or no changes:

- Policy 401 – Equal Employment Opportunity
- Policy 402 – Disability Discrimination
- Policy 403 – Discipline of District Employees
- Policy 404 – Employment Background Checks
- Policy 405 – Veterans Preference Act

RECOMMENDATION: Review the policies with an eye toward accepting at the next regular School Board meeting.

ATTACHMENTS:

1. Policy 401 – Equal Employment Opportunity
2. Policy 402 – Disability Discrimination
3. Policy 403 – Discipline of District Employees
4. Policy 404 – Employment Background Checks
5. Policy 405 – Veterans Preference Act

Personnel

Equal Employment Opportunity

I. Purpose

This policy provides guidance regarding the school district's obligation to provide equal employment opportunity for all district employees and applicants for district employment.

II. General Statement of Policy

- A. The school district provides equal employment opportunity for all applicants and employees. The district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, ~~sexual orientation~~, age, family care leave status, ~~or~~ veteran status, or sexual orientation, including gender identity or expression. The district also makes reasonable accommodations for disabled employees.
- B. The district prohibits the harassment of any individual based on any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the district's procedures for addressing complaints of harassment, please refer to the district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, termination, promotion, compensation, facilities or privileges of employment.
- D. ~~It is the responsibility of Each~~ every district employee ~~must~~ follow this policy.
- E. A person having questions regarding this policy should discuss it with the director of human resources.

Legal References:

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

29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)

29 U.S.C. § 2615 (Family and Medical Leave Act)

38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)

38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)

42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

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

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

Cross References:

~~MSBA/MASA Model~~ Policy 402 (Disability Nondiscrimination)

Policy 405 (Veterans Preference Act)

Policy 413 (Harassment and Violence)

Policy

adopted: 9/22/08

Revised: 3/11/13

Revised: 6/13/16

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

DISCRIMINATION, HARASSMENT, BULLYING, HAZING AND VIOLENCE REPORT FORM

Edina Public Schools maintains policies prohibiting discrimination, harassment, bullying, hazing and violence. These policies can be found on the district's website or obtained from a district administrator. Please use this form to report incidents of discrimination, harassment, bullying, hazing or violence. All persons are to be treated with respect and dignity.

Person completing report: _____

Home address: _____

Work address: _____

Home phone: _____ Work phone: _____

Date of alleged incident(s): _____

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

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

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

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

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (e.g., threats, requests, demands, ~~etc.~~); what, if any, physical contact was involved; or other relevant information. etc. (Attach additional pages if necessary.)

List any witnesses ~~that were present to the incident.~~ _____

~~This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. My signature below shows that I hereby certify that~~ the information I have provided in this document ~~complaint~~ is true, correct, and complete to the best of my knowledge and belief.

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).

Personnel

Disability Nondiscrimination

I. Purpose

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

II. General Statement of Policy

- A. The school district does not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The district does not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability.
- C. The district does not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- D. The district will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on ~~the operation of~~ the district.
- E. A job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the human resources department.

Legal References:

29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
 42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)
 29 C.F.R. Part 32 (Nondiscrimination on the Basis of Disability)
 34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Cross Reference:

Policy 521 (Student Disability Nondiscrimination)

Policy

adopted: 9/22/08
 Revised: 3/11/13
 Revised: 6/13/16

INDEPENDENT SCHOOL DISTRICT 273
 Edina, Minnesota

DISCRIMINATION, HARASSMENT, BULLYING, HAZING AND VIOLENCE REPORT FORM

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Person completing report: _____

Home address: _____

Work address: _____

Home phone: _____ Work phone: _____

Date of alleged incident(s): _____

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

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

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

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

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

List any witnesses that were present. _____

This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).

Personnel

Discipline of School District Employees

I. Purpose

This policy provides the school district with a disciplinary and remediation framework for its employees to enable the district's continued effective operations.

II. General Statement of Policy

The disciplinary process described in this policy is designed to utilize progressive steps, where appropriate, to produce positive correction by the employee. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a different manner, is solely within the district's discretion.

III. Discipline

A. Violation of District Policies, Procedures or Rules

Discipline imposed for violations of school district policies, procedures, or rules may vary from an oral reprimand to termination of employment depending upon factors such as the nature of the violation; whether the violation was intentional, knowing and/or willful; and whether the employee has been the subject of prior disciplinary action of the same or a different nature. District policies, procedures or rules include but are not limited to:

1. Policies and procedures of the district;
2. Directives to the employee imposed by administration and/or the employee's supervisor(s);
3. Job requirements and expectations;
4. Expectations contained in employee handbooks; and
5. Federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor, and reasonable time for correction of the employee's deficiency.

C. Misconduct

Employee misconduct will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct belonging in this category includes, but is not limited to:

1. Unprofessional conduct;
2. Failure to adhere to district policies, procedures, rules, and standards;
3. Failure to adhere to supervisor(s)' directive(s);
4. Acts of an insubordinate nature;
5. Continued neglect of duties, despite oral warnings, written warnings and/or other forms of discipline;
6. Personal and/or immoral misconduct;
7. Use of illegal drugs, alcohol or any other illegal chemical substance while on district property or serving in the role of the district employment in an offsite district activity, or any use that impacts the employee's work performance;
8. Deliberate and serious violation of the rights and freedoms of other employees, students, parents and/or community members;
9. Activities of a criminal nature, convictions, or criminal acts ("crime"), depending on the extent to which the crime relates to the school environment and the employee's ability to perform the duties of the position;
10. Failure to follow the canons of professional and personal ethics;
11. Falsification of credentials and experience;
12. Dishonesty;
13. Unauthorized destruction of district property;
14. Neglect of duty;
15. Violation of the rights of others as provided by federal and state laws related to human rights; and
16. Other good and sufficient grounds relating to any other act constituting inappropriate conduct, as deemed by the district.

IV. Forms-Types of Discipline

A. The forms-types of discipline that may be imposed by the school district include, but are not limited to:

1. Oral warning;
2. Written warning or reprimand;
3. Probation, or extension of a probationary period;
4. Demotion;
5. Suspension without pay; and
6. Termination from employment.

B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the district's objective of stopping or correcting the offending conduct and/or improving the employee's performance.

Legal References:

Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)

Minn. Stat. § 122A.44 (Contracting with Teachers)

Minn. Stat. § 122A.58 (Coaches)

Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)

Minn. Stat. § 123B.143 (Superintendent)

Minn. Stat. § 123B.147 (Principals)

[Minn. R. 3512.5200 \(Code of Ethics for School Administrators\)](#)

[Minn. R. 8710.2100 \(Code of Ethics for Minnesota Teachers\)](#)

~~Minn. Stat. § 197.46 et seq. (Veterans Preference Act)~~

Policy

adopted: 9/22/08

Revised: 4/15/13

Revised: 6/13/16

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Procedures for Administering Policy

- A. When imposing disciplinary measures, the employee's supervisor or designee will:
 - 1. Advise the employee why the discipline is occurring, either orally or in writing. If an oral reprimand is given, the supervisor will document that an oral warning was given to the employee.
 - 2. As appropriate, provide directives to the employee to correct the conduct or performance.
 - 3. Forward copies of documentation to the human resources department for filing in the employee's personnel file.
 - 4. As appropriate, allow a reasonable period of time for the employee to correct or remediate the performance or conduct.
- B. The district retains the right to discipline or terminate immediately an employee as appropriate, in accordance with applicable collective bargaining agreements and state and federal law.

Personnel

Employment Background Checks

I. Purpose

~~This purpose of~~ this policy ~~is to assist in the maintain~~aintenance of the school district's safe and healthy environment to promote the physical, social, and psychological well-being of its students.

II. General Statement of Policy

- A. The school district will perform a background check for applicants who receive an offer (1) of employment with the district; and (2) to provide extracurricular coaching or advising services to the district regardless of whether any compensation is paid.
- B. The district reserves rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. The district may also elect to do background checks of volunteers, independent contractors and student employees in the district.
- D. This policy does not limit the district's right to require additional information, or to use procedures currently in place, or other procedures, to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors and student employees.

III. General Procedures

- A. The school district's offer of employment or the opportunity to provide services is conditioned upon the district's a determination ~~by the district~~ that an individual's background check does not preclude the individual from employment with, or provision of services to, the district. The district will notify the individual that the individual's ~~his or her~~ employment or opportunity to provide services may be terminated based on the results of the background check.
- B. An individual normally should not commence employment or provide services until the ~~school~~ district receives the results of the background check.
- C. For an individual to be eligible for employment or to provide extracurricular coaching or advising services, the individual must sign a agree to a background check informed consent form ~~(Appendix I)~~, which provides permission for the ~~school~~ district to conduct the background check. If the individual does not

~~provide the district with~~agree to the signed informed consent form at the time the individual receives the offer, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

- D. The cost of the background check is the responsibility of the individual.
- E. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- F. If the background check precludes employment with, or provision of services to, the district, the individual will be advised.
- G. The district may apply these procedures to other volunteers, independent contractors or student employees as though they were applicants for employment or providing extracurricular coaching or advising services.
- H. At the beginning of each school year or when a student enrolls, the district will notify parents and guardians about this policy. The district may include this notice in its student handbook enrollment or registration materials, or other similar communication.

Legal References:

Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)

Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)

Minn. Stat. § 123B.03 (Background Checks)

Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background Check Act)

Minn. Stat. § 364.09(b) (Exception for School Districts)

Policy

adopted: 9/22/08

Amended: 2/23/09

Revised: 4/15/13

Revised: 6/13/16

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Appendix I to Policy 404
**BACKGROUND CHECK PROCEDURE AND FORM
FOR PROSPECTIVE EMPLOYEES**

~~Minnesota law requires school districts to request a criminal background check from the Minnesota Bureau of Criminal Apprehension. Edina Public Schools is using an outside employment screening agency to facilitate this process. The requirement is for all prospective employees. The current fee for the background check is \$15.00. Fifteen dollars will be deducted from your district paycheck.~~

~~The following named individual has applied for employment with Edina Public Schools. Please provide the following information (please print):~~

~~First Name: _____ Middle Name: _____~~

~~Last Name: _____ Date of Birth: _____~~

~~Street Address: _____~~

~~City: _____ State: _____ Zip: _____~~

~~Social Security Number: _____~~

~~Driver for EPS: Yes ☐ No ☐~~

~~Driver's License Number, State of Issuance: _____~~

~~Maiden, Alias or Former Name(s): _____~~

~~Please provide former addresses for past 7 years:~~

~~By my signature, I authorize the Minnesota Bureau of Criminal Apprehension, and outside agency, to disclose criminal history record information to the Human Resources Department of Edina Public Schools in accordance with Minnesota Statutes, Section 123B.03 for the purpose of employment with the district. The authorization is valid no longer than one year from the date of my signature.~~

~~_____~~
~~Signature of Applicant~~ ~~_____~~ ~~Date~~

~~**For Office Use Only:** Date submitted to agency: _____ Date verified: _____~~

~~Appendix I to Policy 911; Appendix II to Policy 404~~

**~~BACKGROUND CHECK PROCEDURE AND FORM
FOR PROSPECTIVE VOLUNTEERS AND/OR INDEPENDENT CONTRACTORS~~**

~~Minnesota law requires school districts to request a criminal background check from the Minnesota Bureau of Criminal Apprehension. Edina Public Schools is using an outside employment screening agency to facilitate this process. The requirement is for all prospective volunteers and independent contractors who may have student contact without a district employee present. The current fee for the background check is \$15.00. Please submit a check or money order made payable to "Edina Public Schools."~~

~~The following named individual wishes to volunteer or serve as an independent contractor with Edina Public Schools. Please provide the following information (please print):~~

~~First Name: _____ Middle Name: _____~~

~~Last Name: _____ Date of Birth: _____~~

~~Street Address: _____~~

~~City: _____ State: _____ Zip: _____~~

~~Social Security Number: _____ Phone: (____) _____~~

~~Driver's License Number, State of Issuance: _____~~

~~Maiden, Alias or Former Name(s): _____~~

~~Activity, and Approx. Date(s): _____~~

~~☐ Concord ☐ Cornelia ☐ Countryside ☐ Creek Valley ☐ Highlands ☐ Normandale~~

~~☐ South View ☐ Valley View ☐ EHS~~

~~Please provide former addresses for past 7 years:~~

~~_____

_____~~

~~By my signature, I authorize the Minnesota Bureau of Criminal Apprehension, and outside agency, to disclose criminal history record information to the Human Resources Department of Edina Public Schools in accordance with Minnesota Statutes, Section 123B.03 for the purpose of employment with the district. The authorization is valid no longer than one year from the date of my signature.~~

~~_____
Signature of Applicant _____ Date _____~~

~~**For Office Use Only:** Date submitted to agency: _____ Date verified: _____~~

Personnel

Veterans Preference Act

I. Purpose

The school district complies with the Minnesota Veterans Preference Act ("VPA") that provides preference points for veterans applying for employment, as well as additional rights for some veterans in the employment discharge process.

II. General Statement of Policy

- A. The school district complies with VPA mandates regarding veteran's preference rights and preference points to veterans and spouses of deceased veterans or disabled veterans.
- B. The district complies with the VPA mandate that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing, upon due notice, upon stated charges, and in writing. This paragraph does not apply to some district employees, including the position of teacher.

III. Application for Employment

- A. Eligibility for and application of veteran preference points, the definition of a veteran, and the definition of a disabled veteran are pursuant to the VPA.
- B. In the application process, the school district notifies applicants that they may elect to use veteran's preference and the election process.
- C. If the district does not select an interviewed applicant who has received veteran's preference, the district will notify the applicant in writing of the reasons for the rejection and retain the notification.
- D. The provisions in Section III do not apply to the position of private secretary, superintendent, head of a department or any person holding a strictly confidential relation to the school board or school district, or other positions not covered under Minn. Stat. § 197.46.

IV. Veterans Preference Hearing

- A. In accordance with the VPA, an honorably discharged veteran will not be discharged from a position of employment except for incompetency, misconduct, or good faith elimination of the position. This provision does not apply to teachers or others as indicated in Section ~~IV~~B, below.

1. A covered veteran has the right to request a hearing within 60 days of receipt of the notice of intent to discharge.
 2. A covered veteran's failure to request a hearing within the provided 60-day period constitutes a waiver of the right to a hearing.
 3. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
 4. A veteran must irrevocably elect to be governed either by the VPA or by procedures set forth in a collective bargaining agreement in the event of a proposed discharge.
- B. The provisions in Section IV do not apply to the position of teacher, private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district, or other positions not covered under Minn. Stat. § 197.46.

Legal References:

Minn. Stat. § 43A.11 (Veteran's Preference)

Minn. Stat. § 197.455 (Veteran's Preference Applied)

Minn. Stat. § 197.46 et seq. (Veterans Preference Act)

Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)

Young v. City of Duluth, 410 N.W.2d 27 (Minn. App. 1987)

Cross Reference:

Policy 401 (Equal Employment Opportunity)

Policy

adopted: 9/22/08

amended: 2/22/11

revised: 5/28/13

revised: 6/13/16

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota



Board Meeting Date: 8/10/2020

TITLE: Policy Review

TYPE: Discussion

PRESENTER(S): Board Policy Committee

BACKGROUND: The following policy has been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes. The review took into account feedback from stakeholders, and incorporated language from the District's Strategic Plan, Profile of a Graduate, and K-12 Talent Development Framework, and provides a clearer description of services offered.

- 601 - Educational Competencies, Academic Standards and Instructional Curriculum

RECOMMENDATION: Review the suggested policy modifications.

ATTACHMENTS:

1. 601 - Educational Competencies, Academic Standards and Instructional Curriculum

Education Programs

Educational Competencies, Academic Standards and Instructional Curriculum

I. Purpose

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

II. General Statement of Policy

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

III. Definitions

- A. "Academic standards" mean a state-prescribed or locally-adapted set of content standards that the district must offer and certify for a student to be eligible to receive a high school diploma.
- B. "Curriculum" means an instructional area of study for early childhood through grade 12 that is required to meet the academic standards of the State of Minnesota or the school district.
- C. "Educational competencies" means the articulated skills and literacies that learners need to have social, emotional, academic and professional success in a rapidly changing, global world.
- D. "K-12 Talent Development Framework" means (1) servicing students demonstrating high performance and cultivating potential in students whose strengths are not yet tapped or readily observable in typical classroom environments; (2) providing early intervention and development opportunities ensuring all students have opportunities to grow; and (3) providing experience learning environments that are not independent of a student's background or economic status.

IV. Educational Competencies / Profile of a Graduate

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

These competencies/profile of a graduate are intended to help guide a learner along his/her educational journey, striving to become:

- A Globally Competent Individual;
- A Responsible, Engaged Citizen;
- An Effective Communicator and Collaborator;
- An Innovative Thinker and Creator;
- A Motivated Lifelong Learner; and
- A Healthy, Well-Rounded Person.

- B. The educational competency descriptors/profile of a graduate are located in Appendix I.

- C. The district administration ~~is will be~~ responsible for embedding the educational competencies/profile of a graduate into the learning experience and curriculum. This responsibility will includes using the competencies as a framework for:

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

V. Academic Standards, Instructional Curriculum, Resources & Experience

- A. The Director of Teaching and Learning will be responsible for the implementation of the school district's academic standards and instructional curriculum.

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

- science
- reading and language arts
- social studies
- math
- physical education
- health
- business education
- science/technology/engineering
- media literacy
- world languages
- family and consumer sciences
- visual and performing arts

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

- mission
- grade-appropriate standards
- curriculum materials
- resource materials
- common assessments
- differentiation and personalization suggestions
- media

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

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

F. The elementary schools will offer the following:

- visual and performing arts
- integrated language arts
- math
- physical education
- science/health
- social studies

G. The middle schools will offer the following:

- visual and performing arts
- integrated language arts
- math
- music
- physical education
- science/health
- social studies
- technology education
- world languages
- family and consumer sciences

A. The high school will require 43 credits for graduation. Refer to Policy 613, Graduation Requirements.

B. The K-12 Talent Development Framework (see appendix III) ~~services will offer the following:~~ consists of enrichment, extended learning, acceleration (e.g. Honors, Advanced Placement, Compacted coursework), and authentic learning opportunities.

- ~~—Enrichment~~
- ~~—Extended Learning~~
- Acceleration (i.e., Honors, Advanced Placement, Compacted)
- ~~—Authentic Learning~~

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

~~C.D.~~ The district will provide professional learning opportunities to advance ~~staff~~ memberemployees' knowledge, skills and abilities in effectively delivering the standards, competencies, and curriculum through instruction.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
 Minn. Stat. § 120B.024 (Graduation Requirements: Course Credits)
 Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30N (Dept of Education Academic Standards Review)
 20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
 20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

Policy 105 (School District Mission, Values, Beliefs and Strategic Direction)
 Policy 603 (Curriculum and Program Review and Development)
 Policy 613 (Graduation Requirements)
 Policy 614 (School District Testing Plan and Procedure)
 Policy 616 (School District System Accountability)
Minnesota K-12 Academic Standards in Arts Education
EPS Strategic Plan 2020-2025

Policy
 adopted: 7/20/09
 Revised: 8/17/15
 Modified: 11/11/19
 Revised: 2/10/20

INDEPENDENT SCHOOL DISTRICT 273
 Edina, Minnesota

Appendix I



Through high expectations and access to diverse opportunities in academics, arts, extracurricular activities and community involvement, Edina Public Schools learners are academically prepared for college, career and life.

Profile of a Next Generation EPS Learner

Globally Competent Individual who	<ul style="list-style-type: none"> • Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures, and environmental conditions • Communicates effectively in at least two world languages, one of which is English • Embraces individual and cultural diversity and actively seeks multicultural interactions
Responsible, Engaged Citizen who	<ul style="list-style-type: none"> • Demonstrates a high level of integrity and ethical action • Applies knowledge and education for the good of the community • Demonstrates empathy, compassion and open-mindedness • Accepts responsibility for personal choices and actions, and learns from mistakes
Effective Communicator and Collaborator who	<ul style="list-style-type: none"> • Communicates effectively as a listener, speaker and writer • Possesses strong social and interpersonal skills, including verbal, non-verbal and conflict resolution skills • Works effectively with others in academic and social settings, both as a leader and a contributor
Innovative Thinker and Creator who	<ul style="list-style-type: none"> • Demonstrates proficiency in multiple literacies, including a variety of academic and technological disciplines • Thinks and produces creatively, both collaboratively and independently • Demonstrates intellectual curiosity by applying original solutions to problems or challenges • Critically analyzes and evaluates information sources
Motivated Lifelong Learner who	<ul style="list-style-type: none"> • Understands own needs as a learner and advocates appropriately • Persists when faced with challenge or adversity • Actively sets personal learning goals and self-monitors progress • Values continuous learning and seeks opportunities for growth
Well-Rounded Person who	<ul style="list-style-type: none"> • Actively maintains a healthy, balanced lifestyle through informed choices • Adapts to new and challenging situations and environments • Commits to their own physical, social and emotional well-being • Demonstrates knowledge of essential life skills and resources

Adopted: 8/17/15

~~Appendix II~~

~~EDINA HIGH SCHOOL MAY TERM ELECTIVE CREDIT~~

~~Beginning with the 2014-15 school year, students will be required to participate annually in the Edina High School May Term as part of their learning experience. Students will receive a pass/fail grade for their participation in the experience. Students will earn the following May Term credit, which will be noted on their transcripts:~~

- ~~● Class of 2016 must satisfactorily complete two 1/3 credit May Term experiences~~
- ~~● Class of 2017 and later must satisfactorily complete three 1/3 credit May Term experiences~~

~~Students transferring into Edina Public Schools during the high school years will receive a waiver for missed May Term credits when they were not attending Edina High School. This adjustment will be noted on their transcript.~~

~~Adopted: 8/17/15~~

Appendix II K-12 Talent Development Framework

In addition to serving students already demonstrating high performance, talent development services cultivate potential in students whose strengths are not yet tapped or readily observable in typical classroom environments. By fostering talent development, and providing early intervention and development opportunities, Edina Public Schools the district ensures that all students have opportunities to grow and experience learning environments that are not dependent on the students' background or economic status.

<u>Pathway</u>	<u>Vision</u>	<u>Description</u>	<u>Examples</u>
<u>Enrichment</u>	<u>Provide rigorous and enriching opportunities for all learners to discover their unique interests and strengths</u>	<u>Sets a foundation for talent development</u> <u>Provides new experiences and information that expands background knowledge</u> <u>Offers rigorous, inquiry-based experiences</u> <u>Fosters critical, reflective and creative thinking</u> <u>Allows student strengths and talents to emerge</u>	<u>Lessons focused on critical, reflective and creative thinking within the standards.</u> <u>Exploratory activities such as Makerspace</u> <u>Inquiry-based learning</u> <u>Problem-solving activities</u> <u>Genius Hour</u> <u>Habits of Mind</u>
<u>Extended Learning</u>	<u>Provide challenging and engaging opportunities for learners to extend their strengths and interests in specific talent areas</u>	<u>Builds learner confidence in a talent area</u> <u>Honors students' knowledge and skills</u> <u>Promotes development of higher order thinking skills</u> <u>Offers content depth and complexity</u>	<u>Extending the standards beyond what is required for all.</u> <u>Depth of Knowledge Levels 3 and 4 (when standards only go to 1 or 2)</u>
<u>Acceleration</u>	<u>Provide challenging, engaging and</u>	<u>Reinforces learner commitment in a talent area</u>	<u>Accelerated pacing beyond the typical learning sequence.</u>

	<u>faster-paced opportunities for learners to advance their strengths and interests in specific talent areas</u>	<u>Honors students' knowledge and skills</u> <u>Offers content at a faster pace</u> <u>Provides above-level content</u>	<u>Compacted standards/courses</u> <u>Above-grade level standards</u> <u>College-level courses</u>
<u>Authentic Learning</u>	<u>Provide real-world opportunities for students to apply their strengths and interests in specific talent areas</u>	<u>Recognizes and responds to students' talent area expertise</u> <u>Provides opportunities for learners to apply their strengths and interests in real-world inquiry or production</u> <u>Promotes high intellectual performance and production</u>	<u>Provide real-world opportunities for students to apply their strengths and interests in specific talent areas.</u> <u>Service Learning</u> <u>Internship</u> <u>Product Creation</u> <u>Community Problem Solving</u>

Adopted:



Board Meeting Date: 8/10/2020

TITLE: General Obligation School Building Refunding Bonds, Series 2020A

TYPE: Action

PRESENTER(S): John Toop, Director of Business Services

BACKGROUND: The School Board has determined that it is necessary and expedient to issue \$10,575,000 General Obligation School Building Refunding Bonds, Series 2020A.

The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent municipal advisor for the Bonds. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the bonds is approved, the School Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Bonds.

Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

RECOMMENDATION: Approve the issuance of \$10,575,000 General Obligation School Building Refunding Bonds, Series, 2020A.

ATTACHMENT:

1. Parameters Resolution

CERTIFICATION OF MINUTES RELATING TO
\$10,575,000 GENERAL OBLIGATION ALTERNATIVE FACILITIES REFUNDING
BONDS, SERIES 2020A

Issuer: Independent School District No. 273 (Edina), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on August 10, 2020 at 7:00 p.m. by videoconference, as permitted by law.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO \$10,575,000 GENERAL OBLIGATION ALTERNATIVE FACILITIES REFUNDING BONDS, SERIES 2020A; AUTHORIZING THE ISSUANCE AND AUTHORIZING THE DIRECTOR OF BUSINESS SERVICES AND ANY BOARD OFFICER TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds 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 bonds; 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 10th day of August, 2020.

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO \$10,575,000 GENERAL OBLIGATION ALTERNATIVE FACILITIES REFUNDING BONDS, SERIES 2020A; AUTHORIZING THE ISSUANCE AND AUTHORIZING THE DIRECTOR OF BUSINESS SERVICES AND ANY BOARD OFFICER TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 273 (Edina), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION. It is hereby determined to be in the best interests of the District to issue its General Obligation Alternative Facilities Refunding Bonds, Series 2020A in the approximate principal amount of \$10,575,000 (the Bonds). The proceeds of the Bonds will be used, together with any additional funds of the District which might be required, to refund in advance of maturity and prepay on February 1, 2021 (the Redemption Date), the 2022 through 2026 maturities, aggregating \$10,430,000 in principal amount, of the District's outstanding \$11,775,000 General Obligation Alternative Facilities Bonds, Series 2013A, dated originally as of February 21, 2013 (the Refunded Bonds). The purpose of refunding the Refunded Bonds is to achieve debt service savings.

SECTION 2. SOLICITATION OF PROPOSALS; APPROVAL OF THE SALE OF THE BONDS. The District has retained Ehlers & Associates, Inc., in Roseville, Minnesota (Ehlers), as its independent municipal advisor with respect to the sale of the Bonds. Ehlers is authorized to solicit proposals for the Bonds on behalf of the District on a competitive basis without requirement of published notice, in accordance with Minnesota Statutes, Section 475.60, subdivision 2, paragraph (9). In consultation with Ehlers, the Director of Business Services and any Board officer are hereby authorized to approve the sale of the Bonds and execute a bond purchase agreement for the Bonds with the purchaser, provided that the net present value debt service savings is not less than 3.00%.

SECTION 3. BOARD RATIFICATION OF SALE. Upon approval of the sale of the Bonds by the Director of Business Services and any Board officer, the Board will take action at a regularly scheduled or special meeting thereafter to adopt a bond resolution prepared by the District's bond counsel ratifying the sale of the Bonds and incorporating the terms and conditions with respect thereto.

SECTION 4. STATE CREDIT ENHANCEMENT PROGRAM. (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the Bonds is authorized and directed to notify the

Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The Chair, Vice Chair, Clerk, Board Chair and Superintendent and Director of Business Services are authorized to execute any applicable Minnesota Department of Education forms.

SECTION 5. OFFICIAL STATEMENT. Ehlers is authorized to prepare and distribute Official Statements related to the sale of the Bonds.

SECTION 6. EXPIRATION OF AUTHORITY. If the Director of Business Services and any Board officer have not approved the sale of the Bonds and executed the related bond purchase agreement by December 31, 2020, this resolution shall expire.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.



Board Meeting Date: 8/10/2020

TITLE: General Obligation School Building Bonds, Series 2021A

TYPE: Action

PRESENTER(S): John Toop, Director of Business Services

BACKGROUND: The School Board has determined that it is necessary and expedient to issue \$13,775,000 General Obligation School Building Bonds, Series 2021A.

The District has retained Ehlers & Associates, Inc. (Ehlers) in Roseville, Minnesota, as its independent municipal advisor for the Bonds. Ehlers is authorized to solicit proposals in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9). If the issuance of the bonds is approved, the School Board shall meet at the time and place specified in the Official Statement to receive and consider proposals for the purchase of the Bonds.

Ehlers is authorized to prepare and distribute an Official Statement and to open, read and tabulate the proposals for presentation to the Board.

RECOMMENDATION: Approve the issuance of \$13,775,000 General Obligation School Building Bonds, Series, 2021A.

ATTACHMENT:

1. Intent Resolution

CERTIFICATION OF MINUTES RELATING TO
\$13,775,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES
2021A

Issuer: Independent School District No. 273 (Edina), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on August 10, 2020 at 7:00 p.m. by videoconference, as permitted by law.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO \$13,775,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2021A; STATING OFFICIAL INTENT TO PROCEED WITH AND AUTHORIZING THE ISSUANCE AND SALE THEREOF AND PROVIDING FOR CREDIT ENHANCEMENT WITH RESPECT THERETO

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds 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 bonds; 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 10th day of August, 2020.

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO \$13,775,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2021A; STATING OFFICIAL INTENT TO PROCEED WITH AND AUTHORIZING THE ISSUANCE AND SALE THEREOF AND PROVIDING FOR CREDIT ENHANCEMENT WITH RESPECT THERETO

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 273 (Edina), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION AND DISTRICT INDEBTEDNESS. The District is authorized, pursuant to Minnesota Statutes, Sections 123B.595 and Chapter 475, to borrow money by the issuance of its general obligation facilities maintenance bonds. This Board hereby determines that it is necessary and desirable and in the best interest of the District to issue its General Obligation Facilities Maintenance Bonds, Series 2021A in the approximate principal amount of \$13,775,000 (the Bonds) to finance various deferred capital maintenance projects, as described in the District's revised ten-year facility plan (the Facility Plan) hereby approved by this Board. Pursuant to the provisions of Minnesota Statutes, Section 123B.595, subdivision 5 it is hereby determined that the total amount of District indebtedness as of August 1, 2020 is \$181,575,000.

SECTION 2. APPROVAL BY COMMISSIONER OF EDUCATION OF THE STATE OF MINNESOTA. The Facility Plan will be submitted to the Commissioner of the Department of Education of the State of Minnesota (the Commissioner of Education) for approval as required by Minnesota Statutes, Section 123B.595, subdivision 5 and such approval will be received prior to the date on which the Bonds are issued.

SECTION 3. NOTICE PUBLICATION. The Clerk is authorized and directed to cause notice of the intended projects, the amount of the facilities maintenance bonds to be issued, and the total amount of the District's indebtedness to be published in a legal newspaper of general circulation in the District.

SECTION 4. SALE. The District has retained Ehlers & Associates, Inc., in Roseville, Minnesota, as its independent municipal advisor in connection with the sale of the Bonds. Ehlers & Associates, Inc. is authorized to solicit proposals for the Bonds in accordance with Minnesota Statutes, Section 475.60, subdivision 2, paragraph (9). The Board shall meet at the time and place specified in the Official Statement for the Bonds to receive and consider proposals for the purchase of the Bonds.

SECTION 5. OFFICIAL STATEMENT; PROPOSALS. Ehlers & Associates, Inc. is authorized to prepare and distribute an Official Statement for the Bonds and to open, read, and tabulate the proposals for presentation to the Board.

SECTION 6. STATE CREDIT ENHANCEMENT PROGRAM. (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.



Board Meeting Date: August 10, 2020

TITLE: 2020-21 Proposed Calendar Revisions due to COVID-19

TYPE: Action

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent

BACKGROUND: Guidance for schools from the Minnesota Department of Education and Minnesota Department of Health for fall of 2020 has determined that we will begin the school year in a hybrid learning model. Families also have the option to opt out of the hybrid learning model and into the Edina Virtual Academy. In order to sufficiently prepare for these two models, administration is recommending that two professional development days be front loaded into the academic calendar. This would result in a reduction of three student contact days for the school year.

RECOMMENDATION: For School Board action

PRIMARY ISSUE(S) TO CONSIDER: Please consider how the proposed calendar revisions for the 20-21 school year will meet the needs of our Edina learners, teachers and families.

ATTACHMENTS:

1. Report (next page)

Administrative Recommendations:

1. Move two professional development days from February 16th and March 12th to the front of the academic calendar as replacements for student contact days on August 31st and September 1. February 16th and March 12th would then be student contact days.
2. Change August 26th through August 28th from student contact days to professional development and training days.

The Why

Supporting the two calendar revisions would provide an extra week of professional development for our teachers and preparation for our buildings to provide a quality launch to the new hybrid learning model and new Edina Virtual Academy. The additional time would also support the completion of IEPs and reviews of 504 plans for students receiving special services or accommodations. New guidance from the MN Department of Education requires the school district to have three separate alternatives built into each IEP for learners to be sufficiently prepared for any of the three models that students may participate in this school year, face to face, hybrid or virtual learning. This additional time would also allow for needed adjustments to student placements in the hybrid or the virtual academy in order to refine the best possible learning format for families.

The academic calendar start date for students would shift from Monday Aug. 31st to the day after Labor Day, Tuesday September 8th. Each level would launch an “orientation week-ramp up to hybrid and virtual learning” to begin school. The orientation week would be an opportunity for elementary teachers to assess students and conference with families. The orientation week would also be used to check out materials to students, conduct technology training, and prepare learners for the hybrid and virtual classrooms. District and school protocols (masks, social distancing, hand washing, school movement) would be taught to students so that health and safety can be maintained at the highest levels. Family questions and responses could be formulated to provide the readiness for all to begin our two new models.

Week two, beginning on September 14th, would include a full launch of our hybrid model.

For the hybrid model, all students will be divided into cohort groupings by alphabetical last name. The first group called cohort A will attend school in person on Monday and Tuesday. Wednesday will be an asynchronous day to provide deep cleaning of buildings, collaboration and ongoing training of staff. The B cohort will attend school in person on Thursday and Friday. Students receiving specialized services through special education, 504 plans, Multilingual programming and or intervention services may be considered for additional face to face time. Administration is working with principals to finalize a schedule that will provide 2 additional face to face, in school days for Kindergarten students. The hybrid cohort schedule would be adjusted for two- and three-day weeks so that each cohort is provided an even amount of in school, face to face days. This would apply to the shortened weeks of the MEA break, Thanksgiving and President's Day. The end date of the school year would not change with these revisions.



Board Meeting Date: 8/10/2020

TITLE: School Board Norms

TYPE: Action

PRESENTER(S): Board Human Resources Committee

BACKGROUND: The Board Human Resources Committee met in January 2020 to prepare draft school board norms, which were reviewed at the Board's work sessions on February 6 and April 30, 2020, and discussed at the Board's regular meeting on July 13, 2020. The members of the Edina School Board will strive to provide an excellent public education that meets the needs of all students in our district. The academic excellence we expect is accomplished in partnership with our students, parents, teachers, administrators, non-licensed staff and community members. This document serves to supplement our policies, which exist to provide a code of ethics, structure, operating guidelines, general meeting parameters, and the basic roles and responsibilities of our school board.

RECOMMENDATION: Approve the School Board Norms

PRIMARY ISSUE(S) TO CONSIDER: School Board Norms

ATTACHMENTS:

1. Board Norms

Edina Public Schools

Board Operating Norms

Through our commitment and work, the members of the Edina School Board will strive to provide an excellent public education that meets the needs of all students in our district. The academic excellence we expect is accomplished in partnership with our students, parents, teachers, administrators, non-licensed staff and community members. The purpose of this document is to provide governing expectations and consistency for the conduct of the School Board. This document serves to supplement our policies, which exist to provide a code of ethics, structure, operating guidelines, general meeting parameters, and the basic roles and responsibilities of our School Board.

General Board Conduct

As a Board, we will model with each other the leadership and relationships we seek to build with others. How we run meetings and interact with each other, district staff and the community sends clear signals about how we value the mission, values and vision we have established for the Edina School District. Collaborative relationships based on trust, respect and accountability will build credibility and inspire confidence in our leadership, our vision, and the work of Edina Public Schools.

Role of School Board and Superintendent

The role of the School Board is to be the trustee of public education, and to protect, conserve, and advance its progress. The role of the Superintendent is to lead district operations, and to implement Board policy and decisions. The Board recognizes the Superintendent as the chief executive officer, and expects recommendations, proposals and suggestions from the Superintendent on matters before the Board. As a Board, our staff interactions will be facilitated through the office of the Superintendent. The Board recognizes that only the Board as a whole has power, and no individual Board member has authority or power independently. The Board will focus on strategic leadership rather than administrative details, observe a clear distinction between Board and Superintendent responsibilities, and give direction through majority decisions of the full Board rather than through individual member decisions.

In fulfilling our roles as members of the Edina School Board, we will:

1. Make our decisions based on the available information, and in the best interest of all students. This obligation supersedes (a) any conflicting loyalty a member may have to advocacy or interest groups; (b) loyalty based upon membership on other boards or staff; and (c) conflicts based on the personal interest of any Board member or any member of their family.
2. Make every attempt to attend all Board functions including committee meetings, and remain informed of activities, programs and incidents in the District within the Board's purview.
3. Respect and remain mindful of the different roles within the school system, including, but not limited to the School Board, Superintendent, Administrators, Teachers and Staff.
4. Not publicly criticize an employee or other Board member.
5. Meet with District personnel only after notifying the Superintendent, and attend staff meetings, staff training and other administrative events only upon invitation.
6. Accept responsibility for all Board decisions regardless of the vote, and speak with one voice after a decision has been made.
7. Take no private or public actions that will compromise the District.
8. Participate when possible in opportunities that provide professional growth, and commit to continuous improvement through annual self-evaluation.

Meeting Protocols

We will conduct business through a set agenda that advances District goals. The Board Chair and Superintendent will ensure the agenda is appropriately balanced, to provide adequate time

for deliberation of each issue. As a general practice, we will endeavor not to vote on a new issue in the same meeting in which the issue is presented. Items will be addressed in subsequent meetings through planned agenda items, unless determined by the Board Chair or Superintendent that it would be detrimental to delay the issue. (See EPS Policy 203 *Operation of the School Board*)

While every Board member has the right to request an agenda item or a change to an agenda at a regular Board meeting, as best practice in preparing agendas and materials for regular Board meetings, we will strive to:

1. Make a request to the Board Chair or Superintendent seven (7) days prior to a meeting for an item, presentation or material we wish to be considered added to the meeting.
2. Make a request to the Board Chair or Superintendent four (4) days [96 hours] in advance of a meeting for any changes to the posted agenda. If materials are not made available seven days in advance of a meeting, then any requests should be made within two (2) days [48 hours] of receipt of the meeting materials.
3. A Board member question pertaining to an agenda item requiring time and preparation for response should be asked of the Superintendent and responsible administrator, or the Board Chair directly, at least 24 hours prior to the scheduled meeting.
4. Recognize and respect that it takes a majority of the Board in attendance to add an item to a meeting or work session agenda during said meeting or work session.
5. Inform the Superintendent or Board Chair prior to the Board meeting if a Board member identifies an error in a presentation or minutes so that a correction can be made.

Edina Public Schools Policy 209 outlines the Code of Ethics that all Board Members will follow in fulfilling their roles. As best practice when conducting Board meetings and work sessions, we will strive to:

1. Engage in meaningful, professional, focused and open discussion.
2. Start and end on time, utilize a timekeeper, and maintain a timed agenda with meeting objectives in order to have effective and efficient meetings.
3. Invite input from all Board members, be respectful of everyone's thoughts and ideas, and allow an opportunity for Board member input. Articulate clearly and concisely, on topic, and loudly enough so all can be heard.
4. Express our opinions and beliefs about issues. Board discussions will be open and candor encouraged. Honest disagreements are legitimate and have an appropriate place on the Board; however, Board members will respect one another's opinions and will not criticize one another in an inappropriate manner.
5. Focus on issues rather than personalities.
6. Come prepared by reading the packet prior to the meeting or work session.
7. Ask administrators to share only highlights of the meeting's reports.
8. Remain on the topic(s) communicated by the agenda posted prior to the meeting or work session.
9. Refrain from the use of cell phones during Board meetings and work sessions.

Board Committees

The Edina School Board uses standing Committees to discuss issues related to policy, governance, teaching and learning, and finance and facilities. Board Committees are used to clarify issues, elicit Board questions, and prepare for public presentation of policies, issues, and decision-making. As Committees do not have a quorum, they are in place to make Board work more efficient and effective. Committees have no decision making authority.

As defined in Policy 213 and through best practice, we will strive to adhere to the following in the operations of committees:

1. Committees will act only within the guidelines and mission established for that committee or subcommittee by the School Board.
2. Committees will act only in an advisory capacity for Administration and the Board.
3. Committee members who are also Board Members will not seek to hold a Committee meeting outside the presence of Administration or other non-Board Member members of the Committee, and no Committee meeting may be held without providing prior notice to Administration.
4. Committees will not stray into management work, and will not direct or oversee District staff, as that is a function of the Superintendent.
5. Committees will not initiate work outside the scope of Administration's recommendations without full Board approval.
6. If a Committee or Board member would like a Committee to work on a project or item that is not already assigned, the full Board, in conjunction with the Superintendent, needs to decide if the Committee should work on that item.
7. Committees should provide feedback to Administration to help them prepare recommendations and presentations. However, any direction to the Superintendent related to Committee work will come only from the full Board.
8. Committees should meet as often as necessary to accomplish their work, and should meet only when there is substantive work to be done.
9. Committee Chairs will work with the Superintendent and Board Chair to understand District work requirements and constraints in managing projects.
10. Committees will designate a secretary to record meeting highlights.
11. Committee Chairs should be prepared to provide updates on substantive committee progress at monthly public Board meetings, on issues not previously addressed during the public meeting.

Communications

The Edina School Board will be planful and systematic in its communications to set expectations, enhance understanding, and build support with each other and the community. In Board communications, we will strive to:

1. Have the Superintendent update the full Board on issues on a bi-weekly basis via email.
2. Communicate with the community through regular Board meetings, District Communications Office publications, meeting minutes, and public hearings or listening sessions.

3. Speak in an official capacity outside the Board room only when given specific authority from the full Board.
4. Communicate to the Board only through the Superintendent. Board members will not send emails to a quorum of the Board.
5. Respond to community member emails only through the Superintendent or District Communications team if the email contains substantive District or Board information. The Superintendent will work with the Board Chair in formulating a response if warranted. The Superintendent will provide the Board with a summary of material responses. Board members may respond to personal emails on substantive District or Board information after coordinating with the Superintendent.

Information Request Procedures

The School Board and Administration will work together to identify the information and data needed for Board decision making. The Board will be cognizant of the District's limited time and other resources when requesting action from staff.

When a Board Member is seeking data or information, we will strive to:

1. Recognize the distinction between "monitoring data" (data used by the Board to address accountability) and "management data" (data used by the staff for operations).
2. Limit requests to information related to issues before the Board.
3. Make all requests either to the full Board or to the Superintendent, who will review all information requests to determine if the information is readily available.
 - a. If the information is readily available, the requested information will be provided to the full Board.
 - b. If the information is not readily available, the Superintendent will work with the Board Chair in presenting the request to the full Board, to determine if the information is relevant, valuable and a priority. The Superintendent will give an approximate date when the information will be available to the School Board.

Board Liaisons

Members of the Edina School Board will, through regular, ongoing communication, participate and collaborate with various state, city and district organizations that represent varied matters related to the District. Board liaisons should have a formal reporting process so Board members and the community can better understand what is going on at the liaison level.

1. Board liaisons represent the interests of the Edina School District and not themselves when they are serving in their liaison role.
2. If a Board liaison cannot make their liaison commitment, it is their responsibility to provide adequate Board representation at the meeting.



Board Meeting Date: 8/10/2020

TITLE: Human Resources Committee Name Change

TYPE: Discussion

PRESENTER(S): Human Resources Committee

BACKGROUND: This item asks the Board to change the name of its Human Resources Committee to Governance Committee.

RECOMMENDATION: Change the name of the Human Resources Committee to Governance Committee.

PRIMARY ISSUE(S) TO CONSIDER: Board Committee name change

ATTACHMENTS:

1. None



Board Meeting Date: 8/10/2020

TITLE: Policy Review - Rapid

TYPE: Action

PRESENTER(S): Board Policy Committee

BACKGROUND: The following policies have been reviewed to assure alignment with state statutes and district practice.

- 520 Student Surveys
- 526 Student Hazing Prohibition
- 529 Staff Notification of Violent Student Behavior
- 533 Student Wellness
- 534 Emergency Health Situations
- 610 Student Homework
- 619 Student Assignment
- 632 Chemical Use

RECOMMENDATION: Accept the revised policies as presented.

ATTACHMENTS:

1. 520 Student Surveys
2. 526 Student Hazing Prohibition
3. 529 Staff Notification of Violent Student Behavior
4. 533 Student Wellness
5. 534 Emergency Health Situations
6. 610 Student Homework
7. 619 Student Assignment
8. 632 Chemical Use

Students

Student Surveys

I. Purpose

Occasionally the school district utilizes surveys to obtain student opinions and information about students. This policy establishes the parameters of information that may be sought in student surveys.

II. General Statement of Policy

Student surveys may be conducted, as determined necessary, by the school district. The superintendent or designee may refuse to permit a survey to be conducted based on the alignment of the survey to the mission of the district and the impact the administration of the survey would have on the students' instructional day. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. Student Surveys in General

- A. Student surveys will be conducted anonymously, unless the parents/guardians of the students are notified in writing that the student survey responses are to be identified with the students' names, and the parents/guardians are provided the opportunity to opt out of the survey. There will be no requirement that the student return the survey, and no record of the student's returning a survey will be maintained.
- B. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- C. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

IV. Student Surveys Conducted as Part of U.S. Department of Education Program

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, will be available for inspection by the parents or guardians of the students.
- B. No student will be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
 - 1. Political affiliations or beliefs of the student or the student's parent;
 - 2. Mental and psychological problems of the student or the student's family;
 - 3. Sex behavior or attitudes;
 - 4. Illegal, antisocial, self-incriminating, or demeaning behavior;
 - 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 - 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - 7. Religious practices, affiliations, or beliefs of the student or the student's parent; or
 - 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References:

Policy 515 (Protection and Privacy of Student Records)

Policy 521 (Student Disability Nondiscrimination)

Policy 522 (Student Sex Nondiscrimination)

Policy

adopted: 4/14/08

amended: 3/12/12

revised: 11/17/14

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Students

Student Hazing Prohibition

I. Purpose

This policy establishes the parameters for a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district. The district maintains a learning environment that nourishes respect for the individual. Hazing activities of any type are prohibited at all times. Hazing, by its very nature, often occurs on or off school property, during and after school, on nonschool days, and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

II. General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district will plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the district will permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employees are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing, or who permits, condones, or tolerates hazing, will be subject to discipline or other remedial responses for that act in accordance with the district's policies and procedures.
 - Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions to disciplinary actions.
 - Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.
 - Consequences for other individuals engaging in prohibited acts of hazing may include, but are not limited to, exclusion from district property and events, and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and beyond school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person or persons who engage(s) in an act that violates school policy or law in order to be initiated into or affiliated with a student organization will be subject to discipline for that act.
- I. The district will act to investigate all complaints of hazing, and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the district who is found to have violated this policy.

III. Definitions

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted

vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or a charter school.
- F. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. Reporting Procedures

- A. Any person who believes he or she has been the target or victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, will report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any adult district personnel who receives a report of hazing prohibited by this policy will immediately inform the building principal or report taker. Any person may report hazing directly to a district human rights officer or the superintendent.
- C. Teachers, administrators, volunteers, contractors and other employees of the district will be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing, will make reasonable efforts to address and resolve hazing and will immediately inform the building principal. District personnel who fail to inform the building principal or report taker of conduct that may constitute hazing, or who fail to make reasonable efforts to address and resolve hazing in a timely manner, may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

V. School District Action

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district will undertake or authorize an investigation by district officials or a third party designated by the district.
- B. The building report taker or other appropriate district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others, pending completion of an investigation of alleged hazing prohibited by this policy.
- C. Upon completion of an investigation that determines hazing has occurred, the district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, discharge, or loss of privileges and/or leadership positions. Disciplinary consequences will be sufficiently severe to try to deter violations and appropriately discipline for the prohibited behavior. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority - including the Minnesota Pupil Fair Dismissal Act - and applicable district policies and regulations.

The superintendent, in consultation with the building principal, may modify the participation in or conclude a specific school activity, organization, club or team when the investigation determines such action is warranted.

- D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law, based on a confirmed report.
- E. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district will, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. Retaliation or Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing or who provides information about hazing, who testifies, assists, or participates in an investigation of alleged

hazing, or who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct will be tailored to the particular incident and nature of the conduct.

VII. Dissemination of Policy

This policy will be included in the district handbooks.

Legal References:

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

Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Cross References:

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

Policy 413 (Harassment and Violence)

Policy 506 (Student Discipline)

Policy 514 (Bullying Prohibition)

Policy

adopted: 2/25/08

amended: 2/21/12

revised: 12/15/14

revised: 9/25/17

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

DISCRIMINATION, HARASSMENT, BULLYING, HAZING AND VIOLENCE REPORT FORM

Edina Public Schools maintains policies prohibiting discrimination, harassment, bullying, hazing and violence. These policies can be found on the district's website or obtained from a district administrator. Please use this form to report incidents of discrimination, harassment, bullying, hazing or violence. All persons are to be treated with respect and dignity.

Person completing report: _____

Home address: _____

Work address: _____

Home phone: _____ Work phone: _____

Date of alleged incident(s): _____

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

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

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

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

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

List any witnesses that were present. _____

This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).

Students

Staff Notification of Violent Behavior of Students

I. Purpose

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to work with the student and manage the behavior.

This policy addresses the circumstances under which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior, and establishes a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. General Statement of Policy

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior will immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. Definitions

For purposes of this policy, the following terms have the meaning given them.

A. Administration

“Administration” means the superintendent, building principal, or other designee.

B. Classroom Teacher

“Classroom teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

“Incident(s) of violence” means willful conduct in which a student endangers or causes physical injury to the student, other students, a district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

“Legitimate educational interest” includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person’s need to know in order to:

1. Perform an administrative task required in the school or the employee’s contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student’s education; or
3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

“School staff member” includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;

3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

IV. Procedure for Staff Notification of Students with Violent Behavior

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the district will immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see section IIIC, above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other district employees or individuals outside of the district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in

writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in section III of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in section IVD, above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. Maintenance and Transfer of Records

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. Parental Notice

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. Training Needs

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.22, Subd. 7 (School Attendance – Education Records)
Minn. Stat. § 121A.45 (Grounds for Dismissal)
Minn. Stat. § 121A.64 (Notification of Students with Violent Behavior)
Minn. Stat. § 121A.75 (Law Enforcement Notice to Schools)
Minn. Rules Parts 1205.0100–1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1–99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

Cross Reference:

Policy 515 (Protection and Privacy of Student Records)

Policy

adopted: 1/22/08
reviewed: 4/09/12
revised: 12/15/14
revised: 9/25/17

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Students

Student Wellness – Food, Nutrition and Physical Activity

I. Purpose

This policy supports a school environment that promotes student wellness, prevents and reduces childhood obesity, and assures that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state and federal standards.

II. General Statement of Policy

- A. The school district recognizes that nutrition promotion and education, and physical activities that promote student wellness are components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The district encourages the involvement of students, parents, representatives of the school food authority, teachers, food service employees, school health professionals, the school board, school administrators and the general public in the development, implementation, and periodic review and update of the district's wellness policy.
- D. Students need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. Students will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service employees, in partnership with the district, will:
 - 1. provide healthy food choices within United States Department of Agriculture ("USDA") guidelines and compliance with all applicable federal state and local laws rules and regulations;
 - 2. offer fresh, high quality, minimally processed foods;
 - 3. promote whole foods, natural fibers and other natural nutrients;
 - 4. minimize saturated fats and added sugars;

5. teach lifelong healthy eating habits that reinforce the belief of moderate consumption in all food groups;
6. provide access to and information about a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students;
7. consider the religious, ethnic, and cultural diversity of the student body in meal planning; and
8. provide a healthy dining experience with clean, safe, and pleasant settings and adequate time for students to eat.

III. Wellness Goals

A. Nutrition Promotion and Education

1. The school district will encourage and support healthy eating and hydration by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction, when appropriate; and
 - c. enjoyable, developmentally appropriate, and culturally relevant.
2. The district will encourage all students to make age appropriate healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines and vending machines.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward (unless this practice is allowed by a student's individual education plan or behavior intervention plan), or withheld as punishment.

B. Physical Activity

Students need opportunities for physical activity and to embrace regular physical activity as a personal behavior. The district provides opportunities to be active to reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities.

C. Communications with Parents

1. The district will provide information about its food service programs, physical and nutrition education, and other district-sponsored physical activity opportunities.
2. The district encourages parents to pack healthy lunches and snacks.
3. The district will provide to staff and parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards for lunches, snacks, celebrations, fundraising, etc.

D. School Food Service Program/Personnel

1. The school district will designate an appropriate person to be responsible for the school district's food service program, whose duties will include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the district's responsibility to operate a food service program, the district will provide continuing professional development for all food service personnel in schools.

E. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria and from vending machines.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

F. Food and Beverage Marketing in Schools

1. School Food Service program marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards during the school day as per Federal Guidelines

IV. Wellness Leadership and Community Involvement

- A. This student wellness policy and associated practices will be implemented throughout the Edina Public Schools and will be monitored by the Student Wellness Committee. The direction of the committee will come from the Superintendent or designee who will serve as the chair(s) of the committee.
- B. The Student Wellness Committee will meet at least twice each year, convened by the chair(s), to participate in the development, implementation, and periodic review and update of the wellness policy. The Committee shall be comprised of district administration, the manager of food services, dietician, the coordinator of health services, staff of physical education and mental health education, site administration and at least three parent representatives, one from each level (elementary, middle and high school). All meetings will be open to the public.
- C. School food service staff will ensure compliance within the school's food service areas and will report concerns to the Student Wellness Committee or the chair(s), as appropriate.
- E. The chair(s) will ensure compliance with the student wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.

V. Policy Implementation and Monitoring

A. Annual Reporting

- 1. The chair(s) will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

B. Triennial Assessment

- 1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which the school district's wellness policy compares to model local wellness policies; and
 - b. a description of the progress made in attaining the goals of the school district's wellness policy.
- 2. The chair(s) will be responsible for conducting the triennial assessment.
- 3. The triennial assessment report will be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the district's jurisdiction efforts to review and update the wellness policy.

Legal References:

7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
Minn. Stat. § 121A.215 (Local School District Wellness Policies)

Policy

adopted: 4/14/08
amended: 8/15/11
amended: 3/12/12
revised: 3/17/14
revised: 4/9/18

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

APPENDIX I to Policy 533

Edina Public Schools' Food and Nutrition Wellness Standards

Students' lifelong eating habits are influenced by the types of food and beverages available to them at school. The school nutrition program promotes health through menus that feature a variety of appealing and nutritious offerings prepared at each school. The nutrition program is guided by the district wellness policy as developed by a collaborative community process.

In recognition of the above statement, the district will adhere to the following standards.

1. Provide healthy food choices within USDA guidelines.

- a. Menu planning will focus on providing a variety of fruits, vegetables, legumes, whole grains, lean proteins and fat free foods.
- b. Weekly average calories will meet the age specific USDA guidelines.
- c. Saturated fat content will be less than or equal to 10% of total calories per week.
- d. Trans fat content will be zero, unless naturally occurring in products.
- e. Sodium content will meet the USDA weekly average requirement by grade group.
- f. Free water will be available in the cafeteria at breakfast and lunch.

2. Offer fresh, high quality and minimally processed food.

- a. Fast food branded menu options will not be offered in any grade levels.
- b. Products will be prepared fresh each lunch service as possible.
- c. Fresh and locally sustainable foods will be offered, when possible.
- d. Skim, 1% and lactose free white milk and skim chocolate milk will only be offered.
- e. Meats and poultry will not contain textured vegetable protein as filler, be treated with ammonium hydroxide.
- f. The purchases of meats certified to be from animals not treated with antibiotics and growth hormones will continue to increase.
- g. The use of products containing artificial colors, additives and preservatives will be minimized.

3. Promote the use of whole grains, natural fibers, vegetables, fruits and nutrient-rich foods

- a. Grains will be at least 50% whole grain.
- b. Whole grains (e.g. brown rice, couscous, wild rice) will be offered at least once per week and in their natural state.
- c. Legumes will be offered a minimum of once per week.
- d. At least four fruit options (minimum one fresh fruit) and three vegetable options (minimum two fresh vegetables) will be offered daily.

4. Minimize the amount of saturated fats and added sugars.

- a. Products that contain high fructose corn syrup will be eliminated.
- b. Artificial sweeteners will not be used or offered.
- c. Healthy olive oil blend will be used as a fat source in food preparation.

5. Teach lifelong healthy eating habits that reinforce the belief of moderate consumption in all food groups.

- a. A variety of entrées and appropriate side items will be available for students to choose a complete meal following the MyPlate model as recommended by the 2010 USDA Dietary Guidelines for Americans.
- b. Food services employees and teachers will receive the training they need to promote healthy eating with MyPlate.
- c. MyPlate educational materials will be displayed in the cafeteria to promote healthy eating.
- d. The MyPlate icon visual will be included on combo meal program documents.

6. Provide information about a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.

- a. Information about the nutritional content and ingredients of meals will be communicated to students, families and district employees.
- b. Special diet and food allergy information will be coordinated through the school nurse and needed accommodation provided by the food services program.
- c. Training will be provided for employees annually.
- d. Free and reduced meal program options will be communicated to families.
- e. The district's food service will not prepare or serve products containing nuts.

7. Consider the religious, ethnic, and cultural diversity of the student body in meal planning.

- a. Menus will reflect a wide variety of diverse items.

Established: 3/17/14

APPENDIX II

EDINA PUBLIC SCHOOLS NUTRITION PROVISIONS

The following chart provides the regulations and additional provisions that guide the district's food services program. The additional provisions are aspirational statements to strive towards.

Food Group	Serving Size	HHFKA Regulations		Additional Provisions
Breads	NSLP	All grains must be whole grain rich (51% or more whole grain)		No highly processed, bleached, enriched or refined grain products Minimal hydrogenated fat 5 grams or less fat per serving
Rice, pasta and grain products	NSLP	All grains must be whole grain rich (51% or more whole grain)		No highly processed, bleached, enriched or refined grain products Pasta and rice: 100% whole grain No fat or salt added in preparation
Cereal and breakfast bars	NSLP	50% or more whole grains by weight or whole grain as first ingredient 10% of Daily Value of a nutrient < 35% calories from fat per serving < 35% of sugar weight per item		No high fructose corn syrup No artificial colors or ingredients No bleached flour No artificial sweeteners 1.5 grams or less saturated fat per serving
Fruits	NSLP	Frozen/dried: no added sugar		Fresh: locally, sustainably grown when available Canned: packed in 100% juice
Vegetables	NSLP	Weekly requirement of dark green, orange/red, legumes/beans, starchy		Fresh, locally, sustainably grown when available No added saturated fat
Cheese	NSLP			Natural or pasteurized processed No additives, preservatives, artificial ingredients or coloring No added hormones No cheese food or spread
Yogurt	8 oz. or less	< 35% of sugar weight per item		Made with live cultures, lowfat, BGH free Sugar is not the first ingredient No artificial colors, ingredients, additives or preservatives No artificial sugar or high fructose corn syrup
Meat and meat alternatives	NSLP			Locally sourced, sustainably raised Whole muscle poultry No highly processed products, 2% or less additives or nitrites
Ice cream, frozen yogurt or fruit bar	NSLP	< 35% of sugar weight per item < 35% calories from fat per serving		Milk product is first ingredient in ice cream Fruit juice is first ingredient in fruit bar No artificial colors, ingredients, sweeteners or high fructose corn syrup
Cookies and baked goods	1.3 oz. fresh baked cookie, NSLP for other products	< 35% of sugar weight per item < 35% calories from fat per serving 50% or more whole grain by weight or whole grain as first ingredient		Elementary: Cookie special occasion only Middle: fresh cookies M-W-F High School: fresh cookies daily No artificial sweeteners or high fructose corn syrup No artificial colors, ingredients or preservatives 1.5 grams saturated fat or less per serving
Snack mix, crackers, chips popcorn (middle and high schools only)	NSLP	< 200 mg sodium per serving < 200 cal/serving, incl. condiments < 35% calories from fat per serving 50% or more whole grain by weight or whole grain as first ingredient		No artificial sweeteners, preservatives or additives No highly processed, bleached, enriched or refined grain products
Milk	8 oz. elementary 8 -12 oz. secondary	1% or skim white milk Chocolate skim		No artificial sugar BHT and BGH free
Water	No size limit	Free tap water offered at meals		No added sugar or artificial sugar
Fruit/Veg. juice beverages	4 oz. elementary 4-12 oz. secondary	100% fruit/vegetable juice		No artificial colors, ingredients or preservatives
Coffee/tea (high school only)	10 oz.			Organic plain/flavored Limit two creams/sugar packets
Calories, Daily	Based on 5 day week average	Elementary	B = 350-500	
		Middle	B = 400-550	
		High School	B = 450-600	
		Elementary	L = 550-650	
		Middle	L = 600-700	
		High School	L = 750-850	
Saturated Fat	Weekly average	10% or less of total calories		
Trans Fat	All foods	No added trans fats, < 5 grams/serving		
Sodium	Weekly average	Elementary	B < 540; L < 1230	B < 485; L < 935
		Middle	B < 600; L < 1360	B < 535; L < 1035
		High School	B < 640; L < 1420	B < 570; L < 1080
A la carte entrée items	Serving	< 350 calories	< 35% cal of fat	
		< 480 mg sodium	< 35% sugar	

Key: NSLP = National School Lunch Program; HHFKA = Healthy and Hunger-Free Kids Act; B = Breakfast; L = Lunch

All policy statements regarding the elimination of ingredients are subject to flexibility based on availability.

Students

Emergency Health Situations and District Insurance Limitations

I. Purpose

This policy defines the school district's response to emergency health situations.

II. General Statement of Policy

The school district will provide necessary emergency care for illness, injury, and special medical conditions. The district does not provide medical, health or accident insurance for students. Families will need to access their own insurance for a student with an accident, illness or injury while at school or while participating in a district-sponsored activity.

III. Emergency Health Care

The school district has established administrative procedures and protocols to provide emergency health care for students and staff. These procedures and protocols are coordinated by the Director of Support Services and the District Health Coordinator, and cover the following:

- Medication administration (see Policy 516, Student Medication)
- Injuries
- Illness
- Special medical procedures

IV. Medical, Health or Accident Insurance Limitations

The school district does not provide medical, health or accident insurance for students. If a student has an accident, is ill, or is injured while at school or while participating in a district-sponsored activity, families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation, etc.)

All questions related to insurance are to be directed to the Director of Business Services.

Legal Reference:

Minn. Stat. § 121A.21(a) (School Health Services)

Cross References:

Policy 516 (Student Medication)

Policy 530 (Immunization Requirements)

Policy

adopted: 6/16/08

amended: 3/12/12

revised: 2/23/15

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Education Programs

Student Homework

I. Purpose

~~The purpose of this policy is to define~~ how student homework is used to enhance learning.

II. General Statement of Policy

The district recognizes regular purposeful homework is an essential component of the instructional process. Student homework is an integral factor in fostering academic achievement and in extending school learning into the home. Homework is beneficial and important to a student's educational program.

III. Definition

Homework refers to the tasks assigned to students by teachers that are meant to be completed during nonschool hours or independent study time during the school day.

Homework is one of many learning activities in which students engage. The purposes for student homework include:

- Assisting students in becoming independent learners by preparing them for new content or elaborating on content previously introduced
- Extending learning and/or providing practice in applying concepts presented in the classroom
- Creating and stimulating interest on the part of the student
- Providing opportunities for enrichment
- Aiding in the mastery of skills
- Fostering parent/guardian-student involvement in education

Homework must be realistic in length and difficulty, given the students' abilities to work independently, while recognizing that the amount of homework will increase as the student progresses through the grades. The parameters of the homework include:

- All homework shall have a purpose, which should be identified and articulated, and focus on quality versus quantity.
- All homework must be assessed by the teacher. Daily homework assignments will not have a major impact on the student's final grade.

- The homework should be able to be completed by the student with minimal parent/guardian assistance, unless the parent/guardian support is part of the homework (i.e. reading to parent/guardian, practicing math facts).
- The school district shall suggest a homework range of time to guide teachers and families (see Appendix I).

IV. Responsibilities

- A. School Site – Each school site will conduct regular discussion across grade levels and departments to reflect on the consistency of applying the district's student homework policy. This discussion would include:
1. Communicating the homework policy to families, including the purpose of homework, the amount of homework to expect, consequences for not completing homework, and a description of the types of parental involvement that are expected or acceptable
 2. Attempting to limit the amount of homework on Wednesday evenings or other sacred days due to family commitments with faith-based services or observations
 3. Pacing homework assignments among classes to avoid “homework overload” on a given night
- B. Teachers – Teachers are responsible for assigning meaningful homework for the purpose of enrichment, mastery of skills and/or completion of daily assignments. The teacher has the responsibility of determining the nature and the length of the homework assignment, with the understanding that the students have the ability and skills to complete the work. The teacher shall assess all homework.
- C. Students – Students are to complete the homework in a timely manner. If a student does not understand the homework assignment, he/she should feel free to contact the teacher for further support and assistance.
- D. Parents/Guardians – Parents/guardians are to monitor their student's learning activities at home and to assist them as necessary. Parents/guardians should provide a place and atmosphere that is conducive to studying and give encouragement to the student to do their best work. Parents/guardians are encouraged to contact the teacher, and if necessary the principal, when they have concerns with a student's homework.

Appendix I

SUGGESTED RANGE OF TIME FOR HOMEWORK

The school district suggests that the average time for students to be engaged in homework should begin with 10 minutes per night, per grade level. As some students require more time to complete homework, the suggested range of total minutes per day is:

- Primary: 10–30 minutes
- Upper Elementary: 40–60 minutes
- Middle School: 60–90 minutes
- High School: 90–120 minutes

Students taking multiple Advanced Placement courses should expect to spend additional time on homework.

The administration will work with teachers and families to monitor the suggested ranges and offer changes in the ranges, as appropriate.

Education Programs

Student Assignment to Teachers and Classes

I. Purpose

This policy identifies the district's process for assigning students to teachers and classes.

II. General Statement of Policy

The school district is committed to creating class settings where optimum learning for all students will take place. The district values a strong family-school partnership and values balanced classes across each grade level.

III. Procedures

A. The school district administration will assign students to teachers and classes within the established district guidelines, using the following factors that seek to stabilize classes and accommodate individual student needs:

- gender
- emotional/social combinations
- performance levels
- special learning needs
- teaching/learning styles
- behavior

B. Families may provide input to a student's placement for the upcoming school year. Each spring, schools will make input forms for student placement available to families. Families may complete the forms and forward them to the school administration. The school administration will use the gathered information to assist in making the best possible placement for the individual student and all students within a grade level and/or course.

Cross References:

Policy 604 (Grade Level Configuration and Enrollment at School Sites)

Policy 617 (Class Size and Staffing)

Policy

adopted: 09/29/09

amended: 11/09/09

revised: 02/22/16

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Education Programs

Chemical Use and Abuse

I. Purpose

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and significantly impedes the learning process. The board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. It is the policy of the district to provide an instructional program in chemical abuse and prevention of chemical dependency in every elementary and secondary school.

II. General Statement of Policy

- A. Use of controlled substances, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies with respect to a drug-free workplace/drug-free school (see Policy 418 – Alcohol- and Drug-Free Workplace).
- B. It is the policy of this district to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.
- C. The district will establish and maintain a chemical abuse preassessment team in every school. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to individually-reported cases.
- D. The superintendent or designee will, with the advice of the school board, establish a school and community advisory team to address behavioral health in the district.
- E. The district will establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

III. Definitions

- A. “Chemical abuse” means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student’s normal function in academic, school, or social activities is chronically impaired (see Policy 418 – Alcohol- and Drug-Free School).

- B. "Chemicals" includes but is not limited to alcohol, toxic substances and controlled substances as defined in school district Policy 418 – Alcohol- and Drug-Free School.
- C. "Use" includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.
- D. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the district; or during any period of time an employee is supervising students on behalf of the district or otherwise engaged in district business.

IV. Students

A. Instruction

1. Every school will provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.
2. Each school will have age-appropriate and developmentally based activities that:
 - a. address the consequences of violence and the illegal use of drugs, as appropriate;
 - b. promote a sense of individual responsibility;
 - c. teach students that most people do not illegally use drugs;
 - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - e. teach students about the dangers of emerging drugs;
 - f. engage students in the learning process; and
 - g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
3. Each school will have activities that involve families, community sectors and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate

consequences for violence and illegal use of drugs.

4. Each school will disseminate drug and violence prevention information within the school and to the community.
5. Each school will include professional development and training for school personnel, student services personnel, parents and interested community members in prevention, education, early identification and intervention, mentoring or rehabilitation referral, as related to drug and violence prevention.
6. Each school will have drug and violence prevention activities that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 - b. The hiring and mandatory training of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.
 - c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug council activities.
 - d. Counseling, mentoring, referral services and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
 - e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use and Abuse

1. In the event that a district employee knows or has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals in a school location:
 - a. The employee will immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.
 - b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside

medical personnel as appropriate.

- c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.
 - d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by district officials will be in accordance with school board policies regarding search and seizure.
 - e. The district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.
2. If a district employee has reason to believe that a student is abusing, possessing, transferring, distributing or selling chemicals:
 - a. The employee will notify the building administrator or a member of the preassessment team and will describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single member of the team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.
 - b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.
 3. Students involved in the abuse, possession, transfer, distribution or sale of chemicals will be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. §121A.40-121A.56, and proposed for expulsion.
 4. Searches by district officials in connection with the abuse, possession, transfer, distribution or sale of chemicals will be conducted in accordance with school board policies related to search and seizure.

C. Preassessment Team

1. Every school will have a chemical abuse preassessment team designated by the superintendent or designee. The preassessment team will be

composed of classroom teachers, administrators, school nurse, school counselor or psychologist, social worker, and other appropriate professional staff.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team will make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. § 13.32 and applicable federal law and regulations.
2. Destruction of Records
 - a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student will be destroyed not later than six (6) months after the determination is made.
 - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with such information, records created or maintained by the team about the student will be destroyed not later than six (6) months after the student is no longer enrolled in the district.
 - c. This section will govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.

E. Consent

Any minor may give effective consent for medical, mental and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

V. Employees

- A. The superintendent or designee will undertake and maintain a drug-free awareness and prevention program to inform employees, students and others about:

1. The dangers and health risks of chemical abuse in the workplace/school.
 2. The school district's drug-free workplace/drug-free school policy (Policy 418).
 3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry and/or assistance programs available to employees and/or students.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The superintendent or designee will notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction will report the same to the superintendent.

Legal References:

Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 138.163 (Records Management Act)

Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)

Minn. Stat. § 152.22 (Medical Cannabis; Definitions)

Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

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

20 U.S.C. §§ 7101-7165 (Safe and Drug-Free Schools and Communities Act)

41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)

34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross References:

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

Policy 418 (Alcohol- and Drug-Free Workplace)

Policy 502 (Search of Student Lockers, Desks, Personal Possessions and Student's Person)

Policy 506 (Student Discipline)

Policy 515 (Protection and Privacy of Student Records)

Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches)

adopted: 9/29/09
revised: 3/20/17

Edina, Minnesota



Board Meeting Date: 8/10/2020

TITLE: Policy Review

TYPE: Action

PRESENTER(S): Board Policy Committee

BACKGROUND: The following policies have been reviewed and revised to align with district practice, and were discussed at the Board's prior regular meeting.

- 213 School Board Committees
- 604 Grade Level Configuration and Enrollment at School sites
- 612 Development of Parental Involvement
- 617 Class Size and Staffing
- 618 Assessment, Grading and Reporting of Student Progress
- 620 Course Credit for Learning
- 635 Educational Innovation - **RESCIND**
- 636 Workload Limits for Special Education

RECOMMENDATION: Accept the revised policies as presented.

ATTACHMENTS:

1. 213 School Board Committees
2. 604 Grade Level Configuration and Enrollment at School sites
3. 612 Development of Parental Involvement
4. 617 Class Size and Staffing
5. 618 Assessment, Grading and Reporting of Student Progress
6. 620 Course Credit for Learning
7. 635 Educational Innovation - **RESCIND**
8. 636 Workload Limits for Special Education

School Board

School Board Committees

I. Purpose

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

II. General Statement of Policy

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

III. Appointment of Committees

- A. The school board appoints the following standing committees:
 - 1. Finance
 - 2. Policy
 - 3. Teaching and Learning
 - 4. Governance
- B. The board will establish, by resolution, for each standing or ad hoc committee, the number of members, the term and the charge or mission of each committee.
- C. The board chair will appoint the members of each standing or ad hoc committee and designate the committee chair.

IV. Procedures for School Board Committees

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

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

Finance and Facilities Committee

A. General Statement of Role

The School Board, in its practice of prudent management of public resources, has created the Finance and Facilities Committee to collaborate with the District's Director of Business Services and Superintendent in reviewing and providing feedback to the District on financial issues. This Committee deals with matters pertaining the school system's budget development and related recommendations to the Board. It also:

- 1. Monitors the financial affairs of the Edina Public Schools school district.
- 2. Reviews and maintains a long-term financial forecast.
- 3. Recommends to the Board any budget modifications based on financial analyses and the needs of the system, while adhering to District policy.
- 4. Reviews contracting practices.
- 5. Ensures that budget allocations and expenditures reflect District priorities as informed by its strategic operating plans.
- 6. Reviews the school system audit, making the Board aware of key risks facing the District, as well as strategies for dealing with any such risks.
- 7. Reviews financial analyses provided by the Director of Business Services, or other entity at their discretion, and makes related recommendations to the Board.
- 8. At the direction of the Superintendent and Board, conducts periodic, more detailed, financial analyses.
- 9. Performs other such duties as assigned by the Board.

B. Committee Composition

The Finance and Facilities Committee consists of the Board Treasurer, two additional Board members, the Director of Business Services, the Superintendent, any additional staff members assigned by the Superintendent, and three to four community members with talent and experience in management and financial affairs.

1. The Committee Chair is the Board Treasurer.
2. Board members are appointed annually in January.
3. Community members are appointed effective July 1, in accordance with the Board committee selection process.

C. Communications Expectations

1. Provides periodic reports to the Board as necessary, regarding committee discussions and deliberations.
2. Provides reports to the Board regarding requested analyses of specific topics.
3. Along with the Business Director, provides information to the District regarding finance issues, both in sharing information with the public, and listening to citizen concerns.

D. Meetings

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

Governance Committee

A. General Statement of Role

The School Board, to ensure sound governance and oversight of the District, has created the Governance Committee, to collaborate with the District's Superintendent in making recommendations to the Board on subjects that have districtwide implications, and which are more readily addressed in governance versus other established committees. Its areas of purview include:

1. Previews all human resources issues, including contracts.
2. Previews all legal issues.
3. Builds and monitors the Board-Superintendent working relationship, and addresses relationship issues as they occur, including:
 - a. routine matters related to the Superintendent's contract and employment;
 - b. issues and concerns regarding the Superintendent's conditions of employment, and communication with the Board regarding the same.
4. Develops procedures and an evaluation instrument for the Superintendent's evaluation.

5. Develops and presents to the Board annual goals for the Superintendent and Board.
6. Orients new Board members and identifies training and educational opportunities for Board members to become better informed about school board governance issues.
7. Coordinates Board self-evaluation procedures, instruments and training.
8. Develops guidelines for effective communication of Board Committee work to the Board, District Administration, and public.
9. Assists with strategic and long-term plans and goals that are consistent with the mission of Edina Public Schools.
10. Performs other duties assigned to the Committee by the Board.

B. Committee Composition

The Governance Committee consists of the Board Chair, Vice Chair, one additional Board member, the Superintendent, and any other staff members assigned by the Superintendent and agreed to by the board members.

1. The Committee Chair is the Board Chair
2. Board members are appointed annually in January

C. Communications Expectations

Provide periodic reports to the Board as necessary, regarding discussions and deliberations of the Committee.

D. Meetings

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

Teaching and Learning Committee

A. General Statement of Role

The School Board, in order to promote active participation in improving instruction and curriculum, has created the Teaching and Learning Committee to collaborate with the District's Director of Teaching and Learning and Superintendent to coordinate and advance District instructional programs. The Committee will make recommendations to the Board on matters relating to teaching and learning, including the instructional programs used in schools and programs and their relevance and alignment to local contexts. Specific responsibilities include:

1. Works cooperatively with the Director of Teaching and Learning, Superintendent and appropriate staff to monitor and assess instructional programs and professional learning aligned with student needs and achievement, in order to ensure equity and excellence.

2. Reviews initiatives, progress, outcomes, and the effectiveness of the curriculum and teaching and learning practices in achieving Board and system goals and objectives, as needed, and as articulated by the District's strategic plan.

B. Committee Composition

The Teaching and Learning Committee consists of three Board members, the Superintendent, the Teaching and Learning Director, and any other staff members assigned by the Superintendent or Director of Teaching and Learning.

1. The Committee Chair is appointed by the Board Chair.
2. Board members are appointed annually in January.

C. Communications Expectations

1. Provides periodic reports to the Board as necessary, regarding discussions and deliberations of the Committee.
2. Provides recommendations to the Board regarding Teaching and Learning subjects coming to the Board.

D. Meetings

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

Policy Committee

A. General Statement of Role

The Committee reviews existing policies and writes new policies to provide broad governance guidance and address changes in legislation, statutes, case law and legal decisions, as well as District social and educational issues. Board policies act as guidelines for the internal procedures of the District. The Committee stays abreast of local, state and federal laws and regulations to determine and apply implications for Edina Public Schools' policy development and revisions. The Committee works closely with the appropriate staff to draft new or refine current policies, processes and protocols, that are then brought to the Board for formal action. All District policies should be reviewed over a 5 year period.

B. Committee Composition

The Policy Committee consists of three Board members, the Superintendent, the Assistant Superintendent, and any other staff members assigned by the Superintendent.

1. The Committee Chair is appointed by the Board Chair.
2. Board members are appointed annually in January.

C. Communications Expectations

1. Policies that are ready for updating should be brought to the Board monthly for consent, discussion or approval, depending on what phase they are in.
2. If policy changes will have a major impact to the community, the Board and District should seek community input and have a communications plan for the public.

D. Meetings

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

Committee Assignments

Unless otherwise specified, Board Members will be assigned/appointed to Committees or Boards by the Board Chair in consultation with the Board. Board members will be assigned to Committees or Boards no later than the second regular board meeting in January. Each Board member should be assigned to at least one (1) Committee.

1. Appointment to a Committee should take into consideration, but not be limited to, the following:
 - a. equitable distribution of Committee assignments among Board members;
 - b. expressed interests of Board members;
 - c. a Board member's training, education and/or experience with the purpose of the Committee;
 - d. continuity of service and historical knowledge;
 - e. availability for meetings;
 - f. the need for diversity;
 - g. the needs of the Board;
 - h. the proven ability to work effectively in a committee environment.
2. Should one or more representatives of the Board be needed to attend a Committee meeting prior to the Board's adoption of Committee assignments, the Chair is authorized to temporarily appoint Board members to that Committee.
3. Assignments to a Committee are effective until either the following year's approval of Committee members, or Board removal or absence for another reason.
4. If an absence is created on any Committee, the Chair may assign another Board member to represent the Board at a Committee meeting for any duration.

Committee Chair

The Committee Chair is chosen by the Board Chair unless otherwise specified.

A. Roles and Responsibilities of the Committee Chair.

The committee chair has the following responsibilities:

1. Assists administration in preparing background materials for the Committee's work; incorporates the Board's plans into Committee agendas; and reports results of the Committee work to the Board.
2. Assists administration with steering the work of the Committee, while also tying that work back in with the rest of the Board.
 - a) The Committee Chair and responsible administrator, in conjunction with the Superintendent and Board Chair, comes up with an annual plan for the Committee for the year, to be reviewed by the Board.
 - b) The Committee Chair and responsible administrator work with the Board Chair and Superintendent on a monthly basis to plan any agenda items for Board meetings.
 - c) The Committee Chair, in conjunction with administration, is responsible for facilitating work session discussions on issues brought by their Committee.
 - d) The Committee Chair works with the responsible administrator on:
 - i) the responsibility for presiding over the meetings
 - ii) setting the direction for, and establishing norms and protocols that allow for appropriate function of, the Committee in an efficient manner
 - iii) providing guidance and communicating expectations to other Committee members
 - iv) ensuring that relevant, timely and effective decisions are executed, and that all Committee members are provided the opportunity to participate in the decision making process

Legal Reference:

Minn. Stat. Ch. 13D (Open Meeting Law)

Cross Reference:

Policy 201 (Legal Status of the School Board)

Policy 203 (Operation of the School Board)

INDEPENDENT SCHOOL DISTRICT

Edina, Minnesota

273 adopted: 4/16/07

amended: 3/12/12

amended: 12/10/12

revised: 11/14/16

revised: 4/17/17

revised: 2/1/18

revised: 12/17/18

Education Programs

Grade Level Configuration and Enrollment at School Sites

I. Purpose

This policy defines the organization of grade levels at district schools.

II. General Statement of Policy

The school district is committed to maintaining educational programs and services that are aligned from prekindergarten through grade 12. The district will establish a grade level organization that maximizes student learning and the district's facilities, while maintaining aligned educational programs and services.

III. Grade Level Organization

A. Effective July 1, 2017, grade level groupings will be as follows:

1. Early childhood options and programs available for prekindergarten
2. Elementary schools – Kindergarten through Grade 5
3. Middle schools – Grades 6-8
4. High school – Grades 9-12

B. School principals will work collaboratively to create a smooth learning transition for students and their families as the students advance from one school to another school.

C. The school board encourages creative options that enhance an aligned educational delivery system. The school board will approve all grade configurations that vary from the traditional grade level organization. The proposals may require additional start-up expenses, but will provide services at an expenditure level comparable to the approved grade level organization. The proposed configurations must align to the mission of the schools, meet all state and local educational requirements, and provide rationale and research for the modification.

D. The school board has approved the following choice programs within the grade level configurations:

1. Normandale Elementary School – Grades K-5 French Immersion

2. Countryside Elementary School – Grades 1K-5 Continuous Progress ~~for five sections~~
3. Highlands Elementary School – Grades 2K-5 Continuous Progress ~~for eight sections~~
4. The choice programs are required to adhere to the following guidelines:
 - a. No additional district funding will be provided for school-specific programs and services.
 - b. School board approval is required to use nondistrict funds for specialized programs and services at the choice schools.
 - c. The academic standards and curriculum will be implemented , through flexibility in the instructional content, and materials, and delivery. ~~and the instructional approach and delivery will be flexible. These~~ Modifications are ~~will be~~ approved by the director of teaching and learning.
 - d. Student enrollment guidelines may be modified in accordance with Policy 509 (Resident Enrollment) and will be an appendix to the policy.
 - e. Class size guidelines may be modified with the approval of the School Board to gain additional staffing full-time equivalents (FTE) as compared to other elementary schools.
 - f. All district policies and work agreements will be followed. Preapproval of any modifications to policies or work agreements must be received by the School Board and/or the appropriate employee group.

IV. Enrollment

- A. The administration will follow Policies 509 (Resident Enrollment) and 510 (Nonresident Enrollment) when enrolling students into a school.
- B. Kindergarten is defined as a program designed for students who are five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following year. Children who are five years of age on or before September 1 of the school year may enroll in kindergarten. The administration will follow Policy 513 (Student Promotion, Acceleration, Retention and Early Kindergarten Admission) for early kindergarten admission.

- C. Preschool is defined as a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following year.
- D. The administration may arrange appropriate conferences involving a student for whom graduation appears distant at age 16 to determine if continuation in the school district is in his/her best interest, established in Policy 513 (Student Promotion, Acceleration, Retention and Early Kindergarten Admission). This conference will include the student, his/her parents/guardians and school personnel. The district will work collaboratively with the student in the best interest of the student and his/her future.

Cross References:

Policy 509 (Resident Enrollment)

Policy 510 (Nonresident Enrollment)

Policy 513 (Student Promotion, Acceleration, Retention and Early Kindergarten Admission)

Policy
adopted: 7/20/09
revised: 10/24/16

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Education Programs

Development of Parental Involvement Policies for Title I Programs

I. Purpose

This policy encourages and facilitates involvement by parents of students participating in Title I in the educational programs and student experiences. The policy provides the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the district will be directed toward public or private school children whose parents are district residents or whose children attend school within the boundaries of the district.

II. General Statement of Policy

- A. It is the policy of the school district to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents in its Title I programs.
- B. It is the policy of the district to fully comply with 20 U.S.C. § 6318 which requires the district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parental involvement policies.

III. Development of District Level Policy

The administration will develop jointly with, agree upon with, and distribute to, parents of participating children a written parental involvement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for parental involvement and describe how the district will:

- Involve parents in the joint development of the district's Title I plan and the process of school review and improvement;
- Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Early Reading First, Even Start, Parents as Teachers Program, Home Instruction Program for Preschool Youngsters, and state-administered preschool programs;

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents, and, particularly, with parents who are economically disadvantaged, disabled, have limited literacy or English proficiency, or who are of a racial or ethnic minority;
- Use the findings of such evaluations to design strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parental involvement policies; and
- Involve parents in the activities of the schools.

IV. Development of School Level Procedures

The administration of each school will develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents of participating children a written parental involvement procedure, agreed upon by such parents, that will describe the means for carrying out the federal requirements of parental involvement.

A. The procedures will describe the means by which each school with a Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children will be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
2. Offer a flexible number of meetings, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement programs, including the school parental involvement policy and the joint development of the school-wide program plan, unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;
4. Provide parents of participating children with: timely information about Title I programs; if requested by parents, opportunities for regular meetings to formulate suggestions, share experiences with other parents and to participate, as appropriate, in decisions relating to their child's education; and to respond to any such suggestions as soon as practicably possible; and
5. If the school-wide program plan is not satisfactory to the parents of

participating children, submit any parent's comments on the plan when it is submitted to the school district.

- B. As a component of this procedure, each school will jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact will:
 - 1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 - 2. Describe the ways each parent will be responsible for supporting his or her child's learning by monitoring school attendance and homework completion, monitoring television watching, volunteering in his or her child's classroom, and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 - 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the procedure will describe how each school and the district will:
 - 1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - 2. Provide materials and training to assist parents in working with their children to improve their children's achievement, including coordinating necessary literacy training and using technology, as appropriate, to foster parental involvement;
 - 3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with,

and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;

4. Coordinate and integrate parental involvement programs and activities with local public preschool programs and other intervention programs;
 5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent home in a format and in a language the parents can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in meetings and training sessions;
 4. Train and support parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or have in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental opportunities for involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parental involvement, the district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.
- F. The district and each school will assist parents and parent organizations by

informing such parents and parent organizations of the existence and purpose of such centers.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal Reference:
20 U.S.C. § 6318 (Parental Involvement)

Policy
adopted: 8/17/09
Revised: 10/19/15

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Education Programs

Class Size and Staffing

I. Purpose

This policy shares the process used by the district to determine class size guidelines.

II. General Statement of Policy

The elementary and secondary staffing process is guided by procedures established by the school board. The director of human resources supervises the implementation of staffing based on guidelines established for the schools.

Class size and staffing may vary depending on the subject being taught, the objectives to be learned, the approach of the instruction, and the age or need of the students being taught.

III. Definition

Nonresident upper limit – The nonresident upper limit identifies the class size at which nonresident students will no longer be enrolled into that classroom section.

IV. Staffing Guidelines

A. Elementary Staffing Guidelines

1. Elementary class size guidelines for the district are calculated on the basis of educator/student ratio. A desired class size range is established for each elementary grade level, including the elementary choice programs. Ideally, each classroom class size would fall within this range.
2. Adding an elementary classroom section is considered when the average class sizes significantly exceed the desired class size range. Limiting factors may include, but are not limited to, financial considerations, lack of an available classroom, time at which knowledge of the overage occurs, and lack of student/parent interest to make such a change after the school year has started.
3. In the event that an additional elementary classroom section is added, students will be reassigned into the new classroom making efforts to balance class sizes in all of the classrooms.

B. Secondary Staffing Guidelines

Secondary school staffing is determined by an allocation of staffing hours per building, based on an average class size for middle school and high school. Building administrators determine the size of individual classes based on enrollment data and needs of student learning. Class sizes can vary based on the type of class and the number of hours that the class is taught. If the principal perceives class size difficulties exist, the issue may be discussed with the superintendent and, ultimately, the school board for additional hours to be added to the allocation of staffing hours.

V. Establishment of Class Size and Staffing Guidelines

- A. The school board will establish the class size and staffing guidelines. The administration will use these guidelines to establish staffing plans and recommendations.
- B. Modifications in the class size and staffing guidelines may occur during the school year. The administration may use short-term staffing solutions if an immediate action is required.

Policy
adopted: 8/17/09
amended: 8/20/12
revised: 1/27/14
revised: 2/1/18

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Education Programs

Assessment, Grading and Reporting of Student Progress

I. Purpose

The purpose of this policy is to provide a structure and framework for grading student learning in the district.

II. General Statement of Policy

A. The purpose of student grading includes:

- Communicating the achievement status of students to parents and others
- Providing information that students can use for self-evaluation
- Providing incentives to learn
- Evaluating the effectiveness of instructional programs and classroom instruction

B. Grading should reflect student performance as measured by several forms of assessment. Student performance and achievement should be assessed on classroom subject or course-determined curriculum standards and objectives.

C. Grades reflect a combination of student achievement, student progress in learning, and other student learning factors (i.e. effort, attitude/behavior, work completion).

D. Student understanding of scoring criteria is a hallmark of quality standards-based instruction and grading.

E. Course or subject objectives are aligned with district curriculum standards. Grading practices will be based on assessment of students against a standard for learning and not on arbitrary predetermined percentages that consider quantitative grading conclusions.

F. The grading system at the high school will involve weighted and non-weighted grading and values. This grading system is designed to provide more effective, responsive and flexible postsecondary college and university planning for students.

G. Teachers and other professional staff will not use grading procedures that are open to widely divergent interpretations within and across subjects or courses and grade levels.

III. Definitions

- A. Grades – An assessment tool used by teachers to communicate the achievement status of students to parents, students and others.
- B. Progress Reports – Periodic reporting that provides a grade status report for a student's scheduled classes or coursework.
- C. Academic Standards – State-prescribed grade and course specifications in particular learning areas of content that are embedded in the curriculum.

IV. Standards for Completing Student Grading and Assessment

A. Grading Criteria

Each school program level (elementary, middle school and high school) will establish standardized grading criteria. The grading criteria will be reflective of the age of the student and the level of content learning. Variations in the grading schedule among schools in a given program area are acceptable when approved by the superintendent.

The grading criteria shall include:

- Definition of grading scale
- Definition of credit and no credit for coursework
- Definition of pass or fail for credit
- Definition of weighted grading (if appropriate)
- Definition of student honor roll or recognition for progress reports
- Frequency of grade reporting schedule

B. Establishing Grading Criteria

The grading criteria will be coordinated by the director of teaching and learning and established by the administration with input from task forces at the elementary, middle and high school levels. The criteria will be reviewed on a periodic basis. The administration will ensure the grading criteria is seamless from kindergarten through grade twelve (see Appendix I).

C. Grading Procedure

The teacher responsible for the instruction of the student's class or course will complete the necessary assessment and provide the appropriate grade. No grade will be altered without consultation with the assigned teacher.

D. Informing Students and Parents/Guardians

1. Students will be informed of the grading criteria at the beginning of the school year or course. Students and parents will be informed of the grading criteria in each school's handbook and/or course syllabi. Secondary teachers shall determine if a final examination requirement is part of the grading requirement.
2. Each school level will determine the frequency of reporting student progress, including the number of formal marking periods. The school calendar will determine the beginning and end of each marking period.
3. The teacher and/or counselor (when appropriate) may report on a student's progress to the parents/guardians midway through the marking period. A notification shall be made to the parents/guardians when the student is performing unsatisfactorily up to and including the fifth week of the marking period.

E. High School ~~Class Ranking and~~ Honors

A student's high school grade point average and ~~class ranking and~~ academic honors will be based solely on grades approved by the district.

V. Acceptance of Grades from Other Schools, Institutions or Agencies

A. Student Grade Review

The district administration will determine appropriate grade placement, course completion and accepted grade of a student transferring from another public school, nonpublic school, home school, educational institution or educational agency. Transferred students may be required to demonstrate knowledge and expertise of the required standards in a specific course or class to assist the administration in determining grade placement, satisfaction of course completion and appropriate course grade.

The administration may award a passing grade for acceptable course completion versus the grade given from another school, institution or agency. A course grade from home schools will not be included in a student's cumulative grade point average at a district school.

B. Student Grade Transfer Appeals

Appeals by a transfer student will be directed to the director of teaching and learning who will review the information from the school transfer and make a final determination. The decision of the director of teaching and learning is final.

C. High School Diploma

Any student who transfers into the high school and wishes to receive a high school diploma must meet all the district requirements for credits and graduation standards.

VI. Confidentiality

A student's grades and individual assessments are confidential and can only be shared with the student and his/her parents/guardians or designee(s), with parental permission. Confidential information may also be shared with the appropriate teachers, administrators and other educators who are assisting in the student's educational program.

Cross Reference:
Policy 613 (Graduation Requirements)

Policy
adopted: 10/26/09

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I

GRADE LETTERS AND VALUES

I. Elementary School

- A. Elementary progress is scored on a 4-3-2-1 scale against the academic standards to be accomplished in the subject at the grade level. The criteria are standards-referenced and not based on percentiles.

- 4 – Advanced; independently exceeds standard at this time
- 3 – Proficient; independently meets standard expectations at this time (an excellent score)
- 2 – Partially proficient; making progress toward basics of standard at this time, with support
- 1 – Needs improvement; lacks expected progress towards standard at this time

The scoring points should assist teachers in maintaining a focus on the learning expectations, encourage frequent diagnosis of how well students are meeting them, and align learning expectations, teaching and feedback.

B. Not Assessed

“Not assessed at this time” simply means that the content area or indicator was not assessed for the semester for which the report is provided. In the first semester, for some elementary content areas, and in some specialist classes, it may be premature to provide this assessment information. In other content areas, teachers may balance the distribution of content so that one or two areas are the focus in the fall and other areas in the spring so there will be no score.

C. Progress Reporting for Special Needs Students

Progress by all students is reported against the same criteria; the standards/benchmarks for that grade level. A lack of proficiency on any standard does not signal failure, but signals a need to continue to assist student development in that area. Teachers can include information on student progress on individual goals through the teacher’s comment section of the report, as well as to share if the student has a “replacement curriculum” or the grades are actually provided by another teacher.

II. Secondary Schools

A. Middle School

1. The middle school assigns a letter grade with a numerical value for the purpose of calculating grades for courses or subjects. The following non-weighted letter grade values are used by the middle schools:

A	4.000	B-	2.667	D+	1.333
A-	3.667	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	0.667
B	3.000	C-	1.667	F	0.000

2. In certain cases the letters "NG" (no grade) are earned or a "P" (passing) is granted to represent the passing of a course or subject with a C- or higher when no letter grade is assigned. An "I" (incomplete) may be assigned as indication that work has not met an expected standard or is still in progress.

B. High School

1. A dual-weighted grading system will be implemented at the high school. The dual-weighted grading system will calculate a weighted and an unweighted grade point average for all high school students.
2. Grade Non-weighted Letters and Values

A	4.000	B-	2.667	D+	1.333
A-	3.667	C+	2.333	D	1.000
B+	3.333	C	2.000	D-	0.667
B	3.000	C-	1.667	F	0.000

Each letter grade has been assigned a numerical value for the purpose of calculating final grades and for determining the grade point average of each student.

3. Grade Weighted Letters and Values

A	4.800	B-	3.200	D+	1.600
A-	4.400	C+	2.800	D	1.200
B+	4.000	C	2.400	D-	0.800
B	3.600	C-	2.000	F	0.000

Determined courses at the high school are assigned a weighted value of 1.2 for purposes of calculating a weighted grade point average.

4. Final Exams

Final exams may be given at the discretion of the teacher.

C. Graded Weighted Courses

The criteria and procedures for determining that a course will be designated as a grade weighted course at the high school will involve the following steps:

1. Advanced placement courses will be grade weighted.

2. High school courses that are not advanced placement courses and that are requested to have a weighted status require staff to complete a proposal.
 - a. Teachers or other school professionals will complete a grade weighted course proposal. The proposal content and intent will be discussed at high school area leader meetings and with the area-designated teacher on special assignment (TOSA).
 - b. The proposal will be submitted for approval to the high school principal and director of teaching and learning.
 - c. The new course-weighted proposal will be discussed and reviewed by the Board Teaching and Learning Committee. The submission of a new course weighted proposal will follow the same timeline as secondary new course proposals.
 - d. Following the advisory approval of the Board Teaching and Learning Committee, the proposal will be shared with the school board for discussion and action.

D. Dropping Classes

1. Students who drop a class before the end of the fourth week of the semester due to unique circumstances may receive one of the marks listed below. Non-letter grades have no impact on grade point average. These marks will remain on the student's permanent record until the student retakes the course during a future semester. Non-letter grade marks are:
 - NG – No letter grade assigned; a grade of NG should be supplemented by anecdotal reports to the parent(s)/guardian(s).
 - NC – No credit given for the class; no letter grade assigned.
 - P – Credit granted for passing the class with a C- or higher; no letter grade assigned.
2. Students who drop a class after the end of the fourth week of the semester will incur a penalty by receiving a grade of "F" that will be calculated into the grade point average. An appeal may be submitted by a counselor to the principal on a case-by-case basis where special circumstances should be taken into consideration.

E. Interpretation of Letter Grades

1. A grade is given to every secondary student to reflect the student learning progress. Letter achievement grades are interpreted as follows:

A – Excellent	C – Satisfactory	F – Failure (No credit)
B – Very good	D – Lowest passing grade	I – Incomplete

2. Letter grades should be used only in those courses where the teacher intends to report learning progress that students make on course or subject standards and objectives. Grade distributions will be monitored regularly to identify areas of possible inconsistency. Teachers with classes in which the letter grade approach is not desirable are urged to use another system of reporting student progress. Alternative grading approaches need to be reviewed and approved by area leaders, the principal and the director of teaching and learning.

F. Grade "F"

1. The grade of "F" should be reserved for the student who fails to exert reasonable effort to complete class assignments. The special education student who fails examinations, but demonstrates a mastery of required standards, should not receive an "F" on the report card.
2. In no case should a student be assigned an "F" grade without prior communication with the parent(s)/guardian(s). A midterm communication indicating unsatisfactory progress should be mailed to the family midway through the marking period. If the circumstances were such that this notice was not mailed to the parent(s)/guardian(s), a telephone contact must be made.

G. Incompletes ("I")

1. An incomplete may be used to temporarily indicate low performance or missing work when the grade earned is lower than C-. Teachers may allow retake/resubmission of work until a standard is met at a C- or better level and the grade changed until 30 calendar days after the end of the semester. If this allowance is granted, the school will notify the parent(s)/guardian(s) of this process.

A student who has been provided an opportunity to retake/resubmit work and has an outstanding "I" after the 30 calendar day period will be assigned the original "D" or "F" they would have received.

2. Incompletes due to student absence. Incompletes as a final grade shall be used for those students whose absence from school has not permitted them a fair opportunity to complete the work.
3. Every student, regardless of the reason for an absence, has a right to make up the work missed. Students who have been absent and have not had a reasonable opportunity to complete the class work shall be given an incomplete rather than the letter grade "F."
4. The maximum deadline to remove all incompletes, due to absence, is 30 calendar days after the end of the semester. Work, which has not been made up, will be marked zero. This implies that daily assignments and activities must be well-defined and necessitates complete recordkeeping of

such assignments and activities. A daily plan of activities and assignments shall be replicable for make-up purposes. In essence, a student shall not be able to take a final exam for a course and pass, but shall demonstrate evidence of meeting required course standards through assignments. Teachers and other school professionals are required to contact the student and parent(s)/guardian(s) to provide the student with a thorough timeline and list of required assignments.

5. If the assignments are not made up during the 30 calendar days after the end of a semester, a failure grade shall be given, unless there is a good reason for the continuing incomplete such as a prolonged illness.

Revised: 08/19/13
Revised: 03/14/16
Revised: 07/16/18
Updated: 01/28/19

Appendix II

STUDENT PROGRESS REPORTS

I. Marking Periods

Marking periods will vary in length from one school year to the next. The school calendar adopted each year will determine the beginning and ending of each marking period. Special instructions and details regarding the processing of student progress reports will be issued preceding the close of each marking period by an administrator, when needed. Student learning progress is reported at the end of all marking periods. Those semester courses that meet for one period on an alternating-day basis will have grades issued at the end of the second and fourth marking periods.

II. Progress Reporting for Secondary Schools

- A. Student learning progress may be reported to the parent(s)/guardian(s) midway through the marking period.
- B. Student learning progress on the district's parent portal will be updated on a regular basis, as determined by the district administration.
- C. In addition to regular electronic reporting, parental contact will be made when a student is performing unsatisfactorily up to and including the fifth week of the marking period. This affords the family, teacher and student adequate time to impact the student's performance before the end of the marking period. Appropriate documentation of this contact will be maintained during the academic year.
- D. Teachers and other school professionals are encouraged to contact parent(s)/guardian(s) to highlight unique or significant student contributions on a regular basis.

Revised: 08/19/13

Education Programs

Receiving Course Credit for Learning

I. Purpose

This policy provides the process by which credit to fulfill graduation requirements may be granted for student learning that occurs in other schools, at alternative learning sites, through postsecondary enrollment options, through demonstrating mastery of applicable subject matter, and in out-of-school experiences such as community organizations, work-based learning, enrichment programs and other educational activities and opportunities.

II. General Statement of Policy

The district will develop and provide a process for credit to fulfill graduation requirements that is accomplished through learning opportunities outside of standard district courses.

A. Transfer of Credit for Courses Completed in another Minnesota District

The district will provide a process for transfer of credit for courses completed in another Minnesota district, recognition of work completed in other schools and postsecondary institutions, and credit for courses achieved in extracurricular activities, activities outside the school, previous learning, and community and work experiences. The district will comply with requirements of the law for students in grades 9-12 to earn course credit by a formal assessment. The district may allow students to receive credit for meeting graduation standards through completion of a course or courses other than the primary course which is offered that includes the standards.

B. Credit by Assessment

The school district will develop and provide processes and procedures by which students may meet a graduation requirement for knowledge acquired in another learning environment other than standard course curriculum. There are two pathways by which a student can demonstrate learning that aligns with graduation requirements and which may allow credit in lieu of standard curriculum offered by the district. This can occur through demonstration of previous learning by submitting a portfolio of evidence, or by demonstrating knowledge through an exam process administered by school district staff.

III. Transfer of Course Credits

A. The school district will transfer high school credits achieved in earlier grades or in other schools for aligned, credit-based courses to the student's record upon admission to Edina Public Schools.

- B. When a student transfers into the district from another Minnesota public district, any credits completed in the sending district, are recorded as completed with a notation indicating the identity of the district from which the records are transferred.
- C. Students are advised of opportunities available to complete further requirements and electives.
- D. The district will determine the transferring student's grade placement, awarded grade for completed courses and diploma requirements in accordance with district policy.

IV. Recognition of Completed Work

- A. The school district will equate credits completed by students in schools (9-12, postsecondary or other) into completed course credits.
- B. When a student transfers into the district with a transcript from a school or district other than a Minnesota public district, effort will be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for learning completed elsewhere. This process may include asking the student or the sending school to verify content of completed courses and programs when that content is not clear from the transcript.
- C. The district may formally evaluate other learning experiences to declare that a transfer student meets or exceeds a specific academic standard requirement or course credit.
- D. Consistent with state law, students must receive prior approval from the district for any courses to be completed outside the district for credit towards graduation. College-based courses that do not provide college credit and summer school programs (approved by high schools or colleges) will be considered as part of the 43 credit graduation requirements.

Credits for such course work must not be more than two credits per year for a total of eight credits toward graduation. The district will determine the awarding of the course credit and the grade. The grade will be reflected on the transcript but not included in the overall GPA. The district does not cover expenses of related courses identified in this section.

V. Credit by Assessment

- A. The school district will provide students in grades 9-12 with the opportunity to receive course credit by assessment for knowledge acquired in another learning environment other than standard course curriculum, provided such experiences meet current Minnesota academic standards.

- B. When a student desires transcribed credit as recognition of standards met but for which no academic transcript exists, the student must complete an application, Appendix I, and submit it to the counseling office.
- C. Students can choose two different pathways found in VI or VII to earn credit by assessment. The application form, Appendix I, will be available in the counseling offices. The procedure for these pathways can be found in Appendix II or Appendix III.
- D. A student may attempt to earn credit by assessment only once for each course and may not earn credit for a course in which he/she previously received a grade and credit. Courses that are sequential must be addressed in the same sequence. If a course requires a prerequisite, the student must have received credit for the prerequisite before attempting the credit by submitting evidence of prior learning process. The student must continue to maintain full-time status during the process.

VI. Assessment by an Exam Process

- A. The exam process allows a student to demonstrate evidence of competency of standards through an exam process created by and administered by school district staff.
- B. Earning credit for high school graduation through the exam process for a course offered by the district will require successfully completing and passing the Edina High School cumulative course power standards at a "B" (80%) or better level, for which a 'passing' notation will be recorded on the student's transcript. If the student does not achieve this level, the credit is not awarded and the student must take the course to earn the credit.
- C. The exam will encompass the power standards taught in the course.
- D. The exam can be in one or more formats including the following:
 - 1. A formal written test covering all or a portion of the course content;
 - 2. Performance-based assessment;
 - 3. Demonstration of skills;
 - 4. Interview;
 - 5. Presentation;
 - 6. Exhibition and/or;
 - 7. Written composition

VII. Assessment through a Portfolio Submission

- A. A portfolio submission allows a student to demonstrate evidence of competency of standards collected by the student and presented to staff to review.
- B. Earning credit through a portfolio submission for a course that is offered by the district and is required for high school graduation, will require successfully submitting evidence that demonstrates mastery of the power standards

included in the course and must allow for observable, authentic assessment of learning that can be verified by an expert in the field of study and validated by a school official. The activities and assessment of prior learning experience must be at the same level of rigor and expectations as the power standards assessed in the regular school setting.

C. Evidence in the portfolio may include:

1. letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the power standards;
2. oral or written interviews;
3. actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the power standards;
4. or work samples, videos, exhibitions, and/or other evidence as appropriate for the individual situation.

D. Earning credit for a course required for high school graduation will require successfully meeting the criteria listed on the Credit by Portfolio Submission Rubric (included in Appendix IV). If this occurs, a 'passing' notation will be recorded on the student's transcript.

E. The student must demonstrate mastery of power standards included in the course.

VIII. Other Credit Requirement Options

- A. A student who satisfactorily completes a postsecondary enrollment options (PSEO) course or program under Minn. Stat. § 124D.09, that has been approved as meeting the necessary requirements, is not required to complete other requirements corresponding to that specific course of study. The grade will be reflected on the transcript and will be weighted when calculated into the overall GPA. A list of the courses or programs meeting the necessary requirements may be obtained from the commissioner of the department.
- B. A student who satisfactorily completes an advanced placement or international baccalaureate course, or a postsecondary enrollment options course under Minn. Stat. § 124D.09, satisfies the requirements corresponding to that specific course of study.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)
(repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References:

Policy 601 (Academic Standards and Instructional Curriculum)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan)
Policy 616 (School District System Accountability)
Policy 618 (Assessment, Grading and Reporting of Student Progress)

Policy
adopted: 8/17/09
revised: 7/16/13
revised: 6/13/16
revised: 11/13/17

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota

Appendix I to Policy 620
Application for Course Credit

Complete this application for course credit for prior learning. This application is due 45 days prior to the start of the course (full year and semester courses) with results available no later than 10 days prior to the start of the course. Once completed, return this form to your counselor*. This is applicable for 9-12 students only.

To Be Completed By Student:

Student Name _____ Phone _____
Street Address _____ City _____ Zip _____
Student email _____
Grade _____ School _____ Date _____

I am requesting _____ Credit by Exam or _____ Credit by Portfolio Submission for the following course:

Please explain why you are requesting (select one):

_____ Credit by Exam or _____ Credit by Portfolio Submission for this course (attach additional pages if desired):

Student Signature _____ Date _____

To Be Completed By Parent/Guardian:

I have reviewed the student guidelines and the above application and I grant permission to proceed with the process for _____ Credit by Assessment or _____ Credit by Submitting Evidence of Prior Learning for the above named course.

_____ Date _____
Parent/Guardian Signature

Parent Phone _____ Parent email _____

For Office Use Only:

_____ Date _____
Counselor Signature

*Counselors should forward this form to the director of teaching learning at the District Office as soon as it is received

Appendix II to Policy 620
Credit by Exam Process Procedure/Timeline

Student:

1. Student submits a completed application to his/her counselor indicating that he/she would like to pursue credit by exam process.
 - a. This application is due 45 days prior to the start of a course (full year and semester courses) with results available no later than 10 days prior to the start of the course.
2. The student must complete all portions of the exam(s). During the exam(s) a student may request an explanation or clarification of an item or project from the exam proctor. If the student fails to complete the entire exam during the designated time period, the credit will be denied.
3. Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 Plan specifies a necessary modification.

School:

1. For courses offered by the district, the school will create credit by exam that include the power standards included in the course. It can be developed in one or more formats, including the following: a formal written test covering all or a portion of the course content, performance-based assessment, demonstration of skills, interview, presentation, exhibition and/or written composition. When designing the exam, input from at least one teacher of the course will be solicited. The teacher may or may not be from the school where the student is seeking credit. Teachers will be compensated for the time spent either creating, proctoring and/or evaluating the exam. If no district teachers are available, an outside licensed consultant will be utilized.
 - a. Once an exam(s) has been established for a course, subsequent applicants will be evaluated using the same exam(s) and criteria. However, adjustments can be made to reflect any changes to the course or power standards.
 - b. The exam will be limited to a maximum of 4 hours, including instructions and breaks.
 - c. Students will be provided a study guide to help prepare for the exam.
2. A team comprised of the principal or the principal's designee, area leader, and a teacher of the course, counselor, along with additional members as necessary, will confirm the exam or set of exams. A test proctor will be identified.
3. The proctor of the exam will work with the teaching and learning department to offer the district course exam, score the exam and report the scores to the Department of Teaching and Learning along with the team identified in step 2. The proctor will receive compensation for this work.
4. The team identified in Step 2 will evaluate the exam(s) and then consult with the student, informing them of the result. The decision of the team is final.
5. If the student acquires a score at or above a "B" (80%), they will be awarded credit(s) for the course.

If the student completes and passes the exam in the manner referenced in step 5, the student's transcript will show the credit earned and a course grade of "P" for "passing".

Appendix III to Policy 620
Credit by Portfolio Submission Procedure/Timeline

Student:

1. Student submits a completed application (see Appendix I) to his or her counselor indicating that he/she would like to pursue credit by submitting a portfolio.
 - a. This application is due 45 days prior to the start of a course (full year and semester courses).
2. The student must submit the portfolio no later than 10 days prior to the start of the course to their counselor. During the portfolio submission process a student may request an explanation or clarification. If the student fails to submit sufficient evidence by the deadline the credit will be denied.
3. Students will submit evidence that demonstrates mastery of power standards included in the course and must allow for observable, authentic assessment of learning that can be verified by an expert in the field of study and validated by a school official. The activities and assessment of prior learning experience must be at the same level of rigor and expectations as the power standards assessed in the regular school setting.
4. Evidence can include a variety of items as listed in VI. D.

School:

1. The school will offer the opportunity to obtain credit by submitting a portfolio.
2. The district will not pay for any outside evaluation of the portfolio submission.
3. The school will provide a checklist of the power standards included in the course to facilitate the submission of portfolio.
4. A subject area expert will be identified to evaluate the portfolio. A team comprised of the principal or the principal's designee, area leader, a teacher of the course, counselor, along with additional members as necessary, will also be identified. The names of the teams will be disclosed to the parents/guardians and/or student upon request. All data policies will be followed.
5. First, a subject area expert must evaluate the portfolio using Appendix IV. With the recommendation of the subject area expert the team identified in Step 3 will review the rubric along with the evidence. They will then consult with the student, informing them of the result. The decision of the team is final.
6. If the student acquires a score at or above a "3" out of "4", they will be awarded credit for the course and a course grade of "P" for "passing."

Appendix IV to Policy 620
Credit by Portfolio Submission

1. Each power standard included in a course will use the following rubric to evaluate evidence of mastery.

4.0	3.0	2.0	1.0
Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations

2. Descriptors may be added for each power standard as deemed appropriate by the subject area expert. These will be provided to the student.
3. An overall minimum score of 3.0 or above must be met in order to receive credit for prior learning.

Education Programs

Educational Innovation

~~I. Purpose~~

~~This policy affirms the school district's commitment to educational innovation as a means of advancing the district's mission and supporting the continuous improvement process.~~

~~II. General Statement of Policy~~

~~The school district believes that educational innovation is an important part of the district's and individual schools' improvement process. A commitment to innovation stimulates creativity, enhances collaboration, and supports a culture of growth and excellence. Projects will align with the district's strategic plan, annual district goals, annual school improvement goals, and/or staff development plans to improve learning for all students.~~

~~III. Seeking Educational Innovative Initiatives~~

~~A. An educational innovation is the process of translating an idea or invention into a service, method, product or program which creates value for and/or strategic advancement of the district's mission.~~

~~B. The school district will establish and implement a process to support educational innovative initiatives. The Director of Teaching and Learning will be responsible for developing, implementing, promoting, and evaluating the process. The process will encourage and guide staff to develop innovative projects that align to the district's strategic plan, annual district goals, annual school improvement goals, and/or staff development plans to improve learning for all students. The innovative initiative process will include:~~

- ~~• Support and promotion for innovation project development.~~
- ~~• An application process that outlines the needs, desired goals, and required resources for a proposed project.~~
- ~~• An assessment approach for determining which innovation projects will be approved.~~
- ~~• Measured criteria for determining the success of the project.~~
- ~~• Updates on the innovation projects will be reported at the conclusion of each school year.~~

- ~~Training opportunities to advance staff skills, creativity, collaboration, and innovation.~~

~~C. The district will access both district funding resources and funding resources from partnership organizations, agencies and businesses to financially support innovative initiatives. A primary source of partnership funding support will be the Edina Education Fund. All partnership agreements involving commitments by the district will be approved by the school board.~~

~~IV. Educational Innovation Project Implementation~~

~~A. Approval of educational innovation projects will use the following guidelines:~~

- ~~District Administrative Team: Project funding, including staffing, of \$25,000 or less on an annual basis and project launching and pilot on a partial and/or phased implementation of a program or service delivery.~~
- ~~School Board: Project funding, including staffing, exceeding \$25,000 on annual basis and project launching and/or pilot on a full-scale implementation of a program or service delivery.~~

~~B. The Director of Teaching and Learning will be responsible for the oversight of all innovative projects.~~

~~Cross References:~~

~~Policy 105 (School District Mission, Values, Beliefs and Strategic Direction)~~

~~Policy 603 (Curriculum and Program Review and Development)~~

Policy _____ INDEPENDENT SCHOOL DISTRICT 273
adopted: 7/21/14 _____ Edina, Minnesota

Education Programs

Workload Limits for Certain Special Education Teachers

I. Purpose

This policy establishes general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services for 60 percent or less of the instructional day.

II. General Statement of Policy

- A. Workload limits for special education teachers will be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the school district will take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

III. Definitions

- A. "Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Board of Teaching to instruct children with specific disabling conditions.
- B. "Direct services" means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.
- C. "Indirect services" means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.
- D. "Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

IV. Collective Bargaining Agreement Unaffected

This policy will not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References:

Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)

Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions of "Direct Services," "Indirect Services," "Teacher," and "Workload")

Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References:

Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

Policy 608 (Instructional Services – Special Education)

Policy
adopted: 08/15/16

INDEPENDENT SCHOOL DISTRICT 273
Edina, Minnesota



Board Meeting Date: 8/10/2020

TITLE: Stand Alone Appendix I

TYPE: Information

PRESENTER(S): Nicole Tuescher, Director of Human Resources and Administrative Services

BACKGROUND: This appendix to multiple policies, the Discrimination, Harassment, Bullying, Hazing and Violence Report Form, has been modified to be more user-friendly.

ATTACHMENTS:

1. Appendix I to Policies 401, 402, 413, 514, 521, 522, 526, and 528 (next page)

Appendix I to Policies 401, 402, 413, 514, 521, 522, 526, and 528

DISCRIMINATION, HARASSMENT, BULLYING, HAZING AND VIOLENCE REPORT FORM

Edina Public Schools maintains policies prohibiting discrimination, harassment, bullying, hazing and violence. These policies can be found on the district's website or obtained from a district administrator. Please use this form to report incidents of discrimination, harassment, bullying, hazing or violence. All persons are to be treated with respect and dignity.

Person completing report: _____

Home address: _____

Work address: _____

Home phone: _____ Work phone: _____

Date of alleged incident(s): _____

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

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

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

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

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e.g. threats, requests, demands, etc.); what, if any, physical contact was involved; or other relevant information etc. Attach additional pages if necessary.

List any witnesses ~~that were present to the incident(s).~~ _____

~~This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. I hereby certify that My signature below shows that the information I have provided in this document-complaint is true, correct, and complete to the best of my knowledge and belief.~~

Signature: _____ Date _____

Received by: _____ Date _____

Please submit to the building principal or designee, or director of human resources, as indicated by the policy(ies).

Revised: 6/15/16

