

School Board Regular Meeting Monday, May 10, 2021; 7:00 PM ECC Room 348 and Virtual

- I. Determination of Quorum and Call to Order
- II. Approval of Agenda
- III. Excellence in Action Elementary EVA (postponed, see Minutes)
- IV. Recognition of Winter Athletes
 - A. Gameday Competitive Cheerleading
 - B. Girls Alpine Ski
 - C. Boys Swim and Dive
 - D. Girls Hockey
- V. Hearing from Members of the Public

VI. Consent Agenda

- A. Minutes: April 12 regular and work session; April 22, 26, 27 and 28 special meetings; and May 3, 4, and 5 interview special meetings
- B. Personnel Recommendations
- C. Expenditures Payable, April
- D. ISD 287 LTFM Member District Approval
- E. Special Education Buses Lease
- F. Que Tal Transportation Agreement
- G. 2021-22 Best Buy Webstore Contract
- H. Interior Finish Upgrades to Countryside, Highlands and Concord Elementaries
- I. Highlands Field Trips
 - 1. Continuous Progress, Fall 21
 - 2. Continuous Progress, Spring 22
 - 3. Discovery 5, Spring 22
 - 4. Continuous Progress, Winter 22

VII. Reports and Discussion

A. Highlands DNR/Environment Proposal (postponed, see Minutes)

<u>Description</u>: This report will provide background for establishing and maintaining an area of forest as a school forest with the Minnesota Department of Natural Resources (DNR). Highland staff will present how this land designation will benefit programming for Highlands students.

<u>Presenters</u>: Katie Mahoney, Highlands Elementary Principal, and Cara Rieckenberg, Highlands Elementary Teacher

B. Youth Service Development Plan

<u>Description</u>: In 1987, the Legislature passed "Minnesota's Youth Development Initiative," defining a Youth Development Plan as a "systematic way of involving youth and key members of the community in creating an environment in which youth make decisions, choose options and make contributions that enhance their own physical,

social, spiritual, emotional and intellectual development, as well as improving the community to make more opportunities available for youth."

<u>Presenters</u>: Valerie Burke, Director of Community Education, and Cheryl Gunness, Community Involvement Coordinator

C. Travel Based Learning

<u>Description</u>: In accordance with Policy 538, the following international student travel experiences for Edina High School students have received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent

- EHS Science travel to Dominica, June 15-18, 2022
- VVMS Extended French travel to Bordeaux France, June 8-19, 2022
- ND Elementary Immersion travel to Quebec Canada, June 4-9, 2022

D. Phase 1 of Literacy Plan

<u>Description</u>: The drafted Edina PreK-12 Comprehensive Literacy Plan has been developed in response to the Edina Public Schools 2020-2025 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, inclusiveness, and rigor for all. This plan ensures all students are College, Career, and Civic ready.

<u>Presenter(s)</u>: Jody De St Hubert, Director of Teaching and Learning; Dr. Bonnie Houck, Instructional Supervisor of Literacy

E. Policy Review - Rapid (901, 902)

<u>Description</u>: 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, or no substantive changes.

Presenter(s): Board Policy Committee

F. Policy Review (625, 626)

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

Presenter(s): Board Policy Committee

VIII. Action

A. Ninth Grade Earth Science Curriculum & Resource

<u>Description</u>: This report includes a short overview about the new Science standards that the Minnesota Department of Education has passed into statute and the recommended adjustments for implementation that MDE created in the fall of 2021. It further highlights the specific course design process and curriculum resource adoption for 9th Grade Physical Earth Science. During the 2021-22 school year 9th Grade Physical Earth Science will be taught in 8th grade at both Valley View and South View Middle Schools as the accelerated pathway for 8th Grade Science. 9th Grade Physical Earth Science will not be taught in 9th grade until the 2022-23 school year.

<u>Presenter(s)</u>: Jody De St. Hubert, Director of Teaching and Learning; Gavin Mclean, Secondary Science Lead, Katrina Stern, Secondary Science Professional Development & Course Design Support, and Deb Richards, Talent Development Coordinator <u>Recommendation</u>: Approve the 9th Grade Physical Earth Science course design and EDC Earth Science curriculum.

B. 2021 General Obligation Facilities Maintenance (LTFM) Bonds

<u>Description</u>: The School Board, at its August 10, 2020 meeting, passed an Intent Resolution authorizing the issuance of up to \$10,570,000 General Obligation Facilities Maintenance Bonds, Series 2021A. This was based on the District's most recent Long-

Term Facilities Maintenance 10-year plan. The School Board, at its April 12, 2021 regular meeting, authorized Ehlers & Assoc., the District's Financial Advisor, to solicit proposals, within a parameters resolution, for the sale of these bonds. 6 bidders responded and the results were excellent and within the parameters resolution.

Presenters: John Toop, Director of Business Services

Recommendation: Approve the issuance of \$10,585,000 of General Obligation Facilities Maintenance Bonds, Series 2021A.

C. Policy Review (218, 413)

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

Presenter(s): Board Policy Committee

Recommendation: Accept the revised policies as presented.

IX. Leadership and Committee Updates

X. Superintendent Updates

XI. Information

- A. Enrollment
 - Mobility Report
 - Enrollment Report
- B. Budget in Progress Report
- C. Alt Compensation Review
- D. Staff Recognition

INDEPENDENT SCHOOL DISTRICT 273 OFFICIAL MINUTES OF THE VIRTUAL WORK SESSION OF APRIL 12, 2021

SPECIAL MEETING 5:00 PM	Remote Locations
SCHOOL BOARD MEMBERS PRESENT:	ABSENT:
Ms. Erica Allenburg (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)	Mr. Matthew Fox
PRESIDING OFFICER: Chair Erica Allenburg	5:00 PM – 6:52 PM
ADMINISTRATIVE STAFF PRESENT:	
Dr. John W. Schultz, Superintendent (attended Dr. Randy Smasal, Assistant Superintendent (Steve Buettner, Director of District Media and Jody De St. Hubert, Director of Teaching and Jeff Jorgensen, Director of Student Support ScJohn Toop, Director of Business Services (attended Nicole Tuescher, Director of Human Resource)	attended remotely) Technology Services (attended remotely) Learning (attended remotely) ervices (attended remotely) ended remotely)
CERTIFIED CORRECT:	CERTIFIED CORRECT:
Ms. Erica Allenburg, Chair	Ms. Ellen Jones, Clerk

(Official Publication) MINUTES OF THE SCHOOL BOARD WORK SESSION DISTRICT 273 EDINA, MINNESOTA APRIL 12, 2021

5:00 PM Chair Allenburg called to order the work session of the School Board. All members and staff participated remotely due to the Governor's curfew order. Members present: Allenburg, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz, Smasal, Buettner, De St. Hubert, Jorgensen, Toop, Tuescher; Lara McLuen, MSW, LICSW, EdD, Student Support Services Coordinator.

Reports and Discussion

A. SEL Update: Panorama Survey

B. Equity Consortium Proposal

The meeting was adjourned at 6:52 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 APRIL 12, 2021 WORK SESSION

5:00 PM Chair Allenburg called to order the work session of the School Board. All members and staff participated remotely due to the Governor's curfew order. Members present: Allenburg, Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Schultz, Smasal, Buettner, De St. Hubert, Jorgensen, Toop, Tuescher; Lara McLuen, MSW, LICSW, EdD, Student Support Services Coordinator.

REPORTS AND DISCUSSION

<u>SEL Update: Panorama Survey</u>: Director Jorgensen and Coordinator McLuen presented the results of a social emotional learning (SEL) survey administered to Grades 3-12 students. The survey provided results in five areas: supportive relationships, emotional regulation, positive feelings, challenging feelings, and engagement. Director Jorgensen and his team will come back to the Board with a recommendation about possible ongoing SEL surveys and possible SEL measurements.

<u>Equity Consortium Proposal</u>: Chair Allenburg proposed development of a consortium of school districts to compare challenges and successes in providing an equitable education system.

At 6:52 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273 OFFICIAL MINUTES OF THE VIRTUAL REGULAR MEETING OF APRIL 12, 2021

REGULAR MEETING 7:00 PM		Remote Locations
SCHOOL BOARD MEMBERS PRESENT:		ABSENT:
Ms. Erica Allenburg (attended remotely) 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)	ly)	
PRESIDING OFFICER: Chair Erica Allenbur	-g	7:02 PM – 9:41 PM
ADMINISTRATIVE STAFF PRESENT:		
Dr. John W. Schultz, Superintendent (attender Dr. Randy Smasal, Assistant Superintendent Steve Buettner, Director of District Media and Jody De St. Hubert, Director of Teaching and John Toop, Director of Business Services (at Nicole Tuescher, Director of Human Resource Mary Woitte, Director of Communications (att Troy Stein, Assistant Principal and Athletics I	(attended remotely) d Technology Services (at d Learning (attended remo tended remotely) ces and Admin Services (a tended remotely)	tely) uttended remotely)
CERTIFIED CORRECT:	CERTIFIED CORRECT	Γ:
Ms. Erica Allenburg, Chair	Ms. Ellen Jones, Clerk	

(Official Publication) MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA APRIL 12, 2021

7:02 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, Buettner, De St. Hubert, Toop, Tuescher, Woitte, Stein; Gavin McLean, Secondary Science Lead; Katrina Stern, Secondary Science Professional Development & Course Design Support; Deb Richards, Gifted Education Coordinator; Jodie Zesbaugh, Ehlers and Associates.

APPROVAL OF AGENDA BY UNANIMOUS ROLL CALL VOTE

EXCELLENCE IN ACTION - EHS Girls Basketball Care Package Project

READING OF COMMUNITY INPUT REGARDING AGENDA ITEMS

CONSENT ITEMS APPROVED BY UNANIMOUS ROLL CALL VOTE

- A. Minutes: 3/8/21 regular meeting; 3/8 and 3/16 work sessions; 3/25 special meeting
- B. Personnel Recommendations
- C. Rescind Non-Renewal of Probationary Teacher
- D. Expenditures Payable March 2021
- E. Election Judges
- F. Hennepin County Youth Sports Grant Application, Concord Elementary
- G. Delegation of Board Clerk Duties

PRESENTATION

A. May Referendum Presentation

DISCUSSION

- A. 2021 Positive Bond Review and Comment
- B. LTFM Bond
- C. Physical Earth Science Course Design and Curriculum

ACTION ITEMS APPROVED BY UNANIMOUS ROLL CALL VOTE

- A. LTFM Bond
- B. Purchase of Buses

ACTION ITEM APPROVED BY MAJORITY ROLL CALL VOTE

C. Equity Consortium Proposal

The meeting adjourned at 9:41 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 APRIL 12, 2021 REGULAR MEETING

7:02 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, Buettner, De St. Hubert, Toop, Tuescher, Woitte, Stein; Gavin McLean, Secondary Science Lead; Katrina Stern, Secondary Science Professional Development & Course Design Support; Deb Richards, Gifted Education Coordinator; Jodie Zesbaugh, Ehlers and Associates.

APPROVAL OF AGENDA BY UNANIMOUS ROLL CALL VOTE

Member Shaw moved and Michaelson seconded to approve the meeting agenda. All Members voted Aye by roll call vote.

EXCELLENCE IN ACTION

Girls Basketball Coach Jaime Gaard Chapman introduced four of her team leaders – Allison Murphy, Katherine Goetzmann, Mya Dawson, and Maren Fullerton – who described the origins, purpose, and initial outcomes of their racial justice efforts under the phrase "It's Bigger than Basketball." Team members, supported by their coaches and Activities Director Troy Stein, have worked in partnership with the EPS Black Student Union since January to focus attention on racial justice issues.

READING OF COMMUNITY INPUT

Director Toop read from emails received by the Board. Heather Tietz requested clarification on science pathways for secondary students. Sarah Hromada asked about the scope of the district's literacy plan. Vote Yes for EPS committee members Karen Gabler, Thuy Ahn Fox, Eleni Glerum, Shari Rosen and Nicki Williams requested community support for the vital May tech levy and bond referendum.

CONSENT AGENDA APPROVED BY UNANIMOUS ROLL CALL VOTE

Member Wallen-Friedman moved and Member Fox seconded to approve the consent agenda. All Members voted Aye by roll call vote. The resolutions were:

- A. Minutes: 3/8/21 regular meeting; 3/8 and 3/16 work sessions; 3/25 special meeting
- B. Personnel Recommendations
- C. Rescind Non-Renewal of Probationary Teacher
- D. Expenditures Payable March 2021
- E. Election Judges
- F. Hennepin County Youth Sports Grant Application, Concord Elementary
- G. Delegation of Board Clerk Duties

PRESENTATION

<u>May Referendum</u>: Superintendent Schultz and Director Buettner provided details of the District's request to renew the 10-year technology levy and approve a facilities bond.

DISCUSSION ITEMS

<u>2021 Positive Bond Review and Comment</u>: Director Toop provided an overview of the proposed four-projects bond, and the Minnesota Department of Education's positive Review and Comment on the projects.

<u>Long-Term Facilities Maintenance Bonds</u>: Director Toop and Ms. Zesbaugh provided background on and next steps for the LTFM Bonds, which include financing for a portion of the FY22 and FY23 deferred maintenance projects.

Physical Earth Science Course Design and Curriculum: Director De St. Hubert introduced Gavin McLean, Katrina Stern and Deb Richards of the science design team. They described what a typical unit will look like with the proposed curriculum; why this particular curriculum was chosen over other candidates; new state standards, and how the course fits into the science department as a whole. Board discussion touched on pathways and on/off ramps; physics, mathematics and engineering; extended learning and pacing; and course pairings and credit by assessment. The science design team hopes to offer a discussion on sequencing in late fall, with recommendations by December.

ACTION ITEMS APPROVED BY UNANIMOUS ROLL CALL VOTE

<u>LTFM Bond</u>: Member Wallen-Friedman moved and Member Greene seconded to approve the motion. All Members voted Aye by roll call vote. Motion passed.

<u>Purchase of Buses</u>: Member Wallen-Friedman moved and Member Michaelson seconded to approve the motion. All Members voted Aye by roll call vote. Motion passed.

<u>ACTION ITEM APPROVED BY MAJORITY ROLL CALL VOTE</u>

<u>Equity Consortium Proposal</u>: Member Shaw moved and Member Wallen-Friedman seconded to approve the motion. The following Members voted Aye by roll call vote: Allenburg, Fox, Greene, Jones, Shaw, Wallen-Friedman. The following Member voted Nay by roll call vote: Michaelson. Motion passed.

<u>Comments</u>: The Governance Committee noted they hope to have a pilot meeting with two school districts on May 18. They will look at scope of the World's Best Work Force Committee to ensure no duplication of work.

Member Wallen-Friedman provided details of the superintendent search schedule. Chair Allenburg provided April 20 work session agenda topics. Superintendent Schultz provided information on current COVID information, the MDH quarantine decision tree, district learning models, and the student testing program.

At 9:41 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273 OFFICIAL MINUTES OF THE VIRTUAL SPECIAL MEETING OF APRIL 22, 2021

SPECIAL MEETING

Ms. Erica Allenburg, Chair

District Office Conference Room and Remote Locations

Ms. Ellen Jones, Clerk

5:00 PM

SCHOOL BOARD MEMBERS PRESENT:		ABSENT:
Ms. Erica Allenburg (attended remotely) Mr. Matthew Fox (attended remotely) Ms. Julie Greene (attended remotely) Ms. Ellen Jones (attended remotely) Mr. Owen Michaelson (attended remotely) (5:0 Ms. Janie Shaw (attended remotely) Mr. Leny Wallen-Friedman (attended remotely)	,	
PRESIDING OFFICER: Chair Erica Allenburg	ľ	5:00 PM – 6:24 PM
ADMINISTRATIVE STAFF PRESENT:		
Steve Buettner, Director of District Media and Nicole Tuescher, Director of Human Resource		
CERTIFIED CORRECT:	CERTIFIED CORRE	CT:

(Official Publication) MINUTES OF THE SCHOOL BOARD SPECIAL MEETING DISTRICT 273 EDINA, MINNESOTA APRIL 22, 2021

5:00 PM Chair Allenburg called to order the special meeting of the School Board. All members and staff participated virtually unless otherwise noted. Members present: Allenburg, Fox, Greene, Jones, Michaelson (5:08), Shaw, Wallen-Friedman. Staff present: Buettner, Tuescher. Guests: School Exec Connect representatives Ken Dragseth, David Clough, Patty Phillips and Lisa Anderson.

Discussion

A. Superintendent Search: Board Training, Interview Information, and Potential Interview Questions for Candidates

Action

A. Superintendent Search: Interview Questions for Candidates - removed

The meeting was adjourned at 6:24 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 APRIL 22, 2021 SPECIAL MEETING

5:00 PM Chair Allenburg called to order the special meeting of the School Board. All members and staff participated virtually unless otherwise noted. Members present: Allenburg, Fox, Greene, Jones, Michaelson (5:08), Shaw, Wallen-Friedman. Staff present: Buettner, Tuescher. Guests: School Exec Connect representatives Ken Dragseth, David Clough, Patty Phillips and Lisa Anderson.

DISCUSSION

<u>Superintendent Search: Board Training, Interview Information, and Potential Interview Questions for Candidates</u>: School Exec Connect representatives Dragseth, Clough, Phillips and Anderson led a discussion of Board training, interview information and potential interview questions.

ACTION

<u>Superintendent Search: Interview Questions for Candidates</u> (Removed): Member Wallen-Friedman moved and Shaw seconded to remove this action item from the agenda. All Members voted Aye by roll call vote.

<u>Comments</u>: It was decided that the Board Governance Committee will finalize the superintendent candidate interview questions.

At 6:24 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273 OFFICIAL MINUTES OF THE VIRTUAL SPECIAL MEETING OF APRIL 26, 2021

SPECIAL MEETING 5:00 PM ECC 348 and Remote Locations

SCHOOL	ROARD.	MEMBERS	PRESENT.
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ABSENT:

Ms. Erica Allenburg

Mr. Matthew Fox

Ms. Julie Greene

Ms. Ellen Jones (attended remotely)

Mr. Owen Michaelson

Ms. Janie Shaw

Mr. Leny Wallen-Friedman

PRESIDING OFFICER: Chair Erica Allenburg 5:00 PM – 7:39 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 (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)

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)

Paul Domer, Principal, Concord Elementary School (attended remotely)

Shawn Dudley, Principal, Valley View Middle School (attended remotely)

CERTIFIED CORRECT:	CERTIFIED CORRECT:
Ms. Erica Allenburg, Chair	Ms. Ellen Jones, Clerk

(Official Publication) MINUTES OF THE SCHOOL BOARD SPECIAL MEETING DISTRICT 273 EDINA, MINNESOTA APRIL 26, 2021

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Fox, Greene, Jones (virtual), Michaelson, Shaw, Wallen-Friedman. Staff present at closed session: Schultz, Toop, Tuescher. Staff present at open session (all virtual unless otherwise noted): Schultz (in person), Smasal, Buettner, De St. Hubert, Toop (in person), Tuescher (in person), Woitte, Anderson, Beaton, Bergman, Dahlquist, Domer, Dudley; Eric Hamilton, Buildings and Grounds Director, Mary Heiman, Health Services Coordinator; EPS staff Alexis Galt, Erik Gronberg, Jonathan Heeringa, Emily Larson, Tyler Moberg, Mellanie Pusateri. Guests at open session: School Exec Connect's Ken Dragseth, Patty Phillips (virtual), Lisa Anderson (virtual).

Closed Session

A. Teacher Negotiations

Consent Items Approved by Unanimous Roll Call Vote

- A. Concord Elementary Playground Improvements Equipment
- B. Concord Elementary Playground Improvements Installation

Action Item Approved by Unanimous Roll Call Vote

A. Candidate Slate (walked in)

Report and Discussion

A. COVID and Model Update

The meeting was adjourned at 7:39 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 APRIL 26, 2021 SPECIAL MEETING

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Fox, Greene, Jones (virtual), Michaelson, Shaw, Wallen-Friedman. Staff present at closed session: Schultz, Toop, Tuescher. Staff present at open session (all virtual unless otherwise noted): Schultz (in person), Smasal, Buettner, De St. Hubert, Toop (in person), Tuescher (in person), Woitte, Anderson, Beaton, Bergman, Dahlquist, Domer, Dudley; Eric Hamilton, Buildings and Grounds Director, Mary Heiman, Health Services Coordinator; EPS staff Alexis Galt, Erik Gronberg, Jonathan Heeringa, Emily Larson, Tyler Moberg, Mellanie Pusateri. Guests at open session: School Exec Connect's Ken Dragseth, Patty Phillips (virtual), Lisa Anderson (virtual).

At 5:01 PM, Member Wallen-Friedman moved and Member Michaelson seconded to close the meeting. All members voted Aye by roll call vote.

CLOSED SESSION

Teacher Negotiations

At 5:30 PM, Member Wallen-Friedman moved and Member Greene seconded to reopen the meeting. All members voted Aye by roll call vote.

CONSENT AGENDA APPROVED BY UNANIMOUS ROLL CALL VOTE

Member Wallen-Friedman moved and Member Fox seconded to approve the consent agenda. All Members voted Aye by roll call vote. The resolutions were:

- A. Concord Elementary Playground Improvements Equipment
- B. Concord Elementary Playground Improvements Installation

ACTION ITEM APPROVED BY UNANIMOUS ROLL CALL VOTE

<u>Candidate Slate</u>: Member Greene moved and Member Shaw seconded to approve the consent agenda. All Members voted Aye by roll call vote.

REPORT AND DISCUSSION

<u>COVID and Model Update</u>: Administration and Mary Heiman updated the Board with information on the current state of the pandemic. Directors Smasal and De St. Hubert were joined by EPS staff to discuss the results of the spring survey, and maintaining elementary and secondary models as they currently are for the remainder of the school year.

At 7:39 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273 OFFICIAL MINUTES OF THE VIRTUAL SPECIAL MEETING OF APRIL 27, 2021

SPECIAL MEETING 5:00 PM

ECC 348 and Remote Locations

SCHOOL BOARD MEMBERS PRESENT:		ABSENT:
Ms. Erica Allenburg Mr. Matthew Fox Ms. Julie Greene Ms. Ellen Jones (attended remotely) Mr. Owen Michaelson Ms. Janie Shaw Mr. Leny Wallen-Friedman		
PRESIDING OFFICER: Chair Erica Allenburg	J	5:00 PM – 8:41 PM
ADMINISTRATIVE STAFF PRESENT:		
Nicole Tuescher, Director of Human Resource	es and Admin Services	
CERTIFIED CORRECT:	CERTIFIED CORRE	СТ:
Ms. Erica Allenburg, Chair	Ms. Ellen Jones, Cle	rk

(Official Publication) MINUTES OF THE SCHOOL BOARD SPECIAL MEETING DISTRICT 273 EDINA, MINNESOTA APRIL 27, 2021

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Fox, Greene, Jones (virtual), Michaelson, Shaw, Wallen-Friedman. Staff present: Tuescher. Guests present: School Exec Connect's Ken Dragseth, Patty Phillips (virtual).

Discussion

A. Superintendent Search: Interview Dr. Timothy AndersonB. Superintendent Search: Interview Dr. Stacie StanleyC. Superintendent Search: Interview Dr. Kent Pekel

The meeting was adjourned at 8:41 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 APRIL 27, 2021 SPECIAL MEETING

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Fox, Greene, Jones (virtual), Michaelson, Shaw, Wallen-Friedman. Staff present: Tuescher. Guests present: School Exec Connect's Ken Dragseth, Patty Phillips (virtual).

DISCUSSION

As part of the search for a new superintendent, the Board interviewed three of the six slate of candidates: Dr. Timothy Anderson, Dr. Stacie Stanley, and Dr. Kent Pekel.

At 8:41 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273 OFFICIAL MINUTES OF THE VIRTUAL SPECIAL MEETING OF APRIL 28, 2021

SPECIAL MEETING 5:00 PM

ECC 348 and Remote Locations

SCHOOL BOARD MEMBERS PRESENT:		ABSENT:
Ms. Erica Allenburg Mr. Matthew Fox Ms. Julie Greene Ms. Ellen Jones (attended remotely) Mr. Owen Michaelson Ms. Janie Shaw Mr. Leny Wallen-Friedman		
PRESIDING OFFICER: Chair Erica Allenburg	l	5:00 PM – 9:23 PM
ADMINISTRATIVE STAFF PRESENT:		
Nicole Tuescher, Director of Human Resource	es and Admin Services	
CERTIFIED CORRECT:	CERTIFIED CORRE	СТ:
Ms. Erica Allenburg, Chair	Ms. Ellen Jones, Cle	rk

(Official Publication) MINUTES OF THE SCHOOL BOARD SPECIAL MEETING DISTRICT 273 EDINA, MINNESOTA APRIL 28, 2021

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Fox, Greene, Jones (virtual), Michaelson, Shaw, Wallen-Friedman. Staff present: Tuescher. Guests present: School Exec Connect's Ken Dragseth, Patty Phillips (virtual).

Discussion

A. Superintendent Search: Interview Dr. Randal SmasalB. Superintendent Search: Interview Dr. Ibrahima DiopC. Superintendent Search: Interview Dr. Jharrett Bryantt

Action

A. Narrowing of Candidates

The meeting was adjourned at 9:23 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Erica Allenburg, Chair

Ms. Ellen Jones, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S APRIL 28, 2021 SPECIAL MEETING

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Fox, Greene, Jones (virtual), Michaelson, Shaw, Wallen-Friedman. Staff present: Tuescher. Guests present: School Exec Connect's Ken Dragseth, Patty Phillips (virtual).

DISCUSSION

The Board interviewed the final three candidates from the slate of six: Dr. Randall Smasal, Mr. Ibrahima Diop, and Dr. Jharrett Bryantt. The Board then discussed the merits of all six candidates.

<u>ACTION ITEM APPROVED BY UNANIMOUS VOTE</u>

Member Wallen-Friedman moved and Member Shaw seconded to approve the following candidates as finalists: Dr. Timothy Anderson, Dr. Stacie Stanley and Dr. Jharrett Bryantt. All Members voted Aye by roll call vote.

At 9:23 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273 OFFICIAL MINUTES OF THE SPECIAL MEETINGS OF MAY 3, 4 and 5, 2021

SPECIAL MEETINGS

ECC Room 348 and Remote Locations

1	:30	PM

SCHOOL BOARD MEMBERS PRESENT:	ABSENT:
Ms. Erica Allenburg Mr. Matthew Fox (attended remotely) Ms. Julie Greene Ms. Ellen Jones Mr. Owen Michaelson Ms. Janie Shaw Mr. Leny Wallen-Friedman	
PRESIDING OFFICER: Chair Erica Allenbur	g Wednesday: 7:30 PM – 9:39 PM
ADMINISTRATIVE STAFF PRESENT:	
Nicole Tuescher, Director of Human Resource	es and Admin Services
CERTIFIED CORRECT:	CERTIFIED CORRECT:
Ms. Erica Allenburg, Chair	Ms. Ellen Jones, Clerk

(Official Publication) MINUTES OF THE SCHOOL BOARD SPECIAL MEETINGS DISTRICT 273 EDINA, MINNESOTA MAY 3, 4 and 5, 2021

7:30 PM At 7:30 PM each evening, Chair Allenburg called to order a special meeting of the School Board. All members and staff participated in person unless otherwise noted. Members present: Allenburg, Fox (virtual), Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Tuescher. Guests: School Exec Connect representatives Ken Dragseth, David Clough, Patty Phillips, Lisa Anderson.

Interviews

A. Superintendent Search: Candidate Interviews

Monday: Dr. Jharrett Bryantt Tuesday: Dr. Timothy Anderson Wednesday: Dr. Stacie Stanley

B. Wednesday only: Deliberation and taking action on a finalist

The Wednesday meeting was adjourned at 9:39 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 MAY 3, 4 and 5, 2021 SPECIAL MEETINGS

7:30 PM At 7:30 PM each evening, Chair Allenburg called to order a special meeting of the School Board. All members and staff participated in person unless otherwise noted. Members present: Allenburg, Fox (virtual), Greene, Jones, Michaelson, Shaw, Wallen-Friedman. Staff present: Tuescher. Guests: School Exec Connect representatives Ken Dragseth, David Clough, Patty Phillips, Lisa Anderson.

INTERVIEWS (Monday, Tuesday and Wednesday)

The Board interviewed candidate finalists Dr. Jharrett Bryantt (Monday), Dr. Timothy Anderson (Tuesday), and Dr. Stacie Stanley (Wednesday).

ACTION APPROVED BY UNANIMOUS ROLL CALL VOTE (Wednesday)

<u>Taking Action on a Finalist</u>: Member Wallen-Friedman moved and Member Greene seconded to enter into contract negotiations with Dr. Stacie Stanley for the position of Superintendent of Edina Public Schools. All Members voted Aye by roll call vote.

SEC representative Ken Dragseth called Dr. Stanley, whereupon Chair Allenburg offered her the position.

At 9:39 PM on Wednesday, there being no objection, Chair Allenburg adjourned the meeting.



Board Meeting Date: May 10, 2021

TITLE: Personnel Recommendations
TYPE: Consent
PRESENTER(S): Nicole Tuescher
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. REQUEST FOR LEAVE OF ABSENCE WITHOUT PAY

<u>Name</u> <u>Current Status</u> <u>Type</u> <u>Date</u>

MATTSON, ALYSON Teacher Supt Disc 2021-2022

Normandale

B. **RESIGNATIONS**

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
BAUMGARTEN, JENNIFER	Learning Specialist Cornelia	Personal	06/07/2021
ONKEN, EMILY	School Psychologist Edina High School	Personal	06/07/2021

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Date</u>
CHOI, YOUNGSIN	Educational Associate Concord	\$18.93/hr	04/08/2021
HOLTER-VANG, TYMENG	Hourly Custodian Edina High School	\$16.47/hr	04/26/2021

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

B. <u>RESIGNATIONS</u>

<u>Name</u>	<u>Assignment</u>	<u>Reason</u>	<u>Date</u>
VIEHAUSER, JODY	Educational Associate Creek Valley	Retirement	06/04/2021
NOSAL, EMILY	Instructional Associate EVA DW	Personal	06/04/2021
KREOFSKY, PETER	Instructional Associate Valley View	Personal	06/04/2021

CROSS, KYLE	Educational Associate Creek Valley	Personal	06/04/2021
TAUBEL,CHARLOTTE	Educational Associate Normandale	Personal	06/04/2021
STEINBACH, BRANDI	Educational Associate Countryside	Personal	06/04/2021
BYUN, NINA	Instructional Associate Creek Valley	Personal	06/04/2021
AINSLIE, TAYLOR	Educational Associate Cornelia	Personal	06/04/2021
SELL, CALDER	Instructional Associate Concord	Personal	06/04/2021
RAY, EMMA	Educational Associate High School	Personal	06/04/2021
TEMPLETON, MADISON	Educational Associate Countryside	Personal	06/04/2021
MWILA, CHISHIMBA	Educational Associate Southview	Personal	06/04/2021
WARD, CAMERON	Educational Associate High School	Personal	06/04/2021

COMMUNITY EDUCATION SERVICES STAFF

A. <u>RECOMMENDATIONS FOR EMPLOYMENT</u>

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>	<u>Date</u>
BOBEL, BRAD	Communications Manager	\$44,580	04/19/2021
HOVELSRUD, MATTHEW	Community Education Youth Enrichment Edina Community Center	\$15.13/hr	04/12/2021
YEAGER, TESSA	Community Education Youth Enrichment Edina Community Center	\$15.74/hr	04/08/2021

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



Board Meeting Date: 5/10/2021

TITLE: Expenditures Payable 04-01-21

TYPE: Consent

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

BACKGROUND:

01	General Fund	\$1,768,427.30
02	Food Service Fund	\$142,421.98
04	Community Service Fund	\$70,610.72
06	Construction	\$907,441.80
	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	\$2,888,901.80

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

PRIMARY ISSUE(S) TO CONSIDER: None

ATTACHMENTS:

1. April Check Register

SOURCEWELL TECHNOLOGY DATE: 05/03/2021 TIME: 07:02:58 EDINA - LIVE CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

FD - 01 - GENERAL

CASH ACCT CHECK NO ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 375414 V 02/26/20 17214	MERLAJEAN'S PARADIN	01532203000000	305	STORIES/CREATIVE PU	0.00	-195.00
A101.00 375672 v 03/11/20 16961	CHASKA HIGH SCHOOL	01021296000655	369	G VAR GOLF ENTRY FE	0.00	-125.00
A101.00 375674 V 03/11/20 32013	CITY OF EDINA - FIR	01005810000000	305	FALSE ALARMS	0.00	-450.00
A101.00 375711 V 03/11/20 32018	JORDAN PUBLIC SCHOO	01021296000655	369	G VAR GOLF ENTRY FE	0.00	-150.00
A101.00 375739 V 03/11/20 13882	PRIOR LAKE HIGH SCH	01021294000655	369	JV B GOLF ENTRY FEE	0.00	-150.00
A101.00 375744 V 03/11/20 23631	ROSEMOUNT HIGH SCHO	01021296000655	369	G GOLF ENTRY FEE	0.00	-215.00
A101.00 375823 V 03/18/20 03715	JERRY'S FOODS CORP-	01019250000000	430	FACS SUPPLIES SV 37	0.00	-10.97
A101.00 376611 v 05/20/20 30587	D.S. ERICKSON & ASS	01	L215.13	IW-C SIVILAY	0.00	-332.49
A101.00 376877 V 06/10/20 07296	SCAN AIR FILTER INC	01008810000000	350	FILTERS-ECC	0.00	-424.36
A101.00 377523 V 07/15/20 28397 A101.00 377523 V 07/15/20 28397 TOTAL CHECK	GOODIN COMPANY GOODIN COMPANY	01532810000000 01532810000000	350 350	1614459-00 REFUND PLUMBING SUPPLIES	0.00 0.00 0.00	132.92 -204.00 -71.08
A101.00 378978 V 10/28/20 32707 A101.00 378978 V 10/28/20 32707 TOTAL CHECK	JERRY'S FOODS CORP- JERRY'S FOODS CORP- JERRY'S FOODS CORP- JERRY'S FOODS CORP- JERRY'S FOODS CORP- JERRY'S FOODS CORP- JERRY'S FOODS CORP-	01019250000000 01020250000000 01020250000000 01020250000000	430 430 430 430 430 430 430	FOOD FACS SUPPLIES FOOD FOOD FOOD FACS SUPPLIES	0.00 0.00 0.00 0.00 0.00 0.00 0.00	-97.60 -21.01 -25.14 -26.26 -41.44 -56.09 -65.84 -333.38
A101.00 380468 V 02/24/21 32873	CULTURAL INTELLIGEN	01005205417000	366	VIRTUAL CONFERENCE	0.00	-500.00
A101.00 380708 V 03/10/21 03715	JERRY'S FOODS CORP-	01009760720000	401	BAKERY-ACCT 5710	0.00	-119.90
A101.00 381004 04/07/21 32071 A101.00 381004 04/07/21 32071 TOTAL CHECK	93 SKIP LLC 93 SKIP LLC	01527760720000 01009760720000	330 330	CN MAR21-SOLAR PROD TRANS MAR21-SOLAR P	0.00 0.00 0.00	3,771.39 242.68 4,014.07
A101.00 381005 04/07/21 30159 A101.00 381005 04/07/21 30159 TOTAL CHECK A101.00 381006 04/07/21 00500	ACADEMIC THERAPY PU ACADEMIC THERAPY PU ACADEMIC THERAPY PU ACADEMIC THERAPY PU ACADEMIC THERAPY PU ACADEMIC THERAPY PU	01529420740000 01529420740000 01529420740000 01529420740000 01529420740000	433 433 433 433 433 433	#DDD-2337 - DANDELI #DDD-2991 - DANDELI #DDD-2720 - THAT DO #DDD-2344 - PHONIC #DDD-3014 - ISLAND ESTIMATED SHIPPING/	0.00 0.00 0.00 0.00 0.00 0.00 0.00	45.00 45.00 79.00 45.00 69.00 28.30 311.30
A101.00 381006 04/07/21 00500 A101.00 381006 04/07/21 00500 A101.00 381006 04/07/21 00500 TOTAL CHECK	ASTLEFORD INTERNATI ASTLEFORD INTERNATI ASTLEFORD INTERNATI ASTLEFORD INTERNATI	01009760720000 01009760720000	402 402 402 402	HOSE,GASKET AIR,DRA SWITCH, TURN SIGNAL COMPRESSOR ELBOW DRAIN HOSE	0.00 0.00 0.00 0.00 0.00	91.91 140.83 1,178.19 27.74 1,438.67

PAGE NUMBER: 1 ACCTPA21

SOURCEWELL TECHNOLOGY DATE: 05/03/2021 TIME: 07:02:58

EDINA - LIVE CHECK REGISTER - BY FUND

PAGE NUMBER: ACCTPA21

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SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	~DESCRIPTION	SALES TAX	AMOUNT
A101.00 381007 A101.00 381007 A101.00 381007 TOTAL CHECK	04/07/21 26064 04/07/21 26064 04/07/21 26064	BAYADA HOME HEALTH BAYADA HOME HEALTH BAYADA HOME HEALTH	01005416740000 01005416740000 01005416740000	394 394 394	NURSE DURING SCHOOL NURSE DURING SCHOOL NURSE DURING SCHOOL	0.00 0.00 0.00 0.00	1,275.00 700.00 630.00 2,605.00
A101.00 381008	04/07/21 10270	BOYER TRUCKS	01009760720000	402	PART FG/AF25707	0.00	109.38
A101.00 381009	04/07/21 28129	BRAUN INTERTEC CORP	01008865384000	305	ECC 2020 RENO TEST&	0.00	1,809.00
A101.00 381010 A101.00 381010 A101.00 381010 TOTAL CHECK	04/07/21 27717 04/07/21 27717 04/07/21 27717	CATALYST SOURCING S CATALYST SOURCING S CATALYST SOURCING S	01005810000000	305 305 305	ONDEMAND/SPED TYPEI ONDEMAND/HVAC CHILL SUPP TRACK MON SUBS	0.00 0.00 0.00 0.00	1,843.75 187.50 209.99 2,241.24
A101.00 381011 A101.00 381011 TOTAL CHECK	04/07/21 15056 04/07/21 15056	CENTERPOINT ENERGY CENTERPOINT ENERGY	01532810000000 01529810000000	440 440	CV 02/17/21-03/18/2 HL 02/18/21-03/19/2	0.00 0.00 0.00	1,733.12 2,539.43 4,272.55
A101.00 381012 A101.00 381012 A101.00 381012 A101.00 381012 A101.00 381012 A101.00 381012 TOTAL CHECK	04/07/21 24945 04/07/21 24945 04/07/21 24945 04/07/21 24945 04/07/21 24945 04/07/21 24945	CENTURYLINK CENTURYLINK CENTURYLINK CENTURYLINK CENTURYLINK CENTURYLINK CENTURYLINK	01009760720000 01526810000000 01532810000000 01020810000000 01021810000000 01005620000000	320 320 320 320 320 320 320	TRANSPORT 03/04-04/ CC 03/19/21-04/18/2 CV 03/10/21-04/09/2 VV 03/10/21-04/09/2 EHS 03/10/21-04/09/ DO 03/19/21-04/18/2	0.00 0.00 0.00 0.00 0.00 0.00	130.14 64.97 138.85 312.88 402.28 656.20 1,705.32
A101.00 381014	04/07/21 26773	COMBINED INSURANCE	01	L215.25	EMPLOYEE W/HOLDING	0.00	3,618.34
A101.00 381015	04/07/21 26399	CUSTOM HOSE TECH	01009760720000	402	HOSE AND FITTINGS	0.00	105.53
A101.00 381018	04/07/21 20505	EDUCATION LOGISTICS	01009760720000	320	INSIGHT GPS SERVICE	0.00	1,386.02
A101.00 381019	04/07/21 24575	EDUCATORS BENEFIT C	01005105000000	305	403(B) ADMIN&COMP F	0.00	585.12
A101.00 381020 A101.00 381020 A101.00 381020 TOTAL CHECK	04/07/21 28966 04/07/21 28966 04/07/21 28966	FACTORY MOTOR PARTS FACTORY MOTOR PARTS FACTORY MOTOR PARTS	01009760720000	402 402 402	BRAKE CALIPERS RETU HARNESS ASSEMBLIES BATTERIES	0.00 0.00 0.00 0.00	-235.20 93.90 378.81 237.51
A101.00 381022 A101.00 381022 A101.00 381022 A101.00 381022 A101.00 381022 A101.00 381022 A101.00 381022 A101.00 381022 A101.00 381022 A101.00 381022	04/07/21 18200 04/07/21 18200 04/07/21 18200 04/07/21 18200 04/07/21 18200 04/07/21 18200 04/07/21 18200 04/07/21 18200 04/07/21 18200 04/07/21 18200	GENERAL SECURITY SE	0100581000000 0100581000000 0100581000000 0100581000000 0100581000000 0100581000000 0100581000000	305 305 305 305 305 305 305 305 305	EHS - FIRE MONITORI VV - FIRE MOINTORIN CV - INTRUSION MONT HL - INTRUSION MONT SV - INTRUSION MONT CC - INT MONITORING CN - INT MONITORING CS - INT MONITORING ECC - INT MONITORIN	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	40.08 40.08 40.08 40.08 40.08 40.08 40.08 17.95 40.08 338.59
A101.00 381023	04/07/21 13854	GILBERT MECHANICAL	01021810000000	350	BDG AUTO PROGRAM AD	0.00	1,236.50

EDINA - LIVE CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

LD = 01 -	GENERAL							
CASH ACCT CHEC	K NO ISSUE D	T VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381	024 04/07/2	1 09346	GRAINGER	01009760720000	402	HANDHELD SPRAYER	0.00	29.21
A101.00 381	025 04/07/2	1 18005	GUITAR CENTER	01005258302000	530	ELEMENTARY MUSIC	0.00	1.80
A101.00 381	026 04/07/2	1 03263	HOGLUND BUS CO INC	01009760720000	402	BUZZER	0.00	139.03
A101.00 381	027 04/07/2	1 21315	HORIZON COMMERCIAL	01019810000815	401	POOL SUPPLIES	0.00	1,944.80
A101.00 381	028 04/07/2	1 03318	HOUSE OF NOTE	01021258000252	350	CELLO STRINGS REPAI	0.00	247.00
A101.00 381 A101.00 381 TOTAL CHECK		1 32829 1 32829	HUMANEDGE INC HUMANEDGE INC	01005407740000 01005407740000	394 394	SPED TEACHER SERVIC SPED TEACHER SERVIC	0.00 0.00 0.00	2,800.00 2,800.00 5,600.00
A101.00 381 A101.00 381	031	1 20605 1 20605	INNOVATIVE OFFICE S	01533050000000 01533050000000 01533050000000 01533050000000 01533050000000 01533050000000 01533050000000 01533050000000 01533050000000 01533050000000 01533050000000	401 401 401 401 401 401 401 401 401 401	HANGING FILE FOLDER MANILA FOLDERS 110/ SCISSORS - ADULT LABLES 30/SHEET 100 HIGHLIGHTERS 12/BOX MASKING TAPE REGULA BALLPOINT PEN BLUE BALLPOINT PEN GREEN PAPER CLIPS JUMBO 1 STAPLERS SEALING TAPE 6/PACK PENCILS 12/BOX BALLPOINT PEN RED 1 MANILA ENVELOPE 110	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	13.16 20.22 25.95 6.23 3.11 6.00 5.67 2.23 4.47 36.55 16.84 2.10 1.25 91.60 235.38
A101.00 3810	. , "		INSPEC INC	01021865383000	305	EPS 2021 REROOF SER	0.00	5,000.00
A101.00 3810 A101.00 3810 TOTAL CHECK		1 22560 1 22560	INTELLIGERE INC INTELLIGERE INC	0100579000000 01005420419000	358 358	INTERPRETER-GEN ED INTERPRETER-SPED ST	0.00 0.00 0.00	52.50 355.25 407.75
A101.00 3810	04/07/2	1 16322	INTERMEDIATE DISTRI	01005790000000	358	PMT FOR C+T	0.00	28,221.05
A101.00 3810	35 04/07/2	1 26941	IWS - INNOVATIONAL	01021810000000	350	A/C COOLING TOWER C	0.00	358.00
A101.00 3810 A101.00 3810 A101.00 3810 A101.00 3810 TOTAL CHECK	36 04/07/2 36 04/07/2	1 03720	JERRY'S HARDWARE JERRY'S HARDWARE JERRY'S HARDWARE JERRY'S HARDWARE	01021810000000 01020810000810 01020810000810 01019810000810	350 401 401 401	REPAIR SUPPLIES CUSTODIAL SUPPLIES CUSTODIAL SUPPLIES SUPPLIES	0.00 0.00 0.00 0.00 0.00	26.07 6.74 8.35 8.96 50.12
A101.00 3810	37 04/07/2	1 13917	JH LARSON COMPANY	01019810000000	350	REPAIR SUPPLIES	0.00	37.26
A101.00 3810 A101.00 3810 A101.00 3810	38 04/07/2	L 09728	JW PEPPER & SON INC JW PEPPER & SON INC JW PEPPER & SON INC	01021258000250	430 430 430	BAND SUPPLIES BAND SUPPLIES BAND SUPPLIES	0.00 0.00 0.00	53.74 61.99 76.99

PAGE NUMBER: 4 ACCTPA21

EDINA - LIVE CHECK REGISTER - BY FUND

SOURCEWELL TECHNOLOGY DATE: 05/03/2021 TIME: 07:02:58

SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

CACH ACCT CHECK NO							
CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381038 A101.00 381038 A101.00 381038 TOTAL CHECK	04/07/21 09728 04/07/21 09728 04/07/21 09728	JW PEPPER & SON ING JW PEPPER & SON ING JW PEPPER & SON ING	C 01021258000250	430 430 430	BAND SUPPLIES BAND SUPPLIES BAND SUPPLIES	0.00 0.00 0.00 0.00	41.95 65.94 135.00 435.61
A101.00 381040 A101.00 381040 TOTAL CHECK	04/07/21 31776 04/07/21 31776	LANGUAGE DYNAMICS (LANGUAGE DYNAMICS (G 01526401740000 G 01526401740000	433 433	STORY CHAMPS 2.0 EN ESTIMATED SHIPPING/	0.00 0.00 0.00	298.00 29.80 327.80
A101.00 381041 A101.00 381041 A101.00 381041 A101.00 381041 TOTAL CHECK	04/07/21 14980 04/07/21 14980 04/07/21 14980 04/07/21 14980	MASBO MASBO MASBO MASBO	0100511000000 0100511000000 0100511000000 0100511000000	366 366 366 366	CERTIFICATION WEBIN CERTIFICATION WEBIN CERTIFICATION WEBIN CERTIFICATION WEBIN	0.00 0.00 0.00 0.00 0.00	30.00 30.00 30.00 30.00 120.00
A101.00 381042	04/07/21 26939	MEGAN A KELLY HUBBE	01021291000251	305	CHOIR CONTRACT SERV	0.00	1,500.00
A101.00 381043 A101.00 381043 A101.00 381043 TOTAL CHECK	04/07/21 30024 04/07/21 30024 04/07/21 30024	MENARDS - EDEN PRAJ MENARDS - EDEN PRAJ MENARDS - EDEN PRAJ	r 01020810000810	401 401 401	DW-CONCRETE SEALER CUSTODIAL SUPPLIES CUSTODIAL SUPPLIES	0.00 0.00 0.00 0.00	60.03 14.86 143.76 218.65
A101.00 381044 A101.00 381044 A101.00 381044 TOTAL CHECK	04/07/21 30025 04/07/21 30025 04/07/21 30025	MENARDS - RICHFIELD MENARDS - RICHFIELD MENARDS - RICHFIELD	01019810000810	401 401 401	SUPPLIES SUPPLIES SUPPLIES	0.00 0.00 0.00 0.00	15.78 20.27 9.27 45.32
A101.00 381045	04/07/21 20037	METRO ELEVATOR INC	01021810000000	350	EHS-SERVICE CALL	0.00	356.25
A101.00 381046 A101.00 381046 TOTAL CHECK	04/07/21 22660 04/07/21 22660	MIDWEST BUS PARTS I MIDWEST BUS PARTS I	01009760720000	402 402	AIR GOVERNOR, RELAY TURN SIGNAL, VALVE	0.00 0.00 0.00	52.46 179.69 232.15
A101.00 381048	04/07/21 32007	MINNESOTA EQUIPMENT	01005810000820	401	DW GROUNDS-TANK CAP	0.00	8.70
A101.00 381049	04/07/21 21406	MINNESOTA SCHOOL EM	1 01	L215.08	UNION DUES W/HOLDIN	0.00	1,412.76
A101.00 381050	04/07/21 04876	MINVALCO INC	01021810000000	350	VAV DAMPER ACTUATOR	0.00	208.80
A101.00 381051	04/07/21 04847	MTI DISTRIBUTING IN	01005810000820	401	DW - PREM TRANS FLU	0.00	247.24
A101.00 381052 A101.00 381052 A101.00 381052 A101.00 381052 A101.00 381052 TOTAL CHECK	04/07/21 27482 04/07/21 27482 04/07/21 27482 04/07/21 27482 04/07/21 27482	NATIONAL INSURANCE NATIONAL INSURANCE NATIONAL INSURANCE NATIONAL INSURANCE NATIONAL INSURANCE	01 01005203797000 01 01 01	L215.30 291 L215.30 L215.30 L215.40	PRIOR MONTH ADJUST COBRA/RETIREE CURRENT EMP LIFE/AD LTD DISTRICT W/H VOL AD&D EMP W/HOLD	0.00 0.00 0.00 0.00 0.00 0.00	-218.20 3,920.70 15,532.68 16,980.32 3,111.31 39,326.81
A101.00 381053	04/07/21 04661	OFFICE DEPOT INC	01532203000000	430	ON LINE ORDER. OF	0.00	28.40
A101.00 381054	04/07/21 28451	ORKIN, 546-ST.PAUL	01005810000000	305	TRANS SERVICE-03/19	0.00	120.00

SOURCEWELL TECHNOLOGY DATE: 05/03/2021 TIME: 07:02:58 CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

FD - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00	381055	04/07/21 31948	PLAYMAKERS LLC	01005640316000	305	CONSULTING/TRAINING	0.00	10,537.50
A101.00	381056	04/07/21 32098	PRO-VISION VIDEO SY	01009760720000	401	CAMERA AND PARTS	0.00	7,261.48
A101.00	381057	04/07/21 11873	RATWIK ROSZAK & MAL	01005110000000	305	LEGAL SVCS/CONST E.	0.00	23.50
A101.00	381058	04/07/21 15238	ROTARY CLUB OF EDIN	01005020000000	820	4TH QRTR APR-JUN21	0.00	240.00
A101.00	381059	04/07/21 26674	RUSSELL SECURITY RE	0102181000000	350	REPLACED DOCK DOOR	0.00	504.00
A101.00	381060	04/07/21 15003	SAMARITAN TIRE COMP	01005810000820	401	DW GROUNDS-TIRES	0.00	299.00
A101.00	381061	04/07/21 14679	SCHOLASTIC INC	01526203000055	430	BOOKS FOR 5TH GRADE	0.00	76.10
A101.00	381062	04/07/21 06922	SCHOOL SERVICE EMPL	. 01	L215.08	UNION DUES W/HOLDIN	0.00	3,065.42
A101.00	381063	04/07/21 09066	SCHOOL SPECIALTY, L	01533212000000	430	404531 DOUGH CRAYOL	0.00	137.52
A101.00	381064	04/07/21 32832	SCHOOL SPECIALTY, L	01528212000000	430	ART ROOM PAPER SUPP	0.00	444.20
A101.00	381066	04/07/21 22773	SUMMIT FIRE PROTECT	01005865363000	305	SEMI-YRLY HOOD INSP	0.00	251.00
A101.00	381068	04/07/21 22468	TRI-STATE BOBCAT IN	01005810000820	401	DW GROUNDS-CURB BUD	0.00	299.00
A101.00 A101.00 A101.00 TOTAL CHE	381069 381069 381069 CK	04/07/21 23013 04/07/21 23013 04/07/21 23013	UNIVERSITY LANGUAGE UNIVERSITY LANGUAGE UNIVERSITY LANGUAGE	01005790000000	358 358 358	INTERPRETER-GEN ED INTERPRETER-GEN ED INTERPRETER-SPED	0.00 0.00 0.00 0.00	82.50 82.50 82.50 247.50
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHEC	381070 381070 381070 381070 381070 381070 381070 381070 381070	04/07/21 14932 04/07/21 14932 04/07/21 14932 04/07/21 14932 04/07/21 14932 04/07/21 14932 04/07/21 14932 04/07/21 14932 04/07/21 14932	WASTE MANAGEMENT OF	01009760720000 01533810000000 01529810000000 01527810000000 01526810000000 01008810000000	332 332 440 332 332 332 332 332 440	EHS - APR21 TRANS - APR21 ND - APR21 HL - APR21 CN - APR21 CC - APR21 ECC - APR21 SV - APR21 VV - APR21	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	2,812.07 77.07 186.17 372.71 555.63 606.01 660.05 842.74 1,114.10 7,226.55
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHEC	381071 381071 381071 381071 381071 381071 381071	04/07/21 24336 04/07/21 24336 04/07/21 24336 04/07/21 24336 04/07/21 24336 04/07/21 24336	WINSOR LEARNING INC WINSOR LEARNING INC WINSOR LEARNING INC WINSOR LEARNING INC WINSOR LEARNING INC WINSOR LEARNING INC	01515420740000 01515420740000 01515420740000 01515420740000	433 433 433 433 433 433	#220-7001 - LEVELS #830-3000 - WRITING #820-8527 - THAT DO #820-8513 - RESCUE #820-8521 - AMBER G ESTIMATED SHIPPING/	0.00 0.00 0.00 0.00 0.00 0.00	365.00 59.00 64.95 59.95 79.95 62.89 691.74
A101.00 A101.00 A101.00 A101.00	381072 381072 381072 381072	04/07/21 25308 04/07/21 25308 04/07/21 25308 04/07/21 25308	WOLD ARCHITECTS & E WOLD ARCHITECTS & E WOLD ARCHITECTS & E WOLD ARCHITECTS & E	01528865384000 01529865384000	305 305 305 305	CC INTERIOR RENO CS INTERIOR RENO HL INTERIOR RENO ECC 2020 RENOVATION	0.00 0.00 0.00 0.00	3,675.26 3,675.26 3,675.26 20,190.73

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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381072 TOTAL CHECK	04/07/21 25308	WOLD ARCHITECTS & E	01008865384000	305	ECC RENOVATIONS	0.00 0.00	643.78 31,860.29
A101.00 381073	04/07/21 05410	XCEL ENERGY	01009760720000	330	TRANSPORT 02/23-03/	0.00	442.56
A101.00 381074	04/14/21 25650	SPORTS PRO LLC	01021292000000	350	WELLNESS CTR TREADM	0.00	170.00
A101.00 381075	04/14/21 32833	93 HOP LLC	01009760720000	330	SOLAR PROD-BUS MAR2	0.00	2,029.60
A101.00 381076 A101.00 381076 TOTAL CHECK	04/14/21 31372 04/14/21 31372	ACME TOOLS PLYMOUTH ACME TOOLS PLYMOUTH	01529810302000 01529810302000	530 530	SUPPLIES SUPPLIES	0.00 0.00 0.00	199.00 19.97 218.97
A101.00 381077	04/14/21 32610 04/14/21 32610	ADVANCED IMAGING SO	0 01020850302000 0 01529850302000 0 01019850302000 0 01532850302000 0 01527850302000 0 01528850302000 0 0153850302000 0 0153850302000	370 370 370 370 370 370 370 370 370 370	BUS GARAGE VALLEY VIEW HIGHLANDS SOUTHVIEW CREEK VALLEY CORNELIA COUNTRYSIDE EDINA HIGH SCHOOL NORMANDALE CONCORD ECC/DO	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	26.10 272.19 298.27 300.92 433.33 517.30 607.31 671.84 698.78 711.44 1,041.99 5,579.47
A101.00 381079	04/14/21 14659	ALLEGRA	01532203000000	401	PRINTED ENVELOPES	0.00	165.00
A101.00 381081 A101.00 381081 TOTAL CHECK	04/14/21 00500 04/14/21 00500	ASTLEFORD INTERNATI ASTLEFORD INTERNATI	01009760720000 01009760720000	402 402	SWITCH, TRANSDUCE K BELT FAN	0.00 0.00 0.00	323.46 43.78 367.24
A101.00 381082 A101.00 381082 A101.00 381082 TOTAL CHECK	04/14/21 05628 04/14/21 05628 04/14/21 05628	AUTO PLUS/UNI-SELEC AUTO PLUS/UNI-SELEC AUTO PLUS/UNI-SELEC	01009760720000	402 402 402	VALVE, HITCH PIN STANDARD MINIATU THREAD SEALANT	0.00 0.00 0.00 0.00	13.75 20.80 4.20 38.75
A101.00 381083 A101.00 381083 TOTAL CHECK	04/14/21 20697 04/14/21 20697	BAYCOM INC BAYCOM INC	01021790000790 01019810000810	401 401	SECURITY RADIO SUPP 11 BATTERIES-RADIOS	0.00 0.00 0.00	452.00 981.00 1,433.00
A101.00 381084	04/14/21 31481	BEYOND THE NOTES MU	01020291000250	369	REGISTRATION	0.00	275.00
A101.00 381085	04/14/21 10270	BOYER TRUCKS	01009760720000	402	BEZEL ASY	0.00	93.44
A101.00 381086	04/14/21 28855	BROC VIKE	01021294000657	302	BHOCKEY-MINNETONKA	0.00	76.00
A101.00 381087 A101.00 381087 A101.00 381087 A101.00 381087 A101.00 381087	04/14/21 01012 04/14/21 01012 04/14/21 01012 04/14/21 01012 04/14/21 01012	BSN SPORTS, LLC BSN SPORTS, LLC BSN SPORTS, LLC BSN SPORTS, LLC BSN SPORTS, LLC	01021294000654 01021294000663 01021296000673 01021294000654 01021294000673	401 401 401 401 401	NECK BUFFS-FOOTBALL BSOCCER UNIFORMS RE GLAX EQUIPMENT FOOTBALL SUPPLIES BLAX UNIFORMS	0.00 0.00 0.00 0.00 0.00	1,194.38 465.50 500.23 3,255.25 5,562.00

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FD - 01 - GENERAL

CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DECCRETATION	51/55	
A101.00 381087 A101.00 381087 A101.00 381087 A101.00 381087 A101.00 381087 A101.00 381087 TOTAL CHECK	04/14/21 01012 04/14/21 01012 04/14/21 01012 04/14/21 01012 04/14/21 01012 04/14/21 01012	BSN SPORTS, LLC BSN SPORTS, LLC BSN SPORTS, LLC BSN SPORTS, LLC BSN SPORTS, LLC BSN SPORTS, LLC	01021291000280 01021291000280 01021294000673 01021291000280 01021294000673 01021294000673	401 401 401 401 401 401	STATE CHAMP HATS-18 STATE CHAMP HATS-19 BLAX EQUIPMENT SCHOOL STORE MERCH BLAX EQUIPMENT BLAX EQUIPMENT	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	98.00 185.00 300.00 60.00 92.00 92.00 11,804.36
A101.00 381088	04/14/21 15628	CARLETON COLLEGE	01021211000436	366	AP TEACHER CONFEREN	0.00	650.00
A101.00 381089 A101.00 381089	04/14/21 24945 04/14/21 24945	CENTURYLINK	0101981000000 0100562000000 0100562000000 0100562000000 0100562000000 0100562000000 0102081000000 0152881000000 0152681000000 0152981000000 0152981000000 0100562000000	320 320 320 320 320 320 320 320 320 320	SV 04/01-04/30 DO 01/12-02/11 DO 02/12-03/11 DO 04/01-04/30 DO 04/01-04/30 DO 03/25-04/24 VV 03/28-4/27 CS 04/01-04/30 CN 04/01-04/30 CC 04/01-04/30 HL 04/01-04/30 ECC 04/01-04/30 DO 04/01-04/30	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	280.63 1,185.59 1,234.59 540.00 89.00 102.07 117.94 160.36 160.36 174.34 220.95 257.54 260.00
TOTAL CHECK A101.00 381090	04/14/21 01321	CTTV OF COTO	0101001000000	774		0.00	4,783.37
A101.00 381091		CITY OF EDINA	01019810000000	331	sv 01/10/21-04/10/2	0.00	6,469.29
	04/14/21 99411	CLAYTON SMITH	01021294000657	302	BHOCKEY-EDEN PRAIRI	0.00	93.00
A101.00 381092	04/14/21 32914	COACH CLIFF'S GAGA	01527203000093	430	GAGA BALL PIT OCTAG	0.00	3,712.80
A101.00 381093 A101.00 381093 TOTAL CHECK	04/14/21 31528 04/14/21 31528	CORNWELL- MATTHEW T CORNWELL- MATTHEW T	01009760720000 01009760720000	402 402	TOOLS WRENCH XL	0.00 0.00 0.00	619.95 104.20 724.15
A101.00 381094 A101.00 381094 A101.00 381094 A101.00 381094 TOTAL CHECK	04/14/21 12261 04/14/21 12261 04/14/21 12261 04/14/21 12261	CUSHMAN MOTOR COMPA CUSHMAN MOTOR COMPA CUSHMAN MOTOR COMPA CUSHMAN MOTOR COMPA	01528810000820 01021810000820	401 401 401 401	DW GRNDS-BELT CS GRNDS-BELT/PULLE EHS GRNDS-FILTERS ECC GRNDS-FILTERS	0.00 0.00 0.00 0.00 0.00	98.04 40.16 37.34 37.35 212.89
A101.00 381097 A101.00 381097 A101.00 381097 A101.00 381097 TOTAL CHECK	04/14/21 26819 04/14/21 26819 04/14/21 26819 04/14/21 26819	DAVEY TREE EXPERT C DAVEY TREE EXPERT C DAVEY TREE EXPERT C DAVEY TREE EXPERT C	01005810000820 01019810000820	305 401 401 401	HL-TREE REMOVAL DW-D/B DISPOSAL SV-D/B DISPOSAL ND-D/B DISPOSAL	0.00 0.00 0.00 0.00 0.00	440.00 146.66 146.67 146.67 880.00
A101.00 381098	04/14/21 32937	DAVID SCHMEICHEL	01021296000651	302	GBSKTBALL-RICHFIELD	0.00	79.00
A101.00 381099	04/14/21 31974	DEBRA STORTZ	01005400000000	305	CONSULTING FOR ADSI	0.00	1,912.50
A101.00 381100	04/14/21 17950	DELEGARD TOOL COMPA	01009760720000	402	999 UPS, JET 571062	0.00	49.78

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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
'A101.00 381101	04/14/21 14834	NATIONAL INSURANCE	01005105000000	305	APR-JUN21 CONS FEE	0.00	10,000.00
A101.00 381102 A101.00 381102 A101.00 381102 A101.00 381102 TOTAL CHECK	04/14/21 12171 04/14/21 12171 04/14/21 12171 04/14/21 12171	ECKROTH MUSIC ECKROTH MUSIC ECKROTH MUSIC ECKROTH MUSIC	01021258000250 01021258000250 01021258000250 01021258000250	430 430 350 350	BAND SUPPLIES BAND SUPPLIES BAND REPAIR BAND REPAIR	0.00 0.00 0.00 0.00 0.00	31.50 186.20 151.85 122.00 491.55
A101.00 381103	04/14/21 32193	EDINA ROTARY FOUNDA	01005630000000	820	4THQTR: APR-JAN21 M	0.00	205.00
A101.00 381104	04/14/21 92623	ELLEN RIECK	01021296000656	302	GYMNASTICS-BUFFALO	0.00	94.00
A101.00 381105	04/14/21 30636	ESCREEN, INC.	01009760720000	305	TESTING	0.00	576.25
A101.00 381106 A101.00 381106	04/14/21 28966 04/14/21 28966	FACTORY MOTOR PARTS	01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000	402 402 401 401 401 401 401 401 401	DEXRON VI AUTOM AUTOMATIC TRANS AUTOMATIC TRANS BATTERIES BRAKE CALIPERS, COR ASST VALUE PACK 40P (30) WIPER BLADES R OIL FILTERS, CARTRID (2) FVP BRAKE ROTOR WINTER BLADE	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	72.00 32.87 32.87 606.09 408.40 28.56 -199.20 11.27 59.90 146.70 1,199.46
A101.00 381109 A101.00 381109 A101.00 381109 TOTAL CHECK	04/14/21 18200 04/14/21 18200 04/14/21 18200	GENERAL SECURITY SE GENERAL SECURITY SE GENERAL SECURITY SE	01005810000000	305 305 305	CV-PATROL RESPONSE ECC-PATROL RESPONSE BUS-PATROL RESPONSE	0.00 0.00 0.00 0.00	35.00 35.00 70.00 140.00
A101.00 381110	04/14/21 17867	RAMSEY COUNTY HISTO	01533203000052	430	GRD2 GIBBS FARM FTR	0.00	120.00
A101.00 381112	04/14/21 09346 04/14/21 09346	GRAINGER	01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000	402 402 402 402 402 402 402 402 402 402	PAINT PREP SYS KIT TIRE VALVE (2) SEMI SYNTHETIC OIL SEMI SYNTHETIC OIL STENCIL NUM<R KIT MOUNTED FLAPS SHOW SHAPS MIG WELDING WIRE BAND SAW BLADE NOZZLE SLIP TYPE JOBBER DRILL, SCREW NOZZLE, COUPLERS MOBIL SHC BATTERY	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	152.75 90.78 48.50 48.50 40.07 147.01 51.33 54.99 55.74 83.69 62.98 72.00 23.28 23.68 955.30
A101.00 381113 A101.00 381113	04/14/21 27788 04/14/21 27788	GREATAMERICA FINANC GREATAMERICA FINANC	01008105000000 01021211000000	329 329	POSTAGE MTR-ECC MAY POSTAGE EHS	0.00 0.00	159.00 149.95

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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
TOTAL CHECK						0.00	
A101.00 381114 A101.00 381114 A101.00 381114 A101.00 381114 TOTAL CHECK	04/14/21 00296 04/14/21 00296 04/14/21 00296 04/14/21 00296	GROTH MUSIC COMPANY GROTH MUSIC COMPANY GROTH MUSIC COMPANY GROTH MUSIC COMPANY	01020258000250	350 350 350 350	FRENCH HORN REPAIR FRENCH HORN REPAIR FRENCH HORN REPAIR FRENCH HORN REPAIR	0.00 0.00 0.00 0.00 0.00	308.95 80.00 60.00 185.00 205.00 530.00
A101.00 381116 A101.00 381116 A101.00 381116 TOTAL CHECK	04/14/21 03263 04/14/21 03263 04/14/21 03263	HOGLUND BUS CO INC HOGLUND BUS CO INC HOGLUND BUS CO INC	01009760720000 01009760720000 01009760720000	402 402 401	INSERT DOOR - CTL HOSE RAF	0.00 0.00 0.00 0.00	117.60 155.04 132.96 405.60
A101.00 381117	04/14/21 31409	ITPROTV	01005870795000	405	QUOTE: Q-34380	0.00	1,539.00
A101.00 381118 A101.00 381118 A101.00 381118 A101.00 381118 TOTAL CHECK	04/14/21 26941 04/14/21 26941 04/14/21 26941 04/14/21 26941	IWS - INNOVATIONAL IWS - INNOVATIONAL IWS - INNOVATIONAL IWS - INNOVATIONAL	01005810000000 01529810000000 01021810000000 01019810000000	305 350 350 350	MONTHLY WATER MGMT HL-HYDRONIC TESTING EHS-HYDRONIC TESTIN SV-HYDRONIC TESTING	0.00 0.00 0.00 0.00 0.00	2,738.25 125.00 250.00 250.00 3,363.25
A101.00 381120	04/14/21 03708	JERRY'S PRINTING	01533050000000	401	CLASS COMPOSITE PIC	0.00	335.00
A101.00 381121	04/14/21 12665	JESSEN PRESS INC	01005105000000	401	ENVELOPES/LETTERHEA	0.00	253.34
A101.00 381122	04/14/21 13917	JH LARSON COMPANY	01019810000000	350	REPAIR SUPPLIES	0.00	11.65
A101.00 381123 A101.00 381123	04/14/21 09728 04/14/21 09728	JW PEPPER & SON INC	01021258000251 01021258000251 01021258000251 01021258000251 01021258000251 01021258000251 01021258000251	430 430 430 430 430 430 430 430 430 430	CHOIR SUPPLIES	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	164.49 94.95 96.24 57.99 61.99 87.72 92.99 49.99 7.49 10.75 724.60
A101.00 381125 A101.00 381125 A101.00 381125 A101.00 381125 A101.00 381125 TOTAL CHECK	04/14/21 20559 04/14/21 20559 04/14/21 20559 04/14/21 20559 04/14/21 20559	KATH FUEL OIL SERVI KATH FUEL OIL SERVI KATH FUEL OIL SERVI KATH FUEL OIL SERVI KATH FUEL OIL SERVI	01009760720000 01009760720000 01009760720000	441 441 440 441 441	FUEL UNLEADED FUEL DIESEL UNLEADED DYED NORDIC DYED NORDIC	0.00 0.00 0.00 0.00 0.00	1,731.84 8,018.64 1,857.70 10,224.90 12,361.40 34.194.48
A101.00 381126	04/14/21 32938	KEVIN DEGEZELLE	01021296000651	302	GBSKTBALL-EDEN PRAI	0.00	79.00
A101.00 381127	04/14/21 24322	KEYSTONE	01009760720000	402	THINNER	0.00	75.60
A101.00 381129 A101.00 381129	04/14/21 04024 04/14/21 04024	LAKESHORE LEARNING LAKESHORE LEARNING	01532203000000 01532203000000	430 430	1 1/2 " RULED CHART LEARN TO PRINT WRIT	0.00	311.76 489.90

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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381129 TOTAL CHECK	04/14/21 04024	LAKESHORE LEARNING	01532203000000	430	ESTIMATED SHIPPING/	0.00 0.00	120.25 921.91
A101.00 381130	04/14/21 30069	LIBRAIRIE MONET	01533203000055	430	GRD5 BKS: \$244.86 C	0.00	194.75
A101.00 381131 A101.00 381131 TOTAL CHECK	04/14/21 14980 04/14/21 14980	MASBO MASBO	01005110000000 01005110000000	366 366	CERTIFICATION WEBIN CERTIFICATION WEBIN	0.00 0.00 0.00	30.00 30.00 60.00
A101.00 381132	04/14/21 09167	MENARDS - GOLDEN VA	01009760720000	402	HOLE PLUGS	0.00	27.84
A101.00 381133 A101.00 381133 TOTAL CHECK	04/14/21 30024 04/14/21 30024	MENARDS - EDEN PRAI MENARDS - EDEN PRAI		401 401	CUSTODIAL SUPPLIES EHS GRNDS-WASHERS	0.00 0.00 0.00	33.08 5.38 38.46
A101.00 381134	04/14/21 25471	MIDWEST SPECIAL INS	01005720000000	305	REQ AUDIOMETER, OAE	0.00	734.00
A101.00 381136 A101.00 381136 TOTAL CHECK	04/14/21 14390 04/14/21 14390	MINNESOTA POLLUTION MINNESOTA POLLUTION		305 305	EHS ANNUAL FEE ECC ANNUAL FEE	0.00 0.00 0.00	25.00 25.00 50.00
A101.00 381137 A101.00 381137 TOTAL CHECK	04/14/21 26125 04/14/21 26125	MN PEIP MN PEIP	01005203797000 01	291 L215.20	RETIREES/COBRA CURRENT TEACHERS	0.00 0.00 0.00	53,980.62 748,858.42 802,839.04
A101.00 381138 A101.00 381138 TOTAL CHECK	04/14/21 21732 04/14/21 21732	MULTILINGUAL WORD I MULTILINGUAL WORD I	01005420419000 01005790000000	358 358	INTERPRETER-SPED ST INTERPRETER-GEN ED	0.00 0.00 0.00	70.00 210.00 280.00
A101.00 381139 A101.00 381139 A101.00 381139 A101.00 381139 A101.00 381139 A101.00 381139 TOTAL CHECK	04/14/21 18615 04/14/21 18615 04/14/21 18615 04/14/21 18615 04/14/21 18615 04/14/21 18615	NAC NAC NAC NAC NAC NAC	0100581000000 0100581000000 0100581000000 0100581000000 0100581000000 0100581000000	305 305 305 305 305 305	SPRING CHILLER MAIN SPRING CHILLER MAIN SPRING CHILLER MAIN SPRING CHILLER MAIN SPRING CHILLER MAIN SPRING CHILLER MAIN	0.00 0.00 0.00 0.00 0.00 0.00	1,225.00 1,225.00 1,225.00 1,225.00 2,375.00 2,375.00 9,650.00
A101.00 381141	04/14/21 32936	NICHOLAS QUAMME	01021291000251	305	CHOIR CONTRACTED SE	0.00	1,300.00
A101.00 381142	04/14/21 04661	OFFICE DEPOT INC	01532203000000	430	ON LINE ORDER. OF	0.00	36.21
A101.00 381144 A101.00 381144 TOTAL CHECK	04/14/21 22297 04/14/21 22297	PARALLEL TECHNOLOGI PARALLEL TECHNOLOGI	01528810302000 01528810302000	530 530	QUOTE #PTIQ16081-05 QUOTE #PTIQ16081-05	0.00 0.00 0.00	7,897.69 2,447.98 10,345.67
A101.00 381145 A101.00 381145 A101.00 381145 TOTAL CHECK	04/14/21 13475 04/14/21 13475 04/14/21 13475	PARK ADAM TRANSPORT PARK ADAM TRANSPORT PARK ADAM TRANSPORT	01005760723000	360 360 360	MINNEAPOLIS TRANSPO STDT TRANSPORT-MAR2 STDT TRANSPORT-AIDE	0.00 0.00 0.00 0.00	35,943.68 26,279.51 6,383.61 68,606.80
A101.00 381146	04/14/21 24673	PITNEY BOWES EASYPE	01005109000000	329	POSTAGE	0.00	1,193.26

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 A101.00 A101.00 TOTAL CHEC	381148 381148 381148 K	04/14/21 04/14/21 04/14/21	32940	PREMIUM WATERS INC PREMIUM WATERS INC PREMIUM WATERS INC	01008105000000 01008105000000 01008105000000	401 401 401	HOT/COLD CNTR FEB21 HOT/COLD CNTR MAR21 HOT/COLD CNTR APR21	0.00 0.00 0.00 0.00	29.95 29.95 29.95 89.85
A101.00	381149	04/14/21	32705	QUALITY BUS AND TRU	01009760720000	402	IC REAR BUMPER	0.00	395.00
A101.00 A101.00 A101.00 TOTAL CHEC	381150 381150 381150 K	04/14/21 04/14/21 04/14/21	21465	REGION 6AA REGION 6AA REGION 6AA	01021294000660 01021292000297 01021292000297	369 305 305	NORDIC PARTICIPATIO BHOCKEY TICKET REV- GHOCKEY TICKET REV(0.00 0.00 0.00 0.00	420.00 1,940.00 2,050.00 4,410.00
A101.00	381151	04/14/21	31129	RELATE COUNSELING C	01005400000000	394	CHEM HEALTH SERVICE	0.00	2,880.00
A101.00	381152	04/14/21	26185	RIFTON EQUIPMENT	01005420419000	430	#R140 - LARGE TRICY	0.00	67.00
A101.00	381153	04/14/21	22996	RJ MECHANICAL INC	01008810000000	350	PIPE/BALL REPLACEME	0.00	1,700.00
A101.00 A101.00 A101.00 TOTAL CHEC	381154 381154 381154 K	04/14/21 04/14/21 04/14/21	26418	ROSAMARIA CAMPBELL ROSAMARIA CAMPBELL ROSAMARIA CAMPBELL	01005219317000 01005790000000 01005420419000	358 358 358	INTERPRETER-EL INTERPRETER-GEN ED INTERPRETER-SPED ST	0.00 0.00 0.00 0.00	360.00 160.00 120.00 640.00
A101.00	381155	04/14/21	32934	ROTENBERG ASSOCIATE	01005010155000	305	PROFESSIONAL SERVIC	0.00	6,728.60
A101.00	381156	04/14/21	26495	RUPP ANDERSON SQUIR	01005110000000	305	LEG SER-GEN DISTRIC	0.00	3,478.00
A101.00	381157	04/14/21	26674	RUSSELL SECURITY RE	01008810000000	350	PADLOCKS AND KEYS	0.00	186.00
A101.00	381158	04/14/21	16207	RYDIN	01021211000000	401	QR CODE TABLE DECAL	0.00	215.94
A101.00 A101.00 TOTAL CHEC	381160 381160 K	04/14/21 04/14/21		SCHMITT MUSIC SCHMITT MUSIC	01021258000250 01021258000250	350 350	BAND REPAIR BAND REPAIR	0.00 0.00 0.00	32.00 94.54 126.54
A101.00 A101.00 TOTAL CHEC	381161 381161 K	04/14/21 04/14/21		SCHOOL SPECIALTY, L SCHOOL SPECIALTY, L	01019212000000 01527212000000	430 430	SARGENT ART WATERCO ART SUPPLIES SHANNO	0.00 0.00 0.00	77.70 61.77 139.47
A101.00	381162	04/14/21	19808	SEW EASY DESIGNS	01020250000000	430	SEWING KITS-8TH GRD	0.00	399.50
A101.00	381163	04/14/21	32939	TANYA HENKE-LE	01020291000256	401	THEATER SUPPLY EXP	0.00	28.47
A101.00	381165	04/14/21	26581	THE MCDOWELL AGENCY	01	L215.03	BKGD CHECKS-EPS EMP	0.00	653.55
A101.00	381166	04/14/21	21779	PRESS GOLD GROUP	01009760720000	350	ACCESS & SUPPORT	0.00	5,136.00
A101.00	381167	04/14/21	27819	T-MOBILE	01005630000000	320	HOT SPOTS-EMPOWERED	0.00	1,460.00
A101.00	381168	04/14/21	28897	TONEWORKS MUSIC THE	01005420740000	394	MUSIC THERAPY	0.00	4,575.00
A101.00	381169	04/14/21	25195	TOTAL REGISTRATION	01021211000436	430	AP SUPPLIES	0.00	5,224.40

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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381170	04/14/21 23055	TRANSPORTATION PLUS	01009760714000	360	TRANSPORTATION-R.T.	0.00	69.00
A101.00 381171 A101.00 381171 TOTAL CHECK	04/14/21 28040 04/14/21 28040	TWIN CITY TRANSPORT TWIN CITY TRANSPORT		360 360	MAR21 HOMELESS TRAN MAR21 SPED TRANSPOR	0.00 0.00 0.00	7,006.00 23,171.67 30,177.67
A101.00 381172	04/14/21 23117	UNITED REFRIGERATIO	01528810000000	350	NEW MOTOR/CAPACITOR	0.00	103.96
A101.00 381173	04/14/21 15954	UNIVERSITY OF MINNE	01005420419640	366	PROF DEVELOPMENT	0.00	3,600.00
A101.00 381174	04/14/21 19534	VERIFIED CREDENTIAL	01009760720000	305	BKGD SCREENING-MAR2	0.00	237.92
A101.00 381175 A101.00 381175 TOTAL CHECK	04/14/21 14932 04/14/21 14932	WASTE MANAGEMENT OF WASTE MANAGEMENT OF		332 332	CV 04/01-04/30/21 CS 04/01-04/30/21	0.00 0.00 0.00	318.53 637.03 955.56
A101.00 381176	04/14/21 15501	WILD RUMPUS BOOK ST	01533203000055	430	NATIONAL GEO FRENCH	0.00	158.24
A101.00 381178	04/14/21 30842	WING YOUNG HUIE	01020211000240	305	W.HUIE PRESENTATION	0.00	5,000.00
A101.00 381179	04/14/21 05410 04/14/21 05410	XCEL ENERGY	01532810000000 01529810000000 01526810000000 01527810000000 01528810000000 01533810000000 01021810000000 01020810000000 01008810000000 01019810000000	330 330 330 330 330 330 330 330 330 330	CV 02/24/21-03/24/2 HL 02/25/21-03/25/2 CC 02/24/21-03/24/2 CN 02/31/21-03/24/2 CS 02/24/21-03/24/2 ND 02/24/21-03/24/2 HS 02/25/21-03/24/ VV 02/24/21-03/24/2 ECC 02/24/21-03/24/ SV 02/24/21-03/24/2	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	5,190.81 4,181.51 4,570.63 1,446.31 3,974.83 3,266.58 27,203.71 9,968.96 11,581.51 13,168.53 84,553.38
A101.00 381180	04/21/21 32942	ADVANCED IMAGING SO	01005850302000	370	LEASE PAYMENTS 05/0	0.00	4,254.88
A101.00 381181 A101.00 381181 TOTAL CHECK	04/21/21 19896 04/21/21 19896	AMAZON CAPITAL SERV AMAZON CAPITAL SERV		430 430	PLACEMENTS SUPPLIES INTERVENTION SUPPLI	0.00 0.00 0.00	39.95 80.65 120.60
A101.00 381182	04/21/21 28138	AMERICAN SCHOOL COU	01021710000000	820	PRO MEMBERSHIP#6353	0.00	129.00
A101.00 381183	04/21/21 30719	ARIN-AMERICAN REGIS	01005870795000	405	ANNUAL MAINTENANCE	0.00	300.00
A101.00 381186 A101.00 381186 TOTAL CHECK	04/21/21 00500 04/21/21 00500	ASTLEFORD INTERNATI ASTLEFORD INTERNATI	01009760720000 01009760720000	402 402	CRANKCASE BELT FAN 8PK ACCESS	0.00 0.00 0.00	128.70 66.48 195.18
A101.00 381187	04/21/21 24784	AUDIOQUIP INC	01019291000256	370	SPR MUSICAL MIC REN	0.00	2,000.00
A101.00 381188	04/21/21 05628	AUTO PLUS/UNI-SELEC	01009760720000	402	OEM 50/50 GLOBAL	0.00	30.60
A101.00 381189	04/21/21 24971	BATTERIES R US	01528810000000	350	NEW BATTERY-ALARM	0.00	53.67

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CASH ACCT C	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 A101.00 A101.00 A101.00	381190 381190 381190 381190 381190 381190 381190 381190 381190 381190	04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21	26064 26064 26064 26064 26064 26064 26064 26064	BAYADA HOME HEALTH BAYADA HOME HEALTH	01005416740000 01005416740000 01005416740000 01005416740000 01005416740000 01005416740000 01005416740000 01005416740000 01005416740000 01005416740000	394 394 394 394 394 394 394 394 394	NURSE DURING SCHOOL NURSE DURING SCHOOL	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	90.00 315.00 525.00 600.00 675.00 750.00 962.50 990.00 1,347.50 1,425.00 7,680.00
	381191	04/21/21	32618	BOLTON & MENK INC	01526865384000	305	CC PLYGRD CONST DOC	0.00	2,600.00
A101.00	381192	04/21/21		BSN SPORTS, LLC	01021296000662	401	SOFTBALL SOCKS	0.00	98.00
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00	381193 381193 381193 381193 381193 381193 381193 381193	04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21	15056 15056 15056 15056 15056	CENTERPOINT ENERGY	0152681000000 0102081000000 0101981000000 0100881000000 0100881000000 0153381000000 0153381000000 0101981000000	440 440 440 440 440 440 440 440	CC 03/12/21-04/12/2 VV 02/28/21-03/31/2 SV 02/28/21-03/31/2 ECC 02/28/21-03/31/ ECC 03/12/21-04/12/ ND 02/28/21-03/31/2 ND 03/12/21-04/12/2 SV 03/12/21-04/12/2	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	1,793.91 14,912.46 4,905.81 3,435.04 868.49 968.86 244.96 462.87 27,592.40
A101.00	381195 381195 381195	04/21/21 04/21/21 04/21/21	01321	CITY OF EDINA CITY OF EDINA CITY OF EDINA	01008810000000 01533810000000 01019810000000	331 331 331	ECC 12/28/20-03/25/ ND 12/28/20-03/25/2 SV 12/28/20-03/25/2	0.00 0.00 0.00 0.00	2,625.18 740.43 251.82 3,617.43
A101.00 A101.00	381196 381196 381196 381196	04/21/21 04/21/21 04/21/21 04/21/21	00911 00911	CITY OF EDINA - BRA CITY OF EDINA - BRA CITY OF EDINA - BRA CITY OF EDINA - BRA	01021294000657 01021850302292	370 370 370 370	FIELD RENTAL BHOCKEY GATE FEES GHOCKEY ICE TIME GHOCKEY GATE FEES	0.00 0.00 0.00 0.00 0.00	4,640.00 6,246.00 8,943.75 3,965.00 23,794.75
A101.00	381197	04/21/21	32814	COMCAST CABLE MANAG	01005630000000	320	APR21 - INTERNET FE	0.00	9.95
A101.00	381198	04/21/21	31398	CORPORATE MECHANICA	01021810000000	350	FULTON BOILER 3 REP	0.00	3,955.00
	381200	04/21/21		CUSHMAN MOTOR COMPA	01005810000820	401	DW GRDS-BELT	0.00	50.33
	381201	04/21/21	32828	CYBER ADVISORS	01005870795000	405	INTUNE	0.00	3,660.00
A101.00 A101.00 A101.00 A101.00	381202 381202 381202 381202 381202 381202	04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21	13063 13063 13063 13063	ECM PUBLISHERS INC ECM PUBLISHERS INC ECM PUBLISHERS INC ECM PUBLISHERS INC ECM PUBLISHERS INC ECM PUBLISHERS INC	01005010000000 01005010000000 01005010000000 01005010000000 01005010000000 01005010000000	305 305 305 305 305 305	FEB 8 SPECIAL FEB 10 SPECIAL FEB 11 SPECIAL MAR 4 SPECIAL FEB 9 REGULAR FEB 23 SPECIAL	0.00 0.00 0.00 0.00 0.00 0.00	53.55 41.65 47.60 47.60 101.15 59.50

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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381202 TOTAL CHECK	04/21/21 13063	ECM PUBLISHERS INC	01005010000000	305	FEB 16 SPECIAL	0.00 0.00	71.40 422.45
A101.00 381203	04/21/21 08375	EDINA CHAMBER OF CO	01005020000000	820	ADMIN-SHARK TANK 20	0.00	115.00
A101.00 381204 A101.00 381204 TOTAL CHECK	04/21/21 24575 04/21/21 24575	EDUCATORS BENEFIT C		305 305	ACT PARTICIPANT FEE ACT BASE FEE	0.00 0.00 0.00	371.58 102.00 473.58
A101.00 381206 A101.00 381206 TOTAL CHECK	04/21/21 13854 04/21/21 13854	GILBERT MECHANICAL GILBERT MECHANICAL	01021810000000 01021810000000	350 350	AHU09 PRGM CORRECTI AHU15 PRGM CORRECTI	0.00 0.00 0.00	150.50 3,546.40 3,696.90
A101.00 381207	04/21/21 30773	GOODWAY TECHNOLOGIE	01021810302000	530	A/C REF COIL SYSTEM	0.00	3,244.95
A101.00 381208 A101.00 381208 TOTAL CHECK	04/21/21 30209 04/21/21 30209	GRAINGER GRAINGER	01019810000810 01019810000810	401 401	TAPE - SV BARRICADE TAPE	0.00 0.00 0.00	48.38 57.76 106.14
A101.00 381209 A101.00 381209 TOTAL CHECK	04/21/21 27788 04/21/21 27788	GREATAMERICA FINANC GREATAMERICA FINANC	01019211000000 01008105000000	329 329	SV POSTAGE MTR RENT POSTAGE MTR-DO MAY2	0.00 0.00 0.00	175.95 184.95 360.90
A101.00 381210	04/21/21 03263	HOGLUND BUS CO INC	01009760720000	402	CLAMP, BATT 0612	0.00	149.19
A101.00 381211	04/21/21 03318	HOUSE OF NOTE	01005258000250	350	BASS BOW REPAIR	0.00	100.00
A101.00 381212	04/21/21 32829	HUMANEDGE INC	01005407740000	394	SPED TEACHER SERVIC	0.00	2,170.00
A101.00 381213	04/21/21 20605	INNOVATIVE OFFICE S	01005020000000	401	SAN81045 LOW-ODOR D	0.00	32.72
A101.00 381214 A101.00 381214 A101.00 381214 TOTAL CHECK	04/21/21 32021 04/21/21 32021 04/21/21 32021	INSIGHT PUBLIC SECT INSIGHT PUBLIC SECT INSIGHT PUBLIC SECT	01005870795000	405 405 405	"OPEN" PO FOR AZURE "OPEN" PO FOR AZURE "OPEN" PO FOR AZURE	0.00 0.00 0.00 0.00	1,399.47 1,968.44 2,141.06 5,508.97
A101.00 381215 A101.00 381215 TOTAL CHECK	04/21/21 16513 04/21/21 16513	INSTITUTE FOR ENVIR	01005865352000 01008865358000	305 305	EHS MGMT SERVICES ECC ASBESTOS REM/MO	0.00 0.00 0.00	1,689.81 10,849.68 12,539.49
A101.00 381216 A101.00 381216 TOTAL CHECK	04/21/21 22560 04/21/21 22560	INTELLIGERE INC INTELLIGERE INC	01005420419000 01005219317000	358 358	INTERPRETER-SPED ST INTERPRETER-EL	0.00 0.00 0.00	136.75 1,528.75 1,665.50
A101.00 381217 A101.00 381217 A101.00 381217 A101.00 381217 A101.00 381217 A101.00 381217 A101.00 381217 A101.00 381217 A101.00 381217	04/21/21 16322 04/21/21 16322 04/21/21 16322 04/21/21 16322 04/21/21 16322 04/21/21 16322 04/21/21 16322 04/21/21 16322	INTERMEDIATE DISTRI INTERMEDIATE DISTRI INTERMEDIATE DISTRI INTERMEDIATE DISTRI INTERMEDIATE DISTRI INTERMEDIATE DISTRI INTERMEDIATE DISTRI INTERMEDIATE DISTRI INTERMEDIATE DISTRI	01021399830000 01021211303000 01005400342000 01005400000000 01005400000000 01005850302287	390 390 390 391 390 390 370 390	CAREER & TECH HTP-GEN ED CONTRACTED NSO SAFE SCHOOL CORE FEE ITINERANT LEASE LEVY LONG TERM FACILITIE	0.00 0.00 0.00 0.00 0.00 0.00 0.00	1,330.67 10,255.96 10,856.30 10,932.84 10,969.29 17,460.13 23,895.99 4,419.27

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 A101.00 A101.00 TOTAL CHEC	381217 381217 381217 CK	04/21/21 04/21/21 04/21/21	16322	INTERMEDIATE DISTRI INTERMEDIATE DISTRI INTERMEDIATE DISTRI	01021211303000	390 390 390	TRANSITION DISABLED ALC-STABILIZATION F	0.00 0.00 0.00 0.00	3,031.30 3,644.28 1,295.82 98,091.85
A101.00 A101.00 TOTAL CHEC	381218 381218 CK	04/21/21 04/21/21		IWS - INNOVATIONAL IWS - INNOVATIONAL	01020810000810 01021810000000	401 350	CUSTODIAL SUPPLIES A/C COOL TOWER CHEM	0.00 0.00 0.00	412.00 95.00 507.00
A101.00	381219	04/21/21	03720	JERRY'S HARDWARE	01005810000820	401	DW GROUNDS	0.00	6.72
A101.00 A101.00 TOTAL CHEC	381220 381220 CK	04/21/21 04/21/21		JH LARSON COMPANY JH LARSON COMPANY	01019810000000 01019810000000	350 350	REPAIR SUPPLIES REPAIR SUPPLIES	0.00 0.00 0.00	39.25 122.88 162.13
A101.00	381221	04/21/21	31089	KAMI	01005211302000	460	LICENSE ACTIVATION	0.00	851.00
A101.00	381222	04/21/21	31374	KOCH SCHOOL BUS SER	01009760723000	360	ROUTES FOR MAR21	0.00	8,901.36
A101.00	381223	04/21/21	21327	LANGUAGE LINE SERVI	01005810000000	320	INTERPRETER-MAR21	0.00	977.06
A101.00	381224	04/21/21	31088	MATSON HOLDING, INC	01009760720000	402	BUFFING KIT, TWL HO	0.00	122.25
A101.00	381225	04/21/21	30793	MEADOWBROOK GOLF CO	01021296000655	370	GGOLF COURSE FEES	0.00	408.00
A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHEC	381226 381226 381226 381226 381226	04/21/21 04/21/21 04/21/21 04/21/21 04/21/21	30024 30024 30024	MENARDS - EDEN PRAI MENARDS - EDEN PRAI MENARDS - EDEN PRAI MENARDS - EDEN PRAI MENARDS - EDEN PRAI	01005810000820 01527810000000 01005810000820	401 401 350 401 401	EHS GRDS-BASE CABIN DW GRDS-TARP GLUE DW GRDS-MISC/LEAF R BATHROOM SINK TOOLS	0.00 0.00 0.00 0.00 0.00 0.00	364.00 91.10 32.38 97.73 19.69 604.90
A101.00	381227	04/21/21	30025	MENARDS ~ RICHFIELD	01019810302000	530	4 6FT LADDERS	0.00	576.00
A101.00	381228	04/21/21	30147	MENARDS- BURNSVILLE	01005810000820	401	DW GRDS-SEWER PIPE	0.00	19.98
A101.00 A101.00 TOTAL CHEC	381229 381229 K	04/21/21 04/21/21		METRO SALES INC METRO SALES INC	01021292000000 01021292000000	370 370	COPIER FEE COPIER FEE	0.00 0.00 0.00	98.00 430.25 528.25
A101.00 A101.00 TOTAL CHEC	381230 381230 K	04/21/21 04/21/21		MIDWEST BUS PARTS I MIDWEST BUS PARTS I		402 402	ELECTRIC DOOR SWITC ANTENNA	0.00 0.00 0.00	58.92 18.85 77.77
A101.00	381231	04/21/21	22155	MINNESOTA DECA	01021291000265	369	DECA ICDC 124H-1468	0.00	345.00
A101.00	381232	04/21/21	21406	MINNESOTA SCHOOL EM	01	L215.08	UNION DUES W/HOLDIN	0.00	1,301.19
A101.00	381233	04/21/21	11532	MUSIC THEATRE INTER	01021291000256	305	MAMA MIA CONTRACT	0.00	6,960.00
A101.00 A101.00	381234 381234	04/21/21 04/21/21			01527420740000 01527420740000	433 433	ORGANIZATIONAL LICE COMMUNICATIONS CLAS	0.00 0.00	20.00 5.99

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CASH ACCT	CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHE	381234 381234 381234 381234 381234 381234 381234 381234 381234	04/21/21 32850 04/21/21 32850 04/21/21 32850 04/21/21 32850 04/21/21 32850 04/21/21 32850 04/21/21 32850 04/21/21 32850 04/21/21 32850 04/21/21 32850	MYLEMARKS LLC	01527420740000 01527420740000 01527420740000 01527420740000 01527420740000 01527420740000 01527420740000 01527420740000 01527420740000	433 433 433 433 433 433 433 433 433	SOCIAL SKILLS CLASS GRIEF AND LOSS CLAS EMPATHY & FEELINGS SAY NEXT! GAME FEELINGS ACTIVITY P FEELINGS FACES (+ES GRIEF WORKTHROUGH B ANGER WORKTHROUGH B ANXIETY WORKTHROUGH	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	5.99 5.99 5.99 5.99 5.99 2.00 5.99 5.99 75.91
A101.00	381235	04/21/21 16033	NACAC	01021710000000	820	EHS MEMBERSHIP RENE	0.00	450.00
A101.00	381237	04/21/21 17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - S.S.	0.00	70.00
A101.00	381239	04/21/21 31228	OPENTEXT INC	01005630000000	320	FEES FOR MAR 2021	0.00	179.94
A101.00 A101.00 A101.00 A101.00 TOTAL CHE	381240 381240 381240 381240 CK	04/21/21 26050 04/21/21 26050 04/21/21 26050 04/21/21 26050	OVERDRIVE INC OVERDRIVE INC OVERDRIVE INC OVERDRIVE INC	01005620795000 01005620795000 01005620795000 01005620795000	470 470 470 470	EBOOKS-EHS EBOOKS-EHS EBOOKS-VV EBOOKS-EHS	0.00 0.00 0.00 0.00 0.00	25.00 10.99 501.97 424.26 962.22
A101.00	381242	04/21/21 28507	PIONEER MANUFACTURI	01005810000820	401	DW GRDS-GAME DAY AE	0.00	393.00
A101.00	381243	04/21/21 30462	POP UP PARTY RENTAL	01021211000436	370	AP SUPPLIES	0.00	4,410.00
A101.00	381244	04/21/21 15331	PRAIRIE ELECTRIC CO	01021810000000	350	HALLWAY LIGHT REPAI	0.00	140.00
A101.00	381246	04/21/21 15508	PSAT/NMSQT	01021710000000	401	PSAT OCT20 ADMINI	0.00	221.00
A101.00	381247	04/21/21 30018	RIVER BOTTOM PRODUC	01021291000250	401	POPS CONCERT SUPPLI	0.00	5,525.00
A101.00	381248	04/21/21 10684	ROBERT B HILL CO	01021810000000	350	WATER SOFTENER SALT	0.00	358.00
A101.00	381249	04/21/21 26674	RUSSELL SECURITY RE	01021211000000	401	KEYS	0,00	60.00
A101.00 A101.00 TOTAL CHEC	381250 381250 CK	04/21/21 06400 04/21/21 06400	SCHMITT MUSIC SCHMITT MUSIC	01005258000250 01005258000250	350 430	CELLO STRING REPAIR NEW ROSIN 4 STUDENT	0.00 0.00 0.00	77.35 7.60 84.95
A101.00	381251	04/21/21 06922	SCHOOL SERVICE EMPL	01	L215.08	UNION DUES W/HOLDIN	0.00	3,082.48
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHEC	381252 381252 381252 381252 381252 381252 381252 CK	04/21/21 32832 04/21/21 32832 04/21/21 32832 04/21/21 32832 04/21/21 32832 04/21/21 32832	SCHOOL SPECIALTY, L SCHOOL SPECIALTY, L SCHOOL SPECIALTY, L SCHOOL SPECIALTY, L SCHOOL SPECIALTY, L SCHOOL SPECIALTY, L	01533201000050 01533201000050 01533201000050 01533201000050	430 430 430 430 430 430	TEMPERA PAINT - 12 WIGGLE EYE ASSORTED WIGGLE EYE 15MM - 1 PLUMAGE FEATHERS 3" CRAFT GLITTER 4 OZ JUMBO CRAFT STICK 6	0.00 0.00 0.00 0.00 0.00 0.00 0.00	55.88 2.07 2.14 2.59 17.74 11.14 91.56
A101.00	381253	04/21/21 21013	SHRED RIGHT	01009760720000	305	PICKUP SHREDED PAPE	0.00	15.00

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SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

FD - 01 - GENERAL

CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381254	04/21/21 25785	SOUTH SUBURBAN CONF	01021294000661	369	LAKE ALPINE SKI DUE	0.00	538.69
A101.00 381255	04/21/21 32943	STAR TRIBUNE MEDIA	01021292000000	401	STAR TRIBUNE SUBSC	0.00	200.00
A101.00 381256	04/21/21 22892	TERMINAL SUPPLY CO	01009760720000	402	MALE CONNECTOR AIRF	0.00	40.51
A101.00 381257 A101.00 381257 A101.00 381257 TOTAL CHECK	04/21/21 17019 04/21/21 17019 04/21/21 17019	THE TESSMAN COMPANY THE TESSMAN COMPANY THE TESSMAN COMPANY	01005810000820	401 401 401	DW GRDS-TURF SUPPLI DW GRDS-NETLESS COV DW GRDS-MULCH	0.00 0.00 0.00 0.00	435.32 483.80 492.36 1,411.48
A101.00 381258	04/21/21 12777	THE MORRIS LEATHERN	01005010000071	305	APR21 PHONE SURVEY	0.00	13,000.00
A101.00 381259	04/21/21 30761	THE PARENT INSTITUT	01019211000000	470	NEWSLETTER RENEWAL	0.00	116.10
A101.00 381260	04/21/21 10603	THREE RIVERS PARK D	01526203000051	430	3 VIRTUAL FIELD TRI	0.00	180.00
A101.00 381262	04/21/21 27819 04/21/21 27819	T-MOBILE	01020810000000 01526050000000 01005810000000 01005630000000 01019810000000 0105810000000 01005810000000 01005420419000 01527810000000 01528810000000 01528810000000 01529050000000 01021050000000 01021810000000 01528050000000 01529810000000 01529810000000 01533050000000 01019050000000 01019050000000	320 320 320 320 320 320 320 320 320 320	VV MAINT CC ECC MAINT DMTS SV MAINT CC MAINT B&G ECSE CN MAINT TRANSPORTATION CS MAINT CV MAINT HL EHS SPECIAL SERVICES EHS MAINT CN CS HL MAINT ND SV VV CV	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	18.58 22.48 111.04 150.92 52.00 52.00 81.52 62.66 64.30 31.90 34.78 34.78 34.78 34.78 32.48 22.48 22.48 22.48 22.48 22.48 22.48 22.48 22.48
A101.00 381263	04/21/21 25724	ULINE	01021810000000	350	CONVEX SAFETY MIRRO	0.00	164.98
A101.00 381264	04/21/21 15147	VERSATILE VEHICLES	01021292000000	305	GOLF CART STORAGE	0.00	1,200.00
A101.00 381265	04/21/21 14932	WASTE MANAGEMENT OF	01021291000256	305	THEATER PICKUP	0.00	368,47
A101.00 381266	04/21/21 31269	WEST 44TH STREET GR	01005109000000	305	DESIGN SVS-SPRING E	0.00	1,572.50
A101.00 381267	04/21/21 05410	XCEL ENERGY	01019810000000	330	SV 03/16/21-04/14/2	0.00	1,294.33

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00	381269	04/28/21	30778	ADVANCED POWER SERV	01021810000000	350	COOLANT SYSTEM MAIN	0.00	1,532.92
A101.00 A101.00 A101.00 TOTAL CHE	381270 381270 381270 CK	04/28/21 04/28/21 04/28/21	16564	ANCOM COMMUNICATION ANCOM COMMUNICATION ANCOM COMMUNICATION	01009760720000	402 402 402	(15) L-P ANTENNA (15) UHF 1/4 WAVE K FREIGHT	0.00 0.00 0.00 0.00	1,170.00 345.00 35.00 1,550.00
A101.00	381272	04/28/21	30715	ANTHONY SCHREPFER	01021294000650	302	BBASEBALL-MPLS WASH	0.00	80.00
A101.00	381274	04/28/21	31272	ARIK MENDELEVITZ	01021291000255	302	SPEECH-2020 EVENTS	0.00	700.00
A101.00 A101.00 A101.00 TOTAL CHE	381275 381275 381275 CK	04/28/21 04/28/21 04/28/21	00500	ASTLEFORD INTERNATI ASTLEFORD INTERNATI ASTLEFORD INTERNATI	01009760720000	402 402 402	CROSS ARM FILTER, KIT FUEL EL CLAMP, BATT HOLD DO	0.00 0.00 0.00 0.00	334,89 111.80 85.24 531.93
A101.00 A101.00 A101.00 TOTAL CHE	381276 381276 381276 CK	04/28/21 04/28/21 04/28/21	05628	AUTO PLUS/UNI-SELEC AUTO PLUS/UNI-SELEC AUTO PLUS/UNI-SELEC	01009760720000	402 402 402	UNDERSEAL MMM EX COMPOUND SPLICE	0.00 0.00 0.00 0.00	47.46 49.26 9.60 106.32
A101.00	381277	04/28/21	91069	ROBERT BISSONETTE	01021294000650	302	BBASEBALL-HOPKINS	0.00	80.00
A101.00	381278	04/28/21	21918	WILLIAM BORCHERS	01021296000673	302	GLAX-PRIOR LAKE	0.00	56.00
A101.00	381279	04/28/21	93264	BRENT BUCK	01021296000673	302	GLAX-PRIOR LAKE	0.00	137.00
A101.00	381280	04/28/21	30455	BRIAN BARBELN	01021294000651	302	BBSKTBALL-WAYZATA	0.00	98.00
A101.00	381281	04/28/21	01012	BSN SPORTS, LLC	01021291000280	401	STATE CHAMP HATS-18	0.00	294.00
A101.00	381285	04/28/21	30440	CENTER FOR EDUCATIO	01005420740000	401	SPED LAW SUBSCRIPTI	0.00	164.95
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHEC	381286 381286 381286 381286 381286 381286	04/28/21 2 04/28/21 2 04/28/21 2 04/28/21 2 04/28/21 2 04/28/21 2	27874 27874 27874 27874	CENTER FOR THE COLL	0153220300000 01532203000000 01532203000000 01532203000000	460 460 460 460 460 460	MAKING MEANING 3RD BEING A READER WORD MAKING MEANING 3RD BEING A WRITER 2ND MAKING MEANING 3RD ESTIMATED SHIPPING/	0.00 0.00 0.00 0.00 0.00 0.00	300.00 320.00 420.00 360.00 240.00 131.20
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHEC		04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21	15056 15056 15056 15056 15056	CENTERPOINT ENERGY CENTERPOINT ENERGY CENTERPOINT ENERGY CENTERPOINT ENERGY CENTERPOINT ENERGY	01020810000000 01021810000000 01532810000000 01009760720000 01529810000000 01528810000000 01527810000000	440 440 440 440	VV 03/16-04/14 EHS 03/16-04/14 CV 03/18-04/15 BUS 03/16-04/14 HL 03/19-04/16 CS 03/16-04/14 CN 03/16-04/13	0.00 0.00 0.00 0.00 0.00 0.00 0.00	190.91 599.76 1,084.42 532.84 1,786.66 2,078.63 1,474.10 7,747.32
A101.00	381290	04/28/21 3	31528	CORNWELL- MATTHEW T	01009760720000	402	FLEXILLA IMPACT HD	0.00	27.01

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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381291 A101.00 381291 A101.00 381291 TOTAL CHECK	04/28/21 31769 04/28/21 31769 04/28/21 31769	COLLABORATIVE STUDE COLLABORATIVE STUDE COLLABORATIVE STUDE	01009760728000	360 360 360	MAR21 SPED FEB21 HOMELESS MAR21 HOMELESS	0.00 0.00 0.00 0.00	20,107.12 1,440.00 11,040.08 32,587.20
A101.00 381292 A101.00 381292 TOTAL CHECK	04/28/21 01510 04/28/21 01510	CURRICULUM ASSOCIAT CURRICULUM ASSOCIAT		460 460	QUICK-WORD HANDBOOK ESTIMATED SHIPPING/	0.00 0.00 0.00	149.00 17.88 166.88
A101.00 381293	04/28/21 32946	DENISE MILLER	01021296000665	302	GSWIM SYN-EDEN PRAI	0.00	65.00
A101.00 381294 A101.00 381294 TOTAL CHECK	04/28/21 32200 04/28/21 32200	EAU CLAIRE ACADEMY EAU CLAIRE ACADEMY	01005211000000 01005211000000	392 392	TUITION IN C&T MAR2 TUITION IN C&T FEB2	0.00 0.00 0.00	3,008.27 474.99 3,483.26
A101.00 381296	04/28/21 16244	EDINA EDUCATION FUN	01021291000262	898	T.C SCHOLARSHI	0.00	1,000.00
A101.00 381297	04/28/21 30801	ERIC VAN BROCKLIN	01021294000650	302	BBASEBALL-MPLS WASH	0.00	80.00
A101.00 381298 A101.00 381298 A101.00 381298 TOTAL CHECK	04/28/21 28966 04/28/21 28966 04/28/21 28966	FACTORY MOTOR PARTS FACTORY MOTOR PARTS FACTORY MOTOR PARTS	01009760720000	402 402 402	PARTS 2FINEBLUSTARBRITE 2 WINTER BLADE	0.00 0.00 0.00 0.00	72.92 24.52 37.74 135.18
A101.00 381300 A101.00 381300 TOTAL CHECK	04/28/21 30242 04/28/21 30242	FRASER CHILD AND FA FRASER CHILD AND FA		393 393	CONSULTANT-PSYCHOTH CONSULTANT-PSYCHOTH	0.00 0.00 0.00	308.00 6,160.00 6,468.00
A101.00 381301 A101.00 381301 A101.00 381301 A101.00 381301 A101.00 381301 TOTAL CHECK	04/28/21 09346 04/28/21 09346 04/28/21 09346 04/28/21 09346 04/28/21 09346	GRAINGER GRAINGER GRAINGER GRAINGER GRAINGER	01009760720000 01009760720000 01009760720000 01009760720000 01009760720000	402 402 402 402 402	SHRINK TUBING ADHESIVE / PSA WASHER 3/16 INDUSTRIAL MARKER USB 2.0 CABLE	0.00 0.00 0.00 0.00 0.00 0.00	23.06 28.09 35.92 10.49 11.97 109.53
A101.00 381303	04/28/21 00296	GROTH MUSIC COMPANY	01021258000250	430	BAND SUPPLIES	0.00	62.13
A101.00 381304	04/28/21 32829	HUMANEDGE INC	01005407740000	394	SPED TEACHER SERVIC	0.00	2,800.00
A101.00 381308	04/28/21 15481	INSTY-PRINTS	01021050000000	401	OFFICE SUPPLIES	0.00	1,512.70
A101.00 381309	04/28/21 21360	ISD #272 - EDEN PRA	01021294000655	369	B. GOLF ENTRY	0.00	450.00
A101.00 381310 A101.00 381310 TOTAL CHECK	04/28/21 26941 04/28/21 26941	IWS - INNOVATIONAL IWS - INNOVATIONAL	01019810000000 01021810000000	350 350	HYD HEAT SYSTEM INJ HYD HEAT SYSTEM INJ	0.00 0.00 0.00	709.40 1,419.10 2,128.50
A101.00 381311	04/28/21 32947	JAMES FANCHER	01021294000650	302	BBASEBALL-HOPKINS	0.00	80.00
A101.00 381312	04/28/21 92117	JAMES MACGILLIS	01021296000673	302	GLAX-PRIOR LAKE	0.00	137.00

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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381313	04/28/21 25335	JANET M. UNGS	01005640316000	305	COACHING W/JDS HUBE	0.00	750.00
A101.00 381314	04/28/21 32927	JERRY'S FOODS EDINA	01019250000000	430	FACS SUPPLIES	0.00	21.62
A101.00 381315	04/28/21 12665	JESSEN PRESS INC	01021292000000	401	ATHLETIC YARD SIGNS	0.00	482.00
A101.00 381316 A101.00 381316 TOTAL CHECK	04/28/21 20559 04/28/21 20559	KATH FUEL OIL SERVI KATH FUEL OIL SERVI	01009760720000 01009760720000	440 441	UNLEADED FUEL DIESEL	0.00 0.00 0.00	1,376.15 8,961.66 10,337.81
A101.00 381320	04/28/21 24322	KEYSTONE	01009760720000	402	RESIN, HARDENER	0.00	240.60
A101.00 381321	04/28/21 17803	LAKE CONFERENCE	01021294000660	305	20-21 NORDIC SKI ME	0.00	1,440.00
A101.00 381322	04/28/21 16156	LANO EQUIPMENT INC	01532810000820	401	CV GRDS-ROLLER	0.00	26.72
A101.00 381324	04/28/21 31991	MANOR ELECTRIC INC	01008810000000	350	ADDING OUTLETS	0.00	902.93
A101.00 381325	04/28/21 27797	ROBERT MASLOWSKI	01021294000650	302	BBASEBALL-WASHBURN	0.00	80.00
A101.00 381328 A101.00 381328 TOTAL CHECK	04/28/21 30024 04/28/21 30024	MENARDS - EDEN PRAI MENARDS - EDEN PRAI		402 402	DISTILLED WATER, HO LOW VOLT CABLE	0.00 0.00 0.00	83.45 26.99 110.44
A101.00 381329	04/28/21 20037	METRO ELEVATOR INC	01005810000000	305	ECC REG APR21 SERVI	0.00	1,130.00
A101.00 381331	04/28/21 22660	MIDWEST BUS PARTS I	01009760720000	402	WELDON TURN LIGHT	0.00	192.50
A101.00 381336 A101.00 381336 A101.00 381336 A101.00 381336 A101.00 381336 A101.00 381336 A101.00 381336 TOTAL CHECK	04/28/21 05130 04/28/21 05130 04/28/21 05130 04/28/21 05130 04/28/21 05130 04/28/21 05130 04/28/21 05130	NASCO NASCO NASCO NASCO NASCO NASCO NASCO	01533201000050 01533201000050 01533201000050 01533201000050 01533201000050 01533201000050 01533201000050	430 430 430 430 430 430 430	WHITE HEART DOILIES LION YARN - YELLOW LION YARN - ORANGE LION YARN - GREEN LION YARN - RED PONY BEADS OPAQUE ROYAL BRUSH - 144	0.00 0.00 0.00 0.00 0.00 0.00 0.00	5.32 3.96 3.96 3.96 4.20 27.08 52.44
A101.00 381337	04/28/21 18489	NCPERS GROUP LIFE I	01	L215.40	EMPLOYEE W/HOLDING	0.00	32.00
A101.00 381338	04/28/21 31886	NICHOLAS EDWARDS	01021296000673	302	GLAX-PRIOR LAKE	0.00	56.00
A101.00 381339	04/28/21 12279	NORCOSTCO INC	01019291000256	401	MUSICAL SUPPLIES	0.00	72.85
A101.00 381340 A101.00 381340 A101.00 381340 A101.00 381340 A101.00 381340 A101.00 381340 A101.00 381340 A101.00 381340 TOTAL CHECK	04/28/21 17215 04/28/21 17215 04/28/21 17215 04/28/21 17215 04/28/21 17215 04/28/21 17215 04/28/21 17215 04/28/21 17215 04/28/21 17215	OCCUPATIONAL MEDICI	01009760720000 01009760720000 01009760720000 01009760720000 01009760720000 01009760720000	305 305 305 305 305 305 305 305	DOT - M.P. DOT - S.T. DOT - D.B. DOT - R.S. DOT - T.C. DOT - D.H. DOT - C.K. DOT - R.S.	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	70.00 70.00 70.00 70.00 70.00 70.00 70.00 70.00 560.00

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CASH ACCT CH	IECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 3	81341 81341 81341	04/28/21 04661 04/28/21 04661 04/28/21 04661	OFFICE DEPOT INC OFFICE DEPOT INC OFFICE DEPOT INC	01532203000000 01532203000000 01532203000000	401 401 401	ON LINE ORDER. OF ON LINE ORDER. OF ON LINE ORDER. OF	0.00 0.00 0.00 0.00	13.72 240.34 32.09 286.15
A101.00 3	81343	04/28/21 32599	ONSHAPE INC	01005870795000	406	ONSHAPE EDUCATION E	0.00	3,000.00
A101.00 3	81344	04/28/21 26050	OVERDRIVE INC	01005620795000	470	E-BOOKS EHS	0.00	56.97
	81345 81345	04/28/21 13475 04/28/21 13475	PARK ADAM TRANSPORT PARK ADAM TRANSPORT	01005760723000 01005760723000	360 360	STUDENT TRANS FEB21 STUDENT TRANS-AIDES	0.00 0.00 0.00	30,365.19 9,433.55 39,798.74
A101.00 3	81346	04/28/21 30930	PLANSOURCE	01005105000000	305	SERVICES FOR APR21	0.00	8,397.15
A101.00 3	81347	04/28/21 32951	PONDDY EDUCATION IN	01005610000000	820	CONFUCIUS	0.00	1,899.98
A101.00 3	81348	04/28/21 05833	POSTMASTER	01008105000000	329	55 CENT FOREVER STA	0.00	2,750.00
A101.00 3 A101.00 3	81349 81349 81349 81349	04/28/21 27566 04/28/21 27566 04/28/21 27566 04/28/21 27566	RAINBOW RESOURCE CE RAINBOW RESOURCE CE RAINBOW RESOURCE CE RAINBOW RESOURCE CE	01005407740299 01005407740299	433 433 433 433	FRACMP - KEY TO FRA DECCMP - KEY TO DEC PERCMP - KEY TO PER ESTIMATED SHIPPING/	0.00 0.00 0.00 0.00 0.00	30.95 30.95 25.50 13.11 100.51
	81350 81350	04/28/21 15873 04/28/21 15873	REALLY GOOD STUFF I REALLY GOOD STUFF I		430 430	SPIRAL LANDSCAPE DR ESTIMATED SHIPPING/	0.00 0.00 0.00	463.93 55.67 519.60
A101.00 3	81351	04/28/21 30106	REGENTS OF THE UNIV	01529203000240	369	RAPTOR ED PROGRAM	0.00	515.00
A101.00 3	81352	04/28/21 32945	REYNE KURPIERS	01021296000665	302	GSWIM SYN-EDEN PRAI	0.00	65.00
A101.00 3	81354	04/28/21 10684	ROBERT B HILL CO	01528810000810	401	WATER SOFTENER SALT	0.00	440.75
A101.00 3	81355	04/28/21 26674	RUSSELL SECURITY RE	01008810000000	350	NEW LOCK INSTALLED	0.00	548.30
A101.00 38	81356	04/28/21 32952	SADIE ROY	01021291000262	401	DUNKIN GIFT CARDS	0.00	10.00
A101.00 38	81357	04/28/21 15003	SAMARITAN TIRE COMP	01005810000820	401	DW GRDS-TIRE	0.00	131.00
A101.00 38	81358	04/28/21 32950	SARAH RATHE	01021296000665	302	GSWIM SYN-EDEN PRAI	0.00	65.00
A101.00 38	81359	04/28/21 32832	SCHOOL SPECIALTY, L	01527212000000	430	ART SUPPLIES SHANNO	0.00	2.13
A101.00 38	81360	04/28/21 21881	SHAMROCK GROUP	01021292000000	305	KUHLMAN ICE MACHINE	0.00	211.05
	81362 81362	04/28/21 31301 04/28/21 31301	TEACHERS PAY TEACHE TEACHERS PAY TEACHE		433 433	CORE VOCABAULARY AD PROCESSING FEE	0.00 0.00 0.00	79.20 2.99 82.19

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CASH ACCT	CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00	381364	04/28/21 20115	TELIN TRANSPORTATION	01009760720000	402	COIL HTR	0.00	
A101.00 A101.00 A101.00 A101.00 TOTAL CHEC	381365 381365 381365 381365 K	04/28/21 32845 04/28/21 32845 04/28/21 32845 04/28/21 32845	THE GRAPHIC EDGE LI THE GRAPHIC EDGE LI THE GRAPHIC EDGE LI THE GRAPHIC EDGE LI	01021296000652 01021296000652 01021296000652	401 401 401 401	CHEER SIGNS CHEER SIGNS CHEER SIGNS CHEER SIGNS	0.00 0.00 0.00 0.00 0.00	96.64 63.96 40.00 223.86 197.44 525.26
A101.00 A101.00 TOTAL CHECK	381366 381366 K	04/28/21 26581 04/28/21 26581	THE MCDOWELL AGENCY	01 01005105000000	L215.03 305	BKGD CHK-EPS EMPLOY BKGD CHK-ST TEACHER	0.00 0.00 0.00	573.50 75.00 648.50
A101.00	381367	04/28/21 10603	THREE RIVERS PARK D	01534203000091	369	1ST GRD VIRTUAL 4/7	0.00	180.00
A101.00	381368	04/28/21 32949	TOM SLATER	01021296000651	302	GBSKTBALL-ST LOUIS	0.00	98.00
A101.00 A101.00 TOTAL CHECK	381369 381369 K	04/28/21 22468 04/28/21 22468	TRI-STATE BOBCAT IN	01020810000820 01005810000820	401 401	VV GRDS-CARBURETOR DW GRNDS-SAW BLADES	0.00 0.00 0.00	70.00 157.65 227.65
A101.00	381370	04/28/21 24826	TRUST POINT	01005105000000	305	FY20 PREP FORM 990	0.00	575.00
A101.00	381371	04/28/21 32954	TUFF SHED INC	01529203000096	401	STORAGE SHED-ODLEAR	0.00	5,255.21
A101.00	381372	04/28/21 24010	TUMBLEWEED PRESS IN	01005870795000	406	QUOTE FOR 21-22 REN	0.00	3,900.00
A101.00	381373	04/28/21 25839	UNITED NATIONS ASSO	01021291000293	369	MODEL UN SPR MEMBER	0.00	2,200.00
A101.00	381374	04/28/21 26510	UNIVERSAL ATHLETIC	01021296000673	401	G. LACROSSE SUPPLIE	0.00	69.99
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHECK	381375 381375 381375 381375 381375 381375 381375 381375 381375 381375	04/28/21 23013 04/28/21 23013 04/28/21 23013 04/28/21 23013 04/28/21 23013 04/28/21 23013 04/28/21 23013 04/28/21 23013 04/28/21 23013	UNIVERSITY LANGUAGE	01005219317000 01005420740000 01005219317000 01005420740000 01005420740000 01005420740000	358 358 358 358 358 358 358 358 358	INTERPRETER-EL STDT INTERPRETER-EL STDT INTERPRETER-SPED INTERPRETER-EL STDT INTERPRETER-SPED INTERPRETER-SPED INTERPRETER-SPED INTERPRETER-EL STDT INTERPRETER-EL STDT	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	82.50 82.50 165.00 165.00 180.00 183.92 193.44 112.75 128.70 1,293.81
A101.00	381377	04/28/21 93181	AMY VELSOR	01021296000665	302	GSWIM SYN-EDEN PRAI	0.00	65.00
A101.00 A101.00 TOTAL CHECK		04/28/21 15967 04/28/21 15967 04/28/21 15967	WEST MUSIC COMPANY WEST MUSIC COMPANY WEST MUSIC COMPANY	01527258000000 01527258000000 01527258000000	430 430 430	INSTRUMENTS INSTRUMENTS INSTRUMENTS	0.00 0.00 0.00 0.00	63.82 74.11 729.64 867.57
		04/28/21 15501	WILD RUMPUS BOOK ST	01005620795000	470	BOOKS FOR CV	0.00	153.49
A101.00	381381	04/28/21 31546	WILLIAM HAMANN	01021296000673	302	GLAX-PRIOR LAKE	0.00	56.00

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CASH ACCT	CHECK NO	ISSUE DT V	ENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00	V16161	04/07/21 E	14183	RENE BACA	01005211320000	401	NORTHLAND VISIONS	0.00	410.80
A101.00	V16162	04/07/21 E	21073	MAKENA BERGERON	01005420419000	366	MILEAGE: 02/17-03/2	0.00	13.55
A101.00	V16163	04/07/21 E	21235	BARBARA BEMLOTT COW	01019211000000	490	CANDY-CUB, ETC.	0.00	77.42
A101.00	V16164	04/07/21 E	7011	MARK A DEYOUNG	01526050000000	320	MAR21 CELL PHONE	0.00	65.00
A101.00	V16165	04/07/21 E	21139	JAMES A HAMILL	01005810000000	366	01/18-02/12 MILEAGE	0.00	17.64
A101.00	V16167	04/07/21 E	5185	RONALD G MICHALETZ	01532810000000	320	FEB21 CELL PHONE	0.00	65.00
A101.00	V16168	04/07/21 E	20949	SHUE XIONG	01005810000000	366	MILEAGE: 02/22-03/1	0.00	13.44
A101.00	V16169	04/14/21 E	21417	DOLORES JEAN BINA	01005105000000	320	FEB-MAR21 CELL PHON	0.00	130.00
A101.00	V16170	04/14/21 E	20725	PAUL DOMER	01526640316000	366	DISTANCE LEARN PLYB	0.00	199.00
A101.00	V16171	04/14/21 E	13763	JULIE M GABRIELSON	01005850000830	320	APR21 CELL PHONE	0.00	13.00
A101.00	V16172	04/14/21 ES	9316	VICKIE GEIER	01005630000000	366	FEB-MAR21 MILEAGE	0.00	44.35
A101.00	V16173	04/14/21 E	10608	KATHLEEN A HARTMAN	01019291000256	401	SPR MUSICAL COSTUME	0.00	31.99
A101.00	V16175	04/14/21 E	11688	KATHRYN H MASTERMAN	01005630000000	366	FEB-MAR21 MILEAGE	0.00	48.05
A101.00	V16176	04/14/21 E	13823	MEHAN R MEYERHOFER	01532203000000	401	SUPPLIES FOR K	0.00	17.19
A101.00	V16177	04/14/21 E	10520	MATTHEW K MOSBY	01529810000000	320	MAR21 CELL PHONE	0.00	65.00
A101.00	V16178	04/14/21 E	15086	RODNEY M NERDAHL	01005630000000	366	MAR21 MILEAGE	0.00	7.45
A101.00	V16179	04/14/21 E	14789	DONNA ROPER	01005107000000	366	Q. ADMIN SEMINAR	0.00	1,600.00
A101.00	V16180	04/14/21 E	21192	MOLLY K WELDON	01529203000000	460	CLASSROOM BOOKS	0.00	181.74
A101.00	V16181	04/14/21 E	12549	ANNE C WELLS	01535640316000	366	ZONES OF REGULATION	0.00	190.00
A101.00	V16182	04/21/21 E	11196	KRISTIN R BENNETT	01527203000053	430	3RD GRD SUPPLIES	0.00	179.52
A101.00	V16183	04/21/21 E	11437	JOSHUA W BURHANS	01021294000670	401	PHOTOS-STATE TOURN	0.00	45.00
A101.00	V16184	04/21/21 E	7715	WENDY L CARLSON	01527203000054	430	4TH GRD SUPPLIES	0.00	31.07
A101.00	V16185	04/21/21 E	14643	LORI J CARTER	01019211000000	490	STAFF FOOD	0.00	82.66
A101.00	V16186	04/21/21 E1	15078	RA CHHOTH	01005110000000	320	APR21 CELL PHONE	0.00	65.00
A101.00	V16187	04/21/21 ES	9407	BRETT COPE	01005810000000	320	FEB-APR21 CELL PHON	0.00	105.00
A101.00	V16188	04/21/21 EI	10415	TAMARA K FORBY	01005630000000	320	JAN-MAR21 CELL PHON	0.00	195.00
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	OT GENE	ML.							
CASH ACCT	CHECK NO	ISSUE DT V	VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00	V16189	04/21/21	E12245	MATTHEW E GABRIELSO	01021294000667	401	STOPWATCHES FOR TRA	0.00	166.00
A101.00	`V16190	04/21/21	E15139	DYLAN T HACKBARTH	01021710000000	820	ASCA PROF/MN MEMBER	0.00	189.00
A101.00	V16191	04/21/21	E21138	JENNIFER HEYER	01529203000000	460	CLASSROOM BOOKS	0.00	62.54
A101.00 A101.00 TOTAL CHEC	V16192 V16192 CK	04/21/21 (04/21/21 (NICOLE B KORANDA NICOLE B KORANDA	01527203000053 01527203000000	430 401	3RD GRD SUPPLIES 3RD GRD SUPPLIES	0.00 0.00 0.00	149.00 402.72 551.72
A101.00	V16193	04/21/21	E9656	THOMAS LYMAN	01528810000000	320	APR21 CELL PHONE	0.00	65.00
A101.00	V16194	04/21/21	E20721	GIOVANNA V MARGALLI	01527203000054	430	4TH GRD SUPPLIES	0.00	222.59
A101.00 A101.00 TOTAL CHEC		04/21/21 E 04/21/21 E		CARMEN B NESHEIM CARMEN B NESHEIM	01527203000000 01527203000051	401 430	1ST GRD SUPPLIES 1ST GRD BOOKS	0.00 0.00 0.00	343.79 766.70 1,110.49
A101.00	V16196	04/21/21 E	E9664	HEATHER PALMER	01005620795000	470	LIBRARY SUPPLIES	0.00	291.41
A101.00	V16197	04/21/21 E	13838	NICOLE M PLAFCAN	01021710000000	820	ASCA PROF MEMBERSHI	0.00	129.00
A101.00	V16199	04/21/21 E	13066	JODI A RAMIREZ	01021211000130	430	CLASSROOM SUPPLIES	0.00	284.14
A101.00	V16200	04/21/21 E	E21104	JULIEN RIFFAUD	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V16201	04/21/21 E	E5755	TIMOTHY J RODEN	01008810000000	320	APR21 CELL PHONE	0.00	65.00
A101.00	V16202	04/21/21 E	15318	JARED D SCRIBNER	01021294000661	366	MILEAGE: 03/09-03/1	0.00	388.03
A101.00	V16204	04/21/21 E	15178	DANA B ZETTERLUND	01533260000000	430	SCIENCE SUPPLIES	0.00	62.19
A101.00	V16205	04/28/21 E	7970	GARY R AASEN	01021294000666	370	TENNIS COURT TIME F	0.00	657.00
A101.00 A101.00 TOTAL CHEC	V16206	04/28/21 E 04/28/21 E	21038 21038	SHANNON MCGUIRE CAS SHANNON MCGUIRE CAS	01533050000000 01533203000537	401 401	MATH/EARTH DAY SUPP MATH/EARTH DAY SUPP	0.00 0.00 0.00	9.32 29.95 39.27
A101.00	V16207	04/28/21 E	20937	DANIEL W DEGENAAR	01005110000000	305	Q1 941 FILING	0.00	5.95
A101.00	V16208	04/28/21 E	7859	BRENDA K DOLAN	01532203000000	401	CLASSROOM SUPPLIES	0.00	193.91
A101.00	V16209	04/28/21 E	11091	SHAWN G DRAVES	01021810000000	320	MAR21 CELL PHONE	0.00	57.80
A101.00		04/28/21 E	14117	ERIC D HAMILTON	01005810000000	320	APR21 CELL PHONE	0.00	25.00
A101.00		04/28/21 E		CURT E JOHANSON	01005810000000	320	MAR21 CELL PHONE	0.00	65.00
A101.00		04/28/21 E	5530	JANICE LAVEN	01527203000054	430	4TH GRD BOOKS	0.00	562.00
A101.00	V16213	04/28/21 E	5674	PETER J LINDER	01008810000000	320	APR21 CELL PHONE	0.00	65.00

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FD - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 A101.00 TOTAL CHEC	V16214 V16214 K	04/28/21 E13348 04/28/21 E13348	NATHANIEL M LINDLEY NATHANIEL M LINDLEY		320 366	JAN-MAR21 CELL PHON JAN-MAR21 MILEAGE	0.00 0.00 0.00	195.00 38.86 233.86
A101.00	V16215	04/28/21 E14463	ROXANNE ANDREE MAY	01528203000000	401	CLASSROOM SUPPLIES	0.00	162.85
A101.00	V16216	04/28/21 E5185	RONALD G MICHALETZ	01532810000000	320	APR21 CELL PHONE	0.00	65.00
A101.00	V16217	04/28/21 E9834	MICHAEL T PRETASKY	01021050000000	320	AUG20-MAR21 CELL PH	0.00	455.00
A101.00	V16218	04/28/21 E20294	ALICE CATHRYN SCHAE	01021211000305	401	NAME BADGES FOR PGM	0.00	79.59
A101.00	V16219	04/28/21 E8056	KORY M SMITH	01020810000000	320	APR21 CELL PHONE	0.00	65.00
A101.00 A101.00 TOTAL CHEC	V16220 V16220 K	04/28/21 E20942 04/28/21 E20942	MARK A THONE MARK A THONE	01021296000660 01021296000660	366 401	NORDIC MEET MILEAGE SNOWMOBILE GAS	0.00 0.00 0.00	262.08 40.45 302.53
A101.00 A101.00 TOTAL CHEC	V16221 V16221 K	04/28/21 E8886 04/28/21 E8886	ANDREW D. TURNBULL ANDREW D. TURNBULL	01021294000660 01021294000660	366 401	NORDIC MEET MILEAGE WAX / EQUIPMENT	0.00 0.00 0.00	241.92 786.08 1,028.00
TOTAL CASH	ACCOUNT						0.00	1,768,427.30
TOTAL FUND							0.00	1,768,427.30

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FD - 02 - FOOD SERVICES

CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381021	04/07/21 21514	GENERAL PARTS LLC	02005770701000	350	THERMOSTAT-HOT WELL	0.00	147.26
A101.00 381095 A101.00 381095 TOTAL CHECK	04/14/21 32933 04/14/21 32933	CUSTOM REFRIGERATIO CUSTOM REFRIGERATIO		350 350	NEW MOTOR FOR FREEZ NEW MOTOR FOR FREEZ	0.00 0.00 0.00	4,039.48 175.75 4,215.23
A101.00 381108	04/14/21 21514	GENERAL PARTS LLC	02005770701000	350	REPAIR/KITCHEN	0.00	28.46
A101.00 381194 A101.00 381194	04/21/21 27269 04/21/21 27269	CHARTWELLS DINING S	02005770705000 02005770701000 02005770705000 02005770701000 02005770701000 02005770701000 02005770701000 02005770701000	305 305 305 299 299 305 305 305 305	MGMT LABOR-MAR21 LU MAR21 SUMMER BKF MAR21 SUMMER LUN MGMT FRINGE-MAR21 B MGMT FRINGE-MAR21 BK MGMT LABOR-MAR21 BK MAR21 OTHER ALA CAR EPS CREDIT BBOX EPS CREDIT LOL & PE EPS CREDIT DOD	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	11,376.10 35,945.39 90,764.47 2,360.46 4,582.08 5,860.41 225.12 -6,148.66 -4,020.78 -3,370.45 137,574.14
A101.00 381199	04/21/21 32565	CROSSTOWN MECHANICA	02005770701000	350	KITCHEN REACH IN CO	0.00	408.00
A101.00 381205	04/21/21 21514	GENERAL PARTS LLC	02005770701000	350	WALKIN FREEZER DOOR	0.00	48.89
TOTAL CASH ACCOUNT						0.00	142,421.98
TOTAL FUND						0.00	142,421.98

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FD - 04 - COMMUNITY SERVICE FUND

CASH ACCT	CHECK NO	TECHE DT	VENDOD						
CASH ACCT				NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 A101.00 TOTAL CHEC	375584 \	03/04/20 03/04/20	27909 27909	MINNESOTA STREETCAR MINNESOTA STREETCAR	04526570321000 04527570321000	369 369	STREETCAR 7/16 STREETCAR 7/16	0.00 0.00 0.00	-42.50 -42.50 -85.00
A101.00	375823 V	03/18/20	03715	JERRY'S FOODS CORP-	04005590321000	401	FOOD/CLASSRM ELC398	0.00	-10.81
A101.00	375902 V	03/18/20	22104	WOOD LAKE NATURE CE	04005590321501	305	CRP PRESENT @ CV	0.00	-125.00
A101.00	381013	04/07/21	32821	CHESS & STRATEGY GA	04005585332000	305	w02-14, w01-130/135	0.00	4,312.00
A101.00	381016	04/07/21	27150	DEBERG WILLIAM M	04005585332000	305	s03-205/206	0.00	4,172.00
A101.00	381017	04/07/21	16676	CATHERINE EARLEY	04008505321503	305	205-1, 204-1/2/3,zo	0.00	1,725.00
A101.00	381029	04/07/21	32075	HUDSON MAGIC LLC	04005585332000	305	DIS MAGIC, ORNG WAN	0.00	495.00
A101.00	381039	04/07/21	32935	LAKSHMI SUNDBLAD	04799590351000	460	FY20-21 NONPUB AID	0.00	171.18
A101.00	381047	04/07/21	30174	MIKKONEN MUSIC LLC	04005585332000	305	MAR MUSIC LESSONS	0.00	7,987.50
A101.00	381065	04/07/21	31434	SELEN SARIOGLY OZAK	04008505321502	305	997-103/200/201/202	0.00	180.00
A101.00	381067	04/07/21	28900	SUSAN HARDMAN-CONKL	04008505321503	305	208-1, 207-1	0.00	1,128.00
A101.00 A101.00 TOTAL CHEC	381119 381119 K	04/14/21 04/14/21		JAN HAGERMAN JAN HAGERMAN	04005585332000 04005585332000	305 305	W02-10 S03-203	0.00 0.00 0.00	84.00 386.75 470.75
A101.00	381124	04/14/21	31778	KAETHE BIRKNER	04008505321503	305	203-1	0.00	767.34
A101.00	381140	04/14/21	21531	NATIONAL TREASURE K	04005585332000	305	W02-104-114	0.00	3,591.00
A101.00	381143	04/14/21	05544	OUR LADY OF GRACE	04007590350000	305	OLG NURSE-C.₩	0.00	15,446.52
A101.00	381159	04/14/21	93174	SAFEWAY DRIVING SCH	04005585332000	305	s04-01	0.00	8,125.00
A101.00 A101.00 A101.00 A101.00 TOTAL CHEC	381177 381177 381177 381177 K	04/14/21 04/14/21 04/14/21 04/14/21	19704 19704	WILLIAM H SADLIER I WILLIAM H SADLIER I WILLIAM H SADLIER I WILLIAM H SADLIER I	04001590351000 04001590351000	460 460 460 460	978-0-8215-8006-6, 978-0-8215-8007-3, 978-0-8215-8008-0, ESTIMATED SHIPPING/	0.00 0.00 0.00 0.00 0.00	129.48 43.16 86.32 37.03 295.99
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 TOTAL CHECK	381262 381262 381262 381262 381262 381262 381262 381262 381262	04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21 04/21/21	27819 27819 27819 27819 27819 27819	T-MOBILE T-MOBILE T-MOBILE T-MOBILE T-MOBILE T-MOBILE	04526570154000 04527570154000 04528570154000 04529570154000 04523570154000	320 320 320 320 320 320	COMMUNITY ED FAMILY CENTER 2 KIDS CLUB CC KIDS CLUB CN KIDS CLUB CS KIDS CLUB HL KIDS CLUB ND KIDS CLUB CV	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	6.28 40.72 22.48 22.48 22.48 22.48 22.48 22.48 181.88

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FD - 04 - COMMUNITY SERVICE FUND

CASH ACCT		ISSUE DT		NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00	381271	04/28/21	18968	WENDY ANDERSON	04008505321503	305	212-12/13/14/21/23/	0.00	2,894.25
A101.00	381283	04/28/21	32953	CARYNN ROEHRICK	04019585332000	305	4/16 &4/23 STARTER	0.00	150.00
A101.00 A101.00 A101.00 A101.00 TOTAL CHEC		04/28/21 04/28/21 04/28/21 04/28/21	23443 23443	GRAPHIC EDGE GRAPHIC EDGE GRAPHIC EDGE GRAPHIC EDGE	04019585332000 04020585332000 04020585332000 04019585332000	401 401 401 401	TRACK UNIFORMS TRACK UNIFORMS TRACK UNIFORMS TRACK UNIFORMS	0.00 0.00 0.00 0.00 0.00	66.31 66.31 1,060.65 1,060.66 2,253.93
A101.00	381307	04/28/21	27194	INGINA LLC	04005585332000	305	503-202	0.00	1,456.00
A101.00	381317	04/28/21	31402	KATHERINE ANN ZUCCA	04008505321503	305	206-7/8/9	0.00	636.00
A101.00	381326	04/28/21	32587	MATH ADDVANTAGE TUT	04005585332000	305	W01-10	0.00	560.00
A101.00	381327	04/28/21	04485	MCGRAW-HILL SCHOOL	04001590351000	460	READING WONDERS STU	0.00	16.80
A101.00	381330	04/28/21	32944	MICHAEL YASIS	04005585362501	305	S04-302/303/306	0.00	1,638.49
A101.00	381342	04/28/21	29053	OFFISOURCE INC	04005570321000	530	BLINDS FOR ROOM 348	0.00	570.00
A101.00	381353	04/28/21	22996	RJ MECHANICAL INC	04527570321000	305	FREEZER REPAIR	0.00	1,503.73
A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00 A101.00	381376 381376 381376 381376 381376 381376 381376	04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21 04/28/21	20097 20097 20097 20097 20097 20097 20097 20097 20097 20097 20097 20097	UPPER LAKES FOODS I	04526570321000 04528570321000 0453570321000 04532570321000 04527570321000 04527570321000 04526570321000 04532570321000 04532570321000 04526570321000 04526570321000	490 490 490 490 490 490 490 490 490 490	KC SNACKS	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	1,247.63 926.46 982.03 1,008.07 567.09 621.86 633.22 664.68 767.76 519.60 534.73 538.74 -68.49 -14.67 8,928.71
A101.00	381378	04/28/21	26346	TERRI VON FELDEN	04005585362501	305	504-301/304/305	0.00	780.49
	V16166	04/07/21	E15125	KAYLA C MARING	04005585362502	320	JAN-MAR21 CELL PHON	0.00	195.00
A101.00	V16171	04/14/21	E13763	JULIE M GABRIELSON	04005505321000	320	APR21 CELL PHONE	0.00	52.00
A101.00	V16174	04/14/21	E20647	RACHEL M HICKS	04005570321000	320	MAR21 CELL PHONE	0.00	65.00
A101.00	V16198	04/21/21 (E6248	CAROLYN PROCTOR	04005570321000	320	MAR21 CELL PHONE	0.00	65.00
A101.00	V16203	04/21/21	E7105	HEATHER J WHITESELL	04005590321000	401	CLASSROOM SUPPLIES	0.00	16.97

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FD - 04 - COMMUNITY SERVICE FUND

CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
TOTAL CASH ACCOUNT						0.00	70,610.72
TOTAL FUND						0.00	70,610.72

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EDINA - LIVE CHECK REGISTER - BY FUND

PAGE NUMBER: 30 ACCTPA21

SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

FD -	- 06	CONSTRUCTION	FUND
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CASH ACCT CHECK NO	ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
A101.00 381078	04/14/21 25783	AGL CONSULTING LTD	06005870795000	305	E-RATE CONSULT 2020	0.00	2,250.00
A101.00 381080 A101.00 381080 A101.00 381080 A101.00 381080 A101.00 381080 A101.00 381080 A101.00 381080 A101.00 381080 TOTAL CHECK	04/14/21 26629 04/14/21 26629 04/14/21 26629 04/14/21 26629 04/14/21 26629 04/14/21 26629 04/14/21 26629 04/14/21 26629	ASSETGENIE, INC	06005870795731 06005870795731 06005870795731 06005870795731 06005870795731 06005870795731 06005870795731	556 556 556 556 556 556 556	QUOTE 308263 QUOTE 308261 QUOTE 308261 QUOTE 311121 QUOTE 309869 QUOTE 309673 QUOTE 309673 QUOTE 302438	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	89.00 89.00 199.00 129.00 129.00 258.00 79.00 278.00
A101.00 381096	04/14/21 30917	DARK KNIGHT SOLUTIO	06005870795000	305	WMS CONSORT CONSULT	0.00	350.00
A101.00 381107	04/14/21 32922	FRSECURE	06005870795754	555	PROPOSAL FOR EXTERN	0.00	5,412.50
A101.00 381111	04/14/21 28037	GOPHER STATE ONE-CA	06005870795754	555	BILLED TICKETS MAR2	0.00	49.95
A101.00 381115	04/14/21 32201	H2I GROUP, INC	06005870795734	555	QUOTE 52156	0.00	470.00
A101.00 381128 A101.00 381128 A101.00 381128 TOTAL CHECK	04/14/21 22320 04/14/21 22320 04/14/21 22320	KRAUS-ANDERSON CONS KRAUS-ANDERSON CONS KRAUS-ANDERSON CONS	06008867380000	305 520 305	ECC 2020 RENO-CON M ECC 2020 RENO-GEN C ECC 202 RENO-SITE S	0.00 0.00 0.00 0.00	20,100.00 23,616.20 56,300.00 100,016.20
A101.00 381135	04/14/21 26228	MINNESOTA MEMORY IN	06005870795731	556	USB-C CHARGERS FOR	0.00	915.00
A101.00 381144	04/14/21 22297	PARALLEL TECHNOLOGI	06005870795000	305	S2TRAINING SESSION	0.00	198.75
A101.00 381147	04/14/21 06953	PREMIUM WATERS INC	06005870795000	305	WATER FOR DMTS 03/2	0.00	36.00
A101.00 381164	04/14/21 28713	TECHNOLOGY RESOURCE	06005870795731	556	DEDUCTIBLE: LENOVO	0.00	100.00
A101.00 381165	04/14/21 26581	THE MCDOWELL AGENCY	06008867380000	305	BKGD CHECKS-CONST W	0.00	62.00
A101.00 381184	04/21/21 27918	ARVIG	06005870795754	555	INTERNET SER-APR21	0.00	2,111.90
A101.00 381185	04/21/21 26629	ASSETGENIE, INC	06005870795731	556	QUOTE 309914	0.00	199.00
A101.00 381236 A101.00 381236 A101.00 381236 TOTAL CHECK	04/21/21 24349 04/21/21 24349 04/21/21 24349	NOW MICRO INC NOW MICRO INC NOW MICRO INC	06005870795000 06005870795000 06005870795000	305 305 305	SEP 2020 SUPPORT NOV 2020 SUPPORT DEC 2020 SUPPORT	0.00 0.00 0.00 0.00	1,400.00 400.00 350.00 2,150.00
A101.00 381238	04/21/21 22439	OFFICE OF MN IT SER	06005870795754	556	MAR21 - AREA NETWOR	0.00	1,641.85
A101.00 381241 A101.00 381241 TOTAL CHECK	04/21/21 22297 04/21/21 22297	PARALLEL TECHNOLOGI PARALLEL TECHNOLOGI	06005870795754 06005870795000	555 305	TRBLSH S2 TO BARIXB S2 TRAINING SESSION	0.00 0.00 0.00	705.00 198.75 903.75
A101.00 381245 A101.00 381245	04/21/21 06953 04/21/21 06953		06005870795000 06005870795000	305 305	WATER FOR DMTS (7) WATER COOLER-APR21	0.00 0.00	54.00 10.00

EDINA - LIVE CHECK REGISTER - BY FUND

PAGE NUMBER: 31

ACCTPA21

SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

FD - 06 - CONSTRUCTION FUND

CASH ACCT CHECK N	O ISSUE DT VENDOR	NAME	BUDGET CODE	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
TOTAL CHECK						0.00	64.00
A101.00 381268	04/28/21 31989	ADMIRAL COATINGS, I	06008867380000	520	ECC RENO 2020 WS 09	0.00	19,000.00
A101.00 381273	04/28/21 32591	APPLE INC	06005870795711	556	RE: VENDOR QUOTE 22	0.00	4,794.00
A101.00 381282	04/28/21 28625	CAPITAL CITY GLASS,	06008867380000	520	ECC 2020 RENO WS 08	0.00	49,638.44
A101.00 381284	04/28/21 22896	CD TILE & STONE INC	06008867380000	520	ECC 2020 RENO WS 09	0.00	52,250.00
A101.00 381288	04/28/21 32077	COMMERCIAL DRYWALL	06008867380000	520	ECC 2020 RENO WS 09	0.00	26,088.00
A101.00 381289	04/28/21 29089	CONSTRUCTION SYSTEM	1 06008867380000	520	ECC 2020 RENO WS 05	0.00	•
A101.00 381295	04/28/21 22552	EBERT CONSTRUCTION		520	ECC 2020 RENO WS 06	0.00	29,063.83
A101.00 381299	04/28/21 32819	FINALSITE	06005870795000	505	FS ADVANTAGE HALF P	0.00	5,153.75
A101.00 381305	04/28/21 32805	INDUSTRY TECH SALES		556	HDMI CABLES-VIEWSON		18,500.00
A101.00 381306	04/28/21 28081	INFINITE CAMPUS INC		305	16 HOURS- WEBINARS,	0.00	2,117.70
A101.00 381318	04/28/21 32078	KELLINGTON CONSTRUC		520		0.00	75.00
A101.00 381318 TOTAL CHECK	04/28/21 32078	KELLINGTON CONSTRUC	06008867380000	520	ECC 2020 RENO WS 02 ECC 2020 RENO WS 02	0.00 0.00	10,719.56 3,325.00
A101.00 381319	04/28/21 22894	KENDELL DOORS & HAR	06008867380000	520	FCC 2020 PEND NO 02	0.00	14,044.56
A101.00 381323	04/28/21 23366	LENOVO-USA INC	06005870795731	-	ECC 2020 RENO WS 08	0.00	4,625.84
A101.00 381324	04/28/21 31991	MANOR ELECTRIC INC		556	BATTERY	0.00	105.28
A101.00 381332	04/28/21 15817			520	ECC 2020 RENO WS 26	0.00	61,187.94
A101.00 381332 TOTAL CHECK	04/28/21 15817	MINITEX - UNIVERSIT MINITEX - UNIVERSIT	06005870795000	506 506	SIRS RESEARCH SY21- CULTUREGRAMS SY21-2	0.00 0.00	3,417.00 4,026.00
A101.00 381333	04/30/31 36330					0.00	7,443.00
	04/28/21 26228	MINNESOTA MEMORY IN		556	LENOVO 45W CHARGE 5	0.00	1,497.50
	04/28/21 18615	NAC	06008867380000	520	ECC 2020 RENO WS 23	0.00	388,150.92
A101.00 381335	04/28/21 32853	NAIKU, INC	06005870795000	505	21-22 NAIKU RENEWAL	0.00	36,700.00
A101.00 381361	04/28/21 22773	SUMMIT FIRE PROTECT	06008867380000	520	ECC 2020 RENO WS 21	0.00	56,271.84
A101.00 381363	04/28/21 28713	TECHNOLOGY RESOURCE	06005870795731	556	DEDUCTIBLES-2	0.00	200.00
A101.00 381382	04/28/21 32561	WOODSIDE INDUSTRIES	06008867380000	520	ECC 2020 RENO WS 12	0.00	12,353.30
TOTAL CASH ACCOUNT						0.00	907,441.80
TOTAL FUND					•	0.00	907,441.80
							,

EDINA - LIVE CHECK REGISTER - BY FUND ACCTPA21

PAGE NUMBER: 32

SELECTION CRITERIA: transact.yr='21' and transact.period='10' ACCOUNTING PERIOD: 10/21

FD - 06 - CONSTRUCTION FUND

CASH ACCT CHECK NO ISSUE DT VENDOR NAME

BUDGET CODE

ACCNT

----DESCRIPTION---- SALES TAX

AMOUNT

TOTAL REPORT

0.00

2,888,901.80



Board Meeting Date: 5/10/2021

TITLE: Long-Term Facilities Maintenance (LTFM) Member District Resolution

TYPE: Consent

BACKGROUND: Each year Intermediate School District #287 updates their 10-year LTFM plan, and on that basis, determines the levy amount needed from each of their member districts for the upcoming levy cycle. Each member district then approves their amount in the form of a resolution, allowing those proportionate costs for each member district to be placed on the upcoming PAY22 (FY22-23) levy. Edina's proportionate share for ISD #287's LTFM costs is \$53,682.09, of which \$26,697.62 is for pay as you go projects and \$26,984.47 is for debt payments on the 2017B Facilities Maintenance Bonds.

RECOMMENDATION: Approve the resolution approving ISD #287's LTFM program budget and authorize the inclusion of a proportionate share of those projects in the District's application for LTFM revenue.

ATTACHMENTS:

- 1. LTFM Member District Resolution
- 2. ISD #287 LTFM Plan Resolution
- 3. ISD #287 Member Allocation Application
- 4. ISD #287 LTFM 10-year Plan Application

EXTRACT OF MINUTES OF MEETING OF SCHOOL BOARD OF SCHOOL DISTRICT No. 273 (Edina Public Schools) STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 273, State of Minnesota, was held on May 10, 2021, at 7 p.m., for the purpose, in part, of approving the Intermediate School District No. 287's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments in the district's application for long-term facility maintenance.

introduced the following resolution and moved its adoption:

RESOLUTION APPROVING INTERMEDIATE SCHOOL DISTRICT NO. 287'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of District No. 273, State of Minnesota, as follows:

- 1. The School Board of Intermediate School District 287 has approved a long-term facility maintenance program budget for its facilities for the 2022-23 (fiscal year 2023) school year in the amount of \$ 917,000 of which District No. 273's proportionate share is \$ 53,682.09, consisting of \$ 26,697.62 for pay as you go projects and \$ 26,984.47 for debt service payments on the 2017B Facilities Maintenance Bonds. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved. (Exhibit A)
- 2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
- 3. The proportionate share of the costs of the intermediate school district's long term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total

cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For 2022-23, (FY 2023) the long-term facility maintenance costs shall be funded through annual levy. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for FY 2023 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes Section 123B.595, Subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

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

And the following voted against the same:

Whereupon said resolution was approved and adopted by the school board of Independent School District No. 273.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of School District No. 273, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 273, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District No. 287's long-term facility maintenance program budget and authorizing the

inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

2021.	WITNESS MY HAND officially as such Clerk this 10th day of May,
	Clerk
	School District No. 273

RESOLUTION APPROVING INTERMEDIATE DISTRICT 287'S LONG TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE ALLOCATION TO THE MEMBER DISTRICTS

Pursuant to due call and notice thereof, a School Board meeting of Intermediate School District No. 287, State of Minnesota, was held on April 8, 2021 at 6:30 p.m., for the purpose in part, of approving the District's Fiscal Year (FY) 23 Long-Term Facility Maintenance budget and authorizing the allocation of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments to each member district for inclusion in each member district's application for long-term facility maintenance.

introduced	the fol	lowing	resolution	and	moved	its	adoption:
		\mathcal{C}					1

BE IT RESOLVED by the School Board of Intermediate District 287, State of Minnesota as follows:

- 1. The School Board of Intermediate District 287 hereby approves a long term facility maintenance program budget for its facilities for the 2022-23 school year in an amount not to exceed \$917,000, of which \$456,050 is for pay as you go projects and \$460,950 is for debt service payments on the 2017B Facilities Maintenance Bond. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference and District administration is directed to apply to the Commissioner of the Department of Education for approval.
- 2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate district's long term facility maintenance budget is approved by the school boards of each of the intermediate's member districts, each member district may include its proportionate share of the costs of the intermediate program in its long term facility maintenance revenue application.
- 3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For school year 2022-23 (fiscal year 23), the long-term facility maintenance costs shall be funded through annual levy. The allocation of this proportionate share in the district's long-term facility maintenance revenue application for FY 23 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the member district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes, section 123B.595, subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

The motion for the adoption of the foregoing resolution was duly seconded by Member Sam Sant and upon vote being taken thereon, the following voted in favor thereof: Andreson, Brakke, Casey, Casey, Cuene, Dallas, Kunz, Marty, Mosquenda-Jones, Neville, and Sant and the following voted against the same: *None*.

STATE OF MINNESOTA

COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of Intermediate School District No. 287, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Intermediate School District No. 287 held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District 287's long term facility maintenance program budget and authorizing the allocation of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments to each member district for inclusion in each member district's application for long-term facility maintenance.

WITNESS MY HAND officially as Clerk this 8th day of April 8, 2021.

Cryptal brakke

Intermediate School District 287



Division of School Finance 1500 Highway 36 West

Intermediate/Cooperative District Long-Term Facilities Maintenance Revenue Allocation

ED-02479-04

Roseville, MN 55113-4266

General Information and Instructions: Please read the **Instructions for Completion** on the **Instructions** tab before completing this report.

District Name: Intermediate District No. 287			Name of Person Compl	Title: Executi	secutive Director of Business Services						
Telephone Number: (763) 550-7156 Email Address: mlhawkins@district287.org								Date Submitted: July 31, 2021			
Long-Term Fa	cilities I	Maintenance (LTFM) Reven	ue amounts to be Allocat	ed to member Sch	nool Districts for FY 202	23					
	1. Pay-	as-you-go revenue portion					\$	456,050.00			
	2. Bond	d debt service revenue port	ion				\$	460,950.00	1		
	3. Tota	I revenue amounts to alloc	ate				\$	917,000.00	Ī		
District				A.U	Allocated Pay-as-you-	A II	Allo	cated Bonded			
District	T	Calcard District Name		Alloc	go (line 4)	Alloc		Debt		T-4-1	
Number 270	Type	School District Name Hopkins		Percent 10.769%	(line 1) \$ 49,110.20	Percent 10.769%	\$	rvice (line 2) 49,637.86	ć	Total 98,748.06	
270	1	Eden Prairie		10.769%		10.769%	\$	48,514.07		96,512.42	
273	1	Edina		5.854%		5.854%	ċ	26,984.47		53,682.09	
277	1	Westonka		4.590%		4.590%	Ċ	21,158.07		42,091.22	
278	1	Orono		2.676%		2.676%	Ś	12,336.87		24,542.59	
279	1	Osseo		22.192%	, , , , ,	22.192%	Ś	102,292.63		203,497.88	
280	1	Richfield		6.077%		6.077%	\$	28,009.63		55,721.51	
281	1	Robbinsdale		14.585%			\$	67,230.02		133,745.37	
283	1	St. Louis Park		4.511%	\$ 20,570.14	4.511%	\$	20,791.15	\$	41,361.29	
284	1	Wayzata		14.864%	\$ 67,784.99	14.864%	\$	68,513.30	\$	136,298.29	
286	1	Brooklyn Center		3.359%	\$ 15,317.35	3.359%	\$	15,481.93		30,799.28	
TOTALS: The	column	totals must agree with line	s 1 and 2.	100.000%	\$ 456,050.00	100.000%	\$	460,950.00	\$	917,000.00	

Notes: Allocation method agreed to by all member districts:

Division of School Finance
1500 Highway 36 West
OF EDUCATION

DIVISION of School Finance
1500 Roseville, MN 55113-4266

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only

Image: Comparison Compariso	DEPARTMENT OF EDUCATION	1500 Highway 36 West Roseville, MN 55113-4266	Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only ED - 02478-06											
Column C		Enter Information				r by Uniform Fina	ncial and Acco	unting Reporting	Standards (UF	ARS) finance cod	le and by fiscal	year in the cells p	rovided.	
## Fiscal Name Mark Resident (Resident Objective) Resident (Suppose) Resident (Suppos	District Name:													
Price Pric	District Number:	=	Email:	mlhawkins@distric	t287.org									
Expenditure Code page 150,000 200	District Contact Name:													
See Calley See Expanditure Category's 6 (150,000 member witch of deficient of the Category of 150,000 member witch of deficient of the Category's 150,000 member witch of deficient of the Category's 150,000 member witch of deficient of the Category's 150,000 member witch of the Category's 15	Contact Phone #	763-550-7156												
Septiment Processes (Control Page 19 and 19														
Name Content Stand Sta			2021 (base year)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	203
Proceed Code														
32.00 Principal Internation School Schoo														
Add Other Incommon Materials \$24,000 \$22,000 \$			4		4	4	4	4		4	4			4
1.52 Institute flash and Safety Assessment 1.550,000 1.500 1														
35.00 Authority Process and Composition														
Math Anti-part		· ·				7-			7.7		7.7	7-	7-	
Total Treating and Select Copinal Projects \$117,000 \$100,200														
	366													\$6,1
Appendix Category (2) So So So So So So So S		Total Health and Safety Capital Projects	\$177,600	\$165,238	\$148,650	\$161,050	\$146,800	\$149,676	\$149,976	\$152,950	\$171,950	\$156,000	\$156,000	\$159,1
363 Tree Suffery														
Second Content Seco	358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0	
Total Health and Selecy Capital Projects \$100,000 or More 50 50 50 50 50 50 50 5	363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			\$0	
Remodeling for Approved Voluntary Pre-K projects Section 1240.151 Finance Code Catagory (1) Section 1240.151 Sectio	366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$61,375	\$61,375	\$0			\$0	
Remodeling for Agroved Voluntary Pre-K under Minnescots Satustes, section 120.151 Finance Code		Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$61,375	\$61,375	\$0	\$0	\$0	\$0	
Finance Code	Remodelir			•	•		•			•				
Semodating for previndergarten (Pre-I) instruction agroved by the commissioner. Sp Sp Sp Sp Sp Sp Sp S		•												
Total Remodeling for Approved Voluntary Pre-R Projects		9 711	\$n	Śn	Śn	Śn	Śn	Śn	Śn	Śn	Śn	\$n	Śn	
Finance Code Category (4) 50 50 50 50 50 50 50 5	333													
Finance Code Category (4)			Ç0	امد	ŞÜ	ŞO	γU	50	50	γU	امد	70	90	
Section Sect	Fluores Code													
Total Accessibility Projects So So So So So So So S			ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	ćo	
Part	367													
Finance Code Category (S) So So So So So So So			ŞU	ŞU	\$0	\$0	ŞU	\$0	\$0	ŞU	ŞU	ŞU	ŞU	
Section Sect														
309 Building Hardware and Equipment \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$														
370 Electrical														
379 Interior Surfaces 50 50 50 50 50 50 50 5														
\$246,850 \$111,312 \$0 \$295,000 \$0 \$247,250 \$120,000 \$0 \$214,000 \$216,000 \$0 \$318,000 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000 \$0 \$321,000													\$90,800	
381 Plumbing									7.				\$0	
382 Professional Services and Salary													7-	
Second S						γo			γo		ΨŪ			
Step Projects Step Project									7.				ΨU	
Total Deferred Capital Expenditures and Maintenance Projects \$276,850 \$286,312 \$307,400 \$295,000 \$310,000 \$247,250 \$245,850 \$303,250 \$283,850 \$300,000 \$300,800 \$229,		,											\$125,000	
Total Annual 10-Year Plan Expenditures	384						1		7-		7-		\$0	
Information only - Debt Service Payments on LTFM Bond		Total Deferred Capital Expenditures and Maintenance Projects	\$276,850	\$286,312	\$307,400	\$295,000	\$310,000	\$247,250	\$245,850	\$303,250	\$283,850	\$300,000	\$300,800	\$299,0
Total LTFM Expenditures/Required Levy S915,000 S916,500 S917,000 S917,500 S918,000 S918,001 S919,001 S919,000 S9		Total Annual 10-Year Plan Expenditures	\$454,450	\$451,550	\$456,050	\$456,050	\$456,800	\$458,301	\$457,201	\$456,200	\$455,800	\$456,000	\$456,800	\$458,2
Total LTFM Expenditures/Required Levy \$915,000 \$916,500 \$917,000 \$917,500 \$918,000 \$918,501 \$919,001 \$919,000 \$9		Information only -Debt Service Payments on LTFM Bond	\$460,550	\$464,950	\$460,950	\$461,450	\$461,200	\$460,200	\$461,800	\$462,800	\$463,200	\$463,000	\$462,200	\$460,80
Fund 01 Fund			\$915,000	\$916,500	\$917,000	\$917,500	\$918,000	\$918,501	\$919.001	\$919,000	\$919.000	\$919,000	\$919,000	\$919,0
Fund 01 Seginning Fund Balance 01-467-XX S530,174 S319,095 S0 S0 S0 S0 S0 S0 S0 S														
Fund 01 Seginning Fund Balance 01-467-XX S330,174 S319,095 S0 S0 S0 S0 S0 S0 S0 S		Fund Polonco Costian												
Beginning Fund Balance 01-467-XX														
LTFM Fiscal Year Revenue - Levy														
LTFM Fiscal Year Revenue - AID if Applicable S0 \$0 \$0 \$0 \$0 \$0 \$0 \$0													7.	
LTFM Fiscal Year Revenue Other 50 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0														
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab) \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$														
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab) \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$														
LTFM Transfer OUT if applicable (COVID-19) by End of Fiscal Year (06-30-20)														
LTFM Estimated Fiscal Year Expenditures \$665,529 \$770,645 \$456,050 \$456,050 \$456,050 \$458,301 \$457,201 \$456,200 \$455,800 \$455,000 \$456,000														
Ending Fiscal Year Fund Balance 01-467-XX \$319,095 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0														
		LTFM Estimated Fiscal Year Expenditure	s \$665,529	\$770,645	\$456,050	\$456,050	\$456,800	\$458,301	\$457,201	\$456,200	\$455,800	\$456,000	\$456,800	\$458,2
		Ending Fiscal Year Fund Balance 01-467-XX	\$319,095	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
		Fund Of	5											

	1 4114 00												
	Beginning Fund Balance 06-467-XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Bonded Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT if applicable (COVID-19) by End of Fiscal Year (06-30-20)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Ending Fiscal Year Fund Balance 06-467-XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
End of worksheet													



Board Meeting Date: 5/10/2021

TITLE: Lease of Special Education Buses

TYPE: Consent

BACKGROUND: The School District is considering running all Special Education routes inhouse. In order to do that, there needs to be a staggered plan to buy or lease buses over the next 4-5 years. The initial plan is to fold one (1) current Special Ed bus scheduled for replacement into a lease with three (3) other Special Ed buses. Catalyst, our District sourcing agent, did an RFQ for this lease. Four (4) bidders responded. The annual lease will be part of the Special Education costs and the District will receive reimbursement through the Special Education aid formula. The administration recommends approving the lease of these buses from the Hoglund Bus Company.

RECOMMENDATION: The district recommends selecting the lease proposed by Hoglund for four (4) buses, as this proposal offers the best overall combination of the decision criteria – including competitive total pricing, local service and support capabilities, and the district's prior experience working with Hoglund Bus Company.

ATTACHMENTS:

1. Bus Quote letter for RFQ and analysis



Sourcing Process Summary

General Information

Client	ISD #273 – Edina Public Schools	Date	4/22/2021
Department	Transportation	Item/Category	Type A Bus (spec'd for SPED) leases

Purchase Notes

Component	Note
Process Used	• RFQ
Participating Vendors	 Hoglund Bus National Bus Telin Group United Bus
Purchase Criteria	 Availability/delivery timeline Price Product Quality Product Reputation Vendor Support
Lease Terms	8-year lease with \$1.00 buy out

Comparison

Description	Hoglund National		Telin	United
Vehicle (Chassis/Body)	cle (Chassis/Body) Chevrolet / Collins Chevrolet /		Chevrolet / Thomas Built Minotaur	Chevrolet / Thomas Built Minotaur
Vehicle Engine	GM 6.0L V8	GM 6.0L V8	GM 6.0L V8	GM 6.0L V8
Dealer Shop Location	Bloomington, MN	TransTech warranty claim at any shop	Farmington, MN	Big Lake, MN
Warranty work NOT done by dealer	' hassis I hey Dealershin I (hassis I hey Dealershin)		Chassis (Chev Dealership)	Chassis (Chev Dealership)
Leasing Institution	titution Santander Bank Wells Fargo E		Daimler Financial	Wells Fargo
Annual Lease per Unit [A/C in DASH ONLY]	· \X 5\// (11)		\$8,891.64	\$8,427.27
Annual Lease per Unit [A/C in DASH & CABIN]	\$8,928.60	\$9,245.07	\$9,389.58	\$8,832.62

Recommended Vendor

The district recommends selecting the lease proposed by from Hoglund as this proposal offers the best overall combination of the decision criteria – including competitive total pricing, local service and support capabilities, and the district's prior experience working with Hoglund.



REQUEST FOR QUOTE: TYPE A SPECIAL EDUCATION BUS LEASES

Request and Opportunity Overview

ISD #273 Edina Public Schools is seeking proposals for an eight-year leases for up to five (5) Type A School Buses equipped for transportation of special education students.

Please review this document for information about this process, specifications and requirements, and the submission worksheet.

Submission Process

- Review the Terms and Conditions section to confirm eligibility
- Review all data provided within this document
 - System data and specifications
 - o Process/service expectations and requirements
- Submit your proposal via email to <u>rkleinjan@catalystsourcing.com</u> no later than 03/23/2021 by 2:00 PM (CST)
 - Required items:
 - Completed RFP Submission Worksheets (included in this packet)
 - Vehicle specifications sheet
 - Vehicle warranty specifications sheet

Selection Criteria

Award will be based on the best total value of:

- Lowest total lease cost
- Accuracy of proposed unit to district's specifications
- Coverage comprehensiveness of warranty
- Ratings/reputation of proposed vehicles
- Dealer's capabilities to repair and service vehicles (warranty and non-warranty repairs)

Process Terms & Conditions

- A. <u>Eligibility & Compliance with Federal and State Law</u> Vendor must assure Independent School District 273 that they have complied with all applicable Federal and State laws, regulations and rules.
- B. <u>Invitation:</u> The invitation to quote, which is attached hereto, and everything contained therein is adopted by reference and made part of these specifications and conditions.
- C. <u>Vendor Qualifications</u>: The district reserves the right to refuse to consider the quote of a vendor who is not known to be reliable, skilled, and regularly engaged in providing the service and goods for described in the request. In addition, the district may require of any vendor provide evidence satisfactory to the district, of the vendor's financial responsibility, and ability to perform the services and deliver the goods required by the district efficiently, economically, and satisfactorily.
- D. Rejection of Proposals: In addition to grounds for rejection stated elsewhere in law, or in these specifications and conditions, the district may reject a proposal if:
 - 1) The vendor fails to provide reasonable evidence reasonably requested pursuant to G.
 - 2) The vendor misstates or conceals any material fact in the proposal,
 - The proposed quote is conditional.
- E. <u>Alterations and Erasures</u>: A proposal containing an alteration or erasure of any price contained in the proposed quote, which is used in determining the lowest responsible quote shall be rejected unless the alteration or erasure is corrected as herein provided. An alteration or erasure may be crossed out and the correction thereof printed in ink or typewritten adjacent thereto an initialed in ink by the person signing the proposal.
- F. <u>Single Quote</u>: In the case where only a single quote is received, the board may, at its discretion, negotiate a mutually agreeable contract with the vendor so long as the price paid does not exceed the original quote.
- G. Withdrawal and Award Deadlines: No vendor may withdraw his/her proposal within 60 days after the date submitted.
- H. Award Options: District reserves the right to
 - 1) Award this contract in part or whole to a single vendor
 - 2) Reject any or all proposals
 - 3) Waive informalities or minor irregularities in proposals and waive minor irregularities or discrepancies in proposal process
 - 4) Cancel a contract entered into with the successful vendor at any time, upon 30 days' written notice, if the District's standards are not met
 - 5) the district is solely responsible for rendering the decision in matters of interpretation of all terms and conditions.
- I. <u>Collusion</u>: Conspiracy between vendors is cause for rejection of all quotes of the vendors thus involved.
- J. Non-Waiver of Specifications and Conditions: Failure or neglect of the district to require compliance with any term, condition, or specification of the proposal shall not be deemed a waiver of the same.



Vehicle Requirements

- Type A Mini-Bus furnished shall comply with the following:
 - Current standards and specifications adopted by the Minnesota State Board of Education, the Minnesota State Commissioner of Public Safety, and the State Commissioner of Highways.
 - o All current Federal standards and specifications.
 - o Prospective bidders may be required to produce documentation of successful performance of the equipment in the Minnesota environment during the normal life span of such equipment.
- Vehicle must be delivered NO LATER than August 12th, 2021.

Vehicle Specifications

Component	Specification Description			
Vehicle Class:	Heavy Duty Type A (Cutaway style)			
GVWR:	• Up to 14,200			
Age:	Brand new – model year 2020 or current			
Body material:	Galvanized steel construction			
Wheelbase:	Minimum wheelbase of 159"Dual rear axel			
Engine:	 6.0L gasoline or similar Engine block heater Gasoline 			
Air Cleaner:	Dry type			
Transmission:	 Automatic 5 or more speed External transmission cooler additional to radiator cooler 			
Battery:	12-Volt Cold CrankingCCA of 600 or more			
Brakes:	Heavy duty hydraulicEmergency brake (parking brake)			
Radiator:	 Heavy duty with automatic transmission cooler in radiator Antifreeze protected to -34° below zero Radiator sized for Air Conditioning 			
Shock Absorbers:	Heavy duty - front and rear			
Axles:	OEM std. up to 14,200 GVWR/4.10 ratio/dual rear wheels			
Wheels:	8 hole - dual rear – all wheels painted black			
Tires:	 LT225/75R16 tubeless steel radials, universal mud and snow type Spare front tire and rim mounted (furnished loose in bus) same tire as on unit. Painted to match rims on unit 			
Steering:	Power steering/tilt/steering wheel			
Springs:	Heavy duty - two stage rear leaf			
Fuel Tank:	33 gallon minimum			
Gauges:	OEM gauges			
Bumpers:	Heavy Duty (front and rear)			
Heater/Defroster:	 High output heater One auxiliary 7" all steel fan located upper center Shut off valves for heating system Auxiliary heater (1) 60,000 BTU minimum located rear of bus under seat mounted or self-standing and protected with shroud or padded to protect student injury. All wiring shall be enclosed to prevent student access 			
Headroom:	75 inches or more			
Capacity:	 Eighteen (18) + one (1) full-time wheelchair position There should be two (2) slide-and-click wheelchair positions with tiedowns to allow for up to two (2) wheelchair positions (see floor plan) 			
Windshield:	Tinted			
Windows:	 Aluminum split sash - laminated safety glass Dark tinted side and rear glass Driver door to include OEM electric-operated window 			

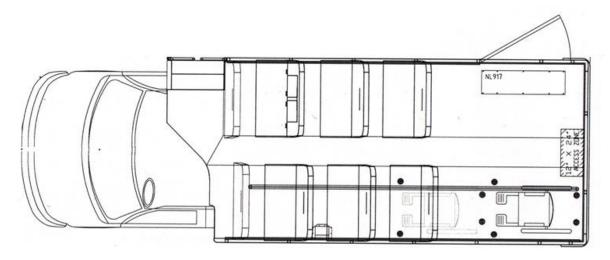


Vehicle Specifications (cont'd)

Component	Specification Description
Vehicle Lights:	Exterior Lights
Roof Color:	White
Air Conditioning:	Please propose both options of dash-only and rear condenser
Mirrors:	Inside
Service Door:	 Heavy duty outward opening doors Electric door control Exterior electric door release
Emergency Door:	 Rear door with glass both top and bottom –Lower glass protected by wire mesh screen
Wipers:	 Two speed electric heavy-duty arms Intermittent or delay type wipers Electric operated windshield washers (hard bottle type preferred) Minimum of four (4)
Rub Rails:	• Include a SNOW RAIL
Running Board:	Driver-entry running board
Mud Flaps:	Front and Rear Indiana land to the second sec
Master Switch: Signal & Emergency Equipment:	 Installed to turn off all body equipment and lighting Eight light system (per state specifications) LED Stop arm (reflectorized – high intensity), Electric, Two (2) LED red lights with strobe each side of arm (per state specifications) Three (3) triangular reflectors Heavy duty rechargeable #5 dry chemical extinguisher; body fluid kit, flashlight, Minnesota approved first aid kit; and all other state or federally required equipment.
Radio:	AM-FM push button radio with built-in clock - four (4) interior speakers mounted flush in ceiling of bus over passenger area.
Interior Color:	 Black flooring. Interior color to coordinate with seating and flooring including dash and driver area.
Lettering:	Both left and right-side belt line the following to be minimum of 4" lettering: EDINA PUBLIC SCHOOLS The following to be minimum of 4-inch lettering. All belt line identification numbers (4) total: One (1) right side in area of entry door One (1) left side front body corner One (1) viewed from front of bus at roof cap or hood, One (1) viewed from rear of bus at roof cap. Label type of fuel and capacity of tank (2" lettering)
Literature and Manuals:	Bidder to furnish service policy, a full set of repair manuals, a full parts manual and indicate service facilities available
Ventilation:	 One (1) Roof Hatch manufactured in a single mounted unit to perform the following: Multi position fresh air vent Emergency exit hatch with release handle permitting operation, equipped with a warning buzzer per State and Federal specifications.
Child Minder / Child Check:	System installed and operational



Floor Plan



Lease Specifications

Component	Specification Description
Lease Term:	• 8 years
Lease Payment Cycle:	• Annual
Annual Mileage included:	• 15,000
Down Payment	• \$0.00
End of lease residual value:	• \$1.00

4



Quote Worksheet

Your Company Information				
Company Name		Contact Name		
Contact Email		Contact Phone		
Address		City		
State		Zip		

Non-Price Questions

Question	Your Response
Is your company eligible to do business with public school districts in the state of Minnesota? (Y/N)	
Have you reviewed and agree to comply with the district terms and conditions? (Y/N)	
Are you able to meet or exceed the equipment specifications & delivery requirements as defined in this document? (Y/N)	

Vehicle Proposed

venicie i loposed	
Question or Data Point:	Your Response
Vehicle Make:	
Vehicle Engine:	
Please describe any variances of your proposed vehicle from the specifications provided:	
Vehicle Warranty Length (Years/Miles):	
Please describe any warranty work that cannot be completed by your dealership:	
Where are warranty repairs completed?	

Proposed Lease Terms (per vehicle)

Your Response	Question or Data Point:		
sing Institution:	Leasing Institution:		
A/C ONLY (\$):	Annual Lease Payment with IN-DASH A/C ONLY (\$):		
R A/C UNIT (\$):	Annual Lease Payment with IN-DASH A/C AND REAR CONDENSER A/C UNIT (\$):		

Attachments

- Vehicle specifications sheet
- Vehicle warranty specifications sheet



TITLE: Que Tal Transportation Agreement

TYPE: Consent

BACKGROUND: Each year for the past several years the District has agreed to help facilitate the transportation of Que Tal students with Adams Services to ensure that the services do not interfere with the general transportation provided by the District to its students. This facilitation includes positioning and the timing of the arrival and departure of the Que Tal buses at individual sites.

RECOMMENDATION: The District administration recommends renewing the agreement with Que Tal for the 21-22 school year.

ATTACHMENTS:

1. Que-Tal Transportation Agreement for FY21-22

TRANSPORTATION FACILITATION AGREEMENT

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools (the "District"), and Que Tal Spanish Language Program ("Que Tal"). The District and Que Tal are hereinafter referred to collectively as the "parties" and individually as a "party."

WHEREAS, Que Tal is a private organization that is not affiliated with the District, but which provides services for some District students pursuant to contracts or agreements with the parents of those individual students; and

WHEREAS, the District is not responsible to provide transportation for its students to or from a private organization; and

WHEREAS, the District understands that Que Tal is entering into a transportation services agreement with Adams Services, a current District transportation provider, to provide such transportation services to Que Tal's students; and

WHEREAS, the District is not a party to that agreement between Que Tal and Adams Services, but the Parties would like to collaborate to ensure that the transportation being provided by Que Tal runs smoothly and efficiently for students, and does not interfere with the District's transportation of its students.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in the Agreement and other valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

- 1. **Term.** The term of this Agreement shall begin on July 1, 2021, and automatically end on June 30, 2022. Either party may terminate this Agreement, with or without cause and without penalty, by providing written notice of termination to the other party at least thirty (30) calendar days before the effective date of termination. This Agreement shall not automatically renew. The district will begin discussions in December with Que Tal on possible renewal for the upcoming school year with the intent of a recommendation to the School Board approval in January.
- 2. **Transportation.** Que Tal is solely responsible for transporting all of the students in its programs from their designated elementary schools within the District to Que Tal after school, to the extent these students choose to engage in Que Tal's services. The District is only responsible for picking up and dropping off individual students at their homes consistent with District Policy, and is not responsible for providing transportation to or from independently owned or operated before or after-school programs, such as Que Tal. The District shall have no liability or responsibility related to the transportation of these students to Que Tal or the transportation agreement between Que Tal and Adams Services beyond those specifically outlined in this Agreement. Que Tal shall be solely liable and responsible for ensuring the safe and legal transportation of its students, and for ensuring that the transportation is provided in accordance with all state and federal

regulations for such transportation of students. Que Tal shall be solely responsible for handling student discipline or incidents that occur on its transportation, and the District shall have no obligation or responsibility for responding to any disciplinary incidents or allegations of wrongdoing against students on said transportation.

- Facilitation of Services. The District agrees to help facilitate the transportation of Que 3. Tal students with Adams Services to ensure that the services do not interfere with the general transportation provided by the District to its students. This facilitation shall include positioning and the timing of the arrival and departure of the Que Tal buses at individual sites. The District will not be a party to the agreement between Que Tal and Adams Services, nor is it undertaking any role or responsibilities related to the services outlined therein beyond merely facilitating the provision of said services. The District will provide Que Tal with a school calendar that outlines the days on which students will need to be picked up, as well as any early release days. The District will also provide Que Tal with the normal release times for each District school. As Adams Services provides the District's transportation services, any notices of early dismissal requiring an earlier than normal pick up of Que Tal students at the District will be delivered directly to Adams Services. The District will make effort to communicate early dismissals to the Que Tal representative. However, the District is under no obligation to provide additional notice to Que Tal parents of such an early dismissal or changes in schedule.
- 4. Pick Up and Supervision. Que Tal students receiving transportation pursuant to the agreement between Que Tal and Adams Services shall have up to a thirteen (13) minute window of time in which they shall enter the bus to transport them to Que Tal. The thirteen minute window of time will begin at 2:32 p.m. when the buses leave Highlands elementary school and will end no later than 2:45 p.m. During this thirteen minute window, the District agrees to provide supervision for the students to the same extent it provides supervision to any of its students who are exiting the school and entering buses. The District is not responsible to provide supervision or any other services to these students after this thirteen minute window or 2:45 p.m., and Que Tal will be solely responsible for the students and their safety, supervision, and well-being after 2:45 p.m. The District agrees to provide supervision beyond the thirteen minute window only in special circumstances, such as in the rare occurrence of inclement weather or a bus breakdown that causes the Oue Tal bus to miss the thirteen minute window. If said circumstances cause the District to provide supervision for the students beyond the thirteen minute window more than three (3) times during the term of this Agreement, the Parties will meet and negotiate in good faith to determine a solution for this issue, which may include Que Tal hiring staff to provide the supervision beyond the thirteen minute window.
- 5. **Administrative Fee.** The District will charge an Administrative Fee to Que Tal of \$500.00. This Administrative Fee shall be due to the district on October 1, 2021. An invoice will be considered "past due" thirty-one (31) days after October 1, 2021. If payment is received after the past due date, a late fee of \$25 will charged each 30 days that the payment is not received. Que Tal will pay all necessary costs, including reasonable attorney fees, for collecting amounts over which no good faith dispute exists

and which are more than sixty (60) days past due. The District reserves the right, at its option, to immediately terminate this Agreement if it does not receive payment within thirty (30) calendar days of the due date. Such termination does not change the obligation of Que Tal to pay any outstanding invoices or costs for services that have been rendered to that point.

- 6. **List of Students.** Que Tal must provide the District with a List of Students who will utilize Que Tal transportation pursuant to this Agreement no later than August 15, 2021. This list must include each student's name, address, and designated elementary school. Any additional students who enroll in Que Tal or changes to the List of Students after August 15, 2021, must be delivered to the District as soon as practicable. No students will be allowed to utilize Que Tal transportation unless or until the District receives such official notice from Que Tal.
- 7. **Notice to and Permission from Parents.** Que Tal must provide notice to the parents of its students that Que Tal, and not the District, is responsible for the transportation of the students pursuant to this Agreement. A copy of said notice must be provided to the District prior to the provision of services under this Agreement. Similarly, Que Tal must provide the District with signed permission forms from the parents of each student to be transported by Que Tal to ensure that the District is aware of and has received parental permission to release the students to Que Tal staff at the end of the school day.
- 8. **Relationship of the Parties.** The District shall not be considered a partner of Que Tal, nor shall it be considered a fiscal agent or otherwise be responsible for payments or responsibilities of Que Tal. Nothing in this Agreement may be construed to create an employment relationship, a partnership, a joint venture, or a joint enterprise between the Parties and/or the employees of the Parties. The Parties are not authorized and shall have no power under this Agreement to take any action that could legally bind the other Party. It is the intent of the Parties that the relationship created between the Parties is that of independent contractors and is governed by this Agreement.
- 9. **Equal Employment Opportunity.** Que Tal agrees to provide equal opportunities to all employees and applicants for employment in accordance with applicable laws, directives and regulations of federal, State, and/or local governing bodies. No person shall, on the grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, disability, sexual orientation, or age be excluded from full employment rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program, service, or activity under the provisions of any or all applicable Federal and state law including, but not limited to, the Civil Rights Act of 1964 and Minnesota Statutes Chapter 363A.
- 10. **Compliance with Federal and State Laws and District Policies.** When providing services outlined in this Agreement, Que Tal must comply with all federal laws and all Minnesota laws. Such laws specifically include, but are not limited to, the U.S. Constitution, the Minnesota Constitution, the Family Educational Rights and Privacy Act, the Minnesota Government Data Practices Act, the Individuals with Disabilities

Education Act, Minnesota special education laws, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Minnesota Human Rights Act. Assigned employees and/or contractor of Que Tal must also comply with all District policies, a copy of which is available on the district website at www.edinaschools.org.

- Data Privacy. All data collected, created, received, maintained, or disseminated in any 11. form, or for any purposes, by Que Tal because of this Agreement are governed by the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 (as amended) ("MGDPA"), the Minnesota Rules promulgated pursuant to the MGDPA, the Family Educational Rights and Privacy Act (as amended) ("FERPA"), its implementing regulations, and/or other applicable State and federal laws. No educational data, as defined by the MGDPA, other nonpublic, private, or confidential data, as defined by the MGDPA, or education record, as defined by the FERPA, that was collected, created, received, maintained, or disseminated in any form, or for any purposes, by Que Tal because of this Agreement may be released by Que Tal, or any of the Que Tal's employees, owners, agents, or representatives to any third party without the express written consent of the District's Superintendent. This provision specifically includes, but is not limited to, any media relations. Que Tal acknowledges that the District is bound by FERPA and the MGDPA, and thus, may not provide private educational data on a student to Que Tal absent a FERPA and MGDPA-compliant permission form from a Parent.
- 12. **Criminal Background Check.** At its own expense, and consistent with Minnesota Statutes section 123B.03, subdivision 1(c), Que Tal must conduct a criminal background check, or require that such a check be conducted, on all employees of Que Tal or contractors providing transportation services on behalf of Que Tal before assigning the employee and/or contractor to provide any transportation services under this Agreement, or the agreement between Que Tal and Adams Services. If, at any time, Que Tal discovers that employees and/or contractors of Que Tal that are assigned to work with District students have been convicted of a crime, Que Tal must notify the District. The District will make a determination of whether the conviction renders the assigned employee and/or contractor unfit to continue to provide services pursuant to this Agreement, subject to any limitations under state or federal law.
- 13. **Indemnification.** Que Tal agrees to defend, indemnify, and hold harmless the District, its employees, officers, directors, insurers, attorneys, and agents against any and all claims, demands, suits, costs, judgments, or other forms of liability, actual or claimed, including attorneys' fees and punitive damages, for injury to property or persons, arising out of any actions or omissions by Que Tal or Que Tal's employees, officers, directors, agents, or independent contractors. The District shall have the right to choose its own legal counsel and seek reimbursement from Que Tal or its insurer for the cost of defending itself in any legal action or administrative proceeding identified in this paragraph. Que Tal's duty to defend, indemnify, and hold the District harmless survives the expiration and termination of this Agreement. The District will be legally or financially responsible for any and all liability arising out of any actions or omissions by the District's employees.

14. **Notices.** Any notice given under this Agreement is sufficient if it is in writing, legible, and delivered to the other party by hand, courier, registered mail, certified mail, regular mail, or electronic mail at the applicable address listed below for the party. Notice is effective upon receipt. If notice is provided by registered, certified, or regular mail, it is effective upon receipt or three days after the date it was postmarked, whichever is earlier. Notices, including bills and payments, must be sent to the following:

Que Tal Representative
Franciso Peschard, Executive Director
P.O. Box 186
Hamel, MN 55340

<u>District Representative</u>
John Toop, Director of Business Services
Edina Public Schools #273
5701 Normandale Rd
Edina, MN 55424

francisco.peschard@quetalwayzata.org

Ph: 763-208-3231

John.Toop@edinaschools.org

Ph: 952-848-4916

- 15. **Third Parties.** This Agreement does not create any rights, claims or benefits to any person that is not a party hereto, nor does it create or establish any third party beneficiary.
- 16. **Insurance.** Que Tal, at its expense and for the duration of this Agreement, shall procure and maintain in full force and effect Commercial General Liability Insurance with minimum limits of \$1,000,000 per occurrence and \$2,000,000 annual aggregate. This policy shall, at a minimum, cover liability arising out of or related to its services and transportation provided under this Agreement. At the District's request, Que Tal will provide the District with proof of the insurance policies required by this Paragraph. An umbrella or excess liability policy may be used in conjunction with primary coverage limits to meet the minimum Commercial General Liability Insurance limit requirements.
- 17. **Assignment.** Neither party may assign any rights or duties under this Agreement without the written consent of the other party.
- 18. **Waiver and Enforcement.** The failure to insist on compliance with any term, covenant, or condition contained in this Agreement shall not be deemed a waiver of that term, covenant, or condition, nor shall any waiver or relinquishment of any right or power contained in this Agreement at any time be deemed a waiver or relinquishment of any right or power at any other time. Each Party shall be responsible for its own costs and expenses associated with this Agreement and any related matters, including enforcement of this Agreement.
- 19. **Choice of Law and Forum.** This Agreement shall be governed by the laws of the State of Minnesota. Venue for all legal proceedings arising out of this Agreement, or breach of this Agreement, must be in Minnesota state or federal court.
- 20. **Equal Drafting and Severability.** In the event that either Party asserts that a provision of this Agreement is ambiguous, this Agreement must be construed to have been drafted

equally by the parties. If any provision of this Agreement is held unenforceable by a court of law, the remaining portions of the Agreement will remain in full force and effect unless the remaining portions would not serve the original purpose of the Agreement.

21. **Entire Agreement.** The terms of this Agreement constitute the entire agreement of the parties. Except as stated in this Agreement, no party has relied on any statement, promise, inducement, or representation. This Agreement supersedes any and all prior statements and agreements between the Parties relating to the subject matter of this Agreement. No variation, modification, or waiver of any provision of this Agreement will be valid unless both parties agree to the change in writing, as evidenced by a duly signed addendum to this Agreement. A copy of this Agreement will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown below. By signing below each party specifically acknowledges that it has read this Agreement, that it has been advised to review the terms of this Agreement with legal counsel, that it has received all necessary approvals from governing bodies to enter into such Agreement, and that it agrees to be legally bound by all terms of the Agreement.

Que Tal	Independent School District No. 273, Edina
By: Its: President	By: School Board Chair
Date:	Date:
	By:School Board Clerk
RASW: 134032	Date:



TITLE: Agreement and Purchase of Service of Co-Branded Webstore with Best

Buy

TYPE: Consent

PRESENTER(S): Steve Buettner, Director of Media and Technology

BACKGROUND: Personalized learning for Edina Public School students is a key strategic district initiative, and since the introduction of the eLearning2 program, its scope and impact have grown exponentially. Providing instruction that allows students to access learning anytime, anywhere and anyhow is paramount to their success, thus the need for personalized learning technologies. Continuation of this agreement with Best Buy will give incoming 9th grade students and new families access to technology at a significantly reduced cost. The cost of the agreement is based on 100 devices sold, and is capped at \$35,000. Devices in the webstore are detailed in the attachment.

RECOMMENDATION: Approve the continuation of the district's service agreement with Best Buy for a co-branded webstore, and authorize the first purchase order for 100 devices.

PRIMARY ISSUE(S) TO CONSIDER: This co-branded webstore provides families choice and significant cost savings on device purchases in order to ensure students are able to access digital learning when appropriate.

ATTACHMENTS:

- 1. Contract
- 2 Quote
- 3. Product matrix

BRIDGE PROGRAM AGREEMENT

This	Bridge	Program	Agreement	("Agreement")	is	made	and	entered	into	this	day	of
		, 20_	_ ("Effective	Date") by and	bet	tween	Best	Buy Stores	s L.P.	, a Virginia	limit	ted
partr	nership ("Best Buy") and Edina P	ublic schools a I	Min	nesota	("Clie	ent"). Best	Buy a	nd Client sh	nall ea	ach
be a	"Party" o	or collectiv	ely, the "Part	ies."								

WHEREAS, Best Buy is in the business of selling certain Products and Services; and

WHEREAS, Client desires to direct certain students, through such student's parents or guardians ("End User(s)"), to purchase certain Products and Services from Best Buy for shipment to End User(s) under the terms of this Agreement ("Best Buy Bridge Program").

The Parties agree as follows:

1. Best Buy's terms and conditions applicable to its sale of products ("Products") and associated services ("Services"), if applicable, to clients (including Client and End Users), as found on www.bestbuy.com ("Best Buy Policies"), whether or not expressly referenced or set forth herein, constitute the agreement of Best Buy to sell to End Users and End Users to purchase from Best Buy, any Products and/or Services. Best Buy hereby rejects and will not otherwise be bound by any additional or different terms, whether printed or otherwise, in any Client or End User purchase order or in any other communication from Client or End User to Best Buy. In case of a conflict between this Agreement, the Best Buy Policies, an Accepted Order, or a purchase order, this Agreement shall control.

2. Definitions.

"Accepted Order" means the commercial documents, including but not limited to any quote provided by Best Buy, if applicable, and the order confirmation issued by Best Buy (in writing or electronically) that sets forth the Products and Services and related terms, including prices and fees, being offered to End Users that End Users agree to purchase.

"Site" means <u>www.bestbuy.com</u> and any successor or replacement websites and mobile properties as well as websites and mobile properties owned and/or operated by Best Buy affiliates.

3. Responsibilities of Best Buy.

- a. <u>Product Fulfillment</u>. Best Buy shall be responsible for fulfillment of the Products and/or Services purchased through the Site. Fulfillment for all orders placed through the Site will be handled by Best Buy in accordance with its normal fulfillment practices.
- b. Order Pickup. Some Products offered on the Site may be available for pickup by End Users in Best Buy stores in accordance with Best Buy's standard store pickup policies (as posted on the Site). Not all Products are available for this service nor is the service available in all stores. End User will be notified when End User's order is ready for pickup or if an item is unavailable at that store. Best Buy reserves the right to limit the quantity of items ordered for order pickup as well as the days of the year that this service is offered. Best Buy reserves the right to limit/restrict the option for instore pick up on the Site during high traffic timeframes for Best Buy stores.

- c. <u>Shipping</u>. Best Buy will ship Products via the method and carrier generally applicable to the sale and fulfillment of such Products through the Site, and in accordance with Best Buy's standard shipping policies and terms. End Users may experience longer than expected shipping timeframes for commercial products. Client acknowledges and agrees that (i) Product packaging may contain a Best Buy logo and (ii) for any Products that are returned to Best Buy as undeliverable, End User will be charged to re-ship to the correct address.
- d. Best Buy is not responsible for the following: (i) any misuse or incorrect distribution of registration codes or promotional codes, (ii) any external registration uploads conducted by Client's administration, or (iii) End Users providing an incorrect shipping address at time of checkout.
- e. Best Buy reserves the right to (i) audit any or all of Client's distribution of registration, voucher, or promotional codes, or (ii) limit the use of registration, voucher, or promotional codes after 90 days of receipt by End User.

4. Responsibilities of Client.

- a. Client agrees to communicate to End Users instructions for purchasing Products and Services through Best Buy.
- b. Client is responsible for End Users registering and/or redeeming any voucher/promotional codes where applicable within 90 days of receipt.
- c. <u>Client Services Manager</u>. Client shall appoint a client services manager responsible for managing the relationship with Best Buy as contemplated under the terms of this Agreement.
- d. <u>Complaint Notification</u>. Client shall promptly notify Best Buy of any information pertaining to any defects in the Products and any complaints it receives regarding such Products.

5. Voucher/Promotional Codes.

- a. <u>Voucher/Promotional Codes</u>. Best Buy will issue voucher or promotional codes at a set value as determined by Client at the start of each Best Buy Bridge Program year. Voucher or promotional codes will be valid for ninety (90) days. Client agrees to issue a blanket purchase order to Best Buy during the Term and Client will be billed periodically against such purchase order for the total value of the voucher or promotional codes redeemed during such period.
- b. <u>Use of Vouchers/Promotional Codes</u>. Client may provide End Users with vouchers or promotional codes as mutually agreed between Client and Best Buy to reduce the cost of Products purchased on the Site.
- c. <u>Communications</u>. Client agrees to communicate to the End User the instructions for redeeming voucher/promotional codes.
- d. <u>Returns</u>. Best Buy reserves the right to limit/restrict in store returns on items purchased with a voucher/promotional code.

- e. <u>Reporting</u>. During the term of the Agreement, Best Buy will provide Client with periodic reporting of all voucher/promotional codes redeemed.
- f. <u>Zero Dollar Orders</u>. For voucher/promotional code purchases that result in a zero-dollar order, the End User will be required to provide a credit/debit card to transact.

6. Products and Payments.

- a. During the Term of the Agreement, Best Buy will make Products or Services available for purchase by End Users through the Site at the prices identified therein subject to the terms and conditions of this Agreement and terms substantially similar to the terms and conditions applicable to sales made through the Site. Upon registration and login, End User will gain access to the Site. Upon Product selection, End User will be directed to Best Buy's online payment system.
- b. <u>Payments</u>. For each order, Best Buy shall provide an itemized list of pricing and fees to End User for Product and Services. Amounts owed to Best Buy are due at the time of order. Client acknowledges that Products will not be shipped or delivered, and Services will not be performed, until payment is received by Best Buy. Payments by End Users will be made by credit card at the time of order.
- c. <u>Taxes.</u> The End User will be responsible for applicable sales, use and property taxes on Product purchases made with Product voucher/promotional codes, including zero dollar orders (due to use of vouchers or promotional codes) as calculated by Best Buy at the time of order.
- d. <u>Site Images, Content and Features</u>. Best Buy will make reasonable efforts to accurately display the attributes of the Products on the Site, including images, content and features. Best Buy does not warrant that Product descriptions or other content is accurate, complete, or error free. Accuracy of the images, content and product features may vary from time to time.
- e. <u>Site Disclaimer and Limitation of Liability</u>. BEST BUY PROVIDES THE SITE AND ALL INFORMATION, CONTENT, AND OTHER MATERIAL MADE AVAILABLE THROUGH THE SITE ON AN "AS IS" AND "AS AVAILABLE" BASIS. BEST BUY MAKES NO REPRESENTATION OR WARRANTY THAT THE SITE WILL MEET CLIENT OR END USER REQUIREMENTS, OR THAT IT WILL BE UNINTERRUPTED, SECURE, OR ERROR FREE.
- f. <u>End User Support</u>. Best Buy shall manage End User customer support services for Products purchased on the Site, including, without limitation, account maintenance, billing and collections, and technical support activities. Client shall direct inquiries from End Users relating to customer support services to Best Buy.
- g. Best Buy Right to Work with End Users. Notwithstanding anything in the Agreement to the contrary, in the event that an End User directly contacts Best Buy with respect to an issue regarding any Products purchased or any related issues, Best Buy will have the right to work directly with such End User to address the issue raised by such End User in a manner consistent with Best Buy's internal customer service policies.
- h. Product Warranty. Best Buy's sole obligation, and End User's exclusive remedy, for any defect or

nonconformity in the Products shall be for Best Buy to cooperate with End User to provide it with the benefit, if any, of the warranty and support commitment of the third-party manufacturers and suppliers of the Product. Client and End Users expressly waive any claim against Best Buy for any failure of the Product. End Users may independently seek to obtain directly from the manufacturers of the Product maintenance or repair of the Product under any warranty or guarantee provided by such manufacturer. Client acknowledges, unless End Users obtain separate service agreements with such manufacturers and suppliers or other third-party covering maintenance or repair of the Product at the Location, that such manufacturers and suppliers may require End Users to deliver defective Product to their authorized service centers for maintenance or repair. Best Buy does not warrant the merchandise in any way and the only warranties on the merchandise are those provided by the manufacturer. Client agrees to notify End Users of this warranty policy.

- i. Returns by End Users. Products may be returned by End Users directly to Best Buy in accordance with Best Buy's standard return policies (as set forth in the Best Buy Policies). Product returns may be subject to a restocking fee (as set forth in the Best Buy Policies). Notwithstanding the foregoing, in no event will Best Buy be obligated to (i) provide a refund for returned Product to End Users in the form of cash, or (ii) provide a refund for the voucher value to End Users, and Client agrees to clearly inform End Users of this policy.
- 8. <u>Service Fee</u>. Client and Best Buy may agree to certain Service Fees. If applicable, for every Product purchased on the Site under the terms of this Agreement, Client will pay Best Buy a service technology fee of \$150 for services provided pursuant to this Agreement ("Service Fee"). Client will pay accrued Service Fees to Best Buy on or before the fifteenth (15th) day following the last day of the calendar month in which such Service Fees accrued. Service Fees shall accrue in a given calendar month based upon the delivery by Best Buy of a purchased device.
- 9. <u>Trademarks and Logos</u>. Unless otherwise agreed to by the Parties, this Agreement does not grant either Party any right to use or display the other Party's name, logo or other trade names or trademarks without the prior written consent of the other Party.
- 10. <u>Technology Rights</u>. As between Client and Best Buy, Best Buy shall own all right, title and interest in and to the Site.

11. <u>Term</u>.

- a. <u>Term</u>. This Agreement will commence on the Effective Date and will remain in effect until the first
 (1) year anniversary of the Effective Date, unless terminated sooner as provided in this Agreement
 ("Term"). The Parties may renew or extend this Agreement only by mutual written agreement.
- b. <u>Termination for Cause</u>. The Parties may terminate this Agreement in the event of a material breach, including breach of the representations and warranties, by the other Party, provided the non-breaching Party gives the breaching Party five (5) days prior written notice of such breach, identifies the nature of the breach, and within said notice period, the breaching Party has failed to cure the asserted breach.
- c. <u>Termination without Cause</u>. Best Buy or client may terminate this Agreement without cause upon fifteen (15) days prior written notice to Client or Best Buy. In the event of said termination by Best

Buy, Best Buy will perform all scheduled Best Buy Services through the effective date of termination, unless said scheduled Best Buy Services are cancelled by Client. In the event of any such termination, Client shall pay Best Buy for all work performed in accordance with the terms and conditions in this Agreement up to the date of termination.

- d. <u>Effects of Termination</u>. Termination of this Agreement for any reason will not discharge or otherwise affect any right or obligation that accrued prior to the effective date of the termination or as a result of the termination. Best Buy reserves the right to cancel any and all orders for Products which have not been shipped as of the effective date of termination.
- 12. <u>Indemnification</u>. Each Party (the "Indemnifying Party") agrees to indemnify, defend and hold harmless the other Party (and its affiliates and their respective officers, directors, employees and agents) (collectively, the "Indemnified Party") from and against any and all losses, costs, obligations, liabilities, damages, fees, judgements, and expenses (including reasonable attorneys' fees) (collectively, "Losses") that an Indemnified Party may suffer or incur arising out of or in connection with any third party claims, actions, demands, or suits ("Claims") arising from Indemnifying Party's: (i) breach of this Agreement; (ii) failure to comply with applicable laws, regulations or ordinances; or (iii) gross negligence or willful misconduct in connection with its performance under this Agreement. A Party's right to indemnification under this Agreement is conditioned upon the following: (a) Indemnified Party must provide prompt written notice of any Claim for which indemnity is sought; (b) control of the investigation, preparation, defense and settlement thereof by the Indemnifying Party; and (c) such reasonable cooperation to the Indemnifying Party, at the Indemnifying Party's request and expense, in defense of the Claim.
- 13. Confidential Information. "Confidential Information" includes, but is not limited to: (i) the following information about any client: name; address; phone number; email address; credit card number; driver's license number; social security number; birth date; demographics; transactional activity; digital content; website activity; store activity (collectively "client information"); (ii) any information provided hereunder related to a Party's trademarks, links and related promotions; (iii) business plans, processes and data; (iv) planned and future products and promotions; and (v) any information designated as confidential. Each Party agrees that it shall not disclose the other Party's Confidential Information to any third party, either directly or indirectly, without the express written consent of the other Party, provided that each Party may disclose to its employees and agents as may be necessary to perform its obligations hereunder. Each Party shall protect the Confidential Information of the other with a level of care equal to that used to protect its own Confidential Information, but in no event less than reasonable care. Confidential Information shall not include information that: (a) the receiving party can establish was known by it prior to this Agreement; (b) was lawfully obtained from a third party, free of any obligation of confidence; (c) was independently developed by the receiving party without any reliance on the Confidential Information of the disclosing party; (d) is or becomes publicly known through no wrongful act of the receiving party; or (e) is required to be disclosed pursuant to applicable legal and/or regulatory requirements. The above confidentiality obligations shall survive termination of this Agreement.
- 14. <u>Limitation of Liability</u>. Client agrees that under no circumstances shall Best Buy be liable to Client or any other person or entity for any indirect, incidental, special or consequential damages, expenses, costs, profits, lost savings or earnings or other liability arising out of, or related to, this Agreement. It is End User's responsibility to back up the software and data that is stored on End User's computers hard disk drive(s) and/or on any other storage devices End User may have and Best Buy shall not be

responsible at any time for any loss, alteration or corruption of any software, data or files. Best Buy shall not be liable in any way for damages arising from any part, equipment, peripheral, software or other product supplied to End User by Best Buy. Best Buy's maximum liability to Client arising from or related to this Agreement shall be limited to the sums paid by End User to Best Buy under this Agreement. No suit or action shall be brought against Best Buy more than one (1) year after the accrual of such cause of action.

15. Disclaimer of Warranties.

EXCEPT AS EXPRESSLY STATED HEREIN, BEST BUY EXPRESSLY DISCLAIMS ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, TO THE FULLEST EXTENT PERMITTED BY LAW, WITH RESPECT TO THE PRODUCTS AND SERVICES WHICH ARE THE SUBJECT OF THIS AGREEMENT, INCLUDING (WITHOUT LIMITATION) ANY WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT.

- 16. <u>Privacy Policy</u>. It is Best Buy's policy to respect the privacy of its Clients. For information on our privacy practices, please review the Best Buy <u>privacy policy</u>.
- 17. <u>Client Representations and Warranties</u>. Client represents and warrants that (i) it will not market, resell or use Products other than as expressly permitted in this Agreement, and (ii) it shall remain in compliance with all federal, state and local laws and regulations applicable to its performance under this Agreement.
- 18. Warranty of Authority. Each Party represents and warrants to the other Party that: (i) it is duly organized, validly existing and in good standing under the laws of the jurisdiction of its organization, and has the requisite power and authority to execute and deliver, and to perform its obligations under, this Agreement, (ii) this Agreement has been duly authorized, executed and delivered by such Party and constitutes a valid and binding obligation of such party enforceable against such Party according to its terms, and (iii) the execution of this Agreement, and the performance of its obligations and duties hereunder, do not and will not violate any agreement to which it is a party or by which it is otherwise bound.
- 19. <u>Insurance</u>. During the Term of this Agreement, Best Buy agrees to carry and maintain reasonable and customary insurance coverage satisfactory to cover its obligations stated herein. Best Buy agrees, at Client's request, to furnish Client with evidence of such insurance.
- 20. <u>Independent Contractor</u>. Best Buy and Client understand and acknowledge that Best Buy shall perform its duties under this Agreement as Client's independent contractor, and that this Agreement does not create a joint venture, partnership, employment or agency relationship between Best Buy and Client.
- 21. <u>Subcontractors</u>. Best Buy may hire or contract with third-party service providers or other subcontractors of its choice to assist Best Buy in fulfilling its obligations pursuant to this Agreement.
- 22. <u>Notices</u>. All notices, requests, demands and other communications that are required or may be given under this Agreement will be in writing and will be deemed to have been duly given if hand-delivered or mailed by either registered or certified mail, return receipt requested, or by a nationally recognized overnight courier service, receipt confirmed. In the case of notices via first-class mail or courier

service, notices will be deemed effective upon the date of receipt. Notices will be addressed to the addresses set forth below.

If to Client: Edina Public Schools

5701 Normandale Rd Suite 339

Edina MN 55424 CC Jack Salaski

If to Best Buy: Best Buy Stores, L.P.

7601 Penn Avenue South Richfield, MN 55423 Attention: VP BBYB

Cc: General Counsel, Legal Department

Cc: bbfbcontracts@bestbuy.com

Any Party, by notice given as set forth above, may change the address to which subsequent notices are to be sent to such party.

- 23. <u>Governing Law, Forum and Consent to Jurisdiction</u>. This Agreement shall be governed, construed and interpreted in accordance with the laws of the State of Minnesota. The Parties to this Agreement consent to the jurisdiction of the state and federal courts located in Minneapolis. This Agreement is subject to the requirements of state law including, but not limited to, any laws that pertain to cancellation rights, refunds and forfeiture of unused service hours.
- 24. <u>Amendments</u>. This Agreement may not be amended, supplemented, waived, or modified in any way, except by a written instrument signed by authorized officers of the Parties to this Agreement. No amendment, supplement, waiver, or modification shall be affected by the acknowledgment or acceptance of a purchase order, invoice, or other forms (including but not limited to computer-based telecommunication systems) stipulating additional or different terms.
- 25. <u>Entire Agreement</u>. This Agreement is intended by the Parties as the final and binding expression of their agreement and is a complete and exclusive statement of the terms thereof and supersedes all prior negotiations, representations and agreements.
- 26. <u>No Third-Party Beneficiaries</u>. This Agreement and the rights and obligations under it shall be binding upon and inure solely to the benefit of the Parties to this Agreement and their respective successors and permitted assigns, and nothing in this Agreement, express or implied, is intended or should be construed to confer upon any other person any right, remedy, or claim under or by virtue of this Agreement.
- 27. <u>Assignment</u>. Except to a parent company, affiliate, or subsidiary, neither Party shall sell, transfer, or assign this Agreement or the rights or obligations hereunder, without the prior written consent of the other Party.
- 28. <u>Survival</u>. Provisions that by their content are intended to survive the performance, termination, or cancellation of this Agreement shall survive the performance, termination, or cancellation of this Agreement, including, but not limited to, the confidentiality and indemnification provisions of this Agreement.

- 29. <u>Severability</u>. If any provision herein is held to be unenforceable by a court of competent jurisdiction, the same shall not impair any of the other provisions contained herein which shall be enforced in accordance with their terms.
- 30. <u>Remedies; Waiver</u>. No failure or delay by a Party to exercise any right, power or privilege provided under this Agreement or by applicable law shall operate as a waiver. No single or partial exercise of any such right, power, or privilege shall preclude any other or future exercise of any other right, power or privilege.
- 31. No My Best Buy Participation. Neither Client nor End Users will be eligible to participate in Best Buy's current My BBY Program or any similar Best Buy rewards program (collectively, the "BBY Rewards Program") for purchases made by End Users under this Agreement. Best Buy will not grant any points or other credit under the BBY Rewards Program to Client, End Users, or any other party as a result of Products purchased under this Agreement.

[Signature page follows]

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the Effective Date.

BEST BUY	STORES L.P.	Edina Public Schools:		
Name:		Name:		
Its:		lts:		
Address:	7601 Penn Avenue South Richfield, MN 55423	Address:	_	
Date:		Date:		



Quotation Number: 238630928

Best Buy For Education 7601 Penn Avenue South Richfield, MN 55422-3645

From

To Info

Accounts Payable Edina Public Schools ISD 273 5701 NORMANDALE RD EDINA, MN 55424 Request Date: 05/04/21 Expiration Date: 06/03/21 Customer Number: 993053 Customer PO#: N/A Payment Type: Account heidi.doraziobougie@bestbuy.com Business Professional Best Buy For Government and Education

Phone: 612-292-0265 Fax: 952-430-9011

Dear Accounts Payable,

Thank you for requesting a quote for the following item(s) from Best Buy For Business:

Sold To Bill To Ship To

Accounts Payable Edina Public Schools ISD 273 5701 NORMANDALE RD EDINA, MN 55424 Accounts Payable Edina Public Schools ISD 273 5701 NORMANDALE RD EDINA, MN 55424 Accounts Payable Edina Public Schools ISD 273 5701 NORMANDALE RD EDINA, MN 55424

Qty	Description	Item#/Mfr#	Price	Ext. Price
100	Lenovo 300e Chromebook (2nd Gen) - 11.6" - Celeron N4020 - 4 GB RAM - 32 GB eMMC - US Availability: Usually ships in 1 - 2 weeks	BB21490740 62810 81MB001DUS	\$322.00	\$32,200.00
	Standard Delivery			

100 Google Chrome OS Management Console - license - 1 license

BB21691687 172190 CROSSWDISEDUNEW \$32.50 \$3,250.00

Availability: Call to order

Standard Delivery

Notes:	Product Total:	\$35,450.00
	Delivery/Shipping:	\$93.00
	Est. Tax:	\$0.00
	Order is fully tax-ex	
	Quote Total:	\$35,543.00
	=======================================	

We will honor the prices on this quote through the expiration date noted above. Please know that rapid changes in our business, from changes in technology to product availability, prevent us from guaranteeing that all the items on this quote will be available for purchase in the future. In that case we promise to work with you to make changes or modifications to your order.

If you have any questions, please call Customer Support at 1-800-373-3050, Monday - Friday between 7:30 a.m. and 6:30 p.m. CST. Or <u>Place this Order online</u>

Thank you for partnering with Best Buy For Education. We appreciate your business and look forward to working with you again soon.

Sincerely,
Heidi
Best Buy For Education
1-800-373-3050
www.bestbuyedu.com

Best Buy For Education offers products that may not be available at our retail stores. Product pricing, availability and offers may vary from our retail stores. BEST BUY, the BEST BUY logo, the tag design, GEEK SQUAD, Best Buy For Education and the Best Buy For Education logo are trademarks of BBY Solutions, Inc. © 2021 BBY Solutions, Inc. All Rights Reserved.

The terms and conditions ("Terms") set forth here constitute the agreement of Best Buy to sell to Client, and Client to purchase from Best Buy, products ("Products") and any associated services ("Services") and are binding on all Best Buy For Business™ clients ("Clients"). Client accepts these Terms by making a purchase from or placing an order with Best Buy For Business or shopping on the Best Buy For Business website www.bestbuybusiness.com ("Site"). For clarification, references to "You", "Client" or "customer" means business customer. Except in those instances where Best Buy For Business and a Client enter into a separate written contract for the purchase of Products and/or Services providing for separate terms of sale, these Terms will apply. THESE TERMS ARE LIMITED TO THOSE CONTAINED HEREIN. BEST BUY HEREBY REJECTS AND WILL NOT OTHERWISE BE BOUND BY ANY ADDITIONAL OR DIFFERENT TERMS IN ANY FORM DELIVERED BY YOU TO BEST BUY, WHETHER ORAL, WRITTEN, ELECTRONIC OR IMPLIED. PURCHASE ORDERS ARE FOR ADMINISTRATIVE PURPOSES ONLY.

Best Buy For Business offers products that may not be available at our retail stores. Product pricing, availability and offers may vary from our retail stores. BEST BUY, the BEST BUY logo, the tag design, GEEK SQUAD, BEST BUY FOR BUSINESS and the BEST BUY FOR BUSINESS logo are trademarks of Best Buy. © 2021 Best Buy. All Rights Reserved.

Terms and Conditions | Privacy Policy | Returns Policy | California Privacy Rights

Product Description / Model Number	Retail Price	Suggest Parent Price	Image of Product
Lenovo - 300e Gen2 Chromebook - Intel N4020- 116 HD IPS Touch Display - Chrome OS - 4GB Memory Model: 81MB001DUS	\$329.99	\$229.99	
HP - Pavilion x360 2-in-1 14" Touch-Screen Laptop - Intel Core i5 - 8GB Memory - 256GB SSD - Warm Gold Model: 14m-dw1023dx SKU: 6428666	\$799.99	\$649.99	
MacBook Air 13.3" Laptop - Apple M1 chip - 8GB Memory - 256GB SSD (Latest Model) - Space Gray** Model: MGN63LL/A SKU: 5721600	\$999.99	\$849.99	No.

^{*} Products subject to change based on availability

Macbook Air:

Space Gray:

Model: MGN63LLA SKU: 5721600

\$999.99

Silver:

Model: MGN93LL/A SKU: 6418597

\$999.99

Gold:

Model: MGND3LL/A

SKU: 6418599

\$999.9



TITLE: Interior Finish Upgrades - Countryside, Highlands and Concord Elementaries

TYPE: Consent

BACKGROUND: The Interior Finish Upgrades for Countryside, Highlands and Concord Elementary Schools are part of the Long-Term Facilities Maintenance Plan. Attached is a letter from Wold Architects and Engineers which details their recommendation for this project from the four bids received. Wold Architects and Engineers and the administration recommend the bid from Sheehy Construction Company be accepted.

RECOMMENDATION: Approve the attached recommendation from Wold Architects and Engineers for the bid from Sheehy Construction Company for the Interior Finish Upgrades for Countryside, Highlands and Concord Elementary Schools.

PRIMARY ISSUE(S) TO CONSIDER: Interior Finish Upgrades for Countryside, Highlands and Concord Elementary Schools.

ATTACHMENTS:

- 1. Report (Wold Architects and Engineers Recommendation Letter)
- 2. Bid Tabulation worksheet



John Toop Independent School District #273 5701 Normandale Road Edina, Minnesota 55424

Re: Independent School District #273 Interior Finish Upgrades Commission No. 212006

Dear John Toop:

We recommend the following be presented to the Independent School District #273 Edina Board of Education.

On Thursday, May 5, 2021 at 10:00 am, bids were received from four (4) General Contractors for Interior Finish Upgrades at Countryside, Highlands and Concord Elementary Schools. A bid tabulation is attached for your review. Sheehy Construction Company from Saint Paul, Minnesota submitted the low base bid in the amount of \$325,000. Selection of alternates does not affect who will be the low bidder.

Alternate No. 1 Countryside Additional Finish Upgrades

Add \$20,600

This alternate includes additional flooring and paint upgrades to four (4) classrooms at Countryside Elementary.

Recommendation: Reject this Alternate

Alternate No. 2 Concord Additional Finish Upgrades

Add \$39,300

This alternate includes additional flooring and paint upgrades to five (5) classrooms at Concord Elementary.

Recommendation: Accept this Alternate

We recommend awarding the contract to Sheehy Construction Company as follows. The total contract amount fits within the LTFM budget for this year.

TOTAL CONTRACT	Auu	\$ 364 300
Alternate No. 2: Concord	Add	\$ 39.300
Alternate No. 1: Countryside	Reject	\$ 20,600
Base bid		\$ 325,000

Sincerely,

Wold Architects and Engineers

Maria Kennedy Associate

Enclosures

cc: John Schultz, ISD #273 Eric Hamilton, ISD #273 Vaughn Dierks, Wold Ben Beery, Wold

SS/ISD_273/212003/crsp/may21

Wold Architects and Engineers
332 Minnesota Street, Suite W2000
Saint Paul, MN 55101
woldae.com | 651 227 7773

PLANNERS ARCHITECTS ENGINEERS



Project Name: ISD #273 2021 Interior Finish Upgrades

BID TABULATION

 Commission No.:
 212006

 Date:
 5/6/2021

 Time:
 10:00am

Wold Architects and Engineers 332 Minnesota Street, Suite W2000 Saint Paul, Minnesota 55101 651.227.7773 Fax: 651.223.5646

Bidders Name	Bid Security	MN Responsible Contractor	Base Bid	Alternate #1 Countryside	Alternate #2 Concord	Remarks
RAK Construction 21435 Johnson St. East Bethel, MN 55011	Х	X	\$349,300	\$23,900	\$41,400	
TMG Construction 576 Front Ave St. Paul, MN 55424	Х	X	\$399,900	\$57,700	\$69,900	
Sheehy Construction 360 W. Larpenter Ave St. Paul, MN 5513	Х	х	\$325,000	\$20,600	\$39,300	Lowest Apparent Bid
Meisinger Construction 121 Bridgepoint Way South St. Paul, 55075	Х	X	\$336,350	\$21,900	\$33,900	



TITLE: Highlands Continuous Progress Grades 2-5 to Deep Portage Conservation

Reserve (November 29 - December 1, 2021)

TYPE: Consent

BACKGROUND: The scheduled times and dates are as follows:

Monday, November 29, 2021 8:00am Leave Highlands

10:30am Arrive Deep Portage

Wednesday, December 1, 2021 1:00pm Leave Deep Portage

3:30pm Arrive Highlands

The purpose of the Deep Portage Conservation Reserve is to give students a quality experience in a quality outdoor environment. We believe that when students are given this type of experience they are more likely to work to maintain a quality environment and that this personal commitment is essential in preserving the environment for future generations. All activities are interdisciplinary with hands-on emphasis.

Study topics will include bass pond A to Z, bearing trek, chemicals from the sky, electrical lifestyle, energy for everyone, deer aren't everywhere, field/forest/stream, healthy and unhealthy, Star Trek 1,11,111(night activity), wildlife management, triangulation trek (night activity) and scales and tails.

Costs: The cost per child will be approximately \$125 for room, board and program and \$50 for transportation. A fund is available for people who need assistance.

Transportation: Bus service has been arranged through Northfield Bus Lines. Parent chaperones will be driving cars.

Supervision: Two teachers and approximately 20-25 adults will accompany the group.



TITLE: Highlands Continuous Progress Grades 2-5 to Deep Portage Conservation

Reserve (May 9-11, 2022)

TYPE: Consent

BACKGROUND: The scheduled times and dates are as follows:

Monday, May 9, 2022 8:00am Leave Highlands

10:30am Arrive Deep Portage

Wednesday, May 11, 2022 1:00pm Leave Deep Portage

3:30pm Arrive Highlands

The purpose of the Deep Portage Conservation Reserve is to give students a quality experience in a quality outdoor environment. We believe that when students are given this type of experience they are more likely to work to maintain a quality environment and that this personal commitment is essential in preserving the environment for future generations. All activities are interdisciplinary with hands-on emphasis.

Study topics will include animal signs, canoeing, water canaries, amphibian hike, fun with forests, bog hike, trials of life, camo critters, bat program, flying feathers and pioneer olympics.

Costs: The cost per child will be approximately \$125 for room, board and program and \$50 for transportation. A fund is available for people who need assistance.

Transportation: Bus service has been arranged through Northfield Bus Lines. Parent chaperones will be driving cars.

Supervision: Two teachers and approximately 20-25 adults will accompany the group.



TITLE: Highlands Discovery Grade 5 to Deep Portage Conservation Reserve (March 2-4,

2022)

TYPE: Consent

BACKGROUND: The scheduled times and dates are as follows:

Wednesday, March 2, 2022 8:00am Leave Highlands

10:30am Arrive Deep Portage

Friday, March 4, 2022 1:00pm Leave Deep Portage

3:30pm Arrive Highlands

The purpose of the Deep Portage Conservation Reserve is to give students a quality experience in a quality outdoor environment. We believe that when students are given this type of experience they are more likely to work to maintain a quality environment and that this personal commitment is essential in preserving the environment for future generations. All activities are interdisciplinary with hands-on emphasis.

Study topics will include animal signs, climbing wall, cross-country skiing, ice fishing, snow shoeing, winter survival, T.E.A.M. course and bass pond in winter.

Costs: The cost per child will be approximately \$125 for room, board and program and \$50 for transportation. A fund is available for people who need assistance.

Transportation: Bus service has been arranged through Northfield Bus Lines. Parent chaperones will be driving cars.

Supervision: Two teachers and approximately 20-25 adults will accompany the group.



TITLE: Highlands Continuous Progress Grades 2-5 to Deep Portage Conservation

Reserve (February 28 - March 2, 2022)

TYPE: Consent

BACKGROUND: The scheduled times and dates are as follows:

Monday, February 28, 2022 8:00am Leave Highlands

10:30am Arrive Deep Portage

Wednesday, March 2, 2022 1:00pm Leave Deep Portage

3:30pm Arrive Highlands

The purpose of the Deep Portage Conservation Reserve is to give students a quality experience in a quality outdoor environment. We believe that when students are given this type of experience they are more likely to work to maintain a quality environment and that this personal commitment is essential in preserving the environment for future generations. All activities are interdisciplinary with hands-on emphasis.

Study topics will include animal signs, climbing wall, cross-country skiing, ice fishing, snow shoeing, winter survival, T.E.A.M. course and bass pond in winter.

Costs: The cost per child will be approximately \$125 for room, board and program and \$50 for transportation. A fund is available for people who need assistance.

Transportation: Bus service has been arranged through Northfield Bus Lines. Parent chaperones will be driving cars.

Supervision: Two teachers and approximately 20-25 adults will accompany the group.



May 10, 2021

TITLE: Highlands Elementary Environmental Learning

TYPE: Discussion

PRESENTER(S): Katie Mahoney, Highlands Elementary Principal, and Cara Rieckenberg, Highlands Elementary Teacher

BACKGROUND: This report will provide background for establishing and maintaining an area of forest as a school forest with the Minnesota Department of Natural Resources (DNR). Highland staff will make a presentation on how this land designation will benefit programming for Highlands students.

RECOMMENDATION: That the School Board approve designating two acres of land (<u>see</u> legal land description, below) as school forest land for Highlands Elementary under the Minnesota DNR school forest program.

Legal Land Description:

Beginning at the NW corner of the NE ½ of the NE ½ in Section 32, Township 117, Range 21, going east 595 feet, then south 225.5 feet, then 45° NW for 63 feet, then north 86.5 feet, then west 102 feet, then north 56 feet, then west 272.5 west, then south 228 feet, then 45° SW for 204 feet, then north 407 feet

PRIMARY ISSUE(S) TO CONSIDER: Designating Forest Land at Highlands Elementary School

ATTACHMENTS:

- 1. Report
- 2. Minutes language

Program Overview:

Highlands Elementary School is proposing designating a portion of school land to become school forest under the Minnesota DNR School Forest Land.

Highlands Elementary School Forest Description

The property proposed begins at the NW corner of the NE ½ of the NE ½ in Section 32, Township 117, Range 21, going east 595 feet, then south 225.5 feet, then 45° NW for 63 feet, then north 86.5 feet, then west 102 feet, then north 56 feet, then west 272.5 west, then south 228 feet, then 45° SW for 204 feet, then north 407 feet to the point of beginning. Approximately, 2 acres:



This description is for School Forest designation purposes only and is not a legal description.

Created by Karen Harrison 4/2/2021, approved by Jacob Froyum.

Site Responsibilities:

The Minnesota DNR School Forest Program seeks schools that are interested in a long-term commitment to natural resource and outdoor education. Highlands teachers, administrators, parents, community members and buildings and grounds leadership have agreed to take on the site responsibilities for the DNR School Forest Program:

To help ensure a lasting, beneficial school forest site effort, school must meet the following criteria:

- Educational Activities—Schools must complete at least five school forest related educational activities every year. These can include lessons conducted by the school, after school programs, or community partners (e.g. scouts, youth groups).
- **Annual Report**—The site coordinator must submit a report to the Minnesota School Forest Program manager by June 30 each year.
- Committee and Site Coordinator—A school forest committee must guide the
 development and use of the site. Each site must also designate a site coordinator to be
 the main contact and guide the work of the committee and site activities.
- **Distribute Materials**—The site coordinator must distribute information from the school forest e-newsletter and other materials to school staff.
- Funding—Schools must provide sufficient funding to support site activities, including
 transportation, site maintenance, and teaching supplies. If necessary, schools will create
 a plan for revenue generated from the site. Money generated from the sale of timber, or
 any forest product, from School Forest land should be used to support School Forest or
 other natural resource education activities.
- <u>Land Management</u>—Schools will follow their stewardship or management plan to ensure sustainable forest management and the continuation of education activities. If harvesting occurs, the school will follow Minnesota Forest Resources Council <u>timber harvesting</u> guidelines.
- **Tax-forfeited Land**—Any site consisting of tax-forfeited land will use the land only as an outdoor classroom.
- Land Ownership—Any site not owned by the school must have a written agreement for the land partnership between the school and the landowner indicating the conditions of use and designating the site as a School Forest.

Program Benefits

The DNR values the knowledge students gain from experiencing outdoor education activities. The DNR provides the following benefits to support and promote school participation in outdoor and natural resource activities.

- School Forest Staff—Program staff support sites in a variety of ways, such as curriculum development, DNR programs connections, committee support, site visits, support on legal issues, and grant writing, etc.
- Support mailings—Mailings are sent to site coordinators two to three times each school year. Each mailing contains information to support and expand activities in school forests.
- Educational materials—The School Forest Program is run in conjunction with Project Learning Tree and all other forestry education programs, providing sites special access to forestry education resources and development of specific school forest materials.

- **E-newsletter**—DNR emails a monthly e-newsletter to site coordinators during the school year with information on grants, time-sensitive development opportunities, training opportunities, news, and activities.
- **Grant opportunities**—The staff works to find grant funding or partner support relevant to school forests.
- Workshops—DNR offers free, site-specific workshops that focus on outdoor teaching and classroom management, the benefits of outdoor learning, and other natural resource topics.
- Conference—At least every other year, the program offers a free conference or summit
 to bring together site coordinators, teachers, and administrators from across the state to
 learn about new program happenings, discuss current issues and needs, and explore
 educational opportunities. The conferences are free and substitute teacher stipends are
 typically provided.
- Activity Board & Website—The School Forest Program website and specialized coordinator's section provide program materials. The activity board is home to hundreds of outdoor lessons that teachers use statewide at school forest sites.
- Tree Cookies & Field Desks—Program staff coordinate with DNR volunteers to deliver free classroom sets of tree cookies and field desks to interested school forests.
- **Foresters**—DNR foresters are available to help schools identify, plan, and implement school forest activities.
- Stewardship Plans

 —A forester will work with each site to write a <u>school forest</u>
 <u>stewardship plan</u> free of charge. A copy of each site's current stewardship plan is kept at
 the DNR School Forest Program office.
- Other DNR Support—DNR Wildlife, Ecological Resources, and other staff provide support for special projects.

Reference:

Minnesota Department of Natural Resources School Forest Website

Minutes language for Action item:

Edina School Board Resolution for Highlands School Forest

Resolved, the School Board of Edina Public Schools approves the establishment and maintenance of the Highlands Elementary School Forest and outdoor classroom comprising approximately two acres in part of the NE ½ of the NE ½ in Section 32, Township 117, Range 21 described as:

Beginning at the NW corner of the NE ½ of the NE ½ in Section 32, Township 117, Range 21, going east 595 feet, then south 225.5 feet, then 45° NW for 63 feet, then north 86.5 feet, then west 102 feet, then north 56 feet, then west 272.5 west, then south 228 feet, then 45° SW for 204 feet, then north 407 feet to the point of beginning.

and supports enrollment of said school forest in the Minnesota DNR School Forest Program for educational purposes.

MN School Forest Program

at Highlands Elementary School





What is the MN DNR School Forest Program?

- Partnership between the MN DNR and MN Schools
- Housed in the Division of Forestry
- Encompasses Stewardship, Community and Urban Forestry, Project Learning Tree and additional programs
- Established by MN Law in 1949
- Operates with 3 primary goals:
 - o Encourages educators to teach outdoors
 - o Supports schools to extend the classroom outdoors
 - Advises on forest management





Highlands Elementary School Forest Description

Beginning at the NW corner of the NE ½ of the NE ½ in Section 32, Township 117, Range 21, going east 595 feet, then south 225.5 feet, then 45° NW for 63 feet, then north 86.5 feet, then west 102 feet, then north 56 feet, then west 272.5 west, then south 228 feet, then 45° SW for 204 feet, then north 407 feet to the point of beginning. Approximately, 2 acres.



School Focused benefits of being a School Forest

- MN Department of Natural Resources Partnership
- Professional Development Opportunities at no cost
- Land Management Plan at no cost
- Increased opportunity for related grants
- Increased opportunity for connections with Scouts for outdoor learning enhanced projects
- Increased opportunity for additional support services



Student focused benefits of being a School Forest

- Increased sense of self-esteem
- Increased sense of community
- Increased academic abilities
- Increased life-long critical thinking skills
- Opportunities for real-life application of learning
- Increased engagement in learning





Community focused benefits of being a School Forest

- Strengthen school-family relationships when working toward a common goal
- Increased recreation and exploration opportunities
- Increased population of environmentally literate citizens who will make sound, long term community decisions
- Enhanced collaboration between school staff and families/community members





Edina School Board Resolution Draft for Highlands School Forest

Resolved, the School Board of Edina Public Schools approves the establishment and maintenance of the Highlands Elementary School Forest and outdoor classroom comprising approximately two acres in part of the NE ½ of the NE ½ in Section 32, Township 117, Range 21 described as:

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and supports enrollment of said school forest in the Minnesota DNR School Forest Program for educational purposes.





Board Meeting Date: 5/10/2021

TITLE: Edina Community Ed Youth Development Youth Service Plan

TYPE: Discussion

PRESENTER(S): Valerie Burke, Director of Community Education and Cheryl Gunness, Community Involvement Coordinator

Youth Development Plan 2021-22

BACKGROUND/INTRODUCTION

In 1987, the Legislature passed "Minnesota's Youth Development Initiative," defining a Youth Development Plan as a "systematic way of involving youth and key members of the community in creating an environment in which youth make decisions, choose options and make contributions that enhance their own physical, social, spiritual, emotional and intellectual development, as well as improving the community to make more opportunities available for youth."

Why does Edina Public Schools need a Youth Development Plan?

Each year, Edina Public Schools receives Youth Development/Youth Service property tax levy revenue. According to Minnesota State Statute 124D.19, Youth Development/Youth Service revenue should be used to implement a Youth Development Plan as part of a Community Education Program. For school year 2020-21, the revenue is approximately \$75,318 for the (\$32,578 allocated to the Youth Development/Enrichment budget; \$42,740 to the Youth Service Budget).

RECOMMENDATION: Accept

PRIMARY ISSUE(S) TO CONSIDER: Consider how the five components of the Youth Development Plan can support and enhance the district Strategic Plan and Community Education 1. Youth Service 2. Youth Involvement & Leadership 3. Youth Enrichment 4. Youth Career & College Readiness and 5. Youth Support Networks & Services

ATTACHMENTS:

1. Report (next page)



Youth Development Plan 2021-22

BACKGROUND / INTRODUCTION

What is a Youth Development Plan?

In 1987, the Legislature passed "Minnesota's Youth Development Initiative," defining a Youth Development Plan as a "systematic way of involving youth and key members of the community in creating an environment in which youth make decisions, choose options and make contributions that enhance their own physical, social, spiritual, emotional and intellectual development, as well as improving the community to make more opportunities available for youth."

Why does Edina Public Schools need a Youth Development Plan?

Each year, Edina Public Schools receives Youth Development/Youth Service property tax levy revenue. According to Minnesota State Statute <u>124D.19</u>, Youth Development/Youth Service revenue should be used to implement a Youth Development Plan as part of a Community Education Program. For school year 2020-21, the revenue is approximately \$75,318 for the (\$32,578 allocated to the Youth Development/Enrichment budget; \$42,740 to the Youth Service Budget).

Youth Development Plans include Five Key Components

- 1. Youth Service-Learning
- 2. Youth Involvement and Leadership
- 3. Youth Enrichment Activities
- 4. Youth Career and College Readiness
- 5. Youth Support Networks and Services

In developing this plan, we have been guided by research and best practices including:

- Edina Public Schools 2020-2025 Strategic Plan
- University of Minnesota Center for Youth Development's <u>Essential Elements of Youth</u> <u>Development Programs</u>
- Ignite After School's <u>Believe It. Build It. Minnesota's Guide to Effective Afterschool</u> Practices
- Ten Minnesota Commitments to Equity



COMPONENT 1: YOUTH SERVICE / SERVICE-LEARNING

According to MN statute <u>124D.19</u>, Youth Service programs provide young people with "meaningful opportunities to become involved in their community, develop individual capabilities, make career connections, seek support networks and services, become active citizens, and address community needs through youth service."

What is currently being done (School Years 2019-21)?

- <u>Volunteer Program</u>. We engage high school volunteers throughout EPS and Community Education in a variety of meaningful ways year-round: classroom support (ELC and elementary), KIDS Club/WISE Guys, summer programming (youth enrichment camps), special events, tutoring with SUCCESS, middle school athletics and clubs.
 - We currently have 385 high school students who are in our database and have supported us in one or more of these categories
 - Between September 2018-September 2019, 118 students donated 2,553 hours of service to Edina Public Schools through this program (\$64,923 value when calculated at National Volunteer Rate)
- <u>Service Letter</u>. Since 1996, Edina Public Schools students in grades 9-12 have had the opportunity to letter in community service. The community service letter is an award earned by students who go above and beyond when it comes to serving others. In 2020, 179 students lettered in community service. 195 students completed the application to letter in spring 2021
- Service-Learning support at Edina High School. A part-time position (10 hours per week, school year only) has provided additional support to EHS faculty advisors for the 212 Leadership Group Cabinet (5 students) and the Hornet Mentor program (~150 juniors and seniors). The person in this position has also helped organize a Service Fair at EHS each fall, helping connect students with community organizations. While funded through the Community Education budget, this position is overseen by EHS staff
- Service-oriented and service-themed camps and classes are regularly offered through the after school Youth Enrichment program as well as during summers for grades K-8. Recent examples:
 - o new Unified camps being developed in collaboration with Special Services
 - Community partnerships and collaborations such as the 2020 Dear Edina: Pen Pal program (a collaboration between Edina Community Ed and Edina Senior Center)
- Service is woven into KIDS Club/WISE Guys school year and summer programs, based on student interests and community needs. Recent examples include:
 - Adopt a Park (Cornelia and Creek Valley)
 - Making dog toys to donate to Humane Society (Normandale)
 - "Send a Smile" project in collaboration with District Nutrition Services
 - Carnival Food Drive for VEAP
 - WISE Guys "pick a charity" each day for a week in April



Thank You cards to Tier 1 employees

Youth Service/Service-Learning 2021-22 Goal(s):

- Restructure staffing model to discontinue piecemeal approach, better leverage resources and relationships, generate more impact, and provide program consistency and clarity
- Rebuild participation and impact of youth volunteer/service program to school year 2018-19 (pre-COVID) levels:
 - 176 EHS students grades 9-12 lettering in Community Service; 21,120 hours of community service=\$537,081 impact when calculated at national volunteer rate
 - 118 EHS youth volunteers contribute 2553 hours enriching curriculum and enhancing learning opportunities through classroom support, before/after school academic support, summer academic support, special events and more, \$64,923 impact
- Develop a wider breadth of school-organized volunteer activities (connect with <u>Wayzata Club Yes</u> to gather ideas). Pay particular attention to the focus areas identified by MN statute 124D.19:
 - o human services for the elderly, including home care and related services;
 - tutoring and mentoring
 - training for and providing emergency services
 - services at extended day programs (KIDS Club/WISE Guys)
 - environmental services
 - service-learning programs that combine community service and the academic and technical skills that MN employers require
- Collaborate with Middle Schools to develop a re-invigorated middle school program that connects intentionally to high school opportunities and sharpens focus on service and college/career exploration
- Ensure that the program continues to offer high-quality training and supervision, focused skills development for students, genuine and needed service to the community, integration of academic learning and ties to EPS curriculum, and ample opportunities for reflection
- Break-even budget

Considerations/Who Do We Need at the Table/Next steps:

- Connection, collaboration with EHS Admin and counseling staff, Teaching and Learning staff, Special Education staff to understand what other Youth Service programs are in place throughout the district, avoid duplication of services, and identify places Community Ed can coordinate, leverage, fill gaps and meet needs
- Connection, collaboration with School Board, Lead Team to help advance <u>EPS Strategic</u>
 <u>Plan Strategies C, D and E</u>
- Allocate appropriate/additional resources as needed



COMPONENT 2: YOUTH INVOLVEMENT AND LEADERSHIP

According to the Minnesota Legislature's "Planning Process for Youth Development Plans" (March 1988), Youth Involvement and Leadership is an area of focus so that "all young people can benefit from being active in school and community organizations, camps or special institutes which develop their problem solving, communication, group work, decision making and other important skills."

What is currently being done?

- In the past year, the Edina Community Ed Enrichment team has made a significant shift to involving EHS students as leaders for camps and classes in order to provide real-world leadership opportunities for students, inject fresh programming relevant to our community, and foster multi-age connections and mentorship opportunities between Edina students
 - As paid hourly Enrichment Rec Leaders, EHS students/recent grads create curriculum, teach camps, and help manage communications and logistics
 - As Independent Contractors, many EHS students have created their own camps and classes to connect with younger students over shared interests, including the 2020 Writing Bowl and a Dungeons and Dragons Club
 - Many EHS groups and organizations are organizing camps, classes and workshops through Community Ed to help with outreach and to serve as fundraisers for their clubs. Examples include the <u>EHS Student Council</u> <u>Leadership Workshop</u> for Middle School students, and revenue-generating, interest-building camps for younger students led by the EHS Ping Pong Club and Hip Hop Dance Team
- KIDS Club/WISE Guys has expanded the hiring age to 15 years old for paid work as Rec Leaders in the elementary care program. KC/WG provides ongoing professional development, training and job skills.
- The Enrichment program regularly partners with community organizations to offer student leadership opportunities. Recent examples:
 - Summer 2021 Summer Camp Enterprise, a partnership with Edina Rotary and a business leadership opportunity for students in grades 8-10
 - Canoe-making and Paddle-making in the Community Woodshop, a collaboration with <u>Urban Boatbuilders</u>
- All three <u>TEDxEdina</u> events have featured student speakers as well as student committee members and volunteers
- The EPS/CES Facilities Team is creating a Student Technician Certification program, to allow EHS students to build their skills and knowledge in theatrical lighting, sound, and rigging as well as explore a viable career option. After initial training, students will work



District events as Auditorium Technicians, and eventually be certified to use equipment and supervise events as paid employees

Youth Involvement and Leadership 2021-22 Goals:

- Expand opportunities for student leaders in the Enrichment program by 10% over school year 2020-21
 - Hire 10 EHS students to lead summer 2022 youth enrichment programming
 - Offer 10 student-led, student-created camps, classes or programs during 2021-22
- Together with youth leaders, develop additional camps, classes or programs that develop student leadership skills in the Mindsets and Social Awareness Domain/Competency Area of the State of Minnesota's "<u>Career and College Readiness</u> Resource Guide":
 - Growth Mindset
 - Relationship Skills
 - Cultural Fluency and Global Awareness
 - Self-Management
 - Problem Solving
 - Decision Making
 - Self-Advocacy
- Enhance professional development and training for Youth Enrichment student leaders in Social and Emotional Learning practices, strengths-based approaches to mentoring, and more. Collaborate with KIDS Club/WISE Guys staff on trainings
- Collaborate with youth leaders to create a new platform to elevate student voice for the wider community. Options include TEDxYouth, a podcast, etc.
- Add two student members to the Community Education Advisory Council
- Break Even Budget

Considerations/Who Do We Need at the Table/Next steps:

- Connection, collaboration with EHS and Middle School Admin staff, to understand what other Youth Leadership programs are in place throughout the district, avoid duplication of services, and identify places Community Ed can coordinate, leverage, fill gaps and meet needs
- Continue to connect and collaborate with EHS clubs and organizations to determine their interest and ability to offer programming for younger students
- Connection, collaboration with School Board, Lead Team to help advance <u>EPS Strategic</u> <u>Plan</u> **Strategy D** to life
- Expand, deepen, develop partnerships with community organizations who can help with this work, such as Edina Rotary, Edina Chamber of Commerce, Urban Boatbuilders, Upturnships, University of St Thomas Doherty College, and more



COMPONENT 3: YOUTH ENRICHMENT ACTIVITIES

According to MN statute <u>124D.19</u>, high-quality after-school enrichment programs support the development of social, mental, physical, and creative abilities of school-age youth; provide structured youth programs during high-risk times; and design programming to promote youth leadership development and improved academic performance. The goals of youth after-school enrichment programs are to:

- 1. collaborate with and leverage existing community resources that have demonstrated effectiveness
- 2. reach out to children and youth, including at-risk youth, in the community
- 3. increase the number of children participating in adult-supervised programs during nonschool hours
- 4. support academic achievement
- 5. increase skills in technology, the arts, sports, and other activities

What is currently being done?

Edina Community Ed's Enrichment programs for youth offer a full menu of programs that help keep kids safe and engaged while meeting the needs of busy families. Our programs nurture a love of learning, support academic achievement and develop skills with experiential and project-based learning in technology, the arts, sports, and more! We're educational, but also fun and social, building community and connections while we practice communication, collaboration and teamwork. Our many youth leadership opportunities help older students gain real-world experience as they explore college, career and life.

We plan Enrichment offerings in four categories to meet student interest (STEM, Art/Music/Creativity, Sports/Health, General Enrichment), and for students from Pre-K through high school.

We offer classes for students from Pre-K through high school.

Summer Data

	2021	2020	2019	2018
Course Sections Offered	400	286	318	278
Unique Users	2310	1865	2337	2293
Total Enrollments	4955	3220	4489	4108
Sports/Health Enrollments	2290	1561	1774	1356
General Community Ed	1162	1041	1687	1754
Art/Creativity	801	496	551	515
STEM Enrollments	702	122	477	483
Gross Revenue	\$770,914.56	\$473,047.84	\$616,173.12	\$554,421.00



School Year Data

	2020-2021	2019-2020	2018-2019	2017-2018
Course Sections Offered	322	468	343	369
Unique Users	1563	1991	1989	2178
Total Enrollments	2504	4348	4041	4259
Sports/Health Enrollments	1190	1621	1505	1399
General Community Ed	512	1496	1264	1951
Art/Creativity	634	784	961	699
STEM Enrollments	168	447	311	210
Gross Revenue	\$345,016.47	\$579,384.06	\$607,501.69	\$539,881.38

Youth Enrichment 2021-22 Goal(s):

- Hire a third Enrichment Supervisor to support program growth
- As construction is completed, leverage new spaces including Community Woodshop and Maker Space on 3rd floor to expand youth enrichment and intergenerational offerings
- Continue partnering with Special Services and Teaching and Learning departments to develop new classes that meet documented community needs and promote social and academic growth.
 - Build on the momentum and success of summer 2021 Unified classes to offer at least one Unified opportunity at every level (elementary, middle and high school) during every school year season (fall, winter and spring)
- 15% net profit to support scholarships and mission-driven program development

Considerations/Who Do We Need at the Table/Next steps:

 Connection, collaboration with School Board, Lead Team to help advance <u>EPS Strategic</u> <u>Plan</u> **Strategy E**



COMPONENT 4: YOUTH CAREER AND COLLEGE READINESS

According to Minnesota's Vision of College and Career Readiness, a "sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career."

What is currently being done?

Edina Community Ed programs can help Edina students move confidently from middle school to high school and on into a wide array of post secondary options. A goal is to encourage students to explore a wide variety of options early to help find paths that match student strengths with what the world needs.

Examples of current/past work include:

- Partnership with EHS Counseling Department for summer 2020 resulted in several new opportunities:
 - College Application Boot Camp
 - Summer College Bus Tour (Community Colleges)
 - Summer College Bus Tour (4-Year Colleges)
- Partnership with Minnesota State Mankato resulted in a Design Thinking/STEM camp planned for summer 2020
- Plans to partner with Normandale Community College to offer a Certified Nursing Assistant program at EHS for students considering medical path were put on hold due to COVID, but will be resumed for 2021-22 school year
- Edina Rotary "Summer Camp Enterprise" (Summer 2021)
- Career Exploration presentations at both Middle Schools and EHS continue to be facilitated and organized through Community Ed staff

Youth Career and College Readiness 2020-21 Goal(s):

- Expand the number of Youth Career and College Readiness opportunities offered through the Enrichment Program for Middle School and High School
 - A coherent, scaffolded system for students to explore career pathways (beginning in middle school and building to high school) can be based on <u>Minnesota's Career Fields, Clusters and Pathways</u>. Consider resources in the <u>Program Planning Guide and Career and College Readiness Guide</u>
- Allocate a larger percentage of the new Volunteers/Youth Development position job duties to developing relationships at the Middle Schools and EHS to facilitate more College and Career Readiness programming
- Make the development of College and Career Partnerships a priority for CES Lead Team (especially Director and Community Involvement Coordinator)



- Develop industry and career partnerships that flow in and out of school: more internships/mentorships for students, more opportunities for teachers to visit industry partners to see learning in action, more opportunities for industry partners to visit classrooms. Learn from/adapt Burnsville-Eagan-Savage School District 191 plan for career pathways exploration
- Create a communications plan and talking points for engaging with new partners

Considerations/Who Do We Need at the Table/Next steps:

- Connection, collaboration with EHS counseling staff, Options program, and others to understand what College/Career Readiness programs are already in place at EHS, avoid duplication of services, and identify places Community Ed can coordinate, leverage, fill gaps and meet needs
- Understand career pathways/partnerships under development at EHS (Rotary Global Pathway, Chamber of Commerce Medical Pathway) to see where Community Ed can fill gaps and meet needs
- Connection, collaboration with School Board, Lead Team to help advance <u>EPS Strategic</u>
 <u>Plan Strategies A and E</u>



COMPONENT 5: YOUTH SUPPORT NETWORKS AND SERVICES

According to the Minnesota Legislature's "Planning Process for Youth Development Plans" (March 1988), youth support networks and services is an area of focus because during "the transition from childhood many youth are in need of various types of support to enable them to cope with various problems."

What is currently being done?

- Financial Aid/Scholarships. Community Ed's partnership with Edina Give and Go has enabled students to access additional funding beyond the scholarship available from Community Ed in a seamless manner. The joint financial aid application includes eligibility for both Community Ed and Edina Give and Go. When students have maxed out their Community Ed funding, staff can easily access the support available from Edina Give and Go on behalf of families to participate in Community Ed classes. Community Ed offers up to \$150 per learner, per season toward camps and classes and up to \$575 for Summer Go Time in partnership with Edina Give and Go.
 - Some Summer Data (Community Ed/Edina Give and Go)

2020: 77 Students/162 Camps
 Value: \$25,111 (PreCovid: 113 Students/388 Camps: \$55,097)

2019: 79 Students/267 Camps
 2018: 70 Students/252 Camps
 2017: 64 Students
 Value: \$34,488
 Value: \$34,477
 Value: \$30,226

• Edina Resource Center. The ERC is a free, confidential service for anyone who lives, works or attends school in Edina to help them to connect to service providers, community information and resources to best meet their situation. ERC helps connect to basic needs (food,housing, clothing) and more complex needs (ie.mental health providers) as well as community information (youth activities, city information). ERC is available to work directly with a family or staff can seek information for a youth/family they are working with. Youth activity listings for community members are available seasonally and include information on scholarship supports. The ERC strives to connect with community providers serving youth and is active in the Hennepin County Children's Mental Health Collaborative.

Youth Support Networks and Services 2021-22 Goal(s):

- Increase Scholarship/Financial Aid dollars available, returning to pre-COVID levels (\$650/student v. \$575 available for summer 2021)
- Distribute 100% of Summer 2022 scholarship funding available (\$52,000 available for summer 2021)
- Increase the number of students who access summer scholarships to 20% of students on Free/Reduced lunch
- Re-invigorate a communications plan to increase awareness of financial aid opportunities. Explore new models including family nights, events, office hours in ELC,



cultural liaisons, etc.

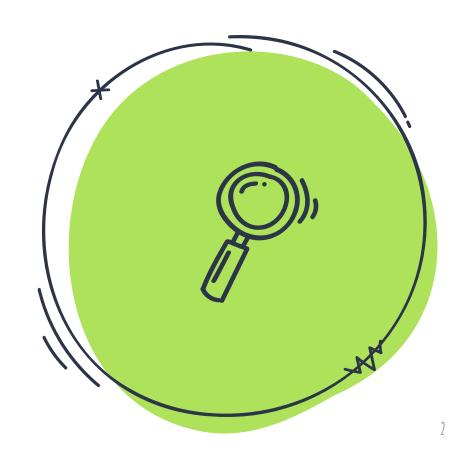
- Convene at least one conversation with EHS leadership group for youth perspectives on current and emerging youth needs to inform the work of Edina Resource Center
- Continue to provide annual ACES training to support adults working with at risk youth
 - Target group is EPS and Community Ed staff and youth leaders, but we can also include community-based advocates

Considerations/Who Do We Need at the Table/Next steps:

 Connection, collaboration with School Board, Lead Team to help advance <u>EPS Strategic</u> <u>Plan</u> Strategies B and C



LEARNING FROM BEST PRACTICES



YOUTH SERVICE/ SERVICE LEARNING HIGHLIGHTS

YOUTH SERVICE/SERVICE LEARNING: 2021-22 GOALS

1. Restructure Staffing Model

Discontinue piecemeal approach, better leverage resources and relationships, provide program consistency and clarity

2. Reinvigorate Middle School Service/Service Learning

Align to EHS program and sharpen focus on college/career exploration

3. Ensure High-Quality Skills Development

Training and supervision, genuine and needed service, ties to EPS curriculum, reflection



2

YOUTH INVOLVEMENT & LEADERSHIP

HIGHLIGHTS

YOUTH LEADERSHIP: 2021-22 GOALS

1. Expand Paid Leadership Opportunities

Enrichment program, KIDS Club/WISE Guys. Expand professional development training for youth staff.

2. Collaborate with Student Leaders to Create a New Platform to Elevate Student Voice

Examples: TEDxYouth, Podcast,

3. Add Two Student Members to Community Ed Advisory Council



3

YOUTH ENRICHMENT ACTIVITIES

HIGHLIGHTS

YOUTH ENRICHMENT: 2021-22 GOALS

1. Add additional staff

Sustain current programming and enable program growth

2. Leverage New Spaces as Construction at ECC is completed

Woodshop, Makerspace, etc.

3. Continue to Partner Internally for Enrichment Program Development

Special Services, Teaching and Learning





COLLEGE & CAREER READINESS: 2021-22 GOALS

1. Elevate College/Career Partnerships development as a priority for Community Ed Lead Team

Involve CES Advisory Council





YOUTH SUPPORT NETWORKS & SERVICES: 2021-22 GOALS

1. Increase scholarship dollar limits and make sure we distribute 100% of funding available

Reinvigorate outreach and communications plan

2. Convene at least one conversation with EHS leadership group for youth perspectives on youth needs

Conversation to inform Edina Resource Center programming



THANKS!





Board Meeting Date: 5/10/2021

TITLE: EHS Science to Dominica

TYPE: Discussion

BACKGROUND: In accordance with Policy 538, the following international student travel experience for up to 24 Edina High School students from **June 15 – 28, 2022** has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This expedition, coordinated by Operation Wallacea, students spend their first week in one of two forest camps located in the center and east of the island of Dominica and will be on site with an international team of academics who are collecting data on biodiversity of key taxa (birds, bats, various aquatic and terrestrial invertebrate groups) and examining the impact of invasive species. The second week will be staying in student accommodation in a renovated British fort in the north of the island. The students will be completing a PADI Open Water dive training course or a Caribbean reef ecology course which consists of two lectures and two in-water activities each day. In addition, they will learn about the whale research taking place just off the coast, as well as possibly seeing Sperm Whales and other marine mammals.

In addition to providing growth opportunities across the EPS Educational Competencies, this field-based, research oriented, student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards.

CDC guidelines will provide guidance for the trip organizers in regard to COVID planning and preparation for the trip. In addition, International travel bans will have to be lifted in order for the trip to move forward. Trip insurance is built into the cost of the trip.

COST: The anticipated inclusive cost of this experience is \$3,430 per student. This price is inclusive of all transportation, accommodations, meals, transfers, on-site medical staffing, and medical and repatriation insurance. Students will be responsible for all costs. Need-based scholarships and fundraising opportunities are available.

TRANSPORTATION: All students and chaperones will travel as a group from Minneapolis to Douglas-Charles Airport, Dominica and return via a major U.S. international airline or partner.

ACCOMODATIONS: Students and chaperones will be housed in 3-4 bedded rooms with en suite bathroom facilities or in tents of 3-4 students (separated by gender).

SUPERVISION: Staff members traveling with the group are Lindsey Smaka, EHS science teacher, and up to three (2) additional licensed staff, one of which will be a licensed school administrator.

RECOMMENDATION: Approve the student travel experience.



Board Meeting Date: 5/10/2021

TITLE: Normandale Elementary (recent 5th-7th grade students) French Immersion Learning

Experience

TYPE: Discussion

BACKGROUND:

In accordance with Policy 538, the following international student travel experience for up to 22 Normandale students from **June 8-19**, **2022** has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This goal of the learning experience is immersion in the target language (French) and the culture. In addition to providing growth opportunities across the EPS Educational Competencies, student travel experiences support learning across numerous Minnesota standards.

CDC guidelines will provide guidance for the trip organizers in regard to COVID planning and preparation for the trip. In addition, International travel bans will have to be lifted in order for the trip to move forward.

COST: The anticipated inclusive cost of this experience is \$3795 per student. This price is inclusive of all transportation, accommodations, meals, transfers, on-site medical staffing, and medical and repatriation insurance. Students will be responsible for all costs. Need-based scholarships and fundraising opportunities are available.

- Roundtrip airfare including taxes and fuel to Bordeaux, France.
- 10 nights family-stay arrangements organized by local L&F family-stay coordinator (family meals included)
- Bus from school to airport
- Entrance fee allowance (for sites, museums, activities as planned by group
- Travel medical insurance
- Extensive student and leader preparatory materials
- \$180 leader cell phone allowance (up to 3 leaders)
- \$720 leader stipend total for trip leaders
- Liability insurance for leaders

TRANSPORTATION: All students and chaperones will travel as a group from Minneapolis to Bordeaux and return via a major U.S. international airline or partner.

ACCOMODATIONS: Students and teachers are placed with host families (one per family) who will welcome them as members of the family. Language & Friendship Family-Stay Coordinators are teachers, retired teachers, and friends who love making international friendships. They work with families that they know from school or their circle of friends, and they will personally visit

each home to talk about the goals of the program and ensure a safe environment. Normandale has been visiting the same school community for several years.

SUPERVISION: The number of staff members will be determined by the number of students traveling, with an estimated ratio of 1 staff member for each 7-8 students. All will be staff of Normandale.

INSURANCE: The program does include medical and accident insurance coverage for all participants. See coverage information here: https://languageandfriendship.com/insurance/

Pandemics have traditionally been an exclusion to this type of group insurance policy. If a group can't travel due to Covid-19 or a similar health situation, L&F is committed to working with our partners to recover as much as possible of any funds that have been paid. Planning begins months in advance of travel dates and deposits are needed to hold air space and hotel rooms. A full refund would not be possible; however L&F would work with our partners and do our best to provide the greatest refund possible for travelers. L&F is currently working with our insurance provider on additional coverage for cancellation due to COVID, and we hope to have the insurance updates later this spring. Attached is a link to the Limited Travel Advisory Policy for more information: https://languageandfriendship.com/travel-safety-policy/

RECOMMENDATION: Approve the student travel experience.



Board Meeting Date: 5/10/2021

TITLE: VVMS Extended French 8th Grade Learning Experience

TYPE: Discussion

BACKGROUND:

In accordance with Policy 538, the following international student travel experience for up to 30 Valley View Middle School students from **June 4 – 9, 2022** has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This goal of the learning experience is immersion in the target language (French). Students will be traveling to and in Quebec and Montreal Canada by plane and then bus.

In addition to providing growth opportunities across the EPS Educational Competencies, student travel experience supports learning across numerous Minnesota standards.

CDC guidelines will provide guidance for the trip organizers in regard to COVID planning and preparation for the trip. In addition, International travel bans will have to be lifted in order for the trip to move forward. Trip insurance is built into the cost of the trip.

COST: The anticipated inclusive cost of this experience is \$2000 per student. This price is inclusive of all transportation, accommodations, meals, transfers, on-site medical staffing, and medical and repatriation insurance. Students will be responsible for all costs. Need-based scholarships and fundraising opportunities are available.

TRANSPORTATION: All students and chaperones will travel as a group from Minneapolis to Montreal, then bus to Quebec City, back to Montreal and then return to Minneapolis via a major U.S. international airline or partner.

ACCOMODATIONS: Students and chaperones will be housed in 2-4 bedded rooms with in suite bathroom facilities (separated by gender).

SUPERVISION: Staff members traveling with the group are Pierre Schmidt and Natalie Godwin from VVMS, and up to licensed staff, one of which will be a licensed school administrator.

RECOMMENDATION: Approve the student travel experience.



May 10, 2021

TITLE: Phase 1: PreK-5 Comprehensive Literacy Plan and Preliminary 6-12 Intervention

TYPE: Discussion

PRESENTERS: Jody De St Hubert, Director of Teaching and Learning; and Dr. Bonnie Houck, Instructional Supervisor of Literacy

BACKGROUND:

The drafted Edina PreK-12 Comprehensive Literacy Plan has been developed in response to the Edina Public Schools 2020-2025 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, inclusiveness, and rigor for all. This plan ensures all students are College, Career, and Civic ready.

The outlined PreK-5 and Preliminary 6-12 Intervention Comprehensive Literacy Plan is the first step in a five-year process to meet this auspicious goal. Planning is grounded in current and enduring research with systems that build collective ownership, for successful implementation of differentiated instruction across a multi-tiered system of support. Implementation begins with establishing a strong inclusive literacy culture supported by strong literacy instructional practices. These strong instructional practices are grounded in ensuring that all students develop foundational reading skills and the making meaning that supports them. Implementation is supported by a layer of leadership structures that create collective ownership through support, coaching, guidance, data collection, feedback, and communication in the implementation of the goals and professional development. The PreK-5 and Preliminary 6-12 Intervention Comprehensive Plan is an evolving document that will be informed by a continuous improvement cycle of practice.

RECOMMENDATION:

The report is being presented for discussion and feedback.

PRIMARY ISSUES TO CONSIDER:

- 1. The mission of the PreK-5 Comprehensive Literacy Plan is to nurture and enhance the literacy development of every Edina learner to ensure they are all meeting and/or exceeding development milestones in literacy achievement.
- 2. The vision is that all learners in Edina Public Schools become lifelong learners with the rich literacy, language, and comprehension skills necessary to be engaged, motivated, critical thinkers and communicators, thriving through rigorous learning opportunities.

- 3. The PreK-5 Comprehensive Literacy Plan is the first step in a five-year process to meetthis auspicious goal through key strategies, priority goals, and action steps.
- 4. The PreK-5 Comprehensive Literacy Plan is seated in the knowledge that reading is a developmental process, supported by systematic instruction of the foundational skills to effectively decode, and language and comprehension development that culminates into fluent, skilled reading (Shanahan, 2011; IDA, 2015; Baker, 2009; NELP, 2008; NRP, 2002; Ehri et, al., 2001; Snow et al., 1998). Thus, literacy development is not complete without focusing on both word decoding and language comprehension, as well as writing, speaking, listening, viewing, and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. This is the underpinning for the pedagogical and instructional approach for the PreK-5 and Preliminary 6-12 Intervention Comprehensive Literacy Plan.
- 5. There are six key components that organize the PreK-5 and Preliminary 6-12 Intervention Comprehensive Literacy Plan goals and the subsequent action steps.
- 6. The implementation plan centered on collective ownership is as critical to change outcomes for our students as the outlined action steps.

Appendices: (also included in the plan document)

Guiding Change Document

PreK-5 and Preliminary 6-12 Intervention CLP Literacy Plan Goal-Outcome Alignment

Professional Development Outline

Preliminary Budget

Edina Public Schools

PreK-5 and Preliminary 6-12 Intervention Comprehensive Literacy Plan Draft

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Executive Summary Edina Comprehensive Literacy Plan Draft Year One PreK-5 and Preliminary 6-12 Intervention (Year Two 6-12)

The Edina PreK-5 Literacy Plan has been developed in response to the Edina Public Schools 2020-2025 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all.

Our Edina PreK-12 Comprehensive Literacy Mission and Vision:

- The mission of the PreK-5 Comprehensive Literacy Plan is to nurture and enhance the literacy development of every Edina learner to ensure they are meeting and/or exceeding development milestones in literacy achievement.
- The unified vision is that all learners in Edina Public Schools become lifelong learners with the rich literacy, language, and comprehension skills necessary to be engaged, motivated, critical thinkers and communicators, thriving through rigorous learning opportunities.
- The PreK-5 Comprehensive Literacy Plan is the first step in a five-year process to meet this auspicious goal through key strategies, priority goals, and action steps.
- The PreK-5 Comprehensive Literacy Plan is seated in the knowledge that reading is a developmental process, supported by systematic instruction of the foundational skills to effectively decode, and language and comprehension development that culminates into fluent, skilled reading (Shanahan, 2011; IDA, 2015; Baker, 2009; NELP, 2008; NRP, 2002; Ehri et, al., 2001; Snow et al., 1998). Thus, literacy development is not complete without focusing on both word decoding and language comprehension, as well as writing, speaking, listening, viewing, and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across contentareas.

Research Supported Instructional Pedagogy:

Quality teachers leading effective instructional practices proven through research has the greatest impact on student growth, efficacy, and achievement. The Comprehensive Literacy Plan identifies and provides support in the understanding and integration of the following:

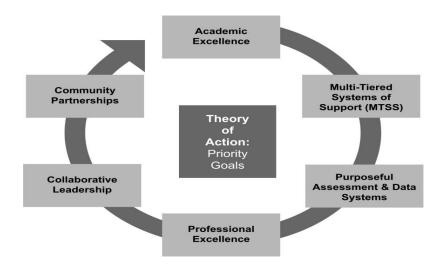
- reading is a complex process with comprehension as the central goal;
- research in effective instructional practices proven to shift the ownership of learning to students;
- research in reading development including; the science of brain development; the Components of Reading; structured literacy; strategic comprehension, vocabulary and critical thinking skills; and the Developmental Stages of Reading, Writing, and Orthography;
- incremental support in the developmental stages of oral language, reading, writing, and orthographic skills;
- the critical need to provide all students with sufficient, direct instruction on the foundation skills of literacy;
- intense, explicit, and systematic lessons designed to support struggling readers and writers;
- the reciprocal relationship between reading and writing processes and skills that develop simultaneously;
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;
- specific observation and assessment techniques used to inform students' literacy strengths and needs across a Multi-Tiered System of Support.

Definition of Comprehensive Literacy:

Comprehensive literacy develops, cultivates, and applies reading, writing, speaking, listening, viewing, and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. By developing the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context, learners are connected with others and are empowered to interact with the world. (ILA, 2020; NCTE, 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

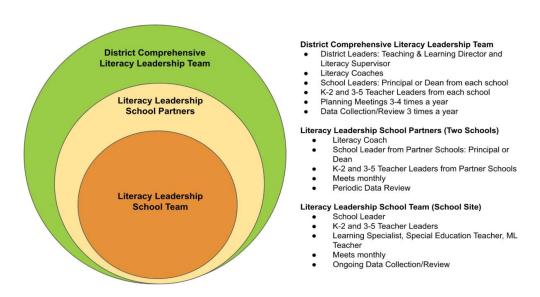
Edina's Priority Goal Areas (Theory of Action):

There are 6 key components that organize and guide the goals and subsequent action steps for accomplishing the mission and vision of the Edina PreK-12 Comprehensive Literacy Plan. The key components, outlined as goal areas are:



Implementation of Action Steps Through Collective Ownership:

The action steps in the Edina PreK-5 Comprehensive Literacy Plan are organized under each of the 6 key components or goal areas. The Comprehensive Leadership Teams outlined below create the layered leadership structure for implementation of the action steps defined under these key components or goal areas. The Leadership Teams are the nucleus of continued development, implementation, and differentiation of the PreK-12 Comprehensive Literacy Plan. The teams provide the infrastructure for collective ownership through continual learning, support, coaching, guidance, data collection, feedback, and communication as the actions steps and professional development of the PreK-12 Comprehensive Literacy Plan are implemented.



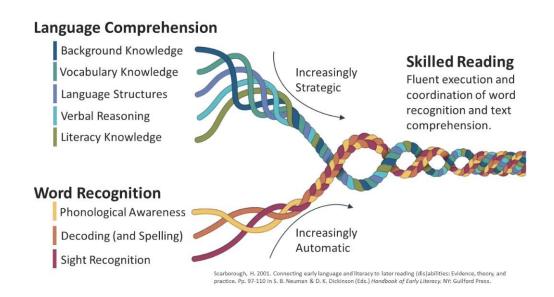
Introduction and Purpose:

Literacy skills are the foundation for proficiency development in reading, writing, and communication. The Edina School District has successfully raised the level of these skills, and we intend to expand and enhance our literacy teaching and learning for all students. New research shows the need to focus our improvement efforts, to ensure we consistently meet the needs of every learner.

The Edina PreK-12 Comprehensive Literacy Plan is in response to the Edina Public Schools 2020-2025 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, inclusiveness, and rigor for all. This plan ensures all students are College, Career, and Civic ready.

The PreK-5 Comprehensive Literacy Plan is the first step in a five-year process to meet this auspicious goal. Planning is grounded in current and enduring research with systems that build collective ownership, for successful implementation of differentiated instruction across a multi-tiered system of support. Implementation begins with establishing a strong inclusive literacy culture supported by strong literacy instructional practices. This ensures all students develop foundational reading skills and the making meaning that supports them. As shown below, the development of word recognition and analysis, paired with the development of language comprehension and making meaning, work together to create skilled reading.

Scarborough's Reading Rope - A Simple View of Reading Development



The Edina PreK-12 Comprehensive Literacy Plan is a living document that will modify and adjust based on data to inform areas of success and those in need of additional time or resources. Using the Eight Step Change Model (Kotter, 2012) to guide our Theory of Change and action steps, implementation will be supported across multiple phases. The initial development of the PreK-12 Comprehensive Literacy Plan builds upon the sense of urgency established by our Strategic Plan and partners with current district initiatives in progress.



(Dr. John Kotter's 8 Step Process for Leading Change, 2012)

Since the development of the Strategic Plan, our school district has had to navigate the constant changes and demands of a worldwide pandemic. Students, families, teachers, and leaders have made tremendous efforts to adjust and overcome challenges to meet learning goals. Due to limitations in the data collection and communication necessary to structure the plan in its entirety, a decision was made to draft the plan across two years. Year One focuses on PreK-5 and Year Two will extend to the secondary grades 6-12. Year One also includes initial planning for the secondary intervention system, which will continue to develop through Year Two. In addition, informed modifications will be required as conditions allow for more collaboration, thorough data collection, and targeted study in the years ahead.

Definition of Comprehensive Literacy:

There may be no greater purpose for an educational system than to ensure all learners have equitable access to evidence-based instruction, building language and literacy knowledge, as well as the skills and strategies to competently engage in relevant learning opportunities that foster success. Literacy is a continuous, developmental progression from

birth through adulthood. Comprehensive Literacy is a culmination of enduring and current research, proven instructional design and delivery, and target interventions that results in developing learners with the ability to strategically apply reading, writing, speaking, listening, viewing and technological skills to access and communicate information effectively inside and outside of the classroom and across content areas. The foundation of a literacy classroom is seated in research and evidence supported practices in the development of reading and writing to equip learners in critical thinking, problem solving, and communication.

Comprehensive Literacy instruction and learning includes, but is not limited to:

- reading is a complex process with comprehension as the central goal;
- research in effective instructional practices proven to shift the ownership of learning to students:
- research in reading development including; the science of brain development; the Components of Reading; structured literacy; strategic comprehension,vocabulary and critical thinking skills; and the Developmental Stages of Reading, Writing, and Orthography;
- incremental support in the developmental stages of oral language, reading, writing, and orthographic skills;
- the critical need to provide all students with sufficient, direct instruction on the foundation skills of literacy;
- intense, systematic lessons designed to support struggling readers and writers;
- the reciprocal relationship between reading and writing processes and skills that develop simultaneously;
- an inclusive literacy culture to support an environment that is culturally and linguistically responsive and promotes student motivation, interest, and engagement for all;
- a system of data collection, review and analysis, to identify specific areas of students;
- specific observation and assessment techniques used to inform students' literacy strengths and needs.

The instructional delivery of comprehensive literacy begins with developing lessons with clear, standards-aligned learning targets, and success criteria. Expectations and goals are clearly articulated, explicitly taught and modeled by the teacher, and scaffolded and supported through varied texts and learning opportunities across the Gradual Release of Responsibility. This method shifts the ownership of the learning from the teacher to the students. Throughout the process, the teacher observes, confers, assesses, and provides actionable feedback, providing re-teaching and intervention, or enrichment and challenge, as needed.

Comprehensive literacy develops, cultivates, and applies reading, writing, speaking, listening, viewing, and technological skills and strategies to access and communicate information effectively inside and outside of the classroom and across content areas. By developing the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context, learners are connected with others and are empowered to interact with the world. (ILA, 2020; NCTE, 2020; Tompkins, 2010; National Institute for Literacy, 2007.)

The PreK-12 Comprehensive Literacy Plan Alignment:

Clear alignment to district planning and initiatives is critical to the success of our literacy planning. The Comprehensive Literacy Plan will align to existing and developing systems and processes ensuring that the priority goals, action steps, and purposeful outcomes interconnect and support the mission, vision, and Strategic Plan of Edina Public Schools. This connected alignment includes:

- The Edina Learning Framework (ELF) is a consistent, competency-based structure that requires students to demonstrate mastery of standards as they progress in meeting the EPS educational competencies.
- Social Emotional Learning (SEL) is the process through which children acquire
 and effectively apply the knowledge, attitudes, and skills necessary to understand
 and manage emotions, set and achieve positive goals, feel and show empathy for
 others, establish and maintain positive relationships, and make responsible
 decisions.
- Professional Learning Communities (PLC) Playbook supports leadership capacity, professional growth, and an ongoing process of continuous learning within a culture of collaboration and collective inquiry, in order to promote and maximize student success and achievement.
- The Professional Development Plan is seated in current research and evidence based practices with ongoing opportunities for teachers and leaders to have collaborative conversations about student literacy needs, equity and access for all students within the construct of continuous improvement.
- Multi-Tiered System of Services (MTSS) MTSS is a systematic, continuous improvement, decision-making framework that supports educators in providing academic and behavioral strategies for students with various needs. This framework utilizes data-based problem solving and decision-making across all levels of the educational system. The MTSS framework provides consistency of implementation across SEL, PLCs, and the PreK-12 Comprehensive Literacy Plan (CLP).

Edina's Literacy Mission and Vision:

The mission of the PreK-5 Comprehensive Literacy Plan is to nurture and enhance the literacy development of every Edina learner to ensure they are meeting and/or exceeding development milestones in literacy achievement by:

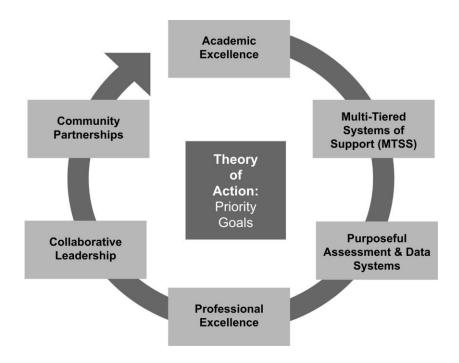
- strengthening our culture of professional excellence;
- enhancing systems to cultivate an inclusive, caring school culture;
- aligning instruction to current and enduring research and proven best practices;
- increasing classrooms strategies to identify and support struggling readers to address literacy deficits early; and
- promoting continuous learning and collective ownership.

Our unified vision is that all students in Edina Public Schools become lifelong learners with rich literacy, language, and comprehension skills necessary to be engaged, motivated, critical thinkers and communicators, thriving through rigorous learning opportunities. In our literacy vision, every student develops as an independent, literate learner through engaging in meaningful learning experiences that incorporate an individual learner's profile. Literate learners will read, write, listen, communicate, comprehend, and make meaning. In addition, they will think critically and problem solve across content areas. Using a variety of texts, media sources, and learning experiences, literate learners will synthesize information, transfer learning into new applications, and use their learning to communicate in multiple ways to diverse audiences.

The Guiding Change Document (Theory of Change): LINK

The Guiding Change document outlines the purpose for the Comprehensive Literacy Plan, how it is being created, and the expected results of its implementation. This structure guides the work of the PreK-12 Comprehensive Literacy Plan through the inevitable challenges that will arise by providing a clear plan of action The expected results guided the creation of the Priority Goals and Action Steps that will support the implementation of the plan over the next five years.

Edina's Priority Goal Areas (Theory of Action):



Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Frameworks

All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Literacy is a priority for all educators at every level, shown by committed to:

- Standards and Curriculum Rigorous core content begins with standards as
 common expectations to guide instruction, assessment, and outcomes. The
 Minnesota Reading and ELA Standards outline clear goals for reading, writing,
 listening, speaking, viewing and exchanging ideas. Curriculum review is an ongoing
 process to ensure high quality, research and evidence based resources that
 - support effective instruction, alignment, and application of the standards;
 - provide strategies for differentiated instruction based on students' needs;
 - are culturally and linguistically relevant and responsive; and
 - build background knowledge and understanding of key learning concepts.

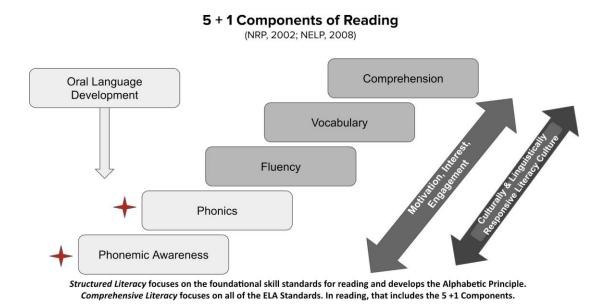
Using timely and appropriate assessments, curriculum will be analyzed to ensure that all students are, at minimum, meeting proficiency and developmental growth expectations.

• Effective Comprehensive Literacy Instruction - Data guides the framework for instructional delivery in Reading and ELA core instruction relies on the 5+1Components of Reading, the Developmental Stages of Reading, Writing, and Orthography, and the Comprehensive Literacy Instructional Framework. Teachers

and leaders must have an internalized knowledge of these three important areas in order to design, deliver, and assess literacy instruction. These three critical structures provide educators with the What, the Why, and the How of effective literacy development.

The Components of Reading (The WHAT)

The research supported "must teach" reading elements scaffold the development of skilled readers. They provide us with the specific building blocks of word recognition and language comprehension necessary for skilled reading. The components identified by the National Reading Panel (2002) and The National Early Literacy Panel (2008) are: oral language development; phonemic awareness; phonics; fluency; vocabulary; and comprehension development. The first three components, oral language development, phonemic awareness, and phonics, represent the foundations of reading needed to develop the Alphabet Principle to support decoding. The second three components are supported by decoding with automaticity to allow the reader to read fluently freeing the brain to make meaning, comprehend, and acquire new vocabulary. The EBA - District Leadership Forum (2019) indicates that decoding skills are critical for readers to be successful and that it is "imperative that educators provide all students with sufficient, direct instruction around word decoding" (Narrowing the Third-Grade Reading Gap: Embracing the Science of Reading, p. 20).



The Developmental Stages of Reading, Writing, and Orthography (The WHY)
Literacy behaviors, reading, writing, and spelling/phonics, follow a developmental
progression across time. These stages typically align and inform a teacher if students

are moving through the stages at a typical pace to allow for intervention or enrichment as needed. The continuum of literacy development in the critical 5+1 Components of Reading illustrates the relationship between these developmental processes that culminate through effective instruction and practices to support skilled reading, writing, communicating, and understanding. The key skills for the development of early learning outlined in the foundational skills standards essential to all young learners include; oral language development, phonological and phonemic awareness, and phonics development. Building on this foundation, learners develop fluency, vocabulary and comprehension skills and strategies necessary to make meaning. Writing development is developed through opportunities to write creatively, and to prompts, to develop fluency, apply grammar and spelling knowledge to communicate.

• The Comprehensive Literacy Instructional Framework (The HOW)

This framework begins with clear, consistent and focused literacy strategies informed by ongoing data analysis which informs what must be taught and assessed, as well as the instructional structures that ensure that the components are cultivated within the developmental processes through instruction and student work that shifts the ownership of learning to students. These are necessary research supported practices that all teachers and leaders need to know, understand, and integrate into daily teaching. Effectively using the dedicated time for core literacy instruction and additional time for intervention support and language intervention for Multilingual learners, the CLIF outlines the essential components of instruction, assessment, professional learning, reflection, and collaboration for literacy learning. The framework also guides teachers in using data and knowledge of student needs to design and deliver instruction, making adaptations and decisions with instructional agility.

Embracing the Gradual Release of Responsibility to partner with students to shift the ownership of learning to students, teachers explicitly teach and model the success criteria of the learning targets. Students engage in a wide variety of learning opportunities to develop their ability to apply that success criteria through multiple modes of instruction and demonstrate that success criteria to show evidence of their learning. The CLIF outlines the modalities of instructional release ensuring that students are motivated to develop independence and self-direction in meeting and exceeding the ELA standards.

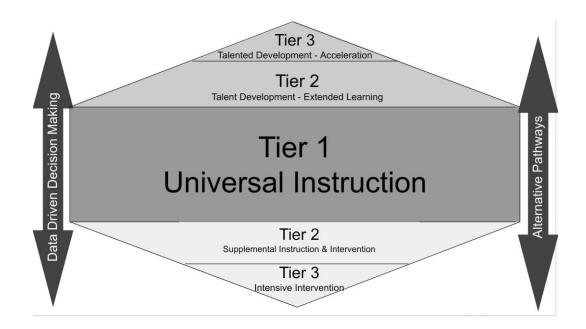
The Minnesota Standards for English Language Arts Quality Core Comprehensive Literacy Instruction 120-150 minutes (90-120 minutes of uninterrupted Reading Instruction) Standards Aligned Learning Targets with Clear Success Criteria Reading Instruction/ Language & Word Study Writing Instruction/ Writing Workshop **Reading Workshop** Direct, Explicit, Systematic Instruction **Explicit Instruction** (Mini Lessons) Direct, Explicit Instruction Multi-Sensory Word Work (Mini Lessons) (Mini Lessons) Foundational Skill Instruction Genres Study Read Aloud Modeled Writing (PA/Phonics/Alphabetic Principle) (Modeled Reading) **Shared Writing** Structural Analysis Shared Reading Vocabulary Development **Guided Writing** Close Reading Collaborative Writing Grammar & Sentence Structure **Guided Reading** Independent Writing Student-Led Collaborative Groups Writing Conferences Independent Reading Peer Conferences Reading Conferences Gradual Release of Responsibility - Supporting Student Motivation, Engagement, Self-Direction, and Ownership Whole Group Focused Instruction - Small Group Guided Practice - Student Led Collaborative Discussions - Independent Application **Research Supported** Culturally & Linguistically Multi-Tiered Systems of Technology Integration **Best Practices** Responsive Instruction Service (MTSS) **Ongoing Formative & Summative Assessment** Ongoing, Embedded Professional Learning & Literacy Coaching Guided Implementation of Professional Learning Data Collection and Analysis (Lesson Study, Student Work Review, Literacy Classroom Visit Data, Teacher Survey and Focus Group, and Feedback)

Comprehensive Literacy Instructional Framework

Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and

Inclusion for ALL Learners: EPS' Comprehensive Literacy Plan embraces and integrates an equity mindset and a culturally sustaining approach that honors the diverse community of learners in our schools. A unified commitment to Multi-Tiered Systems of Support aligns and supports literacy growth and achievement across all learning levels. MTSS is a multi-tiered framework developed to ensure that all students have access to the instruction, intervention and support, and talent development opportunities needed to meet and exceed grade level literacy learning goals every year.

The heart of the MTSS framework is effective universal core instruction, as illustrated in the visual. The goal of core instruction is to meet the needs of, at minimum, eighty percent of all students on a regular basis. Observation, assessment, and review of student work provides the data to inform teachers of a need for support within the core classroom and/or additional targeted intervention to address difficulties and deficits. In addition, some students will need enrichment, acceleration and extension opportunities in the core classroom and/or beyond what is available during core instruction.



NOTE: This simple MTSS is a placeholder. The MTSS team is developing an Edina Model. So, for now, this is just to reinforce the notion that we are looking at both ends of intervention and talented development as critical aspects of instructional planning and delivery. This Model may be closer to what we develop.

Goal 3: Purposeful Assessment and Data Systems

Assessment and data help teachers and students understand where they are, where they have been, and where they need to go in their learning. Reading, writing, and communicating are developmental and, therefore, complex areas to assess. No single assessment can include all aspects of these diverse processes. Every literacy assessment offers multiple purposes, yet no single assessment can serve all purposes. A literacy assessment system needs to reflect the multiple dimensions of reading and writing, the various purposes for assessment, and the diversity of the students being assessed.

The Role of Literacy Assessment is to:

- determine where students are in their learning progression;
- guide instructional planning and decision making regarding student needs (e.g., identifying strengths, learning gaps, and opportunities; allocating resources);
- partner with families about their child(ren)'s learning;
- monitor students' progress towards mastering academic and early learning standards, including social emotional learning;
- see timely data to provide actionable feedback FOR learning; and
- inform continuous improvement of the instructional system (e.g., to identify areas for professional development, to examine effectiveness of core instruction).

The PreK-12 Comprehensive Literacy Plan will create action steps to ensure that educators

have a well-designed assessment system that includes formal assessments for universal screening, progress monitoring, and diagnosis of specific needs, as well as formative common assessments, observation data, and student work products. Educators will have consistent and timely access to data, as well as time to reflect on these data and engage in collaborative data conversations, supported by common data decision-making processes and protocols to guide instructional decision making.

Goal 4: Professional Excellence

High quality professional development is critical in providing effective instruction, intervention, and acceleration for all children. Student learning is positively affected by the quality of adult professional learning, which must be intentionally designed and integrated into daily instructional practice (Eaker & Keating, 2009). Professional development involves systematic, sustainable, and positive changes in the practices of teachers and leaders. Teachers, administrators, and leaders are committed to developing the knowledge, skills, and dispositions necessary to consistently foster opportunities to collaborate with students in meeting and exceeding literacy proficiency and goals. This learning must be embedded into the structure and routine processes of the district. Within the Professional Learning Community (PLC) Framework, Professional excellence considers:

- students' critical learning and knowledge development;
- how educators observe and collect data about student learning; and
- how educators respond to the information gathered about student learning.

Goal 5: Collaborative Leadership

Collaboration among teachers, staff, and school and district leaders:

- fosters a positive culture of high expectations, system support, unity, and collective ownership;
- ensures critical teacher input into the decision making and implementation process;
- creates agreed upon systems that support timely and effective decision making;
- maintains the mission, vision, and core values;
- strategically meets goals;
- addresses challenges as a single, cohesive team; and
- collectively incorporates changes into a sustaining culture.

Embracing collaboration at the highest level demonstrates to our entire Edina community the value and importance of the PreK-12 Comprehensive Literacy Plan and each district initiative that aligns and supports it. It is through this collaborative approach that the goals, actions, and expected results will be realized.

Goal 6: Community Partnerships

Literacy learning is a collaborative, community responsibility. It is achieved through partnerships among educators, caregivers, learners, and the community in prioritizing education and engaging developmentally appropriate literacy experiences that support learning through play, innovative classroom practices, deep thinking, and incrementally scaffolded high expectations. It is important for all members of the Edina Public Schools community to have a shared commitment to the Comprehensive Literacy Plan in order to ensure all students meet literacy goals. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individuals, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

Priority Action Steps Moving into 2021-22:

Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Framework
Teachers and Leaders will participate in the following to ensure core instruction supports
current, valid, and reliable research:

- Engage in and implement Early Learning Curriculum Review Process to support development of a consistent method of core instruction
- Learn and build understanding of the new MN English Language Arts standards (Summer work in Standards 2022) and/or Early Childhood Indicators of Progress (ECIP)
- Create, teach, and assess standards-aligned Learning Targets across the Gradual Release of Responsibility aligned with ELA standards
- Engage in training for staff to increase preparedness to know and recognize reading difficulties as they appear in core instruction across all grade levels
- Continue learning, implementation of & alignment of instructional resources to support foundational skill development (oral language development, phonological and phonemic awareness, and phonics development) including development of scope and sequence and pacing guide as new state standards are released (K-2)
- Study and engage in deepend learning around research based best practices in Comprehensive Literacy, foundational skills, language skills, and comprehension development
- Collaborate with Literacy Coaches to engage in differentiated, job-embedded professional learning aligned with the Comprehensive Literacy Instructional Framework
- Revise the EPS Dyslexia Handbook to support staff's ability to know and

recognize reading challenges as they appear, as well as how to respond to support students and families

Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners

District and Site Leadership will collaborate in the following to begin aligning decision systems to meet the needs of learners needing additional support to meet grade level standards and growth targets through:

- understanding of MTSS as a Decision Making model;
- improved implementation of Data and Problem Solving teams;
- establishing a clear structure for identification of Tier 2 and Tier 3 intervention opportunities, talent development pathways, targeted programs, and progress monitoring processes;
- implementing initial alternative pathways to provide Talent Development (TD) opportunities for 2e, ML, and marginalized students to actively interrupt systems and practices that perpetuate the marginalization; and
- aligning secondary Rtl structure to elementary and secondary goals.

Goal 3: Purposeful Assessment and Data Systems

District and Site Leadership will collaborate to create and support processes and protocols that ensure the alignment and consistency of district assessment and data systems by:

- identifying the literacy assessment system and resources that align with common and informal classroom assessments, as well as the MTSS Framework while fostering a commitment to a data informed culture;
- developing collaborative processes for discussing and building common understanding of each assessment: the purpose; administration; frequency; and use;
- engaging in the use of data frequently and flexibly to make informed decisions about instruction and student learning;
- Continuing to support and development of Data Team periodic meetings to review district, school, and grade level data to make programmatic and instructional system decisions; and
- enhancing and aligning the processes of MTSS problem solving teams to review, analyze, and use data to make instructional and programmatic decisions.

Goal 4: Professional Excellence

Teachers and Leaders will engage in the professional development opportunities to ensure core instruction supports current, valid, and reliable research. These opportunities include:

- research supported, effective instruction in general, and specific to literacy, that aligns with the Comprehensive Literacy Instructional Framework;
- cultivating an inclusive literacy culture in every classroom;
- collaborative discussion about how students learn to read, write, and communicate
 including, but not limited to: the 5+1 Components of Reading, The Developmental
 Stages (Reading,Writing, and Orthography) and The Comprehensive Literacy
 Instructional Framework which includes structured literacy to support the
 development of foundational reading and writing skills;
- current research on assessment and literacy specific to explicit instruction of foundational skills and how these skills partner with language development to build reading comprehension, critical thinking, and problem solving;
- continue LETRS cohort training to create a core team of teachers knowledgeable about foundational skill development;
- continue implementation fidelity of Sonday Essentials in core instruction; and
- understanding the 2e, twice exceptional and alternative pathways for inclusion of ML and marginalized students in Talent Development opportunities.

In order for a high level of engagement in professional development to occur District & Site Leadership will:

- collaborate to form a Comprehensive Literacy Leadership Teams that honors the professionalism of, and ensures input from, all building staff, while creating differentiated building pathways to ensure successful implementation of the PreK-12 CLP;
- provide time for professional development content at the school and district level, supported by Professional Learning Community implementation to ensure the integration of learning into daily practice; and
- partner to collect ongoing data through observation, survey, grade level team conversations, focus groups, and parent communication to monitor the implementation and integration of professional learning in classroom practice.

Goal 5: Collaborative Leadership

District and Site Leadership will collaborate to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and ensure successful implementation of the PreK-12 Comprehensive Literacy Plan. Action steps include:

 Develop Building Literacy Teams consisting of one designated administrator, one primary and one intermediate teacher leader, at each school site to ensure high levels of engagement in the PreK-12 Comprehensive Literacy Plan. These site leaders will partner with the Literacy Coaches and district leaders to further ensure each building has the systems and resources needed to support effective implementation of the PreK-12 Comprehensive Literacy Plan while allowing for consideration of the varied factors that impact adult and student learning at each site.

- Commit to collaborate around the action steps, professional development goals, and outcomes of the PreK-12 Comprehensive Literacy Plan.
- Provide direct leadership in the implementation of the PreK-12 Comprehensive Literacy Plan.
- Collect, analyze, and respond to ongoing data through observation, survey, grade level and cross grade level conversations, focus groups, and parent communication to monitor the implementation and integration of professional learning in classroom practice.
- Provide time through scheduling to support research guidelines for instructional delivery for ELA.
- Create a PreK-2 team to align standards across early childhood through the primary grades, create kindergarten readiness guidelines, and a process to share assessment and informal data between early childhood and kindergarten.

Goal 6: Community Partnerships

Edina Leadership and School Board will create communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan and provide periodic feedback.

District and Site Leadership will:

- communicate with stakeholders and community members to foster a shared understanding and support to enhance our literacy knowledge and expertise to ensure all students meet literacy goals; and
- Create opportunities for parents, caregivers, and community members to engage and respond to the PreK-12 Comprehensive Literacy Plan at critical points in the implementation process.

Continued Action Steps through 2022-26: (This will continue to be developed with greater detail as we begin implementation and work directly with Building Literacy Teams.)

Goal 1: Academic Excellence: Standards, Curriculum, and Instructional Framework

Teachers and Leaders will engage in the following professional development to ensure core
instruction supports current, valid, and reliable research:

All PreK-5: District & Building Leadership Teams, Literacy Coaches, K-12 ELA Teachers, Leads and Support

- Fully implement the new MN English Language Arts standards (Summer work in Standards 2022)
- Create, administer, and review grade level, common formative assessments using student work from standards-aligned Learning Targets to ensure students are meeting and/or exceeding standards
- Create common rituals and routines, strategies, and supports across grade levels to ensure a culturally and linguistically responsive Literacy Culture
- Build understanding and capacity with all aspects of instruction in each modality of the Comprehensive Literacy Instructional Framework
- Fully ensure **all** staff know and recognize reading deficits as they appear and most importantly know how to respond in ways that ensure literacy success for all

Secondary 6-12 Reading and ELA Teachers

- Complete and implement the Curriculum Review Process to support development of a consistent method of Reading and ELA core instruction
- Fully implement the new MN English Language Arts standards (Summer work in Standards 2022) in conjunction with the curriculum review process
- Create, administer, and review grade level, common formative assessments using student work from standards-aligned Learning Targets to ensure students are meeting and/or exceeding standards
- Fully ensure all staff know and recognize reading deficits as they appear and most importantly know how to respond in ways that ensure literacy success for all

Secondary 6-12 District & Building Leadership Teams, Literacy Coaches, Content Teachers, Leads and Support

- Focus on specific aspects of disciplinary literacy instruction and technology integration in each modality of the Gradual Release of Responsibility
- Integrate and align ELA and College and Career readiness standards related to nonfiction and informational texts into content area instruction and assessment

Early Learning (PreK) Teachers, District & Building Leadership Team Leads & Support

- Monitor and assess the implementation of Early Learning Curriculum Review Process to support development of a consistent method of core instruction
- Formation of a PreK-2 Early Learning/Primary Task Force and Bridging Team to create alignment and consistency in instruction across early childhood through the primary grades

Goal 2: Multi-Tiered Systems of Support (MTSS) Ensuring Equity and Inclusion for ALL Learners

Teachers and Leaders will collaborate in the following to begin aligning decision systems to meet the needs of learners needing additional support to meet grade level standards and growth targets:

MTSS PreK-5:

- District wide implementation of MTSS Framework, Data Teams, Problem Solving Teams, and supportive processes
- Focus on intentional, targeted Tier One interventions and supports for ML, EL, and struggling students to provide additional instruction, time, scaffolding, etc.
- Development and implementation of a Decision Making process for identification, diagnosis of need, and placement in Tier Two and Three intervention
- Refinement of the progress monitoring data collection and analysis for tracking longitudinal data Tier Two and Tier Three intervention to inform alignment and effectiveness of intervention resources
- Expand alternative pathways for Talent Development

MTSS 6-12:

- Implementation of the aligned intervention structure for ensuring all students have supportive core instruction
- Implementation of the intervention structure for students in need of Tier Two and Three supports "in addition to" core instruction

Goal 3: Purposeful Assessment and Data Systems

Teachers and Leaders will collaborate to create and support processes and protocols that ensure the alignment and consistency of district assessment and data systems:

District Leaders, Site Leadership, and PreK-12 Teachers

- Implement the district assessment system calendar to ensure aligned data collection and review
- Lead regular data discussions using collaboratively designed processes ensuring consistency across sites
- Support the development of standards based common assessments

Teachers and Teacher Teams PreK-12

• Collaboratively develop standards-aligned common assessments designed to

analyze instructional effectiveness

- Establish of process for timely review of common assessments, school and classroom based diagnostics assessments, progress monitoring data, student work, observation and conferring data to:
 - o make programmatic decisions;
 - o make instructional decisions and modifications; and
 - support student understanding and action of reading range and self-selection decisions.

Goal 4: Professional Excellence

Teachers and Leaders will engage in the following professional development to ensure ALL instruction supports current, valid, and reliable research:

- Continued LETRS, and other literacy training, for staff supporting foundational literacy skill development aligned with the science of reading
- Continued Culturally and Linguistically Responsive Teaching that engages all students at the highest levels of literacy learning
- Instructional practices for Multilingual learners
- Literacy supportive interventions and strategies in core and content instruction
- Expanded opportunities for the 2e, twice exceptional students, and alternative pathways for inclusion of ML and marginalized students in Talent Development opportunities
- Components of the Comprehensive Literacy Instructional Framework

In order for a high level of engagement in professional development to occur **District & Building Leadership** will:

- Maintain Building Literacy Teams to provide daily support and guidance in implementing the professional development that supports the plan. These site leaders will partner with the Literacy Coaches and district leaders to ensure continued building input and collaboration, differentiated delivery of professional learning, and consistent data collection across the district
- Continue to review and provide time for professional development content and Professional Learning Communities, to ensure the integration of professional learning into daily practice throughout each year of implementation
- Partner to collect ongoing data through observation, survey, grade level team conversations, focus groups, and parent communication to monitor the implementation and integration of professional learning in classroom practices directly related to student performance

 Implement cross building and grade level data conversations to ensure alignment and consistent access to the developmental continuum

Goal 5: Collaborative Leadership

Teachers and Leaders will collaborate to align the PreK-12 Comprehensive Literacy Plan, the Multi-Tiered Systems of Support (MTSS), and Professional Learning Communities (PLCs) processes and ensure successful implementation of the PreK-12 Comprehensive Literacy Plan:

- Maintain Building Literacy Teams to provide daily support and guidance in implementing the professional development that supports the plan. These site leaders will partner with the Literacy Coaches and district leaders to ensure continued building input and collaboration, differentiated delivery of professional learning and consistent data collection across the district
- Provide direct leadership in the implementation of the PreK-12 Comprehensive Literacy Plan
- Partner with leadership across buildings to discuss the strengths and needs of the ongoing implementation of the PreK-12 Comprehensive Literacy Plan and discuss modifications or enhancements
- Use data and observation to review and modify time and scheduling to support research guidelines for instructional delivery for Reading and ELA
- Determine intentional time and scheduling for WIN time, intervention and acceleration, and other "in addition to" supports to meet the literacy needs of all students
- Continue to honor and support district systems, processes, and protocols to ensure alignment among systems and to guide effective implementation of the PreK-12 Comprehensive Literacy Plan

Goal 6: Community Partnerships

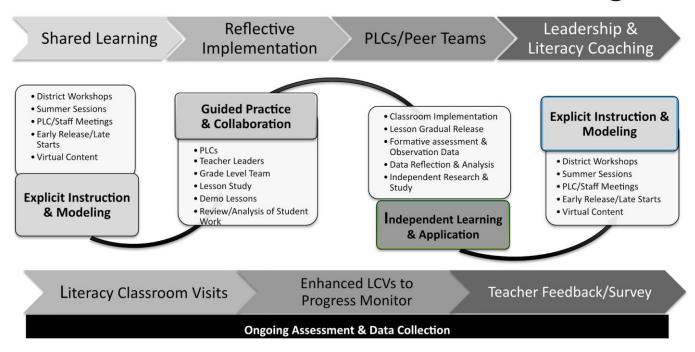
Edina Leadership and School Board will create communication pathways for parents, caregivers, and community members to understand the goals and action steps of the PreK-12 Comprehensive Literacy Plan and provide periodic feedback.

- Communicate with stakeholders and community members to foster a shared understanding and support in our efforts to ensure all students meet literacy goals
- Create opportunities for parents, caregivers, and community members to engage and respond to the PreK-12 Comprehensive Literacy Plan at critical points in the implementation process
- Provide parents and caregiver opportunities to learn about literacy development and

- ways that reading and writing skills can be supported at home
- Create connections within the community to strengthen and extend opportunities for real world literacy learning

Edina's PreK-12 Comprehensive Literacy Plan: Professional Development Plan

Framework for Professional Learning

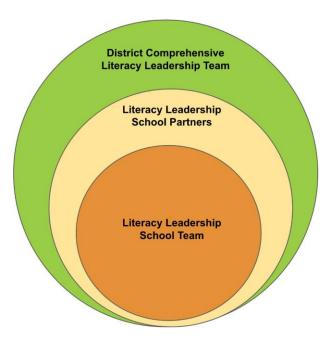


Our Framework for Professional Development implementation follows an interactive process of engaging in learning on current and enduring research and evidence based practices proven to develop classroom, school, and district literacy culture and effective instruction. Once identified, a process for shared content learning through whole group workshops, collaborative learning, and independent opportunities is designed with input from teachers and leadership. The new and enhanced learning is integrated into daily classroom instructional practices, while time is provided for reflection, lesson development, and review of student work and observational data. Discussion of the application of learning with peers in grade level, cross grade level, and PLC teams provides opportunities to learn with and from peers. Both classroom implementation and collaborative discussions can be guided by leadership and literacy coaches. During the interactive process of professional learning, data is collected through intentional classroom visits, with identified look for elements, to progress monitor the degree to which the shared learning is evident in instruction and student learning connected to the new learning is tangible. These data are reviewed

periodically to analyze the effectiveness of the professional development, the impact on teacher and student growth, and areas in need of modification or change.

Leadership Roles Supporting the Professional Development Plan

District Comprehensive Leadership Teams



District Comprehensive Literacy Leadership Team

- District Leaders: Teaching & Learning Director and
 - Literacy Supervisor
- Literacy Coaches
- School Leaders: Principal or Dean from each school
- K-2 and 3-5 Teacher Leaders from each school
- Planning Meetings 3-4 times a year
- Data Collection/Review 3 times a year

Literacy Leadership School Partners (Two Schools)

- Literacy Coach
- School Leader from Partner Schools: Principal or Dean
- K-2 and 3-5 Teacher Leaders from Partner Schools
- Meets monthly
- Periodic Data Review

Literacy Leadership School Team (School Site)

- School Leader
- K-2 and 3-5 Teacher Leaders
- Learning Specialist, Special Education Teacher, ML Teacher
- Meets monthly
- Ongoing Data Collection/Review

Year One: Overarching Goal!

Our goal for next year is to cultivate collective ownership and site based leadership, supported by district leadership. We realize that next year is a recovery year, and also a year for creating alignment among developing district systems to build equity and sustainability including: Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), Professional Learning Communities (PLCs), and Professional Development (PD) Systems, and the PreK-12 Comprehensive Literacy Plan (CLP). We believe that an important goal to ensure that we have a strong foundation upon which to build and align these systems and processes relies on site based leadership in partnership with the district.

The Comprehensive Leadership Teams will be the nucleus of the ownership, development, implementation, and differentiation of the CLP. This team provides the infrastructure for collective ownership through support, coaching, guidance, data collection, feedback, and communication in the implementation of the goals and professional development of the PreK-12 Comprehensive Literacy Plan. As noted above, the representatives from the Literacy Leadership School Partners will meet with district leaders as the District Comprehensive Literacy Leadership Team meets three or four times a year

for planning, shared learning, and data review. Literacy Leadership School Partners will consist of the shared Literacy Coach, School Leader, and Teacher Leaders. They will meet to connect and discuss successes and challenges in the implementation of the CLP, review data, and plan for combined professional learning opportunities. The Literacy Leadership School Team includes more staff members, such as Learning Specialists, ML Teachers, and Special Education representatives, etc.

District Leadership:

- Director of Teaching & Learning provides oversight and support of the Reading and ELA instructional programming, supports the implementation of the PreK-12 Comprehensive Literacy Plan, participates in data collection and analysis of the overall implementation, and partners with leaders to make programmatic changes based on data and feedback form educators and stakeholders.
- District Literacy Supervisor provides oversight and guidance of the development and implementation of the PreK-12 Comprehensive Literacy Plan, with the Comprehensive Literacy Leadership Team by designing and supporting professional development, data collection, analysis, feedback, and communication of the process. In addition, administers and supports the Literacy Coaching Model and the Literacy Coaches.
- Literacy Coaches partner with district and school leadership and staff to support
 the implementation and integration of the research supported literacy professional
 development into the school and classroom literacy culture and effective instructional
 practices through coaching, reflective practice, modeling, data collection, and
 feedback. Provide targeted support in providing core classroom interventions and
 strategies to support muli-lingual students and students with literacy challenges and
 those exhibiting characteristics of dyslexia and other reading difficulties in the
 classroom.

School Leadership:

(Literacy Coaches serves as Both District and School Leaders)

School Literacy Leader - is the designated principal or dean committed to site
leadership of the PreK-12 Comprehensive Literacy Plan and the implementation of
the professional development to meet the expected outcomes and goals of the plan.
Ensures that professional development is embedded into daily practice, a focus of
PLC and grade level team conversations, schedules time for shared knowledge
development, collaboration, and reflection on data, lesson development, and student
work. Partner with the Literacy Coaches and the District Literacy Supervisor to collect

- ongoing data collection, review, and analysis to support the implementation of the PreK-12 Comprehensive Literacy Plan.
- Teacher Literacy Leaders represent one primary and one intermediate teacher at each school site who partner with the other members of the Comprehensive Literacy Leadership Team. Teacher Leaders will support the School Literacy Leader and Literacy Coaches and serve as a role model and additional literacy support in their school.
- Teachers and Specialists include all school educators who teach and support reading and ELA, reading intervention, or special education related to reading will be required to participate and integrate learning as determined by the Elementary Comprehensive Leadership Team.

Appendices:

PreK-5 and Preliminary 6-12 Intervention CLP Literacy Plan Goal-Outcome Alignment

Guiding Change Document

Professional Development Outline

Preliminary Budget



Board Meeting Date: 5/10/2021

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.

1. 901 – Community Education Services

2. 902 – Use of School District Facilities and Equipment

RECOMMENDATION: Review the suggested policy modifications.

ATTACHMENTS:

- 1. 901 Community Education Services
- 2. 902 Use of School District Facilities and Equipment

Community Relations

Community Education Services

I. Purpose

This policy conveys to employees and to the <u>general public community</u> the important role of community education services within the school district.

II. General Statement of Policy

The school district has a strong commitment to the Edina Community Education Services ("ECES") program. ECES is an integral element of the district, and functions with the same responsibilities and opportunities as all other elements. The district welcomes and strongly encourages the use of school buildings and activity areas by the community when not in use for regularly-scheduled early education, elementary and secondary programs. District administration strives to accomplish the following objectives:

- A. Maximum use should be made of public school facilities within the district's service area.
- B. The educational needs and the interests of area residents will guide the development of a vibrant, well-rounded Community Eeducation program.
- C. Area residents, and non-residents, as space is available, are encouraged to actively participate in program opportunities.
- D. Collaboration and integration of services between <u>ECSE-early childhood</u> <u>special education employees</u> <u>staff and personnel</u> whose primary responsibilities are in the K-12 program.
- E. Build strong community-district relationships.
- F. Assist in developing inter-agency coordination and cooperation.
- G. Involve community members in evaluating and creating program and service opportunities.
- III. Community Education Services Governance
 - A. The Community Education Services Advisory Council (CESAC) Bylaws will provide the organization's framework, including criteria pertaining to membership, officers' duties, frequency and structure of meetings, and other matters deemed necessary and appropriate (see Appendix I).
- IV. Community Education Services Advisory Council ("CESAC")

- A. The council will-assists in promoting the goals and objectives of the program.
- B. CESAC membership will consists of members who represent the community's various service organizations; faith community; public and nonpublic schools; local government; public and private nonprofit agencies serving youth and families; parents; youth; city parks and recreation; and other interested citizens.
- C. The CESAC <u>will-follows</u> the established bylaws in completing <u>their its</u> duties and responsibilities.
- D. The CESAC will-strives to reduce and eliminate program duplication within the district.

VI. Community Education Services Financing

A. The financing of the community education services program is the responsibility of the school board. Community education services programs have equal status and consideration for funding and space with other instructional programs of the school district.

Legal References:

Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Minn. Stat. § 124D.18, Subd. 1 (Purpose of Community Education Programs)

Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)

Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

Cross References:

Policy 110 (School District Decision Making Process)
Policy 902 (Use of School District Facilities and Equipment)
CESAC Bylaws, 2016

Policy INDEPENDENT SCHOOL DISTRICT 273

adopted: 7/19/10 Edina, Minnesota

Revised: 8/15/16

Community Relations

Use of School District Facilities and Equipment

I. Purpose

This policy provides guidelines for community use of school <u>district</u> facilities and equipment. The <u>school</u> district is committed to making <u>itsthe district</u> facilities and equipment available to the community.

II. General Statement of Policy

The school district encourages maximum use of <u>districtschool</u> facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school <u>or district</u> purposes. The use of <u>public schooldistrict</u> facilities as community centers to promote educational, recreational, cultural and civic activities in- the community are an important resource in the development of the whole person through learner success, achievement, health and physical wellbeing across age groups.

Facilities are available to the community on an equitable basis and are to be used in a manner consistent with district policies and the regulations in the attachedits appendicesx.

Legal Reference:

Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Non-school Purposes; Closings)

Cross References:

Policy 628 (Student Activity Programs)
Policy 901 (Community Education Services)

Tolicy 901 (Collinating Education Services)

Policy INDEPENDENT SCHOOL DISTRICT 273

adopted: 7/19/10 Edina, Minnesota

amended: 3/12/12 revised: 3/14/16

Appendix I to Policy 902

Procedures for Using School District Facilities and Equipment

Facilities Available

Most school district facilities are available for a variety of activities, as guided by school board policies.

- Gymnasiums
- Athletic Fields/Stadiums
- Auditoriums
- Meeting Rooms
- Swimming Pools
- Classrooms
- Cafeterias
- Kitchens

Facilities are available during non-school hours. General hours of operation for non-school district activities and events during the school year are Monday – Friday 6:00 p.m. – 10:00 p.m. and Saturdays 7:30 a.m. – 3:00 p.m. Third floor rooms are available at the Edina Community Center Monday thru Friday 7:30 a.m. – 9:00 p.m. and Saturdays 7:30 a.m. – 3:00 p.m.

Additional days and times may be available upon request and are dependent on staffing availability.

Services Available

Community <u>e</u>Education is a part of <u>Independent School District 273Edina Public Schools</u>, serving the community of Edina. The Community <u>e</u>Education <u>f</u>Eacility <u>u</u>Use office serves as the operations and facilities service center for all community use of <u>school district</u> facilities in the areas of scheduling, billing, and supervision. Community <u>Ee</u>ducation <u>employees staff</u> coordinate requests for <u>district school</u> equipment related to the activity (on-site-use only), and schedule building supervisors.

Classification of Organizations and Priorities for Use of Facilities

Organizations using school-district facilities are grouped into one of five classificationes, four non-school district sponsored groups and a fifth user group for school district sponsored activities. A rental fee schedule has been established for facility usage for non-district organizations based on the nature and purpose of each group, agency or organization. All other requirements for use, such as application procedure, standards of conduct during use, supervision, etc., are constant for all user groups regardless of organizational differences.

Classifications and priority of access to district facilities are as follows:

Olaboliloationo	and priently of access to district radiities are as reliews:
Class E	Edina Public Schools sponsored activities; including all <u>c</u> Community <u>e</u> Education,
Priority one	athletic and extracurricular activities. Edina Public Schools support organizations
	meetings_i;-Including (PTA/PTO meetings, site councils meetings & booster
	organizations meetings)
Class A	Events sponsored by the City of Edina and Athletic Associations under the
Priority two	umbrella of the City of Edina, Edina-based service organization, charitable and
	no <u>n-t for</u> profit organizations that are not charging fees
Class B	Edina-based non-profits organizations charging fees-
Priority three	
Class C	Private groups and individuals not charging admission. Non-Edina-based youth,
Priority four	civic, service, political, charitable, and educational organizations. This classification
	includes colleges, universities, and groups that benefit mostly Edina Public
	Schools district 273 residents.
Class D	Individuals, private agencies, companies and vendors using district facilities for
Priority five	commercial purposes or profit-

The Facility Usefacility use office operates a centralized scheduling system coordinating all requests for the use of district spaces. Occasionally, a non-district-scheduled activity may conflict with a planned or rescheduled district activity or program. If a conflict occurs, the district activity or program has priority. Every effort will be made to find an alternate facility for the non-district organization or individual.

The class and rental schedule are determined by the district administration and school board on an annual basis. Additional modifications may be made with school board approval.

Process and Procedures for Scheduling Facilities

A facility use permit ("permit") process is used to secure the use of <u>district school</u> facilities creating a centralized schedule for use and operations. The initial step in the process is the completion of the online facility request. An online facility use request must be completed to provide reservation information for requested facilities, equipment and special use.

- 1. Prior to using school district facilities, a district applicant must apply for a facility use permit ("permit") at least three days prior to expected use. A non-district applicant must apply for a permit at least seven days prior to expected use.
- 2. The application for permit must be submitted by an authorized adult representative of the organization or individual applying for the use and must list the person responsible during the use.
- 3. A submitted application for a permit for district facilities use constitutes acceptance by the applicant of the responsibilities stated and the willingness to comply with all district policies, rules and regulations regarding the use of school facilities.
- 4. Each application for a permit for use of district facilities will state the general nature and purpose of the use. A permit will be issued only for the dates, hours, area and equipment specified.
- 5. If the application is approved, the district will issue a permit to the applicant. Facilities are not reserved until the user group receives a facility use permit distributed by the Facility Usefacility use office via e-mail or the group can verify through their online account that the request has been processed and approved.
- 6. Once a permit is granted to an organization or individual, facilities will be used strictly for purposes for which the space was requested. Permit holders must not transfer or sublet the permit to another organization or individual, doing so nullifies an approved permit.
- 7. The permit should be in the possession of the group leader upon entry for use of school district facilities to <u>i_e</u>nsure that all details of the event are appropriate for the space being used.
- 8. District staff are allowed to request a copy of the permit from the organization or individual. If an approved permit cannot be verified, district staff may request the organization or individual to leave the facilities or grounds. Law enforcement will be contacted when a non-verified organization or individual fails to leave the facilities or grounds when requested to by the district representative.
- 9. Facility rental fees associated with use of <u>districtschool</u> facilities, deposits/down payments for use of facilities, support staff and special equipment are required for using specific facilities. Please see Appendix III for a Facilitiesy <u>Rental</u> Fee Schedule.
- 10. A permit will not be granted for any use that in the judgment of the district administration (1) may conflict with the mission of the district, or (2) for which satisfactory sponsorship or adequate adult supervision is not provided.

Scheduling

Scheduling is based on four-month calendars: four seasons:

_	For March 15 – July 14		For July 15 – November 14		For November 15 – March 14	
District groups submit requests by	February 15		June 15		October 15	
City of Edina submit requests by	March 1		July 1		November 1	
All other users submit requests by	March 15		July 15		November 15	
	FALL August 15 – October 31	Nove	INTER ember 1 – arch 14	SPRING March 15 – May 31		SUMMER June 1 – August 14
District groups submit requests by	July 1	Sept	ember 15	<u>February</u>	1	January 1
City of Edina submit requests by	<u>July 15</u>	<u>Oc</u>	tober 1	<u>February</u>	<u>15</u>	February 1
All other users submit requests by	August 1	Oct	ober 15	March 1		March 1

There will be a two-week period for the city to make alterations, after which all other users may then submit request by the date listed for the appropriate <u>four-monthseason</u>. <u>schedule</u>.

Tournaments, concerts, and other large-scale event may be scheduled prior to the schedule set out above with the approval of the Director of Community Education or designee.

Scheduling of auditoriums will follow the timeline guidelines set forth in Appendix III.

The building administration or designee will identify the classrooms and facilities that are available for use beyond the school day, recognizing some classroom limitations may need to occur.

The custodians must submit an application apply for a permit for dates and times required for preparation and special maintenance of facilities, grounds, and fields. The building administration will be notified when custodial permits impact regular education (e.g., physical education) or after-school activities.

School district employees or employee groups may not block out facilities for use by other district or non-district users. The district facilities staff or district administration must approve any blocking out of facilities.

Completing the Application Process

- 1. Online Registration: If you do not have an account, please call 952-848-3963. If you already have an account, you may request a facility at https://edina.ce.eleyo.com/
- 2. In Person: Visit our office 7:30 AM 4:00 PM, Edina Community Center, 5701 Normandale Rd, Edina, MN.

For questions, contact the <u>Facility Usefacility use</u> office at 952-848-3963 or visit our website at https://www.edinaschools.org/domain/1095. Office hours are Monday through Friday, 7:30 AM – 4:030 PM.

Administrative Responsibility

- 1. The district administration, is authorized to approve and arrange for scheduling the use of school district facilities by applicants satisfying the terms of this policy. The district reserves the right to revoke any permit, without liability, should the revocation be deemed necessary or desirable.
- 2. The district scheduler will receive preapproval from the building administration for use of facilities, including grounds and equipment, on school days during regular school hours.
- 3. The district scheduler will ensure that all required permit information is complete prior to the use of the facilities.
- 4. The district scheduler will maintain a master calendar of activities occurring in the district on a yearly, quarterly, weekly and daily basis.
- 5. The building administration or designee is responsible for monitoring all activities held in the building. The administration will work with the district administration when a conflict or concern occurs.
- 6. The business office will ensure necessary custodial coverage is available during evening hours and on non-school days, including the summer. The district will assess a fee for such custodial time.

Indemnification and Public Liability Insurance

The permit holder agrees to protect, indemnify and hold harmless the district and its employees from any and all claims, liabilities, damages or rights of action, directly or indirectly, growing out of the use of the premises covered by the permit.

The permit holder will indemnify the district for all damage to its facility or equipment occurred during the scheduled activity by persons participating or in attendance.

The administration is authorized to require users of <u>districtschool</u> facilities to furnish public liability insurance issued by a responsible insurer indemnifying the district against any public liability claims for personal injury or property damage alleged to have resulted during the use or occupancy, or both, of property owned by the district. The public liability insurance must be in the amount and for the duration that may be deemed to be necessary and suitable in the circumstances. The insurer must agree to waive the defense of governmental immunity in the event a claim is made against the district.

The user must provide proof of insurance to the facilities scheduler before a permit can be approved. The insurance must provide coverage of at least \$50,000 per person, \$500,000 per accident and \$50,000 property damage. The insurance policies and the companies writing them are subject to approval by the school district. Exceptions may be granted, but must be approved by \underline{d} -irector of \underline{c} -Community \underline{e} -Education or designee.

In the event that a user has liability coverage that can be extended by endorsement to provide satisfactory coverage, this endorsement may be acceptable. Either a certificate of insurance or an endorsement on a present policy must be submitted with the enclosed facility use permit before approval can be made for use of school-district facilities.

School district activities (e.g., pre-K–12, extracurricular, community education services) and parental support groups (e.g., PTAs, PTOs, site councils, booster organizations) do not need to provide separate liability coverage.

Changes and Cancellation of Facility Use Permits

- Changes in use needs of existing permits must be communicated to the <u>Facility Usefacility use</u> office as far in advance as possible or a minimum of three days prior to the event to <u>einsure</u> requests can be fulfilled. Requests must be submitted in writing.
- 2. Cancellation by the permit holder must be received by the Facility Usefacility use office in writing.
 - a. Cancellation of a permit by the permit holder must be received at least 14 days prior to the rental date to receive a full refund (minus the application fee).
 - b. If cancellation notification is received 13-7 days before the rental date, the permit holder will receive a 75% refund (minus the application fee).
 - c. If cancellation notification is received 6-1 days before the rental date, the permit holder will receive a 50% refund (minus the application fee).
 - d. Failure to cancel facility rental permit within 24 hours prior to the rental will result in the permit hold being billed for the full permit fee.
- 3. An approved permit will not be considered by the applicant as a lease, and the building administrator or designee reserves the right to cancel or revoke any permit at any time. Reasons that the school district may cancel a facility permit include, but are not limited to:
 - a. Inadequate group supervision as determined by the building administrator or designee.
 - b. Misuse of equipment or facilities.
 - c. Group conduct of an inappropriate or unacceptable nature as determined by the building administrator or designee.
 - d. Emergency situations, including weather conditions or school building site limitations (e.g., water, heat, electrical). The decision to close the school will be made by the superintendent or designee. On days when school is closed, the decision on cancellation or postponement of school district co-curricular events and all other events scheduled in school district facilities will be made by the building administrator or designee.
 - e. Violation of any district policies and failure to comply with district policy.
- 4. District administration may cancel a permit effective immediately, if, in its judgment continuation would be potentially harmful, dangerous, or the program or participants' actions are not of a moral standard equivalent to that generally accepted by the community.
- 5. The district reserves the right to cancel or withhold use privileges if rules and regulations are violated.
- 6. In the event of the cancellation or revocation of a permit, there will be no claim or right to damages or compensation on account of any loss, damage or expenses whatsoever.

Facility, Personnel, and Equipment Use Fees

Annually, the superintendent will recommend and receive school board approval for the school district facility and equipment use fees and personnel fees. Refer to Appendix II for specific fees. The following is additional information regarding the fee schedule.

- 1. Rental fees are calculated on a per hour basis and begin at the determined entry time and end at the projected completion of the event.
- 2. A service fee may be charged if an employee is not on regular duty, or if the intended use does not permit the employee to complete regularly assigned duties. Direct payment by the user to an employee for services is prohibited.
- 3. Organizations and individuals will assume the cost of custodial service for the use of the school beyond regular custodial duty hours.

- 4. Any facility user may be assessed a custodial service fee if the use of a facility requires significant clean up. Organizations and individuals are expected to return the facility to its original state before leaving.
- 5. Facility users must supply and assume the cost of any special supervision required, such as security or parking supervision, as determined by the building administrator or designee.
- 6. Specific events (e.g., section athletic tournaments) may require a school district administrator or designee to assist with site supervision. The additional supervisor fee will be the responsibility of the facility user.
- 7. The district reserves the right to require a payment deposit or rental and user fees in advance before the application for permit is processed for non-district users. Deposits must be received by the Facility Usefacility use office a minimum of 10 business days before the start of the event.
- 8. A billing statement will be sent at the conclusion of each month. Fees are due within 30 days of billing. A late charge may be assessed if a bill is overdue.

Site Supervision and Required Personnel

The user organization is fully responsible for the safety and supervision of the specific space that they are using and will assume full liability for any damages keeping in mind the following additional regulations:

- A. All activities must be under competent and responsible adult supervision (as defined as a high school graduate, 18 years old or older) with an overall site supervisor identified prior to the start of the event use.
- B. Admittance to the designated area is not permitted until the adult supervisor is present. District personnel on duty will supervise the operation of facilities, but are not required to supervise the group or its activities.
- C. The organizations site supervisor should be the first to arrive and the last to leave the premises at the conclusion of each event.
- D. An Edina Public Schools employee must be on duty whenever facilities are in use. Custodians, cooks, auditorium technicians and media/technical support assistants will supervise the facility, but not the facility user or its activities. Additional personnel are required in the following areas:
 - a. <u>Kitchen</u> A food service employee must be on duty whenever cafeteria kitchen facilities are used.
 - b. <u>Performing Arts</u> A trained district media technology employee must be on duty when the operation of sound and/or lighting systems is required.
 - c. <u>Computer Lab</u> Computer labs may be used when a trained district media technology employee is on duty, and the use of the lab is approved by the technology director.
 - d. <u>Professional Development Center</u> A trained district media technology employee will be on duty if technology-related equipment requires district support, as determined by the technology director.
 - e. <u>Swimming Pool</u> A certified lifeguard is required for groups/organizations and individuals using a school district pool. Proof of certification is required.
- E. If deemed necessary by the school district, building and/or police supervision may be required and charged to the user.

- F. When adult supervision is not adequate, <u>district employees must report it is the responsibility of the district personnel to report this information to the director of Community Education community education administration or designee and take immediate action as appropriate.</u>
- G. Responsibility for loss, breakage, or repair of any <u>districtschool</u> property rests solely with the organization using the facility or leader in charge of the group.

Prohibited Activities at Facilities

The following types of activities are prohibited by permit holders:

- 1. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence.
- 2. Any activity that may violate the canons of good morals, manners or taste or be injurious to the buildings, grounds or equipment.
- 3. Any purpose in conflict with school activities.
- 4. Fundraising campaigns, except as already permitted by school board policy.
- 5. Activities violating school district policies.
- 6. During the school day, the district prohibits the selling or displaying for sale of any items or services by commercial organizations or individuals for profit-making purposes, except those specifically related to the school in which they are displayed.

Rules for School District Facilities and Equipment Use

The following rules must be observed in the use of school district facilities, and the groups, organizations and individuals will be held responsible for compliance.

- The use of district-owned equipment for private purposes either on or off <u>districtschool</u> property is prohibited. No exceptions are to be made except by express approval granted by the superintendent.
- 2. The school district is not responsible for lost or stolen items.
- 3. Possession and use of tobacco and alcoholic beverages are not permitted on district property at any time, except as permitted by policy.
- 4. No firearms will be brought onto district property for any reason other than an authorized firearms safety program.
- 5. Fire and safety regulations of the state, district, county, and city must be observed at all times. All legal ordinances pertaining to public assemblies must be adhered to and will be enforced.
- 6. School district facilities must be vacated by the time indicated on the usage permit or additional charges will be assessed.
- 7. The building administrator or designee is authorized to act in any case not covered by the rules and regulations or to make exception to the rules and regulations as deemed necessary.
- 8. Equipment of a specialized nature will be made available only with authorized personnel, approved by a district administrator, to supervise its operations.

- 9. The district will not assume liability or responsibility for any equipment owned or leased by any permit holder, which is used or stored on school district property.
- 10. Organizations and individuals having special needs, such as extra electrical, generators, dry ice, or reconfiguration of standard school district equipment and facilities, may be required to seek prior plan approval from the local fire inspector, building inspector or health inspector. Any and all expenses incurred through these approvals and licenses are to be paid by the organization or individual.
- 11. All accidents occurring while using school district facilities must be reported to the building supervisor or custodian on duty.
- 12. Any loss, breakage or need of repair of facilities or equipment must be reported to the building administrator or designee immediately by the supervisor in charge of the scheduled activity. In the event of damage to district property, the applicant will pay all appropriate repair costs as determined by the district. If damage is not reported, it could result in revocation of future facility usage.
- 13. Vehicle parking must use the dedicated parking lots of the district and all posted parking regulations must be followed.

Special Use Areas

Athletic Fields

- 1. Vehicles are not allowed on athletic fields. Unauthorized use of bikes, motor vehicles, or horses is prohibited.
- 2. Only use the space that has been permitted and respect the rights of other users of the space in field areas where multiple uses may be taking place. Any use of space not listed within the permit is strictly prohibited.
- 3. Users shall be responsible for proper policing of the grounds and if security is required because of the size of the event, user groups will be assessed all fees involved.
- 4. Beverages may not be served in glass containers.

Gvms

- 1. No one will be allowed on a gymnasium floor without gym shoes. Rubber-soled street shoes cannot be used.
- 2. All gymnasium users are required to have a first aid kit on site at all times. The school district does not provide first aid supplies.
- 3. Use of districtschool-owed physical education supplies and/or equipment is not permitted.

Swimming Pools

- 1. Swimming pool regulations are posted in each pool area. It is the responsibility of the person in charge of the group to enforce the regulations.
- 2. All swimming pool users are required to have an adequate number of certified life guards on deck at all times of use and must show life guard certification prior to gaining access to pool space. Lifeguards are available to be hired through <u>c</u>Community <u>e</u>Education.

Cafeterias/Kitchen Areas

All groups wanting to reserve cafeterias and kitchen areas must be aware of all food policies, including catering and concessions. Contact the Facility Usefacility use office for details.

- 1. For the use of kitchen areas, a nutrition staff member must be present. The user is responsible for covering all personnel expenses.
- 2. All uses of food & beverage in cafeterias and commons areas must be included in the application request as it will likely involve cleanup fees. In addition, the user group is responsible for insuring that all trash is disposed of properly in the containers provided.
- 3. All health and food permits, as required by the City of Edina, must be obtained by the user prior to sales or distribution.

Concessions Stands

Edina Athletic Boosters ("Boosters") hold the rights for use of concession areas in district facilities. The Boosters may approve outside groups to operate concessions on a case by case basis. Such approval will be coordinated by the Facility Usefacility use office.

- 1. Requests for use and specific operational arrangement must be made a minimum of 21 calendar days in advance of the scheduled event.
- 2. All health and food permits for concessions or refreshments, as required by the City of Edina, must be obtained by the user prior to sales or distribution.

Auditoriums

Auditoriums are available to be rented for special events and activities through the facility use application process. Specific guidelines regarding the scheduling and use of auditoriums are set forth in Appendix III.

Leases

The school district may lease facilities to organizations and individuals.

- 1. Leases should generally involve physical facilities that are not otherwise used or needed by other school district programs or services.
- 2. All leases <u>will be are</u> coordinated through the director of community education services and reviewed and approved annually by the school board.
- 3. The lease <u>will beis</u> defined as a written agreement between the school district and another party for the purpose of exclusive use of school district property for a specified period of time.

Updated: 6/17/19

Appendix II to Policy 902 Facility Rental Fee Schedule

Class E No Charge	Edina Public Schools Pre-k thru grade 12 sponsored activities; including all <u>c</u> Community <u>e</u> Education, athletic and extracurricular activities. Edina Public School <u>s</u> support organizations meetings <u>i</u> ; Including (PTA/PTO meetings, site councils meetings & booster organizations meetings)
Class A	Events sponsored by the City of Edina and Athletic Associations under the umbrella of the City of Edina, –Edina-based service organization, charitable and not fornon-profit organizations that are not charging fees
Class B	Edina-based non-profits organizations charging fees-
Class C	Private groups and individuals non-charging admission. Non-Edina-based youth, civic, service, political, charitable, and educational organizations. This <u>classification</u> includes colleges, universities, and groups that benefit mostly <u>Edina Public Schools district 273</u> residents-
Class D	Individuals, private agencies, companies and vendors using district facilities for commercial purposes or profit-

	Class A Hourly Rate	Class B Hourly Rate	Class C Hourly Rate	Class D Hourly Rate
Auditoriums	-	-	-	-
EHS EPAC/Fick, SVMS				
No spectators	\$45	\$100	\$146	\$237
Events	\$84	\$140	\$206	\$264
VVMS, ECC				
No spectators	\$30	\$45	\$97	\$142
Events	\$39	\$84	\$138	\$224
Gymnasiums/Field House				
ECC/EHS/SVMS Large	\$17.50	\$38	\$61	\$105
ECC/SVMS/VVMS Small	\$14	\$32	\$54	\$90
Elementary	\$14	\$27	\$41	\$74
EHS Activity Center – per court	\$14	\$32	\$52	\$84
Cafeterias/Kitchens				
Secondary	\$26	\$50	\$73	\$106
Elementary	\$19	\$37	\$56	\$74
Classrooms				
Secondary & Elementary	\$7	\$15	\$21	\$35
Professional Development Center				
EHS Community Rm, ECC Rooms				
170/317/348/349/350/351 (each)	\$11	\$18	\$26	\$43
Swimming Pools				
SVMS	\$69	\$101	\$130	\$236
VVMS	\$38	\$51	\$74	\$142
Timing/Sound Equipment	\$14	\$14	\$14	\$14
Fields				
Kuhlman Stadium	\$15	\$62	\$97	\$140
ECC Multi-Purpose Fields (each)	\$15	\$52	\$96	\$137
EHS Turf	\$15	\$52	\$96	\$137
EHS Multi-Purpose Fields (each)	\$15	\$52	\$96	\$137
Grass Field	\$8	\$15	\$34	\$47
Tennis Courts	\$8	\$15	\$21	\$38
Stadium Lights	\$85	\$85	\$85	\$85
Locker Rooms (daily rate)	\$7	\$7	\$7	\$7

Fees do not include equipment use charges such as technical equipment, or any applicable sales tax.

Kitchen equipment use must be arranged through the manager of food services. Fees to use the kitchen are per day, and fees to use the cafeteria are per hour.

Additional Fees/Charges

Application fee per permit \$15 Large group process fee (75+ people) \$75

Building supervision \$20/hour (2 hour minimum)

Custodial time (setup, cleanup, and assistance) \$45/hour (\$55/hour on Sundays and holidays)

Kuhlman Stadium Press Box \$35/hour

District technician* \$35/hour (student technician, \$20/hour)

Established: 7/19/10

Updated: 3/12/12; 5/29/13; 11/22/13; 6/16/14; 1/25/16; 5/15/17; 6/17/19; 12/16/19

^{*}Required for auditorium use and pool timing/sound equipment use.

Appendix III to Policy 902 Procedures for Using Auditoriums and Equipment

Facility Usefacility use

Auditoriums will only be open when the facility is scheduled for use within the current school district permitting system and all scheduled use will be entered into the centralized scheduling system. All school day uses must be approved by the Facility Use facility use office prior to any further planning and will be placed on the centralized scheduling system to ensure appropriate safety, security, setup and maintenance of the site.

Practices, rehearsals, and special setups will be scheduled at the time of initial permitting and will be reasonably accommodated with regard to the best uses of the overall facility.

Use of auditoriums will follow the guidelines set forth in the Appendix I except where specifically called out in this appendix contradicted in this Appendix III.

Scheduling

Scheduling for auditoriums is based on an annual calendar corresponding to the academic school year.

Edina Public Schools fine arts and special district event functions will be the first priority scheduled and will be coordinated by the Facility Usefacility use office and respective user groups. These requests will be submitted to the Facility Usefacility use office annually by February 15.

Once district-requested permits have been approved, the Facility Usefacility use office will have the authority to market, promote, sell and schedule groups from outside of the district for special events, concerts, and performances. The additional events to be scheduled will be done keeping in mind the facility needs of the district users and the operational challenges that specific activities create for a facility of this nature.

Additional use dates may be requested by district users, but they are now available on a first come, first serve basis. It is to the advantage of the district users that advanced scheduling be done as much as possible within the first priority timeframe.

The Facility Use facility use office in consultation with the involved district groups will make any and all decisions pertaining to extended use, large-scale events, or other special requests by specific user groups that could impact the use of auditoriums. These requests may be scheduled prior to the schedule set out above with the approval of the Director of Community Education or designee.

Rules for Auditoriums

The following rules must be observed in the use of auditoriums, and the groups, organizations and individuals will be held responsible for compliance.

- 1. No food or beverage, except water, is permitted in the auditoriums.
- 2. Possession and use of alcohol and tobacco are not permitted on district property, except as permitted by policy.
- 3. Health and food permits, as required by the City of Edina, must be obtained by the user prior to sales or distribution.
- 4. Only authorized personnel can operate the counterweight fly systems.
- 5. Only authorized personnel can work in the cat walk.
- 6. Marley flooring is required for dance performances and is not supplied by Edina Public Schools.
- 7. Only water-based hazers and foggers are permitted for use.

Site Supervision

There will be on-site supervision in auditoriums during all hours of operation. A building supervisor is scheduled by the Facility Usefacility use office and has site responsibilities in the areas of information and assistance, opening and securing of space, monitoring of use, and other related duties. The supervisor is the on-site contact person for situations that pertain to the facility and the operation of the facility.

In addition to the site supervisor, a district technician must be on site when an auditorium is in use by an external user.

The user will be responsible for covering the expenses related to site supervision and technical personnel.

Rental Rates and Fees

Please refer to Appendix II for the rental fee schedule. Dress rehearsals will be charged the no spectators rate and performances with spectators will be charged the events rate.

Included in an auditorium rental are the following:

- Stage lights
- Sound system
- Two microphones
- One dressing room/changing area
- Use of the respective lobby area

Additional dressing room: \$25 per day

Computer: \$5 per day

Additional microphone: \$5 each per day

Projector/Screen: \$5 per day

Orchestra Shell Setup/Tear Down: \$300

Space Specifications

Fick Auditorium

- Ideal venue for dance performances, musical theater, and lectures
- Seating capacity: 690
- Wireless microphones available: 8 handhelds or 8 bodypacks
- Changing areas: 2 dressing rooms and green room
- Intercom system: 8 wired intercoms available
- A/V Capabilities: Projector and screen with inputs on Stage Right and Front of House

Edina Performing Arts Center

- Ideal venue for dance performances, musical theater, and lectures
- Seating capacity: 640
- Wireless microphones available: 4 handhelds or 24 bodypacks
- · Changing areas: 2 dressing rooms and green room
- Intercom system: 8 wired intercoms and 4 wireless intercoms
- A/V Capabilities: Projector and screen with inputs on Stage Right, Front of House, and Tech Booth

South View Auditorium

- Ideal venue for music performances, dance performances, musical theater, and lectures
- Seating capacity: 604
- Full stage orchestra shell
- Wireless microphones available: 4 handhelds or 4 bodypacks
- Changing areas: 1 classroom
- Intercom system: 8 wired intercoms and 4 wireless intercoms
- A/V Capabilities: Projector and screen with inputs on Stage Left, Tech Booth, and Front of House

Valley View Auditorium

- Ideal venue for small performances and lectures
- Seating capacity: 552
- Wireless microphones available: 2 handhelds
- Changing areas: 1 classroom
- A/V Capabilities: Projector and screen with inputs on Stage Right and Tech Booth

Edina Community Center Auditorium

- Ideal venue for lectures
- Seating capacity: 500 in bleachers, 125 in chairs
- Wireless microphones available: 4 handhelds or 4 bodypacks
- Changing areas: 1 classroom
- A/V Capabilities: Projector and screen with inputs on Stage Right and Tech Booth

Established: 6/17/19



Board Meeting Date: 5/10/2021

TITLE: Policy Review

TYPE: Discussion

PRESENTER(S): Board Policy Committee

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

• 625 – Addition/Deletion of Interscholastic Athletic Programs

• 626 – Independent Provider Activity Programs

RECOMMENDATION: Review the suggested policy modifications.

ATTACHMENTS:

- 1. 625 Addition/Deletion of Interscholastic Athletic Programs
- 2. 626 Independent Provider Activity Programs

Education Programs

Addition/Deletion of Interscholastic Athletic Programs

I. Purpose

The school district recognizes that student interest in interscholastic athletic programs activities changes over time as new programs activities evolve. In order to meet these increases and/or decreaseschanges in student participation and interest in athletic programs, this policy defines the process and parameters for adding or deleting an interscholastic athletic activity program.

II. General Statement of Policy

In order to determine student interest in various activities, the secondary students will be surveyed-evaluated every other year to determine interest in interscholastic activity programs. The information collected through the student surveys will be one means used to identify potential additions or deletions of changes in interscholastic offerings. Students may also initiate changes through direct communication with the activities director and/or petitions that which demonstrate substantial interest in a particular activity.

- A. Potential interscholastic <u>athletic program activity</u> additions/deletions will be based on the following criteria:
 - 1. There is substantial interest and ability to sustain a viable team.
 - 2. <u>Alt will addresses</u> an imbalance in participation rates by males and females allowing compliance with Title IX legislation.
 - 3. It is a conference-sponsored activity or there is reasonable expectation that it will be soon.
 - 4. It is recognized by the Minnesota State High School League (<u>"MSHSL"</u>) or there is reasonable expectation that it will be soon.
 - 5. <u>AThere is availability of existing and appropriate facilities.</u>
 - 6. <u>AThere is a</u>vailability of qualified coaches.
 - 7. Resources are available to implement and sustain the cost.
- B. Potential interscholastic program changes will be reviewed initially by the activities director using the above listed criteria. The activities director will be

responsible for facilitating discussion with <u>Student Activities Advisory Committee</u> (<u>"SAAC"</u>) along with the high school principal and superintendent and reaching a recommendation. The superintendent will bring the recommendation and supporting data to the school board for review and action.

III. Implementation

In general, initially-added interscholastic athletic programs will have varsity level of competition. If the program and interest continues continue to increase, the activities director will bring a recommendation to the principal and superintendent to add a junior varsity and/or sophomore team for a second and third level of competition. The initial staffing model is a head coach and varsity assistant coach.

Policy INDEPENDENT SCHOOL DISTRICT 273 adopted: 10/26/09 Edina, Minnesota

adopted: 10/26/09 Revised: 8/17/15

Education Programs

Independent Provider Activity Programs

I. Purpose

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

II. General Statement of Policy

The school district recognizes that situations occur when, although students demonstrate an interest in an activity, it is not possible for the district is unable to sponsor the activity due to staffing, facilities, budget, or other limitations. On an annual basis, the activities director, working with the Student Activities Advisory Committee ("SAAC"), will review and approve or disapprove of requested independent provider activities.

III. Criteria and Procedures

- A. On an annual basis, the activities director, working with the Student Activities Advisory Committee ("SAAC"), will review and approve or disapprove of requested independent provider activities.
- <u>B.</u> The independent provider activity may not duplicate an existing school district activity and must follow all district policies.
- <u>CB</u>. Activities under consideration by the Minnesota State High School League ("MSHSL") will be given preferred consideration.
- DC. All participants in the independent provider program must be fully enrolled students in the district in grades 79-12. Students below grade 79 are not eligible to participate in the program. The independent provider program can limit participate to grades 9-12 if desired at its discretion. Given the independent nature of these providers, the [] policy does not apply to independent provider activity.
- ED. There must be a team component and public competition involved for an activity to qualify as a program under this policy. All members of the team must be full-time students in grades <u>79</u>-12 in the district. The team will be allowed to use the high school official logo, nickname and school colors in its competitions.

IV. Procedures and Requirements

- A. An individual, group or organization interested in applying for independent provider status should obtain an application packet from the high school activities office and complete the application packet, including additional background information. Renewal applications and compliance information must be done annually. Failure to renew annually jeopardizes independent provider status and benefits.
- B. The application and relevant materials must be completed and submitted to the activities office director for review by SAAC no later than two months prior to the start of the independent provider-sponsored activity or on a designated date as determined by the administration. SAAC will review the application, decide whether an independent provider status will be granted, and ensure that the school board is informed of new independent providers for information as an appendix to this policy (Appendix II). The activities office director will notify the provider of the district's decision. Additional information and/or a request for appearance at a SAAC meeting may be necessary.
- C. It is the responsibility of <u>T</u>the independent provider <u>is responsible</u> to collect all registration forms, fees and other program-related information, and submit all items simultaneously at the same time to the activities office.
- D. <u>SAll-s</u>tudents <u>are will be</u> responsible for knowing and following all school district rules and policies concerning student activities including, but not limited to: attendance, conduct, academic eligibility and all other district eligibility requirements (see *Student Rights and Responsibilities Handbook* and Policy 627; Athletics, Fine Arts, and Activities Participation and Academic Eligibility). Students will be disciplined for infractions.
- E. <a href="It is the responsibility of Tthe independent provider mustte review the district's policies related to discrimination, The district will provide copies of its sexual, racial, religious, harassment and violence policies and to the independent provider for to provide distributeion to employees all personnel who will be working with the students. The independent provider must be aware of and adhere to of the all district policies.
- F. The independent provider will provide to the district, a certificate of liability insurance to provide for the safety of the student participants, naming the district as an additional insured party.
- G. As necessary, the independent provider will provide proof of adequate workers' compensation coverage to the district.
- H. The independent provider will provide the district with completed background checks on all coaches, advisors, employees or volunteers with the independent provider. Such background checks will be of a type acceptable to the district.

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

- All costs for the independent provider will be provided by the independent provider and/or participants. With availability and following district facility use policies, the independent provider may use district facilities for practices and/or games/contests.
- J. In order for participants in an independent provider activity to qualify for an Edina letter "E," the independent provider must have written lettering criteria meeting the requirements of this policy, approved by SAAC, and in place prior to the start of the season. The minimum requirements for lettering are:
 - 1. The individual members of the team must have a time commitment of at least 150 hours, similar to other district activities in which a letter may be earned.
 - 2. The participation must be at an advanced rather than an entry level.
 - 3. The independent provider sport/activity must have a competition component, some part of which must be held in Minnesota, must be against other high school programs or clubs, and must be organized in such a way that the general public is aware of and may attend if they choose. The competitions must use a set of standardized rules or guidelines for play, teams must be able to compete against other teams of similar age, and there must be officials or judges who apply a standard set of judging criteria.
- K. At the conclusion of the season, the independent provider will provide the activities office with its awards list within seven days so certificates and letters can be prepared. Fees for providing certificates of participation and chenille letters ("E") are the responsibility of the independent provider.
- L. Upon approval, the district will work cooperatively with the independent provider and involved coaches, advisors and participants on meeting the needs of the activity program. This <u>cooperation</u> includes appropriate participation in meetings and communications.
- M. Approval as an independent provider will be effective for one calendar year or one season at SAAC's discretion.

Cross References:

Policy 627 (Athletics, Fine Arts, and Activities – Participation and Academic Eligibility)

Policy 628 (Student Activities Program)

Edina Public Schools Student Rights and Responsibilities Handbook

INDEPENDENT SCHOOL DISTRICT 273 Edina, Minnesota

Policy adopted: 10/26/09 amended: 07/23/12

Revised: 8/17/15

Appendix I

Student Registration Form – Independent Provider Activity Programs

Edina High School Activities Department
6754 Valley View Road • Edina, MN 55439 • 952-848-3815 • Fax 952-848-3818

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

Program/Activity/S	Sport:						
Independent Prov	rider:						
Student Name:					Grade: _		
	First	MI	Last	School	(circle o	ne): HS S	SV VV
Date of Birth:		Male	Female	Student ID#:			
Father's Name: _				Work Pho	one:		
Mother's Name: _				Work Pho	one:		
Address (Street, C	City, Zip):						
Home Phone:			Student lives v	vith <i>(circle one)</i> : N	Mother	Father	Both
Person, beside pa	arent, to notify in	case of emergend	су:	Phone:			
My student will fol	low the policies	and procedures of	pendent provider and Edina Public Schoo cessing of end-of-the	ols when participatii	ng in the	program.	
Parent/Guardian	Signature			Date:	:		
I will follow the po	licies and proce	dures of Edina Pul	olic Schools when p	articipating in the p	rogram.		
Student Signature Date:							
		Independent P	Provider Insurance	Waiver			
		Schools DOES N	OT provide insuranc s my responsibility to	e coverage for my s			
Insurance Compa	ny:						
Parent/Guardian	Signature			Date:	:		
		Release of Stu	dent's Name and F	Pictures			
Public directory in provider activity p			ne and pictures for a	a student participati	ing in ind	lependent	
Parent/Guardian	Signature			Date:	:		
		DIS	TRICT USE ONLY				
Date:		Independent	Provider Activity Pro	gram:		Fee Pai	d:
						\$	
						\$	
						\$	

Reviewed: 08/17/15 626-5

Appendix II

INDEPENDENT PROVIDERS

Snowboarding
Equestrian
Rugby
Trapshooting
Ultimate Frisbee
Juggling
Bowling
Figure Skating

Reviewed: 8/17/15



Board Meeting Date: May 10, 2021

TITLE: Physical Earth Science Course Design and Curriculum Adoption Recommendation

TYPE: Action

PRESENTERS: Jody De St. Hubert, Director of Teaching and Learning; Gavin Mclean, Secondary Science Lead, Katrina Stern, Secondary Science Professional Development & Course Design Support, and Deb Richards, Talent Development Coordinator

BACKGROUND: This report includes a short overview about the new Science standards that the Minnesota Department of Education has passed into statute and the recommended adjustments for implementation that MDE created in the fall of 2021. It further highlights the specific course design process and curriculum resource adoption for 9th Grade Physical Earth Science. During the 2021-22 school year 9th Grade Physical Earth Science will be taught in 8th grade at both Valley View and South View Middle Schools as the accelerated pathway for 8th Grade Science. 9th Grade Physical Earth Science will not be taught in 9th grade until the 2022-23 school year.

RECOMMENDATION: Approve the 9th Grade Physical Earth Science course design and EDC Earth Science curriculum.

PRIMARY ISSUE(S) TO CONSIDER: 9th Grade Physical Earth Science course design and curriculum

ATTACHMENTS:

- 1. Report
- 2. Appendix items I: Preliminary Budget Projections
- 3. Appendix items II: Science Design Process Documents

9th Grade Physical Earth Science: Background

Edina Public Schools have adopted a "Physics First" sequence at the High School for a long time. In the physics first sequence, students begin their high school science with Physics in grade 9, Chemistry in grade 10, and Biology in grade 11. This sequence allows the courses to build on each other as part of a logical progression; all students benefit from a good Chemistry foundation before doing biology. Therefore, Juniors can apply their chemistry to sophisticated biological processes from Krebs Cycle DNA and genetic engineering. Currently, students must obtain a minimum of 6 credits (semesters) in science, including one year (two semesters) of Biology and one year of either Chemistry or Physics.

The new science graduation requirements and standards have schools all across the state undergoing a revision process to ensure they adopt the new standards. The revision process must also provide all students obtain a minimum of 6 credits in science, including the equivalent of a year of Biology, but now also has to include Earth Science and one year of either Chemistry or Physics.

The Science Design team has taken this review process on, working over the past two years, including active stakeholder involvement, analyzing what has historically been successful, and recommending that we maintain many aspects of the traditional sequence while adapting to the new standards. The team also recommends we provide opportunities and flexibility, and Pathways for students who want to access accelerated, extended, enriched, and authentic learning for all students in the future.

We are recommending that all students begin their high school science with Physical Earth Science in grade 9, Chemistry in grade 10, and Biology in grade 11, including a new Physics course in grade 12. The first students to access this revised sequence will be those on Pathway two, the accelerated science sequence, learning Physical Earth Science in 8th grade in the fall of 2021.

Currently, the science design team is working on the high school levels and opportunities provided in the fall of 2022 and beyond.

Science Standards Information and Summary:

Resources:

MDE Science Page (https://education.mn.gov/MDE/dse/stds/sci/) (including timeline)

Information and Summary:

Currently 20 states have adopted the Next Generation Science Standards (NGSS) and 19 have adapted. Minnesota has adapted the NGSS standards in order to create the 2019 MN Science Standards. Within the NGSS, there are three dimensions to learning science. The dimensions are combined to form each standard and the dimensions work together to help students build a cohesive understanding of science over time. The three dimensions are:

- Cross-Cutting Concepts (framework for scientific thinking across disciplines)
- Science and Engineering Practices (standard behaviors that scientists and engineers use to investigate and explain the world or solve problems)
- Disciplinary Core Ideas (fundamental understanding of science concepts)

More information about these dimensions and the NGSS can be found at https://www.nextgenscience.org/

An important goal of three-dimensional science teaching is for students to explain phenomena they can see or experience in the world around them. Students must have opportunities to engage in inquiry, data analysis, and other critical-thinking activities that help them gather evidence to support their explanations.

The organization of the MN standards reflect the interconnectedness of science with an integration of the three dimensions. The standards are organized around the following 8 practices:

- 1. Asking questions and defining practices.
- 2. Developing and using models.
- 3. Planning and carrying out investigations.
- 4. Analyzing and interpreting data.
- 5. Using mathematics and computational thinking.
- 6. Developing explanations and designing solutions.
- 7. Engaging in argument from evidence.
- 8. Obtaining, evaluating, and communicating information.

Physical Earth Science Course Design & Curriculum Review Process:

In the fall of 2020, a team of 8th and 9th grade teachers from South View Middle School, Valley View Middle School, and Edina High School was formed to evaluate, select, and begin to prepare curricular materials for the Physical Earth Science course.

The team first gathered information about Earth Science curriculum recommendations from science teachers and curriculum developers in the Knowles Teacher Initiative network, a nationwide community of STEM educators. We received input from several individuals in states that have been implementing the Next Generation Science Standards for several years (i.e. California, Oregon). After considering input from these individuals and searching for other commercially-available curricular resources, we decided to screen the following programs:

- Glencoe Earth Science (McGraw Hill 2017)
- Inspire Earth Science (McGraw Hill 2020)
- Earth and Space Sciences for NGSS (BIOZONE Corporation 2016)
- "New Visions for Public Schools Earth Science" (open-source curriculum)
- EDC Earth Science (Lab-Aids 2015)

Units from these programs were analyzed using the EQuIP Rubric, which "provides criteria by which to measure how well lessons and units are designed for the NGSS" (nextgenscience.org). This rubric was developed by Achieve, a nonprofit organization that "is committed to making sure every student graduates from high school ready to succeed in the college or career of their choice." Achieve has partnered with NextGenScience on a number of initiatives involving curriculum and assessment design, and the NextGenScience Peer Review Panel has used the EQuIP rubric since 2016 to "evaluate the extent to which curricular materials are designed for the NGSS". The rubric also aligns with the vision for science education outlined in the Edina Science Guiding Principles developed by the Science Design Team in the 2019-2020 school year.

EQuIP Rubric Overview:

The left-hand column in the chart below outlines the criteria in the three categories of the EQuIP Rubric. For each of these criteria, reviewers rank the quality of evidence in the materials as *Extensive, Adequate, Inadequate, or None*. The right-hand column describes how to assign a numerical score ranging from 0-3 for each category.

Category Scoring:

Category and Criteria	Scoring Description
I. NGSS 3D Design A. Explaining Phenomena/Designing Solutions B. Three Dimensions C. Integrating the Three Dimensions D. Unit Coherence E. Multiple Science Domains F. Math and ELA Connections	Unit rating Scale for Category I (Criteria A–F): 3: At least adequate evidence for all of the unit criteria in the category; extensive evidence for criteria A–C 2: At least some evidence for all unit criteria in Category I (A–F); adequate evidence for criteria A–C 1: Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A–C 0: Inadequate (or no) evidence to meet any criteria in Category I (A–F)
"If the rubric is being used to approve or vet least a "2" overall in Category I: NGSS 3D De	
II. NGSS Instructional Supports A. Relevance and Authenticity B. Student Ideas C. Building Progressions D. Scientific Accuracy E. Differentiated Instruction F. Teacher Support for Unit Coherence G. Scaffolded Differentiation Over Time	Unit rating scale for Category II (Criteria A-G): 3: At least adequate evidence for all criteria in the category; extensive evidence for at least two criteria 2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A 1: Adequate evidence for at least three criteria in the category 0: Adequate evidence for no more than two criteria in the category
III. Monitoring NGSS Student Progress A. Monitoring Student 3D Performance B. Formative C. Scoring Guidance D. Unbiased tasks/items E. Coherent assessment system F. Opportunity to learn	Unit rating scale for Category III (Criteria A–F): 3: At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion 2: Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A 1: Adequate evidence for at least three criteria in the category 0: Adequate evidence for no more than two criteria in the category

Assigning an Overall Rating:

Reviewers add up the scores from the three categories then use this total score as an approximate guide for the overall rating. The rubric states: "The score total is an *approximate* guide for the rating. Reviewers should use the evidence of quality across categories to guide the final rating. In other words, the rating could differ from the total score recommendations if the reviewer has evidence to support this variation."

Overall Rating Level	Description and Total Score Guideline
E: Example of High Quality NGSS Design	High quality design for the NGSS across all three categories of the rubric; a lesson or unit with this rating will still need adjustments for a specific classroom, but the support is there to make this possible; exemplifies most criteria across Categories I, II, & III of the rubric. (total score ~8–9)
E/I: Example of High Quality NGSS Design if Improved	Adequate design for the NGSS, but would benefit from some improvement in one or more categories; most criteria have at least adequate evidence (total score ~6–7)
R: Revision Needed	Partially designed for the NGSS, but needs significant revision in one or more categories (total ~3–5)
N: Not Ready to Review	Not designed for the NGSS; does not meet criteria (total 0–2)

Results of Earth Science Program Screening using the EQuIP Rubric

Data Overview

The chart below summarizes the EQuIP Rubric scores for the five programs evaluated. The maximum score in each category is 3.

*If the score in Category I is less than 2, the review should stop.

Program	I. NGSS 3D Design*	II. NGSS Instructional Supports	III. Monitoring NGSS Student Progress	Overall Rating
Glencoe	0	n/a*	n/a*	Not ready to review
Inspire	1	n/a*	n/a*	Not ready to review
BIOZONE	1.5	0	0	Not ready to review
New Visions	2.5	1	2	Example of high quality NGSS design if improved
EDC Earth Science	3	2	1	Example of high quality NGSS design if improved

New Visions EQuIP Rubric Details:

EQuIP Rubric Category	Strengths	Limitations
I. NGSS 3D Design	Extensive evidence of opportunities for students to make sense of phenomena.	Inadequate evidence of links made across multiple science domains.
	Three dimensions of the standards clearly and explicitly integrated into learning plans for each lesson.	Does not highlight the usefulness of cross-cutting concepts as a tool for making sense of phenomena across science disciplines.
	Uses the 5E Instructional Model to facilitate student discovery and critical thinking. Unit plans framed with "Driving Questions" and "What the Students Figure Out"	шворинев.
II. NGSS Instructional Supports	Occasional attempts at differentiation are present (for example, in a more highlyscaffolded version of the Earthquake Simulation Activity for students who need more support)	Inadequate evidence of relevance and authenticity - no clear connections to students' home place and culture or students' own prior experience.
	Clear learning progressions from lesson-to-lesson - prior learning from each lesson clearly connected with future lessons. For example, when students	Materials lack scaffolding for academic writing, particularly in the summative essay tasks. Materials lack extension opportunities for students with
	create initial models and revise them later, the teacher materials clearly explain what features to look for at each stage of the	high interest level or who have already met performance expectations.
	students' work.	When attempts at differentiation are present, there is no evidence of gradual adjustment of supports.
III. Monitoring NGSS Student Progress	Tasks elicit observable evidence of three-dimensional learning in a variety of ways- students create and revise diagrams, construct written explanations, generate	No rubrics, answer keys, or other resources provided for learning activities or formative assessments during the unit.
	questions, and discuss their thinking in a structured way with peers and the teacher.	Summative assessment rubric very vague, with language like "provides all relevant information" or "includes diagrams/visuals to
	Teacher materials outline extensive formative assessment	support the written component"

opportunities embedded throughout the unit to guide planning.	
Student materials and lesson plans demonstrate adequate evidence of a coherent assessment system (pre-, formative, summative, and self-assessment) and multiple opportunities to learn and receive feedback.	

EDC Earth Science EQuIP Rubric Details:

EQuIP Rubric Category	Strengths	Limitations
I. NGSS 3D Design	Extensive evidence of student sense-making and problem solving- Students answer "Brainstorming" questions at the beginning of each chapter to elicit prior knowledge/experience with concepts. Students engage with a "Story/Challenge" that serves as the anchor for each chapter. Students engage extensively in using Science/Engineering Practices to develop disciplinary core ideas (demonstrated by prompts like "Design an experiment to", "Draw a diagram of", "Modify the diagram you drew" - etc.) Strong coherence through the unit- each lesson refers to the learning from previous lessons, and the Teacher Edition unit plan clearly outlines how the learning targets unfold over the sequence of lessons. Adequate connections between Earth Science and other domains (life science/physical science) Strong hands-on component-students conduct their own	Cross-cutting concepts not emphasized as thoroughly or explicitly as the Science Practices and Disciplinary Core Ideas Lacks some clarity (for both teachers and students) about the particular Science Practice and Cross-cutting Concept emphasized in each lesson/activity

	investigations with a degree of open-endedness	
III. NGSS Instructional Supports	Unit phenomena and lesson activities represent a high degree of relevance and personalization when appropriate. For example, students are asked to find and consider their home location on climate maps, and they are invited to compare their home climate with a global location of their choice (based on interest). Chapter "Scope and Sequence" includes a "Preview" of each lesson that outlines the progression of student understanding and shows how all three dimensions are represented in their learning (language like "Obtain and analyze data in order to" or "Think about how affects") Teacher materials include possible student responses to each activity, along with guidance to help teachers implement activities and facilitate discussion Gives a list of Possible Misconceptions for each chapter to support teachers with helping students to develop understanding of disciplinary core ideas. Activity questions probe students thinking and engage them in higher-level thinking. "Digging Deeper" section of the chapter provides extension opportunities for students with a higher interest level or readiness for more challenge	Does not provide an expected progression of skill and mastery with the Science Practices and Cross-cutting Concepts Inadequate evidence of differentiation or scaffolded differentiation over time. Most tasks require strong skills in academic reading, writing, and data analysis, and teacher materials provide few suggestions for how to break-down these tasks for students who need more support, nor do the tasks distinguish "essential prompts" from other prompts
III. Monitoring NGSS Student Progress	Lesson and activity prompts ask students to engage with all the dimensions – examples include analyzing data, creating models/diagrams, looking for	Inadequate evidence of student self-assessment opportunities (particularly with their skill development regarding Science Practices) nor detailed rubrics for

patterns, applying cause-andteachers to use to assess the effect to explain why things continuum of skill with these happen, communicating and practices. obtaining information from a variety of sources Inadequate supports to reduce bias in assessment by explicitly Teacher Edition provides helping all students to suggested responses for all read/interpret tasks or construct activities/lessons to help guide adequate responses teachers in assessing student learning. Activity prompts, Multiple choice items provided for Student Sheets, and Literacy assessment do not assess three-Supplements ask students to dimensional learning (instead, make their thinking visible, more focused on rote knowledge providing embedded formative and lower-level thinking) assessment opportunities. Tasks occasionally provide opportunities for students to make choices based on interest or to demonstrate understanding through creative methods

Further Analysis of New Visions and EDC Earth Science

The team of 8th and 9th grade teachers conducted further comparison and analysis of the New Visions Earth Science and *EDC Earth Science* programs. This process included:

- Correlating curricular units from both programs to the 2019 Minnesota Science
 Benchmarks for 9-12 Earth Science
- Closely-examining teacher and student materials for both programs
- Gathering input from other middle school teachers about the readiness of students in the 8th Grade Compacted Science course for a high school-level textbook.
 - Input suggests that most students currently in the 7th grade compacted/pathway 2 course are ready for a challenging textbook and students in the course currently have demonstrated high reading skills on past standardized assessments.

Further Analysis Summary:

	Pros	Cons
New Visions	- Each unit based in an anchoring phenomenon with a clear graphic organizer where students collect/summarize information they discover during the unit - Materials already exist as Google Docs - Free (open-source)	- Not "robust enough" - doesn't sufficiently cover Minnesota 9-12 Earth Science benchmarks (and includes some middle school benchmarks) - Not peer reviewed or vetted by a publisher - Minimal opportunities for

		personalization, connection to home/community, or perspectives of multiple cultures including MN American Indian Tribes
EDC Earth Science	- Covers a higher number of Minnesota 9-12 Earth Science benchmarks than New Visions - Highly engaging phenomena and performance tasks with opportunities for personalized learning and connection to other cultures and global perspectives - Developed by experts in the field (scientists and curriculum developers, in collaboration with teachers). Vetted by a publisher - "Web Links" for each chapter engage students with real data from scientific sources such as NASA and NOAA - Online text integrated with ReadSpeaker, which reads text aloud in English for accessibility. Lab-Aids is working on offering ReadSpeaker in Spanish in the near future.	- Written at 10th grade reading level (higher reading level than New Visions) - No connection specifically to perspectives of Minnesota American Indian tribes - Materials only exist as a textbook and PDF worksheets that teachers can print out) - teachers would need to digitize individual tasks and assessments in Google Drive/Schoology

9th Grade Physical Earth Curriculum Adoption Recommendation: EDC Earth Science

General Overview:

Minnesota's 2019 science standards present exciting opportunities for our students to deepen their critical thinking skills, curiosity, and perception of science as a way of understanding the world around them. *EDC Earth Science* aligns with the vision for science learning embodied by these standards, and this curriculum will help teachers to build on students' middle school experience and develop a strong foundation for future science learning in high school.

EDC Earth Science places students in the role of scientists, emphasizing students' thinking and reasoning at every stage of the learning process. Units interweave the three dimensions of the MN standards (science practices, cross-cutting concepts, and Earth Science core ideas), and the curriculum thoroughly captures the majority of 9-12 Earth Science benchmarks. Each chapter of the book engages students with a "story" and "challenge" that provide an arc for the entire chapter. In some cases, students have choices to explore their own areas of interest. Students share initial thinking and questions about the story at the beginning, and they apply their understanding of core earth science ideas in order to construct explanations, argue from evidence, and solve problems at the end. In the daily activities, students analyze a variety of

robust data, including graphs, maps, and charts from scientific sources, as well as data they collect from their own hands-on investigations.

The Teacher Edition provides ample tools for planning and facilitating instruction. Each chapter's list of Possible Misconceptions and Assessment Outcomes, along with the chapter Scope and Sequence, can help teachers to understand the learning goals and how the sequence of activities helps students achieve those goals. The teaching notes help teachers to structure collaborative work for students and guide teachers with what to listen for while circulating during each activity. Each chapter also has a detailed materials list and set-up instructions to help teachers prepare efficiently for the numerous interactive, hands-on activities in this curriculum.

Despite the many strengths of this curriculum, teachers need curriculum-development time in order to address the program's limitations. Some identified areas of need and focus for curriculum-writing include:

- Developing rubrics and self-assessment opportunities to monitor and report student progress in all three dimensions of the new standards (may choose to employ tools and structures from the New Visions curriculum in working toward this goal)
- Adapting materials to meet the needs of special populations such as Special Education and Multiple-Language Learners, partnering with staff who specialize in these areas to ensure accessibility for all students
- Building a digital bank of shared resources in Google Drive and Schoology to promote alignment between South View, Valley View, and the High School (the EDC Earth Science materials are largely paper-based and digital materials are minimal)
- Ensuring integration of those Minnesota benchmarks that are not represented in this curriculum, such as the perspectives of American Indian Tribes

Talent Development Framework for 8th Grade Science in 2021-22:

The Edina Learning Framework is committed to cultivating potential in all students. Policy 601 describes four pathways that are included in the of a curriculum review cycle.

During the 2021-22 school year Edina 8th grade students will have opportunity in one or more of the Talent Development pathways within the following structure:

Pathway	Vision	8th Grade Science Offering 21-22
Enrichment	Provide rigorous and enriching opportunities for all learners to discover their unique interests and strengths	"Science 8 Pathway 1"

Extended Learning	Provide challenging and engaging opportunities for learners to extend their strengths and interests in specific talent areas	"Enriched Science 8 Pathway 1"
Acceleration	Provide challenging, engaging and faster paced opportunities for learners to advance their strengths and interests in specific talent areas	"Science 8 Pathway 2: 9th Gr. Physical Earth Science"
Authentic Learning	Provide real-world opportunities for students to apply their strengths and interests in specific talent areas	

Within the acceleration pathway for 9th Grade Physical Earth Science Compacted Pathway 2 in 2021-22, the curriculum recommendation to adopt *EDC Earth Science* allows for additional pathways within the structure of the class acceleration. For example:

- 1. "Address the Challenge" tasks in each chapter foster critical thinking, creative problemsolving, and application of new knowledge. These tasks represent the Enrichment pathway by engaging students in higher-level thinking and providing opportunities to potentially spark their interest and success in science.
- 2. "Digging Deeper" section at the end of each chapter provides ideas for research activities connected to students' interests and local context the book states "If you're interested in exploring more about these concepts, below are some interesting topics to investigate or research". This exemplifies the Extended Learning pathway by providing opportunities for students to learn in a deeper and more complex way. The following are some examples of "Digging Deeper" research topics from different chapters:
 - Strategies that different communities in the US and elsewhere have developed to conserve water
 - How climate data is collected in their area.
 - Planning a garden for their climate based on research of different plants
 - Calculating the carbon footprint of their school (by researching different methods used to estimate this)

Next Steps:

Spring and Summer 2021

Targeted curriculum-development work to prepare for the launch of Physical Earth Science at South View and Valley View in Fall 2021.

- Curriculum-writing time for 8th/9th grade teacher time
 - "Asynchronous" work with team members working on different tasks
 - Three full-day meetings of the whole team to give/receive feedback and debrief
- Some 8th and 9th grade teachers participating in an online lecture series from the World Affairs Council about Indigenous Peoples in the Arctic
- Partner with Special Education and Multiple-Language Learner staff to design supports for these student populations

 Analyze hands-on materials needed for labs and activities - determine the most costeffective way to budget for and purchase these materials

School Year 2021-2022

Physical Earth Science will launch for students in the 8th grade Compacted Science course, and preparations will continue for launching the course with EHS 9th grade students in Fall 2022.

- 8th grade teachers engage in ongoing curriculum development and refinement through their PLC work
- Ongoing collaboration as needed with Special Ed and ML departments to prepare for modified curriculum/assessments, ML co-taught section, and other considerations

Ongoing

- Ensure alignment of instruction and Talent Development pathways with middle school and 10th/11th/12th grade courses as the review and implementation process continues.
- Continued professional development for teachers around the instructional shifts in Minnesota's new science standards.

Appendix I Course Design Preliminary Budget

Curriculum Writing/Course Design Time	Total					
8 hours per unit x 9 units x \$35.00 per hour	\$2,520.00					

Course Materials	Total
EDC Earth Science Revised Student Book	\$12,993.50
Teacher books - \$235.00 x 4 teachers	\$940.00
Online student portal license	\$650.00
Durable lab/activity equipment (2 full kits)	\$15,265.50
"Custom kits" durable lab/activity equipment (2 kits) and 2 online teacher portal licenses	\$9,800.00
Shipping estimate at 10%	\$3,964.90
Materials TOTAL:	\$43,613.90
Grand Total of Materials and Course Design":	\$46,133.90

Appendix II Science Curriculum Review Resources:

Edina Curriculum Review Process

Guiding Change Document

Edina Science Guiding Principles

EQuIP Rubric

Presentation - Student Learning Experience with EDC Earth Science



Board Meeting Date: 5/10/2021

TITLE: General Obligation Facilities Maintenance Bonds, Series 2021A

TYPE: Action

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

BACKGROUND: The School Board, at its August 10, 2020 meeting, passed an Intent Resolution authorizing the issuance of up to \$13,775,000 General Obligation Facilities Maintenance Bonds, Series 2021A. This was based on the District's most recent Long-Term Facilities Maintenance 10-year plan. The School Board, at its April 12, 2021 regular meeting, authorized Ehlers & Assoc., the District's Financial Advisor, to solicit proposals, within a parameters resolution, for the sale of these bonds. 6 bidders responded and the results were excellent and within the parameters resolution.

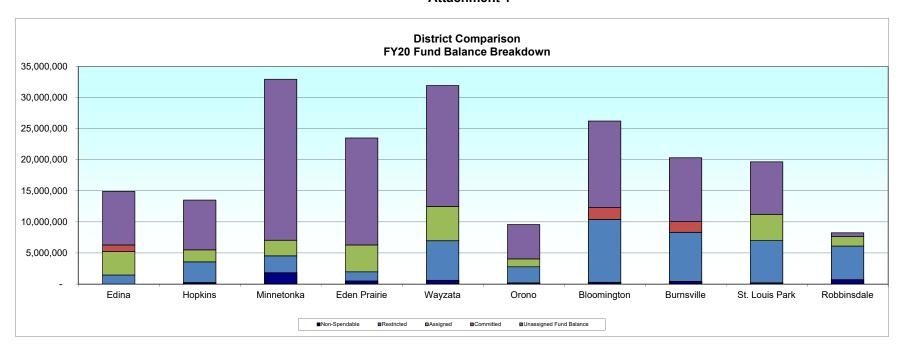
Ehlers & Assoc. will be available at the meeting to go over the bid results.

RECOMMENDATION: Approve the issuance of \$10,585,000 of General Obligation Facilities Maintenance Bonds, Series 2021A.

ATTACHMENT:

- 1. Fund Balance Comparison between Neighboring Districts
- 2. 2021A Sale Day Report
- 3. 2021A ISD 273 Bond Ratifying Resolution
- 4. 2021A ISD 273 Closing Certificate
- 5. 2021A ISD 273 Facsimile Signature Request Form

Attachment 1



	Edina	Hopkins	Minnetonka	Eden Prairie	Wayzata	Orono	Bloomington	Burnsville	St. Louis Park	Robbinsdale
Non-Spendable	-	253,392	1,830,729	507,235	611,106	201,063	283,934	435,458	209,734	713,515
Restricted	1,459,232	3,308,947	2,700,222	1,461,779	6,354,302	2,582,045	10,097,998	7,878,828	6,766,821	5,397,172
Assigned	3,752,941	1,938,677	2,518,088	4,320,382	5,529,336	1,258,883	3,000	-	4,239,796	1,507,829
Committed	1,068,409	-	-	-	-	-	1,908,172	1,735,210	-	-
Unassigned Fund Balance	8,613,512	8,004,527	25,906,239	17,207,918	19,452,217	5,522,578	13,937,318	10,276,532	8,453,174	622,412
Total Fund Balance	14,894,094	13,505,543	32,955,278	23,497,314	31,946,961	9,564,569	26,230,422	20,326,028	19,669,525	8,240,928
Total Fund Balance MDE SOD calc	13,434,862	10,196,596	30,255,056	22,035,535	25,592,659	6,982,524	16,132,424	12,447,200	12,902,704	2,843,756
MDE Expenditure Denominator	99,299,990	82,433,743	120,860,839	100,896,737	144,516,699	35,082,042	127,977,739	99,813,766	60,454,230	140,039,385
Total Fund Balance % MDE SOD calc	13.53%	12.37%	25.03%	21.84%	17.71%	19.90%	12.61%	12.47%	21.34%	2.03%
Unassigned Fund Balance % per MDE	8.67%	9.71%	21.43%	17.05%	13.46%	15.74%	10.89%	10.30%	13.98%	0.44%
Fund Balance % with Committed per MDE	9.75%	9.71%	21.43%	17.05%	13.46%	15.74%	12.38%	12.03%	13.98%	0.44%
Report Run Date	11/28/20	11/30/20	11/29/20	11/17/20	11/25/20	11/17/20	12/3/20	11/29/20	11/23/20	12/14/20
	•	•	•	•	•	•	•			•
Total General Fund Expenses	117,667,501	102,499,876	145,852,399	130,053,168	171,077,322	41,555,886	163,760,783	127,299,185	70,377,881	180,874,409
Unassigned Fund Balance %	7.32%	7.81%	17.76%	13.23%	11.37%	13.29%	8.51%	8.07%	12.01%	0.34%
Fund Balance % with Committed	8.23%	7.81%	17.76%	13.23%	11.37%	13.29%	9.68%	9.44%	12.01%	0.34%

Footnotes:

Nonspendable - portions of fund balance related to prepaids, inventories, long term receivables, and corpus of any permanent fund.

Restricted - funds are constrained from outside parties (statute, grantors, bond agreements, etc.).

Committed - funds are established and modified by a resolution approved by the Board of Education.

Assigned - consists of internally imposed constraints. The Board of Education passed a resolution authorizing the Supt. and Dir. of Business Services to assign fund balances and their intended uses.

Unassigned - is the residual classification for the general fund and also reflects negative residual amounts in other funds.

SALE DAY REPORT FOR:

Independent School District No. 273 (Edina), Minnesota

\$10,585,000 General Obligation Facilities Maintenance Bonds, Series 2021A



Prepared by:

Ehlers 3060 Centre Pointe Drive Roseville, MN 55113 Jodie Zesbaugh, Senior Municipal Advisor

Greg Crowe, Senior Municipal Advisor

Matthew Hammer, Municipal Advisor

BUILDING COMMUNITIES. IT'S WHAT WE DO.

COMPETITIVE SALE RESULTS

Purpose: To provide funds for facility maintenance projects included in the

ten-year facility plan of the District and approved by the

Commissioner of Education.

Rating: Underlying Rating: Moody's Investor's Service "Aaa"

MN Credit Enhancement Rating: Moody's Investor's Service "Aa2"

Number of Bids: 6

Low Bidder: Baird, Milwaukee, Wisconsin

Comparison from Lowest to Highest Bid: (TIC as bid)

Low Bid 1.0084% *

High Bid 1.2390%

Interest Difference \$169,052

Summary of Sale Results:								
Principal Amount*:	\$10,585,000							
Underwriter's Discount:	\$67,099							
Reoffering Premium:	\$944,285							
True Interest Cost*:	1.0012%							
Capitalized Interest:	\$173,443							
Costs of Issuance:	\$84,844							
Yield:	0.35%-1.10%							
Total Net P&I:	\$12,023,700							

* The winning bidder submitted a bid with a premium price (a price paid that is more than the principal amount) that was less than the estimate in the Pre-Sale Report. A portion of the premium will be used to fund the first year's interest payment and a portion will be deposited in the construction fund and used for project costs. As a result, the principal amount was increased from \$10,570,000 (in the Pre-Sale Report and the Preliminary Official Statement) to \$10,585,000. This resulted in a slight change in the True Interest Cost.

Notes: The True Interest Cost of 1.00% is well below the estimate of

1.45% in the Pre-Sale Report. As a result, the total principal and interest payments on the bonds will be approximately

\$400,000 less than the Pre-Sale estimates.

Closing Date: May 27, 2021

Because the True Interest Cost was well below the maximum **Designated Official Action:**

> rate of 2.50% in the resolution approved by the Board on April 12, the Director of Business Services and the Treasurer

accepted the proposal from the low bidder on May 5.

At the May 10 meeting, approve the Resolution Ratifying the School Board Action:

Award of Sale of the Bonds

Supplementary Attachments

- ✓ Bid Tabulation✓ Updated Sources and Uses of Funds
- ✓ Updated Debt Service Schedule for 2021A Bonds
- ✓ Updated Long-Term Financing Plan
- ✓ Rating Reports
- ✓ Resolution Ratifying the Award of Sale (Distributed Separately)

BID TABULATION

\$10,570,000* General Obligation Facilities Maintenance Bonds, Series 2021A

Independent School District No. 273 (Edina), Minnesota

SALE: May 5, 2021

AWARD: BAIRD

MN Credit Enhancement Rating: Moody's Investor's Service "Aa2"

Underlying Rating: Moody's Investor's Service "Aaa"

Tax Exempt - Non-Bank Qualified

	3.5.4 (0) 10 10 10 1		DE OFFERNIA		NET	TRUE
	MATURITY		REOFFERING		INTEREST	INTEREST
NAME OF BIDDER	(February 1)	RATE	YIELD	PRICE	COST	RATE
D.A.IDD				Ф11 444 10 7 20	ФД 42 ДД 1 <u>50</u>	1.00040/
BAIRD	2025	2 00001	0.07004	\$11,444,197.30	\$743,771.59	1.0084%
Milwaukee, Wisconsin	2025	3.000%	0.350%			
C.L. King & Associates	2026	3.000%	0.470%			
Colliers Securities LLC	2027	3.000%	0.580%			
Edward Jones	2028	2.000%	0.750%			
Fidelity Capital Markets	2029	2.000%	0.900%			
Davenport & Co. L.L.C.	2030	2.000%	1.000%			
Loop Capital Markets	2031	2.000%	1.100%			
Northland Securities, Inc.						
Country Club Bank						
Crews & Associates, Inc.						
Sierra Pacific Securities						
Isaak Bond Investments, Inc						
Wintrust Investments, LLC						
SumRidge Partners						
Oppenheimer & Co.						
Midland Securities						
FMS Bonds Inc.						
First Kentucky Securities Corp.						
Multi-Bank Securities Inc.						
First Southern LLC						
Dinosaur Securities						
First Bankers' Banc Securities, Inc.						
Mountainside Securities LLC						
StoneX Financial Inc.						
Valdes and Moreno						

Adjusted Price - \$11,462,185.61 Adjusted Net Interest Cost - \$734,957.72

Adjusted TIC - 1.0012%

Subsequent to bid opening the issue size was increased to \$10,585,000.

PIPER SANDLER & CO. Minneapolis, Minnesota	\$11,511,410.50	\$771,048.94	1.0420%
HILLTOP SECURITIES Dallas, Texas	\$11,510,959.65	\$771,499.79	1.0426%
KEYBANC CAPITAL MARKETS INCORPORATED Cleveland, Ohio	\$11,446,891.30	\$835,568.14	1.1330%
J.P. MORGAN SECURITIES LLC New York, New York	\$11,453,149.95	\$845,050.61	1.1421%
MORGAN STANLEY & CO, LLC New York, New York	\$11,481,531.85	\$912,823.71	1.2390%

Edina School District No. 273

May 5, 2021

Estimated Sources and Uses of Funds 2021A Facilities Maintenance Bonds

Authorized Bond Amount Actual Bond Amount Number of Years (Tax Levies) Dated	\$13,755,000 \$10,585,000 9 5/27/2021
Sources of Funds	
Par Amount	\$10,585,000
Investment Earnings ¹	5,602
Reoffering Premium ²	944,285
Total Sources	\$11,534,887
Uses of Funds	
Underwriter's Discount ³	\$67,099
Capitalized Interest ⁴	173,443
Legal and Fiscal Costs ⁵	84,844
Net Available for Project Costs	11,209,500
Total Uses	\$11,534,887
Deposit to Construction Fund	\$11,203,898

- ¹ Estimated investment earnings are based on an average interest rate of 0.10% and an average life of 6 months.
- ² The underwriter of the bonds will receive a reoffering premium in the sale of the bonds. They will retain a portion of the premium as their compensation, or underwriter's discount. A portion of the remainder of the premium will be deposited in the construction fund and a portion will be deposited in the debt service fund and used to pay the interest on the bonds in the first year.
- ³ The allowance for discount bidding is an estimate of the compensation taken by the underwriter who provides the lowest true interest cost as part of the competitive bidding process and purchases the bonds. Ehlers provides independent municipal advisory services as part of the bond sale process and is not an underwriting firm.
- ⁴ Due to timing of the levy process, the District would not be able to make a tax levy to fund the interest payment due on the new bonds during fiscal year 2022, so that payment will be made from bond proceeds.
- ⁵ Includes fees for municipal advisor, bond counsel, rating agency, paying agent and county certificate.



I.S.D. No. 273 (Edina), MN

\$10,585,000 General Obligation Facilities Maintenance Bonds, Series 2021A

Dated: May 27, 2021

Net Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	CIF	Net New D/S	Fiscal Total
05/27/2021	-	-	-	-	-	-	-
02/01/2022	_	-	173,443.33	173,443.33	(173,443.33)	-	-
08/01/2022	-	-	127,950.00	127,950.00	-	127,950.00	-
02/01/2023	-	-	127,950.00	127,950.00	-	127,950.00	255,900.00
08/01/2023	_	-	127,950.00	127,950.00	-	127,950.00	<u> </u>
02/01/2024	-	-	127,950.00	127,950.00	-	127,950.00	255,900.00
08/01/2024			127,950.00	127,950.00	-	127,950.00	-
02/01/2025	1,270,000.00	3.000%	127,950.00	1,397,950.00	-	1,397,950.00	1,525,900.00
08/01/2025	-	-	108,900.00	108,900.00	-	108,900.00	-
02/01/2026	1,810,000.00	810,000.00 3.000% 108,900.00		1,918,900.00	-	1,918,900.00	2,027,800.00
08/01/2026	-	-	81,750.00	81,750.00	-	81,750.00	-
02/01/2027	1,340,000.00	3.000%	81,750.00	1,421,750.00	-	1,421,750.00	1,503,500.00
08/01/2027	-	-	61,650.00	61,650.00	-	61,650.00	-
02/01/2028	1,415,000.00	2.000%	61,650.00	1,476,650.00	-	1,476,650.00	1,538,300.00
08/01/2028	_	-	47,500.00	47,500.00	-	47,500.00	
02/01/2029	1,980,000.00	2.000%	47,500.00	2,027,500.00	-	2,027,500.00	2,075,000.00
08/01/2029	-	-	27,700.00	27,700.00	-	27,700.00	-
02/01/2030	1,970,000.00 2.000%		27,700.00	1,997,700.00	-	1,997,700.00	2,025,400.00
08/01/2030	<u> </u>		8,000.00	8,000.00	-	8,000.00	-
02/01/2031	800,000.00 2.000% 8,000.00		8,000.00	808,000.00	-	808,000.00	816,000.00
Total	\$10,585,000.00	-	\$1,612,143.33	\$12,197,143.33	(173,443.33)	\$12,023,700.00	-

Yield Statistics

\$70,234.28
6.635 Years
2.2953797%
1.0464374%
1.0012633%
0.7724422%
1.1218066%

IRS Form 8038

Net Interest Cost	0.8775983%
Weighted Average Maturity	6.601 Years

RESULTS OF SALE - 2021A FACILITIES MAINTENANCE BONDS

Edina School District No. 273

Financing Plan for 2021A Facilities Maintenance Bonds and Future Projects

Future Bond Issues

Type of Bond Int. Rate Amount Dated Facilities Maintenance \$10,585,000 05/27/21 1.00% Building Bonds \$7,000,000 08/01/21 1.70% Facilities Maintenance \$3,205,000 05/01/23 2.50%

2021A Facilities Maintenance Bond Potential Voter Approved Bond Issue and CPL 1 Future Facilities Maintenance Bond Issue

May 5, 2021

Levy	vy Est. Tax Debt Service Levies - Existing Bonds ²						Other Levies Potential Building Bonds					Facilities Maintenance Funding					Combined Totals				
Pay	Fiscal	Capacity \	Value ¹	Building	Alt. Fac./FM	Est. Debt	Net	Tax	Lease	Capital			Addl. Debt	Net	General Fund			Addl. Debt	Debt	Total	Tax
Year	Year	(\$000s)	% Chg	Bonds	Bonds	Excess 3	Levy	Rate	Levy 4	Project Levy 5	Principal	Interest	Excess***	Levy	Revenue	Principal	Interest	Excess 3	Levy	Levy	Rate
2020	2021	113,566	3.4%	12,963,570	2,385,574	(772,133)	14,577,011	12.84	774,080	6,277,203	-	-	-	-	8,954,454	-	-	-	-	30,582,748	26.93
2021	2022	115,791	2.0%	13,225,118	2,263,060	(460,062)	15,028,116	12.98	784,218	6,477,669	-	59,500	6 -	-	9,932,766	-	173,443	7 -	-	32,222,769	27.83
2022	2023	118,107	2.0%	13,293,630	2,215,093	(995,085)	14,513,638	12.29	784,218	7,039,823	-	119,000	-	124,950	9,685,807	-	255,900	-	268,695	32,417,131	27.45
2023	2024	120,469	2.0%	12,618,533	2,079,958	(697,893)	14,000,598	11.62	784,218	7,180,620	-	119,000	-	124,950	10,618,127	-	315,994	-	331,793	33,040,306	27.43
2024	2025	122,879	2.0%	6,851,145	6,279,853	(661,432)	12,469,566	10.15	784,218	7,324,232	-	119,000	-	124,950	11,336,769	1,270,000	336,025	-	1,686,326	33,726,062	27.45
2025	2026	125,336	2.0%	6,964,808	8,167,753	(590,895)	14,541,666	11.60	784,218	7,470,717	-	119,000	(5,623)	119,327	9,353,643	1,810,000	297,925	(75,885)	2,137,437	34,407,007	27.45
2026	2027	127,843	2.0%	11,508,158	5,840,349	(680,965)	16,667,542	13.04	644,218	7,620,131	-	119,000	(5,370)	119,580	8,480,624	1,340,000	243,625	(96,185)	1,566,622	35,098,717	27.45
2027	2028	129,761	1.5%	11,712,120	6,115,764	(780,683)	17,047,202	13.14	644,218	7,772,534	-	119,000	(5,381)	119,569	8,509,813	1,415,000	203,425	(70,498)	1,628,848	35,722,184	27.53
2028	2029	131,707	1.5%	11,714,220	6,192,992	(802,255)	17,104,957	12.99	452,066	7,889,122	-	119,000	(5,381)	119,569	8,505,139	1,980,000	175,125	(73,298)	2,189,583	36,260,436	27.53
2029	2030	133,683	1.5%	11,717,370	6,198,347	(805,825)	17,109,892	12.80	452,066	8,007,459	230,000	119,000	(5,381)	361,069	8,758,684	1,970,000	135,525	(98,531)	2,112,270	36,801,440	27.53
2030	2031	133,683	0.0%	10,576,020	7,338,227	(806,207)	17,108,040	12.80	452,066	8,127,571	135,000	115,090	(16,248)	246,346	9,019,835	800,000	96,125	(95,052)	845,879	35,799,737	26.78
2031	2032	133,683	0.0%	10,579,380	4,753,704	(806,141)	14,526,943	10.87	452,066	8,127,571	2,715,000	112,795	(11,086)	2,958,099	9,288,821	-	80,125	(38,065)	46,067	35,399,567	26.48
2032	2033	133,683	0.0%	10,574,970	4,634,844	(689,989)	14,519,826	10.86	452,066	8,127,571	1,370,000	66,640	(133,114)	1,375,358	9,565,877	1,245,000	80,125	(2,073)	1,389,308	35,430,004	26.50
2033	2034	133,683	0.0%	10,573,080	4,628,151	(684,442)	14,516,789	10.86	452,066	8,127,571	1,250,000	43,350	(61,891)	1,296,126	9,851,244	1,130,000	49,000	(62,519)	1,175,431	35,419,227	26.50
2034	2035	133,683	0.0%	10,573,080	4,633,466	(684,055)	14,522,491	10.86	452,066	8,127,571	1,300,000	22,100	(58,326)	1,329,879	10,145,172	830,000	20,750	(52,894)	840,393	35,417,572	26.49
2035	2036	133,683	0.0%	10,343,340	3,266,130	(684,295)	12,925,175	9.67	452,066	8,127,571	-	-	-	-	10,447,918	-	-	-	-	31,952,730	23.90
2036	2037	133,683	0.0%	10,275,720	-	(612,426)	9,663,294	7.23	452,066	8,127,571	-	-	-	-	10,759,746	-	-	-	-	29,002,677	21.70
2037	2038	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,080,930	-	-	-	-	19,660,566	14.71
2038	2039	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2039	2040	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2040	2041	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2041	2042	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2042	2043	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2043	2044	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2044	2045	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2045	2046	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2046	2047	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2047	2048	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	14.95
2048	2049	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-		-	11,411,748	-	-	-	-	19,991,385	14.95
	2050	133,683	0.0%	-	-	-	-	-	452,066	8,127,571	-	-	-	-	11,411,748	-	-	-	-	19,991,385	
Totals				186,064,260	76,993,266	(12,214,782)	250,842,745		15,929,051	235,610,923	7,000,000	1,371,475	(307,800)	8,419,774	311,236,348	13,790,000	2,463,112	(665,000)	16,218,652	838,257,494	

- 1 Tax capacity values include the actual value for taxes payable in 2020 and 2021, with estimated percentage changes for later years as shown above.
- 2 Initial debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year.
- 3 The debt excess adjustment for taxes payable in 2020 and 2021 are the actual amounts. The estimate for 2022 is based on audited data. Estimates for future years are based on 4.5% of the prior years' total debt service levy.
- 4 Lease levy amounts for future years are based on the best available estimates of future payments for all current and planned future leases.
- 5 These estimates assume that the Capital Project Levy referendum question passes in May of 2021.
- 6 Due to timing of the levy process, the district was not able to make a levy for the interest payment that would be due on the potential voter approved bond in FY 2022, estimated at \$59,500. The payment would be made from bond proceeds.
- 7 For each of the Facilities Maintenance bond issues, interest payments due during the first year would be paid from funds on hand in the debt service fund or bond proceeds.



RESULTS OF SALE - 2021A FACILITIES MAINTENANCE BONDS

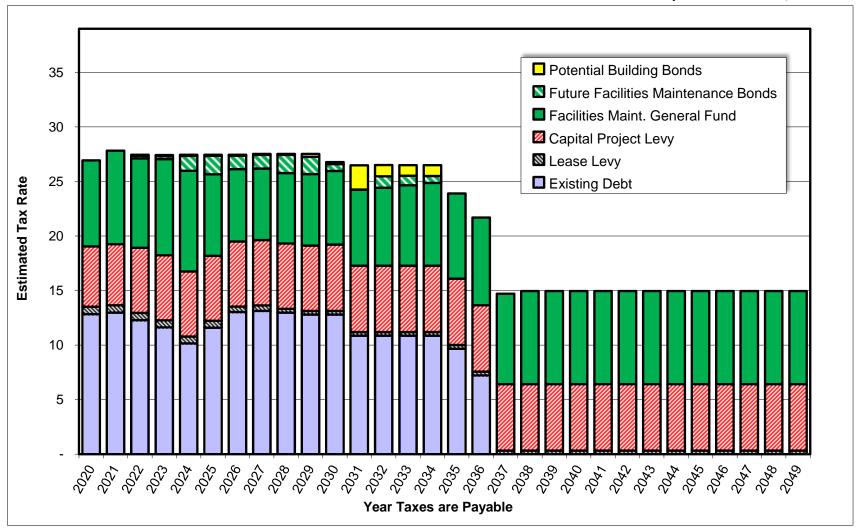
Edina School District No. 273

Estimated Tax Rates for Capital and Debt Service Levies

2021A Facilities Maintenance Bond
Potential Voter Approved Bond Issue and CPL
1 Future Facilities Maintenance Bond Issue

Date Prepared:

May 5, 2021







Rating Action: Moody's assigns Aaa UND and Aa2 ENH ratings to Edina ISD 273, MN's GO bonds

23 Apr 2021

New York, April 23, 2021 -- Moody's Investors Service assigns a Aaa general obligation unlimited tax (GOULT) rating and an enhanced Aa2 rating to Edina Independent School District 273, MN's \$10.6 million General Obligation Facilities Maintenance Bonds, Series 2021A. Moody's also affirmed the district's Aaa issuer and GOULT ratings and affirmed the Aa1 on the district's outstanding certificates of participation. Following the sale, the district will have about \$183 million in outstanding debt. The outlook is stable.

RATINGS RATIONALE

The Aaa issuer rating reflects the district's growing local economy and full value per capita in the Twin Cities metro area, very strong adjusted resident income levels, relatively stable enrollment, and moderate debt and pension leverage and modest fixed costs. While cash is strong, fund balance are a little low compared to peers in the rating category.

The Aaa GOULT rating is the same as the issuer rating based on the district's full faith and credit pledge and the authority to levy a dedicated property tax unlimited as to rate and amount.

The Aa1 certificates rating is one notch below the issuer rating reflecting the risk of annual appropriation pursuant to a lease purchase agreement and the more essential nature of the leased asset (middle school addition).

The Aa2 enhanced rating reflects the additional security provided by the Minnesota School District Credit Enhancement Program. The programmatic rating is notched once from the state's Aa1 general obligation unlimited tax (GOULT) rating and the program carries a stable outlook, reflecting the stable outlook on the State of Minnesota. The enhanced rating reflects sound program mechanics and the state's pledge of an unlimited appropriation from its General Fund should the district be unable to meet debt service requirements. The program's mechanics include a provision for third party notification of pending deficiency. If the district does not transfer funds necessary to pay debt to the paying agent at least three days prior to the payment due date, the state will appropriate the payment to the paying agent directly. Moody's has received a copy of the signed program applications.

RATING OUTLOOK

The outlook is stable because the tax base and economy will continue be a strength given the location in the metro area and good demographic and population trends. Reserves will likely remain level because of the district's track record of good budget management overall.

FACTORS THAT COULD LEAD TO AN UPGRADE OF THE RATINGS

- N/A
- Upgrade of state's general obligation rating (enhanced only)

FACTORS THAT COULD LEAD TO A DOWNGRADE OF THE RATINGS

- Sustained declines in cash and fund balance
- Material increase in long-term debt and pension burdens
- Downgrade of state's general obligation rating (enhanced only)

LEGAL SECURITY

The issuer rating reflects the district's ability to repay debt and debt-like obligations without consideration of any pledge, security, or structural features.

The district's general obligation (GO) bonds are backed by the district's full faith and credit pledge and the authority to levy a dedicated property tax unlimited as to rate and amount. The bonds are secured by statute, but there is no lockbox structure.

The bonds are additionally secured by the Minnesota School District Credit Enhancement Program which provides for an unlimited advance from the state's General Fund should the district be unable to meet debt service requirements.

The district's certificates of participation are secured by lease rental payments, subject to annual appropriation pursuant to a lease purchase agreement, and related ground lease and trust indenture. Proceeds financed the construction of an addition to Southview Middle School.

USE OF PROCEEDS

Proceeds will fund facilities maintenance projects in the district's ten-year facility plan.

PROFILE

The district is located 12 miles southwest of downtown Minneapolis (Aa1 stable) and encompasses about 8,179 acres in Hennepin County (Aaa stable). The district's population is estimated at 42,000 and its student enrollment is an estimated 8,348 in fiscal 2021.

METHODOLOGY

The principal methodology used in the underlying ratings was US K-12 Public School Districts Methodology published in January 2021 and available at https://www.moodys.com/researchdocumentcontentpage.aspx? docid=PBM_1202421. The principal methodology used in the enhanced rating was State Aid Intercept Programs and Financings published in December 2017 and available at https://www.moodys.com/researchdocumentcontentpage.aspx?docid=PBM_1067422. Alternatively, please see the Rating Methodologies page on www.moodys.com for a copy of these methodologies.

REGULATORY DISCLOSURES

For further specification of Moody's key rating assumptions and sensitivity analysis, see the sections Methodology Assumptions and Sensitivity to Assumptions in the disclosure form. Moody's Rating Symbols and Definitions can be found at: https://www.moodys.com/researchdocumentcontentpage.aspx? docid=PBC_79004.

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David Strungis Lead Analyst Regional PFG Chicago Moody's Investors Service, Inc. 100 N Riverside Plaza **Suite 2220** Chicago 60606 US JOURNALISTS: 1 212 553 0376

Client Service: 1 212 553 1653 Christopher Coviello

Additional Contact Regional PFG Northeast JOURNALISTS: 1 212 553 0376 Client Service: 1 212 553 1653

Releasing Office: Moody's Investors Service, Inc. 250 Greenwich Street New York, NY 10007 U.S.A JOURNALISTS: 1 212 553 0376

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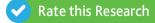
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CREDIT OPINION

23 April 2021



Contacts

David Strungis +1.212.553.7422 VP-Senior Analyst david.strungis@moodys.com

Christopher Coviello +1.212.553.0575 VP-Senior Analyst christopher.coviello@moodys.com

CLIENT SERVICES

Americas 1-212-553-1653
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Edina Independent School District 273, MN

Update to credit analysis

Summary

Edina Independent School District 273, MN (Aaa stable) has an exceptional credit position. The district will continue to benefit from its growing local economy and tax base in the Twin Cities metro area, very strong adjusted resident income levels, relatively stable enrollment, and moderate debt and pension leverage and modest fixed costs. While cash is strong, fund balance levels are a little low compared to peers in the rating category. State aid is unchanged for fiscal 2021 and the district reopened in the fall, using a hybrid model with both in-person and distance learning based on the state's guidance for school reopening.

Credit strengths

- » Growing local economy in the Twin Cities metropolitan area
- » Very high resident income and wealth levels

Credit challenges

- » Lower cash and fund balance compared to peers
- » Moderate debt and pension burdens

Rating outlook

The outlook is stable because the tax base and economy will continue be a strength given the location in the metro area and good demographic and population trends. Reserves will remain level because of the district's track record of good budget management overall.

Factors that could lead to an upgrade

» N/A

Factors that could lead to a downgrade

- » Sustained declines in cash and fund balance
- » Material increase in long-term debt and pension burdens

MOODY'S INVESTORS SERVICE U.S. PUBLIC FINANCE

Key indicators

Exhibit 1
Edina Independent School District 273, MN

	2017	2018	2019	2020	Aaa Medians
Economy				·	
Resident income	189.6%	192.5%	195.5%	N/A	168.9%
Full value (\$000)	\$9,976,366	\$10,415,068	\$10,769,986	\$11,014,968	\$11,986,069
Population	41,334	42,021	42,319	N/A	45,044
Full value per capita	\$241,360	\$247,854	\$254,495	\$260,284	\$191,404
Enrollment	8,587	8,588	8,510	8,445	5,139
Enrollment trend	N/A	N/A	-0.1%	-0.6%	0.3%
Financial performance					
Operating revenue (\$000)	\$122,382	\$126,352	\$132,239	\$134,463	\$130,775
Available fund balance (\$000)	\$19,521	\$14,473	\$16,748	\$17,790	\$37,896
Net cash (\$000)	\$41,956	\$43,059	\$43,062	\$43,476	\$47,670
Available fund balance ratio	16.0%	11.5%	12.7%	13.2%	26.8%
Net cash ratio	34.3%	34.1%	32.6%	32.3%	38.6%
Leverage		·		·	
Debt (\$000)	\$185,262	\$177,853	\$194,285	\$183,897	\$44,922
ANPL (\$000)	\$374,021	\$341,684	\$267,680	\$318,797	\$163,293
OPEB (\$000)	N/A	\$19,266	\$18,419	\$20,046	\$26,023
Long-term liabilities ratio	N/A	426.4%	363.3%	388.8%	220.4%
Implied debt service (\$000)	\$13,103	\$13,761	\$13,105	\$14,165	\$3,605
Pension tread water (\$000)	\$9,112	\$8,534	\$8,042	N/A	\$4,321
OPEB contributions (\$000)	N/A	\$982	\$1,006	\$1,112	\$1,041
Fixed-costs ratio	N/A	18.4%	16.8%	17.3%	9.9%

For definitions of the metrics in the table above please refer to the <u>US K-12 Public School Districts Methodology</u> or see the Glossary in the Appendix below. Metrics represented as N/A indicate the data were not available at the time of publication. The medians come from our most recently published <u>K12 Median Report</u>.

2020 Resident income, population, full value per capita and pension tread water were carried forward from 2019 Sources: US Census Bureau, Edina Independent School District 273, MN's financial statements and Moody's Investors Service

Profile

Edina Independent School District 273 is located in Hennepin County in southeastern Minnesota, approximately five miles southwest of the Minneapolis-St. Paul metro area. The district's fall 2020 enrollment was 8,348.

Detailed credit considerations

Economy: very high adjusted resident income and relatively stable enrollment

Edina ISD's economy is very strong and the district will continue to benefit from its location in the Twin Cities metro area. The tax base has undergone robust growth, increasing by an annual average of 5.6% over the last five years. This has redounded to the benefit of full value per capita, which was \$254,495 in fiscal 2019. Growth is driven by appreciation and new residential development, particularly apartments and the redevelopment of existing properties. Resident incomes are very strong. Median household income, adjusted for regional purchasing power, was about 195% of the US. Unemployment in Hennepin County was 4.1% in February 2021, below the state (4.6%) and the nation (6.6%).

Enrollment is relatively stable. While enrollment in fiscal 2021 was somewhat impacted by the pandemic, trends will likely rebound once the pandemic is over. The district's three-year enrollment trend was negative 0.94% through fiscal 2021. Management anticipates enrollment will increase over the next three years, driven by strong demand for the district's programming and course offerings. Fiscal 2022 enrollment will likely be up at least 100 students over fiscal 2021.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moodys.com for the most updated credit rating action information and rating history.

MOODY'S INVESTORS SERVICE U.S. PUBLIC FINANCE

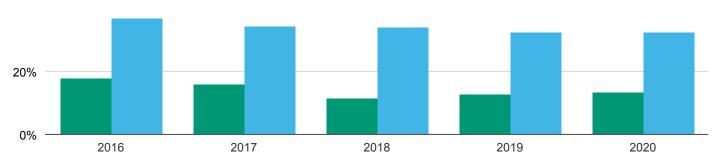
Financial operations: stable finances and large one-time federal money coming

Reserves are fine and will remain healthy because of the district's good budget management and new voter-approved revenue in fiscal 2021. The district expects fiscal 2021 to be roughly balanced and the fiscal 2022 budget will likely be balanced and may include potential upside if student enrollment exceeds budgeted expectations.

Available fund balance increased by about \$1.0 million across all operating funds (general fund and debt service) in fiscal 2020. Available fund balance was \$17.8 million or 13.2% of revenue, which is low compared to the Aaa medians but adequate for the district. Fund balance is much lower than cash because the cash collected for the subsequent year's levy is recorded as a deferred revenue.

Exhibit 2
Fund balance and cash balance as percentage of operating revenues

Available fund balance ratio (available fund balance / operating revenue)
Net cash ratio (net cash / operating revenue)



Source: Issuer financial statements; Moody's Investors Service

Liquidity

Cash across all operating funds was roughly \$43.5 million in fiscal 2020 or 32.3% of revenue.

Leverage: moderate long-term liabilities, low fixed costs

Leverage related to long-term debt and adjusted net pension and OPEB liabilities will remain high compared to similarly rated peers. The district is currently issuing roughly \$10.6 million in GO facilities maintenance bonds. Its debt burden will be about \$183 million after the issuance or 136% of fiscal 2020 operating revenue. The district is seeking voter authorization for about \$7 million in GO bonds in May 2021, which it will issue in the next 12 months if authorized.

Legal security

The issuer rating reflects the district's ability to repay debt and debt-like obligations without consideration of any pledge, security, or structural features.

The district's general obligation (GO) bonds are backed by the district's full faith and credit pledge and the authority to levy a dedicated property tax unlimited as to rate and amount. The bonds are secured by statute, but there is no lockbox structure.

The bonds are additionally secured by the Minnesota School District Credit Enhancement Program which provides for an unlimited advance from the state's General Fund should the district be unable to meet debt service requirements.

The district's certificates of participation are secured by lease rental payments, subject to annual appropriation pursuant to a lease purchase agreement, and related ground lease and trust indenture. Proceeds financed the construction of an addition to Southview Middle School.

Debt structure

The district will have about \$183.7 million of GOULT debt after its current issuance. All of the district's debt is fixed-rate and amortizing. The district's debt burden includes about \$735,000 of certificates of participation that were issued for a school project and roughly \$1.3 million of capital leases.

U.S. PUBLIC FINANCE MOODY'S INVESTORS SERVICE

Debt-related derivatives

The district is not a party to any derivative agreements.

Pensions and OPEB

Pensions will remain a significant portion of the district's overall leverage. The district participates in a single-employer pension plan administered by the district and two statewide cost-sharing plans administered by the state. Its three-year average adjusted net pension liability (ANPL) totals \$318.8 million in fiscal 2020, equal to 237% of revenue. Other post-employment benefits are funded on a pay-as-you-go basis. The district's adjusted net OPEB obligation in fiscal 2020 was about \$20 million or 15% of revenue.

ESG considerations

Environmental

Environmental considerations are not material to the district's credit profile. According to data of Moody's affiliate, Four Twenty Seven, Hennepin County has medium risk for heat stress and water stress compared to counties nationally and low risk for extreme rainfall. The county has no risk for hurricanes and cyclones and sea level rise.

Social

Social considerations are a factor in the district's credit profile. The median age of district residents (44) is a little higher than the state (38) and national (38) medians. The district's school-age population (20%), however, is also higher than the state (17%) and national rates (17%). Population has grown around 1% to 2% annually over the last decade and now stands around 42,000. Enrollment has been roughly flat over the past five years and is 8,348 in fiscal 2021. The district has limited capacity in its current facilities and maintains a wait list.

The coronavirus outbreak is a social risk under our ESG framework because of the substantial implications for public health and safety.

The district benefits from strong governance, good budget management and planning, and past voter support for new levies. Edina is currently using the full \$724 of allowed per pupil local option revenue (LOR). In 2017, voters approved a two-step increase of \$445 per pupil in fiscal 2019 and another \$218 increase beginning in fiscal 2021. Total LOR and voter-approved revenue per pupil in fiscal 2021 is \$2,499. The district maintains a 10-year capital plan and has a policy to hold an unassigned fund balance of at least 6% of budget.

Minnesota school districts have an Institutional Framework score 1 of A. The state controls the bulk of school district revenue through a per-pupil funding formula. The state has provided for regular annual increases in the funding formula for several years but has occasionally delayed disbursements. Districts can generate a moderate amount of additional locally determined revenue with the ability to access revenue up to \$724 per pupil without voter approval. Most districts access the \$724 per pupil local optional revenue and can go to voters for an additional operating referendum authority up to the standard referendum cap, which is just under \$1,800 per pupil and increases with inflation.

MOODY'S INVESTORS SERVICE U.S. PUBLIC FINANCE

Rating methodology and scorecard factors

The US K-12 Public School Districts Methodology includes a scorecard, a tool providing a composite score of a school district's credit profile based on the weighted factors we consider most important, universal and measurable, as well as possible notching factors dependent on individual credit strengths and weaknesses. Its purpose is not to determine the final rating, but rather to provide a standard platform from which to analyze and compare school district credits.

The assigned rating is several notches above the scorecard outcome because of additional considerations including competitive considerations and the district's track record of good budget management.

Exhibit 3
Edina Independent School District 273, MN

	Measure	Weight	Score
Economy			
Resident Income (MHI Adjusted for RPP / US MHI)	195.5%	10.0%	Aaa
Full value per capita (full valuation of the tax base / population)	260,284	10.0%	Aaa
Enrollment trend (three-year CAGR in enrollment)	-0.9%	10.0%	Α
Financial performance			
Available fund balance ratio (available fund balance / operating revenue)	13.2%	20.0%	Α
Net cash ratio (net cash / operating revenue)	32.3%	10.0%	Aaa
Institutional framework			
Institutional Framework	A	10.0%	A
Leverage			
Long-term liabilities ratio ((debt + ANPL + adjusted net OPEB) / operating revenue)	388.1%	20.0%	A
Fixed-costs ratio (adjusted fixed costs / operating revenue)	17.3%	10.0%	Aa
Notching factors			
No notchings applied			
Scorecard-Indicated Outcome			Aa3
Assigned Rating			Aaa

Sources: US Census Bureau, Edina Independent School District 273, MN's financial statements and Moody's Investors Service

MOODY'S INVESTORS SERVICE U.S. PUBLIC FINANCE

Appendix

Exhibit 4
Key Indicators Glossary

	Definition	Typical Source*
Economy		
Resident income	Median Household Income (MHI), adjusted for Regional Price Parity (RPP), as a % of the US	MHI: American Community Survey (US Census Bureau)
		RPP: US Bureau of Economic Analysis
Full value (\$000)	Estimated market value of taxable property accessible to the district	State repositories, district's audited financial reports, offering documents or continuing disclosure
Population	Population of school district	American Community Survey (US Census Bureau)
Full value per capita	Full value / population of school district	
Enrollment	Student enrollment of school district	State data publications
Enrollment trend	3-year Compound Annual Growth Rate (CAGR) of Enrollment	State data publications; Moody's Investors Service
Financial performance		
Operating revenue (\$000)	Total annual operating revenue in what we consider to be the district's operating funds	Audited financial statements
Available fund balance (\$000)	Committed, assigned and unassigned fund balances in what we consider to be the district's operating funds	Audited financial statements
Net cash (\$000)	Net cash (cash and liquid investments minus short-term debt) in what we consider to be the district's operating funds	Audited financial statements
Available fund balance ratio	Available fund balance / Operating Revenue	Audited financial statements
Net cash ratio	Net Cash / Operating Revenue	Audited financial statements
Leverage		
Debt (\$000)	District's direct gross debt outstanding	Audited financial statements; official statements
ANPL (\$000)	District's pension liabilities adjusted by Moody's to standardize the discount rate used to compute the present value of accrued benefits	Audited financial statements; Moody's Investors Service
OPEB (\$000)	District's net other post-employment benefit (OPEB) liabilities adjusted by Moody's to standardize the discount rate used to compute the present value of accrued benefits	Audited financial statements; Moody's Investors Service
Long-term liabilities ratio	Debt, ANPL and OPEB liabilities as % of operating revenue	Audited financial statements, official statements; Moody's Investors Service
Implied debt service (\$000)	Annual cost to amortize district's long-term debt over 20 years with level payments	Audited financial statements; official statements; Moody's Investors Service
Pension tread water (\$000)	Pension contribution necessary to prevent reported unfunded pension liabilities from growing, year over year, in nominal dollars, if all actuarial assumptions are met	Audited financial statements; Moody's Investors Service
OPEB contributions (\$000s)	District's actual contribution in a given period, typically the fiscal yea	rAudited financial statements; official statements
Fixed-costs ratio	Implied debt service, pension tread water and OPEB contributions as % of operating revenue	

^{*}Note: If typical data source is not available then alternative sources or proxy data may be considered. For more detailed definitions of the metrics listed above please refer to the <u>US K-12 Public School Districts Methodology.</u>

Source: Moody's Investors Service

Endnotes

1 The institutional framework score categorically assesses whether a district has the legal ability to raise the bulk of its operating revenue at the local level or if the state determines the bulk of its operating revenue. Beyond the local versus state categorization, the strength of the institutional framework score is a measure of the district's flexibility in raising additional locally determined operating revenue. See <u>US K-12 Public School Districts Methodology</u> for more details.

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CERTIFICATION OF MINUTES RELATING TO \$10,585,000 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 May 10, 2021, at 7:00 p.m. at the School District offices.
Members present:
Members absent:
Documents attached:
Minutes of said meeting (including):
RESOLUTION RELATING TO \$10,585,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2021A; RATIFYING THE AWARD OF SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF
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 document attached hereto, as described above, have been carefully compared with the original records of sai 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 sai corporation, and correct and complete copies of all resolutions and other actions taken and of a 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 attende throughout by the members indicated above, pursuant to call and notice of such meeting given a required by law.
WITNESS my hand officially as such recording officer this 10th day of May, 2021.
School District Clerk

It was reported that six (6) proposals for the purchase of the District's \$10,585,000 General Obligation Facilities Maintenance Bonds, Series 2021A, were received prior to 11:00 A.M., Central Time, on May 5, 2021, pursuant to the Preliminary Official Statement distributed to potential purchasers of the Bonds by Ehlers & Associates, Inc., municipal advisor to the District. The proposals have been publicly opened, read, and tabulated and were found to be as follows:



BID TABULATION

\$10,570,000* General Obligation Facilities Maintenance Bonds, Series 2021A

Independent School District No. 273 (Edina), Minnesota

SALE: May 5, 2021

AWARD: BAIRD

MN Credit Enhancement Rating: Moody's Investor's Service "Aa2"

Underlying Rating: Moody's Investor's Service "Aaa"

Tax Exempt - Non-Bank Qualified

NAME OF BIDDER	MATURITY (February 1)	RATE	REOFFERING YIELD	PRICE	NET INTEREST COST	TRUE INTEREST RATE
BAIRD				\$11,444,197.30	\$743,771.59	1.0084%
Milwaukee, Wisconsin	2025	3.000%	0.350%	\$11,444,197.30	\$143,111.39	1.000476
C.L. King & Associates	2026	3.000%	0.470%			
Colliers Securities LLC	2027	3.000%	0.580%			
Edward Jones	2028	2.000%	0.750%			
Fidelity Capital Markets	2029	2.000%	0.900%			
Davenport & Co. L.L.C.	2029	2.000%	1.000%			
Loop Capital Markets						
Northland Securities, Inc.	2031	2.000%	1.100%			
Country Club Bank						
Crews & Associates, Inc.						
Sierra Pacific Securities						
Isaak Bond Investments, Inc						
Wintrust Investments, LLC						
SumRidge Partners						
Oppenheimer & Co.						
Midland Securities						
FMS Bonds Inc.						
First Kentucky Securities Corp.						
Multi-Bank Securities Inc.						
First Southern LLC						
Dinosaur Securities						
First Bankers' Banc Securities. Inc.						
Mountainside Securities LLC						
StoneX Financial Inc.						
Valdes and Moreno						

Subsequent to bid opening the issue size was increased to \$10,585,000.

Adjusted Price - \$11,462,185.61 Adjusted Net Interest Cost - \$734,957.72

Adjusted TIC - 1.0012%

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NAME OF BIDDER	MATURITY (February 1)	RATE	REOFFERING YIELD	PRICE	NET INTEREST COST	TRUE INTEREST RATE
PIPER SANDLER & CO. Minneapolis, Minnesota				\$11,511,410.50	\$771,048.94	1.0420%
HILLTOP SECURITIES Dallas, Texas				\$11,510,959.65	\$771,499.79	1.0426%
KEYBANC CAPITAL MARKETS INCORPORATED Cleveland, Ohio				\$11,446,891.30	\$835,568.14	1.1330%
J.P. MORGAN SECURITIES LLC New York, New York				\$11,453,149.95	\$845,050.61	1.1421%
MORGAN STANLEY & CO, LLC New York, New York				\$11,481,531.85	\$912,823.71	1.2390%

Bid Tabulation Independent School District No. 273 (Edina), Minnesota \$10,570,000* General Obligation Facilities Maintenance Bonds, Series 2021A May 5, 2021

Page 2

Member	introduced the	following re	esolution an	nd moved i	ts adoption,	which mo	tion
was seconded by Mem	oer	:					

RESOLUTION RELATING TO \$10,585,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2021A; AUTHORIZING ISSUANCE, RATIFYING THE AWARD OF SALE, PRESCRIBING THE FORM AND DETAILS AND PROVIDING FOR THE PAYMENT THEREOF

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

SECTION 1. AUTHORIZATION; SALE AND RATIFICATION.

- 1.01. <u>Authorization; Purpose</u>. Pursuant to a resolution adopted on November 23, 2020, this Board determined it is in the best interests of the District to authorize the issuance and sale of its \$13,775,000 General Obligation Facilities Maintenance Bonds, Series 2021A (the Bonds) pursuant to Minnesota Statutes, Sections 123B.595 and Chapter 475. The proceeds of the Bonds will be used, together with any funds of the District which might be required, to finance various deferred capital maintenance projects (collectively, the Projects), as described in the District's tenyear facility plan (the Facility Plan) approved by both the Board and the Commissioner of the Department of Education of the State of Minnesota. The District has published a notice in its official newspaper describing the Projects, the amount of such Bonds, and the total amount of District indebtedness.
- 1.02. <u>Sale</u>. The District has retained Ehlers as independent municipal advisor in connection with the sale of the Bonds, in the aggregate principal amount of \$10,585,000. A proposal that meets the requirements set forth in the Parameters Resolution has been received from Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin (the Purchaser), to purchase the Bonds at a price of \$11,462,185.61 plus accrued interest on all Bonds to the day of delivery and payment, if any, on the further terms and conditions hereinafter set forth.
- 1.03. <u>Ratification of Award</u>. Pursuant to the Parameters Resolution, the sale of the Bonds has been approved and awarded by the Director of Business Services and Treasurer to the Purchaser. The sale of the Bonds to the Purchaser and the execution of the bond purchase agreement for the sale of the Bonds with the Purchaser by the Director of Business Services and Treasurer are hereby ratified in all respects.

SECTION 2. BOND TERMS; REGISTRATION; EXECUTION AND DELIVERY.

- 2.01. <u>Issuance of Bonds</u>. All acts, conditions and things which are required by the Constitution and laws of the State of Minnesota to be done prior to the issuance of the Bonds having been done, existing and having happened, it is necessary for this Board to establish the form and terms of the Bonds, to provide for the security thereof, and to issue the Bonds forthwith.
- 2.02. <u>Maturities, Interest Rates and Denominations</u>. The Bonds shall be originally dated as of May 27, 2021, shall be in denominations of \$5,000 or any integral multiple thereof of single maturities, shall mature on February 1 in the years and amounts stated below and shall bear interest

from date of issue until paid or called for redemption at the annual rates set forth opposite such years and amounts, as follows:

Year	Amount	Rate	Year	Amount	Rate
2025	\$1,270,000	3.000%	2029	\$1,980,000	2.000%
2026	1,810,000	3.000	2030	1,970,000	2.000
2027	1,340,000	3.000	2031	800,000	2.000
2028	1,415,000	2.000		•	

For purposes of complying with the maturity provisions of Minnesota Statutes, Section 475.54, subdivision 1, the maturity schedule for the Bonds is being combined with the maturity schedules for all of the District's outstanding general obligation bonds.

The Bonds shall be issuable only in fully registered form. Interest shall be computed on the basis of a 360-day year composed of twelve 30-day months. The interest thereon and, upon surrender of each Bond, the principal amount thereof, shall be payable by check or draft issued by the Registrar described herein; provided that, so long as the Bonds are registered in the name of a securities depository, or a nominee thereof, in accordance with Section 2.08 hereof, principal and interest shall be payable in accordance with the operational arrangements of the securities depository.

- 2.03. Dates and Interest Payment Dates. Upon initial delivery of the Bonds pursuant to Section 2.07 and upon any subsequent transfer or exchange pursuant to Section 2.06, the date of authentication shall be noted on each Bond so delivered, exchanged or transferred. The interest on the Bonds shall be payable on February 1 and August 1, commencing February 1, 2022, to the owners of record thereof as of the close of business on the fifteenth day of the immediately preceding month, whether or not such day is a business day.
- 2.04. Redemption. The Bonds maturing on and after February 1, 2029 shall be subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and within a maturity by lot as selected by the Registrar in multiples of \$5,000, on February 1, 2028, and on any date thereafter, at a price equal to the principal amount thereof and accrued interest to the date of redemption. The Clerk shall cause notice of the call for redemption thereof to be published as required by law and, at least thirty (30) days prior to the designated redemption date, shall cause notice of the call for redemption to be mailed, by first class mail, to the registered owners of any Bonds to be redeemed at their addresses as they appear on the bond register described in Section 2.06 hereof but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

- 2.05. Appointment of Initial Registrar. The District hereby appoints Bond Trust Services Corporation, in Roseville, Minnesota, as the initial bond registrar, transfer agent and paying agent (the Registrar). The Chairperson and the Clerk are authorized to execute and deliver, on behalf of the District, a contract with the Registrar. Upon merger or consolidation of the Registrar with another corporation, if the resulting corporation is a bank or trust company organized under the laws of the United States or one of the states of the United States and authorized by law to conduct such business, such corporation shall be authorized to act as successor Registrar. The District agrees to pay the reasonable and customary charges of the Registrar for the services performed. The District reserves the right to remove the Registrar upon thirty (30) days' notice and upon the appointment and acceptance of a successor Registrar, in which event the predecessor Registrar shall deliver all cash and Bonds in its possession to the successor Registrar and shall deliver the bond register to the successor Registrar.
- 2.06. Registration. The effect of registration and the rights and duties of the District and the Registrar with respect thereto shall be as follows:
 - (a) Register. The Registrar shall keep at its principal corporate trust office a bond register in which the Registrar shall provide for the registration of ownership of Bonds and the registration of transfers and exchanges of Bonds entitled to be registered, transferred or exchanged.
 - (b) Transfer of Bonds. Upon surrender for transfer of any Bond duly endorsed by the registered owner thereof or accompanied by a written instrument of transfer, in form satisfactory to the Registrar, duly executed by the registered owner thereof or by an attorney duly authorized by the registered owner in writing, the Registrar shall authenticate and deliver, in the name of the designated transferee or transferees, one or more new Bonds of a like aggregate principal amount and maturity, as requested by the transferor. The Registrar may, however, close the books for registration of any transfer after the fifteenth day of the month preceding each interest payment date and until such interest payment date.
 - Exchange of Bonds. Whenever any Bonds are surrendered by the registered owner for exchange the Registrar shall authenticate and deliver one or more new Bonds of a like aggregate principal amount and maturity, as requested by the registered owner or the owner's attorney in writing.
 - Cancellation. All Bonds surrendered upon any transfer or exchange shall be promptly canceled by the Registrar and thereafter disposed of as directed by the District.
 - Improper or Unauthorized Transfer. When any Bond is presented to the Registrar for transfer, the Registrar may refuse to transfer the same until it is satisfied that the endorsement on such Bond or separate instrument of transfer is valid and genuine and that the requested transfer is legally authorized. The Registrar shall incur no liability for the refusal, in good faith, to make transfers which it, in its judgment, deems improper or unauthorized.

- Persons Deemed Owners. The District and the Registrar may treat the person in whose name any Bond is at any time registered in the bond register as the absolute owner of such Bond, whether such Bond shall be overdue or not, for the purpose of receiving payment of, or on account of, the principal of and interest on such Bond and for all other purposes, and all such payments so made to any such registered owner or upon the owner's order shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.
- Taxes, Fees and Charges. For every transfer or exchange of Bonds, the Registrar may impose a charge upon the owner thereof sufficient to reimburse the Registrar for any tax, fee or other governmental charge required to be paid with respect to such transfer or exchange.
- (h) Mutilated, Lost, Stolen or Destroyed Bonds. In case any Bond shall become mutilated or be destroyed, stolen or lost, the Registrar shall deliver a new Bond of like amount, number, maturity date and tenor in exchange and substitution for and upon cancellation of any such mutilated Bond or in lieu of and in substitution for any such Bond destroyed, stolen or lost, upon the payment of the reasonable expenses and charges of the Registrar in connection therewith; and, in the case of a Bond destroyed, stolen or lost, upon filing with the Registrar of evidence satisfactory to it that such Bond was destroyed, stolen or lost, and of the ownership thereof, and upon furnishing to the Registrar of an appropriate bond or indemnity in form, substance and amount satisfactory to it, in which both the District and the Registrar shall be named as obligees. All Bonds so surrendered to the Registrar shall be canceled by it and evidence of such cancellation shall be given to the District. If the mutilated, destroyed, stolen or lost Bond has already matured or been called for redemption in accordance with its terms it shall not be necessary to issue a new Bond prior to payment.
- Authenticating Agent. The Registrar is hereby designated authenticating agent for the Bonds, within the meaning of Minnesota Statutes, Section 475.55, subdivision 1, as amended.
- Valid Obligations. All Bonds issued upon any transfer or exchange of Bonds shall be the valid obligations of the District, evidencing the same debt, and entitled to the same benefits under this resolution as the Bonds surrendered upon such transfer or exchange.
- 2.07. Execution; Authentication and Delivery. The Bonds shall be prepared under the direction of the Clerk and shall be executed on behalf of the District by the signatures of the Chairperson and the Clerk, provided that all signatures may be printed, engraved, or lithographed facsimiles of the originals. In case any officer whose signature, or a facsimile of whose signature, shall appear on the Bonds shall cease to be such officer before the delivery of any Bond, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery. Notwithstanding such execution, no Bond shall be valid or obligatory for any purpose or entitled to any security or benefit under this resolution unless and until a certificate of authentication on such Bond has been duly executed by the manual signature of the Registrar. The executed certificate of authentication on each Bond shall be

conclusive evidence that it has been authenticated and delivered under this resolution. When the Bonds have been so delivered and authenticated, they shall be delivered by the Clerk to the Purchaser upon payment of the purchase price in accordance with the contract of sale heretofore made and executed, and the Purchaser shall not be obligated to see to the application of the purchase price.

2.08. Securities Depository. (a) For purposes of this section the following terms shall have the following meanings:

"Beneficial Owner" shall mean, whenever used with respect to a Bond, the person in whose name such Bond is recorded as the beneficial owner of such Bond by a Participant on the records of such Participant, or such person's subrogee.

"Cede & Co." shall mean Cede & Co., the nominee of DTC, and any successor nominee of DTC with respect to the Bonds.

"DTC" shall mean The Depository Trust Company of New York, New York.

"Participant" shall mean any broker-dealer, bank or other financial institution for which DTC holds Bonds as securities depository.

"Representation Letter" shall mean the Representation Letter pursuant to which the District agrees to comply with DTC's Operational Arrangements.

The Bonds shall be initially issued as separately authenticated fully registered bonds, and one Bond shall be issued in the principal amount of each stated maturity of the Bonds. Upon initial issuance, the ownership of such Bonds shall be registered in the bond register in the name of Cede & Co., as nominee of DTC. The Registrar and the District may treat DTC (or its nominee) as the sole and exclusive owner of the Bonds registered in its name for the purposes of payment of the principal of or interest on the Bonds, selecting the Bonds or portions thereof to be redeemed, if any, giving any notice permitted or required to be given to registered owners of Bonds under this resolution, registering the transfer of Bonds, and for all other purposes whatsoever; and neither the Registrar nor the District shall be affected by any notice to the contrary. Neither the Registrar nor the District shall have any responsibility or obligation to any Participant, any person claiming a beneficial ownership interest in the Bonds under or through DTC or any Participant, or any other person which is not shown on the bond register as being a registered owner of any Bonds, with respect to the accuracy of any records maintained by DTC or any Participant, with respect to the payment by DTC or any Participant of any amount with respect to the principal of or interest on the Bonds, with respect to any notice which is permitted or required to be given to owners of Bonds under this resolution, with respect to the selection by DTC or any Participant of any person to receive payment in the event of a partial redemption of the Bonds, or with respect to any consent given or other action taken by DTC as registered owner of the Bonds. So long as any Bond is registered in the name of Cede & Co., as nominee of DTC, the Registrar shall pay all principal of and interest on such Bond, and shall give all notices with respect to such Bond, only to Cede & Co. in accordance with DTC's Operational Arrangements, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than DTC

shall receive an authenticated Bond for each separate stated maturity evidencing the obligation of the District to make payments of principal and interest. Upon delivery by DTC to the Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the Bonds will be transferable to such new nominee in accordance with paragraph (e) hereof.

- (c) In the event the District determines that it is in the best interest of the Beneficial Owners that they be able to obtain Bonds in the form of bond certificates, the District may notify DTC and the Registrar, whereupon DTC shall notify the Participants of the availability through DTC of Bonds in the form of certificates. In such event, the Bonds will be transferable in accordance with paragraph (e) hereof. DTC may determine to discontinue providing its services with respect to the Bonds at any time by giving notice to the District and the Registrar and discharging its responsibilities with respect thereto under applicable law. In such event the Bonds will be transferable in accordance with paragraph (e) hereof.
- (d) The execution and delivery of the Representation Letter to DTC by the Chairperson or Clerk, if not previously filed or if required to be re-filed with DTC, is hereby authorized and directed.
- (e) In the event that any transfer or exchange of Bonds is permitted under paragraph (b) or (c) hereof, such transfer or exchange shall be accomplished upon receipt by the Registrar of the Bonds to be transferred or exchanged and appropriate instruments of transfer to the permitted transferee in accordance with the provisions of this resolution. In the event Bonds in the form of certificates are issued to owners other than Cede & Co., its successor as nominee for DTC as owner of all the Bonds, or another securities depository as owner of all the Bonds, the provisions of this resolution shall also apply to all matters relating thereto, including, without limitation, the printing of such Bonds in the form of bond certificates and the method of payment of principal of and interest on such Bonds in the form of bond certificates.

SECTION 3. <u>FORM OF BONDS</u>. The Bonds shall be prepared in substantially the form found at EXHIBIT A hereto.

SECTION 4. USE OF PROCEEDS.

- 4.01. General Obligation Facilities Maintenance Bonds, Series 2021A Construction Fund. There is hereby established on the official books and records of the District a General Obligation Facilities Maintenance Bonds, Series 2021A Construction Fund (the Construction Fund), and the District shall continue to maintain the Construction Fund until payment of all costs and expenses incurred in connection with the Projects financed by the Bonds have been paid. To the Construction Fund there shall be credited from the proceeds of the Bonds an amount equal to the estimated construction costs and expenses of the Projects and from the Construction Fund there shall be paid all such construction costs and expenses. After payment of all such construction costs and expenses, the Construction Fund shall be discontinued and any Bond proceeds remaining therein shall be credited to the Debt Service Fund established by Section 4.02 hereof.
- 4.02. <u>General Obligation Facilities Maintenance Bonds, Series 2021A Debt Service Fund.</u> So long as any of the Bonds are outstanding and any principal of or interest thereon unpaid, the

District shall maintain a separate debt service fund on the official books and records of the District to be known as the General Obligation Facilities Maintenance Bonds, Series 2021A Debt Service Fund (the Debt Service Fund), which the District agrees to maintain until the Bonds have been paid in full, and the principal of and interest on the Bonds shall be payable from the Debt Service Fund. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 5(c), the portion of longterm facilities maintenance revenue for bonded debt must be recognized in the Debt Service Fund. The moneys on hand in the Debt Service Fund from time to time shall be used only to pay the principal of and interest on the Bonds. The District irrevocably appropriates to the Debt Service Fund: (a) any funds received from the Purchaser upon delivery of the Bonds in excess of (i) the amount required by Section 4.01 above to be credited to the Construction Fund and (ii) the amount required by Section 7.04 hereof to be set aside for payment of the costs of issuance of the Bonds; (b) the amounts specified in Section 4.01 above, after payment of all costs and expenses of the Projects; (c) all taxes levied and collected in accordance with this resolution or any additional resolutions of the Board; (d) amounts, if any, transferred from the general fund account for longterm facilities maintenance to the Debt Service Fund, pursuant to Minnesota Statutes, Section 123B.595, subdivision 10(a)(4); (e) any long-term facilities maintenance equalized aid receivable under Minnesota Statutes, Section 123B.595, subdivision 9; and (f) all other moneys as shall be appropriated by the Board to the Debt Service Fund from time to time. If any payment of principal of and interest on the Bonds shall become due when there is not sufficient money in the Debt Service Fund to make such payment, the Clerk shall pay the same from any other available fund of the District, and such other fund shall be reimbursed for such advances out of the proceeds of the taxes levied for the payment of the Bonds when available. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 12, the portion, if any, of long-term facilities maintenance revenue not recognized in the Debt Service Fund shall be maintained with the general fund of the District in a reserve account pledged to the payment of Facility Plan costs not financed by the Bonds.

4.03. Tax Levies. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing power of the District shall be and are hereby irrevocably pledged. To provide moneys for the payment of principal of and interest on the Bonds as required by Minnesota Statutes, Section 475.61, subdivision 1, there is hereby levied on all taxable property in the District a direct, annual ad valorem tax which shall be spread upon the tax rolls for collection in the years and amounts as follows, as a part of other general taxes of the District, as follows:

Levy Years Collection Years Amount

(See attached levy computation)

The taxes shall be irrepealable as long as any of the Bonds are outstanding and unpaid; provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61. It is estimated that the ad valorem taxes will be collected in amounts not less than five percent in excess of the annual principal and interest requirements of the Bonds. If, as of the date tax levies are certified in any year, the sum of the balance in the Debt Service Fund plus any ad valorem taxes theretofore levied for the payment of Bonds payable therefrom and collectible through the end of the following calendar year is not sufficient to pay when due all principal and interest to become due on all Bonds payable therefrom in said following calendar year, or the Debt Service Fund has incurred a deficiency in the manner

provided in Section 4.02, an additional direct, irrepealable, ad valorem tax shall be levied on all taxable property within the corporate limits of the District for the purpose of restoring such accumulated or anticipated deficiency in accordance with the provisions of this resolution. Pursuant to Minnesota Statutes, Section 123B.595, subdivision 6, if the debt service revenue required to pay the principal and interest on the Bonds exceeds the District's long-term facilities maintenance revenue for the same fiscal year, the District's general fund levy must be reduced by the amount of the excess.

4.04. Debt Service Fund Balance Restriction. In order to ensure compliance with the Internal Revenue Code of 1986 (the Code), and applicable Treasury Regulations (the Regulations), upon allocation of any funds to the Debt Service Fund, the balance then on hand in the Fund shall be ascertained. If it exceeds the amount of principal and interest on the Bonds to become due and payable through February 1 next following, plus a reasonable carryover equal to 1/12th of the debt service due in the following bond year, the excess shall (unless an opinion is otherwise received from bond counsel) be used to prepay or purchase Bonds, or invested at a yield which does not exceed the yield on the Bonds calculated in accordance with Section 148 of the Code.

SECTION 5. DEFEASANCE. When all of the Bonds have been discharged as provided in this section, all pledges, covenants and other rights granted by this resolution to the registered owners of the Bonds shall cease. The District may discharge its obligations with respect to any Bonds which are due on any date by depositing with the Registrar on or before that date a sum sufficient for the payment thereof in full; or, if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Registrar a sum sufficient for the payment thereof in full with interest accrued from the due date to the date of such deposit. The District may also discharge its obligations with respect to any prepayable Bonds called for redemption on any date when they are prepayable according to their terms, by depositing with the Registrar on or before that date an amount equal to the principal, interest and redemption premium, if any, which are then due, provided that notice of such redemption has been duly given as provided herein. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a bank or trust company qualified by law as an escrow agent for this purpose, cash or securities which are authorized by law to be so deposited, bearing interest payable at such time and at such rates and maturing or callable at the holder's option on such dates as shall be required to pay all principal and interest to become due thereon to maturity or earlier designated redemption date. Provided, however, that if such deposit is made more than ninety days before the maturity date or specified redemption date of the Bonds to be discharged, the District shall have received a written opinion of Bond Counsel to the effect that such deposit does not adversely affect the exemption of interest on any Bonds from federal income taxation and a written report of an accountant or investment banking firm verifying that the deposit is sufficient to pay when due all of the principal and interest on the Bonds to be discharged on and before their maturity dates or earlier designated redemption date.

SECTION 6. TAX COVENANTS, ARBITRAGE MATTERS, REIMBURSEMENT AND CONTINUING DISCLOSURE.

6.01. Restrictive Action. The Projects will be owned and maintained by the District and used to carry out its program of public education. The District shall not enter into any lease,

management agreement, use agreement or other contract with any nongovernmental entity relating to the Projects or a portion thereof which would cause the Bonds to be considered "private activity bonds" or "private loan bonds" pursuant to the provisions of Section 141 of the Code. The District covenants and agrees with the registered owners of the Bonds that it will not take or permit to be taken by any of its officers, employees or agents any actions that would cause interest on the Bonds to become includable in gross income of the recipient under the Code and applicable Regulations and covenants to take any and all actions within its powers to ensure that the interest on the Bonds will not become includable in gross income of the recipient under the Code and the Regulations.

- 6.02. Arbitrage Certification. The Chairperson and Clerk being the officers of the District charged with the responsibility for issuing the Bonds pursuant to this resolution, are authorized and directed to execute and deliver to the Purchaser a certificate in accordance with the provisions of Section 148 of the Code and applicable Regulations stating the facts, estimates and circumstances in existence on the date of issue and delivery of the Bonds which make it reasonable to expect that the proceeds of the Bonds will not be used in a manner that would cause the Bonds to be "arbitrage bonds" within the meaning of the Code and the Regulations.
- 6.03. Arbitrage Rebate. The District acknowledges that the Bonds are subject to the rebate requirements of Section 148(f) of the Code. The District covenants and agrees to retain such records, make such determinations, file such reports and documents and pay such amounts at such times as are required under Section 148(f) and applicable Regulations to preserve the exclusion of interest on the Bonds from gross income for federal income tax purposes, unless the Bonds qualify for an exception from the rebate requirement pursuant to the "small issuer exception" of Section 148(f)(4)(D) of the Code or one of the spending exceptions set forth in Section 1.148-7 of the Regulations and no "gross proceeds" of the Bonds (other than amounts constituting a "bona fide debt service fund") arise during or after the expenditure of the original proceeds thereof.
- 6.04. Not Qualified Tax-Exempt Obligations. The Bonds are not designated as "qualified tax-exempt obligations" for purposes of Section 265(b)(3) of the Code relating to the disallowance of interest expense for financial institutions.
- 6.05. Reimbursement. The District certifies that the proceeds of the Bonds will not be used by the District to reimburse itself for any expenditure with respect to the Projects which the District paid or will have paid more than 60 days prior to the issuance of the Bonds unless, with respect to such prior expenditures, the District shall have made a declaration of official intent which complies with the provisions of Section 1.150-2 of the Regulations; provided that this certification shall not apply (i) with respect to certain de minimis expenditures, if any, with respect to the Projects meeting the requirements of Section 1.150-2(f)(1) of the Regulations, or (ii) with respect to "preliminary expenditures" for the Projects as defined in Section 1.150-2(f)(2) of the Regulations, including engineering or architectural expenses and similar preparatory expenses, which in the aggregate do not exceed 20% of the "issue price" of the Bonds.
- 6.06. Continuing Disclosure. (a) Purpose and Beneficiaries. To provide for the public availability of certain information relating to the Bonds and the security therefor and to permit the Purchaser and other participating underwriters in the primary offering of the Bonds to comply with amendments to Rule 15c2-12 promulgated by the SEC under the Securities Exchange Act of 1934 (17 C.F.R. § 240.15c2-12), relating to continuing disclosure (as in effect and interpreted from time

to time, the Rule), which will enhance the marketability of the Bonds, the District hereby makes the following covenants and agreements for the benefit of the Owners (as hereinafter defined) from time to time of the outstanding Bonds. The District is the only obligated person in respect of the Bonds within the meaning of the Rule for purposes of identifying the entities in respect of which continuing disclosure must be made. If the District fails to comply with any provisions of this section, any person aggrieved thereby, including the Owners of any outstanding Bonds, may take whatever action at law or in equity may appear necessary or appropriate to enforce performance and observance of any agreement or covenant contained in this section, including an action for a writ of mandamus or specific performance. Direct, indirect, consequential and punitive damages shall not be recoverable for any default hereunder to the extent permitted by law. Notwithstanding anything to the contrary contained herein, in no event shall a default under this section constitute a default under the Bonds or under any other provision of this resolution. As used in this section, Owner or Bondowner means, in respect of a Bond, the registered owner or owners thereof appearing in the bond register maintained by the Registrar or any Beneficial Owner (as hereinafter defined) thereof, if such Beneficial Owner provides to the Registrar evidence of such beneficial ownership in form and substance reasonably satisfactory to the Registrar. As used herein, Beneficial Owner means, in respect of a Bond, any person or entity which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, such Bond (including persons or entities holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of the Bond for federal income tax purposes.

- (b) <u>Information To Be Disclosed</u>. The District will provide, in the manner set forth in subsection (c) hereof, either directly or indirectly through an agent designated by the District, the following information at the following times:
 - (1) on or before twelve (12) months after the end of each fiscal year of the District, commencing with the fiscal year ending June 30, 2021, the following financial information and operating data in respect of the District (the Disclosure Information):
 - (A) the audited financial statements of the District for such fiscal year, prepared in accordance with generally accepted accounting principles in accordance with the governmental accounting standards promulgated by the Governmental Accounting Standards Board or as otherwise provided under Minnesota law, as in effect from time to time, or, if and to the extent such financial statements have not been prepared in accordance with such generally accepted accounting principles for reasons beyond the reasonable control of the District, noting the discrepancies therefrom and the effect thereof, and certified as to accuracy and completeness in all material respects by the fiscal officer of the District; and
 - (B) to the extent not included in the financial statements referred to in paragraph (A) hereof, the information for such fiscal year or for the period most recently available of the type contained in the Official Statement under the headings: Current Property Valuations; Direct Debt; Tax Levies and Collections;

Student Body; and Employment/ Unemployment Data, which information may be unaudited.

Notwithstanding the foregoing paragraph, if the audited financial statements are not available by the date specified, the District shall provide on or before such date unaudited financial statements in the format required for the audited financial statements as part of the Disclosure Information and, within 10 days after the receipt thereof, the District shall provide the audited financial statements. Any or all of the Disclosure Information may be incorporated by reference, if it is updated as required hereby, from other documents, including official statements, which have been submitted to the Municipal Securities Rulemaking Board (the MSRB) through its Electronic Municipal Market Access System (EMMA) or the SEC. The District shall clearly identify in the Disclosure Information each document so incorporated by reference. If any part of the Disclosure Information can no longer be generated because the operations of the District have materially changed or been discontinued, such Disclosure Information need no longer be provided if the District includes in the Disclosure Information a statement to such effect; provided, however, if such operations have been replaced by other District operations in respect of which data is not included in the Disclosure Information and the District determines that certain specified data regarding such replacement operations would be a Material Fact (as defined in paragraph (2) hereof), then, from and after such determination, the Disclosure Information shall include such additional specified data regarding the replacement operations. If the Disclosure Information is changed or this section is amended as permitted by this paragraph (b)(1) or subsection (d), then the District shall include in the next Disclosure Information to be delivered hereunder, to the extent necessary, an explanation of the reasons for the amendment and the effect of any change in the type of financial information or operating data provided.

- (2) In a timely manner, not in excess of 10 business days, to the MSRB through EMMA, notice of the occurrence of any of the following events (each a "Material Fact," as hereinafter defined):
 - (A) principal and interest payment delinquencies;
 - (B) non-payment related defaults, if material;
 - (C) unscheduled draws on debt service reserves reflecting financial difficulties;
 - (D) unscheduled draws on credit enhancements reflecting financial difficulties;
 - (E) substitution of credit or liquidity providers, or their failure to perform;
 - (F) adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB), or other material notices or determinations with respect to the tax status of the Bonds or other material events affecting the tax status of the Bonds;
 - (G) modifications to rights of Bond holders, if material;
 - (H) Bond calls, if material and tender offers;
 - (I) defeasances;
 - (J) release, substitution, or sale of property securing repayment of the Bonds if material;
 - (K) rating changes;

- (L) bankruptcy, insolvency, receivership, or similar event of the obligated person;
- (M) the consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- appointment of a successor or additional trustee or the change of name of a (N) trustee, if material;
- (O) incurrence of a financial obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the obligated person, any of which affect security holders, if material; "financial obligation" means a (a) debt obligation; (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of a debt obligation or any such derivative instrument; provided that "financial obligation" shall not include municipal securities as to which a final official statement (as defined in the Rule) has been provided to the MSRB consistent with the Rule; and
- (P) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the obligated person, any of which reflect financial difficulties.

As used herein, for those events that must be reported if material, a "Material Fact" is a fact as to which a substantial likelihood exists that a reasonably prudent investor would attach importance thereto in deciding to buy, hold or sell a Bond or, if not disclosed, would significantly alter the total information otherwise available to an investor from the Official Statement, information disclosed hereunder or information generally available to the public. Notwithstanding the foregoing sentence, a Material Fact is also a fact that would be deemed material for purposes of the purchase, holding or sale of a Bond within the meaning of applicable federal securities laws, as interpreted at the time of discovery of the occurrence of the event.

For the purposes of the event identified in (L) hereinabove, the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

For purposes of the events identified in paragraphs (O) and (P) above, the term "financial obligation" means (i) a debt obligation; (ii) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) a guarantee of (i) or (ii). The term "financial obligation" shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule.

- (3) In a timely manner, to the MSRB through EMMA, notice of the occurrence of any of the following events or conditions:
 - (A) the failure of the District to provide the Disclosure Information required under paragraph (b)(1) at the time specified thereunder;
 - the amendment or supplementing of this section pursuant to subsection (d), (B) together with a copy of such amendment or supplement and any explanation provided by the District under subsection (d)(2);
 - the termination of the obligations of the District under this section pursuant (C) to subsection (d):
 - any change in the accounting principles pursuant to which the financial (D) statements constituting a portion of the Disclosure Information are prepared; and
 - any change in the fiscal year of the District. (E)

(c) Manner of Disclosure.

- (1) The District agrees to make available to the MSRB through EMMA, in an electronic format as prescribed by the MSRB, the information described in subsection (b).
- (2) All documents provided to the MSRB pursuant to this subsection (c) shall be accompanied by identifying information as prescribed by the MSRB from time to time.

(d) Term; Amendments; Interpretation.

- (1) The covenants of the District in this section shall remain in effect so long as any Bonds are outstanding. Notwithstanding the preceding sentence, however, the obligations of the District under this section shall terminate and be without further effect as of any date on which the District delivers to the Registrar an opinion of Bond Counsel to the effect that, because of legislative action or final judicial or administrative actions or proceedings, the failure of the District to comply with the requirements of this section will not cause participating underwriters in the primary offering of the Bonds to be in violation of the Rule or other applicable requirements of the Securities Exchange Act of 1934, as amended, or any statutes or laws successory thereto or amendatory thereof.
- This section (and the form and requirements of the Disclosure Information) may be (2) amended or supplemented by the District from time to time, without notice to (except as provided in paragraph (c)(2) hereof) or the consent of the Owners of any

Bonds, by a resolution of this Board filed in the office of the recording officer of the District accompanied by an opinion of Bond Counsel, who may rely on certificates of the District and others and the opinion may be subject to customary qualifications, to the effect that: (i) such amendment or supplement (a) is made in connection with a change in circumstances that arises from a change in law or regulation or a change in the identity, nature or status of the District or the type of operations conducted by the District, or (b) is required by, or better complies with, the provisions of paragraph (b)(5) of the Rule; (ii) this section as so amended or supplemented would have complied with the requirements of paragraph (b)(5) of the Rule at the time of the primary offering of the Bonds, giving effect to any change in circumstances applicable under clause (i)(a) and assuming that the Rule as in effect and interpreted at the time of the amendment or supplement was in effect at the time of the primary offering; and (iii) such amendment or supplement does not materially impair the interests of the Bondowners under the Rule.

If the Disclosure Information is so amended, the District agrees to provide, contemporaneously with the effectiveness of such amendment, an explanation of the reasons for the amendment and the effect, if any, of the change in the type of financial information or operating data being provided hereunder.

(3) This section is entered into to comply with the continuing disclosure provisions of the Rule and should be construed so as to satisfy the requirements of paragraph (b)(5) of the Rule.

SECTION 7. CERTIFICATION OF PROCEEDINGS.

- 7.01. Filing with County Auditor. The Clerk is hereby authorized and directed to file with the County Auditor of Hennepin County a certified copy of this resolution together with such other information as the County Auditor shall require and to obtain from the County Auditor a certificate that the Bonds have been entered upon the bond register and that the tax for the payment of the Bonds has been levied as required by law.
- 7.02. Certification of Proceedings. The officers of the District and the County Auditor are hereby authorized and directed to prepare and furnish to the Purchaser and to Dorsey & Whitney LLP, Bond Counsel, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of the Bonds as they appear from the books and records under the officer's custody and control or as otherwise known to the them. All such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District to the correctness of all statements contained herein.
- 7.03. Official Statement. The Preliminary Official Statement relating to the Bonds prepared and distributed by Ehlers, is hereby approved. Ehlers, is hereby authorized on behalf of the District to prepare and distribute to the Purchaser within seven business days from the date hereof, a Final Official Statement listing the offering price, the interest rates, selling compensation,

delivery date, the underwriters and such other information relating to the Bonds required to be included in the Official Statement by Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934. The officers of the District are hereby authorized and directed to execute such certificates as may be appropriate concerning the accuracy, completeness and sufficiency of the Official Statement.

7.04. <u>Authorization of Payment of Certain Costs of Issuance of the Bonds</u>. The District authorizes the Purchaser to forward the amount of Bond proceeds allocable to the payment of issuance expenses to Old National Bank, in Chaska, Minnesota, on the closing date for further distribution as directed by Ehlers.

SECTION 8. STATE PAYMENT; DISTRICT AND REGISTRAR OBLIGATIONS. The District hereby covenants and obligates itself to notify the Commissioner of Education (the Commissioner) of any potential default in the payment of the principal of or interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 (the State Payment Law), to guarantee, to the extent permitted by law, payment of the principal of and interest on the Bonds when due. The District further covenants to deposit with the Registrar not less than three business days prior to each February 1 and August 1 as set forth in Section 2.03 hereof, an amount sufficient to make that payment or to notify the Commissioner as provided in the State Payment Law that it will be unable to make all or a portion of such payment. The Registrar will notify the Commissioner if it becomes aware of a potential default in the payment of principal of and interest on the Bonds on any payment date or if, on the date two business days prior to the date on which a payment is due, there are insufficient funds on deposit with the Registrar to make the required payment on such date. The Registrar will cooperate with the District, the Commissioner and the Commissioner of Management and Budget in implementing the provisions of the State Payment Law. In the event that amounts sufficient to make any such interest or principal payment are held by an escrow or paying agent and invested as authorized by Minnesota Statutes, Chapter 475 and such escrow or paying agent is required to use proceeds from such investment to pay to the Registrar the amount necessary to pay such interest or principal on such payment date, then the requirements of the State Payment Law relating to the deposit of such amounts with the Registrar prior to the payment date of such interest or principal shall be deemed satisfied and neither the District nor the Registrar shall be required to notify the Commissioner that insufficient funds are available to pay such interest or principal on such payment date. The District shall do all other things which may be necessary to perform the Bonds hereby undertaken under the State Payment Law, including any requirements hereafter adopted by the Commissioner of Management and Budget or the Commissioner.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted

TAX LEVIES

TAX LEVY CALCULATION Issue ID# 338939

Independent School District No. 273 (Edina), MN Dated Date: 5/27/2021 \$10,585,000 General Obligation Facilities Maintenance Bonds, Call Date: 2/1/2028

Series 2021A

	Tax		Tax		Bond				
	Levy		Collect		Pay				
	Year		Year		Year	Total P & I	Funds Available (1)	P & I @ 105%	Net Levy
-	2020	/	2021	/	2022	173,443.33	(173,443.33)	0.00	0.00
	2021	1	2022	1	2023	255,900.00		268,695.00	268,695.00
Ī	2022	/	2023	/	2024	255,900.00		268,695.00	268,695.00
ı	2023	1	2024	1	2025	1,525,900.00		1,602,195.00	1,602,195.00
ĺ	2024	/	2025	/	2026	2,027,800.00		2,129,190.00	2,129,190.00
	2025	1	2026	1	2027	1,503,500.00		1,578,675.00	1,578,675.00
	2026	/	2027	/	2028	1,538,300.00		1,615,215.00	1,615,215.00
	2027	/	2028	/	2029	2,075,000.00		2,178,750.00	2,178,750.00
	2028	/	2029	/	2030	2,025,400.00		2,126,670.00	2,126,670.00
	2029	/	2030	/	2031	816,000.00		856,800.00	856,800.00
	Totals					12,197,143.33	(173,443.33)	12,624,885.00	12,624,885.00

⁽¹⁾ The following funds are available to pay the interest payment due 02/01/2022

Deposit to Debt Service Fund (Capitalized Interest):

173,443.33

EXHIBIT A

UNITED STATES OF AMERICA

STATE OF MINNESOTA HENNEPIN COUNTY

INDEPENDENT SCHOOL DISTRICT NO. 273 (EDINA)

GENERAL OBLIGATION FACILITIES MAINTENANCE BOND, SERIES 2021A

R-1			\$
Interest Rate	Maturity Date	Date of Original Issue	CUSIP No.
%	February 1, 20	May 27, 2021	
REGISTERED OWNER:	CEDE & CO.		
PRINCIPAL AMOUNT:	THOUSAND DOLLAR	S	

INDEPENDENT SCHOOL DISTRICT NO. 273 (EDINA), HENNEPIN COUNTY, STATE OF MINNESOTA (the District), acknowledges itself to be indebted and for value received hereby promises to pay to the registered owner specified above, or registered assigns, the principal sum specified above on the maturity date specified above, and to pay interest thereon from the date of original issue specified above, or from the most recent interest payment date to which interest has been paid or duly provided for, at the annual rate specified above, payable on February 1 and August 1 in each year, commencing February 1, 2022, to the person in whose name this Bond is registered at the close of business on the fifteenth day (whether or not a business day) of the immediately preceding month, all subject to the provisions referred to herein with respect to the redemption of the principal of this Bond prior to its stated maturity. The interest hereon and, upon presentation and surrender hereof at the principal office of the Registrar described below, the principal hereof, are payable in lawful money of the United States of America by check or draft drawn on Bond Trust Services Corporation, in Roseville, Minnesota, as bond registrar, transfer agent and paying agent, or its successor designated under the resolution described herein (the Registrar). For the prompt and full payment of such principal and interest as the same respectively become due, the full faith and credit and taxing powers of the District have been and are hereby irrevocably pledged.

This Bond is one of an issue in the aggregate principal amount of \$10,585,000 (the Bonds), issued by the District to finance various deferred capital maintenance projects and is issued pursuant to and in full conformity with a resolution adopted by the School Board on May 10, 2021 (the Bond Resolution), pursuant to and in full conformity with the Constitution and laws of the State of Minnesota thereunto enabling, including Minnesota Statutes, Chapter 475 and Section 123B.595. The Bonds are issuable only in fully registered form, in denominations of \$5,000 or any integral multiple thereof, of single maturities.

The Bonds maturing on and after February 1, 2029 are each subject to redemption and prepayment at the option of the District, in whole or in part, in such order as the District shall determine and, within a maturity, by lot as selected by the Registrar in multiples of \$5,000, on February 1, 2028, and on any date thereafter, at a price equal to the principal amount thereof plus interest accrued to the date of redemption. The District will cause notice of the call for redemption to be published as required by law and, at least

thirty (30) days prior to the designated redemption date, will cause notice of the call thereof to be mailed by first class mail to the registered owner of any Bond to be redeemed at the owner's address as it appears on the bond register maintained by the Registrar, but no defect in or failure to give such mailed notice of redemption shall affect the validity of proceedings for the redemption of any Bond not affected by such defect or failure. Official notice of redemption having been given as aforesaid, the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon partial redemption of any Bond, a new Bond or Bonds will be delivered to the registered owner without charge, representing the remaining principal amount outstanding.

As provided in the Bond Resolution and subject to certain limitations set forth therein, this Bond is transferable upon the books of the District at the principal office of the Registrar, by the registered owner hereof in person or by the owner's attorney duly authorized in writing upon surrender hereof together with a written instrument of transfer satisfactory to the Registrar, duly executed by the registered owner or the owner's attorney, and may also be surrendered in exchange for Bonds of other authorized denominations. Upon such transfer or exchange, the District will cause a new Bond or Bonds to be issued in the name of the transferee or registered owner, of the same aggregate principal amount, bearing interest at the same rate and maturing on the same date, subject to reimbursement for any tax, fee or governmental charge required to be paid with respect to such transfer or exchange.

The District and the Registrar may deem and treat the person in whose name this Bond is registered as the absolute owner hereof, whether this Bond is overdue or not, for the purpose of receiving payment and for all other purposes, and neither the District nor the Registrar shall be affected by any notice to the contrary.

Notwithstanding any other provisions of this Bond, so long as this Bond is registered in the name of Cede & Co., as nominee of The Depository Trust Company, or in the name of any other nominee of The Depository Trust Company or other securities depository, the Registrar shall pay all principal of and interest on this Bond, and shall give all notices with respect to this Bond, only to Cede & Co. or other nominee in accordance with the operational arrangements of The Depository Trust Company or other securities depository as agreed to by the District.

IT IS HEREBY CERTIFIED, RECITED, COVENANTED AND AGREED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen, to exist and to be performed precedent to and in the issuance of this Bond in order to make it a valid and binding general obligation of the District according to its terms have been done, have happened, do exist and have been performed in regular and due form, time and manner as so required; that, prior to the issuance hereof, a direct, annual, ad valorem tax has been duly levied upon all taxable property in the District for the years and in amounts not less than five percent in excess of sums sufficient to pay the interest hereon and the principal hereof as the same respectively become due; that additional taxes, if needed to meet the principal and interest requirements of the Bonds, shall be levied upon all such property without limitation as to rate or amount; and that the issuance of the Bonds does not cause the indebtedness of the District to exceed any constitutional or statutory limitation of indebtedness.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been executed by the Registrar by manual signature of one of its authorized representatives.

IN WITNESS WHEREOF, Independent School District No. 273 (Edina), Hennepin County, State of Minnesota, by its School Board, has caused this Bond to be executed on its behalf by the facsimile signatures of the Chairperson and Clerk.

INDEPENDENT SCHOOL DISTRICT NO. 273

	(EDINA), MINNESOTA
(Facsimile Signature – Chairperson)	(Facsimile Signature - Clerk)
CERTIFICATE	E OF AUTHENTICATION
This is one of the Bonds delivered purs	uant to the Bond Resolution mentioned within.
Date of Authentication:	
	BOND TRUST SERVICES CORPORATION, as Registrar
	ByAuthorized Representative

The following abbreviations, v construed as though they were written o			
TEN COMas tenants in common	UTMA	as Custod	ian for
	(0	Cust)	(Minor)
TEN ENTas tenants by the entireties	under Uniform Transf	ers to Minors Act	t
			(State)
JT TENas joint tenants with right of	survivorship and not as	tenants in comm	non
Addition	nal abbreviations may a	lso be used.	
	ASSIGNMENT		
For value received, the irrevocably constitute and appoint the books kept for registration of the with	the within Bond and	l all rights there	eunder, and does hereby
Dated:			
	correspond with the na	me as it appears	to this assignment must upon the face of the within tion or enlargement or any
Signature Guaranteed: Signature(s) must be guaranteed by an Registrar, which requirements include guaranty program" as may be determine in accordance with the Securities Excha Please insert social security or other idea	membership or participed by the Registrar in adnge Act of 1934, as am	pation in STAMF Idition to or in su ended.	or such other "signature
20002209 01 00101 1400	J 6	J · - ·	

CERTIFICATE OF HENNEPIN COUNTY AUDITOR AS TO REGISTRATION OF BONDS AND TAX LEVY

The undersigned, being the duly qualified and acting County Auditor of Hennepin, hereby certifies that there has been filed in my office a certified copy of a resolution duly adopted on May 10, 2021, by the School Board of Independent School District No. 273 (Edina), Minnesota, setting forth the form and details of an issue of \$10,585,000 General Obligation Facilities Maintenance Bonds, Series 2021A, dated as of May 27, 2021, and levying taxes for their payment.

I further certify that the issue has been entered on my bond register and the tax required by law for their payment has been levied and filed as required by Minnesota Statutes, Sections 475.61 to 475.63.

WITNESS my hand and official seal this _____ day of ______, 2021.

Hennepin County Auditor

(SEAL)

SIGNATURE, NO-LITIGATION AND ARBITRAGE CERTIFICATE AND PURCHASE PRICE RECEIPT

The undersigned hereby certify that we are the Chairperson and Clerk, respectively, of Independent School District No. 273 (Edina), Minnesota (the District), and that:

- 1. In our capacities as such officers, we have caused facsimiles of our true and correct signatures to be affixed to each bond of an issue of \$10,585,000 General Obligation Facilities Maintenance Bonds, Series 2021A, dated as of May 27, 2021 (the Bonds) of the District. We are duly qualified and acting as such officers and duly authorized to execute the Bonds and we hereby ratify, confirm and adopt the facsimile signatures on each and all of the Bonds as the true and proper signatures for the execution thereof. The Bonds are in fully registered form. The Bonds have been in all respects duly executed for delivery pursuant to authority conferred upon us as such officers and no obligations other than the Bonds have been issued pursuant to such authority.
- 2. The Bonds mature on the dates, bear interest at the rates and are substantially in the form prescribed by a resolution duly adopted by the governing body of the District on May 10, 2021 (the Bond Resolution). The Bond Resolution has not been amended or repealed.
- 3. We have delivered the Bonds to Bond Trust Services Corporation, in Roseville, Minnesota, as bond registrar (the Registrar), for authentication and delivery to The Depository Trust Company on behalf of Robert W. Baird & Co. Incorporated, in Milwaukee, Wisconsin, and associates, in its capacity as the purchaser of the Bonds (the Purchaser).
- 4. None of the proceedings or records which have been certified to the Purchaser or to Dorsey & Whitney LLP, the attorneys rendering an opinion as to the validity of the Bonds, has been in any manner repealed, amended or changed. There has been no material change in the financial condition of the District or the facts affecting the Bonds. No litigation of any nature is now pending or, to the best of our knowledge, threatened, seeking to restrain or enjoin the issuance or delivery of the Bonds or the levy or collection of any ad valorem taxes to pay principal of or interest on the Bonds, or in any manner questioning the authority or proceedings for the issuance of the Bonds or the application of the proceeds thereof, or for the levy or collection of ad valorem taxes or affecting the validity of the Bonds or questioning the corporate existence or boundaries of the District or the title of any of the present officers thereof to their respective offices.
- 5. The Preliminary Official Statement, dated April 22, 2021 and the Final Official Statement, dated May 11, 2021, prepared on behalf of the District for the issuance of the Bonds by Ehlers & Associates, Inc., the District's independent municipal advisor (the Municipal Advisor), did not as of the dates thereof, and do not as of the date hereof, contain any misstatement of a material fact or omit to state any material fact necessary to make the statements contained therein, in light of the circumstances in which they are made, not misleading.
- 6. This certificate is given, in part, to establish the reasonable expectations of the District regarding the amount and use of the gross proceeds of the Bonds. The facts and expectations set forth herein are reasonable and the District does not reasonably expect that the Bonds will be "arbitrage bonds" within the meaning of Section 148 of the Internal Revenue Code of 1986 (the Code) and applicable Treasury Regulations (the Regulations).

- 7. The Bonds are being issued to finance various deferred capital maintenance projects (collectively, the Projects) as described in the District's ten-year facility plan approved by the Commissioner of the Department of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475.
- 8. The Bonds are generally considered a single "issue" for all purposes of Section 103 and Sections 141 through 150 of the Code because they were sold at substantially the same time (*i.e.*, less than 15 days apart) pursuant to the same plan of financing and are reasonably expected to be paid from substantially the same source of funds. The District has not entered into and will not enter into a binding written contract at substantially the same time as the sale date of the Bonds for the sale or exchange of any tax-exempt obligation pursuant to the same plan of financing as the Bonds that is reasonably expected to be payable from substantially the same source of funds as the Bonds.
- 9. On the date hereof (the Closing Date), the District received from the Purchaser the purchase price of the Bonds, \$11,462,185.61 (\$10,585,000 for the principal of the Bonds, plus original issue premium of \$944,284.70, and less underwriter's discount of \$67,099.99), no interest having accrued to the date hereof, and the Registrar was thereupon directed to deliver the Bonds to The Depository Trust Company on behalf of the Purchaser.
- 10. Of the amount set forth in paragraph 9, \$11,203,898.28 of the proceeds of the Bonds will be deposited in the General Obligation Facilities Maintenance Bonds, Series 2021A Construction Fund created by the Bond Resolution (the Construction Fund) and used to pay the costs of the Projects; \$84,844 will be used on or about the Closing Date to pay costs of issuance of the Bonds (representing costs of legal services, financial consulting services, advertising and printing and similar items); and \$173,443.33 will be deposited in the General Obligation Facilities Maintenance Bonds, Series 2021A Debt Service Fund created by the Bond Resolution (the Debt Service Fund) and applied to the payment of capitalized interest on the Bonds on February 1, 2022.
- 11. The Bonds have been sold at competitive sale after solicitation of proposals without the requirement of published notice by the District's Municipal Advisor. To the best of our knowledge, the price paid for the Bonds by the Purchaser is reasonable under customary standards applied in the market. As shown in the Certificate of Municipal Advisor, the "issue price" of the Bonds is \$11,529,284.70, which is the aggregate of the issue prices determined separately for each maturity of the Bonds (treating Bonds with the same maturity date but different credit or payment terms as separate maturities) based on the reasonably expected initial offering price of each maturity of the Bonds to the public as of the sale date, pursuant to the special rule for competitive sales provided by Section 1.148-1(f)(2)(iii) of the Regulations and as evidenced by the Issue Price Certificate of Purchaser and the Certificate of Municipal Advisor.
- 12. As shown in the Certificate of Municipal Advisor, the yield on the Bonds (the Bond Yield), computed on the basis of the information set forth herein, and otherwise in accordance with the Code and the Regulations, is 0.7724% per annum. The Bond Yield has been calculated, as provided in Section 1.148-4(b) of the Regulations, as that discount rate which when used in computing the present value as of the issue date of all unconditionally payable payments of principal, interest and fees paid or reasonably expected to be paid for qualified guarantees on the

Bonds, produces an amount which is equal to the present value, using the same discount rate, of the aggregate issue price thereof.

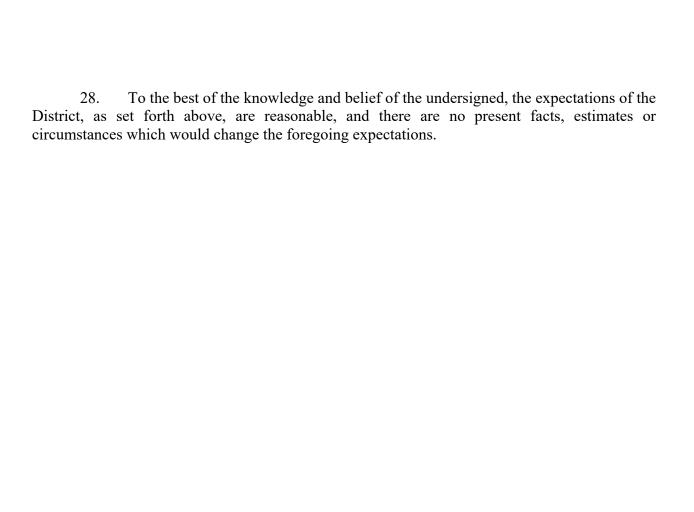
- 13. The net sale proceeds of the Bonds, plus investment earnings thereon, deposited into the Construction Fund do not exceed the amount to be spent by the District to construct the Projects and to pay costs of issuance of the Bonds, and it is reasonably expected that all of the amounts in the Construction Fund will be allocated to expenditures for the Projects or to costs of issuance of the Bonds. The District will, within six months of the date hereof, incur substantial binding obligations to third parties to expend at least 5% of the net sale proceeds of the Bonds on the Projects. Work on the Projects and allocation of the net sale proceeds of the Bonds to expenditures will proceed with due diligence to completion and it is reasonably expected that the Projects will be completed and that at least 85% of the net sale proceeds of the Bonds will be allocated to expenditures for the Projects within three years of the Closing Date. Any balance remaining in the Construction Fund upon completion of the Projects, or upon an earlier determination that all such funds will not be used for the Projects, will be applied in a manner determined, in consultation with bond counsel, to comply with the federal income tax rules governing the application of excess proceeds.
- 14. The Bonds have been made payable primarily from the Debt Service Fund. The collections of ad valorem taxes and other amounts appropriated to the Debt Service Fund are estimated to be sufficient, but not in excess of the amounts required, to pay the principal of and interest on all Bonds payable therefrom when due, and it is not expected that any of such Bonds or the interest thereon will be paid from any other account or fund of the District and no other fund or account is pledged as security for the payment of the Bonds. The Debt Service Fund is expected to be depleted annually on February 1, except for a "reasonable carryover" as permitted by the definition of a "bona fide debt service fund" in Section 1.148-1(b) of the Regulations. The Debt Service Fund will constitute a "bona fide debt service fund" as defined in Section 1.148-1(b) of the Regulations.
- 15. No proceeds of the Bonds will be used to pay principal, interest, or redemption price on another issue, and no proceeds of the Bonds will be allocated to reimburse an original expenditure paid by another obligation.
- 16. None of the proceeds of the Bonds will be used to reimburse the District for costs of the Projects (other than "preliminary expenditures" as permitted by Section 1.150-2(f)(2) of the Regulations) paid prior to the date of issuance of the Bonds.
- 17. All net proceeds of the Bonds have been or will be used, directly or indirectly, to finance capital expenditures or, to the extent permitted by Section 1.148-6(d)(3)(ii) of the Regulations, *de minimis* expenditures for certain specified purposes (including costs of issuing the Bonds and interest on the Bonds until three years from the Closing Date). The District acknowledges that if proceeds of the Bonds are allocated to expenditures other than as permitted by this paragraph, a like amount of then-available funds of the District will be treated as unspent proceeds of the Bonds.
- 18. The District has not and will not enter into any lease, operating agreement, management agreement or other contractual arrangement that would cause the Bonds to be

considered "private activity bonds" as defined in Section 141 of the Code and applicable Regulations. Property financed with the proceeds of the Bonds is not expected to be sold or disposed of, in whole or in part, prior to the last maturity date of the Bonds.

- 19. No portion of the proceeds of the Bonds will be used, directly or indirectly, to make or finance loans to any other person. No proceeds of the Bonds will be used to make a prepayment for goods or services more than 90 days prior to the reasonably expected date of delivery to the District of all of the goods or services for which the prepayment was made.
- 20. No portion of the Bonds is issued for the purpose of investing the proceeds thereof at a yield higher than the Bond Yield. The sale proceeds of the Bonds, including income from the investment thereof, do not exceed the amount necessary for the governmental purposes of the Bonds. Other than amounts deposited into the Debt Service Fund, it is not expected that any other replacement proceeds of the Bonds will arise subsequent to the issuance of the Bonds.
- 21. The District reasonably expects that the term of the Bonds is no longer than is reasonably necessary for the governmental purposes of the Bonds. The weighted average maturity of the Bonds (6.601 years) does not exceed 120% of the average reasonably expected economic life of the financed Projects.
- 22. Except as provided in this paragraph, prior to allocation to expenditures, all gross proceeds of the Bonds shall be invested at a yield not in excess of the Bond Yield until they cease to be gross proceeds:
- (a) The following may be invested without yield restriction during the indicated temporary period:
 - (i) amounts on deposit in the Construction Fund prior to the earlier of three years after the Closing Date or the completion (or abandonment) of the Projects;
 - (ii) amounts on deposit in the Debt Service Fund (to the extent it qualifies as a "bona fide debt service fund") for a period of 13 months from the date received;
 - (iii) any other investment proceeds for a period of one year from the date received:
 - (iv) any other replacement proceeds for a period of 30 days from the date that the amounts are first treated as replacement proceeds; and
 - (v) any other gross proceeds for a period of 30 days from the date received.
- (b) Gross proceeds of the Bonds may be invested without yield restriction to the extent the District makes permissible yield-reduction payments with respect to such investment in the manner provided in Section 1.148-5(c) of the Regulations.
- (c) At any time gross proceeds of the Bonds do not qualify for investment at a yield in excess of the Bond Yield pursuant to an applicable temporary period, such gross proceeds may be invested without yield restriction as part of the "minor portion" as set forth in Section 148(e) of

the Code. The Bonds are treated as a single issue for purposes of determining the minor portion, and, therefore, the "minor portion" amount is \$100,000.

- 23. No amounts held in the Construction Fund or Debt Service Fund will be used to acquire an investment (including a bank deposit) for an amount in excess of the fair market value of such investment, and no such investment will be sold or otherwise disposed of for an amount less than the fair market value of the investment. The District acknowledges that, except as is otherwise provided in Section 1.148-5(d)(6) of the Regulations, an investment that is not of a type traded on an established securities market, within the meaning of Section 1273 of the Code, is rebuttably presumed to be acquired or disposed of for a price that is not equal to its fair market value.
- 24. The District has covenanted and agreed with the registered owners from time to time of the Bonds that it will not take or permit to be taken by any of its officers, employees or agents any action that would cause the interest on the Bonds to become subject to taxation under the Code and applicable Regulations and has also covenanted and agreed to retain such records, make such determinations, file such reports and documents and pay such amounts at such times as are required under Section 148(f) of the Code and applicable Regulations to preserve the exclusion of interest on the Bonds from gross income for federal income tax purposes. The District shall take such actions and make, or cause to be made, all calculations, transfers, and payments that may be necessary to comply with the rebate requirements under Section 148(f) of the Code and the Regulations promulgated thereunder.
- 25. The Bonds are not "hedge bonds" within the meaning of Section 149(g) of the Code. The District reasonably expects to spend at least 85% of the spendable proceeds of the Bonds within three years after the date hereof and not more than 50% of the proceeds of the Bonds are or will be invested in nonpurpose investments having a substantially guaranteed yield for four years or more.
- 26. The Bonds will not be "federally guaranteed" within the meaning of Section 149(b) of the Code.
- 27. The District will retain detailed records and documents relating to the expenditure of proceeds of the Bonds, the use of the facilities financed thereby, and the investment of sale and investment proceeds until at least three years following the retirement of all the Bonds or any tax-exempt or tax-advantaged obligations that refund the Bonds. The District acknowledges that such records may be necessary to support the exclusion of interest on the Bonds from gross income.



Dated: May 27, 2021. INDEPENDENT SCHOOL DISTRICT NO. 273 (EDINA), MINNESOTA By: _____Chairperson

[Signature page to Signature, No-Litigation and Arbitrage Certificate and Purchase Price Receipt Independent School District No. 273 (Edina), Minnesota General Obligation Facilities Maintenance Bonds, Series 2021A]

Independent School District No. 273 (Edina) General Obligation Facilities Maintenance E	· ·
Facsimile signature for Bonds as of the closi	ing date of May 27, 2021
	INDEPENDENT SCHOOL DISTRICT NO. 273 (EDINA), MINNESOTA
Chairperson	Clerk



Board Meeting Date: 5/10/2021

TITLE: Policy Review

TYPE: Action

PRESENTER(S): Board Policy Committee

BACKGROUND: The following policies have been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes, and were discussed at a prior regular meeting of the Board.

- Policy 218 Operation of the School Board During a Pandemic
- Policy 413 Harassment and Violence Prohibition

RECOMMENDATION: Accept the revised policies as presented.

ATTACHMENTS:

- 1. Policy 218 Operation of the School Board During a Pandemic
- 2. Policy 413 Harassment and Violence Prohibition

School Board

Operation of the School Board During a Pandemic

I. Purpose

This policy provides direction to the School Board and notice to the public on how School Board business and meetings will be conducted during a health pandemic or other significant state emergency declared under Chapter 12 of the Minnesota State Statutes. This policy will automatically expire upon the revocation of the state of emergency as declared under Chapter 12 of the Minnesota State Statutes.

II. General Statement of Policy

Operating School Board meetings during a pandemic or other emergency may require board members to participate in discussions and make decisions regarding school district issues at a time when it is not prudent or practical for members to be physically present in the same room with each other or members of the public. In order to ensure that Board Meetings are conducted in a manner that keeps the public, District staff and Board Members safe, while also complying with the Open Meetings Law and ensuring that the public still has access to such meetings, the following changes will be made to School Board operations during a health pandemic or other significant state emergency, as determined by the School Board.

III. Procedures

- A. If the Board Chair or <u>a</u>Administration determines that it is necessary, the School Board may hold meetings pursuant to Minnesota Statutes section 13D.021. For each meeting that will be held remotely pursuant to that statute, the Board Meeting agenda must contain a notice compliant with that statute outlining the basis for the remote meeting, and notifying the public of its rights related to the same.
- B. Board Members <u>maywill</u> participate remotely in School Board meetings, as allowed and appropriate under Minnesota Statutes section 13D.021. The Board <u>Members Chair</u> may attend Board Meetings in-person if reasonable means may be provided to protect the <u>Chair Board Members</u>' health and safety.
- C. The Board may elect to temporarily delegate all rights and legal obligations of the School Board Clerk to the Director of Business Services, or the Superintendent's designee, in order to ensure the continuity of services. Such action may be made by a motion approved by the Board at any meeting, and may be for the time period determined appropriate by the Board. The Board may rescind this

- delegation of rights and responsibilities by a motion approved by the Board at any subsequent meeting.
- D. During the time of any health pandemic or emergency, the procedure for "community input" or public comment per Policy 206 may be suspended or replaced as deemed appropriate by the School Board. Such action may be made by a motion approved by the Board at any meeting.
- E. In the event that both the Board Chair and Vice Chair are unable to perform the duties of the Board Chair, the acting Board Chair will designate another Board Member to perform the Chair's duties. No formal School Board action is necessary for such designation.
- F. This policy is being adopted under the provision in Policy 208, Development, Implementation, and Adoption of Policy, Section IV, Subdivision C. This policy shall expire one year from the date of its approval, unless the procedures outlined in Policy 208 are used to reaffirm said policy.

Legal References:

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

Policy 205 (Open Meetings and Closed Meetings)

Policy 206 (Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations)

Policy 208 Development, Implementation, and Adoption of Policy, Section IV, Subdivision C

Policy INDEPENDENT SCHOOL DISTRICT 273

adopted: March 23, 2020 Edina, Minnesota

Personnel

Harassment and Violence Prohibition, Students and Employees

I. Purpose

The school district strives to maintain a learning and working environment free from harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. This policy provides a framework for reporting actions that violate this policy and the district's actions when it receives such a report.

II. General Statement of Policy

- A. The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability ("protected classification"). The district prohibits harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability protected classification.
- B. This policy is violated when a student, teacher, administrator or other district employee harasses a student or, teacher, administrator or other district employee or group of students or, teachers, administrators, or other district employees through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disabilityprotected classification. (For purposes of this policy, district employees include school board members, school employees, agents, volunteers, independent contractors, or persons subject to the supervision and control of the district.)
- C. This policy is violated when a student, teacher, administrator or other district employee inflicts, threatens to inflict, or attempts to inflict violence upon a student, teacher, administrator or other district employee based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability protected classification.
- D. The district will act to investigate all complaints of harassment or violence based on a person's <u>protected classification</u> race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public

assistance, sexual orientation, including gender identity or expression, or disability. The district will discipline or take appropriate action against a student, teacher, administrator or other district employee who is found to have violated this policy.

III. Definitions

A. "Assault" is:

- an act done with intent to cause fear in another of immediate bodily harm or death;
- 2. the intention of infliction of or attempt to inflict bodily harm upon another; or
- the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" consists of physical or verbal conduct, including, but not limited to, written and/or electronic communications, relating to a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disabilityprotected classification when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with a person's work or academic performance; or
 - 3. otherwise adversely affects a person's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. <u>"Protected Classifications" means race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.</u>;

 Definitions
 - 1. "Disability" means any condition or characteristic that renders a person a disabled person. A person living with a disability is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 - 2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or

- b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
- 3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
- 4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
- 5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
- 6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
- 7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of the target or victim of acts of harassment or violence.

F. Sexual Harassment; Definition

- Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

- 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disabilitya person's protected classification.

I. "Employee" (fFor purposes of this policy, district employees include school board members, districtschool employees, agents, volunteers, independent

contractors, or other persons subject to the supervision and control of the district.

IV. Reporting Procedures

- A. Any person who believes he or shethe person has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disabilityprotected classification by a student, teacher, administrator, or employee other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district or employee personnel or group of students, teachers, administrators, or other school district personnelemployee should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports will be considered complaints as well.
- C. Nothing in this policy—will prevents any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint will be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. At each site location, the building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel employee who receives a report of harassment or violence prohibited by this policy will inform the building report taker immediately. If the complaint involves the building report taker, the complaint will be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker will ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and will serve as a primary contact on policy and procedural matters.
- E. <u>Employees A teacher, school administrator, volunteer, contractor, or other school employee</u>-will be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person employee who witnesses, observes, receives a report of, or has other

knowledge or belief of conduct that may constitute harassment or violence will make reasonable efforts to address and resolve the harassment or violence and will inform the building report taker immediately. School district personnel Employees who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker will personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein in this policy may result in disciplinary action against the building report taker.
- G. The district designates the-https://human.resources-human-resou
- H. The school district will conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the reporter's future employment, grades, work assignment, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment and violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school-district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment will be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. Investigation

- A. The assistant superintendent Director of Human Resources or designee, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, will undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the person(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. The district may take immediate steps, at its discretion, to protect the reporting party, students, teachers, administrators or other district employees pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence will be allowed

- the opportunity to present a <u>defense information</u> during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer will make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report will include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. School District Action

- A. Upon completion of the investigation, the school district will take appropriate action. -This action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, removal, or termination. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota-state and federal law, and applicable school-district policies-and regulations.
- B. 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 targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence 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) 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 acts of harassment or violence.

VII. Retaliation or Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district employee personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will

be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence will be tailored to the particular incident and nature of the conduct.

VIII. Right to Alternative Complaint Procedures

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. Harassment or Violence as Abuse

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota-state law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy prohibits the district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. Dissemination of Policy and Training

- A. This policy <u>is will be</u> posted in each school building in areas accessible to students and district employees.
- B. This policy is provided to each school district employee_ and independent contractor at the time of entering into the person's employment contract.
- C. This policy must appear in the student handbook.
- D. The district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness and/or sexual abuse prevention.
- F. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References:

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)

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

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

Minn. Stat. § 609.341 (Definitions)

Minn. Stat. § 626.556 et seg. Ch. 260E (Reporting of Maltreatment of Minors Act)

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)

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

29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)

42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)

42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)

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

42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

Puller v. Indep. Sch. Dist. No. 701, 528 N.W.2d 273 (Minn. App. 1998)

Cross References:

Policy 102 (Equal Educational Opportunity)

Policy 401 (Equal Employment Opportunity)

Policy 402 (Disability Nondiscrimination)

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

Policy 406 (Public and Private Personnel Data)

Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults Reporting

Suspected Maltreatment of a Minor of Vulnerable Adult)

Policy 506 (Student Discipline)

Policy 514 (Bullying Prohibition Policy)

Policy 515 (Protection and Privacy of Student Records)

Policy 521 (Student Disability Nondiscrimination)

Policy 522 (Student Sex Nondiscrimination)

Policy 526 (Hazing Prohibition)

4/14/08

8/12/19

Policy 528 (Student Parental, Family and Marital Status Nondiscrimination)

Policy 634 (Electronic Technologies Acceptable Use)

INDEPENDENT SCHOOL DISTRICT 273 Policy Edina, Minnesota

amended: 5/19/09 amended: 9/26/11 revised: 5/19/14 revised: 7/18/16 8/14/17 revised: reviewed: 8/13/18

adopted:

revised:

413-10

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. All persons are to be treated with respect and dignity. Please use this form to report incidents of discrimination, harassment, bullying, hazing or violence.

Person completing report:	
Home address:	
Work address:	
Home phone:	Work phone:
Date of alleged incident(s):	
	e - circle as appropriate: race \ color \ creed \ religion \ sex status \ familial status \ status with regard to public ility
Name of person(s) you believe harass	sed, 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) o	ccur?
used; any verbal statements (e.g, three	possible, including such things as: what force, if any, was eats, requests, demands); what, if any, physical contact nation. Attach additional pages if necessary.
List any witnesses to the incident(s).	
My signature below shows that the in and complete to the best of my knowl	formation I have provided in this document is true, correct edge and belief.
Signature:	Date
Received by:	Date
	gnee, or director of human resources, as indicated by the policy(ies).

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Revised: 8/10/20



Board Meeting Date: 5/10/2021

TITLE: April Enrollment Mobility

TYPE: Information

PRESENTER(S): Greg Guswiler, Coordinator Student Information Systems

ATTACHMENT:

1. Mobility Report (next page)

Report Section Descriptions and Assumptions:

School Level Enrollment Information

- This section is broken up by School / Grade
- This section counts a student as 1 even if they spent only one day enrolled during the reporting period. When this section is built, the first and last days of the month are used as the reporting period.

• Enrollment Comparisons

 This section compares the enrollment totals of the current reporting period to the month prior and the same period a year prior.

Mobility

- This section of the report lists the total number of students by grade who have withdrawn and enrolled during the reporting period.
- This section of the report uses the same reporting period as the other sections of the report.
- This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.

• Leaving Student Breakdown

- o This section of the report displays the reason students withdrew during the reporting period.
- This section of the report is broken out by the Minnesota Department of Educations approved End Status Codes. These codes are:
 - 03: Transferred to an approved nonpublic school
 - 04: Student moved outside of the district, transferred to another MN District
 - 05: Student moved to another state and enrolled in school, student moved out of the country
 - 20: Student transferred to another district/state but did not move

This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month

Edina Public Schools Enrollment Summary



Enrollment as of the end of April, 2021

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord		110	110	119	119	125	122	705
Cornelia		86	93	88	87	94	94	542
Countryside		92	94	89	96	107	93	571
Creek Valley		93	89	99	95	99	103	578
Highlands		86	87	89	86	96	85	529
Normandale		123	106	106	105	102	101	643
Totals	590	579	590	588	623	598	3568	
Secondary Schools	6	7	8	9	10	11	12	TOTAL
South View	324	331	304	0	0	0	0	959
Valley View	326	351	327	0	0	0	0	1004
Edina High School	0	0	0	664	688	654	656	2662
Options at EHS	0	0	0	0	0	0	0	0
Totals	650	682	631	664	688	654	656	4625

Enrollment Comparisons

	May 2020	April 2021	May 2021
K-5	3649	3567	3568
6-8	1973	1966	1963
9-12	2682	2666	2662
Totals K-12	8304	8199	8193
PS	295	144	145
ECSE	182	150	162

April Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	2	1	0	1	0	0	1	1	2	0	0	0	0	8
Enrolled Students	2	1	1	1	0	0	3	1	2	0	1	0	0	12
	0	0	1	0	0	0	2	0	0	0	1	0	0	

Leaver Breakdown

Reason for Withdrawal	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
03: Transferred to a Non-Public School	0	C) (0	0	0	1	0	1	0	0	0	0	2
04: Moved Outside of the District	1	C	(0	0	0	0	0	0	0	0	0	0	1
05: Moved Outside of the State	1	1	C	1	0	0	0	0	0	0	0	0	0	3
20: Transferred to Another MN District, did not move	0	C) C	0	0	0	0	1	1	0	0	0	0	2
Total	2	1	C	1	0	0	1	1	2	0	0	0	0	



Board Meeting Date: 5/10/2021

TITLE: May 2021 District Enrollment Report

TYPE: Information

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

ATTACHMENTS:

1. Enrollment Report

ident Enrollm	J.I.C 004	··· ~ y ·		(D-4- F		W-II	0-11- 0			***************************************					
rict Name				(Data E	ntry is i	n Yellow		nly)							
ina						#	273			2020-21	School	Year			
Number of F	ave in Period			19,4444	19,444	19.44444	19.44444	19.44444	19.44444	19.44444	19,4444	19,444	175		17
Number of Days in Period Days Remaining in School Year			175		136.1111	116.6667	97.22222	77.77778	58.33333	38.8889	19,4444	170			
% of School Yr. @ Beg				100.00%	88.89%	77.78%	66.67%	55.56%	44.44%	33.33%	22.22%	11.11%			
Cumulative Days in	n School Year			19.4444	38.889	58.33333	77.77778	97.22222	116.667	136.111	155.556	175			
Percent of School	r. Completed			11.11%	22.22%	33.33%	44.44%	55.56%	66.67%	77.78%	88.89%	100.00%			
Grade Level	EOY ADM Original Budget	EOY ADM Revised Budget	Fall Seat Count Budget	October	November	December	January	February	March	April	Мау	June	EOY ADM	Diff. vs. Revised	% Actual to Revised
ECSE	-	53.87	0	-	0	0	0	0	0	0	0	0	0	-53.87	0
HK	-	61.77											0		
K	585.00	529	585	591	593	593	592	591	590	592	590	0	0	-529.23	0
1	610.43	591	611	591	589	587	586	581	580	578	579	0	0	-591.00	0
2	605.41	587	605	587	591	589	590	589	588	589	590	0	0	-587.00	0
3	624.53	590	625	590	590	589	588	586	587	588	588	0	0	-590.00	C
4	649.18	618	649	618	622	624	626	622	622	622	623	0	0	-618.00	0
5	628.09	603	628	603	604	602	598	597	598	598	598	0	0	-603.00	C
6	677.37	667	688	667	663	660	657	650	648	650	650	0	0	-667.00	C
7	669.27	682	660	682	683	681	681	682	683	684	682	0	0	-682.00	(
8	647.06	631	656	631	630	631	632	632	633	632	631	0	0	-631.00	(
9	660.28	666	680	666	663	666	666	668	666	666	664	0	0	-666.00	(
10	697.95	692	693	692	692	692	691	689	689	689	688	0	0	-692.00	(
11	652.71	666	648	666	662	662	662	656	656	654	654	0	0	-666.00	(
12	680.71	654	661	654	658	657	658	656	656	657	656	0	0	-654.00	(
TUITION	-	29.18		-	-	-	-	-	-	-	-	-	0	-29.18	(
Enrollment EC-12 including ALC	8,387.99	8,321.05	8,389	8,238	8,240	8,233	8,227	8,199	8,196	8,199	8,193	0	0.00	-8,321.05	0.009
Weighted ADM - WADM in Current Year	9,189.59	9,125.09	9,188.60	9,036.20	9,037.60	9,030.80	9,025.00	8,995.60	8,992.60	8,995.40	8,988.00	0.00	0.00	-9,125.09	0.00
Estimated APU	9,189.59	9,125.09	9,188.60	9,036.20	9,037.60	9,030.80	9,025.00	8,995.60	8,992.60	8,995.40	8,988.00	0.00	0.00		
Estimated EOY APU'	9,189.59	9,125.09	9,188.60	9,036.20	9,037.44	9,032.28	9,027.43	9,009.74	9,002.12	8,999.88	8,997.24	7,997.55	7,997.55		

Edina Public Schools General Fund Monthly Report by Object Code Series (excludes Operating Capital, and LTFM expenses)

For Period Ending: April 30, 2021 % into Fiscal Year: 83%

200	OBJECT SERIES DESCRIPTION SALARIES AND WAGES EMPLOYEE BENEFITS	2018-19 Revised Budget 70,904,446 23,477,084	2018-19 FYTD Activity 50,051,731 16,548,402	2018-19 FYTD % 71% 70%	2019-20 Revised Budget 72,375,074 23,990,016	2019-20 FYTD Activity 50,958,850 16,882,214	2019-20 FYTD % 70% 70%	2020-21 Revised Budget 73,528,746 25,865,257	2020-21 FYTD Activity 51,942,040 17,693,350	2020-21 FYTD % 71% * 68% *
	Subtotal Salaries and Benefits	94,381,530	66,600,134	70.56%	96,365,089	67,841,065	70.40%	99,394,003	69,635,391	70.06%
400	PURCHASED SERVICES SUPPLIES & MATERIALS EQUIPMENT	6,680,293 3,870,158 128,600	5,919,209 2,760,656 317,740	89% 71% 247%	8,316,139 3,877,644 85,300	5,894,465 2,520,826 8,547	71% 65% 10%	8,065,333 4,179,714 80,500	5,066,741 1,970,007 42,180	63% * 47% * 52% *
800	OTHER EXPENSES OTHER FINANCING USES	444,660	69,951 0	16%	474,763 0	151,279 0	32%	585,245 0	133,042	23%
	Subtotal All Other Costs Less Other Financing Uses/Equipment	11,123,711 128,600	9,067,556 317,740	82%	12,753,846 85,300	8,575,117 8,547	67%	12,910,791 80,500	7,211,969 42,180	56%
	Revised Subtotal All Other	10,995,111	8,749,816	80%	12,668,546	8,566,570	68%	12,830,291	7,169,789	56%
	Grand Total General Fund	105,505,241	75,667,690	72%	109,118,935	76,416,182	70%	112,304,794	76,847,360	68%
	Less Other Financing Uses/Equipment	128,600	317,740	247%	85,300	8,547	10%	80,500	42,180	52%
	Revised Grand Total	105,376,641	75,349,950	71.51%	109,033,635	76,407,634	70.08%	112,224,294	76,805,179	68.44%

^{*} Federal Stimulus budgeted amounts of \$4,028,649 are taken out from each Object Series to generate a similar year to year budget comparison.

Notes: This report shows General Fund expenses excluding Operating Capital and Long-Term Facilities Maintenance expenses. Those expenses are excluded due to their volatile nature and restricted funding purposes. Excluding these expenses gives a truer picture of where General Fund expenses are at the end of a given month in relation to the fiscal year-end. The District should always have a gap in the amount it is into the fiscal year versus the current month fiscal to-date expenses. For example, when the report is for the end of April 30 ,2021 the District is 83% into the fiscal year. District expenses should be less than the amount the District is into the fiscal year, by anywhere from 8-13%, due primarily to teaching staff not being paid their first paycheck until 9/15. Also, the majority of teaching staff spread their paychecks out over 24 pay periods, resulting in a large expense in June when we "pay off" or expense all of the remaining paychecks at the end of the fiscal year. Expenses at the same point in time for the previous two fiscal year's are also provided for comparison purposes.

24 Pay Contracts 574 19 Pay Contracts 48

^{*} Federal Stimulus actual expenses of \$3,048,338 are taken out from each Object Series to generate a similar year to year actual expense comparison.



Board Meeting Date: May 10, 2021

TITLE: Q Comp Annual Report 20-21

TYPE: Information

BACKGROUND: Per Minnesota Statutes, §122A.414, Subd. 3(a) the Q Comp Annual Report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

RECOMMENDATION: The Teaching and Learning department is presenting the report to the school board for information only. No decision is required on part of the school board.

PRIMARY ISSUE(S) TO CONSIDER: The purpose of the report is to meet a statutory requirement.

ATTACHMENTS:

1. Report (next page)

Alternative Compensation Annual Report 2020-21

Background: Quality Compensation law (Q Comp) was created by Tim Pawlenty and "enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design a plan that meets the four components of the law. The four components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, and Performance Pay and Alternative Salary Schedule." (https://education.mn.gov/MDE/dse/qc)

Edina is completing its 13th year as a Q Comp district. In Edina, we call our Q Comp program Alternative Compensation (Alt Comp). All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Master Agreement between the District and EM/E) are required to participate in the Alt Comp program, unless specifically noted otherwise. We currently have seven Peer Coaches who work with the district's non-probationary teachers to fulfill program requirements. Administrators (both district- and site-level) work with probationary teachers.

As a Q Comp district, we receive \$260/student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. (This year, the state funded the program at 97.4%; down from 98.2% in 19-20.) The program's budget is responsible for coach and facilitator salaries and benefits, performance incentives, and other costs associated with program implementation. Teachers are eligible for an \$1810 incentive based upon successful completion of observations, student learning goal creation and implementation, and site goals based on standardized assessments.

Per Minnesota Statutes, §122A.414, Subd. 3(a) the Q Comp Annual Report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

General Program Impact and Recommendations

What program modifications were made this year due to COVID-19? In August MDE provided guidance on the implementation of Q Comp during the 2020-21 school year. All of the statutory requirements were to be implemented, but flexibility was stressed, and a focus on "How we use Q Comp activities (e.g., observations, coaching, student assessment and engagement measures) to help teachers navigate the changes in instruction that distance learning or hybrid models introduce." With this guidance, we defined our purpose for the year: provide a consistent, predictable observation experience that supports teachers, validating their practice while providing them an opportunity to reflect on their instruction in the new instructional models implemented during the 20-21 school year. Results from the annual program survey

(n-422) indicate that we were successful. When asked specifically, "What else would you like to share regarding your experience in the program" teachers provided the following responses:

- I really appreciate the empathy and flexibility exhibited by my coach this year.
- More than anything my Peer Coach was a great listener and helped me to feel like I was not alone in my struggles to teach in the various learning models that we experienced this year.
- Thank you for being flexible and providing different pathways to meet the needs of all teachers.
- I answered strongly agree because of my peer coach. She is remarkable in this role. She pushes me in a way that supports and allows for flexibility where needed. She has high expectations; however, these expectations are supported.
- The coaches were so understanding of the incredible teaching situation we've been put through this year and were willing to do anything to help us through the evaluation process. Thank you SO much!
- With the hybrid, distance, and every-changing combination of both manners in which instructed our students, I would say this year the teacher evaluation program was the most helpful. It was the most beneficial experience I have had as a teacher, in terms of feeling supported.

Observations and student learning goal setting were implemented with fidelity this year. Peer Coaches provided flexible options that allowed the team to ensure proper mitigation and safety measures were in place. Virtual conferences, virtual observations, recorded observations and joint planning conferences were offered to teachers as a way to provide flexibility while hybrid and in-person models were in place, and were the only means of delivery of service during distance learning. For the third observations event, Peer Coaches offered an opportunity for teachers to reflect on the implementation of new learning, or reflection on the school year. This change was well received, providing time and space for teachers to reflect and focus on forward thinking.

Site Goals, based on the results of standardized assessments, were submitted to MDE in September. The elementary and middle schools used the Winter MAP assessment as their target, EHS selected the MCAs, and The Early Learning Center used the Teaching Strategies GOLD assessment. At this time, the ELC is the only site with a viable Site Goal for 20-21. We are waiting on data from EHS to determine the opt out rate for the reading MCA. Based on this value, Administration and the Teacher Evaluation Committee will determine how to proceed with the goal. At the elementary and middle schools, since we were unable to administer the assessments according to our vision, and even in cases where Winter MAPs were administered, we are missing too much data from the assessments to accurately determine if the site goal was achieved. In the fall, MDE gave districts flexibility in determining how to grant the site goal incentives. For the elementary and middle sites, we have determined that teachers must be held harmless for events outside of their control. Therefore, we will proceed as we did last spring allocating 50% of the incentive to sites for site-based Professional Development during the 21-22 school year, and the remaining 50% will be used district-wide for Professional Development needs. This incentive allocation matches past practice in instances where sites did not meet the Site Goal for the year.

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program? Q Comp continues to provide opportunities for professional development through teacher/coach interactions. Our Q Comp plan continues to drive alignment between district, site and individual teacher goals. As a result of Q Comp, teachers are less isolated in individual classrooms. Teachers welcome others into their learning environment to see their instruction and share their successes and struggles. District priorities such as Culturally and Linguistically Responsive Teaching, Professional Learning Communities (PLCs), and Personalized Learning are also supported by the program and peer coach interactions with teachers.

This year, on our end-of-year survey, 93.6. percent of respondents (n= 422) either agreed or strongly agreed with the statement "My Peer Coach helped me adapt my practice and incorporate new strategies into my instruction across the various learning models." Additionally, teachers were asked to answer the following question: "This year I found new ways to use the following strategies or continued to grow in the following areas." There were 10 response options and teachers could select as many as apply. Engagement strategies (65.4 percent), social emotional learning (42.3 percent), technology resources (41.3 percent) and personalized learning (37.6 percent) received the largest percentage of responses (n=407).

It is our belief that meaningful change and deep learning comes from purposeful reflection with a trained coach. All of our coaches are trained in Cognitive Coaching and use this model when conferencing with teachers. The coaches use the planning map during pre-observation conferences and the reflecting map during post-observation conferences. Reflection is the backbone of our program. In the post-observation conference, the teacher will offer a specific reflection and self-analysis of the lesson, as well as engage in a dialogue with the peer coach about the effectiveness of specific elements of the lesson. Teachers also have an opportunity to add comments to their student learning goal progress checks, demonstrating their reflective thinking focused on their goal. The summative conference allows for an in-depth conversation between the teacher and the coach/administrator to reflect on the work done during the previous year and to think ahead to the next year's goals. In our end-of-year survey, 97.1 percent of respondents (n= 422) either agreed or strongly agreed with the statement "The specific data my peer coach/principal collected at my observation positively impacted by teaching/professional practice." One teacher provided additional information stating "[My Peer Coach] actively listened to my frustrations/challenges in a productive way, and we always arrived at a point where I felt I had new solutions/tools to fall back on. One of the things [they] provided was a minute by minute transcript of my lesson which was incredibly helpful to reflect upon and use to improve my teaching practices. [They] did a great job of talking through my lesson, and these reflective conversations improved my ability to monitor and adjust accordingly." On another survey question, 97.4 percent of respondents (n=422) either agreed or strongly agreed with the statement "My peer coach helps me reflect about my work and supports my growth as a professional." Additional survey comments include:

- I found the reflective sessions invaluable. It was one place that really helped me improve my practice in specific and actionable ways.
- Although this was a difficult year for many reasons, I feel that the peer coaching requirements were much easier to deal with due to the lack of paper work and focus

- more on conversation and observation. This is maybe the one area where I did not feel completely overwhelmed.
- I found the reflective sessions invaluable. It was one place that really helped me improve my practice in specific and actionable ways.
- This program is continually one of the most enriching opportunities provided by the school district. I learn more about actual day-to-day improvements to my practice in a 10 minute conversation with my peer coach than I do in the two hour long seminars we have during staff development days.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program? We continue to develop a culture of collaboration with increased dialogue focused on the impact of high-quality instruction on student achievement. The Q Comp program has been a catalyst for this change, helping teachers focus on the impact of their instruction on student achievement. Moving forward we will provide additional district staff development opportunities with our teacher evaluation rubric descriptors.

Our Q Comp program requires alignment between district, site and individual teacher goals. The alignment is further strengthened by the PLC work in the district. Many teachers chose to align their student learning goal with their PLC goal. The coaches monitor the progress of the student learning goal during the year. In the end-of-year survey (n = 407), 92.2 percent of teachers agreed or strongly agreed with the statement: "My participation in the Teacher Evaluation program supported my efforts to positively impact students' engagement, participation and achievement this year." One staff member summarized their experience this year, as follows, "My job alike and I were talking this morning about how this is the best SLG we have ever implemented. It was due to conversation and crafting with our peer coach that allowed us to pin-point the data we were really hoping to collect. The collaboration and discussions helped us set a great SLG this year."

How will the district use the review findings to improve the overall effectiveness of the program? We continue to refine our practice. This year was no different. We offered new options for teachers to meet program expectations in the midst of changing learning models. When surveyed (n=407), 85 percent of teachers indicated that they would like to see virtual conferencing continue into next year and 65.5 percent of teachers would like to continue to be offered the option of joint planning and completion of the pre-observation form.

Last spring, the Teacher Evaluation Memorandum of Understanding was reauthorized. Given the pandemic, some of the changes were paused for 20-21. The new non-probationary teacher observation pathways were not implemented in their entirety. However, we did offer teachers the option of selecting from the 'new' Round 3 pathways for their third observation. The survey feedback was very positive:

- I appreciated that the third observation could be a reflection on the year.
- In a challenging year, this worked very well. I especially liked the option to focus on reflection as the last observation, as I think that is a great tool in a normal year, but especially vital this year.

- I totally appreciated the flexibility shown teachers this year with regard to observations especially the third observation. The ability to be able to reflect in a general sense on a very difficult year was helpful and therapeutic.
- Thank you for being flexible with Round 3 of observations this year. Teachers are so stressed out right now and have a million and one things on our plate this time of year anyway, so it was really nice to be able to spend this time doing more reflection, instead of worrying about planning for another observation. Can we continue with these different options moving forward?

Moving into fall, the coach team will share program expectations with teachers and continue to refine their coaching skills through training including book studies, collaborating with metro area coaches, and attending out-of-district training when available and appropriate.

The Teacher Evaluation Committee will continue to provide program oversight. Peer Coaches will continue to refine a resource bank of quality coaching questions associated with each descriptor and the student learning goal component. We do not anticipate changes to the coaching team for fall. The Peer Coach team will join Principals and Administrators professional learning focused on inter-rater reliability training during the 2020-21 school year.



Board Meeting Date: May 10, 2021

TITLE: Recognition of Staff

TYPE: Information

Commendation of Carlene Bray (kindergarten teacher, Creek Valley Elementary) in an email from a parent to Principal Dahlquist, enclosing her email to Ms. Bray: "I wanted to share the below email about my kindergartener. She thinks the world of Mrs. Bray and so do I! We have been so blessed by her this year and time and time again can't sing her praises enough. She is thoughtful, compassionate, a cheerleader, a safe space, and makes learning SO fun!! Thank you for having her at Creek Valley!" Forwarded message from same parent to Ms. Bray: "My child read a whole book last night by herself!!!!! Insert freaking out emoji!!! She was so excited. It was the one about the Pig and Elephant being invited to a party. She tried so hard and my heart about burst watching her sound it all out. And...who do you think she wanted to tell first?? YOU!!! She wanted me to call you last night Thank you and Mrs. Bergen for ALL you do to help Mya learn!! It's working!!!"

Commendation of Emily Hockert (grade 3 teacher, Creek Valley Elementary) in an email to Ms. Hockert from a parent and Principal Dahlquist: "It's Teacher Appreciation Week, and while you really deserve a lot more than a note, and definitely on more than one week a year, I wanted to thank you for the wonderful job you have done during such a crazy time. Your kindness and understanding have made this year a positive one for my child. He adores you, and I am so grateful for everything you have done for him both emotionally and academically. I wish you the best for the remainder of the year."

Commendation of Beth Dahlien (*grade 1 teacher, Creek Valley Elementary*) in an email from a parent to Ms. Dahlien and Principal Dahlquist: "It's teacher appreciation week and I just wanted to send a note of thanks for all your hard work this year. We appreciate you SO much! This year has been such a unique challenge, and you have been steady, wise and upbeat. From managing a hybrid class, to tackling full distance learning, to ensuring we can stay learning live in the classroom - our kiddo and whole family have really clung to your fabulous leadership this year. We have two more children coming down the pipeline to Creek Valley and we would be so thrilled to see them in your classroom, too."