



**School Board Regular Meeting  
Monday, April 11, 2022; 7:00 PM  
ECC Room 349**

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Excellence in Action**
- IV. Hearing from Members of the Public**
- V. Consent Agenda**
  - A. Minutes: *March 7 regular meeting; March 14 work session; April 1 special meeting*
  - B. Personnel Recommendations
  - C. Terminations and Non-Renewals
  - D. Expenditures Payable 03-01-22 for Period 9
  - E. 9th Grade Physical Earth Science Materials Purchase
  - F. ECC Reroofing
  - G. VVMS and EHS Reroofing
  - H. Valley View Middle School Pool Tile Replacement
  - I. Countryside Elementary School Short-Term Radon Testing Results
  - J. Countryside Playground Application
  - K. Chromebook Agreement with CDW
  - L. Teacher Evaluation MOU
- VI. Discussion**
  - A. Policy Review (509, 603, 911)

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

**Presenter(s):** Board Policy Committee
- VII. Action**
  - A. Resolution in Support of the Congressional IDEA Full Funding ACT

**Description:** In January 2022, the Board approved a three-year plan for the Legislative Action Committee (LAC) and a 2022 Legislative Platform of priorities for Edina Public Schools in line with Board Goals for the 2021-22 school year and priorities in the District's Strategic Plan Strategy E. As part of ongoing advocacy efforts by the LAC, this resolution aligns with our legislative priorities, uses MSBA recommended language and was reviewed by the LAC (Greene, Arom, Dr. Stacie Stanley and Director Jeff Jorgensen) for clarity and impact. This resolution addresses the significant funding gap in the district's cross-subsidy. As you may know, the 2022 legislative session is not a budget year, however, this issue is gaining consideration within the state's current surplus with companion bills from both the House and the Senate currently active at the Capitol that are working to help eliminate the special education cross-subsidy across the state.

**Presenter(s):** Julie Greene and Dan Arom, LAC committee members

**Recommendation:** Approve the attached Resolution in Support of the Congressional IDEA (*Individuals with Disabilities Education Act*) Full Funding ACT

B. Policy Review (217, 606)

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

**Presenter(s):** Board Policy Committee

**Recommendation:** Accept the revised policies as presented.

**VIII. Leadership and Committee Updates**

**IX. Superintendent Updates**

**X. Information**

A. Enrollment

- Mobility Report
- Enrollment Report

B. Budget in Progress Report

C. Summer Programming

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE REGULAR MEETING OF MARCH 7, 2022

REGULAR MEETING  
7:00 PM

Edina Community Center Room 349  
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Mr. Michael Birdman  
Ms. Karen Gabler  
Ms. Julie Greene  
Ms. Janie Shaw  
Mr. Leny Wallen-Friedman

PRESIDING OFFICER: Chair Erica Allenburg

7:00 PM – 8:23 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Dr. Randy Smasal, Assistant Superintendent  
Jody De St. Hubert, Director of Teaching and Learning  
Jeff Jorgensen, Director of Student Support Services  
Natasha Monsaas-Daly, Director of District Media and Technology Services  
Sonya Sailer, Director of Human Resources  
John Toop, Director of Business Services  
Mary Woitte, Director of Communications

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Julie Greene, Clerk

(Official Publication)  
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD  
DISTRICT 273 EDINA, MINNESOTA MARCH 7, 2022

7:00 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Shaw, Wallen-Friedman. Staff present: Stanley, Smasal, De St. Hubert, Jorgensen, Monsaas-Daly, Sailer, Toop, Woitte.

APPROVAL OF AGENDA BY UNANIMOUS VOTE

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

CONSENT ITEMS APPROVED BY UNANIMOUS VOTE

- A. Minutes: February 14 work session, special and regular meetings; February 24 work session
- B. Personnel Recommendations
- C. 2022-23 Board Meeting Dates
- D. Expenditures Payable 02-01-22 for Period 8
- E. Interim Transportation Contract
- F. Renaming Transportation Facility
- G. VVMS Door Replacement
- H. Student Support Services
  - 1. Kim McGuire contract

DISCUSSION

- A. COVID Update
- B. Policy Review (213, 217, 606, 613 - *moved from Action*)

ACTION ITEMS APPROVED BY UNANIMOUS VOTE

- A. Preliminary 2022-23 General Fund Budget
- B. Policy Review (425, 522, 613 - *moved to Discussion*)
- C. Change of April 18, 2022, to non-student day and Teacher Data Day

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATE

INFORMATION

- A. Enrollment
  - Mobility Report
  - Enrollment Report
- B. Budget in Progress Report

ADJOURNMENT

The meeting adjourned at 8:23 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. Julie Greene, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
MARCH 7, 2022, REGULAR MEETING

7:00 PM Chair Allenburg called to order the regular meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene, Shaw, Wallen-Friedman. Staff present: Stanley, Smasal, De St. Hubert, Jorgensen, Monsaas-Daly, Sailer, Toop, Woitte.

APPROVAL OF AGENDA BY UNANIMOUS VOTE WITH CHANGE

Chair Allenburg requested to move Policy 613 from Action to Discussion. Member Wallen-Friedman moved and Member Greene seconded to approve the agenda with that change. All members voted Aye.

EXCELLENCE IN ACTION

Lindsey Smaka, Edina High School Global Scholars and Chemistry teacher presented information about the Global Scholars program. This year, visiting students come from Italy, Norway, Vietnam, Germany, and other countries. Students introduced themselves and spoke about what they liked best about the program.

HEARING FROM MEMBERS OF THE PUBLIC

Chris Moquist spoke about the transition program for 18–21-year-old students. Charlie Mastel spoke about his experience as a student with Edina Unified. Emmy Mastel spoke about her experience as a parent with Edina Unified.

CONSENT ITEMS APPROVED BY UNANIMOUS VOTE

Member Wallen-Friedman moved and Member Shaw seconded to approve the consent agenda. All members voted Aye. The resolutions were:

- A. Minutes: February 14 work session, special and regular meetings; February 24 work session
- B. Personnel Recommendations
- C. 2022-23 Board Meeting Dates
- D. Expenditures Payable 02-01-22 for Period 8
- E. Interim Transportation Contract
- F. Renaming Transportation Facility
- G. VVMS Door Replacement
- H. Student Support Services
  - 1. Kim McGuire contract

DISCUSSION/REPORT

COVID Update: Dr. Stanley, Dr. Smasal, and Director Jorgensen shared updated information about COVID management, including the downgraded expectations for mask wearing to strongly recommended.

Policy Review (213, 217, 606, 613): Member Wallen-Friedman motion and Member Greene seconded the motion to move Policy 613 from Action to Discussion. Policy Committee members presented policies for discussion. Policies 217 and 606 will move to Action next month.

### ACTION ITEM APPROVED BY UNANIMOUS VOTE

Preliminary 2022-23 General Fund Budget: Member Birdman moved and Member Wallen-Friedman seconded to approve the motion. All members voted Aye.

Policy Review (425, 522): Member Shaw moved and Member Wallen-Friedman seconded to approve the motion. All members voted Aye.

Change of April 18, 2022, to non-student day and Teacher Data Day: Member Shaw moved and Member Gabler seconded to approve the motion. All members voted Aye.

### LEADERSHIP AND COMMITTEE UPDATES

Chair Allenburg shared that Board photos will be taken at 4:45pm before the April 11, 2022, work session.

### SUPERINTENDENT UPDATES

Superintendent Stanley spoke about the Consortium meeting that she, Dr. Smasal, and Director Jorgensen attended recently in San Mateo, CA. One highlight of that meeting of high-performing districts was hearing from a Stanford professor about student mental health. The Consortium will be meeting in Edina in September.

### ADJOURNMENT

At 8:23 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF MARCH 14, 2022

SPECIAL MEETING  
5:00 PM

Edina Community Center  
ECC 348  
and Virtual

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

Ms. Erica Allenburg  
Mr. Dan Arom  
Mr. Michael Birdman  
Ms. Karen Gabler – attended virtually  
Ms. Julie Greene  
Ms. Janie Shaw

Mr. Leny Wallen-Friedman

PRESIDING OFFICER: Chair Erica Allenburg

5:01 – 8:43 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
Dr. Randy Smasal, Assistant Superintendent  
Valerie Burke, Director of Community Education  
Jody De St. Hubert, Director of Teaching and Learning  
Jeff Jorgensen, Director of Student Support Services  
Natasha Monsaas-Daly, Director of District Media and Technology Services  
Sonya Sailer, Director of Human Resources  
John Toop, Director of Business Services  
Mary Woitte, Director of Communications

Sean Beaverson, Assistant Principal, Edina Elementary Virtual Pathway  
Leah Byrd, Early Learning Center Coordinator  
Michael Pretasky, Assistant Principal, Edina High School  
Michael Walker, Secondary Digital Learning Specialist

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Julie Greene, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING  
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA  
MARCH 14, 2022

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler (attended virtually), Greene, Shaw. Staff present: Stanley, Smasal, Burke, De St. Hubert, Jorgensen, Monsaas-Daly, Sailer, Toop, Woitte; Beaverson, Byrd, Pretasky, Walker.

DISCUSSION/REPORT

- A. Edina Elementary Virtual Pathway
- B. Edina Early Learning Center Data Sharing
- C. Board Ad Hoc Communications Committee

ACTION

- A. School Board Statement

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

ADJOURNMENT

The meeting was adjourned at 8:43 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. Julie Greene, Clerk



OFFICIAL MINUTES OF SCHOOL BOARD'S  
MARCH 14, 2022 SPECIAL MEETING

5:00 PM Chair Allenburg called to order the special meeting of the School Board. Members present: Allenburg, Arom, Birdman, Gabler, Greene (attended virtually), Shaw. Staff present: Stanley, Smasal, Burke, De St. Hubert, Jorgensen, Monsaas-Daly, Sailer, Toop, Woitte; Beaverson, Byrd, Pretasky, Walker.

DISCUSSION/REPORT

Edina Elementary Virtual Pathway: Staff gave an update on the Edina Virtual Pathway programs; Board members and staff discussed current enrollment information and projections, marketing and program goals, secondary/high school programming and course offerings.

Edina Early Learning Center Data Sharing: Director Burke and Coordinator Byrd presented data about class offerings at the Early Learning Center over the last several years. Board members and staff discussed ELC capacity, pipeline to kindergarten, and census data.

Board Ad Hoc Communications Committee: Board member Shaw presented information about the Ad Hoc Communications Committee background, purpose, and goals.

ACTION ITEM APPROVED BY UNANIMOUS ROLL CALL VOTE

School Board Statement: Member Birdman motioned and Member Arom seconded to approve the motion. All members voted Aye.

LEADERSHIP AND COMMITTEE UPDATES

Chair Allenburg shared that she would be out of the country for a week and that Board member Greene would be responding to emails to the Board if necessary. She also mentioned that Board members should be attending PTO meetings in the buildings they represent, and or arranging for substitutes if they aren't able to attend. The Governance Committee is looking into best practices of other districts and wants to generate a template for visits to other schools so there is a more uniform collection of information.

ADJOURNMENT

At 8:43 PM, there being no objection, Chair Allenburg adjourned the meeting.

INDEPENDENT SCHOOL DISTRICT 273  
OFFICIAL MINUTES OF THE SPECIAL MEETING OF APRIL 1, 2022

SPECIAL MEETING  
2:00 PM

Edina Community Center  
Superintendent's Conference Room

SCHOOL BOARD MEMBERS PRESENT:

ABSENT:

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

Mr. Leny Wallen-Friedman

PRESIDING OFFICER: Chair Erica Allenburg

2:00 – 2:35 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Stacie Stanley, Superintendent  
John Toop, Director of Business Services

Mick Spence, Esq.

CERTIFIED CORRECT:

CERTIFIED CORRECT:

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Ms. Erica Allenburg, Chair

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Ms. Julie Greene, Clerk

(Official Publication)  
MINUTES OF THE SPECIAL MEETING OF THE SCHOOL BOARD  
DISTRICT 273 EDINA, MINNESOTA APRIL 1, 2022

2:00 PM Chair Allenburg called to order the special meeting of the School Board.  
Members present: Allenburg, Arom, Birdman, Gabler, Greene, Shaw. Staff present:  
Stanley, Toop; Mick Spence, Esq.

CLOSED SESSION (Copyright Issue)

Closed Session pursuant to Minnesota Statutes Section 13D.05, subdivision 3(b), to engage in discussions with the School Board's legal counsel related to litigation that has been filed against the District in the case of Otto v. ISD 273, Court File No. 22-cv-00005-KMM-BRT. The Board seeks legal advice on the status of the matter, alleged claims against the District, the District Attorney's analysis of the same, and the District's options for responding to the Complaint, strategic considerations and the potential settlement or other resolution of the matter.

The meeting adjourned at 2:35 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. Julie Greene, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S  
APRIL 1, 2022, SPECIAL MEETING

2:00 PM Chair Allenburg called to order the special meeting of the School Board.  
Members present: Allenburg, Arom, Birdman, Gabler, Greene, Shaw. Staff present:  
Stanley, Toop; Mick Spence, Esq.

Member Shaw moved and Member Greene seconded to close the meeting. Motion was approved by unanimous vote.

CLOSED SESSION (Copyright Issue)

Closed Session pursuant to Minnesota Statutes Section 13D.05, subdivision 3(b), to engage in discussions with the School Board's legal counsel related to litigation that has been filed against the District in the case of Otto v. ISD 273, Court File No. 22-cv-00005-KMM-BRT. The Board seeks legal advice on the status of the matter, alleged claims against the District, the District Attorney's analysis of the same, and the District's options for responding to the Complaint, strategic considerations and the potential settlement or other resolution of the matter.

At 2:35 PM, there being no objection, Chair Allenburg adjourned the meeting.



**Board Meeting Date:** 4/11/2022

**TITLE:** Personnel Recommendations

**TYPE:** Consent

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

**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:** Report (next page)

## LICENSED STAFF

### A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
WALKER, LISA	CREEK VALLEY	PREMIUM SUBSTITUTE	\$23.75 HR	03/29/2022
BENSON, JULIA	HIGH SCHOOL	PREMIUM SUBSTITUTE	\$23.75 HR	03/28/2022
ZENTGRAF, LILY	HIGHLANDS	ML TEACHER - 1.0 FTE	\$56,911 (prorated)	03/28/2022

### B. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Building</u>	<u>Reason</u>	<u>Date</u>
BEAVERSON, SEAN	ASSISTANT PRINCIPAL ELEM	VIRTUAL PATHWAYS	PERSONAL	4/15/2022
MAMMENG, KIRBY	PREMIER SUBSTITUTE	VALLEY VIEW	PERSONAL	4/8/2022
WATKINS, STEPHEN	SPECIAL EDUCATION TEACHER	HIGH SCHOOL	PERSONAL	6/6/2022
WEGERBAUER, SAMANTHA	PREMIER SUBSTITUTE	CREEK VALLEY	PERSONAL	4/8/2022

### C. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
DILAURA, BRIDGET	VALLEY VIEW	TEACHER	9/19/2022 through 11/8/2022
ENGELKES, LEAH	VALLEY VIEW	TEACHER	5/24/2022 through 6/3/2022
HANSON, LAURA	NORMANDALE	TEACHER	0.25 FTE reduction for SY 2022-2023
HUMPHREY, KJERSTI	HIGH SCHOOL	TEACHER	0.2 FTE reduction for SY 2022-2023
KONIECZNY, INGRID	VALLEY VIEW	TEACHER	8/19/22 through 11/21/2022
MCCLURE, NICOLE	COUNTRYSIDE	TEACHER	0.1 FTE reduction for SY 2022-2023
MIZIORKO, SARAH	SOUTH VIEW	TEACHER	4/05/2022 through 4/15/2022
PETERSON, MATTHEW	COUNTRYSIDE	TEACHER	0.2 FTE reduction for SY 2022-2023
QUAGLIANA, STEPHANIE	COUNTRYSIDE	TEACHER	8/22/2022 through 10/24/2022
STAGEBERG, LESLIE	HIGHLANDS	TEACHER	5/13/22 through 6/03/2022
TESSMER-TUCK, PAUL	COUNTRYSIDE	TEACHER	0.4 FTE reduction for SY 2022-2023
WEINBERGER, SARA	COUNTRYSIDE	TEACHER	9/30/2022 through 10/7/2022

D. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Salary</u>	<u>Date</u>
FINCHAM, SARAH	ND/CC	VOCAL MUSIC FTE INCREASE FROM 0.71 TO 0.8	\$66,147 (prorated)	SY 2022-23
MCCABE, MADDIE	CN	From: PREMIER SUB To: TITLE 1 TEACHER	\$31.91/HOUR	3/28/2022

E. REQUEST TO RESCIND RETIREMENT NOTICE

<u>Name</u>	<u>Building</u>	<u>Assignment</u>	<u>Reason</u>
GAMBLE, JOLYNN	CREEK VALLEY	GIFTED AND TALENTED TEACHER	BOARD APPROVED 2/14/22

**NON-LICENSED STAFF**

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Building</u>	<u>Assignment</u>	<u>Effective Date</u>	<u>Salary</u>
CANNY, KIMBERLY	CREEK VALLEY	PARA - CLASSROOM	3/14/2022	\$18.78/HOUR
DUERR, RANDY	TRANSPORTATION	BUS DRIVER	3/9/2022	\$22.25/HOUR
HAUG, MEGAN	CREEK VALLEY	PARA - SPED	3/28/2022	\$18.05/HOUR
HAZEL, NICHOLAS	TRANSPORTATION	BUS DRIVER	3/18/2022	\$22.25/HOUR
JENKS, MOLLY	HIGH SCHOOL	PARA - SPED	4/4/2022	\$20.20/HOUR
PAULI, CHRISTINA	TRANSPORTATION	BUS DRIVER	4/4/2022	\$23.00/HOUR
SHERMAN, CAMILLE	ECC	ASSISTANT DIRECTOR OF HUMAN RESOURCES	3/23/2022	\$110,188.00 (prorated)

B. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Date</u>	<u>Salary</u>
EICHER, STEPHANIE	VALLEY VIEW	To: 10 MO OFFICE ASST CLASS E From: 9 MO TEACHER ADMIN ASST CLASS G	3/9/2022	\$3,490/MONTH

LEE, ANNE	HIGH SCHOOL	To: HEALTH SERVICES ASSOCIATE From: EDUCATIONAL ASSOCIATE	3/1/2022	\$23.06/HOUR
THEIS, ROBERT	HIGHLANDS	To: NIGHT LEAD HIGHLANDS From: HOURLY CUSTODIAN VV	3/22/2022	\$3,783/MONTH

C. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Building</u>	<u>Reason</u>	<u>Date</u>
BOORSMA, KRISTIN	PARA - SPECIAL EDUCATION	NORMANDALE	PERSONAL	3/7/2022
GONZALES, PHILIP	PARA - SPECIAL EDUCATION	HIGH SCHOOL	PERSONAL	3/2/2022
NYGREN, JOANN	HOURLY CUSTODIAN	ECC	PERSONAL	3/10/2022

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
HECK, BRADEN	SOUTHVIEW	PARA - SPECIAL ED	4/23/2022 through 10/03/2022
NOUR, SUCDI	CORNELIA	PARA - SPECIAL ED	3/7/22 through 3/28/2022

**COMMUNITY EDUCATION SERVICES STAFF**

A. RECOMMENDATIONS FOR EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Date</u>	<u>Salary</u>
ANDERSON, GARRETT	RECREATION LEADER COMMUNITY CENTER	06/06/2022	\$15.94/HR
ENGSTROM, HENRY	RECREATION LEADER HIGHLANDS ELEMENTARY	06/06/2022	\$15.94/HR
LEUPOLD, OLIVER	RECREATION LEADER DISTRICT WIDE	06/06/2022	\$19.85/HR
LITTLE, JARED	SUB-RECREATION LEADER DISTRICT WIDE	06/06/2022	\$19.85/HR
MICHAELSON, TORE	RECREATION LEADER HIGHLANDS	06/06/2022	\$15.33/HR
MUNDT, EMILY	RECREATION LEADER	06/06/2022	\$15.94/HR



# HIGHLANDS ELEMENTARY

SMITH, MICHAEL	RECREATION LEADER HIGHLANDS ELEMENTARY	06/06/2022	\$18.42/HR
YEAGER, TESSA	RECREATION LEADER DISTRICT WIDE	06/06/2022	\$15.94/HR

## B. RESIGNATIONS

<u>Name</u>	<u>Assignment</u>	<u>Building</u>	<u>Reason</u>	<u>Date</u>
GALAMBOS, SARAH	RECREATION LEADER	CONCORD	PERSONAL	4/5/2022
KAROUSA, ZEEBO	CES PROGRAM SUPERVISOR	ECC	PERSONAL	3/18/2022
LITTLE, JARED	CES PROGRAM SUPERVISOR SUBSTITUTE	DISTRICT WIDE	PERSONAL	3/25/2022

## C. CHANGE OF EMPLOYMENT STATUS

<u>Name</u>	<u>Building</u>	<u>Assignment Change</u>	<u>Date</u>	<u>Salary</u>
BAKER, ALEXIS	COUNTRYSIDE	RECREATION LEADER ADDING HOURS	2/28/2022	\$17.12/HR
BASSETT, BRENNAN	COUNTRYSIDE	RECREATION LEADER ADDITIONAL ASSIGNMENT	6/3/2022	\$21.16/HR
BRASTAD, LILY	CONCORD	RECREATION LEADER ADDITIONAL ASSIGNMENT	3/28/2022	\$15.33/HR
BUSS, SCOTT	CREEK VALLEY	SUMMER LEAD REC LEADER ADDITIONAL ASSIGNMENT	6/3/2022	\$22.74/HR
KILANOWSKI, QUINN	CONCORD	SUMMER LEAD REC LEADER ADDITIONAL ASSIGNMENT	6/3/2022	\$19.94/HR
LAPADULA, JENNA	CORNELIA	SUMMER LEAD REC LEADER ADDITIONAL ASSIGNMENT	6/3/2022	\$19.94/HR
MCGILL, RYAN	NORMANDALE	SUMMER LEAD REC LEADER ADDITIONAL ASSIGNMENT	6/3/2022	\$22.74/HR
PEERY, ANDREW	DISTRICT WIDE	BUILDING AIDE ADDITIONAL ASSIGNMENT	3/25/2022	\$15.55/HR
POPEHN, JONAH	HIGHLANDS	SUMMER LEAD REC LEADER ADDITIONAL ASSIGNMENT	6/3/2022	\$22.74/HR
SAUVE, CHRISTINA	COUNTRYSIDE	SUMMER LEAD REC LEADER ADDITIONAL ASSIGNMENT	6/3/2022	\$19.94/HR
STEPHENS, GREGORY	COUNTRYSIDE	SUMMER REC LEADER ADDITIONAL ASSIGNMENT	6/3/2022	\$17.12/HR

THOMAS, QUINTEN	CREEK VALLEY	RECREATION LEADER ADDITIONAL ASSIGNMENT	3/14/2022	\$17.12/HR
TILSNER, SAM	NORMANDALE	SUMMER LEAD REC LEADER ADDITIONAL ASSIGNMENT	6/16/2022	\$21.26/HR

D. REQUEST FOR LEAVE OF ABSENCE

<u>Name</u>	<u>Building</u>	<u>Position</u>	<u>Anticipated Dates of Leave</u>
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**Board Meeting Date:** April 11 ,2022

**TITLE:** Termination and Non-Renewal of Probationary Teachers and Long-term Substitutes

**TYPE:** Consent

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

**BACKGROUND:** As a result of changing staffing needs each school year, the attached resolution provides for the termination and non-renewal of the teaching contracts for certain probationary teachers. These actions are necessary due to continuing contract teachers returning from leaves of absence, changes in enrollment, licensure requirements, and other reasons. These teachers may apply for any vacant positions available for the 2022-2023 school year if properly licensed and qualified.

**RECOMMENDATION:** Approve the attached resolution terminating and non-renewing the teaching contracts of certain probationary teachers.

**PRIMARY ISSUE(S) TO CONSIDER:** Termination and non-renewal of probationary teachers.

**ATTACHMENTS:** Resolution

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION AND NON-RENEWAL OF THE  
TEACHING CONTRACTS OF THE FOLLOWING PROBATIONARY TEACHERS:

Benz, Elizabeth

King, Erika

Burley, Patrick

Orlich-Sullivan, Megan

Carlson, Walter

Pampusch, Polly

DiLorenzo, Elizabeth

Rodgers, Madison

Fenyak, Chelsey

Stark, Sonia

Hokenson, Christine

Sundquist, Margaret

Horstman, Kirsten

Zentgraf, Lily

Johnson, Courtney

Ziskovsky, Heather

WHEREAS, the above named are probationary teachers in Independent School District 273.

BE IT RESOLVED, by the School Board of Independent School District 273, that pursuant to Minnesota Statute Section 122A.40, subdivision 5, that the teaching contracts of the above named, who are probationary teachers and/or long-term substitutes in Independent School District 273, be hereby terminated at the close of the current 2021-22 school year.

BE IT FURTHER RESOLVED that written notice be sent to said teachers regarding termination and non-renewal of their current contracts, as follows:

**NOTICE OF TERMINATION  
AND NON-RENEWAL**

<<First>> <<Last>>

<<Location>>

<<Emp\_>>

Dear <<First>>:

You are hereby notified that at a regular meeting of the School Board of Independent School District 273 held on April 11, 2022, a resolution was adopted by majority vote to terminate your contract effective at the end of the current school year and not to renew your contract for the 2022-23 school year. Said action of the Board is taken pursuant to Minnesota Statute Section 122A.40, subdivision 5.

You may officially request that the School Board give its reasons for the non-renewal of your teaching contract.

Yours very truly,

SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT 273

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The motion for the adoption of the foregoing resolution was duly seconded by Board Member \_\_\_\_\_ and upon vote being taken thereon, the following voted in favor thereof: \_\_\_\_\_ and the following voted against the same: \_\_\_\_\_, whereupon said resolution was declared duly passed and adopted.

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Julie Greene, Clerk of the School Board, ISD 273



DEFINING EXCELLENCE

Board Meeting Date: 04/11/2022

**TITLE:** Expenditures Payable 03-01-22 for Period 9

**TYPE:** Consent

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

**BACKGROUND:**

01	General Fund	\$10,345,056.33
02	Food Service Fund	\$290,380.36
04	Community Service Fund	\$165,936.88
06	Construction	\$67,479.47
	Long Term Facility Maintenance	
	Technology	
07	Debt Redemption Fund	\$0.00
12	Construction -2015 Building Bond	\$0.00
20	Internal Service - Dental Self Insurance	\$83,545.45
50	Student Activities	\$0.00
	Total Expenditures	\$10,952,398.49

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

**PRIMARY ISSUE(S) TO CONSIDER:** None

**ATTACHMENTS:**

1. March Check Register – FY2022 P9

SOURCEWELL TECHNOLOGY  
DATE: 04/05/2022  
TIME: 07:27:57

EDINA - LIVE  
CHECK REGISTER - BY FUND

PAGE NUMBER: 1  
ACCTPAZ1

SELECTION CRITERIA: transact.yr='22' and transact.period='9'  
ACCOUNTING PERIOD: 10/22

FD - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	385784	V 02/23/22	03720	JERRY'S HARDWARE	010192910000256	401	THEATER SUPPLIES	0.00	-222.63
A101.00	385817	03/02/22	32833	93 HOP LLC	010097607200000	330	NOV21-BUS SOLAR PRO	0.00	883.61
A101.00	385817	03/02/22	32833	93 HOP LLC	010097607200000	330	DEC21-BUS SOLAR PRO	0.00	329.41
A101.00	385817	03/02/22	32833	93 HOP LLC	010097607200000	330	JAN22-BUS SOLAR PRO	0.00	492.89
TOTAL CHECK								0.00	1,705.91
A101.00	385818	03/02/22	32071	93 SKIP LLC	010097607200000	330	DEC21-SOLAR PROD	0.00	41.98
A101.00	385818	03/02/22	32071	93 SKIP LLC	010097607200000	330	NOV21-BUS SOLAR PRO	0.00	114.27
A101.00	385818	03/02/22	32071	93 SKIP LLC	010097607200000	330	JAN22-BUS SOLAR PRO	0.00	26.09
A101.00	385818	03/02/22	32071	93 SKIP LLC	015278100000000	330	JAN22-CN SOLAR PROD	0.00	358.84
A101.00	385818	03/02/22	32071	93 SKIP LLC	015278100000000	330	DEC21-CN SOLAR PROD	0.00	370.28
A101.00	385818	03/02/22	32071	93 SKIP LLC	015278100000000	330	NOV21-CN SOLAR PROD	0.00	1,436.99
TOTAL CHECK								0.00	2,348.45
A101.00	385820	03/02/22	32817	ACCRA CONSUMER CHOI	010054027400000	394	PCA SERVICE - L.G.	0.00	5,247.80
A101.00	385820	03/02/22	32817	ACCRA CONSUMER CHOI	010054167400000	394	PCA SERVICE - T.R.	0.00	9,006.40
A101.00	385820	03/02/22	32817	ACCRA CONSUMER CHOI	010054167400000	394	PCA SERVICE - Z.L.	0.00	4,291.20
A101.00	385820	03/02/22	32817	ACCRA CONSUMER CHOI	010054047400000	394	PCA SERVICE - E.S.	0.00	50.00
TOTAL CHECK								0.00	18,595.40
A101.00	385822	03/02/22	32610	ADVANCED IMAGING SO	010218503020000	370	EHS TONER & STAPLES	0.00	238.00
A101.00	385823	03/02/22	14659	ALLEGRA	010202910000256	401	SIGNAGE FOR DRAMA	0.00	355.00
A101.00	385824	03/02/22	30572	ANDREW COOK	010212960000651	302	GBSKTBALL: PROVIDEN	0.00	82.00
A101.00	385824	03/02/22	30572	ANDREW COOK	010212960000651	302	GBSKTBALL: STMA	0.00	82.00
TOTAL CHECK								0.00	164.00
A101.00	385825	03/02/22	33484	AVHS SPEECH & DEBAT	010212910000255	369	SPEECH ENTRY FEE	0.00	151.00
A101.00	385826	03/02/22	26064	BAYADA HOME HEALTH	010054167400000	394	NURSE DURING SCHOOL	0.00	1,662.50
A101.00	385826	03/02/22	26064	BAYADA HOME HEALTH	010054167400000	394	NURSE DURING SCHOOL	0.00	1,922.50
A101.00	385826	03/02/22	26064	BAYADA HOME HEALTH	010054167400000	394	NURSE DURING SCHOOL	0.00	2,100.00
A101.00	385826	03/02/22	26064	BAYADA HOME HEALTH	010054167400000	394	NURSE DURING SCHOOL	0.00	897.50
A101.00	385826	03/02/22	26064	BAYADA HOME HEALTH	010054167400000	394	NURSE DURING SCHOOL	0.00	1,105.00
A101.00	385826	03/02/22	26064	BAYADA HOME HEALTH	010054167400000	394	NURSE DURING SCHOOL	0.00	1,415.00
TOTAL CHECK								0.00	9,102.50
A101.00	385827	03/02/22	20697	BAYCOM INC	015262033020000	530	SPED - 3 WALKIES	0.00	1,749.59
A101.00	385827	03/02/22	20697	BAYCOM INC	010218100000810	401	RADIO CLIPS REPLACE	0.00	51.00
TOTAL CHECK								0.00	1,800.59
A101.00	385829	03/02/22	12444	BLICK ART MATERIALS	010202120000000	430	ART SUPPLIES	0.00	47.92
A101.00	385830	03/02/22	25276	BLOOMINGTON FRIENDS	010212910000255	369	SPEECH ENTRY FEE	0.00	182.00
A101.00	385831	03/02/22	33474	BRADLEY CASE	010212960000657	302	GHOCKEY: NW COUNTY	0.00	154.00
A101.00	385832	03/02/22	01012	BSN SPORTS, LLC	010190500000000	401	SECURITY STAFF SHIR	0.00	98.00
A101.00	385832	03/02/22	01012	BSN SPORTS, LLC	010212920000000	401	WORLD QUEST TEES	0.00	293.00
A101.00	385832	03/02/22	01012	BSN SPORTS, LLC	010212910000280	401	STADIUM CHAIRS-STOR	0.00	38.00

SOURCEWELL TECHNOLOGY  
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EDINA - LIVE  
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ACCOUNTING PERIOD: 10/22

FD - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCT	----	DESCRIPTION	----	SALES TAX	AMOUNT
A101.00	385832	03/02/22	01012	BSN SPORTS, LLC	01021292000000	401		BACKDROPS		0.00	2,500.00
A101.00	385832	03/02/22	01012	BSN SPORTS, LLC	010212940000654	401		FOOTBALL SUPPLIES		0.00	2,556.33
	TOTAL CHECK									0.00	5,485.33
A101.00	385833	03/02/22	26652	BUSINESS IMPACT GRO	01021296000662	401		SOFTBALL SUPPLIES		0.00	258.00
A101.00	385834	03/02/22	91967	CHERYL BOLITHO	01021296000651	302		GBSKTBALL: STMA		0.00	82.00
A101.00	385835	03/02/22	31878	CITY OF EDINA - POL	01021292000000	305		OFFICER SECURITY		0.00	342.00
A101.00	385835	03/02/22	31878	CITY OF EDINA - POL	01005010000000	305		021422 BOARD SECURI		0.00	726.75
	TOTAL CHECK									0.00	1,068.75
A101.00	385836	03/02/22	31398	CORPORATE MECHANICA	01021810000000	350		CAGE BEARINGS REPAI		0.00	1,431.62
A101.00	385836	03/02/22	31398	CORPORATE MECHANICA	01021810000000	350		BOILER TUNE UPS		0.00	2,240.00
	TOTAL CHECK									0.00	3,671.62
A101.00	385838	03/02/22	12261	CUSHMAN MOTOR COMPA	01005810000820	401		DW - OIL/PAN/FILTER		0.00	251.02
A101.00	385839	03/02/22	33482	D'AMICO CATERING	01021291000262	305		SWEETHEARTS CATERIN		0.00	12,914.16
A101.00	385841	03/02/22	31541	DAVID RIVERA	010212940000651	302		BBSKTBALL: WOODBURY		0.00	93.00
A101.00	385842	03/02/22	32937	DAVID SCHMEICHEL	01021296000651	302		GBSKTBALL: STMA		0.00	82.00
A101.00	385843	03/02/22	31939	DAWSON BLANK	01021296000651	302		GBSKTBALL: R-COOPER		0.00	82.00
A101.00	385844	03/02/22	32921	DAYNA RETHLAKE	01021296000651	302		GBSKTBALL: STMA		0.00	82.00
A101.00	385845	03/02/22	92737	DEBORAH HIESTAND	01021296000651	302		GBSKTBALL: HOPKINS		0.00	82.00
A101.00	385846	03/02/22	25244	DRAIN PRO PLUMBING	01529810000000	350		MAINLINE REPAIR GBA		0.00	295.00
A101.00	385847	03/02/22	33485	EAST RIDGE PSO	01021291000255	369		SPEECH ENTRY FEE		0.00	147.00
A101.00	385848	03/02/22	32200	EAU CLAIRE ACADEMY	01005211000000	392		JAN22-TUITION IN C&		0.00	3,390.55
A101.00	385849	03/02/22	08139	EDINA FRIENDS OF FO	01021291000254	369		DEBATE ENTRY FEE		0.00	585.00
A101.00	385850	03/02/22	17282	EDINA HIGH ALPINE S	01021294000661	369		TROLLHAUGEN ENTRY F		0.00	600.00
A101.00	385851	03/02/22	33471	EDINA MORNINGSIDE R	01005020000000	820		VAL B DUES		0.00	388.00
A101.00	385852	03/02/22	24575	EDUCATORS BENEFIT C	01005105000000	305		403(B) ADMIN&COMP F		0.00	616.72
A101.00	385853	03/02/22	33398	FIDELITY SECURITY L 01		L215.25		EMPLOYEE W/HOLDING		0.00	3,959.07
A101.00	385854	03/02/22	30242	FRASER CHILD AND FA	01005400000000	394		CONSULT-PSYCHOTHERA		0.00	154.00
A101.00	385854	03/02/22	30242	FRASER CHILD AND FA	01005400000000	394		CONSULT-PSYCHOTHERA		0.00	308.00
A101.00	385854	03/02/22	30242	FRASER CHILD AND FA	01005400000000	394		CONSULT-PSYCHOTHERA		0.00	308.00
A101.00	385854	03/02/22	30242	FRASER CHILD AND FA	01005400000000	394		CONSULT-PSYCHOTHERA		0.00	308.00
A101.00	385854	03/02/22	30242	FRASER CHILD AND FA	01005400000000	394		CONSULT-PSYCHOTHERA		0.00	308.00
A101.00	385854	03/02/22	30242	FRASER CHILD AND FA	01005400000000	394		CONSULT-PSYCHOTHERA		0.00	5,000.00



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FD - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101.00	385854	03/02/22	30242	FRASER CHILD AND FA	010054000000000	394	CONSULT-PSYCHOTHERA	0.00	1,386.00
TOTAL CHECK									7,772.00
A101.00	385855	03/02/22	91323	GARY BORK	01021294000664	302	BSWIM: EDEN PRAIRIE	0.00	77.00
A101.00	385857	03/02/22	31773	GENERAL SPORTS	01021291000258	401	MOCK TRIAL SUPPLIES	0.00	432.00
A101.00	385858	03/02/22	13854	GILBERT MECHANICAL	010218100000000	350	ALARM PROGRAMING	0.00	574.25
A101.00	385858	03/02/22	13854	GILBERT MECHANICAL	010218100000000	350	HEAT ISSUE REPAIR	0.00	1,870.25
TOTAL CHECK									2,444.50
A101.00	385859	03/02/22	09346	GRAINGER	01009760720000	402	DEPRESSED CTR WHL	0.00	11.89
A101.00	385860	03/02/22	00296	GROTH MUSIC COMPANY	01020258000250	350	FLUTE REPAIR	0.00	110.00
A101.00	385860	03/02/22	00296	GROTH MUSIC COMPANY	01020258000250	430	SNARE DRUM PART	0.00	3.00
TOTAL CHECK									113.00
A101.00	385861	03/02/22	15367	H&B SPECIALIZED PRO	015268100000000	401	LOCKER BOTTOMS	0.00	475.00
A101.00	385862	03/02/22	10328	HENNEPIN COUNTY ACC	01005865349000	305	ECC LIC FEE-HAZD WA	0.00	401.00
A101.00	385862	03/02/22	10328	HENNEPIN COUNTY ACC	01005865349000	305	EHS/VV LIC FEE-HAZ	0.00	268.00
TOTAL CHECK									669.00
A101.00	385863	03/02/22	03318	HOUSE OF NOTE	010192580000252	430	ORCHESTRA SUPPLIES	0.00	918.00
A101.00	385865	03/02/22	20605	INNOVATIVE OFFICE S	015332030000000	430	LABELS 2X4, 250	0.00	46.59
A101.00	385865	03/02/22	20605	INNOVATIVE OFFICE S	015332030000000	430	STAPLER	0.00	20.88
A101.00	385865	03/02/22	20605	INNOVATIVE OFFICE S	015332030000000	430	STAPLES 5000	0.00	2.43
A101.00	385865	03/02/22	20605	INNOVATIVE OFFICE S	015332030000000	430	PAPER CLIPS SMALL 1	0.00	1.52
TOTAL CHECK									71.42
A101.00	385866	03/02/22	16513	INSTITUTE FOR ENVIR	01526865358000	305	2022 CC ASBESTOS RE	0.00	1,955.00
A101.00	385866	03/02/22	16513	INSTITUTE FOR ENVIR	01008865358000	305	2022 ECC ASBESTOS R	0.00	2,003.00
A101.00	385866	03/02/22	16513	INSTITUTE FOR ENVIR	01005865352000	305	20-23 EHS MGMT SERV	0.00	2,481.93
A101.00	385866	03/02/22	16513	INSTITUTE FOR ENVIR	010058100000800	305	EHS SPRINKLER BURST	0.00	2,800.00
TOTAL CHECK									9,239.93
A101.00	385867	03/02/22	22560	INTELLIGERE LLC	01005420419000	358	INTERPRETER-SPED	0.00	793.00
A101.00	385867	03/02/22	22560	INTELLIGERE LLC	010057900000000	358	INTERPRETER-GEN ED	0.00	75.00
TOTAL CHECK									868.00
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01005865382000	390	LONG TERM FACILITIE	0.00	4,246.43
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01021399830000	390	HTP-GEN ED	0.00	10,361.11
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01005715342000	311	SAFE SCHOOL	0.00	10,901.96
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	010054000000000	390	CORE FEE	0.00	10,938.31
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01021211303000	390	CONTRACTED NSO	0.00	10,994.47
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01005850302287	370	LEASE LEVY	0.00	23,849.38
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	010054000000000	390	TTINERANT	0.00	27,749.66
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01021380835000	390	TRANSITION DISABLED	0.00	2,439.83
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01021211303000	390	ALC-STABILIZATION F	0.00	3,633.99
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01021211303000	390	ALC	0.00	1,312.46
A101.00	385868	03/02/22	16322	INTERMEDIATE DISTRI	01021399830000	390	CAREER & TECH	0.00	1,738.31

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FD - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
TOTAL CHECK									
A101.00	385869	03/02/22	99313	IVAN CARDONA	01021294000651	302	BBSKTBALL: MINNETON	0.00	108,165.91
A101.00	385870	03/02/22	26941	IWS - INNOVATIONAL	01021810000000	401	BOILER WATER CHEMIC	0.00	82.00
A101.00	385871	03/02/22	31299	JACK PEICK	01021296000651	302	GBSKTBALL: STMA	0.00	159.50
A101.00	385871	03/02/22	31299	JACK PEICK	01021296000651	302	GBSKTBALL: EAST RID	0.00	101.00
A101.00	385871	03/02/22	31299	JACK PEICK	01021296000651	302	GBSKTBALL: R-COOPER	0.00	64.00
TOTAL CHECK								0.00	229.00
A101.00	385872	03/02/22	25189	JAMES BILLINGS	01021291000250	401	BAND CONCERT SUPPLY	0.00	700.00
A101.00	385872 v	03/02/22	25189	JAMES BILLINGS	01021291000250	401	BAND CONCERT SUPPLY	0.00	-700.00
TOTAL CHECK								0.00	0.00
A101.00	385873	03/02/22	33480	JAMES HOLT JR	01021294000651	302	BBSKTBALL: MINNETON	0.00	82.00
A101.00	385875	03/02/22	03720	JERRY'S HARDWARE	01526810000000	401	COMPRESSION SLEEVE	0.00	6.98
A101.00	385876	03/02/22	33478	JODEA JOHNSON	01021291000255	302	SPEECH: BLOOMINGTON	0.00	70.00
A101.00	385877	03/02/22	90990	JOHN BOHMBACH	01021294000651	302	BBSKTBALL: WAYZATA	0.00	64.00
A101.00	385878	03/02/22	25631	JOHN MUGFORD	01021296000651	302	GBSKTBALL: PROVIDEN	0.00	82.00
A101.00	385879	03/02/22	32418	JOSEPH ANNAREDDY	01021291000255	302	SPEECH: WAYZATA	0.00	70.00
A101.00	385879	03/02/22	32418	JOSEPH ANNAREDDY	01021291000255	302	SPEECH: APPLE VALLE	0.00	70.00
TOTAL CHECK								0.00	140.00
A101.00	385880	03/02/22	91082	JOSEPH PIKET	01021294000651	302	BBSKTBALL: WAYZATA	0.00	64.00
A101.00	385881	03/02/22	09728	JW PEPPER & SON INC	01020258000250	430	BAND MUSIC	0.00	55.00
A101.00	385883	03/02/22	33476	KESWIC JOINER	01021294000651	302	BBSKTBALL: WOODBURY	0.00	82.00
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01532810000000	440	CV - JAN22 SERVICES	0.00	4,528.82
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01020810000000	440	VV - JAN22 SERVICES	0.00	18,164.77
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01008810000000	440	ECC - JAN22 SERVICE	0.00	20,080.69
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01019810000000	440	SV - JAN22 SERVICES	0.00	26,039.47
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01021810000000	440	EHS - JAN22 SERVICE	0.00	41,085.31
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01533810000000	440	ND - JAN22 SERVICES	0.00	5,663.79
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01529810000000	440	HL - JAN22 SERVICES	0.00	5,751.53
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01527810000000	440	CN - JAN22 SERVICES	0.00	6,253.38
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01526810000000	440	CC - JAN22 SERVICES	0.00	6,639.07
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01005810000000	440	CS - JAN22 SERVICES	0.00	6,934.34
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01009760720000	440	MAR22 ENERGY MGMT F	0.00	850.00
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01009760720000	440	BUS - JAN22 SERVICE	0.00	2,779.44
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01008810000000	440	ECC - JAN22 SERVICE	0.00	136.67
A101.00	385884	03/02/22	32966	KINECT ENERGY, INC	01533810000000	440	ND - JAN22 SERVICES	0.00	38.55
TOTAL CHECK								0.00	144,945.83
A101.00	385886	03/02/22	26494	LAKEVILLE NORTH BOO	01021294000654	401	FOOTBALL AWARDS	0.00	113.38



SELECTION CRITERIA: transact.yr='22' and transact.period='9'  
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FD - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	385903	03/02/22	20465	NORTHFIELD LINES IN	01021292000661	360	APLINE SKI BUS	0.00	2,916.83
A101.00	385904	03/02/22	31448	NORTHLAND MECHANICA	01021810000000	350	H/W 2 COND DRAIN LI	0.00	2,328.99
A101.00	385905	03/02/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - S.P.	0.00	75.00
A101.00	385905	03/02/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - P.S.	0.00	75.00
A101.00	385905	03/02/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - J.J.	0.00	75.00
A101.00	385905	03/02/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - D.H.	0.00	75.00
A101.00	385905	03/02/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - J.S.	0.00	75.00
A101.00	385905	03/02/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - M.P.	0.00	75.00
A101.00	385905	03/02/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - F.M.	0.00	175.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	SV - JAN22 SERVICES	0.00	80.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	VV - JAN22 SERVICES	0.00	80.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	ECC - JAN22 SERVICE	0.00	55.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	EHS BUNKER-JAN22 SE	0.00	60.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	HL - JAN22 SERVICES	0.00	65.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	ND - JAN22 SERVICES	0.00	65.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	CC - JAN22 SERVICES	0.00	65.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	CN - JAN22 SERVICES	0.00	65.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	CV - JAN22 SERVICES	0.00	65.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	EHS - JAN22 SERVICE	0.00	95.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	BUS - JAN22 SERVICE	0.00	120.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	SV - JAN22 SERVICES	0.00	80.00
A101.00	385906	03/02/22	28451	ORKIN COMMERCIAL SE	01005810000000	305	EHS - JAN22 SERVICE	0.00	95.00
A101.00	385907	03/02/22	33483	PERKINS MEDIA LLC	01021292000000	305	LC SOUND SYSTEM	0.00	450.00
A101.00	385908	03/02/22	93122	PETER BUDNER	01021296000651	302	GBSKTBALL: EAST RID	0.00	64.00
A101.00	385910	03/02/22	15331	PRAIRIE ELECTRIC CO	01021292000096	305	SWIM SCOREBOARD ELE	0.00	791.00
A101.00	385910	03/02/22	15331	PRAIRIE ELECTRIC CO	01021294000670	401	WRESTLING LIGHT EL	0.00	3,912.00
A101.00	385911	03/02/22	33464	PROCARE THERAPY	01535412740000	394	OT CONSULT-ECSE SPE	0.00	4,703.00
A101.00	385911	03/02/22	33464	PROCARE THERAPY	01535412740000	394	OT CONSULT-ECSE SPE	0.00	2,294.10
A101.00	385912	03/02/22	32011	RANDALL VAN HEEL	01021296000651	302	GBSKTBALL: STMA	0.00	2,294.10
A101.00	385914	03/02/22	27366	RM COTTON CO	01526810000000	401	POWER PELLETS	0.00	4,588.20
A101.00	385915	03/02/22	30656	ROBERT COLEMAN	01021296000651	302	GBSKTBALL: STMA	0.00	64.00
A101.00	385916	03/02/22	26986	ROBERT HALF TECHNOL	01005720170000	305	HR TEMP HOURS - L.B	0.00	528.92
A101.00	385917	03/02/22	33475	ROBERT WASHINGTON	01021294000651	302	BBSKTBALL: WOODBURY	0.00	82.00

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A101.00	385918	03/02/22	26418	ROSAMARIA CAMPBELL	01005420419000	358	INTERPRETER-SPED MT	0.00	120.00
A101.00	385919	03/02/22	06239	ROTO-ROOTER	01021810000000	350	RESTROOM DRAIN/URIN	0.00	715.00
A101.00	385920	03/02/22	26674	RUSSELL SECURITY RE	01021810000810	401	KITCHEN KEYS	0.00	36.00
A101.00	385921	03/02/22	06922	SCHOOL SERVICE EMPL 01		L215.08	UNION DUES W/HOLDIN	0.00	3,194.85
A101.00	385922	03/02/22	32832	SCHOOL SPECIALTY, L	01532212000000	430	ON LINE ART ORDER	0.00	1,030.53
A101.00	385923	03/02/22	28248	SCOTT MURLOWSKI	010212940000651	302	BBSKTBALL: WOODBURY	0.00	82.00
A101.00	385924	03/02/22	33371	SOLIANI HEALTH LLC	01005401740000	394	SPED SLP CONTRACT S	0.00	2,964.00
A101.00	385924	03/02/22	33371	SOLIANI HEALTH LLC	01005401740000	394	SPED SLP CONTRACT S	0.00	2,340.00
TOTAL CHECK									
A101.00	385925	03/02/22	33481	SOUTHWEST HIGH SCHO	01021291000293	369	MODEL UN ENTRY	0.00	1,925.00
A101.00	385926	03/02/22	06875	STATE SUPPLY COMPAN	01009760720000	402	FLOW SWITCH	0.00	178.03
A101.00	385926	03/02/22	06875	STATE SUPPLY COMPAN	01021810000000	401	PUMP SEAL KITS	0.00	358.35
A101.00	385926	03/02/22	06875	STATE SUPPLY COMPAN	01021810000000	401	PUMP SEAL KIT	0.00	101.15
TOTAL CHECK									
A101.00	385927	03/02/22	33477	STEVEN KORTE	010212940000651	302	BBSKTBALL: WAYZATA	0.00	93.00
A101.00	385928	03/02/22	28126	SUCCESS BEYOND THE	01021291000295	369	KNOWLEDGE BOWL ENTR	0.00	735.00
A101.00	385929	03/02/22	11080	SUPER DUPER PUBLICA	01529401740000	433	#CC58 - BASIC CONCE	0.00	69.95
A101.00	385929	03/02/22	11080	SUPER DUPER PUBLICA	01529401740000	433	ESTIMATED SHIPPING/	0.00	9.95
TOTAL CHECK									
A101.00	385930	03/02/22	30553	TANNER PEARSON	010212940000651	302	BBSKTBALL: WAYZATA	0.00	82.00
A101.00	385931	03/02/22	31301	TEACHERS PAY TEACHE	01020420740000	433	THE MULTIPLICATION	0.00	17.99
A101.00	385931	03/02/22	31301	TEACHERS PAY TEACHE	01020420740000	433	UPPER LEVEL VOCABUL	0.00	30.00
A101.00	385931	03/02/22	31301	TEACHERS PAY TEACHE	01020420740000	433	FIRST GRADE MATH UN	0.00	17.00
A101.00	385931	03/02/22	31301	TEACHERS PAY TEACHE	01020420740000	433	PROCESSING FEE	0.00	2.99
TOTAL CHECK									
A101.00	385933	03/02/22	91325	TERRY BUMGARNER	010212940000664	302	BSWTM: WAYZATA	0.00	77.00
A101.00	385933	03/02/22	91325	TERRY BUMGARNER	010212940000664	302	BSWTM: EDEN PRAIRIE	0.00	77.00
TOTAL CHECK									
A101.00	385934	03/02/22	E20942	MARK A THONE	010212940000660	401	NORDIC SKI SUPPLIES	0.00	335.25
A101.00	385934	03/02/22	E20942	MARK A THONE	01021292000000	820	MH HS COACHES ASSOC	0.00	47.50
TOTAL CHECK									
A101.00	385935	03/02/22	92973	TODD HOLTZ	010212940000651	302	BBSKTBALL: MINNETON	0.00	82.00
A101.00	385936	03/02/22	22468	TRI-STATE BOBCAT IN	01005810000820	401	DW - BRISTLES	0.00	1,012.68
A101.00	385937	03/02/22	23023	TWIN CITY GARAGE DO	01009760720000	350	GARAGE REPAIRS	0.00	1,191.25

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A101.00	385938	03/02/22	23013	UNIVERSITY LANGUAGE	01005790000000	358	INTERPRETER-GEN ED	0.00	195.80
A101.00	385938	03/02/22	23013	UNIVERSITY LANGUAGE	01005420740000	358	INTERPRETER-SPED	0.00	582.13
A101.00	385938	03/02/22	23013	UNIVERSITY LANGUAGE	01005420740000	358	INTERPRETER-SPED	0.00	378.72
A101.00	385938	03/02/22	23013	UNIVERSITY LANGUAGE	01005420740000	358	INTERPRETER-SPED	0.00	82.50
TOTAL CHECK									1,239.15
A101.00	385940	03/02/22	32022	VER-TECH LABORATORI	01009760720000	402	THUNDERBOLT	0.00	174.22
A101.00	385941	03/02/22	15424	WAYZATA HIGH SCHOOL	01021291000255	369	SPEECH ENTRY FEE	0.00	98.00
A101.00	385942	03/02/22	33142	WILLIAM HICKS	01021296000651	302	GBSKTBALL: PROVIDEN	0.00	82.00
A101.00	385943	03/02/22	05410	XCEL ENERGY	01019810000000	330	SV 01/16/22-02/14/2	0.00	1,656.74
A101.00	385944	03/09/22	32833	93 HOP LLC	01009760720000	330	FEB22-BUS SOLAR PRO	0.00	1,061.52
A101.00	385945	03/09/22	32071	93 SKIP LLC	01527810000000	330	FEB22-CN SOLAR PROD	0.00	945.73
A101.00	385945	03/09/22	32071	93 SKIP LLC	01009760720000	330	FEB22-BUS SOLAR PRO	0.00	81.37
TOTAL CHECK									1,027.10
A101.00	385946	03/09/22	31372	ACME TOOLS PLYMOUTH	01019810000000	401	TOOLS	0.00	44.96
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01005850302000	370	ECC/DO 01/22	0.00	1,019.78
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01021850302000	370	HIGH SCHOOL 01/22	0.00	2,251.30
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01527850302000	370	CORNELIA 01/22	0.00	603.84
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01019850302000	370	SOUTH VIEW 01/22	0.00	653.61
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01532850302000	370	CREEK VALLEY 01/22	0.00	734.26
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01528850302000	370	COUNTRYSIDE 01/22	0.00	742.96
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01020850302000	370	VALLEY VIEW 01/22	0.00	861.68
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01526850302000	370	CONCORD 01/22	0.00	941.99
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01533850302000	370	NORMANDALE 01/22	0.00	473.38
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01529850302000	370	HIGHLANDS 01/22	0.00	580.55
A101.00	385947	03/09/22	32610	ADVANCED IMAGING SO	01009850302000	370	BUS GARAGE 01/22	0.00	13.17
TOTAL CHECK									8,876.52
A101.00	385948	03/09/22	14659	ALLEGRA	01021291000250	401	CONCERT BAND POSTER	0.00	195.97
A101.00	385949	03/09/22	33429	ALLIANCE PARTS NORT	01009760720000	402	SEAT BELT	0.00	56.37
A101.00	385949	03/09/22	33429	ALLIANCE PARTS NORT	01009760720000	402	LAMP	0.00	206.86
TOTAL CHECK									263.23
A101.00	385950	03/09/22	33400	APADANA LLC	01529865384000	305	HL-LIGHTING UPGRADE	0.00	22,420.00
A101.00	385950	03/09/22	33400	APADANA LLC	01532865384000	305	CV-LIGHTING UPGRADE	0.00	22,420.00
TOTAL CHECK									44,840.00
A101.00	385953	03/09/22	00500	ASTLEFORD INTERNATI	01009760720000	402	CLOCK SPRING	0.00	164.04
A101.00	385953	03/09/22	00500	ASTLEFORD INTERNATI	01009760720000	402	EGR	0.00	571.99
A101.00	385953	03/09/22	00500	ASTLEFORD INTERNATI	01009760720000	402	FILTER HEADER	0.00	845.08
A101.00	385953	03/09/22	00500	ASTLEFORD INTERNATI	01009760720000	402	HEADLAMP PARTS	0.00	157.40
A101.00	385953	03/09/22	00500	ASTLEFORD INTERNATI	01009760720000	402	ASSEMBLY	0.00	372.67
A101.00	385953	03/09/22	00500	ASTLEFORD INTERNATI	01009760720000	402	CREDIT: INV 01P3106	0.00	-473.75

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A101.00	385953	03/09/22	00500	ASTLEFORD INTERNATI	01009760720000	402	CREDIT: INV 02P1357	0.00	-84.38
A101.00	385953	03/09/22	00500	ASTLEFORD INTERNATI	01009760720000	305	ONCOMMAND SERV SUBS	0.00	1,250.00
TOTAL CHECK									
A101.00	385954	03/09/22	05628	AUTO PLUS PARTS	01009760720000	402	WIPER BLADES	0.00	156.20
A101.00	385954	03/09/22	05628	AUTO PLUS PARTS	01009760720000	402	TRAILER ADAPTER	0.00	11.40
TOTAL CHECK									
A101.00	385955	03/09/22	12067	BARNES & NOBLE INC	01005620795000	470	NEWBERY BOOKS-HL&CS	0.00	28.78
A101.00	385956	03/09/22	33491	BARRY BENNETT	01019211000240	R050	6TH GRD SKI REFUND	0.00	20.00
A101.00	385957	03/09/22	30030	BARTLEY	01008810000000	401	BATHROOM HARDWARE	0.00	238.00
A101.00	385958	03/09/22	14652	BAUER BUILT INC	01009760720000	305	DISPOSAL FEE	0.00	307.50
A101.00	385958	03/09/22	14652	BAUER BUILT INC	01009760720000	402	CASE CREDIT	0.00	-15.00
TOTAL CHECK									
A101.00	385959	03/09/22	16417	BLOOMINGTON ISD #27	01005605335000	366	REGISTRATION-A.H.	0.00	292.50
A101.00	385960	03/09/22	33489	BOSTON TEA PARTY SH	015322203000240	369	5TH GRD VIRTUAL FT	0.00	1,400.00
A101.00	385961	03/09/22	10501	BSI MECHANICAL INC	01526810000000	350	BOILIER TUNE UP	0.00	796.00
A101.00	385961	03/09/22	10501	BSI MECHANICAL INC	01532810000000	350	BOILIER TUNE UP	0.00	1,500.00
A101.00	385961	03/09/22	10501	BSI MECHANICAL INC	01529810000000	350	BOILIER TUNE UP	0.00	1,500.00
A101.00	385961	03/09/22	10501	BSI MECHANICAL INC	01527810000000	350	BOILIER TUNE UP	0.00	1,500.00
TOTAL CHECK									
A101.00	385962	03/09/22	27717	CATALYST SOURCING S	01005110000000	305	ONDEMAND/VENDED FOO	0.00	6,000.00
A101.00	385962	03/09/22	27717	CATALYST SOURCING S	01005810000000	305	ONDEMAND/LOGO REMOV	0.00	2,320.00
A101.00	385962	03/09/22	27717	CATALYST SOURCING S	01005105000000	305	ONDEMAND/HR CONTRAC	0.00	2,775.00
A101.00	385962	03/09/22	27717	CATALYST SOURCING S	01005110000000	305	SUPP TRACK MON SUBS	0.00	435.00
TOTAL CHECK									
A101.00	385967	03/09/22	31946	CONCORD THEATRICALS	01021291000256	305	THEATER LICENSING	0.00	209.99
A101.00	385968	03/09/22	15809	CONTINENTAL CLAY	01532212000000	430	FAXED CLAY ORDER FO	0.00	5,739.99
A101.00	385969	03/09/22	12261	CUSHMAN MOTOR COMPA	015328100000820	401	CV-SERVICE CHARGE	0.00	5,645.00
A101.00	385969	03/09/22	12261	CUSHMAN MOTOR COMPA	010088100000820	401	ECC - HARNESS	0.00	490.29
A101.00	385969	03/09/22	12261	CUSHMAN MOTOR COMPA	010058100000820	401	DW - HARNESS	0.00	120.00
A101.00	385969	03/09/22	12261	CUSHMAN MOTOR COMPA	010088100000820	401	ECC - WINDOW	0.00	31.89
A101.00	385969	03/09/22	12261	CUSHMAN MOTOR COMPA	015268100000820	401	CC - WINDOW	0.00	31.90
A101.00	385969	03/09/22	12261	CUSHMAN MOTOR COMPA	010058100000820	401	DW - WINDOW	0.00	79.08
A101.00	385969	03/09/22	12261	CUSHMAN MOTOR COMPA	010058100000820	401	DW - WINDOW	0.00	79.09
TOTAL CHECK									
A101.00	385971	03/09/22	33488	DELIGHTEX INC	01005870795000	406	QUOTE OF2022/02/17/	0.00	421.04
A101.00	385972	03/09/22	29007	DUNHAM ASSOCIATES I	01008865380000	305	ECC RENO COMMISSION	0.00	314.99
A101.00	385972	03/09/22	29007	DUNHAM ASSOCIATES I	01008865380000	305	ECC RENO COMMISSION	0.00	5,835.00
TOTAL CHECK									
A101.00	385972	03/09/22	29007	DUNHAM ASSOCIATES I	01008865380000	305	ECC RENO COMMISSION	0.00	5,835.00
TOTAL CHECK									
A101.00	385972	03/09/22	29007	DUNHAM ASSOCIATES I	01008865380000	305	ECC RENO COMMISSION	0.00	11,670.00

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A101.00	385973	03/09/22	13063	ECM PUBLISHERS INC	01005010000000	305	JAN 10 REG	0.00	113.05
A101.00	385973	03/09/22	13063	ECM PUBLISHERS INC	01020870000000	305	VV DOOR AD	0.00	281.80
A101.00	385973	03/09/22	13063	ECM PUBLISHERS INC	01005010000000	305	JAN 31 WS	0.00	59.50
A101.00	385973	03/09/22	13063	ECM PUBLISHERS INC	01005010000000	305	JAN 14 SPEC	0.00	65.45
A101.00	385973	03/09/22	13063	ECM PUBLISHERS INC	01005010000000	305	JAN 27 SPEC	0.00	65.45
A101.00	385973	03/09/22	13063	ECM PUBLISHERS INC	01005010000000	305	JAN 29 RETREAT	0.00	65.45
A101.00	385973	03/09/22	13063	ECM PUBLISHERS INC	01005010000000	305	JAN 10 WS	0.00	53.55
TOTAL CHECK									
A101.00	385974	03/09/22	15846	ELECTRIC MOTOR REPA	01532810000000	401	BA 2HPD 145T SGR K	0.00	496.00
A101.00	385975	03/09/22	30636	ESCREEN, INC.	01009760720000	305	DOT - MULTIPLE	0.00	288.75
A101.00	385976	03/09/22	28966	FACTORY MOTOR PARTS	01009760720000	402	FVP RAD2791	0.00	-167.06
A101.00	385976	03/09/22	28966	FACTORY MOTOR PARTS	01009760720000	402	WIPEER BLADES	0.00	75.40
A101.00	385976	03/09/22	28966	FACTORY MOTOR PARTS	01009760720000	402	BULBS	0.00	306.80
A101.00	385976	03/09/22	28966	FACTORY MOTOR PARTS	01009760720000	402	BLADES	0.00	67.48
TOTAL CHECK									
A101.00	385977	03/09/22	25849	SHRED-IT USA	01020211000000	305	VV - SHREDDING	0.00	45.96
A101.00	385979	03/09/22	33487	FROST INC	010088100000820	401	ECC-HEATWAVE DE-ICE	0.00	170.00
A101.00	385979	03/09/22	33487	FROST INC	010198100000820	401	SV-HEATWAVE DE-ICE	0.00	170.00
A101.00	385979	03/09/22	33487	FROST INC	015268100000820	401	CC-HEATWAVE DE-ICE	0.00	170.00
A101.00	385979	03/09/22	33487	FROST INC	010058100000820	401	DW-HEATWAVE DE-ICE	0.00	170.00
TOTAL CHECK									
A101.00	385980	03/09/22	E9316	VICKIE GEIER	01005630000000	366	JAN-FEB22 MILEAGE	0.00	43.76
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	EHS:FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	VV: FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CC: FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CN: FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CS: FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CV: FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	HL: FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	SV: FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CC-MAR22 INTR MONIT	0.00	40.08
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CN-MAR22 INTR MONIT	0.00	40.08
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	ECC-MAR22 INTR MONI	0.00	40.08
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	EHS-MAR22 INTR MONI	0.00	40.08
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	VV-MAR22 INTR MONIT	0.00	40.08
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CV-MAR22 INTR MONIT	0.00	40.08
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	HL-MAR22 INTR MONIT	0.00	40.08
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	SV-MAR22 INTR MONIT	0.00	40.08
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	VV - PATROL RESPONSE	0.00	35.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	HL-PATROL RESPONSE	0.00	35.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CC-PATROL RESPONSE	0.00	35.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	BUS:FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	ECC:FEB-APR22 PATRO	0.00	90.00
A101.00	385982	03/09/22	18200	GENERAL SECURITY SE	01005810000000	305	CS-MAR22 INTR MONIT	0.00	17.95
TOTAL CHECK									

1,343.59



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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	385983	03/09/22	13854	GILBERT MECHANICAL	01S26810000000	350	AHU #6 TROUBleshoot	0.00	1,578.50
A101.00	385985	03/09/22	30209	GRAINGER	015328100000810	401	V-BELT, COGGED (2)	0.00	92.50
A101.00	385985	03/09/22	30209	GRAINGER	015288100000000	401	DRAIN CLEANING CABL	0.00	94.67
A101.00	385985	03/09/22	30209	GRAINGER	015328100000810	401	V-BELT, COGGED (1)	0.00	24.86
TOTAL CHECK								0.00	212.03
A101.00	385986	03/09/22	00296	GROTH MUSIC COMPANY	01005258302000	530	MUSIC MATERIALS TO	0.00	1,635.36
A101.00	385987	03/09/22	21963	HEINEMANN	01019407740000	433	ISBN 978-0-325-0537	0.00	472.50
A101.00	385987	03/09/22	21963	HEINEMANN	01019407740000	433	ESTIMATED SHIPPING/	0.00	47.25
TOTAL CHECK								0.00	519.75
A101.00	385988	03/09/22	10328	HENNEPIN COUNTY ACC	01009760720000	332	HAZARDOUS WASTE FEE	0.00	67.00
A101.00	385989	03/09/22	03263	HOGlund BUS CO INC	01009760720000	402	CLOCK SPRING	0.00	148.02
A101.00	385989	03/09/22	03263	HOGlund BUS CO INC	01009760720000	402	EGR, COOLANT TANK	0.00	873.84
A101.00	385989	03/09/22	03263	HOGlund BUS CO INC	01005850302000	548	CREDIT ON BUSES PUR	0.00	-80.00
A101.00	385989	03/09/22	03263	HOGlund BUS CO INC	01009760720000	402	SWITCH	0.00	350.78
A101.00	385989	03/09/22	03263	HOGlund BUS CO INC	01009760720000	402	SENSOR	0.00	136.33
A101.00	385989	03/09/22	03263	HOGlund BUS CO INC	01009760720000	402	WATER PUMP	0.00	173.24
A101.00	385989	03/09/22	03263	HOGlund BUS CO INC	01009760720000	402	FAN BLADE	0.00	56.98
TOTAL CHECK								0.00	1,659.19
A101.00	385990	03/09/22	21315	HORIZON COMMERCIAL	010208100000815	401	POOL SUPPLIES	0.00	41.39
A101.00	385990	03/09/22	21315	HORIZON COMMERCIAL	010198100000815	350	UV WORK	0.00	919.95
A101.00	385990	03/09/22	21315	HORIZON COMMERCIAL	010198100000815	401	POOL CHEMICALS	0.00	1,379.50
A101.00	385990	03/09/22	21315	HORIZON COMMERCIAL	010198100000815	401	POOL CHEMICALS	0.00	1,386.59
TOTAL CHECK								0.00	3,727.43
A101.00	385992	03/09/22	26941	IWS - INNOVATIONAL	010218100000810	401	HYDRONIC TREATMENT	0.00	845.00
A101.00	385992	03/09/22	26941	IWS - INNOVATIONAL	010058100000000	305	EPS SYS MGMT PROGRA	0.00	2,738.25
A101.00	385992	03/09/22	26941	IWS - INNOVATIONAL	010198100000810	401	HYDRONIC TREATMENT	0.00	107.00
TOTAL CHECK								0.00	3,690.25
A101.00	385993	03/09/22	20880	IXL LEARNING	01005203302000	460	UPGRADE IXL SITE LI	0.00	81.00
A101.00	385994	03/09/22	32927	JERRY'S FOODS EDINA	010192500000000	430	FACS SUPPLIES	0.00	26.22
A101.00	385995	03/09/22	03720	JERRY'S HARDWARE	010218100000000	401	CLOSET REPAIR PARTS	0.00	121.31
A101.00	385995	03/09/22	03720	JERRY'S HARDWARE	015288100000820	401	TRASH PICKERS (4)	0.00	93.56
A101.00	385995	03/09/22	03720	JERRY'S HARDWARE	010198100000810	401	WIRE STRIPPER CORD	0.00	22.92
TOTAL CHECK								0.00	237.79
A101.00	385996	03/09/22	12665	JESSEN PRESS INC	010051100000000	401	BUSINESS CARDS-MULT	0.00	123.00
A101.00	385996	03/09/22	12665	JESSEN PRESS INC	01021211000539	401	BUSINESS CARDS-K.S.	0.00	48.50
A101.00	385996	03/09/22	12665	JESSEN PRESS INC	010050200000000	401	BUSINESS CARDS-S.S.	0.00	48.50
A101.00	385996	03/09/22	12665	JESSEN PRESS INC	015328100000810	401	BUSINESS CARDS-P.L.	0.00	72.00
TOTAL CHECK								0.00	292.00
A101.00	385997	03/09/22	13917	JH LARSON COMPANY	010198100000000	350	REPLACEMENT BULBS	0.00	396.24

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCTNT	----	DESCRIPTION----	SALES TAX	AMOUNT
A101.00	385998	03/09/22	14618	JOHN W MCKONE --	BE 01021258000251	350		CHOIR PIANO TUNING	0.00	140.00
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	157.43
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	223.23
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	250.20
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	124.99
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	96.75
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	59.95
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	49.99
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	26.99
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	26.99
A101.00	385999	03/09/22	09728	JW PEPPER & SON INC	01021258000251	430		CHOIR MUSIC	0.00	1,016.52
A101.00	386000	03/09/22	20559	KATH FUEL OIL SERVI	01009760720000	441		UNLEADED	0.00	2,977.01
A101.00	386000	03/09/22	20559	KATH FUEL OIL SERVI	01009760720000	441		DIESEL	0.00	22,626.58
A101.00	386000	03/09/22	20559	KATH FUEL OIL SERVI	01009760720000	441		UNLEADED	0.00	2,790.54
A101.00	386004	03/09/22	04024	LAKESHORE LEARNING	01532411740000	433		#NF9765 - RAINBOW S	0.00	15.98
A101.00	386004	03/09/22	04024	LAKESHORE LEARNING	01532411740000	433		#DD190X - NUTS ABOUT	0.00	89.99
A101.00	386004	03/09/22	04024	LAKESHORE LEARNING	01532411740000	433		#LC127 - UNLOCK IT!	0.00	39.99
A101.00	386004	03/09/22	04024	LAKESHORE LEARNING	01532411740000	433		#LL108 - TWEEZER TO	0.00	24.99
A101.00	386004	03/09/22	04024	LAKESHORE LEARNING	01532411740000	433		#LC933 - CREATE-A-B	0.00	19.99
A101.00	386004	03/09/22	04024	LAKESHORE LEARNING	01532411740000	433		#HH616 - PEACEFUL K	0.00	159.00
A101.00	386004	03/09/22	04024	LAKESHORE LEARNING	01532411740000	433		ESTIMATED SHIPPING/	0.00	34.99
A101.00	386006	03/09/22	26066	MAC TOOLS DISTRIBUT	01009760720000	402		TESTER	0.00	38.99
A101.00	386008	03/09/22	30024	MENARDS - EDEN PRAI	01020810000000	401		MISC HARDWARE	0.00	131.03
A101.00	386008	03/09/22	30024	MENARDS - EDEN PRAI	01021810000820	401		EHS - SLEDGE HAMMER	0.00	59.00
A101.00	386009	03/09/22	22660	MIDWEST BUS PARTS I	01009760720000	402		HEATER CONTROL	0.00	190.03
A101.00	386009	03/09/22	22660	MIDWEST BUS PARTS I	01009760720000	402		ABS SENSOR	0.00	54.00
A101.00	386009	03/09/22	22660	MIDWEST BUS PARTS I	01009760720000	402		MAGNET	0.00	201.72
A101.00	386009	03/09/22	22660	MIDWEST BUS PARTS I	01009760720000	402		HEATER MOTOR	0.00	172.12
A101.00	386009	03/09/22	22660	MIDWEST BUS PARTS I	01009760720000	402		SWITCH	0.00	625.46
A101.00	386009	03/09/22	22660	MIDWEST BUS PARTS I	01009760720000	402		LATCH	0.00	143.05
A101.00	386011	03/09/22	04876	MINVALCO INC	01021810000000	401		WATER FLOW CTRL VAL	0.00	562.88
A101.00	386012	03/09/22	10755	MN DEPT OF LABOR AN	01005810000000	305		CC-ELEVATOR OPERATI	0.00	1,759.23
A101.00	386013	03/09/22	21956	THE MUSIC MART	01005258302000	530		DISTRICT WIDE BAND	0.00	522.00
A101.00	386014	03/09/22	17215	OCCUPATIONAL MEDICI	01009760720000	305		DOT - S.S.	0.00	100.00
A101.00	386015	03/09/22	31228	OPENTEXT INC	01005630000000	320		FEES FOR FEB22	0.00	2,875.00
A101.00	386015	03/09/22	31228	OPENTEXT INC	01005630000000	320		FEES FOR FEB22	0.00	75.00
A101.00	386015	03/09/22	31228	OPENTEXT INC	01005630000000	320		FEES FOR FEB22	0.00	154.92

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	386016	03/09/22	30447	OPG-3 INC	01005870795000	405	LSAP FEE: FEB22-FEB	0.00	5,306.53
A101.00	386017	03/09/22	26050	OVERDRIVE INC	01005620795000	470	VV PURCHASE	0.00	20.69
A101.00	386018	03/09/22	15122	PAR INC	01005420419000	401	#10992-IC - BRIEF P	0.00	420.00
A101.00	386018	03/09/22	15122	PAR INC	01005420419000	401	#10993-II - BRIEF P	0.00	360.00
TOTAL CHECK									780.00
A101.00	386019	03/09/22	33490	PENN FOR YOUTH DEBA	010212910000255	369	SPEECH ENTRY FEE	0.00	155.00
A101.00	386020	03/09/22	24673	PITNEY BOWES EASYPE	01005109000000	329	WINTER EXPERIENCE	0.00	2,272.85
A101.00	386022	03/09/22	32940	PREMIUM WATERS INC	01008105000000	401	HOT/COLD CNTR MAR22	0.00	29.95
A101.00	386023	03/09/22	28115	PROS OF THE ROPE LL	010212910000262	305	PEPEST ENTERTAINME	0.00	300.00
A101.00	386024	03/09/22	21719	RECYCLE TECHNOLOGIE	01008865349000	305	ECC-LIGHT BULB RECY	0.00	178.42
A101.00	386024	03/09/22	21719	RECYCLE TECHNOLOGIE	01528865349000	305	CS-LIGHT BULB RECYC	0.00	125.00
TOTAL CHECK									303.42
A101.00	386025	03/09/22	27366	RM COTTON CO	015278100000000	401	POWER PELLETS	0.00	109.00
A101.00	386025	03/09/22	27366	RM COTTON CO	015328100000810	401	3003 35# PELLETS (1	0.00	109.00
A101.00	386025	03/09/22	27366	RM COTTON CO	015298100000000	401	POWER PELLETS/SWITC	0.00	166.00
A101.00	386025	03/09/22	27366	RM COTTON CO	015298100000000	350	HL-BOILER SOFTWARE	0.00	283.75
A101.00	386025	03/09/22	27366	RM COTTON CO	015278100000000	350	CN-BOILER SOFTWARE	0.00	283.75
A101.00	386025	03/09/22	27366	RM COTTON CO	015328100000000	350	CV-BOILER SOFTWARE	0.00	283.75
A101.00	386025	03/09/22	27366	RM COTTON CO	010198100000000	350	SV-BOILER SOFTWARE	0.00	283.75
TOTAL CHECK									1,519.00
A101.00	386026	03/09/22	26986	ROBERT HALF TECHNOL	01005720170000	305	HR TEMP HOURS - L.B	0.00	524.34
A101.00	386027	03/09/22	26674	RUSSELL SECURITY RE	010218100000000	350	WRESTLING RM DOOR R	0.00	1,756.00
A101.00	386028	03/09/22	26568	S & J GLASS INC	01008865368000	520	ECC WINDOW REPLACEM	0.00	28,500.00
A101.00	386030	03/09/22	06400	SCHMITT MUSIC COMPA	010212580000250	430	BAND SUPPLIES	0.00	39.50
A101.00	386031	03/09/22	32832	SCHOOL SPECIALTY, L	01019211302000	530	60X42X30 ART TABLES	0.00	20,190.56
A101.00	386031	03/09/22	32832	SCHOOL SPECIALTY, L	015262120000000	430	ART CLASS SUPPLIES	0.00	379.93
TOTAL CHECK									20,570.49
A101.00	386032	03/09/22	E12524	GINA S SCHROEPPER	015292030000000	401	CLASSROOM SUPPLIES	0.00	42.96
A101.00	386033	03/09/22	21013	SHRED RIGHT	015280500000000	305	CS - SHREDDING	0.00	55.81
A101.00	386033	03/09/22	21013	SHRED RIGHT	010212110000000	305	EHS - SHREDDING	0.00	42.60
TOTAL CHECK									98.41
A101.00	386034	03/09/22	24740	SOCIAL THINKING PUB	01515420740000	433	SELF-REGULATION WIT	0.00	327.99
A101.00	386034	03/09/22	24740	SOCIAL THINKING PUB	01515420740000	433	ESTIMATED SHIPPING/	0.00	17.02
TOTAL CHECK									345.01
A101.00	386035	03/09/22	08656	SPS COMPANIES INC	010218100000000	401	SINK VACUUM BREAKER	0.00	162.49

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	386036	03/09/22	17014	STANDARD SPRING PAR	01009760720000	402	LEAF SPRINGS	0.00	1,592.90
A101.00	386037	03/09/22	33470	STUTTERING THERAPY	01526401740000	433	ISBN: 978-0-9837538	0.00	68.00
A101.00	386037	03/09/22	33470	STUTTERING THERAPY	01526401740000	433	ESTIMATED SHIPPING/	0.00	6.92
TOTAL CHECK								0.00	74.92
A101.00	386038	03/09/22	22773	SUMMIT FIRE PROTECT	01005865363000	305	VV 5-YR INTERNAL IN	0.00	3,080.00
A101.00	386038	03/09/22	22773	SUMMIT FIRE PROTECT	01005865363000	305	FIRE ALARM REPAIR	0.00	365.00
A101.00	386038	03/09/22	22773	SUMMIT FIRE PROTECT	01005865363000	305	FIRE EXTINGUISH SER	0.00	182.59
TOTAL CHECK								0.00	3,627.59
A101.00	386040	03/09/22	22892	TERMINAL SUPPLY CO	01009760720000	402	16 GXL	0.00	96.09
A101.00	386041	03/09/22	33493	THERESA WESTCOTT	01005610000000	305	PIANO ACCOMPANIST	0.00	600.00
A101.00	386042	03/09/22	20017	TITAN MACHINERY-SHA	01009760720000	402	FILTERS	0.00	182.19
A101.00	386044	03/09/22	27819	T-MOBILE	01005630000000	320	FEB22: 9 HOT SPOTS	0.00	180.00
A101.00	386044	03/09/22	27819	T-MOBILE	01005630000000	320	DMTS - FEB22	0.00	180.75
A101.00	386044	03/09/22	27819	T-MOBILE	01005810000000	320	ECC MAINT - FEB22	0.00	110.28
A101.00	386044	03/09/22	27819	T-MOBILE	01533050000000	320	ND - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01019050000000	320	SV - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01527050000000	320	CN - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01528050000000	320	CS - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01526050000000	320	CC - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01526810000000	320	CC MAINT - FEB22	0.00	51.60
A101.00	386044	03/09/22	27819	T-MOBILE	01009760720000	320	BUS - FEB22	0.00	31.54
A101.00	386044	03/09/22	27819	T-MOBILE	01005420419000	320	SPED - FEB22	0.00	35.42
A101.00	386044	03/09/22	27819	T-MOBILE	01532810000000	320	CV MAINT - FEB22	0.00	34.56
A101.00	386044	03/09/22	27819	T-MOBILE	01528810000000	320	CS MAINT - FEB22	0.00	34.56
A101.00	386044	03/09/22	27819	T-MOBILE	01019810000000	320	SV MAINT - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01529810000000	320	HL MAINT - FEB22	0.00	23.12
A101.00	386044	03/09/22	27819	T-MOBILE	01532050000000	320	CV - FEB22	0.00	62.62
A101.00	386044	03/09/22	27819	T-MOBILE	01005420419000	320	ECSE - FEB22	0.00	63.90
A101.00	386044	03/09/22	27819	T-MOBILE	01527810000000	320	CN MAINT - FEB22	0.00	83.64
A101.00	386044	03/09/22	27819	T-MOBILE	01005810000000	320	BKG - FEB22	0.00	18.38
A101.00	386044	03/09/22	27819	T-MOBILE	01020810000000	320	VV MAINT - FEB22	0.00	6.08
A101.00	386044	03/09/22	27819	T-MOBILE	01021810000000	320	EHS MAINT - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01021050000000	320	EHS - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01020050000000	320	VV - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	01529050000000	320	HL - FEB22	0.00	1,151.35
TOTAL CHECK								0.00	59.70
A101.00	386045	03/09/22	22468	TRI-STATE BOBCAT IN	010058100000820	401	DW - NUT	0.00	1,740.00
A101.00	386046	03/09/22	22607	UNIVERSITY OF MINNE	010212300000271	394	12 STUDENTS CIS LAT	0.00	357.86
A101.00	386048	03/09/22	19534	VERIFIED CREDENTIAL	01009760720000	305	FEB22-BKGD SCREENIN	0.00	291.90
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	015338100000000	332	ND - MAR22 SERVICES	0.00	475.94
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	015338100000000	332	CV - MAR22 SERVICES	0.00	

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A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01527810000000	332	CN - MAR22 SERVICES	0.00	543.63
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01529810000000	332	HL - MAR22 SERVICES	0.00	458.41
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01008810000000	332	ECC - MAR22 SERVICE	0.00	1,034.92
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01020810000000	332	VV - MAR22 SERVICES	0.00	1,081.76
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01026810000000	332	CC - MAR22 SERVICES	0.00	712.60
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01528810000000	332	CS - MAR22 SERVICES	0.00	736.13
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01021810000000	332	EHS - MAR22 SERVICE	0.00	901.72
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01019810000000	332	SV - MAR22 SERVICES	0.00	906.43
A101.00	386049	03/09/22	14932	WASTE MANAGEMENT OF	01009760720000	332	BUS - MAR22 SERVICE	0.00	153.99
TOTAL CHECK									
A101.00	386050	03/09/22	10895	WESTMARK PRODUCTION	01021291000251	305	AUDIO RECORD CONCER	0.00	800.00
A101.00	386051	03/09/22	24966	WEX BANK	01009760720000	441	UNLEADED FUEL	0.00	141.60
A101.00	386052	03/09/22	E13275	KRISTA G WINKEL	01532640316000	366	LIM CONVENTION HOTE	0.00	416.25
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01020865384000	305	VV POOL BLEACH REPL	0.00	207.72
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01020865384000	305	VV DOOR #23 UPGRADE	0.00	294.19
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01020865384000	305	VV AUDITORIUM ACO P	0.00	294.19
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01020865384000	305	VV BOILER PLANT REP	0.00	3,052.60
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01008865384000	305	ECC BOILER PLANT RE	0.00	3,777.96
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01532865384000	305	CV-LIGHTING REPLACE	0.00	340.43
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01529865384000	305	HL-LIGHTING REPLACE	0.00	533.83
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01526865384000	305	CC-LIGHTING REPLACE	0.00	789.65
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01020865384000	305	VV POOL TILE REPLAC	0.00	1,191.25
A101.00	386053	03/09/22	25308	WOLD ARCHITECTS & E	01008865384000	305	ECC-INTERIOR FINISH	0.00	1,371.65
TOTAL CHECK									
A101.00	386054	03/09/22	25452	ZIP PRINTING & COPY	01005109000000	401	SV TOUR BOOKLET	0.00	933.85
A101.00	386054	03/09/22	25452	ZIP PRINTING & COPY	01005109000000	401	MASKS STRONGLY REC	0.00	419.71
TOTAL CHECK									
A101.00	386055	03/16/22	31372	ACME TOOLS PLYMOUTH	015278100000810	401	TOOL FOR VENTRAC	0.00	249.00
A101.00	386055	03/16/22	31372	ACME TOOLS PLYMOUTH	015328100000810	401	SPEED GREASE GUN	0.00	279.00
TOTAL CHECK									
A101.00	386056	03/16/22	24525	THRESHOLD	01526203000000	401	TARDY SLIPS	0.00	226.33
A101.00	386057	03/16/22	14659	ALLEGRA	01020291000256	430	PIRATES PROD MATERI	0.00	742.78
A101.00	386058	03/16/22	19896	AMAZON CAPITAL SERV	01527203000052	430	GRADE 2 INSTRUCTION	0.00	970.05
A101.00	386059	03/16/22	33330	ANNIE DOUGHTY	01005105000000	305	HR CONSULTING	0.00	14,843.75
A101.00	386060	03/16/22	00500	ASTLEFORD INTERNATI	01009760720000	402	TURN STGNAL	0.00	194.16
A101.00	386061	03/16/22	20374	BORENE LAW FIRM P-A	01005105000000	305	SP COUNSEL: TEACHER	0.00	460.67
A101.00	386062	03/16/22	10270	BOYER TRUCKS	01009760720000	402	ALTERNATOR	0.00	338.71
A101.00	386064	03/16/22	01170	CAROLINA BIOLOGICAL	01532203000000	430	WHEAT VIABLE SEED	0.00	12.55

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A101.00	386064	03/16/22	01170	CAROLINA BIOLOGICAL	01532203000000	430	BRASSICA RAPA ASTRO	0.00	15.50
A101.00	386064	03/16/22	01170	CAROLINA BIOLOGICAL	01532203000000	430	ESTIMATED SHIPPING/	0.00	14.98
TOTAL CHECK									43.03
A101.00	386067	03/16/22	24945	CENTURYLINK	01008810000000	320	ECC 03/01/22-03/31/	0.00	250.94
A101.00	386067	03/16/22	24945	CENTURYLINK	01527810000000	320	CN 03/01/22-03/31/2	0.00	155.08
A101.00	386067	03/16/22	24945	CENTURYLINK	01526810000000	320	CC 03/01/22-03/31/2	0.00	155.08
A101.00	386067	03/16/22	24945	CENTURYLINK	01528810000000	320	CS 03/01/22-03/31/2	0.00	155.08
A101.00	386067	03/16/22	24945	CENTURYLINK	01005620000000	320	DO 03/01/22-03/31/2	0.00	89.00
A101.00	386067	03/16/22	24945	CENTURYLINK	01526810000000	320	CC 02/19/22-03/18/2	0.00	122.03
A101.00	386067	03/16/22	24945	CENTURYLINK	01529810000000	320	HL 03/01/22-03/31/2	0.00	213.75
A101.00	386067	03/16/22	24945	CENTURYLINK	01005620000000	320	DO 03/01/22-03/31/2	0.00	260.00
A101.00	386067	03/16/22	24945	CENTURYLINK	01019810000000	320	SV 03/01/22-03/31/2	0.00	271.39
TOTAL CHECK									1,672.35
A101.00	386068	03/16/22	53405	CESA #1	01005640316642	366	2021-22 MEMBERSHIP	0.00	1,750.00
A101.00	386069	03/16/22	01321	CITY OF EDINA	01526810000000	331	CC 12/02/21-02/25/2	0.00	2,703.79
A101.00	386069	03/16/22	01321	CITY OF EDINA	01532810000000	331	CV 11/30/21-02/24/2	0.00	4,803.54
A101.00	386069	03/16/22	01321	CITY OF EDINA	01020810000000	331	VV 11/30/21-02/24/2	0.00	8,709.69
A101.00	386069	03/16/22	01321	CITY OF EDINA	01021810000000	331	EHS 11/30/21-02/25/	0.00	12,990.00
TOTAL CHECK									29,207.02
A101.00	386070	03/16/22	32814	COMCAST CABLE MANAG	01005630000000	320	MAR22 - INTERNET FE	0.00	9.95
A101.00	386071	03/16/22	31528	CORNWELL- MATTHEW T	01009760720000	402	TOOLS	0.00	245.95
A101.00	386072	03/16/22	17793	CPI-CRISIS PREVENTI	01005420419000	820	MEMBERSHIP - B.M.	0.00	200.00
A101.00	386073	03/16/22	12261	CUSHMAN MOTOR COMPA	015288100000820	401	CS - KIT/ENGINE MOU	0.00	120.00
A101.00	386073	03/16/22	12261	CUSHMAN MOTOR COMPA	010058100000820	401	DW - COUPLER	0.00	28.40
TOTAL CHECK									148.40
A101.00	386076	03/16/22	17950	DELEGARD TOOL COMPA	010058100000820	401	DW - CABLE	0.00	326.22
A101.00	386077	03/16/22	12171	ECKROTH MUSIC	010192580000250	430	BAND SUPPLIES	0.00	210.70
A101.00	386077	03/16/22	12171	ECKROTH MUSIC	010192580000250	350	EUPHONIUM REPAIR	0.00	140.00
A101.00	386077	03/16/22	12171	ECKROTH MUSIC	010192580000250	350	ALTO SAX REPAIR	0.00	41.00
A101.00	386077	03/16/22	12171	ECKROTH MUSIC	010192580000250	350	EUPHONIUM REPAIR	0.00	28.00
TOTAL CHECK									419.70
A101.00	386078	03/16/22	08375	EDINA CHAMBER OF CO	01005020000000	490	STATE OF CITY MEALS	0.00	210.00
A101.00	386079	03/16/22	15846	ELECTRIC MOTOR REPA	01527810000000	350	MOTOR FOR AIRDALE	0.00	236.16
A101.00	386080	03/16/22	28966	FACTORY MOTOR PARTS	01009760720000	402	COOLER LINES	0.00	48.87
A101.00	386081	03/16/22	30267	FORKLIFTS OF MINNES	010218100000810	350	PALLET JACK PM	0.00	81.56
A101.00	386081	03/16/22	30267	FORKLIFTS OF MINNES	010218100000810	350	CUSHMAN VEHICLE PM	0.00	84.00
TOTAL CHECK									165.56
A101.00	386082	03/16/22	30242	FRASER CHILD AND FA	01005400000000	394	CONSULT-PSYCHOTHERA	0.00	5,390.00

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A101.00	386088	03/16/22	33173	HANDS-ON	TASKS	INC	01021420740000	433	FMT-210: SCOOP INSE	0.00
A101.00	386088	03/16/22	33173	HANDS-ON	TASKS	INC	01021420740000	433	FMT-207: ZIP AND BU	0.00
A101.00	386088	03/16/22	33173	HANDS-ON	TASKS	INC	01021420740000	433	FMT-210: BUTTON AND	0.00
A101.00	386088	03/16/22	33173	HANDS-ON	TASKS	INC	01021420740000	433	SRT-315: BEACH TRE	0.00
A101.00	386088	03/16/22	33173	HANDS-ON	TASKS	INC	01021420740000	433	MAT-304: SPINY BALL	0.00
A101.00	386088	03/16/22	33173	HANDS-ON	TASKS	INC	01021420740000	433	SRT-110: SEED PACKA	0.00
A101.00	386088	03/16/22	33173	HANDS-ON	TASKS	INC	01021420740000	433	ESTIMATED SHIPPING/	0.00
A101.00	386088	03/16/22	33173	HANDS-ON	TASKS	INC	01021420740000	433		0.00
TOTAL CHECK										373.67

A101.00	386091	03/16/22	21315	HORIZON COMMERCIAL	01019810000815	401	POOL SUPPLIES	0.00	59.19
A101.00	386091	03/16/22	21315	HORIZON COMMERCIAL	01019810000815	401	POOL CHEMICALS	0.00	1,757.50
TOTAL CHECK								0.00	1,816.69
A101.00	386094	03/16/22	32928	JERRY'S FOODS EDINA	01020250000000	430	FACS FOOD SUPPLY	0.00	24.64
A101.00	386094	03/16/22	32928	JERRY'S FOODS EDINA	01020250000000	430	FACS FOOD SUPPLY	0.00	27.32
TOTAL CHECK								0.00	51.96

A101.00	386095	03/16/22	32923	JERRY'S FOODS EDINA	01005640316000	490	FOOD FOR MEETING	0.00	27.95	
A101.00	386096	03/16/22	03720	JERRY'S HARDWARE	01019810000810	401	5/8X6 EYE BOLT	0.00	14.74	
A101.00	386096	03/16/22	03720	JERRY'S HARDWARE	01019810000810	401	SCREWS FOR THEATER	0.00	23.46	
A101.00	386096	03/16/22	03720	JERRY'S HARDWARE	01019810000810	401	BRASS PLUG	0.00	3.99	
A101.00	386096	03/16/22	03720	JERRY'S HARDWARE	01019810000810	401	4PK AA BATTERIES	0.00	7.19	
A101.00	386096	03/16/22	03720	JERRY'S HARDWARE	01008810000000	401	HARDWARE	1.80	51.18	
TOTAL CHECK									0.00	

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A101.00	386097	03/16/22	03708	JERRY'S PRINTING	01005640316000	401	MEETING MATERIALS	0.00	125.00
A101.00	386098	03/16/22	12665	JESSEN PRESS INC	01021291000251	430	CHOIR CONCERT SUPPL	0.00	673.00
A101.00	386099	03/16/22	13917	JH LARSON COMPANY	01019810000000	350	LED DRIVER	0.00	438.75
A101.00	386100	03/16/22	16419	JOSTENS INC	01021211000450	401	DIPLOMA COVERS ('22	0.00	5,044.13
A101.00	386100	03/16/22	16419	JOSTENS INC	01021211000450	401	GRADUATION OUTFIT	0.00	39.00
A101.00	386100	03/16/22	16419	JOSTENS INC	01021211000450	401	DIPLOMA ORDER (FS)	0.00	26.56
A101.00	386100	03/16/22	16419	JOSTENS INC	01021211000450	401	DIPLOMA UPDATE	0.00	24.60
TOTAL CHECK									
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01020258000251	430	CHOIR MUSIC	0.00	10.75
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01021258000252	430	ORCHESTRA MUSIC	0.00	40.00
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01020258000251	430	CHOIR MUSIC	0.00	40.24
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01020258000251	430	CHOIR MUSIC	0.00	34.00
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01020258000251	430	CHOIR MUSIC	0.00	73.75
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01021258000252	430	ORCHESTRA MUSIC	0.00	78.99
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01020258000251	430	CHOIR MUSIC	0.00	43.00
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01020258000251	430	CHOIR MUSIC	0.00	45.50
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01020258000251	430	CHOIR MUSIC	0.00	82.00
A101.00	386101	03/16/22	09728	JW PEPPER & SON INC	01021258000252	430	ORCHESTRA MUSIC	0.00	301.99
TOTAL CHECK									
A101.00	386102	03/16/22	20559	KATH FUEL OIL SERVI	01009760720000	441	UNLEADED	0.00	1,551.46
A101.00	386102	03/16/22	20559	KATH FUEL OIL SERVI	01009760720000	441	UNLEADED	0.00	2,001.44
A101.00	386102	03/16/22	20559	KATH FUEL OIL SERVI	01009760720000	441	UNLEADED	0.00	2,280.72
A101.00	386102	03/16/22	20559	KATH FUEL OIL SERVI	01009760720000	441	DIESEL	0.00	15,487.99
TOTAL CHECK									
A101.00	386105	03/16/22	32990	LUMEN TECHNOLOGIES	01005620000000	320	DO 01/12/22-02/11/2	0.00	2,243.13
A101.00	386106	03/16/22	10090	MACKIN EDUCATIONAL	01005620795000	470	BOOKS FOR CONCORD	0.00	759.96
A101.00	386108	03/16/22	33006	MCCROSSAN BOYS RANC	01005211000000	392	REG ED SERVICE IN C	0.00	954.15
A101.00	386108	03/16/22	33006	MCCROSSAN BOYS RANC	01005410740000	392	SPED SERVICE IN C&T	0.00	636.15
TOTAL CHECK									
A101.00	386110	03/16/22	30024	MENARDS - EDEN PRAI	010058100000820	401	DW - PVC PARTS	0.00	23.99
A101.00	386110	03/16/22	30024	MENARDS - EDEN PRAI	010198100000810	401	T-NUT	0.00	4.59
TOTAL CHECK									
A101.00	386111	03/16/22	30025	MENARDS - RICHFIELD	010198100000810	401	GOO GONE	0.00	7.39
A101.00	386111	03/16/22	30025	MENARDS - RICHFIELD	010198100000810	401	DRINK FOUNTAIN PART	0.00	3.15
TOTAL CHECK									
A101.00	386112	03/16/22	24523	MESSERLI & KRAMER P 01		L215.13	IW - C.K.	0.00	1,587.67
A101.00	386113	03/16/22	22660	MIDWEST BUS PARTS I	01009760720000	402	GLASS	0.00	346.70
A101.00	386113	03/16/22	22660	MIDWEST BUS PARTS I	01009760720000	402	LATCH	0.00	33.62
A101.00	386113	03/16/22	22660	MIDWEST BUS PARTS I	01009760720000	402	MIRROR	0.00	180.81
A101.00	386113	03/16/22	22660	MIDWEST BUS PARTS I	01009760720000	402	RELAYS	0.00	36.08



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A101.00	386113	03/16/22	22660	MIDWEST BUS PARTS I	01009760720000	402	SEAT LATCH	0.00	16.81
A101.00	386113	03/16/22	22660	MIDWEST BUS PARTS I	01009760720000	402	STICKERS	0.00	26.65
TOTAL CHECK									
A101.00	386114	03/16/22	21406	MINNESOTA SCHOOL EM 01		L215.08	UNION DUES W/HOLDIN	0.00	1,746.08
A101.00	386115	03/16/22	26125	MN PEIP	01005203797000	291	RETIREEES/COBRA	0.00	39,392.26
A101.00	386115	03/16/22	26125	MN PEIP	01005203797000	291	RETIREEES/COBRA	0.00	47,412.24
A101.00	386115	03/16/22	26125	MN PEIP	01	L215.20	CURRENT TEACHERS	0.00	727,664.70
A101.00	386115	03/16/22	26125	MN PEIP	01	L215.20	CURRENT TEACHERS	0.00	748,388.60
TOTAL CHECK									
A101.00	386117	03/16/22	33499	MORCON CONSTRUCTION	01526865384000	305	CC LIGHTING UPGRADE	0.00	1,425.00
A101.00	386118	03/16/22	30434	NATIONAL CONSULTING	01005610000000	305	PIANO ACCOMPANIMENT	0.00	2,511.75
A101.00	386119	03/16/22	23177	NCS PEARSON INC	01020407740000	433	#9780137560875 - QU	0.00	179.96
A101.00	386119	03/16/22	23177	NCS PEARSON INC	01020407740000	433	ESTIMATED SHIPPING/	0.00	18.05
TOTAL CHECK									
A101.00	386120	03/16/22	04661	OFFICE DEPOT INC	015272030000053	430	GRADE 4 SUPPLIES	0.00	341.62
A101.00	386120	03/16/22	04661	OFFICE DEPOT INC	01532203000000	401	ON LINE ORDER. OFF	0.00	78.10
A101.00	386120	03/16/22	04661	OFFICE DEPOT INC	01532203000000	401	ON LINE ORDER. OFF	0.00	92.28
A101.00	386120	03/16/22	04661	OFFICE DEPOT INC	01532203000000	401	ON LINE ORDER. OFF	0.00	12.20
TOTAL CHECK									
A101.00	386121	03/16/22	31228	OPENTEXT INC	01005630000000	320	FEES FOR JAN22	0.00	524.20
A101.00	386122	03/16/22	26050	OVERDRIVE INC	01005620795000	470	VV PURCHASE (PRE-OR	0.00	143.57
A101.00	386123	03/16/22	28507	PIONEER MANUFACTURI	010058100000820	401	DW - GOAL POST STRE	0.00	54.05
A101.00	386124	03/16/22	33141	PIONEER PROMO	01009760720000	401	XTRA VALUE CAP	0.00	122.80
A101.00	386126	03/16/22	30930	PLANSOURCE	01005105000000	305	SERVICES FOR MAR 22	0.00	257.27
A101.00	386127	03/16/22	33464	PROCARE THERAPY	01535412740000	394	OT CONSULT FOR SPED	0.00	9,915.98
A101.00	386128	03/16/22	32705	QUALITY BUS AND TRU	01009760720000	402	TRANSMISSION CNTRL	0.00	1,988.22
A101.00	386128	03/16/22	32705	QUALITY BUS AND TRU	01009760720000	402	TRANSMISSION CNTRL	0.00	300.00
TOTAL CHECK									
A101.00	386129	03/16/22	26986	ROBERT HALF TECHNOL	01005720170000	305	HR TEMP HOURS - L.B	0.00	275.00
A101.00	386129	03/16/22	26986	ROBERT HALF TECHNOL	01005720170000	305	HR TEMP HOURS - L.B	0.00	575.00
TOTAL CHECK									
A101.00	386130	03/16/22	26674	RUSSELL SECURITY RE	015328100000810	401	KEY BLANKS	0.00	654.20
A101.00	386131	03/16/22	13425	SAM'S CLUB/SYNCHRON	01005640316000	490	STAFF FOOD SUPPLY	0.00	674.48
A101.00	386131	03/16/22	13425	SAM'S CLUB/SYNCHRON	01020250000000	430	FACS FOOD SUPPLY	0.00	1,328.68
A101.00	386131	03/16/22	13425	SAM'S CLUB/SYNCHRON	01020211000000	490	NURSE FOOD SUPPLY	0.00	300.00
TOTAL CHECK									
A101.00	386131	03/16/22	13425	SAM'S CLUB/SYNCHRON	01020211000000	490	NURSE FOOD SUPPLY	0.00	98.46
A101.00	386131	03/16/22	13425	SAM'S CLUB/SYNCHRON	01020211000000	490	NURSE FOOD SUPPLY	0.00	32.31
A101.00	386131	03/16/22	13425	SAM'S CLUB/SYNCHRON	01020211000000	490	NURSE FOOD SUPPLY	0.00	39.44
TOTAL CHECK									
A101.00	386131	03/16/22	13425	SAM'S CLUB/SYNCHRON	01020211000000	490	NURSE FOOD SUPPLY	0.00	170.21



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A101.00	386148	03/23/22	32942	ADVANCED IMAGING SO	01005850302000	370	LEASE 04.08 0631790	0.00	34.15
A101.00	386148	03/23/22	32942	ADVANCED IMAGING SO	01005850302000	370	LEASE 04.08 0631790	0.00	68.96
A101.00	386148	03/23/22	32942	ADVANCED IMAGING SO	01005850302000	370	LEASE 04.08 0631790	0.00	246.00
A101.00	386148	03/23/22	32942	ADVANCED IMAGING SO	01005850302000	370	LEASE 04.08 0631790	0.00	4,151.77
TOTAL CHECK								0.00	4,500.88
A101.00	386149	03/23/22	14659	ALLEGRA	01021291000250	401	CONCERT BAND POSTER	0.00	51.33
A101.00	386149	03/23/22	14659	ALLEGRA	01532203000000	401	FIX IT SLIPS PRINTI	0.00	52.00
A101.00	386149	03/23/22	14659	ALLEGRA	01021291000256	401	PROGRAMS FOR PLAY	0.00	43.88
A101.00	386149	03/23/22	14659	ALLEGRA	01532203000000	401	NOTE CARDS PRINTING	0.00	139.00
TOTAL CHECK								0.00	286.21
A101.00	386150	03/23/22	19896	AMAZON CAPITAL SERV	01527203000053	430	GRADE 3 SUPPLIES	0.00	305.37
A101.00	386151	03/23/22	33390	ANTHONY KELM	010212940000651	302	BBSKTBALL: HOPKINS	0.00	101.00
A101.00	386152	03/23/22	05628	AUTO PLUS PARTS	01009760720000	402	HEADLAMPS	0.00	18.48
A101.00	386153	03/23/22	31728	BA SERVICES LLC	01009760720000	402	MOTOR BRAKE	0.00	1,328.77
A101.00	386153	03/23/22	31728	BA SERVICES LLC	01009760720000	402	MOTOR BRAKE	0.00	1,500.43
TOTAL CHECK								0.00	2,829.20
A101.00	386154	03/23/22	20697	BAYCOM INC	01527203000000	350	WALKIE REPAIRS	0.00	406.00
A101.00	386155	03/23/22	18743	BDS LAUNDRY SYSTEMS	01020810000000	350	WASHER REPAIR	0.00	659.18
A101.00	386156	03/23/22	33231	BENNETT THUROW	010212940000651	302	BBSKTBALL: MINNETON	0.00	93.00
A101.00	386158	03/23/22	10270	BOYER TRUCKS	01009760720000	402	HOSE	0.00	29.46
A101.00	386158	03/23/22	10270	BOYER TRUCKS	01009760720000	402	HOSE	0.00	29.46
A101.00	386158	03/23/22	10270	BOYER TRUCKS	01009760720000	402	FUEL WATER SEPERATO	0.00	391.00
TOTAL CHECK								0.00	449.92
A101.00	386159	03/23/22	28855	BROC VIKI	010212940000657	302	BHOCKEY: HILL MURRA	0.00	154.00
A101.00	386160	03/23/22	33509	CHRISTINE JOHNSON	01005211320000	305	CONSULT CONTRACT FE	0.00	2,500.00
A101.00	386161	03/23/22	28363	CHRISTOPHER TENGWAL	010212960000651	302	GBSKTBALL: BUFFALO	0.00	82.00
A101.00	386162	03/23/22	33508	CLIFFTON PEARSON	010212940000651	302	BBSKTBALL: STMA	0.00	93.00
A101.00	386163	03/23/22	27874	COLLABORATIVE CLASS	01005640316000	366	VIRTUAL CONSULT (HO	0.00	400.00
A101.00	386165	03/23/22	26286	DAKOTA TRUCK UNDERW	01	L215.70	INSTALLMENT #10	0.00	27,391.00
A101.00	386166	03/23/22	32921	DAYNA RETHLAKE	010212960000651	302	GBSKTBALL: BUFFALO	0.00	82.00
A101.00	386167	03/23/22	90022	DEAN KOCKELMAN	010212960000651	302	GBSKTBALL: BUFFALO	0.00	82.00
A101.00	386168	03/23/22	33488	DELIGHTEX INC	01005870795000	406	QUOTE: OF2022/03/15	0.00	205.01

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A101.00	386169	03/23/22	25305	DIESEL COMPONENTS I	01009760720000	402	TURBO KIT	0.00	2,029.00
A101.00	386170	03/23/22	33362	DREKAL HOLLINS	01021294000651	302	BBSKTBALL: MINNETON	0.00	93.00
A101.00	386171	03/23/22	28890	DWIGHT KRUEGER	01021296000651	302	GBSKTBALL: BUFFALO	0.00	82.00
A101.00	386172	03/23/22	32002	EAGAN HIGH SCHOOL F	01021291000255	369	SPEECH ENTRY FEE	0.00	161.00
A101.00	386173	03/23/22	19481	EASTVIEW HIGH SCHOO	01021291000255	369	SPEECH ENTRY FEE	0.00	249.00
A101.00	386174	03/23/22	12171	ECKROTH MUSIC	01021258000250	350	SAXOPHONE REPAIR	0.00	400.00
A101.00	386174	03/23/22	12171	ECKROTH MUSIC	01021258000250	350	SAXOPHONE REPAIR	0.00	139.90
A101.00	386174	03/23/22	12171	ECKROTH MUSIC	01021258000250	350	SAXOPHONE REPAIR	0.00	35.00
TOTAL CHECK									
A101.00	386175	03/23/22	13063	ECM PUBLISHERS INC	01005110000000	305	FOOD SERVICE MGMT	0.00	226.10
A101.00	386175	03/23/22	13063	ECM PUBLISHERS INC	01005110000000	305	FOOD SERVICE MGMT	0.00	226.10
TOTAL CHECK									
A101.00	386176	03/23/22	16255	EDINA HIGH SCHOOL B	01021291000250	305	POPS CHOREOGRAPHER	0.00	1,150.00
A101.00	386177	03/23/22	20505	EDUCATION LOGISTICS	01009760720000	320	APR22 - GPS SERVICE	0.00	1,456.32
A101.00	386178	03/23/22	24575	EDUCATORS BENEFIT C	01005105000000	305	ACT PARTICIPANT FEE	0.00	319.88
A101.00	386178	03/23/22	24575	EDUCATORS BENEFIT C	01005105000000	305	ACT BASE FEE	0.00	102.00
TOTAL CHECK									
A101.00	386179	03/23/22	15846	ELECTRIC MOTOR REPA	01008810000000	401	MOTOR FOR AHU3	0.00	421.88
A101.00	386180	03/23/22	33265	ELEVATE FITNESS SOL	01019211000093	430	FITNESS EQUIPMENT W	0.00	3,000.00
A101.00	386180	03/23/22	33265	ELEVATE FITNESS SOL	01019850302160	530	FITNESS EQUIPMENT W	0.00	9,000.00
TOTAL CHECK									
A101.00	386181	03/23/22	02490	FOLLETT SCHOOL SOLU	01005620795000	470	BOOKS FOR SOUTHVIEW	0.00	15,548.37
A101.00	386182	03/23/22	E9424	RYAN GALLAGHER	01021291000265	490	DECA NATIONALS FOOD	0.00	24,548.37
A101.00	386182	03/23/22	E9424	RYAN GALLAGHER	01021291000265	366	DECA NATIONALS TRAV	0.00	359.77
TOTAL CHECK									
A101.00	386183	03/23/22	31773	GENERAL SPORTS	01021294000657	401	BOYS HOCKEY SUPPLIE	0.00	285.58
A101.00	386184	03/23/22	09346	GRAINGER	01009760720000	402	BATTERY	0.00	3,324.40
A101.00	386185	03/23/22	30209	GRAINGER	01005810000820	401	DW - PADLOCKS	0.00	3,609.98
A101.00	386185	03/23/22	30209	GRAINGER	01020810000000	401	ELECTRICAL METER	0.00	3,614.00
A101.00	386185	03/23/22	30209	GRAINGER	01005810000820	401	DW - PADLOCK	0.00	11.55
TOTAL CHECK									
A101.00	386186	03/23/22	00296	GROTH MUSIC COMPANY	01005258000250	430	BAND MUSIC	0.00	129.84
A101.00	386186	03/23/22	00296	GROTH MUSIC COMPANY	01020258000250	350	TRUMPET REPAIR	0.00	196.76
TOTAL CHECK									
A101.00	386186	03/23/22	00296	GROTH MUSIC COMPANY	01020258000250	350	TRUMPET REPAIR	0.00	32.46
TOTAL CHECK									
A101.00	386186	03/23/22	00296	GROTH MUSIC COMPANY	01020258000250	350	TRUMPET REPAIR	0.00	359.06
TOTAL CHECK									
A101.00	386186	03/23/22	00296	GROTH MUSIC COMPANY	01020258000250	350	TRUMPET REPAIR	0.00	74.40
TOTAL CHECK									
A101.00	386186	03/23/22	00296	GROTH MUSIC COMPANY	01020258000250	350	TRUMPET REPAIR	0.00	53.00
TOTAL CHECK									
A101.00	386186	03/23/22	00296	GROTH MUSIC COMPANY	01020258000250	350	TRUMPET REPAIR	0.00	127.40

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	386187	03/23/22	03263	HOGUND BUS CO INC	01009760720000	402	SAHR POWER BRAKES	0.00	1,181.68
A101.00	386188	03/23/22	03318	HOUSE OF NOTE	01019258000000	350	ORCHESTRA REPAIRS	0.00	398.00
A101.00	386188	03/23/22	03318	HOUSE OF NOTE	01019258000252	350	ORCHESTRA REPAIRS	0.00	582.00
A101.00	386188	03/23/22	03318	HOUSE OF NOTE	01020258000252	350	CELLO REPAIR	0.00	54.00
	TOTAL CHECK							0.00	1,034.00
A101.00	386189	03/23/22	20605	INNOVATIVE OFFICE S	01019050000000	401	HON SOLUTIONS SEATI	0.00	1,985.90
A101.00	386190	03/23/22	03488	INSPEC INC	01008865384000	305	TENNIS COURT REHAB	0.00	3,000.00
A101.00	386190	03/23/22	03488	INSPEC INC	01021865383000	305	EHS-2022 EPS REROOF	0.00	3,333.33
A101.00	386190	03/23/22	03488	INSPEC INC	01020865383000	305	VV-2022 EPS REROOF	0.00	3,333.33
A101.00	386190	03/23/22	03488	INSPEC INC	01008865383000	305	ECC-2022 EPS REROOF	0.00	3,333.34
	TOTAL CHECK							0.00	13,000.00
A101.00	386191	03/23/22	33172	ISD 271 - BLOOMINGT	01021296000655	369	GRLS GOLF ENTRY FEE	0.00	150.00
A101.00	386192	03/23/22	92372	JASON HERZOG	01021294000657	302	BHOCKEY: MINNETONKA	0.00	77.00
A101.00	386193	03/23/22	03720	JERRY'S HARDWARE	01019291000256	401	THEATRE SUPPLIES	0.00	31.39
A101.00	386193	03/23/22	03720	JERRY'S HARDWARE	01008810000000	401	TOOLS AND SUPPLIES	0.00	10.18
	TOTAL CHECK							0.00	41.57
A101.00	386194	03/23/22	14618	JOHN W MCKONE -- BE	01021291000260	305	JUBILEE PIANO TUNIN	0.00	200.00
A101.00	386195	03/23/22	32916	JOSEPH ANDERSON	01021296000651	302	GBSKTBALL: BUFFALO	0.00	101.00
A101.00	386196	03/23/22	16419	JOSTENS INC	01021291000000	401	LETTER CERTIFICATES	0.00	1,003.13
A101.00	386197	03/23/22	09728	JW PEPPER & SON INC	01021291000251	430	CHOIR CONCERT MUSIC	0.00	516.73
A101.00	386197	03/23/22	09728	JW PEPPER & SON INC	01019258000251	430	CHOIR MUSIC	0.00	13.75
	TOTAL CHECK							0.00	530.48
A101.00	386198	03/23/22	20559	KATH FUEL OIL SERVI	01009760720000	441	UNLEADED	0.00	1,628.27
A101.00	386198	03/23/22	20559	KATH FUEL OIL SERVI	01009760720000	441	UNLEADED	0.00	993.76
	TOTAL CHECK							0.00	2,622.03
A101.00	386199	03/23/22	17803	LAKE CONFERENCE	01021294000660	369	21-22 NORDIC SKI DU	0.00	1,904.00
A101.00	386200	03/23/22	33504	LAKEVILLE NORTH SPE	01021291000255	369	SPEECH TOURNEY ENTR	0.00	224.00
A101.00	386201	03/23/22	28875	LAURA BUSCH	01021296000656	302	JV TOURNEY @ EHS	0.00	169.00
A101.00	386202	03/23/22	33136	LEVEL8CREATIVE	01019211000000	305	CONF SIGNUP TOOL	0.00	300.00
A101.00	386203	03/23/22	32995	LIFE SAFETY SYSTEMS	01005865363000	305	FIRE PANEL REPAIR	0.00	705.00
A101.00	386204	03/23/22	23809	LIGHTNING PRINTING	01021291000250	401	POPS PROGRAMS	0.00	2,708.50
A101.00	386204	03/23/22	23809	LIGHTNING PRINTING	01021291000261	401	JUBILEE PROGRAMS	0.00	459.65
	TOTAL CHECK							0.00	3,168.15
A101.00	386205	03/23/22	33503	LUCAS BERG	01021294000651	302	BBSKTBALL: BLOOM JE	0.00	101.00



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A101.00	386224	03/23/22	20465	NORTHFIELD LINES IN	01529203733240	360	OVERNIGHT CAMP BUS	0.00	3,163.28
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - R.S.	0.00	75.00
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - R.B.	0.00	75.00
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - J.S.	0.00	75.00
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - A.T.	0.00	75.00
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - A.W.	0.00	75.00
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - B.D.	0.00	75.00
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - J.C.	0.00	75.00
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - T.C.	0.00	75.00
A101.00	386225	03/23/22	17215	OCCUPATIONAL MEDICI	01009760720000	305	DOT - F.D.	0.00	675.00
TOTAL CHECK									
A101.00	386226	03/23/22	33506	OLIVIA PIERCE	010212910000251	305	CUSTOM ARRANGEMENT	0.00	500.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	EHS-MAR22 SERVICES	0.00	95.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	EHS-FEB22 SERVICES	0.00	95.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	SV-MAR22 SERVICES	0.00	80.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	SV-FEB22 SERVICES	0.00	80.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	SV-FEB22 SERVICES	0.00	80.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	ECC-FEB22 SERVICES	0.00	55.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	ECC-MAR22 SERVICES	0.00	55.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	EHS BUNKER-FEB22 SE	0.00	60.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	CC-MAR22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	CN-MAR22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	CV-MAR22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	HL-FEB22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	ND-FEB22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	CC-FEB22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	CN-FEB22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	CV-FEB22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	HL-MAR22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	ND-MAR22 SERVICES	0.00	65.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	BUS-MAR22 SERVICES	0.00	120.00
A101.00	386228	03/23/22	28451	ORKIN COMMERCIAL SE	010058100000000	305	BUS-FEB22 SERVICES	0.00	120.00
TOTAL CHECK									
A101.00	386229	03/23/22	26050	OVERDRIVE INC	01005620795000	470	VV PURCHASE	0.00	19.54
A101.00	386231	03/23/22	32705	QUALITY BUS AND TRU	01009760720000	402	CONTROL MODULE	0.00	300.00
A101.00	386232	03/23/22	32011	RANDALL VAN HEEL	01021296000051	302	GBSKTBALL: BUFFALO	0.00	64.00
A101.00	386233	03/23/22	11873	RATWIK ROSZAK & MAL	010058100000000	305	DOCUMENT REVIEW	0.00	799.00
A101.00	386234	03/23/22	21465	REGION 6AA	010212920000297	305	WRESTLIN SECTION GA	0.00	4,090.00
A101.00	386234	03/23/22	21465	REGION 6AA	010212920000297	305	BHOCKEY SECTION GAT	0.00	3,584.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
A101.00	386234	03/23/22	21465	REGION 6AA	01021292000297	305	BSWIM SECTION GATE	0.00	2,050.00
A101.00	386234	03/23/22	21465	REGION 6AA	01021292000297	305	BSWIM SECTION GATE	0.00	2,065.00
A101.00	386234	03/23/22	21465	REGION 6AA	01021292000297	305	BBSKTBAL SECTION GA	0.00	2,690.00
A101.00	386234	03/23/22	21465	REGION 6AA	01021292000297	305	BSWIM SECTION GATE	0.00	205.00
TOTAL CHECK									14,684.00
A101.00	386235	03/23/22	30018	RIVER BOTTOM PRODUC	01020865383000	520	VV THEATER RIGGING	0.00	1,990.00
A101.00	386235	03/23/22	30018	RIVER BOTTOM PRODUC	01021291000256	401	WIRELESS MICS	0.00	2,988.50
A101.00	386235	03/23/22	30018	RIVER BOTTOM PRODUC	01005850000830	401	VV THEATER RIGGING	0.00	5,000.00
A101.00	386235	03/23/22	30018	RIVER BOTTOM PRODUC	01021291000250	305	CONCERT SET UP	0.00	9,775.00
TOTAL CHECK									19,753.50
A101.00	386236	03/23/22	33304	ROBERT OR NICOLE SC	01021291000262	401	CHIPOTLE GIFT CARDS	0.00	100.00
A101.00	386236	03/23/22	33304	ROBERT OR NICOLE SC	01021291000262	490	JOLLY RANCHERS	0.00	25.38
A101.00	386236	03/23/22	33304	ROBERT OR NICOLE SC	01021291000262	490	CANDY PRIZES	0.00	26.98
TOTAL CHECK									152.36
A101.00	386237	03/23/22	33505	ROGER ROSE	01021291000262	490	FOOD FOR CUSTODIANS	0.00	34.33
A101.00	386238	03/23/22	33501	SAN DIEGO COUNTY OF	01005204414000	366	REGISTRATION FEES:	0.00	6,250.00
A101.00	386238	03/23/22	33501	SAN DIEGO COUNTY OF	01005204414000	366	REGISTRATION FEES:	0.00	6,250.00
A101.00	386238	03/23/22	33501	SAN DIEGO COUNTY OF	01005204414000	366	REGISTRATION FEES:	0.00	7,950.00
TOTAL CHECK									20,450.00
A101.00	386239	03/23/22	06400	SCHMITT MUSIC COMPA	01021291000250	430	BAND MUSIC	0.00	15.92
A101.00	386240	03/23/22	14679	SCHOLASTIC INC	01020211000000	460	HOLOCAUST BOOKS	0.00	7.20
A101.00	386241	03/23/22	32832	SCHOOL SPECIALTY, L	01529212000000	430	ART SUPPLIES	0.00	142.34
A101.00	386241	03/23/22	32832	SCHOOL SPECIALTY, L	01533260000000	430	BALLS, TABLE TENNIS	0.00	0.66
A101.00	386241	03/23/22	32832	SCHOOL SPECIALTY, L	01533260000000	430	FOAM PIECE 8x9x1/2	0.00	9.84
A101.00	386241	03/23/22	32832	SCHOOL SPECIALTY, L	01533260000000	430	KALIMBA BASE	0.00	83.56
A101.00	386241	03/23/22	32832	SCHOOL SPECIALTY, L	01533260000000	430	KALIMBA STEEL SPRIN	0.00	29.20
A101.00	386241	03/23/22	32832	SCHOOL SPECIALTY, L	01533260000000	430	MALLET	0.00	4.44
A101.00	386241	03/23/22	32832	SCHOOL SPECIALTY, L	01533260000000	430	XYLOPHONE TUBES	0.00	52.32
A101.00	386241	03/23/22	32832	SCHOOL SPECIALTY, L	01533260000000	430	ESTIMATED SHIPPING/	0.00	27.01
TOTAL CHECK									349.37
A101.00	386242	03/23/22	21013	SHRED RIGHT	01009760720000	305	BUS - SHREDDING	0.00	15.00
A101.00	386243	03/23/22	24740	SOCIAL THINKING PUB	01021401740000	433	ISBN: 9780985249120	0.00	29.95
A101.00	386243	03/23/22	24740	SOCIAL THINKING PUB	01021401740000	433	ISBN: 9780985249199	0.00	21.95
A101.00	386243	03/23/22	24740	SOCIAL THINKING PUB	01021401740000	433	ISBN: 9781911186038	0.00	36.95
A101.00	386243	03/23/22	24740	SOCIAL THINKING PUB	01021401740000	433	ISBN: 7990 - SOCIAL	0.00	35.99
A101.00	386243	03/23/22	24740	SOCIAL THINKING PUB	01021401740000	433	ISBN: 9780982523193	0.00	29.99
A101.00	386243	03/23/22	24740	SOCIAL THINKING PUB	01021401740000	433	ISBN: 9781936943852	0.00	24.99
A101.00	386243	03/23/22	24740	SOCIAL THINKING PUB	01021401740000	433	ESTIMATED SHIPPING/	0.00	17.98
TOTAL CHECK									197.80
A101.00	386244	03/23/22	31283	STAR-ISANTI-CHISAGO	01021291000296	430	ZEPHYRUS	0.00	558.20
A101.00	386246	03/23/22	92973	TODD HOLTZ	01021294000651	302	BBSKTBALL: HOPKINS	0.00	82.00



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A101.00	386247	03/23/22	23055	TRANSPORTATION PLUS	01009760714000	360	JAN21 - TAXI RIDES	0.00	204.00	
A101.00	386248	03/23/22	22468	TRI-STATE BOBCAT IN	010058100000820	401	DW - SPARK PLUGS	0.00	139.98	
A101.00	386248	03/23/22	22468	TRI-STATE BOBCAT IN	015268100000820	401	CC-RING/CHUTE	0.00	16.58	
A101.00	386248	03/23/22	22468	TRI-STATE BOBCAT IN	010058100000820	401	DW - SPARK PLUGS	0.00	-30.18	
TOTAL CHECK										126.38
A101.00	386249	03/23/22	25724	ULINE	010198100000815	401	SV POOL SUPPLIES	0.00	494.63	
A101.00	386250	03/23/22	E13275	KRISTA G WINKEL	01005620795000	470	CV LIBRARY BOOKS	0.00	56.64	
A101.00	386251	03/23/22	22104	WOOD LAKE NATURE CE	015322030000240	369	3/10 GRD 2 FIELD TR	0.00	450.00	
A101.00	386252	03/23/22	05410	XCEL ENERGY	010198100000000	330	SV 02/14/22-03/16/2	0.00	1,681.15	
A101.00	386253	03/30/22	30778	ADVANCED POWER SERV	01005865363000	305	DW GENERATOR MAINT	0.00	4,515.00	
A101.00	386255	03/30/22	19896	AMAZON CAPITAL SERV	015272400000000	430	PHY ED SUPPLIES	0.00	89.97	
A101.00	386256	03/30/22	33400	APADANA LLC	01529865384000	305	HL-LIGHTING UPGRADE	0.00	23,220.85	
A101.00	386256	03/30/22	33400	APADANA LLC	01532865384000	305	CV-LIGHTING UPGRADE	0.00	23,220.85	
TOTAL CHECK										46,441.70
A101.00	386257	03/30/22	05628	AUTO PLUS PARTS	01009760720000	402	HEADLAMPS	0.00	18.48	
A101.00	386257	03/30/22	05628	AUTO PLUS PARTS	01009760720000	402	AIR HOSE FITTINGS	0.00	290.00	
TOTAL CHECK										308.48
A101.00	386258	03/30/22	26064	BAYADA HOME HEALTH	01005416740000	394	NURSE DURING SCHOOL	0.00	337.50	
A101.00	386258	03/30/22	26064	BAYADA HOME HEALTH	01005416740000	394	NURSE DURING SCHOOL	0.00	675.00	
A101.00	386258	03/30/22	26064	BAYADA HOME HEALTH	01005416740000	394	NURSE DURING SCHOOL	0.00	1,050.00	
A101.00	386258	03/30/22	26064	BAYADA HOME HEALTH	01005416740000	394	NURSE DURING SCHOOL	0.00	1,350.00	
A101.00	386258	03/30/22	26064	BAYADA HOME HEALTH	01005416740000	394	NURSE DURING SCHOOL	0.00	2,057.50	
A101.00	386258	03/30/22	26064	BAYADA HOME HEALTH	01005416740000	394	NURSE DURING SCHOOL	0.00	2,070.00	
TOTAL CHECK										7,540.00
A101.00	386259	03/30/22	01012	BSN SPORTS, LLC	010212110000000	401	BLACK TSHIRTS	0.00	40.00	
A101.00	386260	03/30/22	24945	CENTURYLINK	010218100000000	320	EHS 03/10/22-04/09/	0.00	391.75	
A101.00	386260	03/30/22	24945	CENTURYLINK	015328100000000	320	CV 03/10/22-04/09/2	0.00	135.34	
A101.00	386260	03/30/22	24945	CENTURYLINK	010208100000000	320	VV 03/10/22-04/09/2	0.00	304.69	
TOTAL CHECK										831.78
A101.00	386261	03/30/22	27269	CHARTWELLS DINING S	010056300000000	490	LES RETIREMENT FOOD	0.00	50.00	
A101.00	386262	03/30/22	00911	CITY OF EDINA - BRA	01021850302657	370	GHOCKEY ICE TIME	0.00	24,868.67	
A101.00	386262	03/30/22	00911	CITY OF EDINA - BRA	01021850302657	370	BHOCKEY ICE TIME	0.00	32,612.26	
A101.00	386262	03/30/22	00911	CITY OF EDINA - BRA	01021296000657	401	UNRETURNED KEY FOBS	0.00	300.00	
TOTAL CHECK										57,780.93
A101.00	386263	03/30/22	12261	CUSHMAN MOTOR COMPA	010058100000820	401	DW-AIR FILTERS	0.00	115.35	
A101.00	386263	03/30/22	12261	CUSHMAN MOTOR COMPA	010218100000820	401	EHS-AIR FILTERS	0.00	115.36	

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TOTAL CHECK									
A101.00	386265	03/30/22	31974	DEBRA STORTZ	010054000000000	305	SPED FINANCE CONSUL	0.00	230.71
A101.00	386266	03/30/22	32200	EAU CLAIRE ACADEMY	010052110000000	392	FEB22-TUITION IN C&	0.00	300.00
A101.00	386268	03/30/22	26570	ELENCO ELECTRONICS	010202550000000	430	65CR1 100 OHM RES	0.00	1,427.60
A101.00	386269	03/30/22	28966	FACTORY MOTOR PARTS	010097607200000	402	ROTORS	0.00	15.00
A101.00	386270	03/30/22	25721	FUN AND FUNCTION	015264207400000	433	#VS6993 - REPLACEME	0.00	258.23
A101.00	386270	03/30/22	25721	FUN AND FUNCTION	015264207400000	433	#CF6802 - CALMING S	0.00	83.94
A101.00	386270	03/30/22	25721	FUN AND FUNCTION	015264207400000	433	ESTIMATED SHIPPING/	0.00	16.99
TOTAL CHECK								0.00	13.12
								0.00	114.05
A101.00	386271	03/30/22	13854	GILBERT MECHANICAL	010218100000000	350	HEATING SYSTEMS (3)	0.00	6,920.12
A101.00	386271	03/30/22	13854	GILBERT MECHANICAL	010218100000000	350	BAS PROGRAMING	0.00	154.50
A101.00	386271	03/30/22	13854	GILBERT MECHANICAL	010058100000800	305	EHS SPRINKLER BURST	0.00	1,887.50
TOTAL CHECK								0.00	8,962.12
A101.00	386272	03/30/22	02825	GOPHER/PLAY WITH A	015272400000000	430	GYM SUPPLIES	0.00	576.06
A101.00	386273	03/30/22	00296	GROTH MUSIC COMPANY	010052580000250	430	BAND MUSIC BOOKS	0.00	25.44
A101.00	386273	03/30/22	00296	GROTH MUSIC COMPANY	010052583020000	530	MUSIC MATERIALS TO	0.00	364.64
A101.00	386273	03/30/22	00296	GROTH MUSIC COMPANY	010052580000250	430	BAND MUSIC BOOKS	0.00	43.72
TOTAL CHECK								0.00	433.80
A101.00	386274	03/30/22	32021	INSIGHT PUBLIC SECT	010058707950000	405	AZURE OVERAGES	0.00	1,094.44
A101.00	386274	03/30/22	32021	INSIGHT PUBLIC SECT	010058707950000	405	AZURE OVERAGES	0.00	1,096.23
A101.00	386274	03/30/22	32021	INSIGHT PUBLIC SECT	010058707950000	405	AZURE OVERAGES	0.00	2,076.44
A101.00	386274	03/30/22	32021	INSIGHT PUBLIC SECT	010058707950000	405	AZURE OVERAGES	0.00	2,152.59
A101.00	386274	03/30/22	32021	INSIGHT PUBLIC SECT	010058707950000	405	AZURE OVERAGES	0.00	2,163.49
A101.00	386274	03/30/22	32021	INSIGHT PUBLIC SECT	010058707950000	405	AZURE OVERAGES	0.00	2,217.86
A101.00	386274	03/30/22	32021	INSIGHT PUBLIC SECT	010058707950000	405	AZURE OVERAGES	0.00	2,218.86
A101.00	386274	03/30/22	32021	INSIGHT PUBLIC SECT	010058707950000	405	AZURE OVERAGES	0.00	462.20
TOTAL CHECK								0.00	13,482.11
A101.00	386275	03/30/22	16513	INSTITUTE FOR ENVIR	015268653580000	305	2022 CC ASBESTOS RE	0.00	1,322.88
A101.00	386275	03/30/22	16513	INSTITUTE FOR ENVIR	010088653580000	305	2022 ECC ASBESTOS R	0.00	1,977.60
A101.00	386275	03/30/22	16513	INSTITUTE FOR ENVIR	015328653580000	305	CV ASBESTOS REM (10	0.00	243.23
A101.00	386275	03/30/22	16513	INSTITUTE FOR ENVIR	010058653520000	305	20-23 EHS MGMT SERV	0.00	3,483.42
A101.00	386275	03/30/22	16513	INSTITUTE FOR ENVIR	010208653580000	305	2022 VV ASBESTOS RE	0.00	4,139.40
TOTAL CHECK								0.00	11,166.53
A101.00	386276	03/30/22	22560	INTELLIGERE LLC	010054204190000	358	INTERPRETER-SPED	0.00	392.50
A101.00	386276	03/30/22	22560	INTELLIGERE LLC	010054204190000	358	INTERPRETER-SPED	0.00	677.25
A101.00	386276	03/30/22	22560	INTELLIGERE LLC	010052193170000	358	INTERPRETER-EL	0.00	270.75
A101.00	386276	03/30/22	22560	INTELLIGERE LLC	010052193170000	358	INTERPRETER-EL	0.00	112.50
TOTAL CHECK								0.00	1,453.00
A101.00	386277	03/30/22	03720	JERRY'S HARDWARE	010218100000000	401	REPAIR HARDWARE	0.00	12.10
A101.00	386277	03/30/22	03720	JERRY'S HARDWARE	010212920000000	401	ATHLETICS-EYE BOLTS	0.00	28.02

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A101.00	386277	03/30/22	03720	JERRY'S HARDWARE	015268100000810	401	REPAIR PARTS	0.00	13.04
TOTAL CHECK									
A101.00	386279	03/30/22	14618	JOHN W MCKONE -- BE	010058500000830	305	PIANO TUNING	0.00	160.00
A101.00	386280	03/30/22	06616	JOHNSON CONTROLS FI	010218100000000	350	FIRE DOOR MAG HOLD	0.00	377.36
A101.00	386281	03/30/22	09728	JW PEPPER & SON INC	010212580000250	430	BAND MUSIC	0.00	49.99
A101.00	386281	03/30/22	09728	JW PEPPER & SON INC	010212580000250	430	BAND MUSIC	0.00	104.99
TOTAL CHECK									
A101.00	386282	03/30/22	33516	KIM MCGUIRE	010054000000000	305	SPED FINANCE CONSUL	0.00	120.00
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	010198100000000	440	SV-FEB22 SERVICES	0.00	22,210.33
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	010218100000000	440	EHS-FEB22 SERVICES	0.00	34,984.45
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	010097607200000	440	BUS-FEB22 SERVICES	0.00	2,329.03
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	015328100000000	440	CV-FEB22 SERVICES	0.00	3,950.44
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	015338100000000	440	ND-FEB22 SERVICES	0.00	4,631.31
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	015298100000000	440	HL-FEB22 SERVICES	0.00	4,971.95
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	015268100000000	440	CC-FEB22 SERVICES	0.00	5,454.50
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	015278100000000	440	CN-FEB22 SERVICES	0.00	5,647.69
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	015288100000000	440	CS-FEB22 SERVICES	0.00	5,993.49
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	015338100000000	440	ND-FEB22 SERVICES	0.00	51.13
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	010208100000000	440	VV-FEB22 SERVICES	0.00	16,078.09
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	010088100000000	440	ECC-FEB22 SERVICES	0.00	16,420.12
A101.00	386283	03/30/22	32966	KINECT ENERGY, INC	010088100000000	440	ECC-FEB22 SERVICES	0.00	181.27
TOTAL CHECK									
A101.00	386285	03/30/22	16127	KULLY SUPPLY INC	010218100000000	401	WEIGHT RM FTN VALVE	0.00	182.04
A101.00	386286 V	03/30/22	33154	MADELINE SCHNELL	010212960000651	302	GBSKTBALL: HOPKINS	0.00	-82.00
A101.00	386286	03/30/22	33154	MADELINE SCHNELL	010212960000651	302	GBSKTBALL: HOPKINS	0.00	82.00
TOTAL CHECK									
A101.00	386287	03/30/22	14980	MASBO	010051100000000	366	CASH MANAGEMENT AND	0.00	60.00
A101.00	386287	03/30/22	14980	MASBO	010051100000000	366	2022 MASBO ANNUAL C	0.00	290.00
TOTAL CHECK									
A101.00	386288	03/30/22	31088	MATSON HOLDINGS, IN	010097607200000	405	DIAGNOSTIC SOFTWARE	0.00	1,575.00
A101.00	386289	03/30/22	09167	MENARDS - GOLDEN VA	015268100000810	401	REPAIR PARTS	0.00	42.44
A101.00	386289	03/30/22	09167	MENARDS - GOLDEN VA	010088100000000	401	BUILDING SUPPLIES	0.00	40.01
TOTAL CHECK									
A101.00	386290	03/30/22	30024	MENARDS - EDEN PRAI	015278100000000	401	BULBS / SCREWS	0.00	53.05
A101.00	386291	03/30/22	22660	MIDWEST BUS PARTS I	010097607200000	402	CLAMP	0.00	19.44
A101.00	386291	03/30/22	22660	MIDWEST BUS PARTS I	010097607200000	402	TURN SIGNAL	0.00	103.28
A101.00	386291	03/30/22	22660	MIDWEST BUS PARTS I	010097607200000	402	SEAL	0.00	6.77
A101.00	386291	03/30/22	22660	MIDWEST BUS PARTS I	010097607200000	402	HOSE CONNECTOR	0.00	10.26
A101.00	386291	03/30/22	22660	MIDWEST BUS PARTS I	010097607200000	402	GLASS	0.00	350.80
A101.00	386291	03/30/22	22660	MIDWEST BUS PARTS I	010097607200000	402	STEPWELL LIGHT	0.00	120.54



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A101.00	386312	03/30/22	10684	ROBERT B HILL CO	015268100000000	350	WATER SOFTENER REPA	0.00	573.90
A101.00	386313	03/30/22	26986	ROBERT HALF TECHNOL	01005720170000	305	HR TEMP HOUR - L.B.	0.00	341.17
A101.00	386314	03/30/22	32900	RONALD SCHNEIDER	010056200000000	320	DO 02/12/22-03/11/2	0.00	2,243.13
A101.00	386314 V	03/30/22	32900	RONALD SCHNEIDER	010056200000000	320	DO 02/12/22-03/11/2	0.00	-2,243.13
TOTAL CHECK									
A101.00	386315	03/30/22	26418	ROSAMARIA CAMPBELL	01005420419000	358	INTERPRETER-SPED	0.00	120.00
A101.00	386315	03/30/22	26418	ROSAMARIA CAMPBELL	010057900000000	358	INTERPRETER-GEN ED	0.00	320.00
TOTAL CHECK									
A101.00	386316	03/30/22	26568	S & J GLASS INC	01008865368000	520	ECC WINDOW REPLACMN	0.00	33,250.00
A101.00	386317	03/30/22	06400	SCHMITT MUSIC COMPA	01021258000250	350	BASSOON REPAIR	0.00	90.00
A101.00	386318	03/30/22	14679	SCHOLASTIC INC	01021211000539	430	SCHOLASTIC ACTION	0.00	208.78
A101.00	386319	03/30/22	32832	SCHOOL SPECIALTY, L	01529212000000	430	ART SUPPLIES	0.00	690.11
A101.00	386319	03/30/22	32832	SCHOOL SPECIALTY, L	01526212000000	430	ART ROOM SUPPLIES	0.00	28.76
A101.00	386319	03/30/22	32832	SCHOOL SPECIALTY, L	01526212000000	430	ART ROOM SUPPLIES	0.00	34.04
A101.00	386319	03/30/22	32832	SCHOOL SPECIALTY, L	01529212000000	430	ART SUPPLIES	0.00	110.34
A101.00	386319	03/30/22	32832	SCHOOL SPECIALTY, L	01527212000000	430	ART INSTRUCTIONAL S	0.00	490.31
TOTAL CHECK									
A101.00	386320	03/30/22	30483	SCIENTIFIC SPECIALT	01021211302000	530	MICROSCOPE CLEANING	0.00	2,475.00
A101.00	386321	03/30/22	31137	SECURITY CONTROL SY	01021810000000	350	2 DR SECURITY CONTA	0.00	455.00
A101.00	386322	03/30/22	33138	SHEEHY CONSTRUCTION	010058100000800	305	REPLACE INSULATION/	0.00	55,867.44
A101.00	386322	03/30/22	33138	SHEEHY CONSTRUCTION	01008865384000	520	ECC SITE REPAIRS	0.00	7,600.00
A101.00	386322	03/30/22	33138	SHEEHY CONSTRUCTION	01526865368000	305	2022 CC WINDOW REPL	0.00	20,900.00
TOTAL CHECK									
A101.00	386323	03/30/22	24740	SOCIAL THINKING PUB	01527203000054	430	GRADE 4 CIRRICULUM	0.00	142.53
A101.00	386323	03/30/22	24740	SOCIAL THINKING PUB	01019411740000	433	ISBN: 9780979292200	0.00	53.98
A101.00	386323	03/30/22	24740	SOCIAL THINKING PUB	01019411740000	433	ESTIMATED SHIPPING/	0.00	14.81
TOTAL CHECK									
A101.00	386324	03/30/22	33371	SOLIANI HEALTH LLC	01005401740000	394	SPED SLP CONTRACT S	0.00	2,925.00
A101.00	386324	03/30/22	33371	SOLIANI HEALTH LLC	01005410740000	394	SPED SLP CONTRACT S	0.00	2,964.00
TOTAL CHECK									
A101.00	386325	03/30/22	17019	THE TESSMAN COMPANY	010058100000820	401	DW-SUREGUARD/ROUNDU	0.00	1,871.02
A101.00	386325	03/30/22	17019	THE TESSMAN COMPANY	010218100000820	401	EHS-SUREGUARD/ROUND	0.00	1,875.78
TOTAL CHECK									
A101.00	386326	03/30/22	33417	THRIVE ED	010054000000093	305	PROF DEVELOPMENT PM	0.00	7,000.00
A101.00	386327	03/30/22	17231	TIERNEY BROTHERS IN	01021292000000	430	QUOTE/OPPORTUNITY #	0.00	13,961.28

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	386329	03/30/22	27819	T-MOBILE	01005420419000	320	ECSE - MAR22	0.00	62.62
A101.00	386329	03/30/22	27819	T-MOBILE	01527810000000	320	CN MAINT - MAR22	0.00	63.90
A101.00	386329	03/30/22	27819	T-MOBILE	01005810000000	320	ECC MAINT - MAR22	0.00	110.28
A101.00	386329	03/30/22	27819	T-MOBILE	01526810000000	320	CC MAINT - MAR22	0.00	51.60
A101.00	386329	03/30/22	27819	T-MOBILE	01005810000000	320	B&G - MAR22	0.00	51.60
A101.00	386329	03/30/22	27819	T-MOBILE	01021810000000	320	EHS MAINT - MAR22	0.00	6.08
A101.00	386329	03/30/22	27819	T-MOBILE	01532810000000	320	CV MAINT - MAR22	0.00	34.56
A101.00	386329	03/30/22	27819	T-MOBILE	01528810000000	320	CS MAINT - MAR22	0.00	34.56
A101.00	386329	03/30/22	27819	T-MOBILE	01019810000000	320	SV MAINT - MAR22	0.00	34.56
A101.00	386329	03/30/22	27819	T-MOBILE	01005420419000	320	SPED - MAR22	0.00	35.42
A101.00	386329	03/30/22	27819	T-MOBILE	01005630000000	320	DMTS - MAR22	0.00	180.75
A101.00	386329	03/30/22	27819	T-MOBILE	01009760720000	320	BUS - MAR22	0.00	31.54
A101.00	386329	03/30/22	27819	T-MOBILE	01020810000000	320	VV MAINT - MAR22	0.00	18.38
A101.00	386329	03/30/22	27819	T-MOBILE	01020050000000	320	VV - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01529050000000	320	HL - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01529810000000	320	HL MAINT - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01533050000000	320	ND - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01019050000000	320	SV - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01528050000000	320	CS - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01021050000000	320	EHS - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01526050000000	320	CC - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01527050000000	320	CN - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	01532050000000	320	CV - MAR22	0.00	23.12
TOTAL CHECK									939.31
A101.00	386331	03/30/22	23013	UNIVERSITY LANGUAGE	01005420740000	358	INTERPRETER-SPED	0.00	383.40
A101.00	386331	03/30/22	23013	UNIVERSITY LANGUAGE	01005420740000	358	INTERPRETER-SPED	0.00	986.60
TOTAL CHECK									1,370.00
A101.00	386333	03/30/22	33517	UPTOWN PSYCHOLOGY G	01005407740640	366	PRESENTATION TO NUR	0.00	500.00
A101.00	386334	03/30/22	23075	WEST METRO LEARNING	01005411740000	394	SERVICES IN IEP - C	0.00	6,721.00
A101.00	386335	03/30/22	15967	WEST MUSIC COMPANY	01527258000000	430	MUSIC INSTRUCTIONAL	0.00	235.97
A101.00	V17012	03/02/22	E21628	VENISHA L BAHR	01528620000000	401	EBOOK CREATOR	0.00	100.00
A101.00	V17013	03/02/22	E10310	DOUGLAS M EISCHENS	01019640316000	366	WEBINAR	0.00	30.00
A101.00	V17014	03/02/22	E9421	LISA MASICA	01527050000000	320	FEB22 CELL PHONE	0.00	49.04
A101.00	V17014	03/02/22	E9421	LISA MASICA	01527050000000	320	DEC21 CELL PHONE	0.00	49.11
A101.00	V17014	03/02/22	E9421	LISA MASICA	01527050000000	320	JAN22 CELL PHONE	0.00	49.11
TOTAL CHECK									147.26
A101.00	V17016	03/02/22	E8056	KORY M SMITH	01005810000000	320	FEB22 CELL PHONE	0.00	59.73
A101.00	V17017	03/02/22	E15176	LEIGH A FEILY	01005420419640	368	NASP CONFERENCE REI	0.00	1,500.07
A101.00	V17018	03/02/22	E10604	MARGARET E TRENDIA	01021291000293	490	MODEL UN SUPPLIES	0.00	41.01
A101.00	V17020	03/09/22	E20937	DANIEL W DEGENAAR	01005110000000	329	CERTIFIED LETTER	0.00	7.38

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	V17021	03/09/22	E21089	MACI M DORE	01532640316000	366	LEADER CONFERENCE	0.00	717.45
A101.00	V17022	03/09/22	E11091	SHAWN G DRAVES	01021810000000	320	FEB22 CELL PHONE	0.00	65.00
A101.00	V17024	03/09/22	E14117	ERIC D HAMILTON	01005810000000	320	FEB22 CELL PHONE	0.00	25.00
A101.00	V17025	03/09/22	E5653	SCOTT H HIPPIE	01005810000000	320	FEB22 CELL PHONE	0.00	65.00
A101.00	V17026	03/09/22	E14116	THOMAS J JOHNSTON	01005630000000	320	FEB22 CELL PHONE	0.00	42.60
A101.00	V17026	03/09/22	E14116	THOMAS J JOHNSTON	01005630000000	366	FEB22 MILEAGE	0.00	18.49
TOTAL CHECK									61.09
A101.00	V17027	03/09/22	E10691	DEBORAH KRENGEL	01005605335000	366	JAN-FEB22 MILEAGE	0.00	71.49
A101.00	V17031	03/09/22	E10520	MATTHEW K MOSBY	01529810000000	320	FEB22 CELL PHONE	0.00	65.00
A101.00	V17032	03/09/22	E21048	BAILLIE MORGAN NASH	01005110000000	366	MASBO LEADER COHORT	0.00	32.99
A101.00	V17035	03/09/22	E14815	ALYSSA C MEANS	01529203000000	460	CLASSROOM BOOKS	0.00	96.27
A101.00	V17035	03/09/22	E14815	ALYSSA C MEANS	01529203000000	401	CLASSROOM SUPPLIES	0.00	166.64
TOTAL CHECK									262.91
A101.00	V17036	03/09/22	E7258	DEBORAH M PEKAREK	01529203000000	460	CLASSROOM BOOKS	0.00	389.29
A101.00	V17036	03/09/22	E7258	DEBORAH M PEKAREK	01529203000000	401	CLASSROOM SUPPLIES	0.00	117.98
TOTAL CHECK									507.27
A101.00	V17038	03/09/22	E11259	ELIZABETH A SANDVIC	01005605335000	490	COMMITTEE LUNCHES	0.00	45.54
A101.00	V17041	03/09/22	E11481	JANET L SCHMIEL	01019640316000	366	WORKSHOP: DIGITAL S	0.00	30.00
A101.00	V17042	03/09/22	E14126	SHANNON E SEAVER	01021211000130	430	PLTW POE LAB SUPPLI	0.00	93.38
A101.00	V17044	03/09/22	E21552	STACIE STANLEY	01005020000000	366	AASA CONFERENCE REI	0.00	214.64
A101.00	V17045	03/09/22	E11838	ROLLAND T TALAN	01005605335000	366	FEB22 MILEAGE	0.00	21.88
A101.00	V17046	03/09/22	E20849	JESSACA L VENEWMAN	01532203000000	401	CLASSROOM SUPPLIES	0.00	266.97
A101.00	V17047	03/09/22	E13518	CHARLES K WEISE	01019211000000	366	MMEA PARKING REIMB	0.00	39.00
A101.00	V17048	03/16/22	E14299	ANNE E ANDERSON	01533203000096	430	COINS 4 PRESENTATIO	0.00	29.95
A101.00	V17049	03/16/22	E21656	WHITNEY BRAUCHLA	01005720000000	320	DEC21-FEB22 CELL PH	0.00	177.93
A101.00	V17051	03/16/22	E13042	BRADLEY G DAHLMAN	010212910000293	366	MODEL UN MEALS	0.00	31.79
A101.00	V17053	03/16/22	E6627	JENNIFER A JOHNSON	01021605000901	299	IPADS (2)	0.00	659.60
A101.00	V17054	03/16/22	E13763	JULIE M GABRIELSON	01005850000830	320	MAR22 CELL PHONE	0.00	8.79
A101.00	V17055	03/16/22	E14842	MOLLIE M KAPING	01005420419000	366	FEB22 MILEAGE	0.00	12.52

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A101.00	V17056	03/16/22	E13111	KENDAL C MASTICA	01529203000000	430	PLAYDOUGH ENGINEERT	0.00	14.01
A101.00	V17057	03/16/22	E14463	ROXANNE ANDREE MAY	01533203000054	430	CLASSROOM SUPPLIES	0.00	28.00
A101.00	V17058	03/16/22	E10308	BETHANY A MOHS	01005605335000	366	JAN-FEB22 MILEAGE	0.00	58.15
A101.00	V17059	03/16/22	E15521	MEGAN PALMER	01019640316000	366	MMEA CLINIC REGISTE	0.00	140.00
A101.00	V17060	03/16/22	E5755	TIMOTHY J RODEN	01008810000000	320	MAR22 CELL PHONE	0.00	65.00
A101.00	V17061	03/16/22	E6345	CHRISTINE M. STARK	01532203000000	401	PLANT UNIT SUPPLIES	0.00	16.98
A101.00	V17062	03/16/22	E10661	KAREN E WATERS	01020250000000	430	FACS FOOD SUPPLIES	0.00	135.89
A101.00	V17063	03/23/22	E21073	MAKENA BERGERON	01535412740000	366	NOV21-JAN22 MILEAGE	0.00	61.95
A101.00	V17063	03/23/22	E21073	MAKENA BERGERON	01535412740000	366	JAN-MAR22 MILEAGE	0.00	64.12
TOTAL CHECK									126.07
A101.00	V17064	03/23/22	E13496	KRISTIN M BIWAN	01021296000671	366	COACH SYMPOSIUM REG	0.00	100.00
A101.00	V17065	03/23/22	E15078	RA CHHOTH	01005110000000	320	MAR22 CELL PHONE	0.00	65.00
A101.00	V17066	03/23/22	E13560	JANET M DAHL	01535412740000	366	JAN-FEB22 MILEAGE	0.00	109.51
A101.00	V17066	03/23/22	E13560	JANET M DAHL	01005420419000	366	JAN-FEB22 MILEAGE	0.00	99.63
TOTAL CHECK									209.14
A101.00	V17067	03/23/22	E11637	ADAM P DUFFY	01005630000000	366	FEB22 CELL PHONE	0.00	50.00
A101.00	V17068	03/23/22	E8821	AMY E FAIRWEATHER	01535412740000	366	JAN-FEB22 MILEAGE	0.00	188.37
A101.00	V17069	03/23/22	E13037	LEANNE R FRENCH-AMA	01533212000000	430	CLASSROOM SUPPLIES	0.00	388.11
A101.00	V17070	03/23/22	E14448	STEVE HENKE	01021296000645	401	BADMINTON SUPPLIES	0.00	152.10
A101.00	V17071	03/23/22	E6881	CHERI JOHNSON	01021294000657	366	SECURITY MILEAGE	0.00	111.74
A101.00	V17073	03/23/22	E21464	SOYOUNG LEE	01	L215.10	2021 FICA/MED REFUN	0.00	1,612.99
A101.00	V17074	03/23/22	E13348	NATHANIEL M LINDLEY	01005630000000	320	JAN-FEB22 CELL PHON	0.00	130.00
A101.00	V17074	03/23/22	E13348	NATHANIEL M LINDLEY	01005630000000	366	JAN-FEB22 MILEAGE	0.00	33.99
TOTAL CHECK									163.99
A101.00	V17075	03/23/22	E9656	THOMAS LYMAN	01528810000000	320	MAR22 CELL PHONE	0.00	65.00
A101.00	V17076	03/23/22	E13111	KENDAL C MASTICA	01529203000000	401	CLASSROOM SUPPLIES	0.00	165.50
A101.00	V17077	03/23/22	E11519	CHERYL L PARISH	01005420419000	366	JAN-FEB22 MILEAGE	0.00	133.44
A101.00	V17078	03/23/22	E9776	MEGAN B SCHNEIDER	01535412740000	366	JAN-FEB22 MILEAGE	0.00	151.46
A101.00	V17079	03/23/22	E8056	KORY M SMITH	01005810000000	320	MAR22 CELL PHONE	0.00	59.73



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A101.00	V17080	03/23/22	E20760	ERIN ST. ORES	01535412740000	366	JAN-FEB22 MILEAGE	0.00	200.00
A101.00	V17081	03/23/22	E21552	STACIE STANLEY	01005020000000	366	CA CONSORT PARKING	0.00	100.44
A101.00	V17082	03/23/22	E20992	ANN MONSOUR STEWART	01532640316000	366	RJ TRAINING FEES	0.00	40.00
A101.00	V17083	03/23/22	E21646	KATE TROSKEY	01005420419000	366	JAN-FEB22 MILEAGE	0.00	50.43
A101.00	V17084	03/23/22	E20440	LYNNEA K WEST	01533620000000	430	LIBRARY SUPPLIES	0.00	80.91
A101.00	V17085	03/30/22	E21665	ADELINE APERS	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17087	03/30/22	E21667	JUSTINE BRISSON	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17088	03/30/22	E21097	ANNA CALIPEL	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17089	03/30/22	E21668	ALIZEE CHAMPIOT	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17090	03/30/22	E21771	LENNIE CLEMENT	01020230000096	305	VV FRENCH INTERN PA	0.00	310.00
A101.00	V17091	03/30/22	E21676	MOHAMEDAMIN DAMEZ	01020230000096	305	EHS FRENCH INTERN P	0.00	310.00
A101.00	V17092	03/30/22	E21675	JUSTIN GARCIA	01020230000096	305	EHS FRENCH INTERN P	0.00	310.00
A101.00	V17093	03/30/22	E21770	ALICIA HERUBEL	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17094	03/30/22	E21107	PAULINE KREMER	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17097	03/30/22	E21674	SACHA MANCEAUX	01020230000096	305	VV FRENCH INTERN PA	0.00	310.00
A101.00	V17098	03/30/22	E10299	NICOLE S MCCLURE	01528203000096	490	INTERNATIONAL SNACK	0.00	58.21
A101.00	V17099	03/30/22	E21848	BROOKE MOEHRLE	01005720000000	320	JAN-FEB22 CELL PHON	0.00	94.93
A101.00	V17099	03/30/22	E21848	BROOKE MOEHRLE	01005420419000	366	JAN-FEB22 MILEAGE	0.00	48.09
TOTAL CHECK									143.02
A101.00	V17100	03/30/22	E21784	LOLITA MOREL	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17101	03/30/22	E21673	ROMANE PEJOUX	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17102	03/30/22	E21783	GAELE PENGRECH	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17103	03/30/22	E21105	MARGOT PUERTOLAS	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17104	03/30/22	E21664	JULIETTE RIBOULET	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17105	03/30/22	E14398	JACK J SALASKI	01005630000000	320	JUL21-MAR22 CELL PH	0.00	561.17
A101.00	V17106	03/30/22	E21101	LEA SEQUIER	01533230000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	V17108	03/30/22	E13772	RANDAL J SMASAL	01005020000000	366	CA CONSORT PARKING	0.00	94.86
A101.00	V17108	03/30/22	E13772	RANDAL J SMASAL	01005020000000	490	CA CONSORT FOOD	0.00	24.05

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TOTAL CHECK									
A101.00	V17109	03/30/22	E5184	NORMAN F VANDERLIND	010058100000000	320	FEB-MAR22 CELL PHON	0.00	118.91
A101.00	V17110	03/30/22	E21764	DAAN VANTIL	015332300000096	305	ND FRENCH INTERN PA	0.00	105.02
A101.00	V17111	03/30/22	E21669	LAURA VOULGRE	015332300000096	305	ND FRENCH INTERN PA	0.00	310.00
A101.00	WR2856	03/01/22	30198	IRS - WIRES ONLY	01	L215.01	SSC PAYMENT	0.00	439,312.66
A101.00	WR2856	03/01/22	30198	IRS - WIRES ONLY	01	L215.01	MEDI PAYMENT	0.00	102,742.56
A101.00	WR2856	03/01/22	30198	IRS - WIRES ONLY	01	L215.01	MN TAX W/H	0.00	293,251.59
TOTAL CHECK									
A101.00	WR2857	03/01/22	30205	TRA - WIRE ONLY	01	L215.18	TRA PAYMENT	0.00	835,306.81
A101.00	WR2858	03/01/22	30204	PERA - WIRE ONLY	01	L215.14	PERA PAYMENT	0.00	410,980.00
A101.00	WR2859	03/01/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	151,547.46
A101.00	WR2860	03/01/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	28,246.11
A101.00	WR2861	03/01/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	12,152.76
A101.00	WR2862	03/02/22	30199	MN - DHS - WIRE ONL	01	L215.13	CHILD SUPPORT PAYME	0.00	6,318.02
A101.00	WR2863	03/02/22	30200	MN DOR - WIRE ONLY	01	L215.02	MN TAX W/H	0.00	1,895.80
A101.00	WR2864	03/04/22	30424	MERCHANT E-SOLUTION	010217900000790	305	MAR 22 FEES	0.00	147,143.51
A101.00	WR2866	03/07/22	30667	REVTRAK - WIRES ONL	01005605302830	R094	REVTRAK FEES	0.00	59.85
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	01005850000830	305	ELEYO CHARGES	0.00	298.47
A101.00	WR2868	03/08/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	1,020.99
A101.00	WR2869	03/08/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	13,250.91
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	01005850000830	305	ELEYO CHARGES	0.00	8,701.36
A101.00	WR2871	03/08/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	8.99
A101.00	WR2872	03/08/22	31037	VANCO - WIRE ONLY	010212110000096	305	VANCO MAR 22 FEE	0.00	359.72
A101.00	WR2873	03/10/22	30379	MERCHANT SERVICES -	01021292000000	305	FEB 22 FEES	0.00	23.95
A101.00	WR2874	03/14/22	30383	US BANK (FEES) - WI	01005110000000	305	MAR 22 FEES	0.00	4,168.32
A101.00	WR2875	03/14/22	30383	US BANK (FEES) - WI	01005110000000	305	MAR 22 FEES	0.00	328.81
A101.00	WR2878	03/14/22	30206	WM SCHOOLS CREDIT U	01	L215.09	WMCU PAYMENT	0.00	92.21
A101.00	WR2878	03/14/22	30206	WM SCHOOLS CREDIT U	01	L215.08	WMCU PAYMENT	0.00	43,955.60
A101.00	WR2878	03/14/22	30206	WM SCHOOLS CREDIT U	01	L215.08	WMCU PAYMENT	0.00	105.64
A101.00	WR2878	03/14/22	30206	WM SCHOOLS CREDIT U	01	L215.08	WMCU PAYMENT	0.00	215.68

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FD - 01 - GENERAL

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCT	DESCRIPTION	SALES TAX	AMOUNT
TOTAL CHECK									
A101.00	WR2879	03/14/22	30206	WM SCHOOLS CREDIT U 01		L215.09	WMCU PAYMENT	0.00	44,276.92
A101.00	WR2880	03/14/22	30397	US BANK (DEBT SERVI	01019850302000	580	PRINCIPAL 2011C	0.00	800.00
A101.00	WR2880	03/14/22	30397	US BANK (DEBT SERVI	01019850302000	581	INTEREST 2011C	0.00	110,000.00
TOTAL CHECK								0.00	12,762.50
A101.00	WR2881	03/15/22	30202	CHS - HRA - WIRE ON 01		L215.51	HRA PAYMENT	0.00	122,762.50
A101.00	WR2882	03/15/22	30203	EBC, LLC - WIRE ONL 01		L215.50	403(B) PAYMENT	0.00	8,030.08
A101.00	WR2882	03/15/22	30203	EBC, LLC - WIRE ONL 01		L215.50	457 PAYMENT	0.00	197,548.06
TOTAL CHECK								0.00	11,769.38
A101.00	WR2883	03/15/22	30219	CHS - FLEX - WIRES 01		L215.51	FLEX REIMBURSEMENT	0.00	209,317.44
A101.00	WR2884	03/15/22	30219	CHS - FLEX - WIRES 01		L215.51	FLEX REIMBURSEMENT	0.00	28,306.01
A101.00	WR2885	03/15/22	30219	CHS - FLEX - WIRES 01		L215.51	FLEX REIMBURSEMENT	0.00	8,050.69
A101.00	WR2886	03/15/22	30219	CHS - FLEX - WIRES 01		L215.51	FLEX REIMBURSEMENT	0.00	4,621.07
A101.00	WR2887	03/15/22	31821	EDINA EDUCATION FUN 01		L215.00	EDINA ED FUND	0.00	456.77
A101.00	WR2888	03/15/22	31264	UNITED EDUCATORS CR 01		L215.08	UECU MAR 22 PAYMENT	0.00	83.50
A101.00	WR2889	03/16/22	30198	IRS - WIRES ONLY 01		L215.01	SSC PAYMENT	0.00	40,574.98
A101.00	WR2889	03/16/22	30198	IRS - WIRES ONLY 01		L215.01	MEDI PAYMENT	0.00	407,650.81
A101.00	WR2889	03/16/22	30198	IRS - WIRES ONLY 01		L215.01	FED TAX W/H	0.00	95,338.08
TOTAL CHECK								0.00	269,634.81
A101.00	WR2890	03/16/22	30205	TRA - WIRE ONLY 01		L215.18	TRA PAYMENT	0.00	772,623.70
A101.00	WR2891	03/16/22	30204	PERA - WIRE ONLY 01		L215.14	PERA PAYMENT	0.00	400,606.56
A101.00	WR2892	03/17/22	30199	MN - DHS - WIRE ONL 01		L215.13	CHILD SUPPORT PAYME	0.00	124,272.53
A101.00	WR2893	03/17/22	30200	MN DOR - WIRE ONLY 01		L215.02	MN TAX W/H	0.00	1,876.40
A101.00	WR2894	03/18/22	30376	BCBS - WIRES ONLY 01		L215.20	BCBS APR 2022	0.00	134,609.75
A101.00	WR2894	03/18/22	30376	BCBS - WIRES ONLY 01		291	BCBS APR 2022	0.00	416,418.14
TOTAL CHECK								0.00	20,166.10
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	436,584.24
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	167.00
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	218.00
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	989.00
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	371.00
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	148.00
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	671.00
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	121.00
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R093	FEB SALES TAX	0.00	769.00
A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY 01		R620	FEB SALES TAX	0.00	114.00

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A101.00	WR2895	03/21/22	30200	MN DOR - WIRE ONLY	01021790000790	R099	FEB SALES TAX	0.00	82.00
TOTAL CHECK									
A101.00	WR2897	03/22/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	3,650.00
A101.00	WR2899	03/22/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	8,410.81
A101.00	WR2900	03/22/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	2,417.70
A101.00	WR2902	03/29/22	30206	WM SCHOOLS CREDIT U	01	L215.09	WMCU PAYMENT	0.00	360.00
A101.00	WR2902	03/29/22	30206	WM SCHOOLS CREDIT U	01	L215.08	WMCU PAYMENT	0.00	45,565.91
A101.00	WR2902	03/29/22	30206	WM SCHOOLS CREDIT U	01	L215.08	WMCU PAYMENT	0.00	103.14
TOTAL CHECK									
A101.00	WR2903	03/29/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	215.68
A101.00	WR2904	03/29/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	45,884.73
A101.00	WR2905	03/29/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	8,920.59
A101.00	WR2906	03/30/22	30203	EBC, LLC - WIRE ONL	01	L215.50	403(B) PAYMENT	0.00	332.12
A101.00	WR2906	03/30/22	30203	EBC, LLC - WIRE ONL	01	L215.50	457 PAYMENT	0.00	199,310.12
TOTAL CHECK									
A101.00	WR2907	03/30/22	30202	CHS - HRA - WIRE ON	01	L215.51	HRA PAYMENT	0.00	12,019.38
A101.00	WR2908	03/30/22	31264	UNITED EDUCATORS CR	01	L215.08	UECU MAR 22 PAYMENT	0.00	211,329.50
A101.00	WR2909	03/30/22	31821	EDINA EDUCATION FUN	01	L215.00	EDINA ED FUND	0.00	8,113.33
A101.00	WR2910	03/30/22	30219	CHS - FLEX - WIRES	01	L215.51	FLEX REIMBURSEMENT	0.00	40,711.54
A101.00	WR2911	03/30/22	30198	IRS - WIRES ONLY	01	L215.01	SSC PAYMENT	0.00	83.50
A101.00	WR2911	03/30/22	30198	IRS - WIRES ONLY	01	L215.01	MEDI PAYMENT	0.00	28,258.54
A101.00	WR2911	03/30/22	30198	IRS - WIRES ONLY	01	L215.01	FED TAX W/H	0.00	426,305.62
A101.00	WR2911	03/30/22	30198	IRS - WIRES ONLY	01	L215.01	PENALTIES & INTERES	0.00	100,331.04
TOTAL CHECK									
A101.00	WR2912	03/31/22	30198	IRS - WIRES ONLY	01	L215.01	SSC PAYMENT	0.00	304,899.82
A101.00	WR2912	03/31/22	30198	IRS - WIRES ONLY	01	L215.01	FED TAX W/H	0.00	95,302.32
A101.00	WR2912	03/31/22	30198	IRS - WIRES ONLY	01	L215.01	SSC PAYMENT	0.00	926,838.80
A101.00	WR2913	03/31/22	30205	TRA - WIRE ONLY	01	L215.18	TRA PAYMENT	0.00	433,828.72
A101.00	WR2914	03/31/22	30204	PERA - WIRE ONLY	01	L215.14	PERA PAYMENT	0.00	101,460.06
A101.00	WR2915	03/14/22	30383	US BANK (FEES) - WI	01005110000000	305	MAR 22 FEES	0.00	290,892.45
TOTAL CASH ACCOUNT									
TOTAL FUND									
									41.99
									10,345,056.33
									0.00
									10,345,056.33

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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	385828	03/02/22	33486	BETSY JOHNSON	02005770701000	R601	LUNCH ACCT REFUND	0.00	200.80
A101.00	385856	03/02/22	21514	GENERAL PARTS LLC	02005770701000	401	ND - DISHWASHER PAR	0.00	497.14
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	EPS CREDIT DOD	0.00	-9,382.05
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	EPS CREDIT BBOX	0.00	-6,200.32
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	EPS CREDIT JTM	0.00	-4,511.00
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	EPS CREDIT NOI	0.00	-3,385.39
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	EPS CREDIT NOI	0.00	-3,385.39
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	EPS CREDIT LOL	0.00	-3,294.78
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	FEB22 OTHER ALA CAR	0.00	26,059.84
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	299	MGMT FRINGE-FEB22 L	0.00	4,128.96
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	MGMT LABOR-FEB22 BK	0.00	5,188.90
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	MGMT LABOR-FEB22 LU	0.00	10,072.56
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	299	MGMT FRINGE-FEB22 B	0.00	2,127.04
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	FEB22 HOME MILK CHR	0.00	780.15
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	EPS CREDIT P FARMS	0.00	-1,044.48
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	FEB22 SSO BREAKFAST	0.00	38,548.22
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305	FEB22 SSO LUNCH	0.00	212,488.81
A101.00	385963	03/09/22	27269	CHARTWELLS DINING S	02005770701000	305		0.00	271,576.46
TOTAL CHECK									
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	SV LIC RENEW APP 18	0.00	1,985.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	CC LIC00005666 APP	0.00	865.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	CN LIC00005668 APP	0.00	865.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	CS LIC00005669 APP	0.00	865.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	CV LIC00005671 APP	0.00	865.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	EHS LIC00005677 APP	0.00	865.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	ND LIC00005678 APP1	0.00	865.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	HL LIC00005681 APP1	0.00	865.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	CAFE LIC00005618 30	0.00	310.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820	VV LIC RENEW APP 21	0.00	1,425.00
A101.00	385965	03/09/22	30633	CITY OF EDINA-HEALT	02005770701000	820		0.00	9,775.00
TOTAL CHECK									
A101.00	385966	03/09/22	32091	COMMERCIAL KITCHEN	02005770701000	350	OVEN REPAIRS	0.00	1,296.66
A101.00	385981	03/09/22	21514	GENERAL PARTS LLC	02005770701000	350	STEAMER TIMER REPLA	0.00	166.73
A101.00	386001	03/09/22	33492	KATHRYN TARR	02005770701000	R601	LUNCH ACCT REFUND	0.00	92.40
A101.00	386007	03/09/22	33498	MELISSA ZETTLER	02005770701000	R601	LUNCH ACCT REFUND	0.00	143.20
A101.00	386083	03/16/22	21514	GENERAL PARTS LLC	02005770701000	350	CONV OVEN REPAIRS	0.00	309.84
A101.00	386083	03/16/22	21514	GENERAL PARTS LLC	02005770701000	401	DRAIN VALVE SWITCH	0.00	292.23
A101.00	386083	03/16/22	21514	GENERAL PARTS LLC	02005770701000	350	KITCHEN REPAIR PART	0.00	75.72
A101.00	386104	03/16/22	33500	LISA MCDONALD	02005770701000	R601	LUNCH ACCT REFUND	0.00	677.79
A101.00	386157	03/23/22	30752	BILL CARROLL PAINTI	02005770701000	350	LUNCH ACCT REFUND	0.00	215.95
A101.00	386217	03/23/22	33507	MINHUA SHEN	02005770701000	R601	CAFETERIA WALL REPA	0.00	1,140.00
A101.00	386330	03/30/22	33467	TRIMARK MARLINN LLC	02533770701000	530	LUNCH ACCT REFUND	0.00	222.25
A101.00	386330	03/30/22	33467	TRIMARK MARLINN LLC	02533770701000	530	ICE MAKER, CUBE STY	0.00	4,375.98

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FD - 02 - FOOD SERVICES

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
TOTAL CASH ACCOUNT								0.00	290,380.36
TOTAL FUND								0.00	290,380.36

SELECTION CRITERIA: transact.yr='22' and transact.period='9'  
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FD - 04 - COMMUNITY SERVICE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
A101.00	386044	03/09/22	27819	T-MOBILE	04527570321000	320	KC CN - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	04528570321000	320	KC CS - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	04529570321000	320	KC HL - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	04533570321000	320	KC ND - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	04532570321000	320	KC CV - FEB22	0.00	22.26
A101.00	386044	03/09/22	27819	T-MOBILE	04005585362502	320	COMM ED - FEB22	0.00	6.08
TOTAL CHECK									179.80
A101.00	386047	03/09/22	20097	UPPER LAKES FOODS I	04533570321000	490	KC SNACKS	0.00	1,204.67
A101.00	386063	03/16/22	01012	BSN SPORTS, LLC	04005505321506	401	LOGO HATS	0.00	5,098.50
A101.00	386065	03/16/22	16676	CATHERINE EARLEY	04008505321503	305	JAN-MAR CLASSES	0.00	2,631.00
A101.00	386075	03/16/22	33370	DASH SPORTS LLC	04005585332000	305	117-512	0.00	1,143.10
A101.00	386092	03/16/22	20776	HOUSE OF PRINT	04005505321506	305	ELC CATALOG PRINTIN	0.00	2,739.12
A101.00	386093	03/16/22	22302	INTEREUM INC	04005505321000	530	WELCOME CENTER DESK	0.00	2,601.10
A101.00	386103	03/16/22	31402	KAY ZUCCARO	04008505321503	305	WATER AERO JAN-MAR	0.00	1,827.00
A101.00	386103	03/16/22	31402	KAY ZUCCARO	04008505321503	305	WATER WELLNESS - MA	0.00	636.00
TOTAL CHECK									2,463.00
A101.00	386109	03/16/22	14105	MCEA	04005570321000	305	MNGR JOB POSTING	0.00	45.00
A101.00	386116	03/16/22	23152	MONICA MOHN	04008505321503	305	110-319/320; 131-31	0.00	581.80
A101.00	386125	03/16/22	33473	PLANK ROAD PUBLISHI	04001590351000	460	A SONG FOR GRANDPAR	0.00	14.95
A101.00	386125	03/16/22	33473	PLANK ROAD PUBLISHI	04001590351000	460	HAPPY GRANDPARENTS	0.00	17.45
TOTAL CHECK									32.40
A101.00	386145	03/16/22	20097	UPPER LAKES FOODS I	04532570321000	490	KC SNACKS	0.00	868.25
A101.00	386145	03/16/22	20097	UPPER LAKES FOODS I	04533570321000	490	KC SNACKS	0.00	1,034.43
TOTAL CHECK									1,902.68
A101.00	386267	03/30/22	22631	EDINBOROUGH PARK	04008505321503	370	POOL RENTAL JAN-MAR	0.00	2,448.00
A101.00	386278	03/30/22	22741	JOAN NIMERFROH	04008505321503	305	110-224/226	0.00	1,335.60
A101.00	386284	03/30/22	33421	KIRSTEN MADDAUS	04008505321502	305	307-242	0.00	17.50
A101.00	386295	03/30/22	11567	MPS-SPECIAL SCHOOL	04005583354000	401	ENGLISH MPSI FORMS	0.00	200.00
A101.00	386295	03/30/22	11567	MPS-SPECIAL SCHOOL	04005583354000	401	SPANISH MPSI FORMS	0.00	10.00
A101.00	386295	03/30/22	11567	MPS-SPECIAL SCHOOL	04005583354000	401	SOMALI MPSI FORMS	0.00	10.00
A101.00	386295	03/30/22	11567	MPS-SPECIAL SCHOOL	04005583354000	401	ESTIMATED SHIPPING/	0.00	22.00
TOTAL CHECK									242.00
A101.00	386329	03/30/22	27819	T-MOBILE	04005582344000	401	FAM CTR 2 - MAR22	0.00	40.16
A101.00	386329	03/30/22	27819	T-MOBILE	04526570321000	320	KC CC - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	04527570321000	320	KC CN - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	04528570321000	320	KC CS - MAR22	0.00	22.26



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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION----	SALES TAX	AMOUNT
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A101.00	386329	03/30/22	27819	T-MOBILE	04532570321000	320	KC CV - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	04533570321000	320	KC ND - MAR22	0.00	22.26
A101.00	386329	03/30/22	27819	T-MOBILE	04005585362502	320	COMM ED - MAR22	0.00	6.08
TOTAL CHECK								0.00	179.80
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TOTAL CHECK								0.00	1,832.57
A101.00	386336	03/30/22	27150	WILLIAM DEBERG	04005585332000	305	0321-601/602	0.00	3,696.00
A101.00	v17015	03/02/22	E20769	COLLEEN V SIMMONS	04533570321000	401	KIDS CLUB SUPPLIES	0.00	20.62
A101.00	v17019	03/09/22	E15260	TAJTIANNA BELL	04005570321000	366	FEB22 MILEAGE	0.00	4.15
A101.00	v17019	03/09/22	E15260	TAJTIANNA BELL	04005570321000	320	FEB22 CELL PHONE	0.00	65.00
TOTAL CHECK								0.00	69.15
A101.00	v17023	03/09/22	E11907	MARGARET E SCHLUKEB	04020585332000	369	STATE MATH COUNTS R	0.00	131.60
A101.00	v17028	03/09/22	E20800	JARED D LITTLE	04005570321000	320	FEB22 CELL PHONE	0.00	65.00
A101.00	v17028	03/09/22	E20800	JARED D LITTLE	04005570321000	366	FEB22 MILEAGE	0.00	9.94
TOTAL CHECK								0.00	74.94
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A101.00	v17029	03/09/22	E21590	MATTHEW J LUX	04005570321000	320	JAN22 CELL PHONE	0.00	35.00
TOTAL CHECK								0.00	70.00
A101.00	v17030	03/09/22	E9204	PAUL MILLER	04005570321000	320	FEB22 CELL PHONE	0.00	50.00
A101.00	v17030	03/09/22	E9204	PAUL MILLER	04005570321000	366	FEB22 MILEAGE	0.00	43.64
TOTAL CHECK								0.00	93.64
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A101.00	v17033	03/09/22	E11585	TRENT J OSTMAN	04005570321000	320	FEB22 CELL PHONE	0.00	65.00
A101.00	v17033	03/09/22	E11585	TRENT J OSTMAN	04005570321000	366	FEB22 MILEAGE	0.00	5.38
TOTAL CHECK								0.00	135.38
A101.00	v17034	03/09/22	E21632	SIERRA JADE OVERTON	04005570321000	320	FEB22 CELL PHONE	0.00	65.00
A101.00	v17037	03/09/22	E6248	CAROLYN PROCTOR	04005570321000	320	FEB22 CELL PHONE	0.00	30.00
A101.00	v17039	03/09/22	E20544	CHRISTA L SAUVE	04005570321000	366	OCT21-FEB22 MILEAGE	0.00	55.45
A101.00	v17040	03/09/22	E20932	ANNEMARIE CHRISTINE	04005585362502	320	FEB22 CELL PHONE	0.00	40.20
A101.00	v17040	03/09/22	E20932	ANNEMARIE CHRISTINE	04005585362502	320	JAN22 CELL PHONE	0.00	40.22
A101.00	v17040	03/09/22	E20932	ANNEMARIE CHRISTINE	04005585362502	320	DEC21 CELL PHONE	0.00	40.29
TOTAL CHECK								0.00	120.71
A101.00	v17043	03/09/22	E9723	SERENITY SEBESTA	04005570321000	320	DEC21 CELL PHONE	0.00	61.69
A101.00	v17043	03/09/22	E9723	SERENITY SEBESTA	04005570321000	320	JAN22 CELL PHONE	0.00	65.00
A101.00	v17043	03/09/22	E9723	SERENITY SEBESTA	04005570321000	320	FEB22 CELL PHONE	0.00	65.00
TOTAL CHECK								0.00	191.69

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FD - 04 - COMMUNITY SERVICE FUND

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A101.00	V17050	03/16/22	E10461	VALERIE E BURKE	04005505321000	320	JAN-FEB22 CELL PHON	0.00	117.76
A101.00	V17052	03/16/22	E20647	RACHEL M HICKS	04005570321000	320	FEB22 CELL PHONE	0.00	63.83
A101.00	V17054	03/16/22	E13763	JULIE M GABRIELSON	04005505321000	320	MAR22 CELL PHONE	0.00	38.74
A101.00	V17072	03/23/22	E20842	ZEEBO BINKO KAROUSO	04005585362502	320	JAN-FEB22 CELL PHON	0.00	118.56
A101.00	V17072	03/23/22	E20842	ZEEBO BINKO KAROUSO	04005585362502	366	JAN-FEB22 MILEAGE	0.00	47.85
TOTAL CHECK								0.00	166.41
A101.00	V17086	03/30/22	E21166	SIRI PRICE BLOCK	04005570321000	366	FEB22 MILEAGE	0.00	25.16
A101.00	V17086	03/30/22	E21166	SIRI PRICE BLOCK	04005570321000	320	FEB22 CELL PHONE	0.00	65.00
TOTAL CHECK								0.00	90.16
A101.00	V17095	03/30/22	E15522	KRISTA PHILLIPS	04005590321502	320	JAN-MAR22 CELL PHON	0.00	90.00
A101.00	V17096	03/30/22	E12158	DERRICK J LIDSTONE	04005570321000	366	NOV21-MAR22 MILEAGE	0.00	72.84
A101.00	V17107	03/30/22	E20769	COLLEEN V SIMMONS	04533570321000	401	KC BOOKS	0.00	14.39
A101.00	V17107	03/30/22	E20769	COLLEEN V SIMMONS	04533570321000	490	KC SNACKS/FOOD	0.00	17.02
TOTAL CHECK								0.00	31.41
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04005505321506	305	ELEYO CHARGES	0.00	15.10
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A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04005580325000	305	ELEYO CHARGES	0.00	379.41
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04005585332000	305	ELEYO CHARGES	0.00	1,850.51
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04005585362501	305	ELEYO CHARGES	0.00	227.83
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04019585332000	305	ELEYO CHARGES	0.00	433.93
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04020585332000	305	ELEYO CHARGES	0.00	384.53
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04005585362503	305	ELEYO CHARGES	0.00	11,637.80
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04005590321000	305	ELEYO CHARGES	0.00	2,987.35
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04008505321502	305	ELEYO CHARGES	0.00	87.88
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04008505321503	305	ELEYO CHARGES	0.00	97.83
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A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04	L230.04	ELEYO CHARGES	0.00	169.44
A101.00	WR2867	03/08/22	30375	ELEYO - WIRES ONLY	04	L230.06	ELEYO CHARGES	0.00	181.44
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A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04005570321000	305	ELEYO CHARGES	0.00	336.40
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04005505321506	305	ELEYO CHARGES	0.00	0.50
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04005585362501	305	ELEYO CHARGES	0.00	32.72
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04005585332000	305	ELEYO CHARGES	0.00	147.59
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04005585362503	305	ELEYO CHARGES	0.00	1,315.45
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04019585332000	305	ELEYO CHARGES	0.00	36.27
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04020585332000	305	ELEYO CHARGES	0.00	34.27
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04008505321502	305	ELEYO CHARGES	0.00	24.46
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04008505321503	305	ELEYO CHARGES	0.00	19.63
A101.00	WR2870	03/08/22	30375	ELEYO - WIRES ONLY	04005580325000	305	ELEYO CHARGES	0.00	78.61
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SOURCEWELL TECHNOLOGY  
DATE: 04/05/2022  
TIME: 07:27:57

EDINA - LIVE  
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ACCOUNTING PERIOD: 10/22

FD - 04 - COMMUNITY SERVICE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	BUDGET CODE	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
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TOTAL FUND								0.00	165,936.88



SOURCEWELL TECHNOLOGY  
DATE: 04/05/2022  
TIME: 07:27:57

EDINA - LIVE  
CHECK REGISTER - BY FUND

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ACCTPA21

SELECTION CRITERIA: transact.yr='22' and transact.period='9'  
ACCOUNTING PERIOD: 10/22

FD - 20 - INTERNAL SERVICE

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A101.00	WR2876	03/14/22	30220	DELTA DENTAL - WIRE	20005105000000	220	DENTAL PAYMENT	0.00	20,316.88
A101.00	WR2877	03/14/22	30220	DELTA DENTAL - WIRE	20005105000000	220	DENTAL PAYMENT	0.00	2,192.20
A101.00	WR2896	03/22/22	30220	DELTA DENTAL - WIRE	20005105000000	220	DENTAL PAYMENT	0.00	17,827.76
A101.00	WR2898	03/22/22	30220	DELTA DENTAL - WIRE	20005105000000	305	ADMIN FEE	0.00	4,398.75
A101.00	WR2901	03/28/22	30220	DELTA DENTAL - WIRE	20005105000000	220	DENTAL PAYMENT	0.00	17,352.45
TOTAL CASH ACCOUNT									83,545.45
TOTAL FUND									83,545.45
TOTAL REPORT									10,952,398.49



**Board Meeting Date:** 4/11/2022

**TITLE:** 9th Grade Physical Earth Science Materials Purchase

**TYPE:** Consent

**PRESENTER(S):** Jody De St. Hubert, Director of Teaching and Learning; and Mark Carlson, K-12 Curriculum Coordinator

**BACKGROUND:** In the spring of 2021, the school board approved the adoption of Earth Labs curriculum materials for the 9th grade Physical Earth science class. At the time the materials were purchased to be used by 8th grade teachers and students in the compacted science pathway taking Physical Earth Science in 2021-2022 and beyond. The approved materials are now being purchased to be used by 9th grade teachers and students taking Physical Earth Science in 2022-2023 and beyond.

**RECOMMENDATION:** Approve proceeding with the purchase of Earth Labs Science materials for 9th Grade Physical Earth Science.

**DESIRED OUTCOMES FOR THE BOARD:** School board members should review the attached quote and approve the purchase of the 9th Grade Physical Earth Science materials.

**ATTACHMENTS:**

1. Earth Lab Quote

**APPENDICES:**

1. Physical Earth Science Course Design and Curriculum Adoption Recommendation Board Report provided for background knowledge



Proven Science Programs

## QUOTE

Quote #	Quote Date	Page
90007388	3/25/2022	1

### Bill To:

Edina Public School District  
Edina PSD 273 - Accts Pay  
5701 Normandale Rd  
Edina, MN 55424  
US

### Ship To:

Attn: Mark Carlson  
Edina Public SD 273  
5701 Normandale Rd  
Edina, MN 55424  
USA

Quote good for 90 days  
LAB-AIDS terms: Net 30 days

Quote Expires  
06/23/2022

Questions? Contact: Darin Christianson, Science Curriculum Specialist at 608-320-1750 or [darin@lab-aids.com](mailto:darin@lab-aids.com)

*Upon purchase of curriculum and/or Portal subscription, a School/District Administrator must be identified and will be responsible for student and teacher license distribution. The Administrator will receive login details from Lab-Aids when that person is identified by the Customer.*

REFERENCE NUMBER	TERMS	SHIP VIA		F.O.B. POINT	
	ET 30	PS - Ground		RONKONKOMA, NY	
REQUESTED BY	SALES REPRESENTATIVE		QUOTE DATE	OUR QUOTE #	CUSTOMER ID
Mark Carlson	DARIN CHRISTIANSON		3/25/2022	90007388	76312420

LN	DL	ORDER QUANTITY	DUE DATE	PART IDENTIFIER	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
					COMMENTS		
01	01	120.00	3/25/2022	EDCE-1RSB	EDC EARTH SCIENCE REVISED STUDENT BOOK	99.95	11994.00
02	01	4.00	3/25/2022	EDCE-1R1000	EDC EARTH SCIENCE, REVISED, EQUIPMENT PACKAGE WITH ONLINE TEACHER PORTAL	9333.25	37333.00
03	01	4.00	3/25/2022	EDCE-1RTE	EDC EARTH SCIENCE REVISED TEACHER'S EDITION	250.00	1000.00
04	01	740.00	3/25/2022	EDCE-1ROLSP-7	EDC EARTH, REVISED ONLINE PORTAL FOR STUDENTS, 7-YEARS	42.00	31080.00
05	01	4.00	3/25/2022	PDS-001	PROFESSIONAL LEARNING SERVICES	1000.00	4000.00
06	01	1.00	3/25/2022	S&H no Portals		2516.37	2516.37
						Total.....	87,923.37

[www.lab-aids.com](http://www.lab-aids.com)

Interested in Professional Development:  
<http://lab-aids.com/professional-development>

Orders can be faxed or mailed to: 631-737-1286  
LAB-AIDS, Inc.  
17 Colt Court  
Ronkonkoma, NY 11779  
[customerservice@lab-aids.com](mailto:customerservice@lab-aids.com)



**Board Meeting Date:** April 12, 2021

**TITLE:** Physical Earth Science Course Design and Curriculum Adoption Recommendation

**TYPE:** Discussion

**PRESENTER(S):** Gavin Mclean, Secondary Science Lead; Katrina Stern, Secondary Science Professional Development & Course Design Support; and Jody De St. Hubert, Director of Teaching and Learning

**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:** For school board information and discussion. No decision is required by the board at this time.

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

**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 EQulP 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.

### **EQulP Rubric Overview:**

The left-hand column in the chart below outlines the criteria in the three categories of the EQulP 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:***

<b>Category and Criteria</b>	<b>Scoring Description</b>
<b><u>I. NGSS 3D Design</u></b> 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	<b>Unit rating Scale for Category I (Criteria A–F):</b> <b>3:</b> At least adequate evidence for all of the unit criteria in the category; extensive evidence for criteria A–C <b>2:</b> At least some evidence for all unit criteria in Category I (A–F); adequate evidence for criteria A–C <b>1:</b> Adequate evidence for some criteria in Category I, but inadequate/no evidence for at least one criterion A–C <b>0:</b> Inadequate (or no) evidence to meet any criteria in Category I (A–F)
<b><i>“If the rubric is being used to approve or vet resources and the unit does not score at least a “2” overall in Category I: NGSS 3D Design, the review should stop here.”</i></b>	
<b><u>II. NGSS Instructional Supports</u></b> 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	<b>Unit rating scale for Category II (Criteria A–G):</b> <b>3:</b> At least adequate evidence for all criteria in the category; extensive evidence for at least two criteria <b>2:</b> Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A <b>1:</b> Adequate evidence for at least three criteria in the category <b>0:</b> Adequate evidence for no more than two criteria in the category

<b>III. Monitoring NGSS Student Progress</b> A. Monitoring Student 3D Performance B. Formative C. Scoring Guidance D. Unbiased tasks/items E. Coherent assessment system F. Opportunity to learn	<b>Unit rating scale for Category III (Criteria A–F):</b> <b>3:</b> At least adequate evidence for all criteria in the category; extensive evidence for at least one criterion <b>2:</b> Some evidence for all criteria in the category and adequate evidence for at least five criteria, including A <b>1:</b> Adequate evidence for at least three criteria in the category <b>0:</b> Adequate evidence for no more than two criteria in the category
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### ***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.”

<b>Overall Rating Level</b>	<b>Description and Total Score Guideline</b>
<b>E:</b> 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)
<b>E/I:</b> 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)
<b>R:</b> Revision Needed	Partially designed for the NGSS, but needs significant revision in one or more categories (total ~3–5)
<b>N:</b> Not Ready to Review	Not designed for the NGSS; does not meet criteria (total 0–2)

## **Results of Earth Science Program Screening using the EQulP Rubric**

### ***Data Overview***

The chart below summarizes the EQulP 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.*

<b>Program</b>	<b>I. NGSS 3D Design*</b>	<b>II. NGSS Instructional Supports</b>	<b>III. Monitoring NGSS Student Progress</b>	<b>Overall Rating</b>
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
<i>EDC Earth Science</i>	3	2	1	Example of high quality NGSS design if improved

***New Visions EQulP Rubric Details:***

<b>EQulP Rubric Category</b>	<b>Strengths</b>	<b>Limitations</b>
I. NGSS 3D Design	<p>Extensive evidence of opportunities for students to make sense of phenomena.</p> <p>Three dimensions of the standards clearly and explicitly integrated into learning plans for each lesson.</p> <p>Uses the 5E Instructional Model to facilitate student discovery and critical thinking. Unit plans framed with “Driving Questions” and “What the Students Figure Out”</p>	<p>Inadequate evidence of links made across multiple science domains.</p> <p>Does not highlight the usefulness of cross-cutting concepts as a tool for making sense of phenomena across science disciplines.</p>
II. NGSS Instructional Supports	<p>Occasional attempts at differentiation are present (for example, in a more highly-scaffolded version of the Earthquake Simulation Activity for students who need more support)</p> <p>Clear learning progressions from lesson-to-lesson - prior learning from each lesson clearly</p>	<p>Inadequate evidence of relevance and authenticity - no clear connections to students’ home place and culture or students’ own prior experience.</p> <p>Materials lack scaffolding for academic writing, particularly in the summative essay tasks.</p>

	<p>connected with future lessons. For example, when students create initial models and revise them later, the teacher materials clearly explain what features to look for at each stage of the students' work.</p>	<p>Materials lack extension opportunities for students with high interest level or who have already met performance expectations.</p> <p>When attempts at differentiation are present, there is no evidence of gradual adjustment of supports.</p>
III. Monitoring NGSS Student Progress	<p>Tasks elicit observable evidence of three-dimensional learning in a variety of ways- students create and revise diagrams, construct written explanations, generate questions, and discuss their thinking in a structured way with peers and the teacher.</p> <p>Teacher materials outline extensive formative assessment opportunities embedded throughout the unit to guide planning.</p> <p>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.</p>	<p>No rubrics, answer keys, or other resources provided for learning activities or formative assessments during the unit.</p> <p>Summative assessment rubric very vague, with language like "provides all relevant information" or "includes diagrams/visuals to support the written component"</p>

***EDC Earth Science EQuIP Rubric Details:***

<b>EQuIP Rubric Category</b>	<b>Strengths</b>	<b>Limitations</b>
I. NGSS 3D Design	<p>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</p>	<p>Cross-cutting concepts not emphasized as thoroughly or explicitly as the Science Practices and Disciplinary Core Ideas</p> <p>Lacks some clarity (for both teachers and students) about the</p>

	<p>“Story/Challenge” that serves as the anchor for each chapter.</p> <p>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.)</p> <p>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.</p> <p>Adequate connections between Earth Science and other domains (life science/physical science)</p> <p>Strong hands-on component- students conduct their own investigations with a degree of open-endedness</p>	<p>particular Science Practice and Cross-cutting Concept emphasized in each lesson/activity</p>
II. NGSS Instructional Supports	<p>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).</p> <p>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 ___.”)</p>	<p>Does not provide an expected progression of skill and mastery with the Science Practices and Cross-cutting Concepts</p> <p>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</p>

	<p>Teacher materials include possible student responses to each activity, along with guidance to help teachers implement activities and facilitate discussion</p> <p>Gives a list of Possible Misconceptions for each chapter to support teachers with helping students to develop understanding of disciplinary core ideas.</p> <p>Activity questions probe students thinking and engage them in higher-level thinking.</p> <p>“Digging Deeper” section of the chapter provides extension opportunities for students with a higher interest level or readiness for more challenge</p>	
III. Monitoring NGSS Student Progress	<p>Lesson and activity prompts ask students to engage with all the dimensions – examples include analyzing data, creating models/diagrams, looking for patterns, applying cause-and-effect to explain why things happen, communicating and obtaining information from a variety of sources</p> <p>Teacher Edition provides suggested responses for all activities/lessons to help guide teachers in assessing student learning. Activity prompts, Student Sheets, and Literacy Supplements ask students to make their thinking visible, providing embedded formative assessment opportunities.</p> <p>Tasks occasionally provide opportunities for students to make choices based on interest or to demonstrate understanding</p>	<p>Inadequate evidence of student self-assessment opportunities (particularly with their skill development regarding Science Practices) nor detailed rubrics for teachers to use to assess the continuum of skill with these practices.</p> <p>Inadequate supports to reduce bias in assessment by explicitly helping all students to read/interpret tasks or construct adequate responses</p> <p>Multiple choice items provided for assessment do not assess three-dimensional learning (instead, more focused on rote knowledge and lower-level thinking)</p>



	through creative methods	
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### **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:**

	<b>Pros</b>	<b>Cons</b>
New Visions	<ul style="list-style-type: none"> <li>- Each unit based in an anchoring phenomenon with a clear graphic organizer where students collect/summarize information they discover during the unit</li> <li>- Materials already exist as Google Docs</li> <li>- Free (open-source)</li> </ul>	<ul style="list-style-type: none"> <li>- Not “robust enough” - doesn’t sufficiently cover Minnesota 9-12 Earth Science benchmarks (and includes some middle school benchmarks)</li> <li>- Not peer reviewed or vetted by a publisher</li> <li>- Minimal opportunities for personalization, connection to home/community, or perspectives of multiple cultures including MN American Indian Tribes</li> </ul>
<i>EDC Earth Science</i>	<ul style="list-style-type: none"> <li>- Covers a higher number of Minnesota 9-12 Earth Science benchmarks than New Visions</li> <li>- Highly engaging phenomena and performance tasks with opportunities for personalized learning and connection to other cultures and global perspectives</li> <li>- Developed by experts in the field (scientists and curriculum developers, in collaboration with teachers). Vetted by a publisher</li> </ul>	<ul style="list-style-type: none"> <li>- Written at 10th grade reading level (higher reading level than New Visions)</li> <li>- No connection specifically to perspectives of Minnesota American Indian tribes</li> <li>- 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</li> </ul>

	<ul style="list-style-type: none"> <li>- “Web Links” for each chapter engage students with real data from scientific sources such as NASA and NOAA</li> <li>- 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.</li> </ul>	
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## 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	
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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 problem-solving, 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
  - Some “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 cost-effective 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**

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

<b>Course Materials</b>	<b>Total</b>
Student books (4 classroom sets) \$99.95 x 36 books x 4 classrooms	\$14,392.80
Teacher books - \$235.00 x 4 teachers	\$940.00
Online student book license - \$35 x 60	\$2,100
Durable lab/activity equipment	TBD
Consumable lab/activity materials	TBD

**Appendix II**  
**Science Curriculum Review Resources:**

[Edina Curriculum Review Process](#)

[Guiding Change Document](#)

[Edina Science Guiding Principles](#)

[EQulP Rubric](#)

[Presentation - Student Learning Experience with \*EDC Earth Science\*](#)



**Board Meeting Date:** 4/11/2022

**TITLE:** 2022 ECC Roofing

**TYPE:** Consent

**BACKGROUND:** Attached is a list of contractors and their respective bids submitted on April 7, 2022. Inspec Inc. recommend the following low bidder base bid for the 2022 ECC Roofing. The project is funded through Long Term Facility Maintenance Funding. The District Finance and Facilities Committee, administration and architect teams are reviewing and prioritizing scope, spending and schedule of all projects in the ten-year long-term facility maintenance plan to ensure the district stays within budget.

Central Roofing	Base bid	\$422,811
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**RECOMMENDATION:** Accept the low bid as per the attached document from Inspec Inc. for the 2022 ECC Roofing.

**PRIMARY ISSUE(S) TO CONSIDER:** Approve the ECC Roofing as described above.

**ATTACHMENTS:**

1. Recommendation (Inspec letter)
2. Bid Tab



April 7, 2022

Smart engineering of  
roofs, walls, windows,  
pavements  
and waterproofing

Mr. Eric Hamilton  
Edina Public Schools  
5701 Normandale Road  
Edina, MN 55424

RE: 2022 Reroofing Edina Public Schools  
Inspec Project No.: 215328.1

Dear Mr. Hamilton:

On April 7, 2022, bids were received for the above-stated project. Central Roofing Company submitted the lowest Bid for Bid Item 1 for Edina Community Center in the amount of \$422,811.

We contacted the Central Roofing and Sheet Metal regarding their bid, which they had the opportunity to review, and indicated that they would perform the work as specified for the bid amount.

Central Roofing Company all have worked on projects for which we have provided engineering services in the past. See attached letter from Central Roofing and Sheet Metal regarding manpower and construction dates for the project.

Based on this information, we recommend acceptance of their bids as outlined above. Please feel free to contact our office with any questions regarding this letter.

Sincerely,

INSPEC

Kelan Werkmeister  
Senior Consultant

KW/nmm

Enclosures

5801 Duluth Street  
Minneapolis, MN 55422  
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Fax 763-546-8669

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Milwaukee

Minneapolis

Rochester

[www.inspec.com](http://www.inspec.com)



*Preliminary Bid Tabulation - Bids are Contingent Upon Further Review*

Edina Public Schools

## 2022 Reroofing

**April 7, 2022 at 10:00 AM**

**Project No. 215328.1**

[illegible]



**Board Meeting Date:** 4/11/2022

**TITLE:** 2022 VVMS & EHS Roofing

**TYPE:** Consent

**BACKGROUND:** Attached is a list of contractors and their respective bids submitted on April 7, 2022. Inspec Inc. recommend the following low bidder base bids for the 2022 VVMS & EHS Roofing. The project is funded through Long Term Facility Maintenance Funding. The District Finance and Facilities Committee, administration and architect teams are reviewing and prioritizing scope, spending and schedule of all projects in the ten-year long-term facility maintenance plan to ensure the district stays within budget.

Diverse Construction	EHS Base Bid #2	\$265,000
Diverse Construction	VVMS Base Bid #3	\$299,000

**RECOMMENDATION:** Accept the low bids as per the attached document from Inspec Inc. for the 2022 EHS & VVMS Roofing.

**PRIMARY ISSUE(S) TO CONSIDER:** Approve the EHS & VVMS Roofing as described above.

**ATTACHMENTS:**

1. Recommendation (Inspec letter)
2. Bid Tab



April 7, 2022

Smart engineering of  
roofs, walls, windows,  
pavements  
and waterproofing

Mr. Eric Hamilton  
Edina Public Schools  
5701 Normandale Road  
Edina, MN 55424

RE: 2022 Reroofing Edina Public Schools  
Inspec Project No.: 215328.1

Dear Mr. Hamilton:

On April 7, 2022, bids were received for the above-stated project. Diverse Construction Services submitted the lowest Bid for Bid Item 2 for Edina High School in the amount of \$265,000, and for Bid Item 3 for Valley Middle School in the amount of \$299,000.

We contacted the Diverse Construction Services regarding their bid, which they had the opportunity to review, and in Diverse Construction Services indicated that they would perform the work as specified for the bid amount.

Diverse Construction Services has worked on projects for which we have provided engineering services in the past.

Based on this information, we recommend acceptance of their bid as outlined above. Please feel free to contact our office with any questions regarding this letter.

Sincerely,

INSPEC

Kelan Werkmeister  
Senior Consultant

KW/nmm

Enclosures

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Fax 763-546-8669

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[www.inspec.com](http://www.inspec.com)

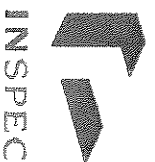
*Preliminary Bid Tabulation - Bids are Contingent Upon Further Review*

Edina Public Schools

## 2022 Reroofing

April 7, 2022 at 10:00 AM

**Project No. 215328.1**



25  
26  
27  
28  
29  
30

[illegible]



**Board Meeting Date:** 4/11/2022

**TITLE:** VVMS Pool Tile Replacement

**TYPE:** Consent

**BACKGROUND:** Attached is a list of contractors and their respective bids submitted on April 7, 2022. We only received one valid bid and the bid number exceeded our budget, so the recommendation will be to reject all bids with the plan to rebid the project next year.

**RECOMMENDATION:** Reject all bids for the VVMS Pool Tile Replacement.

**PRIMARY ISSUE(S) TO CONSIDER:** Only one bid. We will plan to rebid this project early next year and do the work during the summer of 2023.

**ATTACHMENTS:**

1. Recommendation (Wold letter)
2. Bid tab



April 7, 2022

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

Re: Independent School District #273  
Valley View Middle School Pool Tile Replacement  
Commission No. 212132

Dear John:

We recommend the following be presented to the ISD #273 Edina Board of Education.

On Thursday, April 7, 2022 at 10:00am, two (2) competitive bids were received from general and tile contractors for the replacement of the pool tile at Valley View Middle School. A bid tabulation is attached for your review.

Midwest Star Construction did not produce a Bid Bond at the time of bid opening, so their bid is considered invalid. Grazzini was the next lowest bid, however their bid amount is above the budgeted project cost for this year. We recommend not awarding the project at this time, and re-bidding the project at a later date.

Sincerely,

Wold Architects and Engineers

Maria Kennedy  
Associate

Enclosures

cc: Dr. Stacie Stanley, ISD #273  
Eric Hamilton, ISD #273  
Vaughn Dierks, Wold  
Makayla Lakeman, Wold

SS/ISD\_273/212132/crsp/apr22

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

**PLANNERS  
ARCHITECTS  
ENGINEERS**

**Project Name:****VVMS Pool Tile  
Replacement****BID TABULATION**

Commission No.:

212132

Wold Architects and Engineers

Date:

4/7/2022

332 Minnesota Street, Suite W2000

Time:

10:00am

Saint Paul, Minnesota 55101

651.227.7773 Fax: 651.223.5646

Bidders Name	Addendum Numbers (none)	Bid Security	MN Responsible Contractor	Base Bid			Remarks
Midwest Star Construction		Not received	x	\$ 91,000.00			Bid not valid, missing Bid Bond
Grazzini		x	x	\$ 324,550.00			Next Low



**Board Meeting Date:** 4/11/2022

**TITLE:** Countryside Elementary School Short-Term Radon Testing Results

**TYPE:** Consent

**BACKGROUND:** Attached are the results of radon testing at Countryside Elementary. All test kits reported less than 4.0 picocuries per liter (pCi/L). The building should be retested at least every 5 years.

**RECOMMENDATION:** Review the attached information regarding the Countryside Elementary School Short-Term Radon Testing Results.

**PRIMARY ISSUE(S) TO CONSIDER:** Per Minnesota Statutes, section 123B.571, school districts are required to report radon test results at a school board meeting and report results to the MDH.

**ATTACHMENTS:**

1. Test results from IEA Inc.



March 24, 2022

Mr. Eric Hamilton  
Edina Public Schools  
5701 Normandale Road  
Edina, MN 55424




**RE: Countryside Elementary School  
Short-Term Radon Testing Results  
IEA Project #202110678**

Dear Mr. Hamilton:

IEA placed 67 Air Chek Pro Chek short-term radon test kits in the Countryside Elementary School building for the purpose of evaluating radon levels.

The radon samples were placed and retrieved by the following certified radon measurement professional:

Kennedy Peterson	RMEA-00046	
------------------	------------	---

Conditions of air intakes were good and the ventilation system was operating in good condition at the time of placement and retrieval.

## INTRODUCTION

Radon is a colorless, odorless, tasteless, radioactive gas that occurs naturally in soil, rocks, and underground water supplies and in the ambient air. According to the U.S. Environmental Protection Agency (EPA) and other scientific organizations, naturally occurring radon gas has been associated with an increased risk of developing lung cancer. The chances of developing lung cancer from radon exposure are dependent on several factors including individual susceptibility and, perhaps more importantly, the dose and duration of exposure. Radon testing in schools is highly recommended by the Minnesota Department of Health (MDH) and EPA.

IEA placed Air Chek Pro Chek short-term radon test kits in frequently occupied areas in the Countryside Elementary building for the purpose of sampling for radon in accordance with the MDH's *Guidance for Radon Testing in Minnesota Schools* (2018) and ANSI/AARST 'Protocol for Conducting Measurements of Radon and Radon Decay Products in Schools and Large Buildings' (ANSI/AARST MALB 2014).

A total of 67 radon test kits were placed from March 7, 2022, to March 10, 2022, for a total short-term sampling period of three (3) days. One (1) test kit was missing at the time of pick-up. The radon test kits were analyzed by AirChek, Inc., MDH license #RL-00003, located at 1936 Butler Bridge Road, Mills River, NC 28759. The sampling and analysis methodologies are provided in Appendix A. IEA followed ANSI/AARST MALB 2014 for quality assurance measurements by including duplicate kits, control kits (blanks), and spiked kits.

INSTITUTE FOR ENVIRONMENTAL ASSESSMENT, INC.  
[www.ieasafety.com](http://www.ieasafety.com)

BROOKLYN PARK  
9201 West Broadway, #600  
Brooklyn Park, MN 55445  
763-315-7900 / FAX 763-315-7920  
800-233-9513

MANKATO  
610 North Riverfront Drive  
Mankato, MN 56001  
507-345-8818 / FAX 507-345-5301  
800-233-9513

ROCHESTER  
210 Woodlake Drive SE  
Rochester, MN 55904  
507-281-6664 / FAX 507-281-6695  
800-233-9513

BRAINERD  
601 NW 5<sup>th</sup> Street, Ste. #4  
Brainerd, MN 56401  
218-454-0703 / FAX 218-454-0703  
800-233-9513

MARSHALL  
1420 East College Drive  
Marshall, MN 56258  
507-476-3599 / FAX 507-537-6985  
800-233-9513

VIRGINIA  
5525 Emerald Avenue  
Mountain Iron, MN 55768  
218-410-9521  
800-233-9513

Client communications and commitments were delivered to the client on the following dates:

- July 1, 2021, for client advisories and authorizations
- February 28, 2022, for client and facilitating staff commitments
- March 7, 2022, for occupant notices

## EVALUATION CRITERIA

The MDH and the EPA have established a recommended action level in frequently occupied areas of 4.0 picocuries per liter (pCi/L) for an annual average. Testing was conducted during school days when the building is significantly occupied. The HVAC system was set as it normally is during school days. Testing was conducted during the heating season when the average outdoor temperature is less than 65°F, as recommended by the MDH, when the ventilation system was operating normally, and windows and doors were closed. Consequently, sampling under these “closed” conditions is when the radon risk is most likely to occur.

MDH recommends follow-up testing for sampling results that are above the action level. Please refer to the following table for MDH guidelines:

RESULTS (pCi/L)	RECOMMENDED ACTION
LESS THAN 4	Re-test after changes to foundation or HVAC and every 5 years
GREATER THAN 4	Conduct CRM short-term testing during winter months
LESS THAN 4 (DURING OCCUPANCY) AFTER CRM TESTING	Repeat CRM testing if not conducted during winter or if conducted during abnormal ventilation. Otherwise consider re-testing after changes to foundation or HVAC and every 5 years
GREATER THAN 4 (DURING OCCUPANCY) AFTER CRM TESTING	Reduce radon in rooms to less than 4 through radon mitigation. Conduct CRM testing to verify radon reduction.

CRM: Continuous Radon Monitor

## RESULTS & DISCUSSION

The laboratory report, which includes maps of the building with sampling locations marked, is provided in Appendix B. Following are summary results for the building.

### ***Countryside Elementary School***

5701 Benton Avenue South  
Edina, MN 55436

A total of 67 test kits were placed at Countryside Elementary. One (1) test kit in Room 216 South was missing when the test kits were collected. The number of missing test kits did not exceed allowance in the ANSI/AARST MALB 2014 with 1/21 revisions standard. The results for the remaining 66 test kits indicated that radon levels were below the action level of 4 pCi/L. See Table 1 for a summary of the results:

TABLE 1: Countryside Elementary RANGE OF RESULTS				
	0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L
Number of Tests	66	0	0	0
All below action level				

pCi/L: picocuries per liter

## CONCLUSIONS & RECOMMENDATIONS

The radon levels in the sampled locations were below the EPA action level of 4 pCi/L.

The EPA has established recommended guidelines for permissible radon concentrations in schools. The following are general recommendations for frequently occupied areas of schools:

- The building should be retested at least every 5 years and in conjunction with any sale of the building.
- In addition, retesting should be conducted when any of the following circumstances occur:
  - A new addition is constructed, or a significant renovation occurs
  - A ground contact area not previously tested is occupied
  - Heating or cooling systems are significantly altered, resulting in changes to air pressures or distribution
  - Ventilation is significantly altered by extensive weatherization, changes to mechanical systems, or comparable procedures
  - Significant openings to soil occur due to:
    - Ground water or slab surface water control systems (e.g., sumps, perimeter drain tile, shower/tub retrofits, etc.)
    - Natural settlement causing major cracks to develop
    - Earthquakes, construction blasting, or formation of sink holes nearby
    - A mitigation system is altered, modified or repaired
- Rooms should be retested during the winter heating season (i.e., under “closed” conditions) which is typically “worst case” conditions.

Per Minnesota Statutes, section 123B.571, school districts are required to report radon test results at a school board meeting and report results to the MDH. IEA is able to assist with presenting results to the school board, and the MDH reporting. The MDH ‘School Radon Testing Form’ is located in Appendix E.

For more information regarding radon, see the EPA’s A Citizen’s Guide to Radon at <http://www.epa.gov/radon>. MDH can be contacted at [health.indoorair@state.mn.us](mailto:health.indoorair@state.mn.us) or 651-201-4601.

## GENERAL COMMENTS

The analysis and opinions expressed in this report are based upon data obtained from radon sampling in the district and are representative of the locations and time period sampled. This report does not reflect variations in conditions that may occur across the site, property, or facility. Actual conditions may vary and may not become evident without further assessment.

The report is prepared for the exclusive use of our client for specific application to the project discussed and has been prepared in accordance with generally accepted environmental, health and safety practices. Other than as provided in the preceding sentence and in our Proposal #9800 dated July 1, 2021, regarding radon sampling services at the district locations, including the General Conditions attached thereto, no warranties are extended or made.

IEA appreciates the opportunity to submit this analysis to the district. Should you require additional radon testing or have any questions regarding radon or any other environmental, health, or safety-related concerns, please do not hesitate to contact our office.

Sincerely,  
IEA, Inc.

A handwritten signature in cursive script that reads "Karen Weiblen". The signature is written in black ink and is positioned above the printed name and title.

Karen Weiblen  
EHS Consultant

NL/khb 03232022

Enc.

# **Appendix A**

*Methodology and Quality Control Measurements*

## Sampling Methodology

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IEA placed Air Chek, Inc. Pro Chek activated charcoal radon test kits designed specifically for the detection of gamma emissions caused by the decay of Radon-222 and its daughter products. The kit is made of a padded envelope which contains activated charcoal. The kit is placed during normal occupancy HVAC operations and sealed with vinyl tape after 72 to 96 hours of indoor exposure. Individual kits are uniquely identified with a number and corresponding bar code.

Upon receipt at the analytical laboratory, the kits are logged in using the unique numbers assigned to each kit. The kits are placed on a gamma detector to count the gamma emissions from the decay of radon adsorbed by the charcoal. A calibration factor determined in part by the exposure time and decay time is used to calculate the radon concentration. A correction factor is also applied for weight gain from any moisture absorbed by the charcoal during the sampling period.

Any unusual conditions are noted on the processing form and shown on the exposure report.

## MDH and ANSI/AARST MALB 2014 Quality Control Measurements

IEA followed ANSI/AARST MALB 2014 and MDH recommendations for quality assurance measurements to ensure the accuracy of test results. Quality assurance measurements include side-by-side test kits (duplicates) and unexposed control test kits (blanks).

Duplicates are pairs of test kits placed 4-8 inches apart for the same test period. Duplicates are stored, placed, retrieved, and shipped to the laboratory for analysis in the same manner as the other test kits so that the laboratory cannot distinguish them. Since duplicates are placed side-by-side, the measured values for radon should be the same. The average of all duplicates' relative percent difference (RPD) should not exceed 25%. If they do, an investigation to identify the cause may be warranted and could include repeating the measurements. Duplicate averages are listed in Table 1.

Table 1: Duplicate Device Measurements and Averages			
Location	Test 1 (pCi/L)	Test 2 (pCi/L)	Average (pCi/L)
100	0.6	0.5	0.6
109C	< 0.3	< 0.3	< 0.3
213	< 0.3	< 0.3	< 0.3
217	< 0.3	< 0.3	< 0.3
226	< 0.3	< 0.3	< 0.3
305	< 0.3	< 0.3	< 0.3

Blanks can be used to determine whether the manufacturing, shipping, storage, or processing of the detector has "contaminated" your measurements. Blanks are opened and immediately re-sealed to keep room air from infiltrating the test kit. Blanks are labeled and shipped in the same manner as the exposed test kits so that the laboratory cannot distinguish them. Since blanks are not exposed to radon, their measurement value should be below the lower limit of detection. Field blanks, Office blanks, and Lab-Transit Blanks are listed in Table 2.

Table 2: Blanks				
Date	Device ID	Type of Blank	Description	Radon Concentration
3/15/2022	11136282	Field	FStorage Room A	< 0.3
3/14/2022	11136285	Field	FStorage Room B	< 0.3
3/14/2022	11136286	Field	FStorage Room C	< 0.3
3/14/2022	11136284	Office	OStorage Room A	< 0.3
3/14/2022	11136287	Office	OStorage Room B	< 0.3
3/14/2022	11136288	Office	OStorage Room C	< 0.3
1/21/2022	11094821	Lab-Transit	LTBP-21	< 0.3
1/21/2022	11094822	Lab-Transit	LTBP-22	< 0.3
1/21/2022	11094823	Lab-Transit	LTBP-23	< 0.3

Spikes are test kits that have been exposed in a chamber to a known concentration of radon. Using spiked measurements can help evaluate the accuracy of a laboratory analysis and/or how accurately test kits supplied by a laboratory measure radon. Spiked test kits are labeled and shipped in the same manner as the exposed test kits so that the laboratory cannot distinguish them. Spiked results completed for our laboratory are included in the following pages. Spiked test kits are listed in Table 3.

Table 3: Spiked Detectors			
Date	Device ID	Measured Value (pCi/L)	Reference Value (pCi/L)
1/25/2021	9568074	30.9	26.0
1/25/2021	9568058	29.6	26.0
1/25/2021	9568043	29.7	26.0
1/25/2021	9568011	32.1	26.0
1/25/2021	9568035	30.5	26.0
1/25/2021	9568018	28.5	26.0
12/28/2021	11021538	27.1	32.3
12/28/2021	11021537	28.9	32.3
12/28/2021	11021509	28.8	32.3
12/28/2021	11021514	27.1	32.3
12/28/2021	11021516	25.1	32.3
12/28/2021	11021520	28.1	32.3
1/27/2022	11019414	27.1	30.3
1/27/2022	11019415	28.2	30.3
1/27/2022	11019416	28.6	30.3
1/27/2022	11019417	27.1	30.3
1/27/2022	11019418	26.9	30.3
1/27/2022	11019419	29.0	30.3



## **Appendix B**

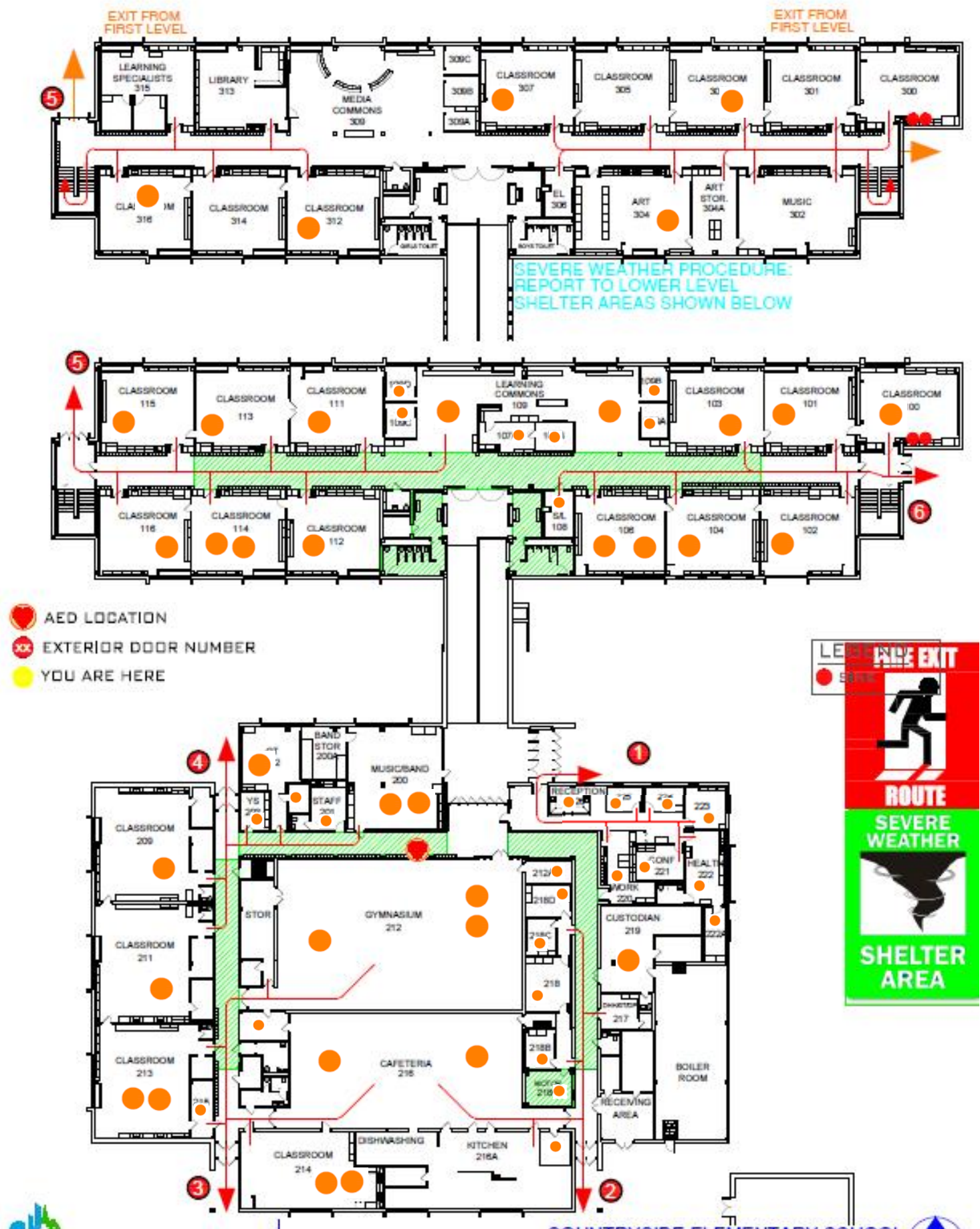
*Laboratory Report and Maps*

Radon test result report for:**EDINA PUBLIC SCHOOLS  
COUNTRYSIDE ELEMENTARY SCHOOL**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11136229	101	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136224	102	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	1.1 ± 0.4	2022-03-14
11136227	103	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136228	104	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	1.1 ± 0.4	2022-03-14
11136230	106	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	1.1 ± 0.3	2022-03-14
11136231	107	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	0.8 ± 0.3	2022-03-14
11136233	107A	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15
11136232	108	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136237	109	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136225	109A	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136226	109B	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136236	109D	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136238	111	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136239	112	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	0.7 ± 0.3	2022-03-14
11136240	113	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136241	114	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136242	115	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136243	116	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15
11136273	200	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15
11136274	200A	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136268	201	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136272	202	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	0.7 ± 0.3	2022-03-14
11136283	203	2022-03-07 @ 10:00 am	2022-03-10 @ 10:00 am	< 0.3	2022-03-15
11136271	209	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	0.6 ± 0.3	2022-03-14
11136267	211	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136279	212 NORTH	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	0.6 ± 0.4	2022-03-14
11136280	212 SOUTH	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136277	212 WEST	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136275	212A	2022-03-07 @ 10:00 am	2022-03-10 @ 10:00 am	< 0.3	2022-03-14
11136270	214	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136269	215	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15
11136260	216 NORTH	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136264	216A	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136257	218	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136255	218A	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136256	218B	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15
11136251	218C	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15

Radon test result report for:**EDINA PUBLIC SCHOOLS  
COUNTRYSIDE ELEMENTARY SCHOOL**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11136252	218D	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15
11136262	219	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	0.8 ± 0.4	2022-03-15
11136261	219 OFFICE	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	0.8 ± 0.4	2022-03-15
11136244	220	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136253	221	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136254	222	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136250	222A	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136249	223	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136248	224	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136247	225	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15
11136281	312	2022-03-07 @ 10:00 am	2022-03-10 @ 10:00 am	< 0.3	2022-03-14
11136222	D100 - 1	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	0.6 ± 0.3	2022-03-14
11136223	D100 - 2	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	0.5 ± 0.3	2022-03-14
11136234	D109C-1	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-15
11136235	D109C-2	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136265	D213 - 1	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136266	D213 - 2	2022-03-07 @ 10:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136258	D217 - 1	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136259	D217 - 2	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136245	D226 - 1	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136246	D226 - 2	2022-03-07 @ 9:00 am	2022-03-10 @ 9:00 am	< 0.3	2022-03-14
11136278	D305 - 1	2022-03-07 @ 10:00 am	2022-03-10 @ 10:00 am	< 0.3	2022-03-14
11136276	D305 - 2	2022-03-07 @ 10:00 am	2022-03-10 @ 10:00 am	< 0.3	2022-03-14
11136282	FSTORAGE ROOM A	2022-03-07 @ 10:00 am	2022-03-10 @ 10:00 am	< 0.3	2022-03-15
11136285	FSTORAGE ROOM B	2022-03-07 @ 10:00 am	2022-03-10 @ 10:00 am	< 0.3	2022-03-14
11136286	FSTORAGE ROOM C	2022-03-07 @ 10:00 am	2022-03-10 @ 10:00 am	< 0.3	2022-03-14



There are 3 Field blanks also

## **Appendix C**

*Signed Non-Interference Agreement*

## NOTICE OF INSPECTION FOR ALL FACILITATING STAFF

A radon test is scheduled for:

Building: Countryside Elementary School

Test Start Date: 03-07-2022

Test End Date: 03-10-2022

### Please help to maintain the required test conditions throughout the building

1. All windows and exterior doors must be kept closed (aside from momentary entry or exit) for 12 hours before and during the test.
2. Heating and cooling systems must be set to normal occupied operating temperatures.
3. Test devices are not to be disturbed.

Further guidance on required building conditions are located on the next page.

Test devices are not dangerous in anyway. The type of devices used for this testing will include:

**Short-term test kits.** It is important that these devices are fully open and not covered. They will be analyzed by a laboratory.

**Continuous radon monitors.** These are electronic devices that record hourly radon readings.

**Long-term test kits.** It is important that these devices are not covered. They will be analyzed by a laboratory.

### Declaration of Observed Compliance

Failure to reasonably maintain test conditions can lead to unnecessary expense, disruptions and unreliable data.

Disturbing test devices can also cause unreliable or invalid test results.

- Please report in a timely manner if required test conditions are not maintained.
- Please sign and return this form once the test is complete.

To the best of my knowledge, the required conditions were maintained during the test.

Yes

Name:

TJ Lyman

Signature:



Licensed Measurement Professional:

Kennedy Peterson RMEA-00046

## More Detailed Guidance for Staff

Required Closed-Building Conditions	
Windows	Keep Closed, Seal broken windows closed
External doors (except for normal entry or exit)	Keep Closed
Heating & Cooling Systems	Set to normal operating conditions
Bathroom fans	Operate normally
Fireplaces (including gas)	Do not operate
Auxiliary or temporary systems that bring air into the building	Do not operate (unless an integral part of HVAC or supplies make-up air for combustion appliances)
Exhaust systems (ex. from shops, laundries, kitchens)	Avoid excessive operation
Interior doors, Stairwells, Fire Doors	Operate Normally
Garage doors	Operate normally
Ceiling Fans, Portable Fans	Do not blow directly on the test device
Window AC Units	Operate in recirculation mode only
Window Fans	Do not operate. Seal shut or remove.
Humidifiers, Dehumidifiers, Portable Air Cleaners	Operate Normally
Central Vacuum Cleaner Systems	Operate Normally
Passive crawl space vents	Operate normally
Crawlspace exhaust systems for humidity control	Operate normally
Passive Vents for Combustion Make-Up Air	Leave Open
Combustion Appliance Vents	Operate Normally
Passive Solar Systems	Operate Normally
Attic Vent Fans	Operate Normally
Evaporative Cooling Systems	Do not operate
Required for Test Locations Within a Room	
Place detectors within the general <b>breathing zone</b>  Locate detectors <b>no less than:</b>	3 feet from exterior doors, windows or other openings to the outdoors
	20 inches above the floor
	4 inches from other test devices and objects
	1 foot below the ceiling
Place detectors where they are not easily disturbed:	Select a place in an occupied area where the detectors are unlikely to be moved
Place detectors where they are not influenced by other factors:	Do not place devices in closets, crawlspaces, cupboards, sumps or nooks within building foundations
	Do not place devices in area with high air movement (ex. mechanical areas, furnace closets)
	Do not place devices in areas of high humidity (ex. kitchens, bathrooms, laundry rooms)
	Do not place devices near drafts from HVAC systems or fans
	Do not place test devices near heat sources (ex. appliances, radiators, fireplaces, direct sunlight)
	Do not place detectors on devices that produce radiation (ex. natural stone counters, pool tables, rock collections)

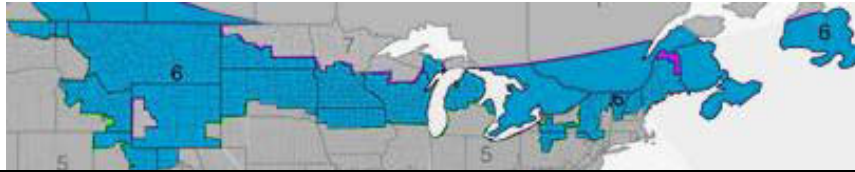
## **Appendix D**

### *Average Building Operating Conditions Comparison*



# Southern MN

Climate Zone 6 (includes Southern MN)



		Averages			During the Test
		24 Hour	Daytime	Daytime 9-Month	Prevailing During the Test
Operating Condition	Outdoor Temperature	45 °F	50 °F	N/A	27 °F
	Heating Conditions	75%	66%	88%	70 °F
	Cooling Conditions	-	16%	11%	N/A
	Mixed Conditions	25%	16%	-	N/A
Normal Operating Condition		<ul style="list-style-type: none"> <li>• Heating conditions</li> <li>• No variance in outdoor air ventilation</li> </ul>			<ul style="list-style-type: none"> <li>• Heating conditions</li> <li>• No variance in outdoor air ventilation</li> </ul>
Condition less likely to inhibit characterization of a radon hazard		<ul style="list-style-type: none"> <li>• Heating and air distribution systems active</li> </ul>			<ul style="list-style-type: none"> <li>• Heating and air distribution systems active</li> </ul>

# **Appendix E**

*MDH Reporting Form*

# School Radon Testing Reporting Form

According to Minnesota Statute 123B.571 subd. 3, a school district that has tested its school buildings for the presence of radon shall report the results of its tests to the Department of Health. Please use this form to submit information about the most recent round or cycle of testing conducted for each building.

## Instructions

1. Complete one form for each building tested. In this case, a building is defined as an occupied facility with a unique address. This includes administrative buildings.
2. Include this form, raw data (e.g. laboratory report) and a building map.
3. Submit this form when all work is completed for a round of testing. This includes reporting to the school board, and follow-up testing and post-mitigation testing, if applicable.
4. Email information to [health.indoorair@state.mn.us](mailto:health.indoorair@state.mn.us).

## Contact Information

Name:	
Mailing Address:	
Phone:	Email:

## Initial Radon Testing Information

School Building Name:	
School District & District Number:	
Building Address:	
Test Kit Manufacturer:	Device Name:
Date of Kit Retrieval (DD/MM/YY):	Length of Test (days):
How many rooms were tested?	
Does the test period include weekends? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the test period include school breaks or holidays? <input type="checkbox"/> Yes <input type="checkbox"/> No	

## SCHOOL RADON TESTING REPORTING FORM

<p>Were all frequently-occupied ground contact rooms tested?<sup>1</sup>      <input type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p style="padding-left: 40px;">If no, did you attempt to test all frequently occupied ground contact rooms, meaning test kits were placed in all these rooms? <input type="checkbox"/> Yes   <input type="checkbox"/> No</p>
<p>How many rooms had results <math>\geq 4</math> pCi/L?:</p>
<p>Were the results reported at a school board meeting?      <input type="checkbox"/> Yes   <input type="checkbox"/> No</p>

### Follow-up Testing, Mitigation, & Post-Mitigation Testing

If one or more rooms tested  $\geq 4$  pCi/L, please answer the questions below:

<p>How many rooms had follow-up testing?:</p>		
<p>Number of rooms with follow-up results</p>	<p><math>\geq 4</math> pCi/L:</p>	<p><math>&lt; 4</math> pCi/L:</p>
<p>Of the rooms that had test results <math>\geq 4</math> pCi/L, how many rooms were:</p>		
<p>mitigated by HVAC balancing or operational changes? :</p>		
<p>mitigated by installation of active soil depressurization?:</p>		
<p>addressed through other corrective measures?<sup>2</sup>:</p>		
<p>What was the cost of the installation and/or HVAC service work, to mitigate radon? \$</p>		
<p>What is the known or anticipated annual operating cost of mitigation (estimate)? \$</p>		
<p>After radon mitigation, how many rooms were retested?:</p>		
<p>Post mitigation results (# of rooms)</p>	<p><math>\geq 4</math> pCi/L:</p>	<p><math>&lt; 4</math> pCi/L:</p>

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<sup>1</sup> This includes classrooms, offices, break rooms, laboratories, cafeterias, libraries, auditoriums, gymnasiums, etc. It includes rooms on grade and rooms above unoccupied spaces that are in contact with the ground, such as rooms above storage rooms, crawl spaces, tunnels, and boiler rooms. If only a sample or portion of rooms were tested, then respond with 'no'.

<sup>2</sup> 'Other corrective measures' could include moving staff out of a room and making a room unoccupied or trying to seal radon entry points.

## Hennepin County Youth Sports Playground Grant Resolution of Local Government Unit

WHEREAS, the Hennepin County Board of Commissioners, via the Hennepin Youth Sports Program, provides for capital funds to assist local government units of Hennepin County for the development of sports or recreational facilities, and WHEREAS, Edina Public Schools ISD 273 (hereinafter LGU) desires to develop Countryside Elementary Playground.

NOW, THEREFORE BE IT RESOLVED BY THE Edina School Board of the LGU:

I. The estimate of the total cost of developing PROJECT shall be \$375,000. The LGU is requesting \$50,000 from the Hennepin Youth Sports Program and the Countryside Elementary PTO will donate and provide the remaining funds of \$325,000 to the District to fully pay for the PROJECT.

II. LGU is the owner of the property where the PROJECT is located. LGU will own the property where PROJECT is located for at least the functional life of the facility, which is estimated to be 25 years. The PROJECT may not be converted to a non-public or non-recreational uses within this time period without the approval of Hennepin County.

III. LGU agrees to assume one hundred (100) percent of operational and maintenance costs for PROJECT. LGU will operate PROJECT for its intended purpose as stated in the PROJECT application for the functional life of the facility.

IV. LGU will consider and potentially enter into necessary agreements with Hennepin County for the specific purpose of developing PROJECT and managing its long-term operation.

V. Charlotte D. Lefebvre, PTO President of Countryside Elementary PTO, is authorized and directed to execute the application for the Hennepin Youth Sports Program grant.

CERTIFICATION I hereby certify that the foregoing resolution is a true and correct copy of the resolution presented to and adopted by the School Board at a duly authorized meeting thereof held on the 11 day of April, 2022, as shown by the minutes of said meeting in my possession.

Erica Allenberg  
Chair  
School Board



**Board Meeting Date:** 4/11/2022

**TITLE:** Chromebook Agreement with CDW

**TYPE:** Consent

**PRESENTER(S):** Natasha Monsaas-Daly, Director, District Media & Technology Services

**BACKGROUND:** The district provides the option for 1:1 technology for all K-12 students. Student Chromebooks are on a four-year refresh cycle. In order to ensure equitable access to working devices, we partnered with Catalyst Sourcing Solutions for our device procurement process. Catalyst put together our RFP and handled the bidding process. We received two bids - CDW and Xerox. Based on our rubric criteria, we chose to purchase our Chromebooks and Google licenses from CDW. The contract of \$367,000 will provide 1000 student devices and 1000 Google Chrome for Education licenses.

**RECOMMENDATION:** None at this time.

**PRIMARY ISSUE(S) TO CONSIDER:** Contract with CDW.

**ATTACHMENTS:**

1. Report (next page)

## Sourcing Summary

### General Information

<b>Department:</b>	Media and Technology	<b>Category:</b>	IT Hardware & License (Chromebooks & Google Management Licenses)
<b>Purchase Owner:</b>	Ms. Natasha Monsaas-Daly	<b>Date:</b>	4/11/2022

### Process Notes

<b>Process used</b>	<ul style="list-style-type: none"> <li>Request for Quote (RFQ) of preexisting Joint Powers-eligible Cooperative Contracts</li> </ul>																																
<b>Vendors participating</b>	<ul style="list-style-type: none"> <li>Best Buy (no submission)</li> <li>CDW-G (submitted)</li> <li>NOW Micro (no submission)</li> <li>Nor-Tech (no submission)</li> <li>Technology Resource Advisors (no submission)</li> <li>Xerox Business Solutions (submitted)</li> </ul>																																
<b>Purchase specifications</b>	<table border="1"> <thead> <tr> <th>Description</th><th>Specification</th></tr> </thead> <tbody> <tr> <td><b>Quantity</b></td><td>1,000 units</td></tr> <tr> <td><b>Storage</b></td><td>32GB SSD</td></tr> <tr> <td><b>RAM</b></td><td>4GB</td></tr> <tr> <td><b>Battery</b></td><td>8+ hours battery</td></tr> <tr> <td><b>Processor</b></td><td>Intel N5100 or better</td></tr> <tr> <td><b>Display</b></td><td>Flip/touch capability (2-in-1)</td></tr> <tr> <td><b>Camera</b></td><td>World-facing camera</td></tr> <tr> <td><b>Wi-Fi</b></td><td>Wi-Fi 6</td></tr> <tr> <td><b>Compatibility</b></td><td>Compatible with Android apps</td></tr> <tr> <td><b>Included Accessories</b></td><td>USB C Power adapter for Chromebook</td></tr> <tr> <td><b>Hardware</b></td><td>Sound construction</td></tr> <tr> <td><b>Warranty</b></td><td>1 year with option of 3-year accidental damage coverage option</td></tr> <tr> <td><b>License</b></td><td>Google Management License</td></tr> <tr> <td><b>Approved Models</b></td><td> <ul style="list-style-type: none"> <li>Lenovo 500e <ul style="list-style-type: none"> <li>3rd gen: Model 82JB</li> </ul> </li> <li><b>or EQUIVALENT</b></li> </ul> </td></tr> <tr> <td><b>Additional peripherals or accessories</b></td><td>The district is interested in any additional items that may be included in the proposal. Please indicate if your proposal includes items and quantities such as additional batteries, power adapters, and spare parts depot.</td></tr> </tbody> </table>	Description	Specification	<b>Quantity</b>	1,000 units	<b>Storage</b>	32GB SSD	<b>RAM</b>	4GB	<b>Battery</b>	8+ hours battery	<b>Processor</b>	Intel N5100 or better	<b>Display</b>	Flip/touch capability (2-in-1)	<b>Camera</b>	World-facing camera	<b>Wi-Fi</b>	Wi-Fi 6	<b>Compatibility</b>	Compatible with Android apps	<b>Included Accessories</b>	USB C Power adapter for Chromebook	<b>Hardware</b>	Sound construction	<b>Warranty</b>	1 year with option of 3-year accidental damage coverage option	<b>License</b>	Google Management License	<b>Approved Models</b>	<ul style="list-style-type: none"> <li>Lenovo 500e <ul style="list-style-type: none"> <li>3rd gen: Model 82JB</li> </ul> </li> <li><b>or EQUIVALENT</b></li> </ul>	<b>Additional peripherals or accessories</b>	The district is interested in any additional items that may be included in the proposal. Please indicate if your proposal includes items and quantities such as additional batteries, power adapters, and spare parts depot.
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### Submitting Vendor Information

Company Name	Company Contact	Joint Powers Agreement utilized
CDW-G	Mayank Srivastava	E&I (CNR01439 & CNR01402)
Xerox	Michaelle Meland	Omnia (R171406)

### References

Company Name	Reference #1	Reference #2
CDW-G	ISD #191 – Burnsville	ISD #77 - Mankato
Xerox	ISD #149 Dolton	Slinger School District



## Questions/Responses

Question	CDW	Xerox
Have you reviewed and agree with the District Terms, conditions, specifications, and requirements as described (Y/N)?	Y	Y
Have you provided all documentation required?	Y	Y
Did you provided ALL Service Level Agreements (or documentation) to be included in the evaluations process?	Y	Y
What is the approximate number of weeks between order submission date and delivery to district?	8 weeks	4-6 weeks
What is the latest date for receipt of Purchase Order to ensure delivery by 7/1/2021?	ASAP recommended	April 15

## Pricing Comparison – Core Items

Desc	Qty	CDW Desc	Per Unit	Net	Xerox Desc	Per Unit	Net
Chromebook	1,000	Lenovo 500e (82JB0001US)	\$335.00	\$335,000.00	Lenovo 500e (82JB0001US)	\$386.54	\$386,540.00
Google License	1,000	Chrome Mgmt. License	\$32.00	\$32,000.00	Chrome Mgmt. License	\$29.69	\$29,690.00

## Optional Services Proposed

Desc	Qty	CDW Per Unit	Net	Xerox Per Unit	Net
Unboxing and distribution	1,000	No Quote	No Quote	Goodwill	Goodwill
Lenovo 3Y Accidental Damage Protection	1,000	\$60.00	\$60,000.00	\$39.52	\$39,520.00
Imaging & Joining Google Mgmt. Console	1,000	No Quote	No Quote	\$8.58	\$8,580.00
3-Year Depot Services	1,000	No Quote	No Quote	\$26.93	\$26,930.00
Asset Tagging	1,000	No Quote	No Quote	\$9.78	\$9,780.00

## Recommendation

After carefully reviewing the proposed options, the District recommends the selection of the CDW-G proposal based on:

- Overall costs
- Ability to meet all requested specifications
- Prior experience and performance with IT Hardware purchases with ISD #273 Media and Technology Department



**Board Meeting Date:** 4/11/2022

**TITLE:** Teacher Evaluation MOU 2022-2024

**TYPE:** Consent

**PRESENTER(S):** Jody De St. Hubert, Director of Teaching and Learning; Libby Sandvick, Teacher Evaluation Program Facilitator and Professional Learning Facilitator; and Jason Dockter, EME President

**BACKGROUND:** In Fall 2013, EM/E membership and the School Board approved the Edina Teacher Evaluation Program's Memorandum of Understanding for 2014-2016. The MOU required both the District and EME to review and re-ratify the MOU in two-year increments, no later than May 1. A committee comprised of both District and EM/E leadership, reviewed and updated the plan. Changes to the plan can be found in the Summary Change Document. The EM/E Governance Board ratified the new MOU during their March 15, 2022 Governance Board meeting.

**RECOMMENDATION:** Review the Summary Change Document and approve changes to the Teacher Evaluation Program MOU.

**DESIRED OUTCOMES FROM THE BOARD:** The desired outcome for the board is to review and approve the proposed changes and rationale/explanation.

## Teacher Evaluation Memorandum of Understanding (MOU) 2022-2024:

### Summary of Changes

Changes	Rationale/Explanation
<b>Q Comp Coaches as Subs:</b> If the Peer Coaches are used by the district as daily substitutes, not for the purposes of Alt Comp related duties, the district will reimburse the program for the coach's daily salary and coaches will be compensated at the daily sub rate, per contract. (3.C)	Articulating expectations from MDE regarding use of Q Comp funds for non-Q Comp related assignments from the district. Additionally, compensation language brings MOU in line with the teacher contract.
<b>If a teacher did not complete their Professional Growth Plan (PGP) during the partial year</b> but was eligible to receive a full-year's credit, the teacher could complete the remaining program requirements upon return in the fall and earn their performance increment (step). The teacher will not be eligible to earn additional incentive payments from the previous year. (4.B)	There have been instances where an unexpected/unplanned leave impacts a teacher's advancement on the salary schedule, as has happened 3x in the past 10 years. In these rare instances, this new language will allow a teacher to complete their PGP requirements from the previous year, earning them their performance increment.
<b>For Probationary teachers:</b> All descriptors may be reviewed each year and administrators can make recommendations for renewal based on the evaluation of all descriptors. (9.H)	Additional language further clarifies the intent of the statement. Aligns with current practice.
<b>Administrators can add descriptors</b> to a probationary teacher's requirement based upon current performance or performance in the previous year. (9.K)	Allows Administrators to provide additional support to Probationary Teachers during the current school year. Aligns with current practice.
<b>Descriptor 1 (CT)</b> Plans instruction that helps students develop <u>enduring skills</u> <del>Future Ready Competencies</del> (11)	The current Teacher Eval MOU's definition of Future Ready Competencies is not aligned with the district's definition (per new EPS website launched in late Fall 2021). In an effort to avoid confusion, we will pause the use of the phrase until teachers are more familiar with the correct definition of Future Ready Competencies.
<b>Descriptor 10 (NCT)</b> Assists students, families, and/or staff, <del>when appropriate</del> , to develop self-assessment skills (11)	Mirrors the language for this descriptor on the Classroom Teacher rubric.
<b>For the 2022 hiring, Peer coaches</b> will be hired for either a two- or three-year term. (13.C.e)	Based on budget projections, the program may need to adjust the number of coaches as part of the 2024-2026 MOU. A two-year term aligns with the MOU timeline.

<p><b>Definition Descriptor 1 (CT)</b> Plans instruction that helps students develop <u>enduring skills</u> <del>Future Ready Competencies</del> (11)</p>	<p>The current Teacher Eval MOU's definition of Future Ready Competencies is not aligned with the district's definition (per new EPS website launched in late Fall 2021). In an effort to avoid confusion, we will pause the use of the phrase until teachers are more familiar with the correct definition of Future Ready Competencies.</p>
<p><b>Definition Descriptor 3 (CT)</b> Evaluates <u>student skills</u>, <del>the understanding of students' skills</del> and prior knowledge, and uses this information to plan instruction</p>	<p>Clarifies definition while maintaining the original intent of the definition and accompanying descriptor.</p>
<p><b>Definition Descriptor 4 (CT)</b> <del>Preparation</del> Demonstrates research-based practices in curriculum, content, instructional, and culturally responsive <u>teaching practices that are incorporated into instruction</u></p>	
<p><b>Definition Descriptor 6 (CT)</b> Communicates high, yet attainable expectations with clear and precise language; structures are in place to guide <u>all</u> students in meeting expectations</p>	
<p><b>Definition Descriptor 6 (NCT)</b> Communicates high, yet attainable expectations with clear and precise language; structures are in place to guide <u>all</u> students, families and/or staff in meeting expectations</p>	
<p><b>Definition Descriptor 7 (NCT)</b> Adapts delivery of service based on needs <u>of target population</u></p>	
<p><b>Definition Descriptor 8 (NCT)</b> Uses a variety of assessments to <u>measure</u> <del>improve</del> program effectiveness</p>	
<p><b>Definition Descriptor 11 (CT &amp; NCT)</b> Creates and maintains a safe learning environment in which all students are treated equitably. <del>regardless of their respective cultures</del></p>	
<p><b>Definition Descriptor 15 (CT &amp; NCT)</b> Provides relevant information to families/partners <u>in a culturally responsive manner</u> and is responsive to concerns</p>	
<p><b>Definition Descriptor 16 (CT &amp; NCT)</b> Collaborates regularly <u>and in a culturally responsive manner</u> with district colleagues</p>	

<p><b>Observation Framework:</b> Year one non-probationary teachers will be able to select from all observation pathway options over the course of the year. (Appendix B)</p>	<p>Return to past practice, where all observation options are available yearly to non probationary teachers, regardless of evaluation year.</p>
<p><b>Peer Coaches</b> shall serve in their position for a three-year term and shall be considered a <u>non-instructional position teacher on special assignment</u> under the terms of the Master Agreement. (Appendix D)</p>	<p>Aligns with new language added to the teacher contract so 2022-2024.</p>
<p><b>The Teacher Evaluation and Professional Learning Facilitator</b> shall serve a three-year term and be considered a <u>non-instructional position teacher on special assignment</u> under the terms of the Master Agreement. (Appendix E)</p>	<p>Aligns with new language added to the teacher contract so 2022-2024.</p>
<p><b>Enduring skills</b> will return to the Glossary of Terms. <b>Cultural Proficiency</b> and <b>Marginalized Populations</b> have been added. (Appendix F)</p>	<p>Clarity around terminology used in the MOU.</p>

**Memorandum of Understanding  
Between Edina Public Schools and Education Minnesota/Edina  
Teacher Evaluation and Alternative Compensation Program (“Alt Comp”)**

**1. Introduction**

Edina Public Schools (“the District”) and Education Minnesota/Edina (“EM/E”) collaboratively have developed the following Edina Teacher Evaluation and Support Program in alignment with the Alternative Compensation Program (“Alt Comp”). These programs, which meet the requirements of Minnesota Statutes, including section 122A.40, are intended to recognize and support the skilled professionals in Edina Public Schools in their continued professional growth and development. The District and EM/E believe Edina teachers exhibit high levels of professionalism, accomplishment, and ethical conduct. Further, the District and EM/E believe that teachers perform at high levels daily, reflect regularly in order to improve student learning and deepen knowledge, and engage in continuing individual and mission-focused professional growth.

The primary goal of these programs is to increase student learning by providing teachers with support to allow them to maximize their effectiveness as teachers. It is expected that most, if not all, Edina teachers will demonstrate proficiency with the standards presented in this Memorandum.

**2. Principles**

The following statements reflect core values and beliefs that these programs should strive to exhibit.

- A. Professional Learning – The District and EM/E support:
  - a. a teacher evaluation program that encourages a growth mindset.
  - b. a mentorship program for teachers new to Edina.
  - c. having regular professional learning and training that is aligned with our teacher evaluation system.
  - d. professional learning that emphasizes collaboration with job-alike colleagues.
  - e. professional learning related to teacher evaluation that emphasizes clarity for stakeholders in the performance criteria, evaluation process, and administrator/peer training.
  - f. a commitment to incorporating a lens of racial equity in the implementation of the teacher evaluation program.
  - g. a teacher evaluation system that focuses on student learning.
- B. Student Learning Assessments – The District and EM/E support:
  - a. using assessments, including common assessments, developed by Edina teachers to measure student learning.

- b. using formative and summative assessments, aligned to agreed upon standards, to evaluate student learning.
  - c. using assessments that are specific and relevant to each subject area/grade level/job position.
  - d. using student learning assessments that allow for regular monitoring throughout the year.
- C. Evaluation Criteria – The District and EM/E support:
  - a. providing resources (e.g., time, materials, training, etc.) to ensure successful implementation of the teacher evaluation program.
  - b. using a variety of tools and methods to evaluate teachers, ~~with no single tool or method comprising a majority of a teacher's evaluation.~~
  - c. a model that honors the value of reflection as part of the evaluation process.
- D. Evaluators – The District and EM/E support:
  - a. non probationary teachers using trained peers to provide structured feedback as part of the evaluation process.
  - b. providing thorough training for and assessment of all evaluators.
  - c. providing adequate time for evaluators to conduct observations while respecting demands on teacher time.
  - d. peer observation procedures that emphasize positive, cooperative, and collegial relationships.
- E. Teacher Support and Discipline – The District and EM/E support:
  - a. providing teachers with timely, specific feedback about designated standards/goals.
  - b. providing teachers the time and resources necessary for success.
  - c. the use of collaboratively developed, specific timelines of support and assistance before any discipline for performance occurs.
  - d. helping teachers who have demonstrated persistent performance issues transition out of the district.
  - e. maintaining consistent coaching support for teachers over multiple years.

### 3. Funding

- A. All alternative compensation funding from the state of Minnesota and from the local alternative compensation levy shall be used exclusively for Alt Comp except that, as per Minnesota Statute, operating and administrative costs may be recovered by the District but cannot exceed more than 5 percent of the total Q Comp allocation. The Teacher Evaluation Committee shall annually recommend a specific percentage no later than April 30 for the following school year.
- B. The District may supplement the funding of Alt Comp from the general fund or other funding sources.
- C. The District will reimburse the Alt Comp budget for the per-day salary cost of Peer Coaches or the Program Facilitator when they are required to substitute for District teachers, outside of Teacher Evaluation/Alt Comp program requirements. When asked to serve in a substitute capacity, in addition to their normal salary, Peer Coaches and the

Program Facilitator will be compensated at the daily sub rate or receive compensatory time due to the shift in the teacher's normal workload.

- D. Annually, the Program Facilitator and Director of Teaching and Learning will create a budget for the Teacher Evaluation and Alt Comp Programs that is aligned with the program goals and terms of this memorandum.
- E. If the State increases the per capita dollar amount of alternative compensation funding or provides dedicated funding for Teacher Evaluation and Development, the extra funds will be allocated by the Teacher Evaluation Committee with a preference given to increasing incentive payments.
- F. If the Alt Comp Fund balance exceeds \$200,000 for two years, the Teacher Evaluation Committee will evaluate the budget and budget projections to determine how to spend down the balance (to 4-5% of revenue), with a preference given to returning it to teachers in the form of a one-time payment.
- G. Any Alt Comp funds not used in one school year will automatically carry over to the following year's Alt Comp budget.

#### 4. Participation

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 teacher evaluation and Alt Comp programs, unless specifically noted otherwise.

- A. Long-term substitute teachers:
  - a. The Program Facilitator will verify with Human Resources the names of long-term subs hired by the school district and number of days each long-term sub is scheduled to work.
  - b. Any long-term sub scheduled to work less than one semester is not eligible nor required to participate. If a long-term sub who falls into this category believes there are extenuating circumstances that should allow participation, the long-term sub may appeal this decision to the Teacher Evaluation Committee.
  - c. A long-term sub working in the same position for one semester or longer will participate in all elements of the program. The long-term sub will complete the descriptors associated with the 1/3 probationary status.
- B. Teachers who work a partial year due to late hire, severed employment, partial leave, sabbatical, parental leave, or retirement shall be eligible for all incentive payments, prorated based upon completion. If a teacher did not complete their Professional Growth Plan (PGP) during the partial year, but was eligible to receive a full-year's credit, upon returning the following school year the teacher may earn their performance increment if all remaining PGP requirements are successfully completed/fulfilled by September 30. In these instances, the teacher will not earn additional incentive payments from the previous year.
- C. Part-time teachers shall be eligible for all incentive payments at the full amounts pending successful accomplishment of the stated goals.
- D. No teacher shall receive more than 100 percent of the full incentive amounts.



- E. Teachers who participate in teaching exchange programs, as Edina teachers, are eligible for Alt Comp incentives. Arrangements for participation must be established prior to the onset of the exchange program. The Director of Teaching and Learning and the Program Facilitator must approve these arrangements.
- F. The District will not award incentive payments to probationary teachers who are non-renewed for performance issues. To deny an incentive payment, (1) the District must comply with the timelines outlined in this Memorandum providing notice to the teacher about performance concerns, and (2) the teacher must receive notice that their non-renewal is for performance concerns. This notice must also be communicated to the Program Facilitator.

## 5. Alt Comp Incentive Components

- A. Performance Increment
  - a. Teachers who achieve their annual Professional Growth Plan in a given school year will be granted a performance increment (i.e., step/level) at the beginning of the subsequent school year.
  - b. Once a performance increment is achieved, it becomes a permanent part of a teacher's salary.
  - c. The values of the performance increments shall be negotiated as part of the Master Agreement.
  - d. As is current practice, the District and a newly hired teacher must mutually agree upon initial placement on the performance increment chart.
  - e. Teachers ineligible for additional performance increments because they have already achieved the highest performance increment shall remain eligible for all other incentives.
- B. Professional Growth Plan (PGP)
  - a. The annual incentive value of the Professional Growth Plan is \$1448.
  - b. Teachers shall be notified no later than May 30 whether or not they have achieved this incentive.
  - c. Teachers who achieve this incentive shall receive it no later than June 30
  - d. It is the responsibility of the peer coach or supervisor(s) to address concerns about the teacher's achievement of the PGP or SLG no later than February 15. Such concerns shall be noted as early as possible in the school year to give the teacher adequate time to remedy them. In no case shall such concerns only be raised in the summative conference. No teacher shall be denied the PGP or SLG incentive if prior documentation has not occurred.
  - e. In no case shall a teacher be denied the PGP or SLG incentive if a peer coach or administrator failed to perform the required three observations. However, for non-probationary continuing contract teachers, it is the responsibility of the teacher to schedule the meetings and observations required as part of the Teacher Evaluation program.
- C. Student Learning Goal (SLG)
  - a. The incentive value of the Student Learning Goals is \$272.

- b. Teachers shall be notified no later than May 30 whether or not they have achieved this incentive.
  - c. Teachers who achieve this incentive shall receive it no later than June 30.
- D. Site Improvement Plan (SIP)
  - a. The SIP goal attainment incentive is \$90.
  - b. Teachers, including Peer Coaches, assigned to more than one site must indicate by September 30 a single site for this incentive. Teachers who do not indicate a preference shall be assigned to the site where their FTE is greatest or their home school if the FTE is equally divided among sites.
  - c. TOSAs and other teachers not assigned to work with specific sites shall have the District-wide goal as their goal for this incentive.
  - d. Each SIP shall be established annually no later than September 30.
  - e. Each site goal shall be determined with broad staff input, representing multiple grade levels and/or curriculum areas, and shall be approved by the School Board.
  - f. The District's Data Programming Analyst & Coordinator ~~Director of Research and Evaluation~~ will determine no later than August 30 if each site has met its SIP student achievement goal for the previous school year. Teachers at sites that achieve this goal will receive their incentive no later than September 30. If SIP data is not available by September 1, the incentive will be paid 30 days after it becomes available.
  - g. EM/E may appeal the site goal incentive determination to the Teacher Evaluation Appeals Committee.
  - h. For those sites that did not meet the SIP Student Achievement Goal for the previous year, 50 percent of the eligible funds will be returned to the site for professional learning activities related to the site goal. Sites may be asked to provide documentation of their professional learning activities and expenses. The remainder of the available funds will be used, at the discretion of the Teacher Evaluation Committee to complete work required by the program.
  - i. Teachers who do not earn their SLG incentive for the year are not eligible to receive their SIP incentive for that academic year.

## 6. Three-Year Professional Review Cycle for Non-Probationary Teachers

All non-probationary teachers will participate in a three-year Professional Growth Plan (PGP) cycle as required by state law. The purpose of the cycle is for teachers, over the course of three school years, to find meaningful ways to demonstrate that they are meeting the performance expectations of Edina teachers.

- A. The Human Resources Department and Program Facilitator will work cooperatively to track and document which teachers are in each year of the cycle.
- B. Probationary teachers moving to non-probationary status will begin the PGP cycle with year 1.
- C. In most cases, non-probationary continuing contract teachers will work with peer coaches to fulfill their Professional Growth Plans and Student Learning Goals. At least

two of the annual observations shall be conducted by peer coaches. The third experience, as articulated in the Observation Framework (Appendix B), will be mutually agreed to by the teacher and peer coach.

- D. In Year Three (3) of a teacher's evaluation cycle, a Building Administrator will conduct an observation and/or have a reflective conversation with teachers for one of the three observations.

## 7. Professional Growth Plans – Non-Probationary Teachers

### A. Professional Growth Plans – Years 1-3

- a. **Evaluator:** By September 1, teachers will be notified who their trained evaluator will be for the school year. When possible, the same evaluator will be assigned to a teacher for all three years of the PGP. This evaluator is the person responsible for coordinating the Teacher Evaluation and Alt Comp processes over the course of the year, including the tracking of data. Teachers will be encouraged to monitor the data tracked by their evaluator.
- b. **Plan Due Date:** By October 15, teachers will develop or review a three-year plan that will allow the teachers to demonstrate they are meeting expectations with the Edina Performance descriptors. The PGP should be collaboratively developed with the trained evaluator. The teacher and evaluator must both agree to the plan.
- c. **Focus for Years 1-3:** While teachers are likely engaged with most, if not all, Edina Performance descriptors across the course of a school year, teachers are encouraged to develop more deliberate plans that allow them to have a more refined focus each of the three years of the plan instead of demonstrating expectations for most areas in a single year. In general, it is expected that a teacher will intentionally focus on one third of the performance descriptors each year.
- d. **Data Gathering and Documentation:** The evaluator will document evidence related to all performance descriptors. Evidence shall be compiled in a format that is transparent and available to the teacher in a reasonable manner. A teacher will also have the opportunity to provide evidence for all performance descriptors. As aligned with statute, observational notes collected by the peer coach may not be shared with a teacher's administrator.
- e. **Evidence Opportunities:** As part of the PGP plan, teachers may demonstrate performance, development, growth, and reflection through the following:
  - i. Formal observations: scheduled observations, with pre- and post-observation conferences
  - ii. Informal observations: drop-in, unscheduled observations or walkthroughs; may include pre- and post-observation conferences
  - iii. Portfolio evidence: assembled documentary evidence (e.g., student work, lesson plans, research, websites, correspondence, etc.)
  - iv. Surveys: survey data collected from peers, students, parents, etc.

- v. Reflective conferences: conferences between the teacher and the evaluator in which the teacher reflects in such a manner as to demonstrate the performance descriptor
  - vi. Other: other means collaboratively developed by the teacher and evaluator
- f. **Year 3 Teachers:** Administrators will conduct an observation and/or have a reflective conversation with teachers in year 3 of the PGP cycle for one of the three observations. ~~Teachers in Year 3 are encouraged to include their supervisor in evidence-gathering opportunities during the year.~~ This may include purposeful reflective conversations, observations, and/or walk-throughs and debriefings.
- g. **Edina Alternative Compensation Program (“Alt Comp”) requirement:** As long as Edina Public Schools continues to participate in Alt Comp, the following expectations are in place each year:
  - i. A teacher will have at least two observations during the school year, and a third experience, as articulated in the Observation Framework (Appendix B).
    - 1. Round 2 Pathway Options include a formal observation, two mini-observations, or three learning walks.
    - 2. Round 3 Pathway Options include a Peer Observation and events where teachers can demonstrate application and reflection on the implementation of a professional learning experience (e.g. professional development session, book study, lesson study, data review day, National Board Certification)
  - ii. A teacher must be “proficient” in at least five performance descriptors over the course of the school year to qualify for the Alt Comp PGP incentive
  - iii. Since the Professional Growth Plan encompasses three years, a single “proficient” or “developing” for Alt Comp does not guarantee that the final PGP report will contain the same rating for the descriptor.
- h. **Status Check:** No later than May 30, year 1 and 2 teachers will meet with their assigned evaluators to review the status of their PGP plans. These status checks will:
  - i. Identify performance descriptors that have been formalized
  - ii. Identify evidence that has been accumulated for all performance descriptors
  - iii. Allow the teacher to reflect on performance across the year as a whole
  - iv. Allow the evaluator to identify any areas that may require additional attention/focus
  - v. Provide an opportunity to begin planning for years 2 and/or 3.
- i. **Summative Professional Growth Plan (PGP) Report:** Based on the evidence collected and reflections offered over the three years of the PGP cycle, the evaluator will complete a Summative Professional Growth Plan (PGP) report. The review will be shared in a meeting between the teacher and evaluator. A teacher

may appeal the results of a summative PGP report. The summative review will include:

- i. The rubric level rating for each performance descriptor and specific rationale and/or notes for each descriptor
- ii. An opportunity for the teacher to offer comments for each descriptor

B. Role of the Administrator in the Non-Probationary Teacher's PGP

- a. Administrators may participate in any part of the teacher evaluation/Alt Comp process. Administrators will conduct an observation and/or have a reflective conversation with teachers in year 3 of the PGP cycle for one of the three observations.
- b. At any point, an administrator/supervisor may request to be the evaluator of a non-probationary teacher for whom they have performance concerns. In this case, the administrator must clearly explain the performance concerns to the teacher. In such cases, the administrator should notify the program facilitator that performance concerns necessitate that the administrator be assigned as evaluator. Administrators are encouraged to notify the facilitator prior to September 1 of these situations when possible.
- c. During the school year, an administrator/supervisor may take over the evaluation process of any non-probationary teacher who has been disciplined. In this case, the performance concerns should be clearly presented to the TEC co-chairs.
- d. When an administrator/supervisor takes over the evaluation process of a non-probationary teacher, the observations become formal until concerns are resolved, at which time Round 2 or 3 Pathway Options are available for the remaining observation(s) (see Appendix B).
- e. In addition to leading the formal teacher evaluation process for teachers, administrators should provide additional levels of assistance for the non-probationary continuing contract teacher as necessary.
- f. Non-probationary teachers on an assistance level (see section 14) will be assigned to an administrator/supervisor.

## 8. Observation Standards

- A. Each non-probationary teacher will participate in a minimum of two observations each year and a third experience, as articulated in the Observation Framework (Appendix B)
  - a. Round 2 Pathway Options include a formal observation, two mini-observations, or three learning walks.
  - b. Round 3 Pathway Options include a Peer Observation and events where teachers can demonstrate application and reflection on the implementation of a professional learning experience (e.g. professional development session, book study, lesson study, data review day, National Board Certification)
- B. Each probationary teacher will participate in a minimum of three observations each year.

- C. Peer coaches shall be assigned to teachers by the Program Facilitator. A teacher may request a different peer coach through the Program Facilitator. The Program Facilitator shall attempt to honor these requests but may deny them due to staffing needs or insufficient rationale. A teacher may appeal a denied request to the Teacher Evaluation Committee (see Section 18).

**D. Pre-Observation Conference**

- a. A pre-observation conference is a meeting, usually 15-30 minutes in length, between teacher and administrator/coach.
- b. Probationary teachers: the teacher and the administrator shall mutually schedule a pre-observation conference prior to each observation.
- c. Non-probationary continuing contract teachers: the teacher and the peer coach shall mutually schedule a pre-observation conference prior to the first observation. For subsequent observations, pre-observation conferences shall be scheduled in a mutually agreeable format.
- d. Pre-observation conferences should occur within three working days of the actual formal observation or first mini-observation.
- e. The teacher is encouraged to complete a pre-observation form for each pre-observation conference. The form provides the teacher with an opportunity to state their objectives for the experience that will be observed. These objectives should align with the teacher's Professional Growth Plan (PGP).

**E. Observations**

- a. For probationary teachers, the first observation shall occur no later than November 1 and at least three observations must be completed by March 1.
- b. For non-probationary continuing contract teachers, the first observation shall occur no later than December 15. The observation time shall be scheduled by mutual agreement. The second observation shall occur no later than March 15. Remaining observations must be completed prior to May 15.
- c. For each observation, the peer coach or administrator will:
  - i. Arrive promptly at the scheduled time, remain for the specified time, and observe the total environment.
  - ii. Gather information to help determine that the teacher is meeting the established performance descriptors.
  - iii. Try to remain inconspicuous, although under certain pre-identified circumstances, they may enter into activity with the class.
  - iv. Observe the total situation, including consideration of activities before and after the time being observed.
  - v. Objectively record what occurs during the observation.
- d. Scheduled observations may cover a specific lesson component, an entire lesson, a class period, or a planned activity. Observations may include guided practice activities, IEP meetings (with parental consent), presentations, performances, and/or other customary job-related activities that do not necessarily find the staff member in a typical classroom setting.
- e. Formal observations and Round 2 Pathway Options are designed to encompass approximately 30 minutes of instructional time.

- f. When more than one administrator is assigned to a teacher, both administrators will observe formally at least once.
- g. Administrators may conduct unscheduled observations. These observations must be followed by a post-observation conference that is scheduled at a mutually agreeable time between the administrator and teacher. In the event of an unscheduled observation, the administrator is strongly encouraged to make a brief contact with the teacher before the observation to learn the planned objectives and learning activities.

**F. Post-Observation Conference**

- a. Following each observation, the peer coach or administrator will analyze the data collected, and the teacher should reflect on what occurred during the observation or experience (non-probationary, only).
- b. A post-observation conference should be scheduled at a mutually convenient time, but no more than three school days after the formal observation or final mini-observation. A post-observation conference is recommended to be scheduled for approximately 30 minutes. If there are performance concerns, the peer coach shall immediately address them with the teacher.
- c. During the post-observation conference, the peer coach or administrator will share all data collected during the observation
- d. If an observation was conducted by a peer, a peer coach shall be part of the post-observation conference to facilitate the conversation and to record information as necessary. The peer coach shall be the sole individual responsible for recording and submitting required documentation; peers who participate in observations shall not be required to submit the content of their observations to the District.
- e. Reflection should occur for all identified descriptors for the observation. Elements of the teacher's Professional Growth Plan and Student Learning Goals shall be identified.
- f. Teachers, peer coaches, and administrators shall strive for open, honest exchanges while maintaining courtesy, tact, and professionalism.
- g. All documentation required of the peer coach or administrator should be provided to the teacher at the post-observation conference. If this is not possible, the peer coach or administrator shall provide such documentation within five school days after the observation.
- h. If a peer coach notes that a teacher needs help to meet the requirements of their Professional Growth Plan, the peer coach will work with the teacher to identify support and resources available to achieve the appropriate standards. If the peer coach continues not to observe evidence of the components of either the teacher's Professional Growth Plan or Student Learning Goals, the peer coach shall notify the Program Facilitator of the concern as early as possible during the school year, but no later than February 1. The Program Facilitator may then reassign, no later than February 15, the teacher to the appropriate administrator for the remainder of the observation process. In such a case, the administrator shall be responsible for conducting any necessary observations

and the summative SLG report with the teacher. If necessary, an administrator may develop a program, in cooperation with the teacher, to help the teacher improve performance. Subsequent observations will be related to the assistance offered and to the progress, or lack of progress, toward improvement. The Program Facilitator must be notified that such a plan has been created. The EM/E President shall be notified of all these instances.

- i. If a teacher disagrees with a decision made by a peer coach or administrator during the post-observation conference, the teacher may appeal this decision. (See Section 18)

## 9. Professional Growth Plan – Probationary Teachers

Minnesota Statute 122A.40 Subd. 5 defines probationary teachers and the District's legal obligation toward them.

- A. Probationary teachers will be evaluated by their assigned supervisor(s).
- B. Probationary teachers do not create a specific Professional Growth Plan (PGP) plan as the District expects supervisors to evaluate all aspects of a probationary teacher's performance during each year of probationary status.
- C. Supervisors must meet individually with probationary teachers in August and/or September to develop a plan to conduct a minimum of three formal observations by March 1. The first observation will occur within 90 days of the start of teaching service. During the initial meeting, the supervisor shall review the Edina Performance Descriptors with the teacher, along with the rating levels. If a supervisor wants to collect evidence via means in addition to observations, this collection should be discussed during the planning meeting as well.
- D. Because probationary teachers are new to Edina they may demonstrate a range of ratings across the performance descriptors.
- E. After three years, probationary teachers, hourly and Tier 1 licensed teachers ~~community experts~~ who do not meet the statutory requirements of continuing contract, will be assigned a peer coach. If a teacher and the District agree to have the probationary period extended, the teacher must be assigned an administrator to complete the teacher evaluation process.
- F. Probationary teachers will work on a subset of 'focus' descriptors associated with their particular year of probation.
  - a. 1/3 Probationary Status Focus Descriptors: 1, 2, 3, 6, 9, 11, 12, 13, 15
  - b. 2/3 Probationary Status Focus Descriptors: 6, 7, 8, 10, 11, 13, 16
  - c. 3/3 Probationary Status Focus Descriptors: 4, 5, 6, 11, 13, 14
- G. One of one (1/1) probationary teachers will be evaluated on all 16 descriptors.
- H. Administrators will review all descriptors each year with their probationary teachers and may make recommendations for renewal based on the evaluation of all descriptors.
- I. It is recommended that one of one (1/1) probationary teachers select a subset of performance descriptors for Alt Comp PGP incentive eligibility.
- J. Summative reports for probationary staff will be based on focus descriptors



- K. Administrators can add descriptors to a teacher's requirement based upon current performance or performance in the previous year.
- L. Probationary teachers are eligible for all Edina Alt Comp incentives.
  - a. PGP: A teacher must complete at least three observations and be "proficient" in at least five performance descriptors over the course of the school year.
  - b. SLG: Teachers must be "proficient" in the implementation component of the SLG Rubric (Appendix C).
  - c. SIP: Incentives are awarded based on their site meeting their identified student achievement goal.

## 10. Rating Levels

The Edina teacher evaluation program shall use three rating levels. These rating levels shall be used for:

- a. rubrics for the performance descriptors
- b. the summative Professional Growth Plan (PGP) evaluation
- c. the Student Learning Goal

The rating levels and their definitions are:

**Proficient:** A teacher at this level demonstrates solid, expected performance, meeting and/or exceeding standards for proficiency. Experienced, professional educators primarily will be at this level.

**Developing:** A teacher at this level requires changes in performance to meet expectations for proficiency but overall displays patterns of professional growth that suggest improvement is likely.

**No Evidence:** A teacher at this level does not demonstrate evidence of the descriptor. Teachers at this level will require substantial development to meet standards for proficiency.

## 11. Performance Descriptors

The following are the Edina Performance Descriptors. Annually, no later than June 1, the Teacher Evaluation Committee (TEC) will review the definitions of what for each descriptor entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program. (See Appendix A)

### **Edina Performance Descriptors Classroom Teachers**

1. Plans instruction that helps students develop enduring skills ~~Future Ready Competencies~~
2. Identifies standards and learning targets for instruction and assessment

3. Uses data, including assessments of student knowledge and skills, to guide and modify planning and instruction
4. Implements current research in curriculum, content-area knowledge, and instructional practices in instructional preparation
5. Delivers instruction using a range of instructional strategies
6. Communicates high, yet attainable expectations for all students
7. Provides students various pathways to access and explore content
8. Uses a variety of methods to assess student learning
9. Provides students clear, specific, actionable feedback
10. Assists students in developing self-assessment skills
11. Creates and maintains a safe, equitable, and culturally inclusive learning environment
12. Develops and maintains clear standards of conduct
13. Engages and motivates students in the learning process
14. Promotes a culture of persistence
15. Communicates and works collaboratively with families and/or community partners
16. Communicates and works collaboratively with colleagues and other district staff

### **Edina Performance Descriptors Non-Classroom Teachers**

*Note: The language “students, families, and/or staff” is inclusive language meant to encompass all individuals who receive instruction and service from non-classroom teachers. Non-classroom teachers and evaluators should work cooperatively to determine the appropriate target group(s) for service.*

1. Plans services and/or develops programs designed to meet the needs of students, families, and/or staff and are appropriate to the setting
2. Identifies standards and best practices for the delivery of service
3. Uses data from multiple sources to guide and modify planning, program development, and delivery of service
4. Uses current research in standards, cultural competence, field-specific knowledge, and applicable laws in program preparation
5. Delivers programs and services, using a range of techniques appropriate to the field
6. Communicates high, yet attainable expectations for students, families, and/or staff
7. Demonstrates flexibility in delivery of service
8. Uses a variety of methods to assess student, family, staff, and/or program growth/progress/development
9. Provides clear, specific, actionable feedback
10. Assists students, families, and/or staff, ~~when appropriate,~~ to develop self-assessment skills
11. Establishes and maintains a safe, equitable, and culturally inclusive learning environment
12. Develops and maintains clear standards of conduct

- 13. Engages and motivates students, families, and/or staff in the educational environment
- 14. Promotes a culture of resilience
- 15. Communicates and works collaboratively with families and/or community partners
- 16. Communicates and works collaboratively with colleagues and other district staff

## 12. Student Learning Goals

- A. Each teacher will annually develop a Student Learning Goal (SLG). This program element will be used to meet the Minnesota Statute 122A.40 Subd. 8(b)(8) requirement for a measurement of student learning.
- B. Teachers should have the ability to select their individual goal, recognizing that they may have two areas to work on during the year (SLG & SIP/PLC). The goal should align with the site's SIP plan and prioritize targeted growth with underserved, underrepresented populations when possible.
- C. The goal must be developed and submitted to the teacher's assigned evaluator no later than September 30. The teacher and evaluator should discuss the goal and the teacher's rationale for the goal as part of the approval process.
- D. The assigned evaluator will review the submitted goal and either (1) approve it or (2) return it to the teacher with suggestions for revisions. If there are suggestions for revisions, the teacher and evaluator should work collaboratively to address these suggestions in the SLG. This revision process must be completed by October 15. If the teacher and the evaluator are unable to reach agreement, the goal and evaluator's suggestions will be submitted to the Teacher Evaluation Committee (TEC). The TEC shall consider these requests at its first regularly scheduled meeting after October 15. By majority vote, the TEC shall determine whether the teacher's draft, evaluator's draft, or a TEC-developed draft shall be the approved goal for the school year. A teacher has the right to appeal the decision of the TEC.
- E. SLGs may either be growth goals or standards goals:
  - a. Growth goals use (pre-)assessment data to determine where students are relative to the focus of the goal. The teacher then establishes a goal that tracks the learning growth of students from the pre-assessment to the final assessment. A growth goal is more focused on the individual growth/improvement of students.
  - b. Standards goals identify a level of performance that students would be expected to meet by the conclusion of the instruction. A standards goal is more focused on the final expected level of performance/learning.
- F. SLGs may either be targeted or whole-group:
  - a. Targeted SLGs allow a teacher to focus on those students who need the most development relative to the standard chosen for the SLG. Targeted students often require additional support or more intensive instruction.
  - b. Whole-group SLGs involve a teacher selecting all students in a class or set of classes who are working on the standard chosen for the SLG.
- G. An SLG will have the following components:
  - a. A goal statement

- b. Identification of growth-focused or standards-focused goal (check box)
  - c. Identification of targeted or whole-group goal (check box)
  - d. The standard on which the goal/student performance is based (note – these goals may be Minnesota academic standards or national organization standards)
  - e. Implementation overview
  - f. Means of assessment (e.g., common assessment, MAP, etc.)
- H. SLGs, in general, are expected to encompass a significant amount of the school year. For example, a year-long goal is preferable to a three-week unit goal. However, the goal and student performance should dictate the timeline.
- I. Data related to the SLG final assessment must be shared with the assigned evaluator no later than May 30. If a later date is required, that should be approved in the teacher's SLG plan submitted in September.
- J. The teacher and the evaluator will meet to discuss and reflect on the results of the SLG.
- K. Annually, no later than September 15, the Teacher Evaluation Committee (TEC) will review the definitions of what for each component entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program. (See Appendix C)
- L. For any SLG not rated as "proficient", the evaluator must provide written rationale for the rating.
- M. A teacher may appeal a rubric rating of the SLG (see Section 18 for appeals process).
- N. As long as Edina Public Schools continues to participate in the Alt Comp program, the format of the Student Learning Goal for Alt Comp shall contain the components identified here. The incentive for the SLG in Alt Comp will continue to be awarded based on successful implementation of the SLG.
- O. SLGs, without information that identifies the teacher, may be shared within the District as a learning tool.
- P. The Student Learning Goals and Professional Growth Plan shall take the place of other individual goals required of teachers.
- Q. The teacher and the evaluator will meet to review the results of the SLG. This meeting may be combined with the year-end PGP status check/summative review.

### 13. Evaluators

- A. Assignment of Evaluators
  - a. Probationary teachers will be assigned their direct supervisor(s) as their evaluators.
  - b. Non-probationary teachers will be assigned a teacher evaluator except in the following instances:
    - i. In the spring of a school year, an administrator/supervisor may request to be assigned a random sampling of non-probationary teachers, preferably from PGP year 3, in the subsequent school year as a means to have a sense of the work teachers at the site are engaged in.

- ii. If an administrator/supervisor has requested to be assigned as coach for the teacher. (see section 7.B.b)
  - c. Coaches and teachers will work together for a maximum of three years. After three years, the teacher will be assigned to another coach. It is our belief that working with a new coach provides teachers with additional opportunities for growth and reflection. Special considerations may be made for individuals (i.e. Immersion classes/teachers).
- B. Training
- a. Both administrators/supervisors and teachers may be trained evaluators in the Edina teacher evaluation program.
  - b. District administrators, coordinators, and supervisors who directly supervise probationary and non-probationary teachers must complete the required trainings of the Edina teacher evaluation program to be a qualified evaluator for the program.
  - c. Peer coaches must complete the required trainings of the teacher evaluation program to be qualified evaluators for the program.
  - d. The Teacher Evaluation Committee shall develop annual and ongoing training for evaluators. This training shall be required for all evaluators. The TEC shall determine criteria that evaluators must complete/demonstrate to be considered qualified. An evaluator must maintain this qualified status to complete evaluations in the Edina teacher evaluation program.
- C. Peer Coaches
- a. Non-probationary teachers with a current Minnesota teaching license and at least three years of teaching/education experience are eligible to be evaluators.
  - b. The ratio of non-probationary teachers to peer coach will be no more than 82-to-1.
  - c. As long as Edina Public Schools continues to participate in the Alt Comp program, teacher evaluators shall serve concurrently as Alt Comp coaches. Teachers serving as evaluators and Alt Comp coaches must be hired under the process determined in Section 13.C.h below.
  - d. The Teacher Evaluation Committee shall recommend teacher evaluators for the subsequent school year no later than April 1 using a process that it determines.
  - e. Peer coaches shall serve three-year terms, with the exception that one of the coaches hired for 2022-2023 shall serve a two-year term and two will serve a three-year term, as determined by a random draw conducted by the Director of Teaching and Learning. Whenever possible, terms will be staggered to ensure a balance between experienced and new coaches.
  - f. Coaches may serve a maximum of two terms, but they must re-apply and interview for their positions upon completion of the first term. All terms are subject to termination upon withdrawal from the plan by either party. Peer coaches shall be considered a teacher-on-special-assignment under the terms of the Master Agreement.

- g. The District and EM/E agree that full-time peer coaches are the most effective option for this program. Therefore, whenever possible, peer coaches shall serve in this position full-time.
- h. The Director of Teaching and Learning shall be the supervising administrator for the peer coaches.
- i. Hiring guidelines
  - i. The District shall follow its usual posting timelines for peer coach positions.
  - ii. Hiring preference shall be given to teachers with experience in the Edina Public Schools and who have achieved non-probationary continuing contract status. If not enough candidates apply, the District and EM/E shall work together to seek qualified internal candidates before an external candidate posting occurs.
  - iii. The interview committee's size and process shall be determined by the Teacher Evaluation Committee. The Program Facilitator will chair the interview committee. In addition to the Program Facilitator, the committee shall have an equal number of District and EM/E representatives.
  - iv. Peer Coaches must be interviewed and hired specifically for these positions. The District may not unilaterally re-assign a teacher as a peer coach, unless the process in the Master Agreement for an unrequested leave of absence for a continuing contract teacher requires reassignment.
  - v. The hiring committee shall strive to create balance with the backgrounds of the peer coaches (e.g., elementary vs. secondary, curricular expertise, etc.)
- j. Peer coaches shall be assigned to as few sites as reasonable under the circumstances.
- k. Peer coaches shall be eligible for all components of Alt Comp.
- l. Peer coaches shall be paid commensurate with their placement on the Performance Increment grid. Peer coaches may work additional days, at their pro-rated daily rate of pay or for comp time, during the summer, as pre-authorized by the Director of Teaching and Learning.
- m. Peer coaches shall receive appropriate paid training in cognitive coaching and data coaching. The Program Facilitator and the Director of Teaching and Learning shall coordinate the training.
- n. Peer coaches shall receive a base office (including lockable desk or filing cabinet) at the District Office.
- o. Peer coaches shall receive appropriate technology and training.
- p. If there are performance concerns about a peer coach, the Program Facilitator and the peer coach shall attempt to resolve the concerns. If no resolution is reached, the concerns shall be referred to the Director of Teaching and Learning. If the performance concerns are not resolved, the peer coach may be reassigned to a teaching position, as qualified, in the District if one is available in accordance

with the process outlined in Article 6 (Unrequested Leaves of Absence) of the Master Agreement. A peer coach may appeal any element of this process.

- q. Upon completion of their work as a peer coach, a teacher shall be returned to the same position held prior to the assignment or, if not available, to a comparable position for which they are licensed. The peer coach shall have a placement conference with the Director of Teaching and Learning to help discern the placement for the teacher.
- r. The peer coach job description is attached to this Memorandum for information purposes. (See Appendix D)

#### 14. Performance Assistance

Non-probationary teachers who are not meeting program expectations may be placed into one of three levels of assistance.

- A. The Edina teacher evaluation program is grounded in the philosophy that teachers can improve with appropriate time and support.
- B. Prior to a teacher being placed in any level of assistance, the teacher should have received assistance from their evaluator. This assistance may involve directed coaching, referral to a mentor, sharing of resources, or other positive interventions.
- C. In general, teachers should begin at Level 1, meaning that areas for growth or improvement are identified proactively and require relatively moderate attention.
- D. All levels of assistance shall involve formal, written plans that describe the assistance that will be provided and the expectations for the teacher receiving the assistance.
- E. Assistance plans shall state their duration. They generally shall be for one school year.
- F. When a teacher needs an assistance plan, the appropriate administrator(s) and the teacher will work with the program facilitator to develop an assistance plan that is consistent with the requirements of this MOU. The program facilitator will notify the Teacher Evaluation Committee when teachers are placed on assistance plans, but will keep the identity of the teachers confidential.
- G. A teacher requiring an assistance plan has the right to union representation throughout the development and implementation of the plan.
- H. Teachers have the right to appeal placement on any level of assistance.
- I. Level 1 Assistance
  - a. Teachers may be placed in Level 1 Assistance following these guidelines:
    - i. If a teacher has two-to-three performance descriptors rated as developing or 'no evidence' in the Professional Growth Plan (PGP) summative evaluation
    - ii. During school years prior to the PGP summative evaluation, an administrator may recommend a teacher for Level I assistance by presenting a written request, including appropriate documentation, to the TEC co-chairs, who will determine if the request shall be supported

- iii. If a teacher has two consecutive years of SLG final evaluations rated as developing or 'no evidence' (all three rubric elements rated developing or 'no evidence')
  - b. A Level 1 assistance plan will identify training and support the District will offer the teacher. In general, level 1 assistance plans will not require observations, beyond the requirements for all teachers, for successful completion.
  - c. A teacher on a Level 1 assistance plan will be assigned an administrator/supervisor as evaluator.
  - d. If a teacher does not successfully complete the Level 1 assistance plan, the teacher may either be required to complete a second year on Level 1 or may be placed on Level 2 assistance.
- J. Level 2 Assistance
- a. Teachers may be placed in Level 2 Assistance following these guidelines:
    - i. If a teacher has three or four performance descriptors rated as developing or 'no evidence' in the PGP summative evaluation
    - ii. During school years prior to the PGP summative evaluation, an administrator may recommend a teacher for Level 2 assistance by presenting a written request, including appropriate documentation, to the TEC co-chairs, who will determine if the request shall be supported
    - iii. If a teacher does not successfully complete Level 1 assistance
  - b. A Level 2 assistance plan has a remediation focus. It will identify training and support the District will offer the teacher. It will also specify specific actions the teacher will be expected to take throughout the year to demonstrate improved performance. Teachers on Level 2 assistance will be assigned a trained mentor. The TEC shall determine the qualifications for trained mentors. This trained mentor will serve as a confidential support for the teacher. The mentor may share information about the teacher's performance with written permission of the teacher.
  - c. A teacher on a Level 2 assistance plan will be assigned an administrator/supervisor as evaluator.
  - d. If a teacher does not successfully complete the Level 2 assistance plan, the teacher may either be required to complete a second year on Level 2 or may be placed on Level 3 assistance.
- K. Level 3 Assistance
- a. Teachers may be placed in Level 3 Assistance following these guidelines:
    - i. If a teacher has more than five performance descriptors rated as developing or 'no evidence' in the PGP summative evaluation
    - ii. During school years prior to the PGP summative report, an administrator may recommend a teacher for Level 3 assistance by presenting a written request, including appropriate documentation, to the TEC co-chairs, who will determine if the request shall be supported
    - iii. If a teacher does not successfully complete Level 2 assistance
  - b. A Level 3 assistance plan has an intensive assistance focus. It will identify training and support the District will offer the teacher. It will also specify specific actions



the teacher will be expected to take throughout the year to demonstrate improved performance. Teachers on Level 3 assistance will be assigned a trained mentor. This trained mentor will serve as a confidential support for the teacher. The mentor may share information about the teacher's performance with written permission of the teacher.

- c. A teacher on a Level 3 assistance plan will be assigned two administrators/supervisors as evaluators. The site administrator will serve as the lead evaluator in the assistance plan.
- d. If a teacher does not successfully complete the Level 3 assistance plan, the teacher may either be required to complete a second year on Level 3 or may be recommended for discipline and/or termination. Discipline and/or termination must be in accordance with the terms of the Master Agreement and Minnesota statutes.

## 15. Professional Learning

In order for the teacher evaluation program to be successful, professional learning activities must be coordinated with the various elements of the program.

- A. Annually, teachers will be provided with a review of the basic components of the teacher evaluation program.
- B. The District will develop a multi-year plan of professional learning opportunities that emphasize the Edina Performance Descriptors.
- C. Annually, the District will develop professional learning opportunities that explicitly focus on elements of the Student Learning Goals.
- D. As part of annual professional learning, time will be provided to teachers to work on PGP, SLGs, and other elements of the teacher evaluation program.
- E. The Teacher Evaluation Committee may make recommendations for training opportunities and work cooperatively with the Teaching and Learning Department to deliver necessary teacher evaluation training.
- F. Professional Learning Communities (PLCs)
  - a. All teachers will have the opportunity to participate in a PLC.
  - b. Teachers may form their own collaborative teams based on common students or content standards taught. Teachers are only expected to be part of one collaborative team.
  - c. Teachers in collaborative teams will be encouraged to work on elements of their Student Learning Goals as a team, including sharing of research, the use of common assessments, and analysis of student data.
  - d. Collaborative teams will meet weekly during the duty day. Collaborative teams will have a goal of meeting 30-60 minutes weekly.
  - e. Collaborative team time is exclusive of prep time and duty-free lunch periods.
  - f. For those teams that cannot meet during the duty day (i.e. some specialists and non-classroom teachers), the District will help to provide scheduled time throughout the year (e.g. through professional learning days, in-service days, late

~~starts/early dismissals~~, release time with sub coverage) for collaborative team time when possible. In addition, teams may also propose alternative options for meetings to their site supervisor for approval. Such proposals may involve compensatory time, flex time, or hourly compensation for hours outside the duty day.

- g. Unique circumstances for creating meeting times will be agreed upon by the PLC team and the site supervisor(s) (i.e. some specialists and non-classroom teachers)
- h. Each site supervisor will build a site PLC schedule indicating meeting times, members and locations to be shared with Teaching and Learning and the EM/E President no later than September 30.

## 16. Teacher Induction and Mentorship

The District and EM/E believe that a strong new teacher induction and mentorship program is integral to the success of teachers new to Edina Public Schools.

- A. Teachers new to Edina Public Schools will have two days of new teacher training prior to the start of the school year. The focus of this training will include:
  - a. An introduction to the District
  - b. An overview of the curriculum and instructional models of the District
  - c. An introduction to the teacher evaluation program
- B. The District and EM/E will work cooperatively to develop new teacher training.
- C. Consistent with section 5.01.1 of the Master Agreement, during their first year in the District, teachers new to Edina Public Schools with three or fewer years of teaching experience will participate in a program dedicated to topics of interest to newer teachers in Edina. These sessions will be collaboratively planned by the District and EM/E. Teachers with more than three years of experience will be required to participate in specific sessions and may apply for an exemption for remaining sessions.
- D. Mentorship
  - a. Teachers in their first two years in Edina will be assigned a Building Dean Mentor and a Building Peer Mentor (preferably job-alike) from their site.
  - b. Teachers in their first year in Edina will be assigned a building peer mentor. When possible, the pairing will be based on content and level. Teachers and building mentors will meet monthly for 30 minutes.
  - c. Non-probationary teachers will have the opportunity to express interest to become mentors. Building principals will select the building mentors for their site.
  - d. Building Peer Mentors will be expected to have monthly interactions with their assigned teachers.
  - e. The building peer mentor role is a one year commitment.
  - f. Building Peer Mentors shall be compensated for their time either with a \$200 stipend, comp day, or through a reduction of supervisory duties.

## 17. Teacher Evaluation Committee (TEC)

- A. The Teacher Evaluation Committee (TEC) shall have 8 members, 4 appointed by the District and 4 appointed by EM/E. Each party may use its own process to determine its members.
- B. Committee members shall serve one-year terms that run from July 1 to June 30.
- C. The TEC shall have co-chairs, one appointed by the District and one appointed by EM/E.
- D. The TEC shall meet regularly to fulfill its responsibilities.
- E. Responsibilities include:
  - a. Program oversight
  - b. Recommendation for the hiring of evaluators
  - c. Development of training for evaluators
  - d. Recommendations for faculty training
  - e. Oversight of the mentorship program
  - f. Make recommendations for revisions to the program
  - g. Producing annual teacher evaluation program reports for the District's School Board and EM/E's Governance Board
- F. Teacher members of the TEC will be compensated according to the amount on the Extra Service Schedule Appendix D in the Master Agreement.

## 18. Appeals Process

- A. Individuals, the District, or EM/E may use the appeals process to address concerns with evaluations, decisions, or implementation of the teacher evaluation program. A probationary teacher may not appeal their non-renewal for performance to the Teacher Evaluation Program's Appeal Committee.
- B. A request for an appeal shall be made in writing to the co-chairs of the Teacher Evaluation Committee.
  - a. Appeal requests must be submitted within the same school year of the event/decision that is being appealed.
  - b. Teacher Evaluation Committee will confirm receipt of appeal within three duty days.
  - c. Appeal requests submitted outside of this time frame are appealed upon consensus of the co-chairs of the TEC.
- C. The TEC will review all requests to determine if the request for appeal will be forwarded to the Appeals Committee.
  - a. The TEC will review all requests as part of their monthly meetings.
  - b. When possible, the TEC will respond to requests within 21 days of receipt.
- D. The co-chairs of the TEC shall facilitate the appeals schedule and process.
- E. The appeals committee shall be composed of three District representatives, building- or district-level administrators, appointed by the superintendent, and three EM/E representatives, appointed by the EM/E President. Members of TEC shall not serve on the appeals committee.

- F. When possible, the appeals committee shall meet within 21 calendar days of receipt of the written appeal. The TEC co-chairs may extend the timeline, and will notify the teacher of the change and reason for the extension.
- G. The TEC shall determine the format of appeals committee hearings.
- H. A teacher has the right to union representation at the appeals hearing.
- I. The appeals committee shall meet in private to deliberate on the appeal. Decision is by majority vote.
- J. Information in the appeal and committee deliberations shall be confidential. Members of the appeals committee shall not share this information outside of the committee.
- K. The appeals decision by the Appeals Committee is final.

## 19. Program Facilitation

- A. The Teacher Evaluation program shall have a full-time facilitator.
- B. The Program Facilitator shall be the primary individual responsible for the day-to-day implementation of the Teacher Evaluation program.
- C. The facilitator will also serve as the Alt Comp Facilitator as long as Edina Public School participates in the Alt Comp program.
- D. The facilitator shall be a teacher with at least three years of experience in Edina Public Schools.
- E. The Director of Teaching and Learning shall be the supervising administrator for the Program Facilitator.
- F. The District and EM/E shall each appoint three people to an interview team to recommend a candidate as program facilitator. The interview team shall strive to reach consensus on a facilitator; lacking consensus, the candidate who is the primary choice of the majority of interview team members shall be recommended for hire as the program facilitator.
- G. Hiring guidelines
  - a. The District shall follow its usual posting timelines for this position.
  - b. The District shall attempt to hire the Program Facilitator from within current teacher ranks. If a qualified candidate does not apply, the District and EM/E shall work together to seek qualified internal candidates before an external candidate posting occurs.
  - c. The Program Facilitator must have a Minnesota teaching license and a minimum of five years' experience in an educational setting.
  - d. Hiring preference will be given to a teacher with experience in the Edina Public Schools and who has achieved non-probationary continuing contract status. Preference shall also be given to teachers with knowledge of both District and EM/E policies and procedures.
  - e. The Program Facilitator must be interviewed and hired specifically for this position. The District may not unilaterally re-assign a teacher as the facilitator.
- H. The Program Facilitator shall be eligible for all components of Alt Comp.
- I. The Program Facilitator shall be paid commensurate with their placement on the Performance Increment grid. Additionally, the Program Facilitator may be assigned

Additional Services related to Teacher Evaluation, at their pro-rated daily rate of pay or through comp time, up to 100 hours during the summer.

- J. The Program Facilitator shall receive appropriate paid training in cognitive coaching and data coaching.
- K. The Program Facilitator shall receive a base office (including lockable desk or filing cabinet) at the District Office.
- L. The Program Facilitator shall receive appropriate technology and training through the Alt Comp budget.
- M. The Program Facilitator shall perform the observations of the peer coaches.
- N. The Program Facilitator shall work with the Department of Teaching and Learning to develop meaningful professional learning opportunities for all teachers.
- O. The Program Facilitator shall work with the Minnesota Department of Education on the implementation of the Teacher Evaluation and Alt Comp programs.
- P. The Program Facilitator may serve as a peer coach on a limited basis.
- Q. The Program Facilitator shall track all recommended changes to the program and this document. The Program Facilitator shall share these recommendations with the District and EM/E as needed.
- R. The Program Facilitator shall serve a three-year term. The district will post the position for application every three years (per Master Agreement 3.12). The incumbent may apply for the posting. ~~The Program Facilitator may serve a maximum of two terms, but they must re-apply and interview for the positions upon completion of the first term. All terms are subject to termination upon withdrawal from the play by either party.~~
- S. Upon completion of their work as Program Facilitator, the teacher shall return to the same position held prior to the assignment or, if not available, to a comparable position for which they are licensed. The teacher shall have a placement conference with the Director of Teaching and Learning to help discern the best placement for the teacher.
- T. The Program Facilitator job description is attached to this Memorandum for information purposes. (See Appendix E)

## 20. Due Process

- A. The design, research, and development of the Professional Growth Plan system, along with its accompanying forms, are an ongoing, collaborative effort involving administrators and teachers. The process and observation tools shall be re-evaluated periodically to ensure their relevance to current practices and standards.
- B. Copies of this Memorandum shall be available to the entire staff.
- C. The Edina Public Schools Professional Growth Plan provides due process protection for teachers, observers, and administrators.
  - a. Teachers are provided opportunity to respond at each reporting cycle and may request a personal conference in the event of disagreement with ratings from building supervisory personnel. The appeals channel is to the Alt Comp Appeals Committee.
  - b. At all times, the teacher may have a union representative present.

- c. All reports of unsatisfactory performance in the Professional Growth Plan process must be in writing, enumerate shortcomings in a specific manner, and be shared with the teacher.
- d. Each teacher must be provided access to the file of their observation reports ~~located at the district office or in the files of the appropriate supervisor(s).~~
- e. In addition, it is understood that everyone involved in the Professional Growth Plan system is to be provided substantive due process, e.g., what is done in the observation process is intended to be fair, rational, and reasonable. The teacher who is not presently meeting job standards must be given the time, support, and opportunity to meet the standards.

## 21. Miscellaneous

- A. The teacher evaluation program outlined in this Memorandum shall be the sole evaluation program for teachers in the District.
- B. The District and EM/E continue to commit to the Edina Alt Comp program. We agree that the 2022-2024 ~~2020-2022~~ Memorandum of Understanding related to Teacher Evaluation, has incorporated the Alt Comp Program's Memorandum of Understanding.

## 22. Terms of the Memorandum and Revisions to the MOU

- A. This MOU shall be in effect upon ratification by both EM/E and the District through June 30, 2024~~2~~. Each group shall use its own processes for approval.
- B. The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.
- C. During the period which this MOU is in effect, the District, EM/E, or the Teacher Evaluation Committee may propose revisions to the MOU that could be approved by the District and EM/E as an addendum to this MOU until its date of renewal.
- D. If the Legislature makes significant changes to either Teacher Evaluation or Q Comp statutes, this teacher evaluation MOU shall immediately be opened for renegotiation. A new teacher evaluation MOU shall be developed within 60 days and presented for consideration to both the District and EM/E approval. Performance increments will be granted at the start of the school year subsequent to the discontinuation of the Alt Comp program subject to the performance increment requirements of this Agreement.

For the District:  
Minnesota/Edina:

For Education

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\_\_\_\_\_ Date \_\_\_\_\_ Date

## **Appendix A**

### **Edina Performance Descriptors Definitions**

*The following are the Edina Performance Descriptors. Annually, no later than June 1, the Teacher Evaluation Committee (TEC) will review the definitions of what proficiency for each descriptor entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program.*

#### **Classroom Teachers**

<b>Descriptor</b>	<b>Definition</b>
1. Plans instruction that helps students develop <u>enduring skills</u> <del>Future Ready Competencies</del>	Plans regular opportunities for students to engage in individual and/or collaborative critical thinking and problem solving
2. Identifies standards and learning targets for instruction and assessment	Learning targets are stated as goals reflecting learning and MN academic standards. They are accessible for all students in the class and revisited during instruction
3. Uses data, including assessments of student knowledge and skills, to guide and modify planning and instruction	Evaluates <u>student skills</u> , <del>the understanding of students' skills</del> and prior knowledge, and uses this information to plan instruction
4. Implements current research in curriculum, content-area knowledge, and instructional practices in instructional preparation	<del>Preparation</del> Demonstrates research-based practices in curriculum, content, instructional, and culturally responsive <u>teaching practices that are incorporated into instruction</u>
5. Delivers instruction using a range of instructional strategies	Consistently incorporates various activities, strategies, and technology, that are appropriate for all students and aligned with the instructional standards/goals to support learning
6. Communicates high, yet attainable expectations for all students	Communicates high, yet attainable expectations with clear and precise language; structures are in place to guide <u>all</u> students in meeting expectations



7. Provides students various pathways to access and explore content	Offers options that personalize students' learning opportunities and scaffolds skills and activities that reflect learner needs, based on the results of formative and summative assessments and/or other data
8. Uses a variety of methods to assess student learning	Consistently uses formative and summative assessments that fit the subject matter and needs of the class
9. Provides students clear, specific, actionable feedback	Provides timely, specific feedback to students to enhance student learning
10. Assists students in developing self-assessment skills	Models self-assessment; students regularly required to assess and monitor quality of their own work as it relates to criteria and/or state standards
11. Creates and maintains a safe, equitable, and culturally inclusive learning environment	Creates and maintains a safe learning environment in which all students are treated equitably <del>regardless of their respective cultures</del>
12. Develops and maintains clear standards of conduct	Standards of conduct are clear to students and teacher is alert to student behavior. Responses to student behavior are developmentally appropriate and culturally sensitive
13. Engages and motivates students in the learning process	The classroom culture is characterized by clear expectations for students and the belief that all students can succeed. Longitudinal data demonstrates students are engaged in their learning.
14. Promotes a culture of persistence	Encourages and motivates students to successfully complete projects, activities or goals
15. Communicates and works collaboratively with families and/or community partners	Provides relevant information to families/partners <u>in a culturally responsive manner</u> and is responsive to concerns
16. Communicates and works collaboratively with colleagues and other district staff	Collaborates regularly <u>and in a culturally responsive manner</u> with district colleagues

### Non-Classroom Teacher Descriptors

Descriptor	Definition
1. Plans services and/or develops programs designed to meet the needs of students, families, and/or staff and are appropriate to the setting	Evaluates the needs of individual students, families, and/or staff and plans appropriate services and programs
2. Identifies standards and best practices for the delivery of service	Identifies standards and best practices in the specialty area for delivery of service
3. Uses data from multiple sources to guide and modify planning, program development, and delivery of service	Organizes and analyzes data to make adjustments to delivery and programming
4. Uses current research in standards, cultural competence, field-specific knowledge, and applicable laws in program preparation	Implements programming consistent with current research, practices, and laws in the field.
5. Delivers programs and services, using a range of techniques appropriate to the field	Incorporates various strategies that are appropriate to the field to deliver service
6. Communicates high, yet attainable expectations for students, families, and/or staff	Communicates high, yet attainable expectations with clear and precise language; structures are in place to guide <u>all</u> students, families and/or staff in meeting expectations
7. Demonstrates flexibility in delivery of service	Adapts delivery of service based on needs <u>of target population</u>
8. Uses a variety of methods to assess student, family, staff, and/or program growth/progress/ development	Uses a variety of assessments to <u>measure</u> <del>improve</del> program effectiveness
9. Provides clear, specific, actionable feedback	Provides timely, specific feedback to students, staff and/or families

10. Assists students, families, and/or staff, <del>when appropriate,</del> to develop self-assessment skills	Assists and models student, family, and/or staff self-assessment skills
11. Establishes and maintains a safe, equitable, and culturally inclusive learning environment	Creates and maintains a safe environment in which all people are treated equitably <del>regardless of their respective cultures</del>
12. Develops and maintains clear standards of conduct	Standards of conduct are clear to participants and evidenced in practice
13. Engages and motivates students, families, and/or staff in the educational environment	Efforts to engage family, staff and/or students are successful. Longitudinal data demonstrates students, families, and/or staff are engaged.
14. Promotes a culture of resilience	Encourages and motivates students/family/staff to successfully complete projects, activities or goals and reflect on progress
15. Communicates and works collaboratively with families and/or community partners	Provides relevant information to families/partners <u>in a culturally responsive manner</u> and is responsive to concerns
16. Communicates and works collaboratively with colleagues and other district staff	Collaborates regularly <u>and in a culturally responsive manner</u> with district colleagues

## Appendix B

### Observation Framework

The following framework will be used for non-probationary teachers beginning in Fall, 2020. Annually, no later than June 1, the Teacher Evaluation Committee (TEC) will review the definitions of what for each component entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program.

	<del>Observation Round 1</del>	<del>Observation Round 2</del>	<del>Observation Round 3</del>
<del>Year 1</del>	Formal Observation	Formal Observation	<del>Teachers in their first year off of probation</del> will select from Round 2 Pathway Options only (in order to best support newly tenured staff in their transition from probationary to non-probationary status)
			<del>All other non-probationary teachers:</del> Round 3 Pathway Options
<del>Year 2</del>	Formal Observation	Round 2 Pathway Options	Round 3 Pathway Options
<del>Year 3</del>	Formal Observation	Round 2 Pathway Options	Round 3 Pathway Options

#### Round 1: Formal Observation

#### Round 2 Pathway Options

- Formal Observation(1)
- Scheduled Mini Observations (2)
- Flexibly Scheduled Mini Observations (3)

#### Round 3 Pathway Options

- Peer
- Reflection on the implementation of professional learning experience
  - PD Session
  - Book Study
  - Lesson Study
  - Data Review Day
  - National Board Certification
- Round 2 Pathway Options

## **Appendix C**

### **Student Learning Goal Rubric**

*The following are the components of the Student Learning Goal.* Annually, no later than June 1, the Teacher Evaluation Committee (TEC) will review the definitions of what for each component entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program.

<b>Component</b>	<b>Definition</b>
SLG Implementation	The SLG is implemented with fidelity, possibly with modifications for improvement made as appropriate throughout the year
SLG Results	Most or all student results meet the goal
SLG Reflection	Teacher reflection on implementation and results clearly identifies reasons for student results and suggests means to improve the implementation and/or student results in the future

## **Appendix D**

### **Edina Public Schools Job Description Peer Coaches**

**Reports to: Director of Teaching and Learning**

#### **Purpose of Position:**

The Peer Coach operates as a facilitator of the Teacher Evaluation and Alternative Compensation programs by providing expertise and knowledge to the employees participating in the program. Essential to the job responsibilities is an ability to coach teachers to reflect on their journey as related to: Equity, Culturally and Linguistically Responsive Teaching (CLRT), Professional Learning Communities (PLCs), and Personalized Learning (PL).

#### **Essential Duties and Responsibilities:**

- Conducts observations of teachers for the Teacher Evaluation and Alternative Compensation programs, including all conferences of the observation cycle (planning conferences, pre-observation conferences, observations, post-observation conferences, and summative conferences.) and evaluation of Professional Growth Plans and Student Learning Goals
- Collaborates with teachers and administrators to establish action plans and evaluate a teacher's progress on their Individual Professional Review cycle
- Assists individual teachers with analysis of student achievement data
- Maintains accurate records for all assigned teachers in the Teacher Evaluation Program
- Maintains appropriate background and training in cognitive coaching and data coaching
- Works with the Teacher Evaluation Program Facilitator to ensure Teacher Evaluation and Alternative Compensation policies and procedures are maintained
- Participates in and may lead professional learning opportunities for teachers. These opportunities may include cognitive coaching, peer feedback, team teaching, demonstrations, and presenting strategies to improve instruction, lesson design, and classroom management.
- Attends all training and peer coaching meetings required for the position
- Keeps current on research in the best practices associated with peer coaching, evaluation techniques, equity, CLRT, PLCs and PL.
- Provides release time for colleagues to have the opportunity to observe other colleagues
- Maximum caseload of 80 classroom teachers per coach

#### **Required Qualifications:**

- Minnesota teaching licensure
- Minimum three years teaching experience in Edina Public Schools
- Excellent written and verbal communication skills
- Experience and training in a wide range of instructional and student management strategies preferred

#### **Additional Information:**

- Peer Coaches shall serve in their position for a three-year term and shall be considered a non-instructional position ~~teacher on special assignment~~ under the terms of the Master Agreement.

## **Appendix E**

### **Edina Public Schools Job Description Teacher Evaluation and Professional Learning Facilitator**

#### **Reports to: Director of Teaching and Learning**

#### **Purpose of Position:**

The Teacher Evaluation and Professional Learning Facilitator operates as a leader for the Teacher Evaluation program by providing expertise and knowledge to the employees participating in the program. This position also provides support for coordinating professional learning activities for licensed staff in the school district.

#### **Essential Duties and Responsibilities:**

- Provides leadership for the Teacher Evaluation program
- Provides coordination and support for professional learning
- Participates in the hiring of Peer Coaches
- Sets goals with, conducts observations of and evaluates Peer Coaches for the Teacher Evaluation and Alternative Compensation program, including all conferences of the observation cycle (planning conferences, pre-observation conferences, observations, post-observation conferences, and summative conferences.)
- May be assigned peer coach of teachers for the Teacher Evaluation and Alternative Compensation program as necessary
- Participates in Teacher Evaluation and Staff Development Committee meetings
- Works to implement the goals of the Teacher Evaluation Committee
- Works with Minnesota Department of Education on issues pertinent to Teacher Evaluation and Alternative Compensation
- Coordinates the training of the Peer Coaches
- Participates in the coordination and development of staff development opportunities for the Teacher Evaluation and Alternative Compensation program
- Provides updates on Teacher Evaluation and Alternative Compensation to the School Board and District administrators, and EM/E leadership
- Coordinates the Teacher Evaluation, Alternative Compensation, and professional learning recordkeeping systems.
- Develops the staff assignment for each Peer Coach
- Maintains appropriate background and training in cognitive coaching and data coaching
- Ensures compliance with all Teacher Evaluation and Alternative Compensation policies and procedures
- Works with Peer Coaches and Administrative evaluators to maintain inter-rater reliability
- Leads regular meetings of the Peer Coaches
- Keeps current on research regarding best practices for peer coaching and professional learning strategies

#### **Required Qualifications:**

- Minnesota teaching licensure
- Minimum three years teaching experience in Edina Public Schools
- Excellent written and verbal communication skills



- Experience and training in a wide range of instructional and student management strategies preferred

**Additional Information:**

- The Teacher Evaluation and Professional Learning Facilitator shall serve a three-year term and be considered a non-instructional position ~~teacher on special assignment~~ under the terms of the Master Agreement.

## **Appendix F**

### **Teacher Evaluation Glossary of Terms**

**Alt Comp** – Alternative Compensation – Edina’s Q Comp program guided by Minnesota Statute and a District/EM/E Memorandum of Understanding (MOU)

**Assessment of Needs** – ~~may include medical reports, intervention data, evaluation reports, IEPs, district and/or building SIP goals, transcripts/grades~~

**CLR** – Culturally and Linguistically Responsive Teaching and Learning - The validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society. -Sharroky Hollie

**Cognitive Coaching** – method of coaching focused on reflective growth

**Culturally Responsive Teaching** - a research-based approach to teaching. It connects students’ cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous curriculum and develop higher-level academic skills using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students (<http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm>)

**Cultural Proficiency** - the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. (<http://www.teacherleadershipinstitute.org/wp-content/uploads/2015/03/Cultural-Proficiency-Framework.pdf>)

**Digital Age Learning** –students are using technology to access and curate Content, Collaborate, and Create

**Enduring Skills** - include critical thinking, creative problem solving, collaboration, communication, moving beyond age and developmentally appropriate basic skills

**Feedback** - an assessment of progress that allows transfer of information from teacher to student and back to teacher.

**Formal Observation**- A 30 minute (minimum) observation by administration or a peer coach in order to gather specific evidence around one or more descriptors and their standards of proficiency within planned observations. This observation process typically involves a pre-observation meeting and/or form as well as a post-observation reflection with the administrator or peer coach

**Formative Assessments** - range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student achievement

**Future Ready Competencies** - ~~academic content knowledge and skills in core content area and interpersonal skills like communication, collaboration, creative problem solving and critical thinking~~ include Responsible, Engaged Citizen; Effective Communicator and Collaborator; Globally Competent Individual; Innovative Thinker and Creator; Motivated Life-long Learner; and Well-rounded Person

**Growth Mindset** – a belief that one’s basic qualities can be cultivated and developed through application and experience  
(Dweck, C.S. (2016). *Mindset: the new psychology of success*. New York: Ballantine Books.)

**ICCCAR Values** - integrity, compassion, courage, commitment, appreciation of diversity, and responsibility

**Instructional Strategies** - include the continuum of instruction: traditional, responsive, and culturally responsive; and digital age learning

**Learning Targets** - frame the lesson from the student’s perspective and help the student grasp the lesson. They are unpacked from the standards and are often written in student friendly “I Can” statements.

**Marginalized Populations** - groups that have been underserved or disenfranchised and groups that are denied full access to rights, opportunities, and resources that are normally available to members of a [dominant] group. Marginalization prevents people from participating fully in social, political, and economic life, and can block them from human rights.  
(Aguilar, E. (2020). *Coaching for Equity: Conversations that change practice*. New Jersey: Jossey-Bass.)

**Mini Observation (scheduled or flexibly scheduled)** - two or three short observations over an extended timeline (1-2 weeks), conducted by a peer coach or administrator. The mini observation process includes a planning meeting and/or form and a post-observation reflection with the administrator or peer coach.

**MOU – Memorandum of Understanding**

**Observation Pathways Options** - customized choices within the observational framework that offer teachers multiple ways to demonstrate proficiency on selected descriptors

**Peer Coach** – assigned to non-probationary teachers – assist teachers in meeting their goals – work with teacher and administrator to complete final summative evaluation for teachers

**Peer Observation** - A minimum of 30 minute planned time when a tenured peer will observe another in order to collaborate and/or gather feedback and data (from a peer) around best practice, classroom strategies, new learning, etc.

**Persistence** - the quality that allows someone to continue doing something or trying to do something even though it is difficult or opposed by other people

**Personalization versus Differentiation** – refer to chart by Bray and McClaskey at the end of the glossary (<http://www.personalizelearning.com/2013/03/new-personalization-vs-differentiation.html>)

**Personalized Learning** – includes three big ideas: **proficiency** on standards; **profiles**: knowing the learner and the learner knowing themselves; and customized learning **pathways** co-created by learners and teachers

**PLC** – Professional Learning Community

**PGP** – Professional Growth Plan –three (3) year review cycle for non-probationary teachers, yearly review cycle for probationary teachers, carries potential incentive of \$1448.00/year.

**Racial Equity Lens** – a series of considerations to guide decision-making to avoid assumptions based on biases and to break down barriers that prohibit equal participation by all persons, particularly those from historically underserved and marginalized communities paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success (<http://www.grantercraft.org/assets/content/resources/equity.pdf>) (<https://www.lawinsider.com/dictionary/equity-lens#:~:text=An%20equity%20lens%20is%20a,those%20from%20Equity%2DSeeking%20Communities>)

**Resilience** - the set of attributes that provides people with the strength and fortitude to confront the overwhelming obstacles they are bound to face in life.

**Round 2 Pathway Options** - choice of three different observation structures: formal observation, scheduled mini observations, flexible mini observations. Observations conducted by a peer coach or administrator, with the goal of gathering specific evidence around one or more descriptors and/or data related to a specific teacher-identified area of interest.

**Round 3 Pathway Options** - choices include all Round 2 Pathway Options, along with peer observation or reflection on implementation of professional development. All Round 3 options offer teachers additional opportunities to demonstrate or provide evidence for selected descriptors and standards of proficiency.

~~**SAMR Framework** – Substitution Augmentation Modification Redefinition – a method of seeing how computer technology might impact teaching and learning~~

**Self-Assessment** - making decisions about the standards of performance expected and then making judgments about the quality of the performance in relation to these standards

**SIP** – School Improvement Plan

**Site Goal** – Student Achievement (based on standardized assessment) component of Alt Comp (potential incentive of \$90.00)

**SLG – Student Learning Goal** – student learning component of Alt Comp (potential incentive of \$272.00 based on implementation of action steps/plan)

**Student Engagement** - happens as a result of a teacher's careful planning and execution of specific strategies: every teacher can create a classroom environment in which engagement is the norm instead of the exception. A model of attention and engagement includes four areas: (1) emotions, (2) interest, (3) perceived importance, and (4) perceptions of efficacy. (Marzano, The Highly Engaged Classroom, 2011)

**Summative Assessments** - used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year

**Teachers** – all salaried, Title 1, and ECFE teachers as defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Master Agreement between the District and EM/E

**Underrepresented Populations**—~~Low income, first generation, LGBT+, and racial minority students that make up only a small fraction of the total population of school and community. These underrepresented groups face unique challenges and are more likely to become the victims of discrimination than their white, heterosexual peers.~~

**Underserved Populations**—~~students who do not receive equitable resources in the same manner that other students do, and as a consequence are less likely to achieve to high levels of academic performance~~

**VABB** - Validate - Affirm - Build and Bridge (<https://www.culturallyresponsive.org/vabb>)



## Personalization v Differentiation v Individualization Chart (v3)

There is a difference between personalization, differentiation, and individualization. One is learner-centered; the others are teacher-centered.

Personalization	Differentiation	Individualization
The Learner...	The Teacher...	The Teacher...
drives their learning	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners as they do for the whole class.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
acquires the skills to select and use the appropriate technology and resources to support and enhance their learning	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning	supports groups of learners who are reliant on them for their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning.	uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning.
Assessment <b>AS</b> and <b>FOR</b> Learning with minimal <b>OF</b> Learning	Assessment <b>OF</b> and <b>FOR</b> Learning	Assessment <b>OF</b> Learning



### Personalization v Differentiation v Individualization Chart (v3), (2013)

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**Board Meeting Date:** 4-11-22

**TITLE:** Policy Review

**TYPE:** Discussion

**PRESENTER(S):** Board Policy Committee

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

- Policy 509 - Resident Enrollment and Assignment
- Policy 603 - Curriculum and Program Review and Development
- Policy 911 - Use of Volunteers in School

**RECOMMENDATION:** Review the suggested policy modifications for Policies 509, 603, and 911.

**ATTACHMENTS:**

1. Policy 509 - Resident Enrollment and Assignment
2. Policy 603 - Curriculum and Program Review and Development
3. Policy 911 - Use of Volunteers in School

## Students

### Resident Enrollment and Assignment

#### I. Purpose

This policy provides procedures for students who are residents of the Edina Public School District and are to be enrolled and admitted into the District's schools.

#### II. General Statement of Policy

- A. The school district is committed to providing students with appropriate learning options that enable them to establish and maintain a successful educational plan.
- B. A student's registration for enrollment into Edina Public Schools will be coordinated through the district's Student Enrollment Center, located at 5701 Normandale Road, Edina, Minnesota. The center will provide the student's parent/guardian with the enrollment options available to them. The student will be placed into an assigned grade level, based on his/her age and schooling experience.
- C. Each elementary and middle school, with the exceptions of [district choice programs](#): Normandale Elementary School, [Countryside Spanish Language](#), ~~and the Continuous Progress programs~~, [and Edina Virtual Pathway](#) has a defined school attendance area that has been approved by the school board. The high school attendance area aligns with the district boundaries. Upon completion of the registration and admittance forms, each student will be assigned to a district school, based on his/her home residency. This will also be the school to which a student will be provided busing, [except in the case of Edina Virtual Pathway](#), if it is available to him/her.
- D. The district may allow a student to attend a school not in his/her attendance boundary area based on the following options:
  - 1. Intradistrict transfer
  - 2. District choice programs
- E. A school-initiated transfer may be recommended by the district. This transfer would be initiated by the building principal.
- F. The district will work cooperatively with a parent/guardian pursuing educational options beyond those provided by Edina Public Schools, including homeschooling, nonpublic schools and other public schools.



### III. Registration Process

A parent/guardian with a school-age child who is a resident of the Edina Public Schools may enroll his/her child for admittance into the school district at the district's Student Enrollment Center. The center will provide all the necessary information required for enrollment and the school options available to a parent/guardian. A parent/guardian must complete or provide:

1. Registration forms
2. Certified birth certificate, Passport/Visa, or official US Court/Government document indicating child's full legal name and birth date.
3. Current immunization records
4. Upon registration, a parent/guardian moving into the Edina Public Schools attendance area must present an original, signed lease of a property located within the Edina Public Schools for the duration of the school year or a signed copy of the closing paperwork for the purchase of a home within the Edina Public Schools. A parent/guardian already residing in the Edina Public Schools attendance area must present sufficient evidence proving residency.

### IV. Assigning a Student to a School

- A. Each student will be assigned to a grade level and school based on his/her age and schooling experience and his/her home residency as it relates to the school's attendance areas.
- B. The school district may place a student who registers after the beginning of a school year at a school other than his/her resident-assigned school and provide required busing. The student will be allowed to attend his/her resident-assigned school at the start of the next school year.
- C. A student's access to bus transportation to a school will be based on his/her home residency.

### V. Parent/Guardian Moves Out of the District

A student whose parent/guardian moves to another district will be subject to the following enrollment options:

- A. Prior to the Start of the School Year: The student will need to apply to Edina Public Schools for open enrollment and will not be guaranteed continual placement.

- B. During the School Year: The Student will need to apply to Edina Public Schools for open enrollment, and can remain at the current school for the remainder of the school year. The student will not be guaranteed continual placement.
- C. Students in Grades 11 and 12: Student in grades 11 and 12 will have the option to continue under Minn. Stat. § 124D.08, Subd.3.
- D. Temporarily Living Beyond District Boundaries: A currently-enrolled student who is temporarily living beyond the school district's boundaries will be permitted to attend the student's current school in the Edina Public Schools. Temporarily means less than the remainder of the current school year. Individual exceptions to the current school year parameter will be made on a case-by-case basis, if the parent/guardian can produce specific evidence of building, purchasing or leasing a home in the district.
- E. For Edina Virtual Pathway students who move out of the district but remain in the state of Minnesota, the student will need to apply to Edina Public Schools for open enrollment and may remain a student in the Virtual Pathway subject to review and superintendent approval.
- F. For Edina Virtual Pathway Students who move out of the district and leave the state of Minnesota for more than 15 days, will be subject to review and superintendent approval. The tuition rate for nonresident students not admitted under Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District) or Minn. Stat. § 124D.03 (Enrollment Options Program) is the rate calculated by the superintendent or designee.

#### VI. Intradistrict Transfer

- A. A student residing within the school district boundaries will, unless approved for transfer to another school, attend the school designated for the area in which he/she resides.
- B. A student wishing to apply for an intradistrict transfer must make a written request using Appendix III.
- C. After conferring with the administration at both schools, the superintendent or designee will make the determination on the request based on a variety of factors including, but not limited to, class size guidelines and building capacities. This determination is final.
- D. If the request is approved, a letter will be sent to the parent/guardian of the student. A copy of the letter will be sent to the principal of the school that the student is exiting. A copy will also be sent to the principal of the school that the student is entering. If the request is denied, a letter will be sent to the

parent/guardian of the student.

- E. Student transportation is the responsibility of the parent/guardian of the student [except for transfers from a choice program to the student's neighborhood school](#).

## VII. Elementary Choice Programs

- A. The school district offers ~~two~~ [four](#) elementary choice programs:
  - 1. French Immersion at Normandale Elementary School
  - [2. Spanish Two-way Language at Countryside Elementary School](#)
  - 3. Continuous Progress at Countryside Elementary School and Highlands Elementary School
  - [4. Edina Virtual Pathway](#)
- B. Each school has a defined process for accepting applications and determining a child's placement in the school. A child who has not been placed will be allowed to remain on a waiting list for possible placement during the school year. This process will be reviewed and approved by the superintendent or designee.
- C. A parent/guardian may inquire about a choice program by contacting the school office.

## VIII. Secondary Program Options

- A. A student will be assigned to secondary schools based on the student's residence in an elementary attendance area, not on the student's enrollment in an elementary school. This assignment includes students from the elementary Continuous Progress program schools [and Edina Virtual Pathway](#). A student in the Concord, Cornelia or Highlands Elementary School attendance area is in the South View Middle School attendance area. A student in the Countryside or Creek Valley Elementary School attendance area is in the Valley View Middle School attendance area.
- B. A student completing grade 5 at Normandale Elementary School can participate in the Extended French program at Valley View Middle School or be assigned to the middle school based on the student's non-immersion elementary attendance area.
- [C. Students enrolled in the virtual setting during elementary will be automatically enrolled in virtual for middle school unless families complete an intradistrict](#)

transfer form. If a family completes the intradistrict transfer form they will be assigned to their attendance area middle school based on residency.

- D. Enrollment of an international student in Edina Public Schools will require the establishment of a legal or educational guardianship and participation in a district-sanctioned student exchange program. The district may permit other international students to enroll, depending upon their degree of English proficiency and their length of tenure as a student in the district.

#### IX. School-Initiated Transfers

- A. The principal may recommend the transfer of a student to a different school by submitting a letter to the superintendent identifying the reason for the recommendation and providing supportive background information.
- B. After conferring with the parent/guardian and/or student and the appropriate staff at both schools, the superintendent will rule on the request. A decision to approve an intradistrict transfer will be made in the best interests of the individual student and only if both the receiving and sending schools/program are supportive of the transfer. This decision is final.
- C. If the recommendation is approved, the parent/guardian, student and principals will be notified by the superintendent.
- D. The transfer will be for the duration of the current semester. At the end of the semester, the current building administrator will review the reason for transfer and its outcomes with the student and/or parent/guardian. The principal will make a recommendation to the superintendent or designee as to whether the current building assignment should continue for the student. The superintendent makes the final determination.
- E. Student transportation is the responsibility of the parent/guardian of the student. If the district has a bus stop established and capacity on the bus, the parent/guardian may make a request to district transportation for the student to be picked up at that previously established stop. The district will not provide additional transportation routes or stops.

#### X. Procedure for Verifying Assigned Guardian

If the student does not reside with his/her parent/guardian, but lives with another adult or adults whose residence is within the Edina Public Schools attendance boundaries, the parent/guardian must present a signed, notarized, educational guardianship form noting that they have transferred parental authority to the Edina Public Schools resident(s), and the Edina Public Schools resident(s) must present a signed statement accepting the delegation of parental authority. The Power of Attorney/Delegation of Parental Authority form is appended to this policy.

Legal Reference:

Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District)

Cross Reference:

Policy 503 (Student Attendance)

Policy 510 (Nonresident Enrollment)

Policy

adopted: 05/19/08

amended: 01/24/11

amended: 10/22/12

revised: 01/27/14

revised: 12/15/15

revised: 4/17/17

revised: 6/13/17

revised: 10/15/18

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

**Elementary Choice Program Enrollment Admission Priorities  
for Continuous Progress Program and, Normandale French Immersion, Spanish Two Way  
at Countryside and/or Edina Virtual Pathway**

- A. The school district will determine class size ranges and program capacity for the choice programs.
- B. The enrollment admission priorities will be as follows for kindergarten entrance in the choice programs:

- 1. Resident students of the school district

- a. Siblings who follow district registration process

- i. Normandale French Immersion program siblings are those who at the time of application, have a sibling enrolled in grades K-5 in the Normandale French Immersion program or in grades 6-8 in the Extended French program. Countryside Spanish Two Way program siblings are those who at the time of application, have a sibling enrolled in grades K-5 in the Countryside Spanish Two Way program. Continuous Progress program siblings are those who currently have a sibling enrolled in grades K-5 in the district's Continuous Progress programs. Edina Virtual Pathway siblings are those who currently have a sibling enrolled in the Edina Virtual Pathway (K-12)
    - ii. A current district resident student ("Student 1") who is entering grade one through grade five, who has a resident sibling ("Student 2") who was accepted at Normandale French Immersion or Countryside Spanish Two Way program after Student 1's initial opportunity to enter the kindergarten lottery, will be given priority preference above the district class size range high number at the discretion of the superintendent or designee.

A student admitted under this provision will not displace other students admitted through the lottery process or students from the waitlist. A student will only be admitted under this provision if the student has successfully passed the school-administered the relevant French or Spanish proficiency assessment given at the respective grade level. ~~French proficiency assessment given at the respective grade level.~~

After a current district resident student has been accepted into and attended for one year a district Continuous Progress (CP) program, that student's siblings may be accepted into the CP program for the following year at the discretion of the superintendent or ~~his/her~~ their designee.

- b. Students who qualify for the federal lunch subsidy and meet the district registration choice program preference deadline
      - i. Annually, the district administration will identify the number of admission slots that

will be available to students who qualify for the federal lunch subsidy. One-half of these openings are reserved for qualified applicants who reside in the attendance area of Cornelia and who qualify for the federal lunch subsidy. Should more students complete preference forms and qualify for the federal lunch subsidy than there are allotted spaces, a lottery will be held to determine the students for enrollment. Those students that remain will be put in the general lottery, should one be needed, for the remaining enrollment slots.

- c. Random draw from all applicants in Continuous Progress program, [Spanish Two Way](#) or ~~random draw of all applicants~~ for Normandale French Immersion.
  - i. Children who are seeking acceptance as an early entrance student (i.e., anyone whose fifth birthday falls between September 2 and October 15) will not be eligible for initial admittance at the time of registration in January or placement on the waitlist.
- 2. Minneapolis transportation students – these students qualify for the federal lunch subsidy program
- 3. Staff sibling requests – Nonresident students who have been accepted into open enrollment (Policy 510)
- 4. Sibling – Nonresident students who have been accepted into open enrollment (Policy 510)
- 5. Open enrollment – Nonresident students (Policy 510)
- C. The enrollment admission priorities will be as follows for entrance after the start of kindergarten for choice programs:
  - 1. Waitlists will be established and maintained at the specific program level following the priority order listed in section B above.
    - a. Random drawing to determine placement at the time of kindergarten entrance
    - b. Names added in order of application-received date
  - 2. As K-5 openings occur, identified grade level will be factored in acceptance from the waitlist in the Continuous Progress program.
  - 3. As openings occur through the kindergarten year, students will be accepted from the waitlist; and, from that point in time forward, an assessment will be given to determine whether placement is appropriate in the Normandale French Immersion program or [the Countryside Two Way Spanish program](#).

After a current district resident student has been accepted into and attended for one year a district Continuous Progress (CP) program, that student's siblings may be accepted into the CP program for the following year at the discretion of the superintendent or his/her designee.





Appendix II to Policy 509

**EDINA PUBLIC SCHOOLS**  
**POWER OF ATTORNEY / DELEGATION OF PARENTAL AUTHORITY**

KNOW ALL PERSONS BY THESE PRESENTS THAT:

\_\_\_\_\_  
(Parent First Name) (Middle) (Last)

of the County of \_\_\_\_\_, State of \_\_\_\_\_, does by these presents hereby  
make, constitute and appoint:

\_\_\_\_\_  
(Guardian/Foster First Name) (Middle) (Last)

of the County of \_\_\_\_\_, State of \_\_\_\_\_, to be my true and lawful Attorney  
in Fact to act in my place with respect to the exercise of parental authority regarding the care,  
custody and property of my child:

\_\_\_\_\_  
(Child First Name) (Middle) (Last)

for the school year term following the date of my signature, pursuant to Minnesota law.

This Power of Attorney in Fact hereby constitutes my delegation to: \_\_\_\_\_  
(Guardian/Foster Name)

of my parental authority regarding the care, custody, and property of: \_\_\_\_\_,  
(Child)

my minor child, born \_\_\_\_\_, including, but not limited to the authority to:  
(Birthdate of Child)

1. authorize medical treatment for my child;
2. enroll and service my child in school; and
3. provide a home, care, and supervision of my child at the home of \_\_\_\_\_.  
(Guardian/Foster Name)

This Power of Attorney in Fact does not authorize \_\_\_\_\_ to consent to the  
(Guardian/Foster Name)

Marriage, adoption, or enrollment in the armed forces of my child, placement in a foster or group  
home, residential treatment center or special education.

I, \_\_\_\_\_, understand that I am legally obligated, pursuant to MN Stat 524.5-211 to provide a copy of this document to any other parent within 30 days of its execution unless:

a. the other parent does not have visitation rights or has supervised visitation rights; or

b. there is an existing order for protection under chapter 518B or similar law of another state in effect against the other parent to protect me.

IN TESTIMONY WHEREOF, I have hereunto set my hand this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
(Parent Signature)

Subscribed and sworn before me this  
\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
(Notary Public Signature)

*Notary Seal*

I hereby accept the foregoing Delegation of Parental Authority over \_\_\_\_\_  
(Child)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Guardian/Foster Signature)

Reviewed: 10/22/12; Revised: 07/28/2014

**Appendix III to Policy 509**  
**EDINA PUBLIC SCHOOLS**  
5701 Normandale Road, Edina, MN 55424  
952-848-4948

**INTRADISTRICT TRANSFER**

\_\_\_\_\_ School Year

Student's Full Name _____			
First	Middle	Last	
Requested Grade _____ for _____ School Year			
School Currently Attended _____		School Requested _____	
Parent/Guardian Name(s) _____			
Home Phone _____		Cell Phone _____	
Address _____			
(City, State, Zip Code)			
Email Address _____			
Reason for Request:			
Date _____		Parent/Guardian Signature _____	

**Transportation is the responsibility of the parent/guardian.**

Please send completed form to: Edina Public Schools, Attn: Enrollment Office  
5701 Normandale Road, Edina, MN 55424

.....

**Office Information**

Student # \_\_\_\_\_ Date \_\_\_\_\_ School Assigned \_\_\_\_\_

- |                                    |            |
|------------------------------------|------------|
| <input type="checkbox"/> Approved  | Date _____ |
| <input type="checkbox"/> Wait List | Date _____ |
| <input type="checkbox"/> Denied    | Date _____ |

Copy: Principals  
Parent/Guardian

Established: 10/22/12  
Revised: 8/18/14  
Updated: 11/19/18, 5/18/20

Student Information Specialist  
Assistant Superintendent  
Transportation Office

Appendix IV to Policy 503 and 509

**Family Proposal for a Modified Learning Experience**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

Experience Begin Date: \_\_\_\_\_ Experience End Date: \_\_\_\_\_

Experience School Day Adjustment: \_\_\_\_\_

Family Need/Rationale for Modified Learning Experience (describe reasons for proposal):

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**Customized Learning Experience:**

Subject(s)	Modified Instructional Approach	Assessment Process

**Requirements of Modified Learning Experience:**

- Meets state and district attendance requirements
- Meets state and district academic advancement requirements, including grade level standards and high school course credits
- Does not require specialized services or instructional support of district staff

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**District Administrative Approval:**

\_\_\_ Approved                      \_\_\_ Denied

\_\_\_ Approved with the following modifications:

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**District Administrative Decision-Makers:**

\_\_\_\_\_  
Director of Teaching & Learning

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Appeal Request Date:** \_\_\_\_\_

**Decision of District Task Force:**

\_\_\_ Approved                      \_\_\_ Denied

*Created: May 15, 2017*

*Updated: July 17, 2017*

## Education Programs

### Curriculum and Program Review and Development

#### I. Purpose

The purpose of ~~This~~ policy is to provide ~~is~~ direction for continuous review and improvement of the district's curriculum and programs.

#### II. General Statement of Policy

Curriculum and program review and development ~~shall be~~ ~~is~~ directed toward the fulfillment of the goals and objectives of the district's educational program. The review may also require the modification or reduction of curriculum and programs. ~~The enhancement of the school's curriculum and educational programs can be done through the development of new course offerings, special projects and piloted projects or through the reduction of courses or special projects.~~

#### III. Definitions

- A. Course offering: A defined set of learner outcomes and standards that is completed through a course of study. ~~This~~ ~~A~~ course offering may be elective or required for a student's graduation.
- B. Special project: An innovative program, course offering or initiative that is creative in meeting the needs of a select student population or specific educational objectives of the school district. The value-added and sustainable funding sources of a special project must be defined.
- C. Piloting: ~~A one-year or two-year~~, ~~short term~~ administratively-approved ~~course offering~~ special project that provides additional information prior to the development of a formal, recommended curriculum and/or program development.
- D. Educational program: An instructional area of service for a select student population or specific educational objectives of the state of Minnesota or the ~~school~~ district.

#### IV. Review and Development Framework

- A. ~~The director of teaching and learning~~ ~~director~~ ~~shall be~~ ~~is~~ responsible for curriculum and program review and development. The director ~~shall~~ ~~will~~ keep the school board informed of all state-mandated curriculum changes, recommend discretionary changes, and periodically present recommended modifications for school board review and approval.

- B. The review and development process will be completed through a four-year curriculum cycle [in alignment with the Minnesota Department of Education's ten year curricular review cycle \(see reference below\)](#). ~~and an eight-year program review cycle.~~ The curriculum design tasks, checklist and cycles can be found in Appendices I [and II](#) ~~and III~~.
- C. The review and development process ~~shall~~ [must](#):
1. ~~determine the most effective way of conducting~~ [use relevant data and research to inform the process.](#)
  2. provide the opportunity to design new or revised curriculum and programs; and
  3. identify necessary reductions or eliminations in current curriculum and programs.
- D. ~~The district's Student Achievement Committee~~ [World's Best Workforce Committee](#) ~~shall provide assistance in the~~ [will be updated in the review and development process.](#) ~~The committee's membership and responsibilities are defined in Policy 616 (School District System Accountability)~~
- E. The administration ~~shall~~ [has](#) access [to](#) staff, consultants, parents, community members and students to assist in the [review and development](#) process. The selection determination ~~is~~ [shall](#) be based on the needs and demands of the curricular area or program under review within the cycle.
- F. The review and development process will address the following:
1. Provide articulation of courses of study from kindergarten through grade twelve.
  2. ~~Identify~~ [Determine](#) learner outcomes and [align local, state and/or national](#) standards for each course and at each grade level.
  3. Demonstrate appropriate student work and course rigor to meet objectives.
  4. Provide continuing evaluation of programs for the purpose of obtaining school district objectives.
  5. Provide a program for ongoing monitoring of student progress.
  6. Provide for specific, particular and special needs of all members of the

student community.

7. Meet all **applicable** requirements of the Minnesota Department of Education and the federal ~~Elementary and Secondary Education~~ **Every Student Succeeds** Act.
- G. All district curriculum and program additions or reductions ~~shall~~ **must** be approved by the school board. All district special projects ~~shall be~~ **are** reviewed by the school board's teaching and learning committee and approved by the school board, as necessary.
- H. All minor district curriculum and program adjustments or modifications to meet course outcomes and assessment may be done with approval from the superintendent.
- I. Special project and piloting development ~~shall~~ **must** address the following:
  1. Demonstration of the need, the purpose and the "value-added" for the special project or pilot.
  2. Identification of objectives or learner outcomes of the special project or pilot and an action plan for accomplishing the objectives or outcomes.
  3. Completion of a data-driven decision-making study, as per the district's decision-making process. The study would include impacts to:
    - finances
    - staffing
    - facilities
    - students
    - time
    - district curriculum
    - district programs
  4. ~~Completion of a~~ A financial audit must be ~~done~~ completed. The director of business services and the superintendent will annually determine baseline expenses related to all special project or pilot expenses.
  5. Funding sources must be defined. The intent is to be financially self-supporting, recognizing initial start-up expenses may be required.
- J. Modifications in the instructional delivery or approach to a program or course ~~shall~~ **must** address the following:
  1. Identification of rationale for modification, including added value and supportive data and research.



2. Completion of an approval process as determined by the director of teaching and learning and the school principal;
  3. Completion of communication plan with students, parents and colleagues prior to beginning modification; and
  4. Completion of financial audit prior to modification being approved.
- K. Curriculum/program reduction ~~shall~~ **must** address the following:
1. Identify rationale for the reduction or elimination of an articulated course,
  2. Identify the required standards that will be eliminated and what opportunities there are for students to complete the necessary coursework for graduation: ; and
  3. Identify a transition process for eliminating the course.
- L. Within the ongoing process for special project reduction or elimination, the following needs ~~shall~~ **must** be addressed:
1. Identify rationale for the reduction or elimination, including lack of available funding sources: ; and
  2. Identify a transition process for eliminating a special project.
- M. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
- N. Students who do not meet or exceed Minnesota academic standards, as identified by the district and the state will be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, subd. 1(c). A student's plan under this section continues while the student is enrolled.

Legal References:

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)  
 Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
 Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.12 (Reading Proficiency)  
 Minn. Stat. § 120B.125(f) (Postsecondary Education and Employment)  
 Minn. Rules Chapter 3501

Cross References:

Policy 605 (Alternative Programs)

Policy 613 (Graduation Requirements)

Policy 614 (School District Testing Plan)

Policy 616 (School District System Accountability)

Policy 618 (Assessment, Grading and Reporting of Student Progress)

Policy 620 (Course Credit for Learning)

Policy 623 (Summer School Instruction)

Policy 624 (Online Learning Options)

Minnesota Department of Education Curriculum Cycle:

<https://education.mn.gov/mde/dse/stds/>

Policy

adopted: 6/22/09

amended: ~~11/8/10~~ add board approval date

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Appendix I

~~CURRICULUM DECISION MAKING~~

~~CONTINUOUS IMPROVEMENT~~

~~Year One: Step One:~~

~~Context and Reality; Evaluation; Determine Options; Choice Making; Design~~

- 
- 
- ~~Determine Study Team and Communication Links to department/sites/community (begin spring/summer).~~
  - ~~Develop and administer a Needs Assessment/Survey Instrument teachers, parents, students, community and administrators) (begin spring/summer). Check how the area is applying/using:~~
    - ~~Written/Planned/Delivered Curriculum~~
    - ~~21<sup>st</sup> Century Skills~~
    - ~~RTI – Intervention/Acceleration and Enrichment~~
    - ~~Formative Assessment~~
    - ~~Reading in the Content Area~~
    - ~~6 Traits Writing Strategies~~
    - ~~Technology~~
    - ~~Instructional Strategies; Marzano, Differentiation, Flexible Grouping, etc.~~
    - ~~Big 6 Research Skills~~
    - ~~Diversity/Equity Awareness (including Gender)~~
    - ~~Service Learning~~

- ~~Create Power National, State and/or Local Standards (begin spring/summer)~~
  - ~~—Content Standards, Assessments, and State Mandates~~
- ~~Conduct Gap Analysis; curriculum and student learning (begin spring/summer)~~
- ~~Study Trends and Issues in the content area to be revised (experts, university partnership, speakers, review of research, literature reviews, site visitations, conferences, study groups, staff development, etc).~~
- ~~Writing and validation of Beliefs and Direction Statements~~
  - ~~These are a written product of the implications of the Trends and Issues study and the Needs Assessment. In addition, information is collected about what practices should start, stop and stay in the areas of curriculum and instruction, assessment, materials and technology.~~
- ~~Create Course Proposals as necessary (October)~~
- ~~Assess Staff Development needs based on student data & survey results~~
- ~~Capital and training Budget Planning (December – February; 8-yr loop elem/sec)~~
- ~~Curriculum Writing begins. Products for the Guide will include:~~
  - ~~—Develop Curriculum Framework (grade level/course focus)~~
  - ~~—Content Standards Identification and K-12 Alignment~~
  - ~~—Curriculum Mapping – Determine Learning Targets~~
  - ~~—Develop the Scope and Sequence/Specific Skills~~
  - ~~—Identify the Grade Level/Course Assessment Benchmark Content~~
  - ~~—Begin Assessment Design/Selection~~
  - ~~—Identify “Best Practice” Instructional Strategies~~
- ~~Field Testing of selected materials, identification of criteria for selection of materials including intervention programs (Success Center, Spec Ed, ESL, etc), evaluation of Materials in field testing.~~
- ~~Present Curriculum Study Package to the school board~~
  - ~~—Organizational Structure~~
  - ~~—Curriculum – Belief and Direction Statement, Content Standards, Content Standard K-12 Alignment matrix, Scope and Sequence/Specific Skills~~
  - ~~—Materials~~
  - ~~—Implementation Plan~~
  - ~~—Assessment Plan~~
  - ~~—Staff Development Plan~~

~~Year Three/Step Two:~~

~~Design; Implement; Refine~~

- ~~Finalize/revise capital and training Budget (July)~~
- ~~Curriculum writing continues (often summer project)~~

- ~~Order Materials (major adoption focus is rotated between secondary and elementary on an eight-year loop) (July)~~
- ~~Present Curriculum Study Package to the school board~~
  - ~~— Organizational Structure~~
  - ~~— Curriculum — Belief and Direction Statement, Content Standards, Content Standard K-12 Alignment matrix, Scope and Sequence/Specific Skills~~
  - ~~— Materials~~
  - ~~— Implementation Plan~~
  - ~~— Assessment Plan~~
  - ~~— Staff Development Plan~~
- ~~Staff Development~~
- ~~Pilot Curriculum Writing products~~
- ~~Begin Implementation of materials, curriculum documents and assessments~~
- ~~Ongoing Evaluation; revisions are results-driven~~

~~Year Three/Step Three:~~

~~Refine; Continuous Improvement~~

- 
- 
- ~~Continue Implementation and Staff Development~~
  - ~~Continue Evaluation; revisions are results-driven~~
  - ~~Continue Staff Development~~

~~Year Four/Step Four:~~

~~Prepare for Assessment; Internal RFP to Research~~

- 
- 
- ~~Implementation and Staff Development continue~~
  - ~~Assessment Results collected and reviewed~~
  - ~~Program Evaluation Begins (Needs Assessment, Gap Analysis)~~

Reviewed: 11/8/10

**Appendix II to Policy 603  
Curriculum Review Cycle:**

	Year	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-22	2022-23
	MDE Revision**	Physical Education	Fine Arts	Science	Language Arts (LA)	Social Studies	Math	Physical Education
<b>Edina Curriculum Review Cycle*</b>	<b>Steps I and/or II</b>	K-5 Fr. Reading 6-12 Math ELL/ML World Languages		Art/Music	6-12 French LA FACS/Business Science/PLTW	K-5 Writing 6-12 LA	K-5 Reading K-5 French Writing Sec. Studies	K-5 Math
	<b>Step III</b>	K-5 Math Health	K-5 Fr. Reading 6-12 Math ELL/ML World Languages		Art/Music Reading Intervention	6-12 French LA FACS/Business Science/PLTW	K-5 Writing 6-12 LA	K-5 Reading K-5 French Writing Sec. Studies
	<b>Step IV</b>	K-5 French Writing PE***	K-5 Math Health	K-5 Fr. Reading 6-12 Math ELL/ML World Languages		Art/Music Reading Intervention	6-12 French LA FACS/Business Science/PLTW	K-5 Writing 6-12 LA
	<b>Step V</b>	K-5 Reading	K-5 French Writing PE***	K-5 Math Health	K-5 Fr. Reading 6-12 Math ELL/ML World Languages		Art/Music Reading Intervention	6-12 French LA FACS/Business Science/PLTW

\*Adjustments to this cycle are made at times due to changes in standards review timelines from the MN Department of Education (MDE), or due to district budget adjustments.

\*\*Unless otherwise noted, academic standards are reviewed by MDE in one content area per year and every 10 years thereafter. The timeline for Health, Career and Technical Education, and World Languages must be established locally.

\*\*\*Carry-over from previous curriculum review cycle.

<b>Curriculum Review Cycle</b>
Step I: Budget and Review
Step II: Design
Step III: Implement
Step IV: Refine
Step V: Continuous Improvement

Reviewed: 4/2/2019

## Community Relations

### District Volunteers

#### ~~Use of Community Volunteer Programs and Volunteers in Schools~~

##### I. Purpose

This policy recognizes the important role volunteers play in the education of learners and provides guidelines for the use of volunteers by the school district. The School Board encourages and promotes the involvement of volunteers to support programs and activities of ~~the district~~ Edina Public Schools. Volunteers are individuals who are not paid for their services and who do not assume primary responsibility for instruction; but provide a supporting role in programs and activities.

##### II. General Statement of Policy

The school district is committed to using volunteers to help personalize instruction, ~~promote school/community interaction~~ strengthen community partnerships, support ~~district school~~ activities and events; promote multigenerational and multicultural experiences; and enrich curriculum for all learners. The district promotes the use of volunteers to the extent possible. ¶

Volunteers ~~in the Community Volunteer Program~~ will be placed with careful consideration given to how their presence supports the educational objectives of a class, the curriculum, activity or event. Volunteers will not be the primary source of instruction for learners. Volunteers will be subject to all standards and training set forth by district policies and, if required, will complete a criminal background check.

~~The district recognizes that it has other volunteers through building/program parent teacher organizations, extracurricular programs, and as district parents and families. Volunteers will not be the primary source of instruction for learners. Volunteers will be subject to all standards and training set forth by district policies and, if required, will complete a criminal background check.~~

~~For volunteers not included in the Community Volunteer Program, background checks are required for overnight trips or instances where a volunteer would be alone with students (see also Policy 404 Employee Background Check).~~

Volunteers may be managed by a variety of district employees, departments and programs, including Edina Community Education; building principals, teachers and /or PTOs; Athletics and Activities; and more. Each program engaging volunteers is

responsible for the effective management of its volunteers to ensure high-quality experiences and cultivate long-term, mutually beneficial relationships.¶

### III. ~~Community~~ Volunteer Program Management and Procedures

#### Volunteer Recruitment, Placement and Management

##### A. Recruitment and Screening

~~The recruitment and screening of community members will be coordinated by the district's Community Education Services Department ("CES").~~ The goal of this process is to address the needs and desires of the district and increase the effectiveness of using volunteers to further the district's educational and curriculum goals. ~~CES will work with Principals~~ Principals and program directors/ ~~coordinators~~ administrators will work to identify school/-program needs and opportunities for the use of volunteers.

##### B. Placement and Management

Candidates for volunteering in the ~~d~~District will be selected and placed ~~on the basis of~~ based on their experience, ability and good character, without regard to ~~for race, color, creed, religion, national origin, gender identity or expression, sexual orientation, age, marital or parental status, or status with regard to public assistance or handicap~~ any protected class of the candidate.

##### C. Volunteer Management Manual

~~CES has developed a volunteer management manual and guidelines to provide the necessary information and requirements for the use of district volunteers.~~

Volunteer management guidelines provide the necessary information and requirements for the use of district volunteers. The defined ~~m~~Management guidelines will include:

1. ~~D~~Job Volunteer role description
2. Application
3. Orientation/~~i~~Interview
4. Parent release form for (student volunteers)
5. Screening/reference checks
6. Criminal background check handled by Human Resources ( see matrix)
7. Sign-in
8. Tracking data
9. Monitoring and evaluation support
10. Recognition

### IV. ~~Volunteer Management Responsibilities~~¶



A. The volunteer program staff ~~employees~~ will develop volunteer management responsibilities for the following individuals who would use volunteers within the school district:



- Principal or site designee
- Program manager
- Teacher or any other staff member ~~employee~~ utilizing a volunteer



B. All volunteers will follow district policies and maybe given specific training on certain policies, including, but not limited to:

#### D. Volunteer Training

All volunteers will follow district policies and may be given specific training on certain policies, including but not limited to:

- Policy 404 – Employment Background Checks
- Policy 406 – Public and Private Personnel Data
- Policy 413 – Harassment and Violence **Prohibition**
  - Policy 4154 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse **Reporting Suspected Maltreatment of a Minor or Vulnerable Adult**
- Policy 418 – Alcohol- and Drug-Free Workplace
- Policy 419 – Tobacco-Free Environment
- Policy 506 – Student **Conduct and** Discipline
- Policy 515 – Protection and Privacy of Student Records
- Policy 634 – Electronic Technologies Acceptable Use

Cross Reference:

Policy 538 (Field Trips and Travel)

**Policy 913 - Partnerships - Parent Organizations and Booster Clubs**

Policy adopted: 6/22/09

Revised: 6/16/14

Revised: 6/13/16

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota



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

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

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

~~First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_~~

~~Last Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_~~

~~Street Address: \_\_\_\_\_~~

~~City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_~~

~~Social Security Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ - \_\_\_\_\_~~

~~Driver's License Number, State of Issuance: \_\_\_\_\_~~

~~Maiden, Alias or Former Name(s): \_\_\_\_\_~~

~~Activity, and Approx. Date(s): \_\_\_\_\_~~

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

~~☒ South View ☒ Valley View ☒ EHS \_\_\_\_\_~~

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

~~\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_~~

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

~~\_\_\_\_\_  
\_\_\_\_\_~~

\_\_\_\_\_  
Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_



~~For Office Use Only:~~ Date submitted to agency: \_\_\_\_\_ Date verified: \_\_\_\_\_

## APPENDIX 1III to Policy 911

### Background Checks

	Examples	Application/ Orientation/ Ref Checks	Criminal Background Check
<b>Tier 1: Casual Volunteers</b>	One-time guest speakers, volunteers at single or one-time events <del>check in per site protocol</del>		
<b>Tier 2: Volunteers Serving Students in a group or one-on-one settings-Adults</b>	<del>Volunteers serving adult learners</del> <b>Volunteers serving students in group and/or one-on-one settings under supervision of school staff (classroom or school program volunteers)</b>	X	
<b>Tier 3: Volunteers Serving Students in a Group, or or One-On-One Setting, off school site</b>	Volunteers serving students in groups or one-on-one in settings with minimal supervision. This would include mentorships, internships, off-site field trips, overnight field trips and other Edina School sponsored sports or activities. <del>potentially, ongoing roles in group and/or one-on-one settings (classroom volunteers, overnight field trips) Success programs, media centers,</del>	X	X*
	*Not required for student volunteers under the age of 18		



**Board Meeting Date:** 4/11/2022

**TITLE:** Resolution in Support of the Congressional IDEA Full Funding ACT

**TYPE:** Action

**PRESENTER(S):** Julie Greene and Dan Arom, Legislative Action Committee

**BACKGROUND:** In January 2022, the Board approved a three-year plan for the Legislative Action Committee (LAC) and a 2022 Legislative Platform of priorities for Edina Public Schools in line with Board Goals for the 2021-22 school year and priorities in the District's Strategic Plan Strategy E.

As part of ongoing advocacy efforts by the LAC, this resolution aligns with our legislative priorities, uses MSBA recommended language and was reviewed by the LAC (Greene, Arom, Dr. Stacie Stanley and Director Jeff Jorgensen) for clarity and impact.

This resolution addresses the significant funding gap in the district's cross-subsidy. As you may know, the 2022 legislative session is not a budget year, however, this issue is gaining consideration within the state's current surplus with companion bills from both the House and the Senate currently active at the Capitol that are working to help eliminate the special education cross-subsidy across the state.

HF 2657 (House)

[https://www.revisor.mn.gov/bills/text.php?number=HF2657&version=latest&session=92&session\\_number=0&session\\_year=2021](https://www.revisor.mn.gov/bills/text.php?number=HF2657&version=latest&session=92&session_number=0&session_year=2021)

SF 4124 (Senate)

<https://www.revisor.mn.gov/bills/bill.php?f=SF4124&y=2022&ssn=0&b=senate>

With Board approval, this resolution will be distributed to members of Congress, join widespread advocacy efforts with the Minnesota School Board Association and other school boards passing similar resolutions across the state, posted on the district's LAC Webpage for community engagement, distributed to media, etc.

**RECOMMENDATION:** Approve the attached Resolution in Support of the Congressional IDEA (*Individuals with Disabilities Education Act*) Full Funding ACT

**DESIRED OUTCOMES FROM THE BOARD:** Please read the attached, consider the background info and approve the recommendation by the LAC of this Board resolution.

**ATTACHMENTS:** Resolution

## **Edina School Board Resolution in Support of the Congressional IDEA Full Funding Act**

WHEREAS, the Edina Public School District recognizes the need for a strong investment in the Individuals with Disabilities Education Act (IDEA); and

WHEREAS, the Individuals with Disabilities Education Act was first enacted in 1975 to help ensure that all students with disabilities will have access to a free appropriate public education, the current federal investment in IDEA is less than 14 percent; and

WHEREAS, with the enactment of IDEA, the United States Congress committed to fund up to 40 percent of the additional cost of special education, thereby promising to provide up to 40 percent of the national average per pupil expenditure, which is currently estimated at \$13,828 by the U.S. Department of Education; and

WHEREAS, our nation's school districts face an increased demand for greater resources to fulfill the needs of students under IDEA, including those for students affected by multiple disabilities whose individual education programs require more resources; and

WHEREAS, with each increase in the IDEA child count, the Edina School Board and others throughout the country continue to adjust their general education budgets to accommodate this increased need and ensure that each child educated through IDEA receives the appropriate supports, with some school districts dedicating forty percent or more of their general education budgets to special education services; and,

WHEREAS, the Edina Public School district has a **\$7,726,224 cross-subsidy, \$843 per student**, for FY 20 ([Link to MDE Special Education Cross-Subsidy Report FY 2020](#)), which is one part of the statewide cross-subsidy that was more than \$673 million in FY 20, and is expected to grow to \$806 million in FY 25.

BE IT RESOLVED, that the Edina School Board supports the IDEA Full Funding Act that will help strengthen the federal investment in special education by authorizing a ten-year plan to fully fund the federal share of IDEA; and

BE IT RESOLVED, that the Edina School Board urges Congress' strong bipartisan support for and passage of the IDEA Full Funding Act; and,

NOW, THEREFORE BE IT RESOLVED that the Edina School Board remains committed to providing students with disabilities and their families the support they need to discover their possibilities and thrive.

###



**Board Meeting Date:** 4/11/2022

**TITLE:** Policy Review

**TYPE:** Action

**PRESENTER(S):** Board Policy Committee

**BACKGROUND:** The following policies have been reviewed with an eye toward clarity, District practice, and alignment with State and Federal statutes and were discussed at a prior regular meeting of the Board.

- Policy 217 - Legislative Involvement
- Policy 606 - Selection and Review of Instructional Text, Materials, Content or Issues

**RECOMMENDATION:** Accept the revised policies as presented.

**ATTACHMENTS:**

1. Policy 217 - Legislative Involvement
2. Policy 606 - Selection and Review of Instructional Text, Materials, Content or Issues

## **School Board**

### **Legislative Involvement**

#### **I. Purpose**

This policy defines the school district's advocacy role in state and national legislation related to education.

#### **II. General Statement of Policy**

Edina Public Schools recognizes the importance of district involvement in shaping educational policy, funding, programs and laws at the state and national level. The school board and district administration are involved at the state and national level, especially with federal and state elected officials representing Edina Public Schools.

#### **III. Legislative Action**

- A. The school district will develop legislative initiatives to pursue. These initiatives will align with the district's mission and the needs of the state and metropolitan region.
- B. Once the school board adopts its legislative initiatives, board members and employees may publicly speak on behalf of those initiatives in compliance with Policy 107 – Public Relations and School Communications.
- C. The district will be a member of educational organizations that promote and lobby for educational priorities that align with the district's mission. The district will have active representation in these organizations.
- D. As needed, the district may work with stakeholders, including employees, parents and community members, to serve in an advisory and/or advocacy capacity with respect to legislative issues. Issues for which such a group would be organized will directly relate to the district's mission. Coordination of legislative advisory or advocacy groups will be the responsibility of the superintendent or designee.
- E. For issues not adopted as legislative initiatives, a board member or district employee may use his or her title while speaking in support of issues that adhere to and promote the district's mission, as long as the employee or school board member makes it clear that his or her position does not represent the district's legislative position.

Policy  
adopted: 6/22/09  
Revised: 3/13/13  
Revised: 1/28/19

INDEPENDENT SCHOOL DISTRICT 273  
Edina, Minnesota

## Education Programs

### Selection and Review of Instructional Text, Materials, Content or Issues

#### I. Purpose

This policy provides direction for the selection of instructional text, materials and content. The policy also provides a procedure for addressing a request for a review of instructional materials, content, or critical issues discussed in classrooms.

#### II. General Statement of Policy

The school district recognizes that selection of textbooks and instructional materials is a vital support for the district's academic standards and curriculum. The school board has the authority to make final decisions on selection of instructional text, materials and content.

The academic standards and course outlines developed by the staff will serve as the basis for instructional text, materials and content selection. Professional staff will access libraries, online resources, instructional materials' centers, student support services, community resources and other appropriate resources **that are grounded in research and best practices** in an effort to provide effective instruction for all students.

#### III. Responsibility of Selection

- A. The school board retains the authority to make final decisions on the selection of instructional text, materials and content **in the curriculum review adoption cycle**. . The professional staff's expertise and involvement is vital to the recommendation of instructional text, materials and content. The director of teaching and learning will work directly with the staff in developing such recommendations.
- B. Based on the review of instructional text, materials and content during the selection process, the recommendations will be grounded in research and best practices including:
  - 1. support the academic standards of the education programs;
  - 2. consider the needs, age, and maturity of students;
  - 3. foster respect and appreciation for cultural diversity and varied opinion;
  - 4. meet within the constraints of the school district budget;



5. be in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61 or for reading materials assigned for a world language course **or immersion programming**; and
  6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
  7. not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The director of teaching and learning will be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines will provide opportunity for input and consideration of the views of students, parents, and members of the district community. This procedure will be coordinated with the district's curriculum development effort and may utilize the World's Best Workforce committee.

#### IV. Selection and Review of Instructional Text, Materials and Content

- A. The director of teaching and learning will be responsible for keeping the school board informed of progress on the part of staff and others involved in the review and selection process.
- B. The director of teaching and learning will present recommendations to the school board after completion of the review process as outlined in this policy.
- C. Upon school board approval, the director of teaching and learning will be responsible for implementing the recommendations into the learning setting.

#### V. Request for Review of Instructional Text and/or Materials

- A. The school district will provide a process (**see Appendix 1**) for district families and/or community members to request a review and seek reconsideration of select instructional text and/or materials.
- B. The director of teaching and learning will be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional text and/or materials.

#### VI. Controversial Issues Discussed in Classroom

Controversial issues may be discussed in the classroom to advance student learning, and will be guided by Appendix IV of this policy.

Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)

Minn. Stat. § 120B.20 (Parental Curriculum Review)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested;  
Penalty)

*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

*Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)

Cross References:

Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by  
Students and Employees)

Policy 603 (Curriculum and Program Review and Development)

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

Policy

adopted: 7/20/09

Revised: 10/14/19

INDEPENDENT SCHOOL DISTRICT 273

Edina, Minnesota

Appendix I to Policy 606  
**MATERIAL REVIEW PROCESS**

An orderly process of instructional resource and supplemental materials review ensures an appropriate balance for those most concerned:

- The teachers who have the right to express their professional recommendations and opinions on the review and use of instructional resources and materials
- The students who have the right to express their preferences and opinions on the review and use of instructional resources and materials
- The parents and community who have the right to express their preferences and opinions on the review and use of instructional resources and materials

**CREATION OF AN ALTERNATIVE STUDENT LEARNING PLAN**

**A. Teacher Level Review**

Specific instructional material or content objections will be directed to the teacher.

1. The teacher will treat each request with confidentiality, and work with the student and family to come to a resolution.
2. The teacher and/or parent/guardian may submit an alternative instruction plan. The school district will not pay for any alternative instruction costs.
3. The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from the classroom setting for an unreasonable amount of time without parental or guardian agreement.
4. If a resolution cannot be reached, the parties will move to the building level review.

**B. Building Level Review**

If a resolution cannot be reached between the teacher, student and parent/guardian, the parent/guardian should submit a completed Appendix II form (Proposed Alternative Student Learning Plan) to the principal or designee. Upon receipt:

1. The parties will review the process to date.
2. The principal or designee will determine whether the alternative student learning plan is essentially equivalent to that provided as part of the adopted curriculum. The building team should ensure the proposed solution is viable and provides the best alternative possible for students. The principal or designee may evaluate and assess the quality of the student's alternative student learning plan for grading purposes.
3. The proposed solution will consider inclusion of the student(s) in the classroom while minimizing classroom disruption, and seek to ensure a student is not removed from

the classroom setting for an unreasonable amount of time without parental or guardian agreement.

4. If a resolution cannot be reached among these parties, the alternative learning plan will go for district review.

#### C. District Level Review

If a parent/guardian does not agree with the solution provided by the building level process, the request will be forwarded to the superintendent or designee. The decision of the superintendent or designee is final.

### **REQUEST FOR REVIEW OF MATERIALS**

- A. The individual(s) will submit a completed Appendix II form (Request for Review of Materials) to the principal or designee. The request will be reviewed by a building team, comprised of teachers, administrators, directors or other staff, as applicable.
- B. The team will review the request, including the proposed solution.
  1. The team should use the table below as a starting point to determine the degree to which the material meets or does not meet the district's criteria. The questions below should be used not as a pass/fail tool, but as information to guide the decision making process.

Does the material support the academic standards?
Does the material consider the needs, age, and maturity of students?
Does the material foster respect and appreciation for cultural diversity and multiple perspectives?

2. The team will use all available information to resolve the submitted request for review of materials. The resolution will be communicated to those submitting the request and all relevant parties.
- C. If the parties do not agree with the solution provided by the building team, the request for review of materials will be forwarded to the superintendent or designee. The decision of the superintendent or designee is final.

## Appendix II to Policy 606

### **Choose one:**

- ☐ Propose Alternative Student Learning Plan
- ☐ Request for Review of Materials

*Please complete the following form or attach a document with the requested information.*

*Please turn in **the** completed document to **the** classroom instructor.*

Course \_\_\_\_\_

Author \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Request initiated by \_\_\_\_\_ Telephone \_\_\_\_\_

Email \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

Complainant represents: Self \_\_\_\_\_ Organization \_\_\_\_\_ Group \_\_\_\_\_

1. What is your concern or objection to the material? (Please be specific; cite pages) \_\_\_\_\_

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2. What do you see as the potential solution to this concern? \_\_\_\_\_

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3. Comments: \_\_\_\_\_

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\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Complainant

Revised: 10/14/19

Appendix III to Policy 606  
**Person(s) Responsible For Materials Review**

<b>Type of Objectionable Material</b>	<b>Person(s) responsible to conduct initial review</b>	<b>If objection remains unresolved, persons responsible for resolution</b>
1. Primary instructional resources available to every student	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning
2. Online and electronic learning resources	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning Director of Media & Technology Services
3. Supplementary materials	Teacher(s)	Teacher(s) Principal Curriculum leaders Director of Teaching & Learning
4. Library books, magazines, films and other material in media center(s)	Media specialist(s) Teacher(s)	Teacher(s) Director of Media & Technology Services
5. Library books, magazines, films and other material not in media center(s)	Teacher(s)	Teacher(s) Principal Director of Teaching & Learning

The director of teaching & learning and director of media & technology services are responsible for supporting the implementation of materials.

Appendix IV to Policy 606  
**CONTROVERSIAL ISSUES**

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study or to relevant current events and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students, relevant current events, and the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because 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. (see Policy 413).
9. The oral or written presentation does not violate state or federal law.

The ~~superintendent or designee~~ ~~director of teaching and learning~~ will have the authority to judge whether the above conditions are being met.



**Board Meeting Date:** 4/11/2022

**TITLE:** March Enrollment Mobility

**TYPE:** Information

**PRESENTER(S):** Jason Banks, 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**
  - This section of the report displays the reason students withdrew during the reporting period.
  - This section of the report is broken out by the Minnesota Department of Education's approved End Status Codes. These codes are:
    - 03: Transferred to an approved nonpublic school
    - 04: Student moved outside of the district, transferred to another MN District
    - 05: Student moved to another state and enrolled in school, student moved out of the country
    - 20: Student transferred to another district/state but did not move

This section of the report is only accurate the day the section is built as notifications of students withdrawing is ongoing throughout the next month.



# Edina Public Schools Enrollment Summary



## Enrollment as of the end of March, 2022

Elementary Schools		KG	1	2	3	4	5	TOTAL
Concord Elementary School		114	115	126	119	123	138	735
Cornelia Elementary School		91	89	89	89	89	92	539
Countryside Elementary School		89	93	97	88	97	104	568
Creek Valley Elementary School		92	102	99	99	102	109	603
Highlands Elementary School		94	93	91	89	86	96	549
Normandale Elementary School		127	122	108	105	101	99	662
Edina Elementary Virtual Pathway		6	10	15	18	15	17	81
<b>Totals</b>		<b>613</b>	<b>624</b>	<b>625</b>	<b>607</b>	<b>613</b>	<b>655</b>	<b>3737</b>

Secondary Schools	6	7	8	9	10	11	12	TOTAL
Edina Elementary Virtual Pathway	5	0	0	0	0	0	0	5
South View Middle School	305	334	333	0	0	0	0	972
Valley View Middle School	312	334	348	0	0	0	0	994
Edina High School	0	0	0	668	655	686	650	2659
<b>Totals</b>	<b>622</b>	<b>668</b>	<b>681</b>	<b>668</b>	<b>655</b>	<b>686</b>	<b>650</b>	<b>4630</b>

## Enrollment Comparisons

	April 2021	March 2022	April 2022
K-5	3568	3723	3737
6-8	1963	1973	1971
9-12	2662	2676	2659
<b>Totals K-12</b>	<b>8193</b>	<b>8372</b>	<b>8367</b>

PS	143	232	232
ECSE	146	179	193

## March Mobility

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Withdrawn Students	2	2	1	1	0	1	3	2	1	3	3	3	2	24
Enrolled Students	3	3	2	4	3	4	1	2	0	1	1	3	0	27
	1	1	1	3	3	4	-2	0	-1	-2	-2	0	-2	

## 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	0	0	1	0	0	0	0	0	1	0	0	0	2
04: Moved Outside of the District	1	1	1	0	0	1	0	0	0	1	0	0	0	5
05: Moved Outside of the State	1	1	0	0	0	0	1	2	0	1	0	1	0	7
20: Transferred to Another MN District, did not move	0	0	0	0	0	0	2	0	1	0	3	2	2	10
<b>Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	

Student Enrollment Count by Month																	
District Name					(Data Entry is in Yellow Cells Only)												
Edina							#	273			2021-22 School Year						
	Number of Days in Period				19.4444	19.444	19.44444	19.44444	19.44444	19.44444	19.44444	19.4444	19.444	175	175		
	Days Remaining in School Year				175	155.5556	136.1111	116.6667	97.22222	77.77778	58.33333	38.8889	19.4444				
	% of School Yr. @ Beginning of Mo.				100.00%	88.89%	77.78%	66.67%	55.56%	44.44%	33.33%	22.22%	11.11%				
	Cumulative Days in School Year				19.4444	38.889	58.33333	77.77778	97.22222	116.667	136.111	155.556	175				
	Percent of School Yr. 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	May	June	EOY ADM	Diff. vs. Revised	% Actual to Revised	
	ECSE	53.87	54.00	-	-	-	-	-	-	-	-			0.00	0.00	0.00%	
	HK	-	-											0.00	0.00	#DIV/0!	
	K	585	623.00	585	610	608	610	604	613	613	613			0.00	0.00	0.00%	
	1	634	625.87	634	623	623	624	620	618	620	624			0.00	0.00	0.00%	
	2	624	629.87	624	627	623	621	621	622	623	625			0.00	0.00	0.00%	
	3	614	607.86	614	605	606	604	600	603	605	607			0.00	0.00	0.00%	
	4	636	612.24	636	609	607	609	608	610	609	613			0.00	0.00	0.00%	
	5	655	656.24	655	653	651	650	647	652	653	655			0.00	0.00	0.00%	
	6	647	628.24	647	625	628	629	624	625	624	622			0.00	0.00	0.00%	
	7	676	653.79	676	664	664	668	666	671	668	668			0.00	0.00	0.00%	
	8	666	676.79	666	687	688	688	684	682	681	681			0.00	0.00	0.00%	
	9	635	664.79	635	675	674	670	673	669	674	668			0.00	0.00	0.00%	
	10	640	653.79	640	664	657	656	654	658	660	655			0.00	0.00	0.00%	
	11	664	687.79	664	698	700	698	694	695	690	686			0.00	0.00	0.00%	
	12	638	642.77	638	653	655	654	653	653	652	650			0.00	0.00	0.00%	
	TUITION	28.95	28.95	-	-	-	-	-	-	-	-	-	-	0.00	0.00	0.00%	
	Enrollment EC-12 including ALC	8,396.82	8,445.99	8,314	8,393	8,384	8,381	8,348	8,371	8,372	8,367	0	0	0.00	0.00	100.00%	
	Weighted ADM - WADM in Current Year	9,186.41	9,247.72	9,097.80	9,201.20	9,191.60	9,187.80	9,152.80	9,176.60	9,177.00	9,168.60	0.00	0.00	0.00	0.00	100.00%	
	Estimated APU	9,186.41	9,247.72	9,097.80	9,201.20	9,191.60	9,187.80	9,152.80	9,176.60	9,177.00	9,168.60	0.00	0.00	0.00			
	Estimated EOY APU's	9,186.41	9,247.72	9,097.80	9,201.20	9,192.67	9,188.88	9,164.83	9,171.37	9,173.87	9,172.11	0.00	0.00	0.00			

Edina Public Schools  
General Fund Monthly Report by Object Code Series  
(excludes Operating Capital, and LTFM expenses)

For Period Ending: March 31, 2022 % into Fiscal Year: 75%

OBJECT Series	OBJECT SERIES DESCRIPTION	2019-20	2019-20	2019-20	2020-21	2020-21	2020-21	2021-22	2021-22	2021-22
		Revised Budget	FYTD Activity	FYTD %	Revised Budget	FYTD Activity	FYTD %	Revised Budget	FYTD Activity	FYTD %
100	SALARIES AND WAGES	72,375,074	44,992,437	62%	73,528,746	45,764,076 *	62%	78,075,086	49,030,337	63% *
200	EMPLOYEE BENEFITS	23,990,016	14,868,109	62%	25,865,257	15,598,657 *	60%	23,884,254	15,544,076	65% *
Subtotal Salaries and Benefits		96,365,089	59,860,546	62.12%	99,394,003	61,362,733	61.74%	101,959,340	64,574,413	63.33%
300	PURCHASED SERVICES	8,316,139	5,374,617	65%	8,065,333	4,466,893 *	55%	8,679,153	6,737,076	78% *
400	SUPPLIES & MATERIALS	3,877,644	2,329,419	60%	3,804,714	1,605,402 *	42%	3,734,052	2,319,709	62% *
500	EQUIPMENT	85,300	6,897	8%	80,500	24,180 *	30%	113,135	109,264	97% *
800	OTHER EXPENSES	474,763	151,119	32%	585,245	127,840	22%	518,573	114,008	22%
900	OTHER FINANCING USES	0	0	0	0	0		0	0	
Subtotal All Other Costs		12,753,846	7,862,052	62%	12,535,791	6,224,315	50%	13,044,913	9,280,058	71%
Less Other Financing Uses/Equipment		85,300	6,897		80,500	24,180		113,135	109,264	
Revised Subtotal All Other		12,668,546	7,855,155	62%	12,455,291	6,200,135	50%	12,931,778	9,170,794	71%
Grand Total General Fund		109,118,935	67,722,598	62%	111,929,794	67,587,048	60%	115,004,253	73,854,471	64%
Less Other Financing Uses/Equipment		85,300	6,897	8%	80,500	24,180	30%	113,135	109,264	97%
Revised Grand Total		109,033,635	67,715,701	62.11%	111,849,294	67,562,867	60.41%	114,891,118	73,745,207	64.19%

\* Federal Stimulus budgeted amounts are taken out from each Object Series to generate a similar year to year budget comparison.  
\* Federal Stimulus actual expenses are taken out from each Object Series to generate a similar year to year actual expense 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 March 31 ,2022 the District is 75% 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	562	89%
19 Pay Contracts	67	11%



**Board Meeting Date:** 4-11-22

**TITLE:** 2022 Summer Programming

**TYPE:** Information

**PRESENTER(S):** Jody De St. Hubert, Director of Teaching and Learning; Mark Deyoung, Success Center Elementary Coordinator; Molly O'Keefe, Summer Connect Middle School Coordinator; Heidi Howard, High School Targeted Services Coordinator

**BACKGROUND:** On October 10th, 2021 the board was provided with a report on 2021 summer programming. In addition to providing an overview of 2021 summer programming, the report described what was learned and a plan for responding to the learning in developing summer 2022 programming. This report provides an overview of the summer programming that will be offered in 2022.

**PURPOSE:** The purpose of this report is to provide the board with information on 2022 summer programming.

**RECOMMENDATION:** This report is for school board information. There is no decision making required.

**DESIRED OUTCOMES FROM THE BOARD:** The desired outcome for the board is to review the report.

**Report Overview:**

- Overview of Summer Programming
- Summer Programming Offerings for 2022 by Developmental Level

**Appendices:**

Communication flier for new reading tutoring offering:

## ***Overview of Summer Programming:***

Edina has a long history of providing engaging and enriching summer opportunities for students and families. There are four main programs in which summer development and learning occurs. They are Community Education, Targeted Services, AVID Summer Programs, and Home Summer Reading and Math Program.

Community Education offers hands-on, exploratory Enrichment experiences that are fee-based opportunities for all students to develop their academic, social, emotional, and physical skills. During the summer months Community Education consistently offers over 400 classes for students in Early Learning through High School and manages between 6,000-7,000 enrollments over 9-10 weeks of summer programming. Scholarships combining funds from Community Ed and Edina Give and Go are coordinated through the Edina Resource Center.

Targeted Services provides free programming for students who are at risk of meeting state standards in the core subject areas of literacy and math (Minn. Stat. 124D.68). Targeted Services is state funded for these criteria defined students. The programming occurs on an extended day/year basis and is designed to supplement the traditional school day. The intent of targeted services is to be in addition to what students experience for academic programming during the traditional school day, not in place of. Another critical intent is to empower students to grow their assets, strengths, and protective factors to positively make academic gains while feeling connected to their school community. Edina has historically offered Targeted Services for students in grades 1-5 in the form of Summer Success and for Edina High School students in the form of Credit Recovery. During the summer of 2021 Targeted Services was extended to 6-8 graders and will continue to be provided during the summer of 2022.

AVID Summer Bridge prepares our 7th and 8th grade AVID Elective students for the upcoming school year. The programming is designed to build learner confidence and relationships while still tackling rigorous academics. Along with academic growth, students create a support network with staff and fellow students to best prepare them for middle school success.

Students are invited based on enrollment in the AVID Elective course. This is a collaborative effort between Hopkins and Edina school districts. Instructors from both districts work together to create high quality and engaging activities in the areas of Math, Science, Academic Rigor, and WICOR. WICOR are research based AVID strategies around Writing, Inquiry, Collaboration, Organization and Reading. Preloading content in these areas greatly impacts students' academic growth and success.

Home Summer Programming offers both math and reading options. Each program is designed to keep students academically engaged in the summer and "get ready" for the next school year. They are not designed to help catch a student up who is experiencing gaps in learning.

The Home Summer Math Program is for incoming students in grades 2-8. It is an online math program using [www.khanacademy.org](http://www.khanacademy.org) with some review support using IXL. Since it is entirely online, parents can determine which program and what time that their child would be working on the computer, including what level of math their child is comfortable with, so it is perfect for

students with a range of math abilities. Every week, EPS Learning Specialist Jennifer Johnson sends an email to parents with a link and instructions on what Kahn Academy modules to do in order to "get ready" for the next grade level. Included with the above resources parents will also receive some tips for incorporating more math over the summer in the form of games or real-world problems.

Home Summer Reading Program is for incoming students in grades 2-9. The Edina Home Summer Reading Program is based on the range of reading abilities of EPS students and connects them to online reading resources with a fluency and comprehension focus that match their end of the year reading level. This offering is not for students who are demonstrating a need for direct, explicit, and systematic instruction in the foundational skills of reading, specifically phonemic awareness or phonics. The program is organized so that every week, EPS Learning Specialist Jennifer Johnson will provide parents with links to the three online resources and weekly selections that your children can read, which include comprehension questions as check understanding. One of these resources allow for either online completion or the option to print. Two of these resources can be tailored by type, interest of what the student wants to read, and by reading level using a Lexile range. One of the online programs includes a placement test which helps determine reading level, selections in both nonfiction and fiction, and incentives including a graph to track progress. All three of these can be used how often you wish based on families' summer schedules. Included with the above resources parents will also receive some tips for incorporating more reading over the summer months. It is designed to help students maintain their reading levels and is not designed for a student who is currently below grade level in their reading.

In addition to organizing all components of the four categories of summer offerings described, the lead staff is in different phases of communicating these offerings to families and students. Edina administration will be actively teaming with our communication team to ensure clarity around the offerings in a variety of different ways throughout the month of April and into May.

### ***Summer Programming Offerings for 2022 by Developmental Level:***

#### **Pre-K:**

<b>Class Title</b>	<b>Class Overview:</b>	<b>Enhancements:</b>
Ready Set Kindergarten: Leah Byrd	To provide targeted support focused on the transition to Kindergarten for 4 year olds with limited preschool experience and/or readiness opportunities. Students will be invited to participate.	Ready Set Kindergarten is a program done in partnership with the Hopkins School District. It is a 3 week long, half day program staffed with teachers.
Community Education Enrichment: Cheryl Gunness	Play-based, developmentally appropriate classes and camps taught by Early Learning Center staff and other qualified teachers. s.	40 summer classes and camps are offered for PreK students in summer 2022. Strategic shift to week-long format has resulted in increased participation: as of March 2022, we

		have 730 enrollments (already a 15% increase over last summer's total PreK enrollments).
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### Elementary:

Class Title	Class Overview:	Enhancements:
Summer Success: Mark DeYoung	To provide targeted math, reading, and SEL supports for students who would be in grades 1-5 for the '22-'23.	Working in conjunction with Special Education and Multilingual Learning team we are offering two sessions of Targeted Services. Session 1 will be from June 13-June 30 and the second session is from July 11-July 28. All grades will attend at Cornelia. Parents have the option of attending one or both sessions. Classes will be held Monday-Thursday in the mornings.
Community Education Enrichment: Cheryl Gunness	Enrichment programs help keep kids safe and engaged while meeting the flexible needs of busy families. Classes and camps nurture a love of learning, support academic achievement and develop skills in technology, the arts, sports, and more while meeting social-emotional needs.	262 classes and camps are offered for elementary students in grades K-5 for summer 2022 (5% increase over 2021).. As of March 2022, 3846 elementary enrollments are completed. Most are for 1-week camps scheduled 9am-12pm or 1-4pm, M-TH. Collaboration with Special Services on inclusion. . Scholarships from Community Ed and Give and Go are coordinated by Edina Resource Center.  Full aquatics program with swim lessons will be offered again this summer (first time since 2019).
Tutoring for Developing Readers and/or Students with Markers of Dyslexia	This class is a partnership with Edina Community Ed and Edina Schools Teaching and Learning to organize specialized reading tutoring. Foundational reading skills are taught explicitly, systematically, and sequentially using multisensory approaches and research-based resources. Instruction is both flexible and customized to your child's	This is an entirely new offering. This <a href="#">question and answer page</a> has been used to communicate about this exciting new offering in collaboration with the Edina Parents Dyslexia Alliance.



	<p>reading needs. Sessions will be scheduled directly with your assigned reading tutor and scholarships are available for those who qualify. Participants will receive four hours of instruction per week over the course of four weeks for a total of 16 hours of tutoring.</p>	
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#### Middle School:

Class Title	Class Overview:	Enhancements:
MS Targeted Services: Molly O'Keefe	<p>To provide targeted support for students entering 6th, 7th, and 8th grade in 2022-23 who are demonstrating below grade level work in literacy or math. We will use the "Future Genius: Beta Masters" program which provides a curriculum that involves students researching an issue they are passionate about and creating a video game using coding skills. Ixl math concepts will be used to reinforce students' individual learning needs in math. Students will be invited to participate. Program be held at Valley View middle school and will run from June 13-June 30th, Monday-Thursday, 9:00-12:00. Projecting 60-75 students.</p>	<p>This will be constructed by the lead in coordination with the Teaching and Learning Department.</p> <p>"Future Genius: Beta Masters" will offer a highly engaging and interdisciplinary approach to learning.</p>
HopDina AVID Summer Bridge: Alisa Kappel	<p>Our 7th and 8th grade AVID Elective students from Edina and Hopkins school districts participate in the last 3 weeks of June at no charge. Programming includes 4 classes. Math specifically preloads the upcoming school year's content. Science coursework centers around a shared theme while students experience enrichment of content and skills. Academic Rigor and WICOR challenge scholars beyond grade level with high-yield strategies.</p>	<p>This is a collaborative effort between Hopkins and Edina school districts. Instructors from both districts work together to create high quality, interdisciplinary learning experiences. Preloading content in these areas greatly impacts students' academic growth and success. Held in Hopkins the last three weeks of June at no cost to students and families. Three field trip days include a high ropes experience, visit to college campus, and career connections</p>



		based on the theme. June 2022 theme is Environmental Impact.
Community Education Enrichment: Cheryl Gunness	At the middle school level, programming increasingly focuses on career exploration, STEM, performing arts, and community leadership.	<p>198 summer classes and camps are offered for students in grades 6-8 for summer 2021. Most are 1-week camps scheduled 9am-12pm or 1-4pm, M-TH. Collaboration with Special Services for inclusion and new program development. Scholarships from Community Ed and Give and Go are coordinated by Edina Resource Center. As of March 2022, 834 middle school enrollments are completed.</p> <p>5 new Career Explorer camps offered for Middle-High school students, including arts, sciences, first responders, community leaders, and history careers.</p>

#### High School:

Class Title	Class Overview:	Enhancements:
Credit Recovery: Heidi Howard & Gavin Mclean	<p>-Options Alternative Learning Program at EHS provides summer school for students who have fallen behind in their graduation plan. In this program, students who have previously failed a course may sign up to recover up to two credits toward graduation. This is a competency based program where students have another opportunity to learn the knowledge and skills they are expected to learn to progress to the next level and earn graduation credit.</p> <p>-Targeted program based on S1 &amp; S2 grades.</p>	<p><b>LEARNING PLATFORM:</b> Face to Face Only</p> <p><b>Dates: June 8 - July 1</b> June 9th - July 8</p> <p><b>Summer School Hours: 9-1:30</b> (students may sign up for up to three courses)</p> <p><b>COURSES:</b> English 9-12; Social Studies 9-12; Math: Intermediate Algebra, Algebra II, Geometry, Statistics; Science: Physics, Chemistry, Biology. (S1 &amp; S2 courses available)</p>
Pending EHS Programming staffing and transportation: High School	The purpose of this program is to help students feel more welcome and confident as they transition to EHS. Topics will include success strategies for academic achievement at the high	<p>Dates/times pending staffing and transportation: -1 week in length/ 2 hrs per day -August is the first recommendation because students will be starting to</p>

Transition	school, an introduction to course expectations for freshman classes, available resources/ how to access them, as well as structured opportunities to explore the high school so that students feel confident finding their classes on the first day of the '22-23 school year.	think about school again and the experience would be very relevant. If transportation is not available in August, the next best time would be during the last week of June (June 27-July 1) during the high school credit recovery program.
High School Math Support: Algebra Reinforcement	This would be a targeted program based on recommendation from current math teachers. It would focus on algebra concepts to help students be successful in their next math course.	DATES AND TIMES: - Face to Face programming - Dates pending staffing and transportation  Monday - Thursday; 9 am-12:00 am
Community Education Enrichment: Cheryl Gunness	At the high school level, summer enrichment camps increasingly focus on performing arts (marching band, jazz, orchestra and theater), college prep (ACT prep, college application bootcamp) and career exploration.. High school volunteers (some working on Community Service Letter) provide extra support and intergenerational connections in enrichment camps for younger students.	106 summer classes and camps are offered for students in grades 9-12 for summer 2021. Collaboration with Special Services for inclusion and new program development. Scholarships from Community Ed and Give and Go are coordinated by Edina Resource Center. Increasingly, Community Ed hires EHS students and recent grads to develop and teach enrichment camps for younger students. Leadership training is provided in partnership with KIDS Club staff.

#### Appendices:

Communication flier for new reading tutoring offering:



# Summer Tutoring Opportunities

WHO:

Developing readers and/or students with markers of dyslexia

WHEN:

Session 1: June 13-July 15

Session 2: July 18 - August 12

## Questions and Answers:

### **1. What is the size of the tutoring sessions?**

Tutoring Sessions can be individual or in small groups of no more than 3 students.

### **2. When will sessions be scheduled?**

After registration is complete, we will place students with our licensed tutors. The tutors will then reach out to families to set up a schedule.

### **3. Where will sessions be held?**

Sessions will be held at an Edina school location and will be determined after registration is complete. Tutors will confirm both times and locations with families by the end of April.

### **4. What training will the tutors have specific to literacy instruction?**

Licensed, and uniquely skilled, tutors will be trained in Sonday (The Orton-Gillingham approach is embedded into this program) and/or certified in Orton Gillingham.

**5. Is there a curriculum that will be followed?**

Yes, Sonday System 1 and Sonday System 2 will be the Tier 3 Intervention used for Summer specialized reading sessions. Both offer a structured, systematic, multisensory reading intervention and each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.

Sonday System 1 is an intensive intervention that includes content levels for students that are beginning to read through 2nd grade. Some skills and concepts taught are pre reading skills, vowels, vowel pairs and blends, consonant blends and digraphs, spelling practice, rules of language structure, compound and non-phonetic words, reading and writing fluency, handwriting, vocabulary and comprehension.

Sonday System 2 is an intensive intervention that includes content beginning at the 3rd grade level through 8th grade. Some of the skills and concepts taught are syllable types, prefixes and suffixes, roots, non-phonetic words, vocabulary and comprehension.

Both systems provide progress checks to determine how the student is progressing.

**6. Is this program intended for struggling readers as well as students who have markers of dyslexia?**

This specialized tutoring is a Tier 3 intervention support for both developing readers and students with markers of dyslexia.

5. **Do students need a dyslexia diagnosis?**

Students can sign up for specialized summer tutoring sessions **without** a diagnosis of dyslexia. All students benefit from direct, explicit, and systematic instruction in reading. For students that are not at grade level and slowly developing their skills this will be an excellent fit.

6. **Are scholarships offered?**

For the “Tutoring for Developing Readers” classes this summer (613-060 and 613-061), we will follow our standard financial assistance process for all summer Community Ed classes. For this process, we partner with Edina Give and Go to combine Edina Community Ed and Edina Give and Go dollars. Each student can access a maximum of \$550 for the summer.

If interested in accessing financial assistance, contact Mary Finnermore in Community Ed: [Finnermore@edinaschools.org](mailto:Finnermore@edinaschools.org) or 952-848-3952. She will help with the simple process to qualify and get registered.