Regular Meeting

Monday, October 12, 2026 7:00 PM
ECC Room 349, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**

School Board Regular Meeting
Monday, October 12, 2026; 7:00 p.m.
ECC Room 349

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Presentation

A. Edina Education Fund
Presenter: Kathy Rendleman, Executive Director

B. MN Kids Rise Video
Presenter: Erica Allenburg, Edina School Board

IV. Hearing from Members of the Public

Meeting Recessed

- **Comprehensive Achievement and Civic Readiness (CACR) and Achievement & Integration (A&I) Public Hearing**
Presenters: Dr. Daniel Bittman, Superintendent; and Jody De St. Hubert, Director of Teaching and Learning

Meeting Resumed

V. Consent Agenda

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

VI. Discussion

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

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

VII. Action

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

VIII. Leadership and Committee Updates

IX. Superintendent Updates

X. Adjournment

XI. Information

A. Investment Summary - September 2026
B. Expenditure Summary - September 2026
C. Enrollment Summary - September 2026
D. Policy 702 Fund Balances – referred to Finance Committee

III. **Presentation**

III.A.	Edina Education Fund	**Speaker(s):** Kathy Rendleman, Executive Director



Edina Education Fund

Enhancing Opportunities. Every School. Every Student.

Our Vision

To ensure educational excellence in
Edina Public Schools
for all students and staff.

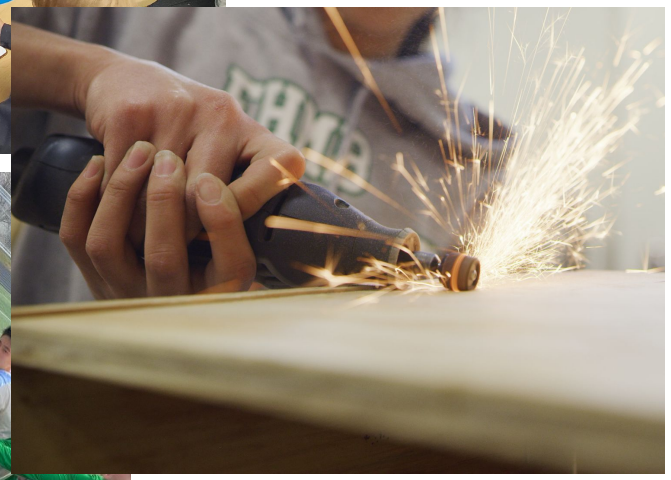


PHOTO: Be A Hornet Day 2026 – EHS Student Council

Edina Education Fund

Our Mission







PHOTOS: Ed Fund's 3 Core Areas: Literacy, STEAM, and Mental Health & Wellness

As an independent, mission-aligned partner of the Edina Public Schools, the Edina Education Fund secures incremental funding for district-wide programs and services that strengthen academic learning and support the ***whole person*** *on their educational journey.*

Edina Education Fund

Who we serve

All Edina Public Schools students and staff.





PHOTOS: Be A Hornet Day 2026: Pam Berling and Isabella Kilibarda, Normandale Kindergarteners 25-26

Edina Education Fund

Edina Education Fund - History

Since 1995, the Ed Fund has contributed over **$9,300,000** in grants to the Edina Public Schools, enriching the lives of **each and every student**.

Edina Education Fund

Fiscal Year 2025-2026

Funding Area	Grants
Literacy	$53,469
Mental Health and Wellness	$69,636
STEAM	$13,645
Hornet Cares Fund	$46,750
Edina Alumni Association	$19,666
Edina Rotary Global Scholar Program	$17,610
EHS Senior Scholarships	$63,200
Other Restricted Gifts	$53,422
EHS Senior Party	$97,973
Total	$435,370

Edina Education Fund

Our Programs

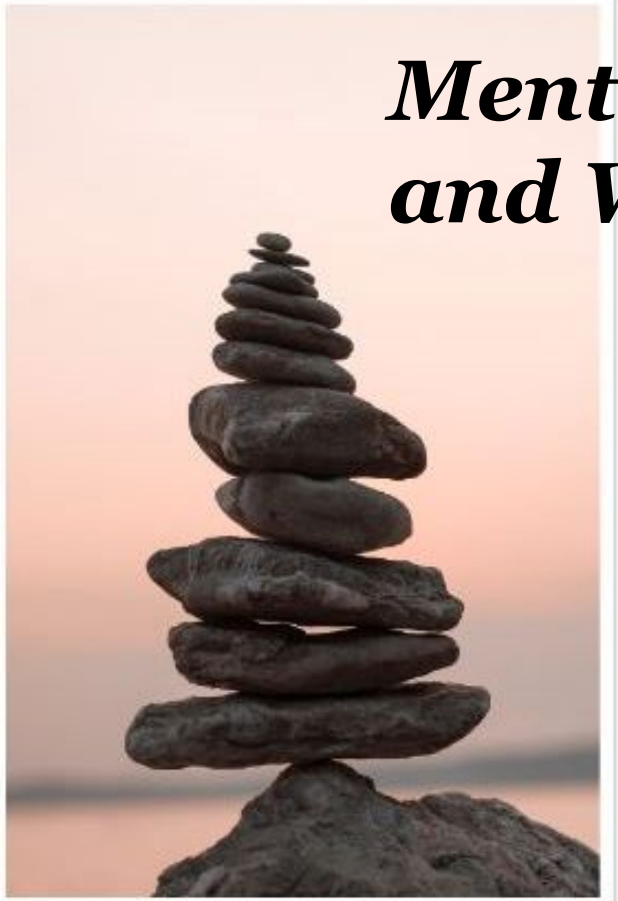
Literacy



STEAM



Mental Health and Wellness



Edina Education Fund

Literacy

2026-2027 GOAL: $45,000



The Science of Reading (LETRS and STRIVE) materials and teacher support for our grade 4 – grade 12 staff

Substitute teaching funds for PD days (CTE, World Languages, Physical Education, Art, and others as determined by Teaching & Learning)

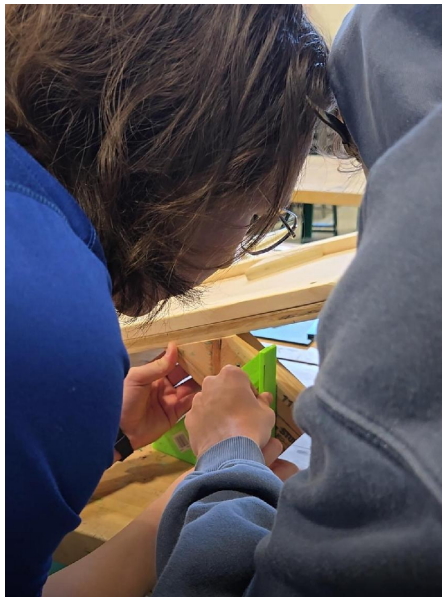
PHOTO: Ed Fund Tutor Center at Valley View Middle School

Edina Education Fund

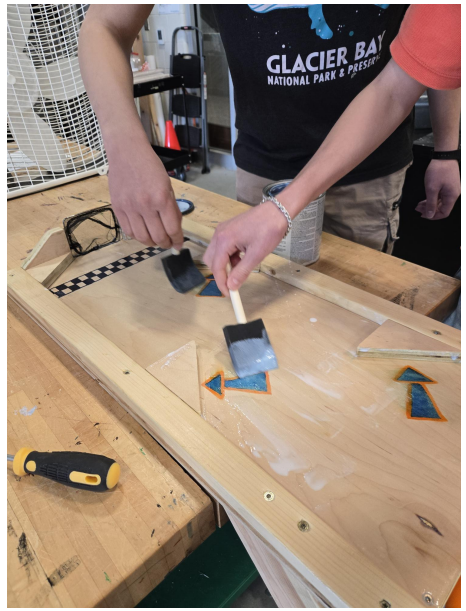
STEAM

2026-2027 GOAL: $25,000









STEM and Arts programming and material support

PHOTOS: Engineering and Child Psychology classes team up for final Principles of Engineering and Intro to Engineering Design project

Edina Education Fund

Mental Health and Wellness

2026-2027 GOAL: $170,000



EPS Staff Wellness Support: $30,000

Benevolence Funding for uninsured and underinsured students: $80,000

- 12 sessions at $154/session ($1,848)
- "time" to connect families to resources for continuity of care

Mental Health Discretionary Fund: $20,000

Social Emotional Learning: $40,000

2025-2026 Carry-over Funding: $14,926 ($10,000 lower than typical year)

PHOTO: Social Emotional Learning days at middle schools

Edina Education Fund

Ed Fund Services

Fiscal Sponsorships and PTO Partnerships

- Continuing our work with all EHS activities and student-led clubs in our Fiscal Sponsorship agreements

- Proud to partner with numerous other EPS community groups such as Edina Unified, EAAA, EHS Senior Party, elementary school robotics teams and more.









PHOTOS: Edina Mountain Biking Club, Edina Unified, Edina Senior Party, Edina Asian American Alliance

Edina Education Fund

Ed Fund Services

EHS Senior Scholarships and Edina Alumni Association

- Anticipate around 58 EHS senior scholarships this spring
- Preparing to work with our Edina reunion classes for next summer
  - This past summer/fall, we welcomed Edina classes of 1996 and 2001, and the East and West classes of 1976.
  - Worked with Edina West class of 1976 for online ticketing and event management.



PHOTO: Edina East Class of 1976 recreates their yearbook photo

Edina Education Fund

Become part of the Ed Fund



- Become a member of the Edina Education Fund Sustainers Circle by making a commitment to support our work.
- You can give monthly, quarterly or annually - it is your commitment to give regularly that sustains the education of our next generation.

www.edinaedfund.org

Edina Education Fund

Thank you for your partnership

Thank you for supporting Edina Public Schools students and staff!

www.edinaedfund.org



Edina Education Fund

III.B.	MN Kids Rise Video	**Speaker(s):** Erica Allenburg, School Board Member
IV.	**Hearing from Members of the Public**	
V.	**Public Hearing: Achievement and Civic Readiness (CACR) and Achievement & Integration**	**Speaker(s):** Dr. Daniel Bittman, Superintendent; and Jody De St. Hubert, Director of Teaching and Learning

Board Meeting: October 12, 2026

Title: Comprehensive Achievement and Civic Readiness Public Hearing

Type: Public Hearing

Presenter(s): Jody De St. Hubert; Director of Teaching and Learning

Description: In accordance with Minnesota Department of Education (MDE) requirements, this public hearing presents an update on the District's Comprehensive Achievement and Civic Readiness (CACR) goals. The presentation serves as a mid-goal progress update, demonstrating how collaborative teams have connected CACR focus areas with the Edina Data Metrics Plan and the Edina 2020–2030 Strategic Plan. The hearing provides a formal space for the Board and public to review mid-cycle progress, evaluate strategic action steps, and share feedback.

Recommendation: None

Desired Outcomes from the Board: Review in detail. Listen to and provide feedback on Edina's Comprehensive Achievement and Civic Readiness goal updates and strategies as well as listen to public questions and input.

Attachments:

Comprehensive Achievement and Civic Readiness Presentation


Edina Public Schools
Defining
Excellence

Edina Public Schools
DEFINING EXCELLENCE

Annual Report

Edina Comprehensive Achievement and Civic Readiness
2025-2027 Plan: Mid-Goal Progress

Our Vision

For Each and Every Student to *Discover Their Possibilities and Thrive*







Our Mission

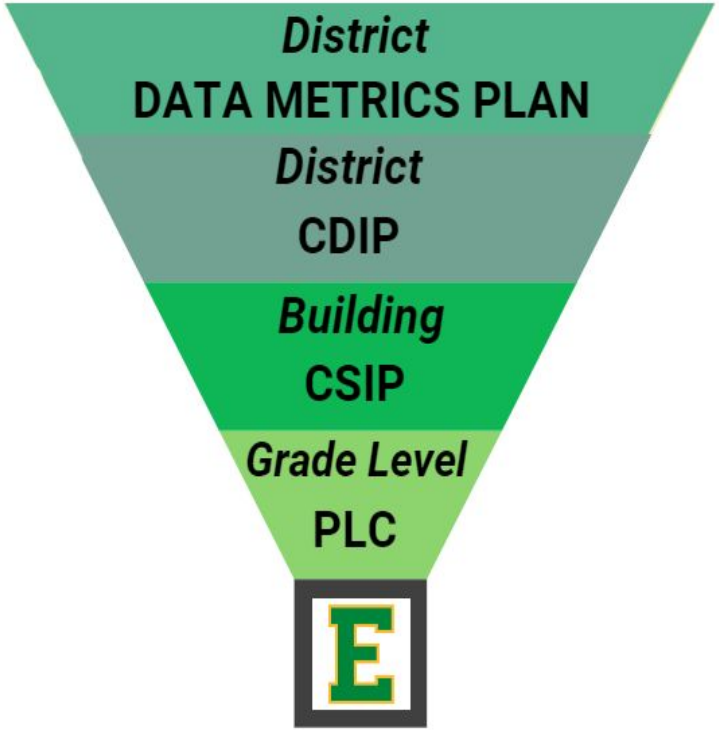
Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.



Edina's Comprehensive Assessment Plan

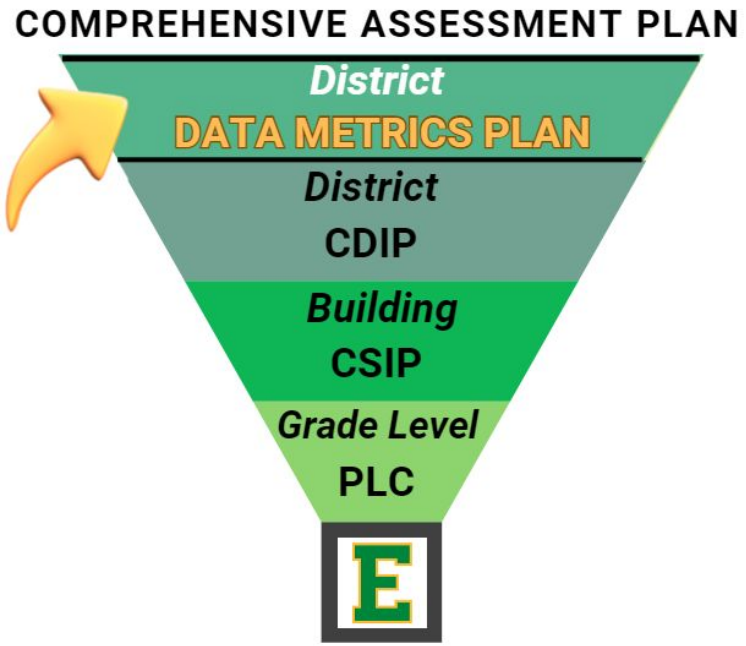


District Data Metrics Plan

A comprehensive collection of data points that allow all stakeholders in a system to more deeply examine and understand where the system is currently at in relation to the vision and mission.

All Edina District Data Metrics data points align with the Edina Strategic Plan.

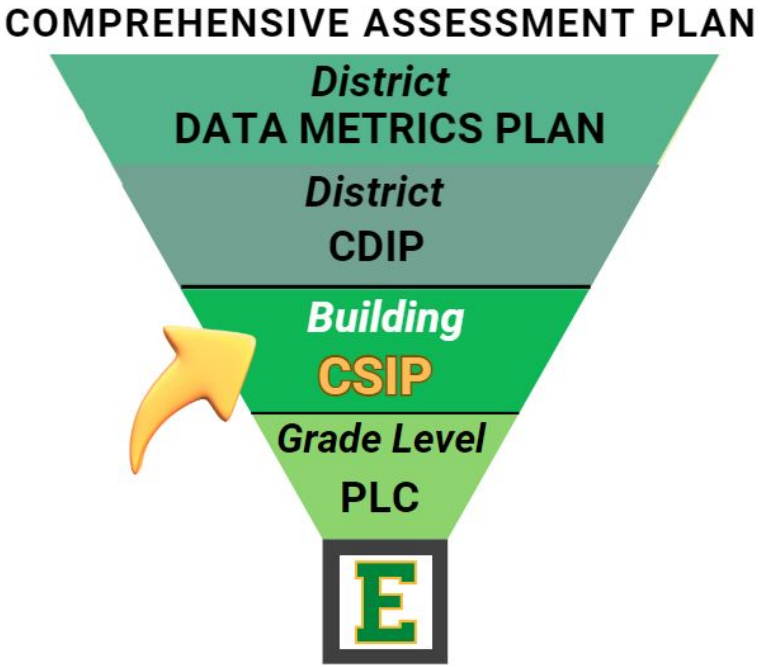
The Edina Data Metrics Plan captures multiple data points for each strategic plan area and action step. The intentional use of multiple data points allows all stakeholders to examine the Strategic Plan areas with a high level of reliability, allowing consistent patterns of data to surface.



Continuous School Improvement Plan

A Continuous Improvement Plan is the ongoing cycle of ensuring growth. The structure of the Data Metrics Plan allows for a deeper analysis to create and/or deepen C-SIP.

Each Edina District School in all four grade bands is responsible for creating a building goal aligned with the comprehensive assessment plan, using building specific data.



Comprehensive Achievement and Civic Readiness (CACR)

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR).

CACR is the MDE framework to support academic achievement in preK-12, preparing students to be active community members after graduation, and fostering lifelong learning.

Each district CACR multi-year plan must addresses five goals areas.

FIVE CACR Goal Areas

1

All children are ready for school.

2

All racial and economic achievement gaps between students are closed.

3

All students are ready for career and college.

4

All students graduate from high school.

5

All students are prepared to be lifelong learners.

CACR Requirements

- Multi-year plan submission to MDE with goals and action steps articulated (2025-2027 plan that parallels our Data Metrics Plan)
- Annual update of plan progress through MDE reporting
- Yearly public hearing to share progress (October 12, Board Meeting)
- Engage stakeholders in strategic planning and review with CACR committee and regular stakeholder surveys

Edina Strategic Priority Areas

1

Advance Academic Excellence, Growth & Readiness

2

Ensure an Equitable and Inclusive School Culture

3

Foster Positive Learning Environments and Whole Student and Staff Wellness

4

Develop Leadership Throughout the District

5

Engage Parents, School, and Community

2025-2027 CACR Goals: Progress Update



FIVE CACR Goal Areas

#1 All Children Ready For School

Goal 1

By the fall of 2028, the percentage of Kindergarten students who were enrolled in the **ELFC** for the 2025-2026 and the 2026-2027 school year that meet proficiency on the **fall Kindergarten FASTBridge earlyReading universal screener** will increase from 68% to 72%.

2026 Data: 66.9% **Goal Not on Track**

Identified Action Steps

Early Language Staffing

- Utilizing dedicated English Language staffing to identify students who are potential EL learners.
- Coach ELFC teachers to implement research-based best practices for multilingual learners.

Pre-K to K Instructional Alignment

- Aligning ELFC literacy instruction directly with Kindergarten instruction through LETRS training.

Dedicated ELFC Staff Professional Learning Communities (PLCs)

- Leveraging job-embedded PLCs to analyze screening and classroom data, share instructional strategies, and build teacher support through collaboration.

Identified Action Steps cont.

Early Student Support Team Interventions

- Enhancing pre-K screening to identify skill gaps early and activate proactive Student Support Team interventions before Kindergarten.

Multilingual Family Partnerships

- Providing families with multi-language home literacy resources and workshops to strengthen learning habits at home.

FIVE CACR Goal Areas

#2 Close All Racial & Economic Gaps

Goal 1

In the Spring of 2027, the percentage of **African American/Black** students in grades 6-8 meeting literacy proficiency will increase from 53.46% in the spring of 2025 to 59% as measured by the FASTBridge Reading Universal Screener.

2026 Data: 56.89% Goal On Track

Goal 2

In the Spring of 2027, the percentage of **Hispanic/Latina** students in grades 6-8 meeting literacy targets will increase from 63.06% in the spring of 2025 to 69% as measured by the FASTBridge Reading Universal Screener.

2026 Data: 60.90% Goal Not on Track

Goal 3

In the Spring of 2027, the percentage of **FRPM** students in grades 6-8 meeting literacy targets will increase from 52.79% in the spring of 2025 to 58% (as measured by the FASTBridge Reading Universal Screener.

2026 Data: 54.11% Goal On Track

Identified Action Steps

Tier 1 Classroom Core Instruction

- **Collaborative PLC Implementation:** District staff assigned to work in partnership with building administration and identified building leads to implement agreed upon PLC commitments.
  a. Culturally Proficient School Systems (CPSS) mindset and instructional strategies
  b. Amplify and empower staff strengths

- **Targeted Literacy PD:** Implementing **STRIVE** professional development to build on ASPIRE training.
  a. STRIVE is the READAct Phase-2 approved professional development program for grades 4-12 educators.
  b. ASPIRE is additional reading PD already completed in grades 4-12.

Identified Action Steps

Tier 2 Intervention Systems

- **Diagnostic Assessments and Responses:** Implementing **CAPTI** assessments for students in grades 4-12 to identify reading difficulties and target intervention responses.
  - CAPTI is the READAct Phase-2 approved diagnostic assessment for grades 4-12 students.
  - Edina is in year 2 of implementing the use of the assessment, as well as the responses.

- **Systems Audit:** Audit exiting Tier 2 and Tier 3 intervention systems across all schools.
  - Analyzing current intervention practices, establishing clear commitments, and designing predictable multi-year support plans to ensure accelerated growth.

FIVE CACR Goal Areas

#3 All College and Career Ready

Goal 1

By Spring 2027, the percentage of students in **Pre-Calculus** who demonstrate proficiency in advanced mathematics measured by the end of the year Pre-Calculus course grade will increase from 65.62% in the spring of 2025 to 68.62%.

2026 Data: 70.17% **Goal Met Early!**

Goal 2

By Spring 2027, the percentage of students with an **ACT composite score** of 22 or greater will increase from 72.45% in the spring of 2025 to 75%.

2026 Data: 70.04% **Not On Track**

Goal 3

By Spring 2027, the number of 12th grade students achieving a **Bilingual Seal** will increase from 78.75% in the spring of 2025 to 80%.

2026 Data: 75.61% **Not on Track**

Identified Action Steps

E–12 Comprehensive Math Curriculum Review

- **Curriculum & Sequencing:** Continuing the E–12 math review to updates course sequence, align instructional practices, and update core resources.
- **Targeted Skills Focus:** Integrate opportunities to focus on ACT math preparation and foundational problem-solving skills.

Strategic Leadership in Language & Immersion

- **Dedicated Leadership:** Appointed an Assistant Director of Teaching & Learning to lead E–12 language planning and systemic program alignment.

FIVE CACR Goal Areas

#4 All Students Graduate From High School

Goal 1

By Spring 2027, the districts overall four-year graduation rate will increase from 95.56% to 98%.

2026 Data: 95.07% **Goal Not On Track**

Goal 2

By Spring 2027, the four year graduation rate for Black/African American students will increase from 90% to 94%.

2026 Data: 84.69% **Goal Not On Track**

Goal 3

By Spring 2027, the four year graduation rate for Hispanic/Latina students will increase from 92.5% to 96%.

2026 Data: 89.66% **Goal Not On Track**

Goal 4

By Spring 2027, the four year graduation rate for FRPM students will increase from 87.95% to 92%

2026 Data: 86.05% **Goal Not On Track**

Identified Action Steps

Systemic Gap Elimination Focus

- **Proactive Systemic Supports:** Analyzing demographic data patterns to build and sustain gap-eliminating support systems.
- **Structural Team Alignment:** Continue 9th Grade Teaming.

Individualized Credit & Progress Tracking

- **Real-Time Credit Audits:** Tracking student progress to identify and resolve credit deficiencies immediately.
- **Collaborative SST Interventions:** Implementing Student Support Teams (SST) to deliver coordinated supports.

Alternative & Flexible Options Programming

- **Targeted Learning Models:** Utilizing EHS Options and Virtual Pathways for tailored instruction and credit recovery, as appropriate.

FIVE CACR Goal Areas

#5 All Prepared To Be Lifelong Learners

Goal 1
By the Spring of 2027, the percentage of 3-12 students reporting growth in the **Panorama competencies engagement and belonging** will increase by 3 percentage points from the spring 2025 baseline:

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

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

2026 Data:

3-5	**Engagement: 58%**	**Goal Not On Track**
3-5	**Belonging: 75%**	**Goal Not On Track**
6-12	**Engagement: 34%**	**Goal Met Early**
6-12	**Belonging: 67%**	**Goal Met Early**

FIVE CACR Goal Areas

#5 All Prepared To Be Lifelong Learners - Continued

Goal 2

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

2026 Data: 76.73% Goal Not on Track

Identified Action Steps

Tier 1 Social Emotional Learning (SEL) & CPSS Integration

- **Core Classroom:** Integrating SEL routines and CPSS practices into classrooms.

Attendance & Belonging Connection

- **Data-Driven Outreach:** Leveraging EHS monitoring systems to continue to build on recent attendance efforts.

Targeted Site Plans (CSIP)

- **Elementary Climate & Leadership:** Utilizing building CSIPs to expand strengthen positive school climate practices for all.

Identified Action Steps cont.

Middle School Co-Curricular Expansion

- **Intentional Recruitment:** Expanding outreach to boost middle school co-curricular participation (currently 41.85%) and foster early school connectedness.

Adult Wellness & Climate Support

- **Staff Support & Coaching:** Reengage district wide Adult Wellness Committee.

Board Meeting Date: October 12, 2026

Title: Final 2023 - 2026 Achievement and Integration Progress Report and Public Meeting

Type: Information and Public Hearing

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: Districts participating in the Achievement and Integration (A&I) program operate on three-year planning cycles and must present a final progress report to the Minnesota Department of Education (MDE) and the School Board at the conclusion of each cycle. State requirements also mandate an annual public meeting, which will take place during tonight's Board meeting.

During the 2025–26 school year, Edina Public Schools completed Year 3 of its 2023–2026 A&I plan, which focused on three core statutory pillars: (1) increasing racial and economic integration, (2) reducing achievement disparities, and (3) expanding access to effective and diverse teachers.

This final report summarizes three-year progress toward approved goals, highlights systemic accomplishments, explains updated district-wide reporting criteria, and introduces the MDE-approved 2026–2029 framework and representation index metrics.

Recommendation: Read and review the 2023-2026 Achievement and Integration Report

Desired Outcome(s) from the Board: Receive the 2023-2026 Achievement and Integration Report

Attachment(s):

- 23-26 A&I Final Update 10.12.06
- 2026 Achievement and Integration Annual Report (2023-2026)

Achievement Equity and Multilingual Learner Programming

Achievement and Integration Final Report 2023-2026

This Achievement and Integration (A&I) plan is designed to foster an inclusive and equitable educational environment for all students in Edina Public Schools. Our strategic framework focuses on three main goal areas: **Reducing Academic Disparities** among student groups, excluding categories of gender, disability, and English learners; **Increasing Racial and Economic Integration** in accordance with Minn. Stat. § 124D.861, subd. 2 (a); and **Access to Effective and Diverse Teachers**, focusing on equitable access for all student populations excluding the categories of gender, disability, and English learners. Through these commitments, we aim to eliminate barriers and create equitable opportunities for every learner.

Reducing Academic Disparities

Goal 1a: By the end of the 2025-2026 school year, EPS will increase the percentage of African American/Black students who earn a final grade of B or higher in US Literature and Composition from 37.29% to 46% **Goal: Not Met**

Student Group	Baseline (SY 23)	SY 24 Progress	SY 25 Progress	SY 26 Final Data	Goal Target	Goal Status
Black/ African American	**37.29%**	51.85%	48.84%	**32.25% [-4.94%]***	46%	**Not Met**
White	84.70%	88.12%	86.29%	83.33% **[-1.37%]***		

*calculated from baseline

Goal 1b: By the end of the 2025-2026 school year, EPS will increase the percentage of Latino/a students who earn a final grade of B or higher in US Literature and Composition from 54.55% to 63 %

Student Group	Baseline (SY 23)	SY 24 Progress	SY 25 Progress	SY 26 Final Data	Goal Target	Goal Status
Latino/a	**54.55%**	47.22%	80.0%	**50% [-4.55%]***	63%	**Not Met**
White	84.70%	88.12%	86.29%	83.33% **[-1.37%]***		

*calculated from baseline

Goal 2a: By the end of the 2025-2026 school year, EPS will increase the percentage of African American/Black students in grades K-1 meeting or exceeding benchmark on the FastBridge earlyReading assessment (spring administration) from 62% to 71%

Goal 2b: By the end of the 2025-2026 school year, EPS will increase the percentage of Latino/a students in grades K-1 meeting or exceeding benchmark on the FastBridge earlyReading assessment (spring administration) from 50% to 59%

Student Group	Baseline (SY 23)	SY 24 Progress	SY 25 Progress	SY 26 Final Data	Goal Target	Goal Status
Black/ African American	**62%**	62.7%	73.34%	**62.69% [+0.69%]***	71%	**Not Met**
Latino/a	**50%**	55.81%	45.90%	44.62% **[-5.38%]***	59%	**Not Met**

*calculated from baseline

Increasing Racial and Economic Integration

Goal 3: The Percentage of African American/ Black, Hispanic/ Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students accessing advanced courses will mirror the Edina High School student demographics at the end of the 2026 SY.

Student Group	Baseline (SY 23)	SY 24 Progress	SY 25 Progress	SY 26 Final Data	Goal Target	Goal Status
Students of Color	**47.37%**	50.61%	51.23%	**35.53%**	48.97%%	**Not Met**
All HS Students	**58.87%**	63.68%	63.64%	48.97%		

*calculated from baseline

Access to Effective and Diverse Teachers

Goal 4: Diversify our workforce and increase the number of teachers and administrators of color in Edina Public Schools from 7.8% to 10% (teachers).

	Baseline (SY 23)	SY 24 Progress	SY 25 Progress	SY 26 Final Data	Goal Target	Goal Status
Teachers of Color	**7.8%**	9.6%	8.3%	**9.5% [+1.7%]***	10%	**Not Met**

*calculated from baseline

Strategies and Indicators of Progress

AVID Program - Supporting Data for Goal 1 and 2

Percent of students of Color in 9-12 participating in advanced courses disaggregated by race/ethnicity

Student Group	Baseline (SY 23)	SY 24 Progress	SY 25 Progress	SY 26 Final Data
White Students	61.58%	67.05%	67.34%	58% **[-5.58%]***
Students of Color	47.37%	50.61%	51.23%	24.85% **[-22.52%]***
Black/ African American	39.49%	41.38%	42.12%	16.32% **[-23.17%]***
Latino/a	47.60%	50.19%	58.55%	25..0% **[-22.53%]***

*calculated from baseline

MTSS Professional Development - Supporting Data for Goals 1, 2 and 3

Global Score on Self-Evaluation of MDE MTSS Framework Implementation

Baseline (SY 23)	SY 24 Progress	SY 25 Progress	SY 26 Final Data
45.5%	52.5%	66.8%	**65.8%**

**The recorded % represents an improvement over the 2023 academic period; however, a marginal decrease occurred during the 2025-2026 school year. This decline stems from reduced performance in multi-layered support structures for Tier 2. This shift likely reflects a more sophisticated understanding of authentic Tier 2 student interventions as the district enters its third year under the guidance of the MTSS district leads.*

Building Capacity for Equitable and Culturally Proficient Schools - Supporting Data for Goals 1-4

Increase the number of all staff who are trained in Culturally Proficient School Systems (CPSS)

	SY 24 Progress	SY 25 Progress	SY 26 Final Data
Staff how have attended 1 day facilitated learning	25%	50%	70%

*The one-day learning session provided by CPSS has been successfully completed by more than 935 staff members. Furthermore, specialized training sessions were conducted for community education summer programming personnel and bus drivers.

Culturally Proficient School modules will be embedded into building staff meetings and district PD

	SY 24 Progress	SY 25 Progress	SY 26 Final Data
Number of learning modules presented district wide	0	2	4

* Comprising representative educators from the District Office, ELFC, elementary, and high school levels, the Cultural Proficient School Systems (CPSS) Teacher Advisory Team ensures a broad district-wide perspective. This collaborative group, which includes district office personnel, meets 3 to 4 times annually to analyze staff data and provide critical feedback on the implementation of district-wide cultural proficiency initiatives. A primary responsibility of the team is the design and co-development of quarterly learning modules, which are 30–45 minute "bursts" of facilitated learning presented at school sites and the district office. These modules are specifically crafted to deepen staff expertise on CPSS topics, maintaining the district's "Inside-Out" journey as a central focus while aligning daily educational practices with strategic equity priorities.

Bridging Cultural and Socio-Economic Barriers - Support Goals 1-3

The Department of Achievement Equity and Multilingual Learn Programming will host parent information nights for Multilingual families. Target groups will be Somali, Spanish, 4 events per target group

Year	Number of learning modules presented district wide
SY 2024	6 Somali 4 Latino/a
SY 2025	8 Somali 4 Latino/a

SY 2026	6 Somali 2 Latino/a

*The team grew during the 2025-2026 school year with the recruitment of an additional Spanish-speaking liaison. The liaisons team has successfully implemented a consistent meeting schedule. A notable milestone during the 2025-2026 school year was the introduction of a multicultural Edina Resource Night; the event garnered substantial participation and is now intended to be held annually. Although local surges in immigration enforcement led some families to raise safety concerns about attending school functions resulting in fewer Spanish-speaking family nights throughout the 2025-2026 school year, the team ensured all family needs and questions were managed through individual outreach.

Racially Identified School

RIS Strategy Goal 1: Percent of **Cornelia Elementary School** African American/Black, Hispanic/Latino, Native Hawaiian or other Pacific Islander and American Indian students at aggressive growth on Fastbridge Reading in grades K-5 will increase year over year from our baseline year of 2023-24.
Goal type: Achievement

Year	Baseline Data SY 2023	SY 2024	SY 2025	SY 2026	Goal Status
K-1	39.62% 21 Students	24.45%% 14 students	50.0% 22 students	41.31% 22 students	**Met - Increase from baseline**
2-5	17.12% 19 students	21.67% 26 students	14.62% 19 students	25.0% 1 student	**Met**

RIS Strategy Goal 2: By the end of the 2025-26 school year, 80% of Cornelia staff will have completed Culturally Proficient Schools Training, as measured by district professional development records.
Goal type: Teacher Equity

Year	Baseline SY 24	SY 2025	SY 2026	Goal Status

Staff Completing 1 day facilitation	25%	51%	90%	**Met**

RIS Strategy Goal 3: By the end of the 2025-26 school year, 100% of students at each grade level will participate in at least three targeted STEAM opportunities annually, increasing from the 2023-24 baseline, as measured by participation records and grade-level activity logs.
Goal Type: Integration Goal

Year	Baseline SY 24	SY 2025	SY 2026	Goal Status
	0	3 per grade level	3	**Met**


Edina Public Schools
Defining
Excellence

Edina Public Schools
DEFINING EXCELLENCE

Annual Report

Achievement and Integration Report (Year 3)
2023-2026 Plan

Our Vision

For Each and Every Student to *Discover Their Possibilities and Thrive*







Our Mission

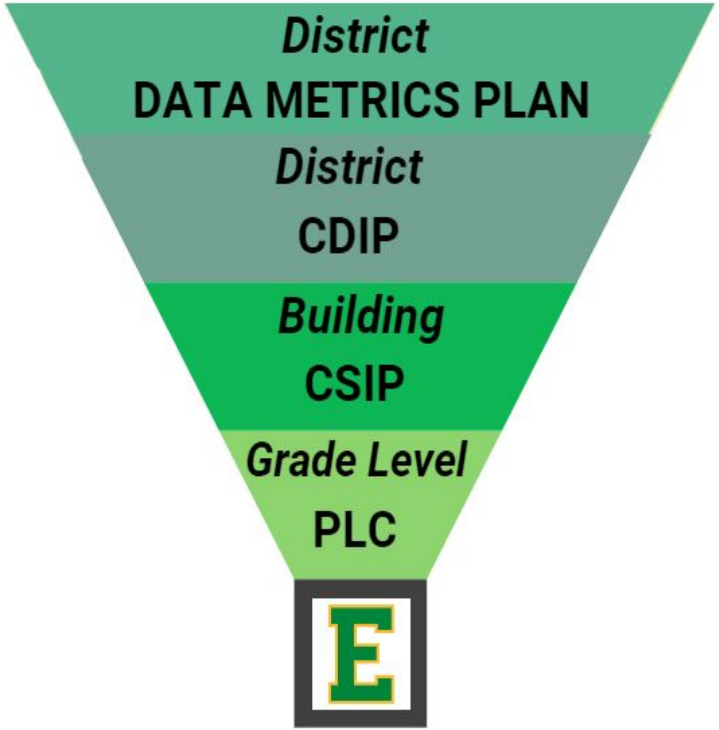
Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.



Edina's Comprehensive Assessment Plan

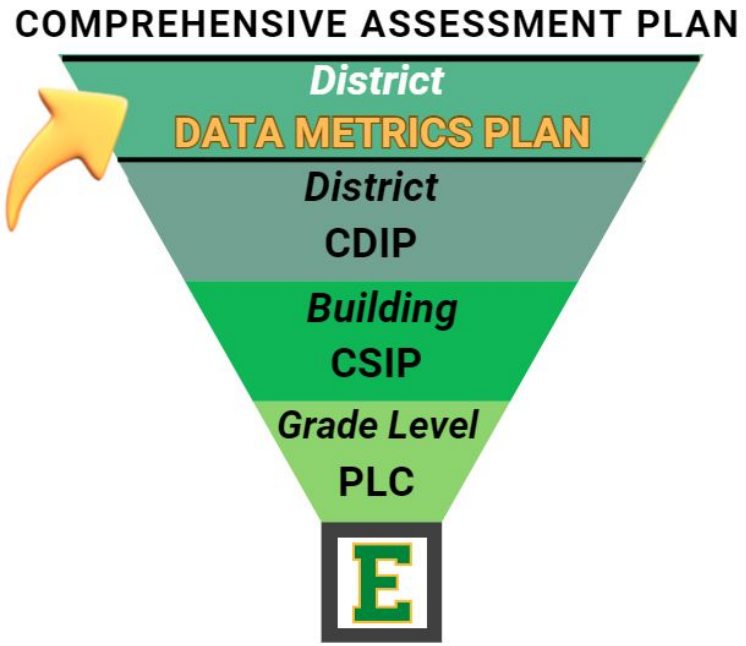


District Data Metrics Plan

A comprehensive collection of data points that allow all stakeholders in a system to more deeply examine and understand where the system is currently at in relation to the vision and mission.

All Edina District Data Metrics data points align with the Edina Strategic Plan.

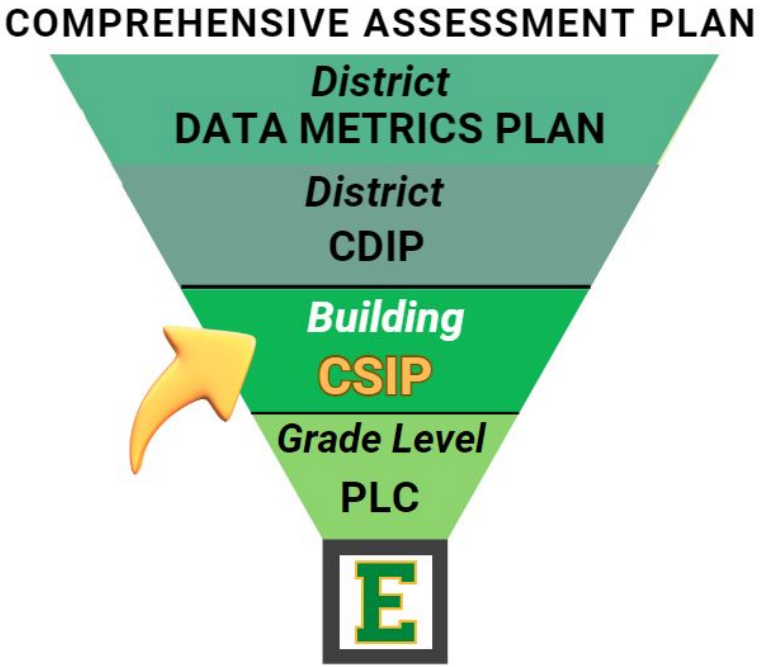
The Edina Data Metrics Plan captures multiple data points for each strategic plan area and action step. The intentional use of multiple data points allows all stakeholders to examine the Strategic Plan areas with a high level of reliability, allowing consistent patterns of data to surface.



Continuous School Improvement Plan

A Continuous Improvement Plan is the ongoing cycle of ensuring growth. The structure of the Data Metrics Plan allows for a deeper analysis to create and/or deepen C-SIP.

Each Edina District School in all four grade bands is responsible for creating a building goal aligned with the comprehensive assessment plan, using building specific data.



Achievement and Integration (A & I)

This Achievement and Integration (A&I) plan is designed to **foster an inclusive and equitable educational environment** for all students in Edina Public Schools.

Our strategic framework focuses on three main goal areas: **Reducing Academic Disparities among student groups**, excluding categories of gender, disability, and English learners; **Increasing Racial and Economic Integration** in accordance with Minn. Stat. § 124D.861, subd. 2 (a); and **Access to Effective and Diverse Teachers**, focusing on equitable access for all student populations excluding the categories of gender, disability, and English learners.

Through these commitments, we **aim to eliminate barriers and create equitable opportunities for every learner**.

A & I Requirements

- Multi-year plan submission to MDE with goals and action steps (2023-2026 plan)
- Annual update of plan progress through MDE reporting
- Annual public hearing to share progress (October 12, Board Meeting)

Edina Strategic Priority Areas

1

Advance Academic Excellence, Growth & Readiness

2

Ensure an Equitable and Inclusive School Culture

3

Foster Positive Learning Environments and Whole Student and Staff Wellness

4

Develop Leadership Throughout the District

5

Engage Parents, School, and Community

2023-2026
A & I Goal Update



Reducing Academic Disparities

Goal 1a: By the end of the 2025-2026 school year, EPS will increase the percentage of African American/Black students who earn a final grade of B or higher in US Literature and Composition from 37.29% to 46%

2026 Data: 32.25% **Goal Not Met**

Reducing Academic Disparities

Goal 1b: By the end of the 2025-2026 school year, EPS will increase the percentage of Latino/a students who earn a final grade of B or higher in US Literature and Composition from 54.55% to 63%.

2026 Data: 50% **Goal Not Met**

Reducing Academic Disparities

Goal 2a: By the end of the 2025-2026 school year, EPS will increase the percentage of African American/Black students in grades K-1 meeting or exceeding benchmark on the FastBridge earlyReading assessment (spring administration) from 62% to 71%

2026 Data: 62.69% **Goal Not Met**

Reducing Academic Disparities

Goal 2b: By the end of the 2025-2026 school year, EPS will increase the percentage of Latino/a students in grades K-1 meeting or exceeding benchmark on the FastBridge earlyReading assessment (spring administration) from 50% to 59%

2026 Data: 44.62% **Goal Not Met**

Increasing Racial and Economic Integration

Goal 3: The Percentage of African American/ Black, Hispanic/ Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students accessing advanced courses will mirror the Edina High School student demographics at the end of the 2026 SY.

2026 Data: 35.53% **Goal Not Met**

Access to Effective and Diverse Teachers

Goal 4: Diversify our workforce and increase the number of teachers and administrators of color in Edina Public Schools from 7.8% to 10% (teachers).

2026 Data: 9.5%

Goal Not Met

Racially Identified School (Cornelia)

RIS Strategy Goal 1: Percent of Cornelia Elementary School African American/Black, Hispanic/Latino, Native Hawaiian or other Pacific Islander and American Indian students at aggressive growth on Fastbridge Reading in grades K-5 will increase year over year from our baseline year of 2023-24.

Goal type: Achievement

2026 Data (K-1): 41.32% **Goal Met**
2026 Data (2-5): 25% **Goal Met**

Racially Identified School (Cornelia)

RIS Strategy Goal 2: PBy the end of the 2025-26 school year, 80% of Cornelia staff will have completed Culturally Proficient Schools Training, as measured by district professional development records.

Goal type: Teacher Equity

2026 Data: 90% **Goal Met**

Racially Identified School (Cornelia)

RIS Strategy Goal 3: By the end of the 2025-26 school year, 100% of students at each grade level will participate in at least three targeted STEAM opportunities annually, increasing from the 2023-24 baseline, as measured by participation records and grade-level activity logs.

Goal Type: Integration Goal

2026 Data: 3 **Goal Met**

VI. **Consent**

VI.A. Minutes: *September 14 work session and regular meeting; September 22 work session*

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF SEPTEMBER 14, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Karen Gabler - virtual
Ms. Jennifer Huwe
Mr. Elliot Mann

ABSENT:

Mr. Dan Arom

PRESIDING OFFICER: Vice Chair Cheryl Barry

5:01 PM - 6:55 PM

ADMINISTRATIVE STAFF PRESENT:

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

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

draft

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 14, 2026

5:01 PM Vice Chair Barry called to order the work session of the School Board. Members present: Allenburg, Barry, Birdman, Gabler (virtual), Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Sailer, Woodard.

APPROVAL OF AGENDA

DISCUSSION

A. Bond Scope

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 6:55 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 14, 2026 WORK SESSION

5:01 PM Vice Chair Barry called to order the work session of the School Board. Members present: Allenburg, Barry, Birdman, Gabler (virtual), Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Sailer, Woodard.

APPROVAL OF AGENDA

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

DISCUSSION

Bond Scope: Follow-up information from the August 10, 2026 meeting regarding proposed bond scope, infrastructure constraints, and fiscal planning was discussed.

ADJOURNMENT

At 6:55 PM, Member Birdman moved, and Member Mann seconded to adjourn the meeting. All members voted Aye by roll call. The motion passed unanimously.

draft

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF SEPTEMBER 14, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350 and Virtual

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Karen Gabler - virtual
Ms. Jennifer Huwe
Mr. Elliot Mann

ABSENT:

Mr. Dan Arom

PRESIDING OFFICER: Vice Chair Cheryl Barry

5:01 PM - 6:55 PM

ADMINISTRATIVE STAFF PRESENT:

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

CERTIFIED CORRECT:

Karen Gabler

Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

Erica Allenburg

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 14, 2026

5:01 PM Vice Chair Barry called to order the work session of the School Board. Members present: Allenburg, Barry, Birdman, Gabler (virtual), Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Sailer, Woodard.

APPROVAL OF AGENDA

DISCUSSION

A. Bond Scope

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 6:55 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 14, 2026 WORK SESSION

5:01 PM Vice Chair Barry called to order the work session of the School Board. Members present: Allenburg, Barry, Birdman, Gabler (virtual), Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Sailer, Woodard.

APPROVAL OF AGENDA

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

DISCUSSION

Bond Scope: Follow-up information from the August 10, 2026 meeting regarding proposed bond scope, infrastructure constraints, and fiscal planning was discussed.

ADJOURNMENT

At 6:55 PM, Member Birdman moved, and Member Mann seconded to adjourn the meeting. All members voted Aye by roll call. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF SEPTEMBER 14, 2026

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Jennifer Huwe
Mr. Elliot Mann

ABSENT:

Mr. Dan Arom
Ms. Karen Gabler

PRESIDING OFFICER: Vice Chair Cheryl Barry

7:03 PM - 8:38 PM

ADMINISTRATIVE STAFF PRESENT:

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

Andrea Baldwin, EVP Counselor and parent of LKC participants
Mark De Young, Assistant Principal, Concord Elementary
Dr. Cheryl Gunness, Community Engagement & Purpose Learning Supervisor
Laura Phongsavath, Early Learning and Family Center Manager

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA SEPTEMBER 14, 2026

7:03 PM Vice Chair Barry called to order the regular meeting of the School Board. Members present: Allenburg, Barry, Birdman, Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Leland, Sailer, Woodard; Baldwin, De Young, Gunness, Phongsavath.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

PRESENTATION

A. Permanent School Fund

REPORT

A. 2026 Summer Programming - Community Education & Strategic Partnerships

CONSENT

A. Minutes: *August 10 work session and regular meeting*
B. Personnel Recommendations
C. Check Register - August 2026
D. Electronic Fund Transfers - August 2026
E. Gifts and Bequests – August 2026
F. Adult Meal Pricing Requirements - 2026-2027
G. Historic Document Resolution

DISCUSSION

A. Board Compensation Analysis
B. Policy Review (213, 524, 538)

ACTION

A. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA)
B. Intent to Issue General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A
C. Policy Quick Review (113, 402, 423, 425, 507.5, 510, 521, 613, 621, 713)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION

A. Investment Summary - August 2026

ADJOURNMENT

The meeting adjourned at 8:38 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 14, 2026 REGULAR MEETING

7:03 PM Vice Chair Barry called to order the regular meeting of the School Board. Members present: Allenburg, Barry, Birdman, Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Leland, Sailer, Woodard; Baldwin, De Young, Gunness, Phongsavath.

APPROVAL OF AGENDA

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

EXCELLENCE IN ACTION

Laura Phongsavath and Andrea Baldwin shared information about Little Kids Club (LKC), highlighting the growth, impact, and successes of the summer program. Their presentation showcased meaningful experiences provided for students and families, including enrichment opportunities, community partnerships, middle school volunteers, and strong family feedback, while also looking ahead to opportunities for continued growth and expansion.

PRESENTATION

Vice Chair Barry and Superintendent Bittman shared information about the Permanent School Fund and related constitutional amendment that will be on the ballot this November.

REPORT

Dr. Anne Marie Leland, Dr. Cheryl Gunness, and Mark De Young shared information about summer programming, including Little Kids Club, Ready Set K, Kids Club, Youth Enrichment camps and classes, and Targeted Services, and more.

CONSENT

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

The resolutions were:

A. Minutes: *August 10 work session and regular meeting*
B. Personnel Recommendations
C. Check Register - August 2026
D. Electronic Fund Transfers - August 2026
E. Gifts and Bequests – August 2026
F. Adult Meal Pricing Requirements - 2026-2027
G. Historic Document Resolution

DISCUSSION/REPORT

Board Compensation Analysis: Board member compensation was discussed.

Policy Review (213, 524, 538): Policy Committee members presented the following policies for discussion.

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

ACTION

Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA): Member Mann moved and Member Birdman seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Intent to Issue General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A: Member Birdman moved and Member Mann seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Policy Quick Review (113, 402, 423, 425, 507.5, 510, 521, 613, 621, 713): Member Birdman moved and Member Alleburg seconded to approve the motion. All members voted Aye. The motion passed unanimously. Member Birdman moved and Member Huwe seconded to amend Policy 423 to include state statute clarification.All members voted Aye. The motion passed unanimously.

- Policy 113 Data Requests
- Policy 402 Disability Nondiscrimination
- Policy 423 Employee-Student Relationships
- Policy 425 Staff Development and Mentoring
- Policy 507.5 School Resource Officers
- Policy 510 Open Enrollment
- Policy 521 Student Disability Nondiscrimination Under Section 504 of the Rehabilitation Act
- Policy 613 Graduation Requirements
- Policy 621 Literacy and the READ Act
- Policy 713 Student Transportation

LEADERSHIP AND COMMITTEE UPDATES

Member Birdman shared that the first District 287 “Get On The Bus” tour is coming up in October.

SUPERINTENDENT UPDATES

Dr. Bittman reiterated information about the Permanent School Fund, asking people to educate themselves about it and remember that there are no tax impacts. He also shared that he is visiting every building/site staff meeting and PTO meetings this fall. And, September is School Board

Recognition Month – we thank our board members for their time and work supporting students, families, the district and the community.

ADJOURNMENT

At 8:38 PM, Member Birdman moved, and Member Huwe seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE REGULAR MEETING OF SEPTEMBER 14, 2026

REGULAR MEETING
7:00 PM

Edina Community Center Room 349
5701 Normandale Road, Edina

SCHOOL BOARD MEMBERS PRESENT:

Ms. Erica Allenburg
Ms. Cheryl Barry
Mr. Michael Birdman
Ms. Jennifer Huwe
Mr. Elliot Mann

ABSENT:

Mr. Dan Arom
Ms. Karen Gabler

PRESIDING OFFICER: Vice Chair Cheryl Barry

7:03 PM - 8:38 PM

ADMINISTRATIVE STAFF PRESENT:

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

Andrea Baldwin, EVP Counselor and parent of LKC participants
Mark De Young, Assistant Principal, Concord Elementary
Dr. Cheryl Gunness, Community Engagement & Purpose Learning Supervisor
Laura Phongsavath, Early Learning and Family Center Manager

CERTIFIED CORRECT:

Karen Gabler

Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

Erica Allenburg

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE REGULAR MEETING OF THE SCHOOL BOARD
DISTRICT 273 EDINA, MINNESOTA SEPTEMBER 14, 2026

7:03 PM Vice Chair Barry called to order the regular meeting of the School Board. Members present: Allenburg, Barry, Birdman, Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Leland, Sailer, Woodard; Baldwin, De Young, Gunness, Phongsavath.

APPROVAL OF AGENDA

EXCELLENCE IN ACTION

HEARING FROM MEMBERS OF THE PUBLIC

PRESENTATION
A. Permanent School Fund

REPORT
A. 2026 Summer Programming - Community Education & Strategic Partnerships

CONSENT
A. Minutes: *August 10 work session and regular meeting*
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A. Board Compensation Analysis
B. Policy Review (213, 524, 538)

ACTION
A. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA)
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C. Policy Quick Review (113, 402, 423, 425, 507.5, 510, 521, 613, 621, 713)

LEADERSHIP AND COMMITTEE UPDATES

SUPERINTENDENT UPDATES

INFORMATION
A. Investment Summary - August 2026

ADJOURNMENT

The meeting adjourned at 8:38 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 14, 2026 REGULAR MEETING

7:03 PM Vice Chair Barry called to order the regular meeting of the School Board. Members present: Allenburg, Barry, Birdman, Huwe, Mann. Staff present: Bittman, Swenson, De St. Hubert, Edwards, Froehlich, Leland, Sailer, Woodard; Baldwin, De Young, Gunness, Phongsavath.

APPROVAL OF AGENDA

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

EXCELLENCE IN ACTION

Laura Phongsavath and Andrea Baldwin shared information about Little Kids Club (LKC), highlighting the growth, impact, and successes of the summer program. Their presentation showcased meaningful experiences provided for students and families, including enrichment opportunities, community partnerships, middle school volunteers, and strong family feedback, while also looking ahead to opportunities for continued growth and expansion.

PRESENTATION

Vice Chair Barry and Superintendent Bittman shared information about the Permanent School Fund and related constitutional amendment that will be on the ballot this November.

REPORT

Dr. Anne Marie Leland, Dr. Cheryl Gunness, and Mark De Young shared information about summer programming, including Little Kids Club, Ready Set K, Kids Club, Youth Enrichment camps and classes, and Targeted Services, and more.

CONSENT

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

The resolutions were:

A. Minutes: *August 10 work session and regular meeting*
B. Personnel Recommendations
C. Check Register - August 2026
D. Electronic Fund Transfers - August 2026
E. Gifts and Bequests – August 2026
F. Adult Meal Pricing Requirements - 2026-2027
G. Historic Document Resolution

DISCUSSION/REPORT

Board Compensation Analysis: Board member compensation was discussed.

Policy Review (213, 524, 538): Policy Committee members presented the following policies for discussion.

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

ACTION

Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Minnesota School Employees Association (MSEA): Member Mann moved and Member Birdman seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Intent to Issue General Obligation Capital Notes, Facilities Maintenance and Refunding Bonds, Series 2027A: Member Birdman moved and Member Mann seconded to approve the motion. All members voted Aye. The motion passed unanimously.

Policy Quick Review (113, 402, 423, 425, 507.5, 510, 521, 613, 621, 713): Member Birdman moved and Member Alleburg seconded to approve the motion. All members voted Aye. The motion passed unanimously. Member Birdman moved and Member Huwe seconded to amend Policy 423 to include state statute clarification.All members voted Aye. The motion passed unanimously.

- Policy 113 Data Requests
- Policy 402 Disability Nondiscrimination
- Policy 423 Employee-Student Relationships
- Policy 425 Staff Development and Mentoring
- Policy 507.5 School Resource Officers
- Policy 510 Open Enrollment
- Policy 521 Student Disability Nondiscrimination Under Section 504 of the Rehabilitation Act
- Policy 613 Graduation Requirements
- Policy 621 Literacy and the READ Act
- Policy 713 Student Transportation

LEADERSHIP AND COMMITTEE UPDATES

Member Birdman shared that the first District 287 "Get On The Bus" tour is coming up in October.

SUPERINTENDENT UPDATES

Dr. Bittman reiterated information about the Permanent School Fund, asking people to educate themselves about it and remember that there are no tax impacts. He also shared that he is visiting every building/site staff meeting and PTO meetings this fall. And, September is School Board

Recognition Month – we thank our board members for their time and work supporting students, families, the district and the community.

ADJOURNMENT

At 8:38 PM, Member Birdman moved, and Member Huẇe seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF SEPTEMBER 22, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 5:08 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Mert Woodard, Executive Director of Finance and Operations

CERTIFIED CORRECT:

_____
Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

_____
Ms. Erica Allenburg, Clerk

draft

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 22, 2026

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Woodard.

APPROVAL OF AGENDA

ACTION

A. Preliminary Levy Certification – Property Taxes Payable in 2027

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 5:08 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

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

draft

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 22, 2026 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Woodard.

APPROVAL OF AGENDA

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

ACTION

Preliminary Levy Certification – Property Taxes Payable in 2027: Member Allenburg moved and Member Huwe seconded to approve the motion. All members voted Aye. The motion passed unanimously.

ADJOURNMENT

At 5:08 PM, Member Birdman moved, and Member Mann seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

draft

INDEPENDENT SCHOOL DISTRICT 273
OFFICIAL MINUTES OF THE WORK SESSION OF SEPTEMBER 22, 2026

WORK SESSION
5:00 PM

Edina Community Center
ECC 350

SCHOOL BOARD MEMBERS PRESENT:

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

ABSENT:

PRESIDING OFFICER: Chair Karen Gabler

5:00 PM - 5:08 PM

ADMINISTRATIVE STAFF PRESENT:

Dr. Daniel Bittman, Superintendent
Mert Woodard, Executive Director of Finance and Operations

CERTIFIED CORRECT:

Ms. Karen Gabler, Chair

CERTIFIED CORRECT:

Ms. Erica Allenburg, Clerk

(Official Publication)
MINUTES OF THE WORK SESSION
OF THE SCHOOL BOARD DISTRICT 273 EDINA, MINNESOTA
SEPTEMBER 22, 2026

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Woodard.

APPROVAL OF AGENDA

ACTION

A. Preliminary Levy Certification – Property Taxes Payable in 2027

LEADERSHIP UPDATES

ADJOURNMENT

The meeting was adjourned at 5:08 PM. The minutes and resolutions are open to public inspection on the district website, and on file at the district office, 5701 Normandale Road.

Ms. Karen Gabler, Chair

Ms. Erica Allenburg, Clerk

OFFICIAL MINUTES OF SCHOOL BOARD'S
SEPTEMBER 22, 2026 WORK SESSION

5:00 PM Chair Gabler called to order the work session of the School Board. Members present: Allenburg, Arom, Barry, Birdman, Gabler, Huwe, Mann. Staff present: Bittman, Woodard.

APPROVAL OF AGENDA

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

ACTION

Preliminary Levy Certification – Property Taxes Payable in 2027: Member Allenburg moved and Member Huwe seconded to approve the motion. All members voted Aye. The motion passed unanimously.

ADJOURNMENT

At 5:08 PM, Member Birdman moved, and Member Mann seconded to adjourn the meeting. All members voted Aye. The motion passed unanimously.

VI.B. Personnel Recommendations

Meeting Date: October 12, 2026

Title: Personnel Recommendations

Type: Consent

Presenter: Sonya Sailer, Executive Director of Human Resources

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

Recommendation: Approve the attached personnel recommendations.

Attachment:

1. Report (next page)

LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
BEHNKE, ELIZABETH	EHS	SPECIAL EDUCATION TEACHER (LONG-TERM SUBSTITUTE)	$35.95/HOUR	09/08/2026-12/18/2026
BENDER, KIMBERLY	VV	PHYSICAL EDUCATION TEACHER, 0.4 FTE	$41,130.97	09/21/2026-01/22/2027

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
BAKER, ZACHARY	VV	PHYSICAL EDUCATION TEACHER, 1.0 FTE	09/18/2026
SEBEK, GARY	CC	GRADE 3 TEACHER, 1.0 FTE	06/08/2027

C. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*

NONE.

D. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
BENSON, LESLIE	CN	SPED TEACHER	09/21/2026 - 12/04/2026
MISHMASH, KIM	CN	KINDERGARTEN TEACHER	09/21/2026 - 10/02/2026
MUUS, PAM	ECC	SPEECH PATHOLOGIST	01/08/2027 - 03/05/2027
PUENTES, DIANNY	CS	KINDERGARTEN TEACHER	11/02/2026 - 02/05/2027

NON-LICENSED STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
ABDO, TORI	SV	CUSTODIAN	$24.26/HOUR	10/14/2026
ANTOINE, LILY-MARIE	HS	SUBSTITUTE EA SPED PARA	$23.92/HOUR	10/05/2026
BURNES, JACQUELYN	DO	PAYROLL SPECIALIST	$38.90/HOUR	09/21/2026

DAVIS, KRISTEN	CV	INSTRUCTIONAL ASSISTANT	$23.82/HOUR	10/05/2026
DOLINAR, JESSE	HS	EA SPED PARA	$27.04/HOUR	09/24/2026
EMERY, DANE	DW	AMERICAN INDIAN EDUCATION COORDINATOR	$70,242.00	09/28/2026
HIGBY, BRENNAN	EHS	CUSTODIAN	$24.26/HOUR	10/07/2026
IBRAHIM, RAHMA	CS	EA SPED PARA	$25.90/HOUR	09/24/2026
LARSON, SARAH	SV	CUSTODIAN	$24.26/HOUR	09/30/2026
MARTIN, LAWRENCE	HL	EA SPED PARA	$24.00/HOUR	09/14/2026
SHEIKH, ZAMZAM	CV	EA SPED PARA	$24.64/HOUR	09/29/2026
SLAVIN, JAMES	DW	SUBSTITUTE EA PROJECT SEARCH PARA	$23.92/HOUR	10/05/2026
THEUNE, JENNY	HL	SUBSTITUTE EA SPED PARA	$23.92/HOUR	09/11/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
ANDERSON, TOD	SV	CUSTODIAN	09/30/2026
BONETE, VALERIA	CV	MEDIA ASSISTANT	09/18/2026
JOHNSON, JALEEL	SV	SECURITY MONITOR	09/17/2026
SEGOVIA, MIGUEL	EHS	CUSTODIAN	09/08/2026
SPANHAKE, MATTHEW	VV	EA SPED PARA	09/25/2026
STEWART, DJWAN	SV	EA SPED PARA	10/02/2026
STEIN, CAROLE	EHS	EA SPED PARA	09/25/2026

C. CHANGE OF EMPLOYMENT STATUS

Name	*Building*	*Assignment Change*	*Wage*	*Date*

NONE.

D. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
DE LA CRUZ, GABRIELA	ELFC	EA SPED PARA	09/18/2026 - 12/11/2026
DOXSIE, JILL	CS	EA SPED PARA	11/30/2026 - 12/18/2026

HILBRANDS, ROSEMARY	DO	EA SPED PARA	09/28/2026 - 12/18/2026
KNUDSEN, KATHLEEN	ECC	CUSTODIAN	09/16/2026 - 10/02/2026
ULTAN, ROSLYE	EHS	EA SPED PARA	08/31/2026 - 10/23/2026

COMMUNITY EDUCATION SERVICES STAFF

A. RECOMMENDATIONS FOR EMPLOYMENT

Name	*Building*	*Position*	*Wage*	*Date*
ABDI, AWIL	CN	KIDS CLUB LEAD	$17.48/HOUR	10/05/2026
BOUTAH, JOLINNA	CN	KIDS CLUB LEAD	$20.51/HOUR	10/05/2026
DOEBBERT, EVERLYN	CC	KIDS CLUB LEAD	$17.48/HOUR	10/12/2026
EPPS, ALEXANDER	CV	KIDS CLUB LEAD	$17.48/HOUR	10/12/2026
FARAH, SABRINA	CV	KIDS CLUB LEAD	$18.94/HOUR	10/06/2026
FOLEY, KATHLEEN	ND	KIDS CLUB LEAD	$17.48/HOUR	10/12/2026
GARDNER, JERRY	CS	PROGRAM SPECIALIST	$31.02/HOUR	09/18/2026
GRIMES, JALAYA	CN	KIDS CLUB LEAD	$22.21/HOUR	09/14/2026
HASKE, ELIZABETH	CV	KIDS CLUB LEAD	$18.94/HOUR	10/05/2026
HONDA, EMIKO	CC	KIDS CLUB LEAD	$20.51/HOUR	10/06/2026
IBARRA GARCIA, WENDY	CS	KIDS CLUB LEAD	$18.94/HOUR	09/14/2026
KEY, SHAVEYLA	CV	KIDS CLUB LEAD	$18.94/HOUR	09/23/2026
LAHTI, ROMAN	CS	KIDS CLUB LEAD	$20.51/HOUR	10/05/2026
MCNALLY, TESSA	HL	KIDS CLUB LEAD	$18.94/HOUR	09/28/2026
MOHAMED, ABDURAHMAN	CC	KIDS CLUB LEAD	$17.48/HOUR	10/08/2026
REED, BREANNA	CV	KIDS CLUB LEAD	$20.51/HOUR	10/01/2026
SMITH, CLARE	CS	KIDS CLUB LEAD	$18.94/HOUR	09/22/2026
STEVENS, OLIVIA	CV	KIDS CLUB LEAD	$17.48/HOUR	10/05/2026
STEWART, KATHERINE	CC	PROGRAM SPECIALIST	$32.95/HOUR	10/19/2026
VAN VLIET, CAROLINE	DW	ENRICHMENT SITE LEAD	$24.05/HOUR	10/07/2026
VANG, CHRISTINA	ELC	CHILDCARE ASSISTANT	$20.51/HOUR	09/18/2026

VOLKEL, WYATT	CN	KIDS CLUB LEAD	$17.48/HOUR	10/05/2026

B. RESIGNATIONS, RETIREMENTS, TERMINATIONS

Name	*Building*	*Position*	*Date*
KANCHERLA, RITHWIK	CC	KIDS CLUB LEAD	05/27/2026
MARX, JOSEPH	ELC	CHILDCARE ASSISTANT	10/02/2026
RAGAN, LISA	ND	KIDS CLUB LEAD	10/01/2026
SIGAT, AFFEY	ELFC	PROGRAM SPECIALIST	09/30/2026

C. CHANGE OF EMPLOYMENT STATUS

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

NONE.

D. REQUEST FOR LEAVE OF ABSENCE

Name	*Building*	*Position*	*Anticipated Dates of Leave*
BOURASSA, MADISON	CC	KIDS CLUB LEAD	10/22/2026 -01/15/2027
BOYD, ASHANTI	CN	KIDS CLUB LEAD	09/21/2026 - 01/15/2027
SOUWANKAHM, SHEILA	CN	KIDS CLUB SITE LEAD	11/24/2026 - 01/22/2027
WEINBERGER, PETER	CV	KIDS CLUB LEAD	10/05/2026 - 11/13/2026

VI.C. Check Register - September 2026

Board Meeting Date: 10/12/2026

Title: Check Register – September 2026

Type: Consent

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

Description: Presented for approval by the Board of Education are monthly disbursement totals, by fund, for the month of September 2026:

Fund	Amount
General	$5,916,740.06
Food Service	186,177.00
Community Service	208,940.56
Building-Construction	1,135,636.44
Custodial	4,882.96
Total	**$7,452,377.02**

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

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

Attachments:

1. Check Register – September 2026

VI.D. Electronic Transfers - September 2026

Board Meeting Date: 9/14/2026

Title: Electronic Transfers – August 2026

Type: Consent

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

Description: State law requires a list of all transactions made by electronic funds transfer be submitted to the Board of Education at the next Regular Meeting after the transaction.

Recommendation: Authorize the electronic fund transfers as presented for the month of August 2026 in the amount of $9,638,130.40.

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

Attachments:

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

VI.E. Gifts and Bequests - September 2026

Board Meeting Date: 10/12/2026

Title: Gifts & Bequests – September 2026

Type: Consent

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

Description: The attached report describes gifts and bequests made to the District during the month of September 2026.

Recommendation: Accept with appreciation gifts and bequests made to the District in the amount of $107,939.73.

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

Attachments:

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

VI.F. FY26 Edina Education Fund Gifts

Board Meeting Date: Oct. 12, 2026

Title: Edina Education Fund

Type: Consent

Presenter(s): Edina Education Fund

Description: Fiscal year 7-1-2025 through 6-30-2026, gifts totaling $435,370.37 were given by the Edina Education Fund to provide funds for the following areas:

• Literacy	$53,469.13
• Mental Health & Wellness	$69,636.10
• STEAM	$13,645.00
• Hornet Cares Fund	$46,750.10
• Edina Alumni Association	$19,665.65
• Edina Rotary Global Scholar Program	$17,610.02
• Edina High School Scholarships	$63,200.00
• Other Restricted Gifts	$53,421.56
• EHS Senior Party	$97,972.81

Recommendation: Please accept with sincere appreciation gifts totaling $435,370.37 from the Edina Education Fund to the Edina Public Schools.

Desired Outcome(s) from the Board: Accept/Acknowledge gifts to Edina Public Schools from Edina Education Fund.

Attachment(s): none

VII. **Discussion**

VII.A. Bond Scope

Board Meeting Date: 10/12/26

Title: Bond Scope

Type: Discussion

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: Following the School Board's September 14, 2026 public work session, this follow-up report—Investing in Edina's Future: Referendum Follow-Up Report and Project Justifications—delivers the detailed data, multi-year planning process, stakeholder input, and strategic prioritization requested by the Board. Rather than relying on overall student enrollment growth, the proposed investments reduce critical space bottlenecks and operational challenges across Edina Public Schools, including high school teacher room-sharing, middle school language immersion continuation, and elementary safety and support space deficits.

Additionally, the framework expands the district's Special Education continuum by adding on-site Setting III behavioral spaces to serve students locally and meet Coordinated Early Intervening Services (CEIS) disproportionality reduction goals. It pairs a Safety and Security Bond with a 1.4% Capital Technology Levy to support and sustain staffing and infrastructure required, while protecting General Fund operating dollars for direct student support. Furthermore, prioritizing strategic land acquisition for future development helps safeguard Edina's 75.3% resident market capture rate. Together, these targeted improvements maximize existing community assets, enhance physical security, and establish a flexible, resilient 10-year facilities foundation. Mindful of local tax sensitivity, this framework directly reflects recent community survey results by delivering needed improvements at a tax impact below what Edina residents indicated they would support.

Recommendation: Determine whether the Board is interested in pursuing a potential referendum in Spring 2027, with a primary focus on Safety and Security.

Desired Outcome(s) from the Board: Discuss the potential pursuit of a Spring 2027 referendum, gather Board member reactions and feedback, and identify additional information or next steps the Board may wish to consider before determining whether to take future action.

Attachment:

- Investing in Edina's Future: Referendum Follow-Up Report and Project Justifications

Investing in Edina's Future: Referendum Follow-Up Report and Project Justifications

Following our public work session on September 14, 2026, I am pleased to present this comprehensive follow-up report. At that work session, our School Board engaged in an important and transparent discussion regarding the future of Edina Public Schools, our facilities, and our long-term strategic investments. The Board explicitly requested a deeper exploration of five key areas:

> **The underlying rationale** behind our facility and operational recommendations, supported by concrete enrollment, instructional, and space-utilization data.
>
> **The rigorous, multi-year process** used to arrive at these proposals.
>
> **How stakeholder voices**—including students, staff, parents, and community members—were captured and integrated.
>
> **How these recommendations address both immediate and foreseeable space bottlenecks.**
>
> **A clear strategic prioritization** of projects across our district.

This report answers those questions.

The Referendum Journey: How We Got Here, Where We Are, and Where We Are Heading

Setting a long-term facility, safety, and academic vision for Edina Public Schools is not a single event or a sudden proposal; it is a continuous, multi-year governance process. The recommendation before the Board today is built upon documented facility audits, demographic studies, community sentiment surveys, and dozens of Board work sessions spanning multiple school years.

The historical record demonstrates that this Board and administration have methodically laid the groundwork for a Spring 2027 referendum over a 24 to 36-month period. [1]

How We Got Here — A Multi-Year Foundation (2023–2026)
The groundwork for our current referendum strategy spans three distinct phases of district leadership and Board engagement:

1. Establishing the Foundation (August 2023 – March 2025)
Under former Superintendent Dr. Stacie Stanley, the District initiated a comprehensive evaluation of physical security, facility constraints, and early childhood programming:

> **August 2023 & August 2024:** The Board received detailed school security updates and held its first formal retreat discussions regarding long-term bond funding.
>
> **Fall 2024 Work Sessions:** Across September, November, and December 2024, the Board reviewed preliminary facility reports outlining physical safety needs, career pathways, new construction costs, and Early Childhood and Family Center (ELFC) spatial deficits.
>
> **Early 2025:** The Board evaluated operational requirements for early learning and requested formal community survey work to gauge taxpayer support for various priority areas identified.

2. Interim Leadership & Board Mandate (April 2025 – June 2026)

In April 2025, Dr. Dan Bittman was appointed as Interim Superintendent. Upon taking office, the Board explicitly asked Dr. Bittman to maintain momentum and continue advancing planning toward a future referendum, with a primary mandate to address critical district-wide safety and security needs alongside physical space needs.

> **Summer & Fall 2025 Board Retreats:** The Board reviewed updated safety assessments, ELFC improvement outlines, and statutory referendum timelines, confirming behind-the-scenes preparation for a future ballot measure.

[1] According to Director Allenburg, the School Board first discussed a potential future bond/referendum in August and September 2024 (**Bond Background and Timing).** Footnote added 10.29.26

Winter 2025 – Spring 2026 Re-Evaluation: The administration delivered the 2025–2026 Strategic Safety & Security Mid-Year Report, conducted site barrier analyses, and engaged election experts to map statutory filing deadlines.
April & May 2026 Community Feedback: The District hosted various stakeholder engagement sessions, conducted staff consultations, and reviewed long-term financial modeling during Special Board meetings.

3. Permanent Leadership & Consensus Building (July 2026 – Present)
On July 1, 2026, Dr. Bittman officially assumed the role of permanent Superintendent, continuing the Board's request[2] with accelerated rigor:

July 2026 Board Work Sessions & City Council Joint Meeting: The administration presented detailed infrastructure evaluations, including municipal sanitary sewer limitations at Edina High School and land acquisition needs.

August 10, 2026 Board "Reset" Work Session: The Board reviewed comprehensive site options. During this session, individual Board members expressed support for exploring various package components—including safety & security, EHS teacher room-sharing solutions, middle school additions, and early childhood facility and land acquisition.

August / September 2026 Scientific Survey: To test community tax tolerance, the district commissioned a professional, district-wide residential survey by the Morris Leatherman Company.

Part 2: Where We Are Today — Data, Community Support, & Clear Alternatives

Today, the District stands at a mature, data-verified decision point:

Scientifically Verified Community Support: Results from the August/September 2026 Morris Leatherman residential survey confirm that the Edina community highly values district facility stewardship and strongly supports investments in physical security, capital technology, and instructional modernization. Crucially, the survey confirmed that the proposed $116.2M comprehensive package falls comfortably within verified resident tax tolerance.

Exhaustive Data & Directives Responded To: Following the September 14, 2026 Board work session, the administration delivered

[2] Modification requested, “Mandate” was changed to “request.” 10/29/26

extensive site-by-site justifications. This includes reducing the EHS 23 "floating teacher" workspace challenges through an $11.5M internal reconfiguration, establishing on-site Setting III Special Education spaces to address CEIS disproportionality reduction goals, and securing middle school immersion pathways.

Part 3: Where We Are Heading — A Decisive Governance Choice
Edina Public Schools has moved past the phase of open-ended discovery and is now in the final statutory alignment phase required for a Spring 2027 referendum.

By making a definitive governance decision this Fall, the Board will:

Fulfill statutory timelines established by the Minnesota Department of Education (MDE) for Review & Comment submission.

Protect classroom operating funds by creating a plan to shift technology and security capital costs out of the General Fund (if approved).

Deliver on a 3-year promise to the community to maintain Edina's standard of academic excellence, safety, and fiscal responsibility.

The administration has delivered the data, identified the trade-offs, and outlined clear decision pathways. The District is ready to move forward together.

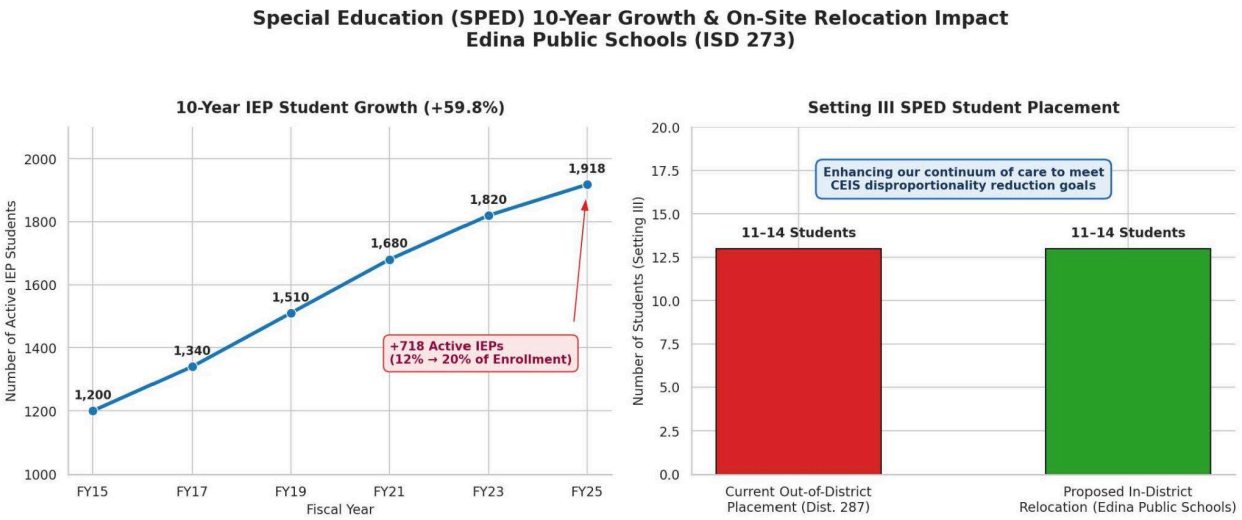
A Strategic Framework Grounded in Educational Need

Our facility recommendations are not driven by an expectation of significant net district-wide enrollment growth. Rather, they respond to how space must be configured today to deliver contemporary, specialized, and equitable education. Over the past decade, educational demands have transformed:

Special Education Continuum: As evidenced by the Minnesota Department of Education Maintenance of Effort Report, District-wide Special Education identification increased by approximately 718[3]

[3] Students Served through IEPs (MDE - 2024-25); Students Served through IEPs (MDE 2014-2015)

students between FY2015 and FY2025, rising from approximately 12% to 20% of the district's total student population. As the needs of our students have grown, so has the need for appropriately designed learning environments. To better serve students within their home district, the proposed projects would create dedicated Setting III behavioral and sensory spaces within certain elementary and middle schools, spaces that are not currently available. The district typically serves approximately 10–15 elementary-aged students who require this level of support, including 11 students currently. These improvements would strengthen the district's capacity to serve these students within Edina rather than relying on out-of-district placements.



Language Immersion Pathways: To sustain our world-class immersion programming, Valley View Middle School requires dedicated capacity to support the 100–120 French Immersion students per grade level transitioning from Normandale Elementary, including 116 students in 2026–27 and 119 in 2027–28, without displacing core general education classes. Similarly, beginning in 2028–29, South View Middle School must

accommodate Countryside Elementary's Spanish Dual Language (SDL) cohorts, representing approximately 45 additional students per grade level beyond those who would normally transition to South View. Once fully implemented, this will add approximately 135 SDL students across the three middle school grade levels. The proposed projects would provide the additional capacity needed to accommodate this growth while preserving appropriate space for existing programming and general education needs.

High School Classroom Quality & Teacher Mobility: At Edina High School, 23 teachers across eight academic departments currently do not have consistently assigned classrooms and must move between instructional spaces throughout the school day. Given significant municipal sanitary sewer infrastructure constraints that limit opportunities for exterior expansion, the district recommends an $11.5 million strategic reconfiguration of existing interior space. The proposed improvements could create approximately 7–10 additional instructional spaces, reduce reliance on teacher mobility and room sharing, and modernize selected classrooms and learning environments to better support teaching and learning.

Some courses and instructional programs, including science, technology, engineering, arts, and mathematics, benefit from learning environments that differ from traditional classrooms. Flexible laboratory and instructional spaces can better support hands-on investigation, collaboration, project-based learning, demonstrations, specialized equipment, and other applied learning experiences. The specific spaces to be modernized would be determined through the design process based on instructional priorities and opportunities within the existing facility.

By improving and reconfiguring existing space rather than expanding the building's footprint, the district can address important instructional needs while maximizing the community's previous investment in Edina High School and improving the facility's long-term flexibility and functionality.

Site-by-Site Summary of Proposed Investments

To address these functional space deficits across our system, this report details targeted, site-specific investments:

Valley View Middle School (6,600 sq. ft. addition / ~$13.0M): Provides one dedicated classroom to meet current French Immersion needs and creates two specialized classrooms for an on-site Setting III Special Education behavioral program, advancing equity requirements while reducing the need for students to be placed outside the district through Intermediate District 287.

South View Middle School (23,400 sq. ft. addition / ~$25.0M): Adds 9 full-size classrooms to establish the middle school Spanish Dual Language program, expand Special Education and/or speech/language support spaces, and support Community Education/Kids Club programming during non-instructional hours.

Creek Valley Elementary School (9,000 sq. ft. addition / ~$12.2M): Establishes flexible spaces, expands intervention, health, and administrative spaces, and incorporates expert recommended safety & security upgrades.

Concord Elementary School (4,000 sq. ft. addition / ~$10.5M): Completes deferred 2022A COP facility improvements, adding specialized student support space, a dedicated 10-person confidential meeting room for IEP teams, improved food service receiving logistics, and expanded Kids Club capacity.

Kuhlman Stadium & District-Wide Safety (~$15.0M Stadium / $15.0M Safety): Constructs a 10,000 sq. ft. two-story north-end facility enhancing safety & security infrastructure, providing permanent indoor restrooms, secure ticketing plazas, and accessible entryways.

Stewardship, Value, and Long-Term Confidence

Every recommendation in this report balances uncompromised academic excellence with fiscal responsibility. By prioritizing internal space reconfigurations where appropriate, establishing multi-use spaces that operate beyond the traditional school day, and pairing capital bonds with a 1.4% Capital Technology Levy to protect General Fund classroom instruction, we ensure that every tax dollar is maximized.

As Superintendent, I share our administration's high confidence that these recommendations position Edina Public Schools to address immediate operational bottlenecks while building a resilient, adaptable facilities foundation.

A detailed evidence, data matrices, and site analyses is provided below.

Site-by-Site Facility Justification

1. Valley View Middle School

Proposed Scope & Investment

6,600-square-foot addition | Approximately $13.0 million

The proposed investment at Valley View Middle School addresses two distinct but interconnected needs: providing adequate space to sustain French Immersion programming at the middle school level and creating specialized instructional environments to better serve Edina students with significant behavioral and special education needs within their home district.

The proposed addition is not primarily driven by overall enrollment growth. Rather, it responds to how programming and space are needed and used today to support specialized programming, student services, and instructional needs.

French Immersion: Sustaining a Long-Term Program Opportunity

Each year, Normandale Elementary provides a stable cohort of approximately 100–120 French Immersion students per grade who transition to Valley View Middle School, including cohorts of 116 students in 2026–27 and a projected 119 students in 2027–28.

At the middle school level, maintaining a strong immersion program requires sufficient instructional space to provide French-language coursework while also accommodating the broader academic program serving all Valley View students. Current space limitations make it increasingly difficult to provide this programming without competing with general education for available classrooms.

The proposed addition would provide one additional classroom to accommodate current Edina French Immersion students, allowing the district to sustain the immersion programming while reducing pressure on classrooms needed for general education and other programming.

Importantly, this recommendation is intended to support the existing program and foreseeable student needs rather than assume future expansion.

Special Education: Serving More Edina Students in Edina

Valley View also lacks purposefully designed space for intensive behavioral special education programming (Setting III), including appropriate instructional areas and adjacent motor, sensory, calming, and breakout spaces. These specialized environments are important to maintaining a continuum of special education services that enables the district to meet individual student needs and fulfill its responsibility to provide students with a free appropriate public education (FAPE). Creating appropriate Setting III spaces would strengthen the district's capacity to provide these services within our schools and support students in learning environments designed to meet their educational, behavioral, and sensory needs.

In addition, approximately 11–14 Edina students with complex behavioral needs are served outside the district through Intermediate District 287 annually. For students receiving intensive support at Valley View, the configuration of existing space can also require movement through common hallways to access separate breakout or regulation spaces.

Creating two additional classrooms at Valley View, purposefully designed for specialized programming, would expand the district's capacity to serve students with significant needs within Edina Public Schools when appropriate. This would allow more students to remain connected to their families, peers, and school community while also reducing reliance on, and costs associated with, out-of-district placements such as Intermediate District 287.

Thoughtfully designed spaces would also allow instruction, behavioral supports, movement, regulation, and de-escalation to occur in environments better suited to the individual needs of students while reducing impacts on surrounding instructional spaces.

Equity and Early Intervention

The need is also connected to the district's broader work related to Coordinated Early Intervening Services (CEIS) and disproportionality in special education.

Creating appropriate in-district behavioral programming would support the district's ongoing efforts to address disproportionality, strengthen

early and intensive interventions, and expand opportunities to serve students within their home district. Providing appropriate learning environments is one component of a broader strategy focused on equitable access, effective intervention, and positive outcomes for all students.

How the Proposed Addition Would Be Used

The approximately 6,600-square-foot addition would create the equivalent of three full-size classroom areas, with space designed around two primary programmatic needs:

- **Specialized Special Education Programming:** Flexible instructional and support space capable of accommodating intensive behavioral programming, including appropriate areas for instruction, movement, sensory needs, regulation, and individualized support.
- **French Immersion:** Additional instructional capacity to sustain secondary French Immersion programming without unnecessarily displacing general education classrooms.

This approach allows the district to address multiple needs through a single, strategically planned addition while maintaining flexibility as student and programmatic needs evolve.

Benefits of Addressing the Need

The proposed investment would provide several long-term benefits:

- **Increase the district's capacity to serve students with intensive needs locally** when educationally appropriate.
- **Maintain a strong French Immersion program** from Normandale Elementary through the middle school years.
- **Provide learning environments intentionally designed for specialized instruction and student regulation**, rather than adapting spaces designed for other purposes.
- **Reduce competition for limited instructional space** between specialized programs and general education.
- **Support the district's equity and disproportionality work** by strengthening the continuum of supports available within Edina Public Schools.
- **Create greater flexibility** to respond to changing student, instructional, and programmatic needs over time.
- **Potentially reduce reliance on costly out-of-district placements** as additional appropriate in-district capacity becomes available.

Consequences of Delay or Inaction

Without additional space, the underlying programmatic challenges at Valley View would remain unresolved. French Immersion and other programs would continue to compete for limited instructional space, and the district would have limited capacity to establish appropriately designed on-site programming for students requiring intensive behavioral support.

This would mean continued reliance on out-of-district placements for some Edina students, continued pressure on existing classrooms and specialized spaces, and fewer opportunities to serve students with significant needs within their home district and school community.

Administration's Assessment

The proposed Valley View investment is a targeted response to identifiable programmatic and student needs rather than an expansion based primarily on enrollment. It creates sufficient additional capacity to sustain French Immersion programming, strengthens the district's continuum of special education services, and provides greater flexibility to serve students appropriately within Edina Public Schools.

By addressing these needs together, the proposed addition represents an opportunity to make a long-term investment that supports student belonging, program sustainability, equitable access, responsible stewardship, and flexibility for the future.

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2. South View Middle School

Proposed Scope & Investment

23,400-square-foot addition | Approximately $25.0 million

The proposed investment at South View Middle School addresses both anticipated enrollment growth and evolving programmatic needs. Beginning in 2028–29, approximately 45 additional students per year will transition to South View through the Spanish Dual Language (SDL) program, resulting in approximately 135 additional students once three grade-level cohorts are enrolled. The proposed addition would provide the instructional space capacity necessary to accommodate this growth while supporting the continuation of Spanish Dual Language programming, creating and improving spaces for specialized student services and supports, including

Setting III programming, and providing flexible space that can serve students and families during and beyond the traditional school day.

The recommendation reflects not only the additional students South View is expected to serve, but also the range of instructional and student support spaces needed to serve students effectively. As enrollment increases with the addition of the Spanish Dual Language program and specialized programming needs expand, additional capacity will help preserve appropriate space for general education, electives, special education, student services, and other programming. This investment will also provide greater flexibility to adapt spaces and programming as student needs evolve over time.

Spanish Dual Language: Creating a Sustainable Middle School Program

Beginning with the 2028–29 school year, the first Spanish Dual Language (SDL) cohort from Countryside Elementary, currently projected at approximately 45 students, will transition to sixth grade at South View. Subsequent cohorts are projected at approximately 45 students annually.

The transition represents an important next step in creating a continuous Spanish Dual Language program within Edina Public Schools. At the middle school level, sustaining an effective dual language program requires sufficient instructional capacity to accommodate language-based coursework while preserving access to the broader middle school experience, including core instruction, electives, specialized services, and other learning opportunities.

The proposed addition would provide the instructional capacity needed to accommodate SDL at South View while reducing competition for existing classrooms and preserving flexibility for general education and other programming. Rather than addressing the needs of a single incoming cohort, the investment is intended to establish a sustainable space solution as successive SDL cohorts move through the middle school program.

Special Education and Specialized Student Supports

South View's space needs also extend beyond Spanish Dual Language. District-wide, the number of students receiving special education services increased by approximately 718 students between FY2015 and FY2025, with the district's special education identification rate increasing from approximately 12 percent to approximately 20 percent.

As student needs have increased and services have evolved, South View has limited purposefully designed space for specialized instruction and supports

(i.e. Setting III). Speech and language services, resource programming, sensory and regulation needs, individualized instruction, and other specialized services often require smaller, flexible spaces that allow students to receive appropriate support without unnecessarily competing with general classroom instruction.

Additional space would strengthen South View's ability to provide a continuum of services within the school, allowing instructional environments to better match student needs while reducing pressure on offices, shared areas, and other spaces not primarily designed for instruction.

Importantly, the proposed space would be designed with flexibility in mind. Student needs and educational practices will continue to change, and flexible instructional environments provide greater opportunity for the district to adapt programming over the useful life of the facility.

Community Education and Extended-Day Learning

The proposed addition also creates opportunities to maximize the community's investment beyond the traditional school day.

Community Education, including Kids Club, summer enrichment, and other youth programming, relies on available school facilities to serve students and families. Current space constraints can limit the district's ability to expand programming or appropriately accommodate small-group and individualized activities.

The proposed classrooms would be designed primarily to address school-day instructional and programmatic needs while also providing flexible capacity that can support Community Education, enrichment, and out-of-school-time programming during evenings, summers, and other non-instructional periods.

This shared-use approach allows the district to maximize the value of its facilities by creating spaces that can serve multiple purposes and populations throughout the year.

How the Proposed Addition Would Be Used

The approximately 23,400-square-foot addition would provide the equivalent of nine full-size classrooms along with supporting spaces, creating capacity that can be strategically allocated among several current and emerging needs:

- **Spanish Dual Language:** Instructional capacity necessary to support the transition and ongoing middle school programming for SDL students.
- **Special Education and Student Services:** Additional, more appropriate and flexible environments for specialized instruction, as well as certain intervention, speech and language services, sensory and regulation needs, and individualized student supports.
- **General Education and Electives:** Additional flexibility to protect access to core instruction and elective opportunities as specialized programs and services expand.
- **Community Education and Extended Learning:** Multi-use spaces that can support Kids Club, enrichment, summer programming, and other student and community uses outside the traditional instructional day.

The intent is not to permanently assign every new classroom to a single use, but to create sufficient capacity and flexibility for South View to respond to changing student, instructional, and programmatic needs over time.

Benefits of Addressing the Need

The proposed South View investment would:

- **Create a sustainable middle school program for Spanish Dual Language students** as cohorts begin transitioning from Countryside Elementary in 2028–29.
- **Reduce competition for instructional space** among general education, specialized programs, student services, and electives.
- **Improve environments for students requiring specialized services and supports**, providing spaces more appropriately suited to individual and small-group needs.
- **Protect the breadth of the middle school experience** by providing greater scheduling and instructional flexibility.
- **Expand opportunities for Community Education and out-of-school-time programming** by creating spaces that can serve multiple purposes outside the school day.
- **Provide long-term adaptability**, enabling the district to respond to changing enrollment, student needs, programming, and instructional practices.
- **Maximize the community's investment** by designing spaces that can support multiple district purposes throughout the day and year.

Consequences of Delay or Inaction

Without additional capacity at South View, existing space constraints would become more significant as Spanish Dual Language cohorts begin transitioning to the middle school in 2028–29. The district would need to accommodate this programming within the existing building while continuing to provide general education, electives, special education, student services, and other programming.

This would result in greater competition for classrooms, increased reliance on shared or nontraditional instructional spaces, limited opportunities to continue teaming, reduced scheduling flexibility, and limitations on the district's ability to expand Community Education and summer programming.

Over time, continued space constraints could also limit the district's ability to adapt South View to evolving student and programmatic needs.

Administration's Assessment

The proposed South View addition represents a proactive investment in program sustainability, appropriate student support, and long-term flexibility. While the transition of Spanish Dual Language to South View is an important driver, the recommendation addresses a broader set of instructional and operational needs.

Rather than designing space around a single program or moment in time, the proposed addition would create flexible educational capacity that can serve multiple purposes as the needs of students, programs, and the community evolve. In doing so, the investment helps position South View to support high-quality educational experiences for students today while providing adaptability for the future.

3. Creek Valley Elementary School

Proposed Scope & Investment

9,000-square-foot addition | Approximately $12.2 million

The proposed investment at Creek Valley Elementary School would address several interconnected facility and programmatic needs: strengthening safety and security, providing more appropriate space for specialized student services and academic supports, improving health and administrative spaces, and creating flexible multipurpose capacity that can support students and families during and beyond the traditional school day.

Unlike projects primarily driven by enrollment growth, the Creek Valley recommendation is largely about how existing space must serve today's educational, student support, safety, and operational needs. Over time, spaces originally designed for one purpose have increasingly been used to accommodate specialized instruction and services, creating competition for classrooms and limiting the flexibility available to students and staff.

Safety and Security: Building Upon a Safe School Environment

Creek Valley is a safe school, and the district remains committed to continually strengthening its safety and security practices. Recommendations from local and national safety experts have identified opportunities to build upon existing measures and further enhance the physical environment and the district's comprehensive approach to school safety.

The proposed project would provide an opportunity to incorporate recommended safety and security improvements into a broader redesign of key building spaces, rather than approaching safety improvements independently from the school's overall facility needs.

This reflects the district's commitment to continuous improvement and recognizes that school safety strategies must continue to evolve as practices, technology, and student needs change.

Instructional Space: Supporting the Full Range of Student Needs

Creek Valley's space limitations affect more than traditional homeroom classrooms. Today's elementary schools provide a broad range of specialized instruction and student supports, including Title I, Reading and Math Intervention, Multilingual Learning, Talent Development, and Special Education.

These services often require small-group, individualized, or specialized instructional environments. At Creek Valley, limited dedicated space means programs compete with general education for classrooms, rely on areas not primarily designed for instruction, or share spaces that must accommodate multiple programs and purposes throughout the day. This frequent sharing can limit consistent access to appropriate learning environments and require programs and staff to continually adapt around the availability of space.

The proposed addition would create greater capacity to provide specialized services in spaces better suited to student and instructional needs, preserve

classrooms for general education, and reduce the need for multiple programs to routinely compete for or share the same limited spaces.

Providing appropriate space for these services benefits the entire school. By reducing competition for classrooms and the need to repeatedly repurpose spaces throughout the day, Creek Valley would be better positioned to provide consistent, functional learning environments while still maintaining flexibility for spaces to serve multiple purposes when appropriate.

Health, Administrative, and Student Support Spaces

The project would also address limitations within Creek Valley's health, administrative, and/or student support areas.

Elementary schools require spaces that accommodate a wide range of student, family, staff, and operational needs throughout the day. Health services, student interventions, meetings with families, individualized supports, and administrative functions all require spaces that can provide appropriate access, functionality, and privacy.

Improving and appropriately configuring these areas would help Creek Valley better support the day-to-day needs of students, families, and staff while improving the overall functionality of the school.

Flexible Space

Creek Valley's facility needs also include flexible space capable of supporting activities that extend beyond traditional classroom instruction.

This project could create additional capacity for large- and small-group activities, student programming, enrichment, Community Education, and other uses that are difficult to accommodate when multiple activities depend upon the same limited spaces.

Importantly, this type of space would not serve a single program. Flexible design would allow the area to support different needs throughout the school day, after school, and during the summer.

This shared-use approach helps maximize the community's investment by creating space that can serve multiple educational and community purposes throughout the year.

Community Education and Out-of-School-Time Programming

Creek Valley is also an important site for Community Education and Kids Club programming. Appropriate additional space would provide greater flexibility to support these programs during non-instructional hours while preserving spaces needed for school-day instruction.

As with the proposed additions at South View and Valley View, designing spaces for multiple purposes increases the long-term value of the investment and allows the district to respond more effectively as student, family, and community needs evolve.

Benefits of Addressing the Need

The proposed Creek Valley investment would:

- **Build upon existing safety and security measures** and provide opportunities to incorporate recommendations from safety experts.
- **Increase appropriate instructional space for specialized student services**, including intervention, Multilingual Learning, Talent Development, and Special Education.
- **Reduce competition for classrooms** between general education and specialized programming.
- **Improve health, administrative, and/or student support spaces** to better accommodate the day-to-day needs of students, families, and staff.
- **Create flexible multipurpose capacity** for student activities, large- and small-group programming, enrichment, and other educational uses.
- **Increase flexibility for Kids Club and Community Education programming** outside the traditional school day.
- **Maximize the usefulness of the facility throughout the day and year** by designing spaces capable of supporting multiple functions.
- **Provide long-term adaptability** as student needs, programming, safety practices, and educational delivery continue to evolve.

Consequences of Delay or Inaction

Without additional and reconfigured space, the underlying facility constraints at Creek Valley would remain unresolved. Specialized student services would continue to compete with general education and other programs for limited instructional space, and some services would continue to operate in areas not originally designed for their current purposes.

Health, administrative, intervention, and/or multipurpose space limitations would also remain, restricting the school's ability to efficiently accommodate

the range of services and activities expected within a contemporary elementary school.

In addition, identified opportunities to further strengthen safety and security through the proposed facility improvements would not be addressed as part of this project.

Over time, these constraints would provide the district less flexibility to respond to changing student, instructional, safety, and community needs.

Administration's Assessment

The proposed Creek Valley investment addresses more than a need for additional square footage. It is intended to improve how the existing school functions for students, families, staff, and the broader community.

The project would provide more appropriate environments for specialized instruction and student services, strengthen safety and security measures, improve health and administrative functions, and create flexible capacity that can serve multiple purposes throughout the school day and year.

Taken together, these improvements would allow Creek Valley to use its available space more effectively while creating a safer, more flexible, and more functional learning environment capable of responding to student and programmatic needs well into the future.

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4. Concord Elementary School

Proposed Scope & Investment

4,000-square-foot addition | Approximately $10.5 million

The proposed investment at Concord Elementary School would address previously identified facility needs that were deferred when resources from the 2022A Certificates of Participation (COP) project were redirected to support the establishment of Spanish Dual Language programming at Countryside Elementary.

As the district's largest elementary school, Concord supports a significant number of students, staff, families, specialized services, and out-of-school-time programs each day. The proposed project would address

several longstanding space and operational needs, including student support and special education spaces, confidential meeting and collaboration areas, staff space, food service and receiving operations, and flexible capacity that can support Kids Club and other programming beyond the traditional school day.

Completing Previously Identified Facility Improvements

Facility improvements at Concord were included as part of the district's earlier 2022A Certificates of Participation planning. Those improvements were deferred as the district redirected resources to establish the Spanish Dual Language program at Countryside Elementary.

The proposed project provides an opportunity to return to those previously identified needs and complete priority improvements at Concord.

Student Services and Specialized Learning Spaces

Like other elementary schools, Concord must accommodate much more than traditional homeroom instruction. Special education, intervention, individualized services, student regulation, collaborative problem-solving, and family and staff meetings require a variety of spaces throughout the school.

At Concord, limitations in dedicated student support and specialized spaces can require multiple programs and functions to compete for or share the same limited areas. Special education resource spaces also have limited access to adjacent areas appropriate for sensory, calming, or regulation needs.

The proposed project would create more appropriately designed and configured spaces for specialized student services while reducing the need for multiple programs to routinely compete for the same spaces.

The goal is not to eliminate flexible or shared use. Purposefully designed flexible spaces are an important component of schools. Rather, the project would provide greater capacity so spaces can be shared intentionally rather than simply because no appropriate alternative is available.

Confidential Meeting and Collaboration Space

Concord also lacks an appropriately sized conference space to consistently accommodate larger student support, staff, and family meetings.

IEP teams and other collaborative groups may include families, educators, specialists, administrators, and other professionals. These conversations

benefit from environments that provide sufficient space, privacy, and functionality.

Creating appropriately sized meeting and collaboration space would better support confidential student and family conversations, interdisciplinary teamwork, and the day-to-day collaborative work necessary to serve students effectively.

This type of space would have value beyond any single program and could support a broad range of student, staff, and family needs throughout the school day.

Staff and Operational Spaces

The proposed project would also address limitations in staff and operational areas.

Concord's staff lounge and other shared spaces are limited relative to the size and daily demands of the school. Improving these areas would enhance the overall functionality of the building and help ensure that instructional and student-support spaces are not routinely needed for functions better accommodated elsewhere.

The project would also address food service, delivery, receiving, and building logistics. Current loading and kitchen configurations create operational challenges in moving food, supplies, and materials through the building.

Improving the relationship among receiving, food service, storage, and building circulation would create a more functional and efficient operational environment while reducing potential conflicts between service activities and other school uses.

Kids Club and Out-of-School-Time Programming

As the district's largest elementary school, Concord also serves substantial demand for Community Education and Kids Club programming.

Before- and after-school programming relies heavily on school facilities, creating an important opportunity to design space that serves students throughout more of the day and year.

Additional and reconfigured space would provide greater flexibility for Kids Club and other Community Education programming while reducing the need

for out-of-school-time programs to rely on classrooms and spaces configured primarily for daily instruction.

This does not mean every new space needs to be dedicated exclusively to Kids Club. Instead, the project can prioritize flexible, multi-use environments that serve school-day needs and transition effectively to Community Education and other purposes outside the traditional instructional day.

This approach helps maximize the community's investment by increasing the usefulness of the facility throughout the day and year.

Benefits of Addressing the Need

The proposed Concord investment would:

- **Complete priority facility improvements previously identified but deferred** as district resources were redirected to other needs.
- **Improve specialized student service and special education spaces**, including environments that better accommodate individual and small-group needs.
- **Reduce competition for limited space** among instructional, specialized, operational, and support functions.
- **Create appropriately sized confidential meeting and collaboration space** for student, family, IEP, and staff needs.
- **Improve staff and shared spaces** to support the daily operation of the district's largest elementary school.
- **Improve food service, receiving, and building logistics** to increase operational functionality.
- **Create greater flexibility for Kids Club and Community Education programming** before and after school and during other non-instructional periods.
- **Maximize the community's investment through flexible use**, allowing spaces to serve multiple purposes throughout the day and year.
- **Provide greater long-term adaptability** as student, programmatic, and community needs continue to evolve.

Consequences of Delay or Inaction

Without the proposed improvements, the facility needs previously identified at Concord would remain unresolved. Specialized services and other programs would continue to rely on limited shared spaces, and the school would continue to have constraints related to confidential meeting and collaboration space.

Existing limitations related to staff areas, food service and receiving operations, and building logistics would also remain. Kids Club and other out-of-school-time programs would continue to operate within the constraints of the current facility, limiting flexibility as student and family needs change.

Most importantly, delaying the project would continue the need to adapt spaces designed for one purpose to accommodate multiple competing functions, rather than creating an environment intentionally configured for the range of educational, student-support, operational, and community uses Concord serves today.

Administration's Assessment

The proposed Concord investment represents an opportunity to complete previously identified facility improvements while addressing the contemporary needs of the district's largest elementary school.

The project is not primarily about adding capacity. Rather, it is about creating the right mix of spaces within the school: environments for specialized student services, confidential meetings and collaboration, staff and operational functions, and flexible areas that can support Community Education and Kids Club outside the traditional school day.

By addressing these needs together, the proposed project would improve the functionality of the entire building, reduce competition for limited spaces, and provide greater flexibility to serve students, staff, families, and the community for years to come.

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5. Edina High School

Proposed Scope & Investment

Internal Facility Reconfiguration | Approximately $11.5 million

The proposed investment at Edina High School focuses on reducing the number of teachers sharing classrooms, making effective use of the school's existing footprint to increase instructional capacity, improve specialized

learning environments, and improve the functionality of shared student spaces.

Unlike projects that add square footage, the recommended approach would strategically reconfigure existing interior areas to create additional classrooms and modernize instructional spaces without expanding the building's external footprint. This approach responds to current instructional and operational needs while recognizing significant infrastructure constraints associated with expansion of the existing facility.

Classroom Capacity: Reducing Teacher Mobility and Improving Access to Instructional Space

Edina High School currently has 23 teachers who do not have their own classroom, including teachers in English, Math, Science, World Language, Special Education, Multilingual Learning, Family and Consumer Sciences, and Business. These teachers share instructional spaces and move between classrooms throughout the school day.

Some degree of shared classroom use can be an efficient facilities strategy. However, extensive reliance on room sharing and teacher movement reduces scheduling flexibility and limits consistent access to instructional spaces. The proposed internal reconfiguration would create approximately 7–10 additional instructional spaces, reducing the number of teachers who need to move among classrooms and providing greater flexibility in scheduling courses and programs.

Increasing access to appropriate instructional space would also provide greater opportunity for students to connect with teachers in consistent locations before, during, and after class and create more stable environments for instruction, planning, collaboration, and student support.

Science and Specialized Instructional Environments

The proposed project also provides an opportunity to modernize selected science and specialized instructional spaces.

Science, Technology, Engineering, Art and Math courses often require different environments than traditional classrooms. Flexible laboratory and instructional spaces can better accommodate hands-on investigation, collaboration, project-based learning, demonstrations, specialized equipment, and applied learning experiences.

Modernizing selected spaces while reconfiguring the existing facility would allow the district to address multiple educational needs within the same overall investment.

Working Within Infrastructure Constraints

Expanding the exterior footprint of Edina High School is not possible at this time due to infrastructure challenges associated with municipal sanitary sewer capacity. Through strategic internal reconfiguration, the district could increase instructional capacity and improve learning environments without adding gross square footage to the high school.

This approach represents an important principle underlying the broader referendum framework: before building more space, the district should first evaluate whether existing space can be used more effectively.

Benefits of Addressing the Need

The proposed Edina High School investment would:

- Create approximately 7–10 additional instructional spaces through internal reconfiguration rather than exterior expansion.
- Reduce reliance on floating teachers and extensive classroom sharing, providing greater consistency for students and staff.
- Improve scheduling flexibility across academic and specialized programs.
- Modernize selected science and specialized instructional environments to better support hands-on and applied learning.
- Maximize existing district assets by creating additional educational capacity within the current building footprint.
- Avoid or reduce infrastructure challenges associated with exterior expansion while addressing identified instructional needs.

Consequences of Delay or Inaction

Without internal reconfiguration, existing instructional space constraints would remain. A significant number of teachers would continue to share and move among classrooms, limiting scheduling flexibility and consistent access to instructional spaces.

Opportunities to modernize selected science and specialized learning environments would also be delayed.

Administration's Assessment

The proposed Edina High School investment represents a strategic approach to getting more educational value from a facility the community has already built and supported. Rather than pursuing exterior expansion in the face of significant infrastructure constraints, the recommendation prioritizes reconfiguring existing square footage to better align the building with current and future educational needs.

The project would increase instructional capacity, reduce reliance on teacher mobility and room sharing, strengthen opportunities for science, and improve the functionality of common student spaces.

Most importantly, the proposed investment would help ensure that today's investment remains valuable for students well into the future.

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6. Kuhlman Stadium and District-Wide Safety Infrastructure

Proposed Scope & Investment

Kuhlman Stadium North-End Facility | Approximately $15.0 Million

District-Wide Safety and Security Infrastructure & Bathrooms

The proposed investment would address two significant district-wide priorities: modernizing Kuhlman Stadium to improve accessibility, functionality, safety, and the experience of students and community members; and continuing to strengthen safety and security infrastructure across Edina Public Schools.

Together, these investments recognize that district facilities extend beyond traditional classrooms. Students, staff, families, and community members rely on athletics, activity, and shared spaces throughout the year, while effective school safety requires continued attention to facilities, systems, technology, and infrastructure across the district.

Kuhlman Stadium: A District and Community Asset

Kuhlman Stadium represents a longstanding investment by both Edina Public Schools and the broader community. It serves not only as an athletic venue, but also as an important gathering place for students, families, staff, alumni, and community members.

Historical data maintained by Edina Public Schools demonstrates the significant level of community use. Kuhlman Stadium welcomes an average of approximately 148,000 attendees annually, with participation in individual activities ranging from approximately 100 to 5,500 people. This sustained level of use demonstrates the stadium's importance to students and athletics as well as the broader community and reinforces the value of protecting and reinvesting in this significant public asset.

Proposed North-End Facility

The proposed project would construct an approximately 10,000-square-foot, two-story facility at the north end of Kuhlman Stadium to address longstanding event, accessibility, visitor, and operational needs.

The project is intended to address several priorities, including:

- **Improved safety and security**, including a more intentional and controlled entry experience.
- **Improved accessibility** to better accommodate students, staff, families, spectators, and community members with differing mobility needs.
- **Permanent indoor restroom facilities**, reducing reliance on temporary portable facilities.
- **Improved entry and ticketing areas** to support more efficient management of home and visiting spectators.
- **Updated concessions and support spaces** to improve event operations.
- **A more functional north-end configuration** designed to better support the range and scale of activities and events held at the stadium.

Protecting a Long-Term Community Investment[4]

With approximately 148,000 attendees using Kuhlman Stadium in an average year, improvements to the facility should be considered not only in terms of

[4] Kuhlman Stadium Attendance

athletics, but also through the lenses of accessibility, public safety, event operations, community use, and long-term stewardship.

Permanent indoor restrooms, improved entrances and visitor management, accessibility enhancements, and updated event-support spaces would provide benefits across the many activities and events that rely on the stadium. Investing in these core facility needs would protect a longstanding community asset while helping ensure Kuhlman Stadium remains safe, functional, accessible, and welcoming for current and future generations.

Kuhlman Stadium - Average Annual Attendance

Season	Activity	Approx. Events/ Year	Avg. Participants-Spectators / Event	Avg. Total Annual Spectators
Fall	EHS Football (all levels)	8-9 games	3,500 - 4,000	24,000
Fall	EHS Homecoming FB Game	1 game	5,000 - 5,500	5,000
Fall	EHS Boys & Girls Soccer	16-20 games	400 - 1,000	16,000
Fall	EHS Band Practice & Family Night	6 events	400 - 1,000	3,000
Fall	EHS Boys and Girls Cross Country Time Trials	3 events	300-500	1,200
Fall	EHS Hornettes Family Night	1 event	200-400	300
Spring	EHS Boys & Girls Lacrosse	14-16 games	400 - 1,000	14,000
Spring	EHS Track and Field	4 - 6 meets	600 - 1,500	6,000
Spring	EHS Rugby	4 - 6 games	600 - 1,000	5,000
Spring	CES Middle School Track	4 Meets	400 - 1,000	3,000
Spring	Ultimate Frisbee	2 - 4 games	400 - 1,000	2,000
Spring	Club Soccer	15 practices/games	300 - 600	5,000
Spring	EHS Girls' Flag Football	3 - 5 events	400 - 1000	3,000

Spring	MN Vixen Women's Football	3-5 games	500-1000	4,000
Summer	Football Passing Leagues	4 games	200 - 400	1,400
Summer	Edina Special Olympics	10-13 events	200 - 400	3,100
Summer	EHS Youth Football Camps	15 days	200 - 300	3,600
Full Year	MSHSL State Sections and State Tournaments	10 - 15 games	1,500 - 3,000	29,500
Full Year	CES Sports Camps and Clinics	6-10 events	200-400	2,400
Full Year	Youth Associations (Football, Soccer, Lacrosse)	40 – 60 games	100 – 250	12,500
Full Year	Normandale/Concord/South View School Events	4-6 events	500-1000	4,000
			Total	**148,000**

District-Wide Safety and Security Infrastructure

Separate from the Kuhlman Stadium improvements, the proposed referendum framework includes approximately $15 million for district-wide safety and security infrastructure.

School safety is not a single project or technology. It requires an ongoing, comprehensive approach that considers prevention, preparedness, physical environments, emergency response, communication, technology, cybersecurity, and recovery.

The proposed investment would provide the district with capacity to continue strengthening safety and security across its schools and facilities based on identified needs, professional recommendations, evolving best practices, and changes in technology.

Benefits of Addressing the Need

The proposed investments would:

- **Improve safety and security at Kuhlman Stadium**, including the functionality of entry and event-management areas.
- **Improve accessibility** for students, families, visitors, and community members.
- **Provide permanent indoor restroom facilities**, reducing reliance on portable facilities.
- **Improve ticketing, concessions, and event operations** for both home and visiting spectators.
- **Strengthen Kuhlman's functionality as a district and community gathering space.**
- **Provide resources for district-wide safety and security improvements** across schools and facilities.

- **Support responsible long-term stewardship** of district facilities and infrastructure.

Consequences of Delay or Inaction

Without the proposed Kuhlman improvements, existing facility, accessibility, restroom, entry, and event-operation limitations would remain. The district would continue to rely on the current stadium configuration, including temporary solutions for some visitor needs.

Without additional district-wide safety infrastructure investment, identified improvements would need to be addressed through other available funding sources or deferred as the district balances safety needs with instructional, operational, and other facility priorities.

Over time, delaying these investments would limit the district's ability to systematically modernize safety infrastructure and address identified facility needs through a coordinated long-range approach.

Administration's Assessment

The proposed Kuhlman Stadium investment is fundamentally about safety, accessibility, functionality, and responsible stewardship of an important district and community asset. The recommendation would replace temporary or constrained solutions with permanent infrastructure designed to better serve students and the community.

At the same time, the proposed district-wide safety investment recognizes that safe schools require ongoing attention rather than a one-time solution. Providing dedicated resources for safety and security infrastructure would allow Edina Public Schools to continue strengthening its physical environments and systems while maintaining flexibility to respond to evolving needs and recommended practices.

Together, these investments would help ensure that district facilities are not only educationally effective, but also safe, accessible, functional, and prepared to serve students.

Core Project Classification & Long-Range Strategic Horizon

The proposed referendum framework is designed to address current facility and programmatic needs while positioning Edina Public Schools to adapt to changing educational, student, safety, and operational needs over the next decade. The recommendations are not driven by an expectation of significant

district-wide enrollment growth. Rather, they reflect the need to modernize existing facilities, accommodate changes in where and how students are served, support evolving educational programs, and create greater flexibility within the district's existing facility portfolio.

Facility Modernization and Safety

A significant portion of the proposed investment focuses on modernizing and improving existing facilities rather than simply adding capacity. This includes reconfiguring older building footprints to better support contemporary teaching and learning, improving the functionality of instructional and student-support spaces, addressing accessibility needs, and strengthening safety and security infrastructure.

The objective is to ensure that existing district facilities remain safe, functional, adaptable, and capable of supporting educational practices and student needs that have changed considerably since many of these spaces were originally designed.

Programmatic and Student-Support Capacity

The framework also responds to specific changes in educational programming and student needs. Proposed investments would provide capacity to support the continuation of French Immersion and Spanish Dual Language at the middle school level, strengthen the district's continuum of special education services, offer innovative opportunities for student learning, and provide greater flexibility for Community Education and out-of-school-time programming.

Importantly, these investments are intended to create flexible environments rather than spaces narrowly designed around a single program or current need. This approach allows facilities to evolve as student needs, instructional practices, technology, and programming change over time.

Enrollment: District-Wide Stability with Building-Specific Needs

The proposed framework is not based on an assumption of significant overall[5] district enrollment growth. However, district-wide enrollment trends do not tell the entire facilities story.

Individual schools may experience changes in enrollment, program placement, or the number and types of specialized services they provide. South View, for example, is expected to accommodate additional students as

[5] 2025-2026 Enrollment and Class Size Report

successive Spanish Dual Language cohorts transition to middle school. Other facilities require additional or reconfigured space because the type of space needed to appropriately serve students has changed, even when overall enrollment has not increased.

For this reason, long-range facility planning must consider not only how many students the district serves, but where students are served and the types of learning environments, programs, and specialized supports they require.

Addressing Today's Needs While Preparing for Tomorrow

The recommendations are intended to address identifiable needs that exist today and in the foreseeable future while avoiding solutions that are so narrowly designed that they become obsolete as conditions change.

Current challenges include extensive classroom sharing and teacher mobility at Edina High School; limitations in specialized instructional, intervention, and special education spaces; competition among programs for limited space; constraints on Community Education and out-of-school-time programming; and opportunities to further strengthen safety, security, accessibility, and building functionality.

At the same time, the proposed investments are intended to establish a durable, adaptable facilities foundation for the next decade. Flexible spaces, strategic modernization, and responsible use of existing facilities will allow the district to respond to future changes in enrollment, programming, educational practices, technology, safety needs, and community expectations without assuming that today's conditions will remain unchanged.

Strategic Rationale

The proposed framework represents a shift from asking simply, "Do we have enough square footage?" to asking a more important long-range question:

> Do Edina Public Schools have the right spaces, in the right locations, configured in ways that allow us to safely and effectively meet the educational, programmatic, and operational needs of students today while remaining adaptable for the future?

The administration's assessment is that the proposed recommendations provide a comprehensive approach to addressing identified needs while maintaining flexibility for changing conditions. The goal is not to build for growth that may not occur, but to responsibly modernize and adapt the facilities the community has already invested in, add targeted capacity where

demonstrated needs exist, and position those facilities to serve students and the Edina community well into the future.

Governance Pathways & Strategic Referendum Options

Over the past 24-36 months, Edina Public Schools has conducted facility audits, demographic analyses, stakeholder interviews, and scientific community sentiment surveys. In response to Board inquiries following our September 14, 2026 work session, the administration has delivered data detailing our physical space deficits, Special Education continuum requirements, security needs, and fiscal controls.

To meet Minnesota Department of Education (MDE) Review & Comment statutory deadlines for a potential May 2027 referendum, the Board must transition from exploratory analysis to an explicit governance decision. To assist the Board in reaching consensus, the administration presents four strategic decision pathways for consideration. Each pathway outlines the scope, estimated financial impact, operational problems resolved, and unresolved community and facility risks.

Option 1: Full Strategic Referendum Framework (Presented as Option 3 at the September 14 Work Session)

Overview: Proceed with the comprehensive, balanced package that all seven Board members previously supported exploring.

Scope & Components:

Safety, Security & Technology: ~$15M Safety Bond + 1.4% Capital Tech Levy increase (~$2.38M annually)

Instructional Capacity & Modernization: Edina High School internal reconfiguration (~$11.5M), South View Middle School Addition (~$25M), Valley View Middle School addition (~$13M), Creek Valley Addition (~$12.2M) and Concord Elementary Addition (~$10.5M).

Strategic Asset Preservation & Land: Land acquisition for future development ($14M) and Kuhlman Stadium safety & security upgrades and modernization (~$15M).

Note: In addition to the current proposal and as presented to the School Board on September 14, 2026, district staff would ask the school board to consider the seating and bleacher enhancements, which would add approximately $2,450,000.

Estimated Total Capital Investment: ~$116.2M (Estimated tax impact: ~$14 per month on a median $800,000 home).

Operational Problems Resolved:

Subject to stakeholder feedback and final design, provides dedicated classroom space for 7–10 additional teachers, reducing the number of "floating teachers" to 13–16.

Establishes dedicated on-site Setting III Special Education spaces for approximately 11–14 students, supporting CEIS disproportionality reduction goals while strengthening programming, reducing the need for Setting IV referrals, and supporting successful student transitions back to district schools.

Provides dedicated middle school classrooms for French Immersion and Spanish Dual Language students.

Fulfills deferred 2022 COP commitments at Concord.

Secures 5+ acres for future development.

Protects General Fund operating dollars by cost-shifting eligible staffing, security and technology expenses into the Tech Levy.

Trade-Offs & Governance Considerations: Represents the highest total dollar ask of options presented previously, but falls directly within the tax tolerance verified by the August/September 2026 Morris Leatherman community survey.

Option 2: Targeted & Phased Implementation

If the Board determines that a comprehensive package exceeds current community appetite or feels like they would like more or different information before deciding on some or all of the facility recommendations, the Board could select one of three targeted, scaled-back options:

Option 2A: Safety & Security Focus Only

Scope: $15M of initial infrastructure related expenditures + 1.4% Capital Technology Levy to sustain investments over the next 10+ years

Estimated Capital Investment: ~$15.0M.

Problems Resolved: Provides additional staffing to support students and provide technological expertise (i.e. cybersecurity), upgrades physical life-safety systems (i.e. PA systems, thumb-turn locks, EHS cellular amplification, security cameras) and protects General Fund operating dollars via the Tech Levy.

Unresolved Risks & Deferred Needs: Leaves 100% of physical classroom space deficits unaddressed. EHS continues with 23 floating teachers; Special Education students remain in out-of-district placements; middle school immersion programs face severe space bottlenecks.

Option 2B: Safety, Security & Strategic Land Acquisition

Scope: $15M of initial infrastructure related expenditures + 1.4% increase to Capital Technology Levy, and Strategic Land Acquisition ($14.0M).

Estimated Capital Investment: ~$29.0M Bond.

Problems Resolved: Addresses immediate physical security, protects General Fund operating capacity, and secures 5+ acres for future development.

Unresolved Risks & Deferred Needs: Provides zero classroom or facility relief for K-12 buildings, leaving EHS, middle school immersion, and elementary deficits unmitigated.

Option 2C: Core Consensus Package (Safety, Tech Levy, Land & High-Need Facility Additions)

Scope: $15M of initial infrastructure related expenditures + 1.4% Capital Technology Levy to sustain investments over the next 10+ years + Land acquisition ($14M), EHS internal reconfiguration ($11.5M), and targeted middle school Special Education/immersion additions at Valley View ($13M) / South View ($25M).

Estimated Capital Investment: ~$78.5M.

Problems Resolved: Addresses top safety, operating fund protection, land preservation, high school floating teachers, and high-priority Special Education/immersion bottlenecks.

Unresolved Risks & Deferred Needs: Defers elementary additions (Creek Valley and Concord COP fulfillment) and Kuhlman Stadium safety & security and modernization to future capital cycles.

Option 3: Maintain Status Quo / No Referendum Action

Overview: Defer all referendum authorization and take no capital package to voters in May 2027.

Estimated Capital Investment: $0.

Problems Resolved: Zero immediate tax impact on Edina property owners.

Unresolved Risks & Operational Consequences:

General Fund Erosion: Without a Capital Tech Levy, technology and security operational costs continue draining General Fund dollars.

Escalating Out-of-District Costs: Lack of local Setting III Special Education suites requires ongoing, costly tuition and transportation payments to District 287.

Operational Degradation: 23 EHS teachers continue sharing spaces and do not have their own classroom space; Security and instructional space deficits remain at Creek Valley Elementary School.

Option 4: Process Pause & 18-Month Comprehensive Re-Study

Overview: Pause current referendum planning and initiate an extended 18-month re-evaluation process aimed at placing a referendum on the Fall 2028 ballot.

Estimated Capital Investment: Delayed.

Problems Resolved: Provides additional time for Board deliberation, comprehensive facility audit, and secondary community engagement.

Unresolved Risks & Operational Consequences:

Construction Inflation Penalty: Because a Fall 2028 referendum would shift project bidding and construction start dates by approximately 2–3 years, 4%–5% annual construction inflation would add an estimated $6–10M to a $100M package for identical scopes of work. At an estimated 4%–5% annual construction inflation rate, delaying a $116M infrastructure package by 24 to 36 months adds an estimated $9.5 - 18.3M in escalated building costs for identical scopes of work.
Loss of Strategic Land Opportunities: A 18-month delay risks losing prime 5+ acre parcels currently available in Edina to private developers.

Compounding Space Bottlenecks: Pushes high school floating teacher relief, middle school SDL arrival (2028–29), and Special Education facility solutions out to 2029–2030 at the earliest.

Decision Pathway Summary Matrix

Governance Option	Estimated Capital Investment	Tax Impact ($800K Home)	Safety & Security Addressed?	EHS Floating Teachers Reduced	Special Education and Immersion space needs met?	Land secured for future development	Construction Inflation Risk
Option 1: Full Framework	~$116.2M + Tech Levy	~$14/mo	Yes	Yes	Yes	Yes	Low (May 2027)
Option 2a: Safety & Security Only	~$15.0M + Tech Levy	~$10/mo	Yes	No	No	No	High (Deferred)
Option 2b: Safety and Land	~$29.0M + Tech Levy	~$11/mo	Yes	No	No	Yes	High (Deferred)

Option 2c: Board's Choice to Explore	~$78.5M + Tech Levy	~$12/mo	Yes	Yes	Yes	Yes	Moderate
Option 3: Status Quo	$0	$0	No	No	No	No	Severe
Option 4: Re-Study	Deferred	Deferred	Deferred	Deferred	Deferred	Deferred	Severe

Superintendent's Recommendation & Next Steps

To satisfy MDE Review & Comment filing timelines for a May 2027 election, the administration requests that the School Board adopt one of the following formal actions at the November Board meeting:

- **Direct the administration** to prepare final ballot resolution language for Option 1 (Full Framework) or Option 2C (Core Consensus Package) no later than November 9, 2026 for formal adoption on December 7, 2026.

- **Provide explicit direction** on any specific scope adjustments required to achieve full 7-member Board consensus.

Appendix A:
Questions from an Individual Board Member
October 7, 2026

School-by-school enrollment projections: The report explains that individual schools may experience changes in enrollment, program placement, and specialized services. What enrollment patterns does the district anticipate at each school, over what timeframe, and how do those projections support the proposed projects?

While Edina Public Schools anticipates overall district-wide student enrollment to remain relatively stable, space deficits are driven by where and how students are served across individual buildings. Building-specific enrollment shifts are primarily created by language immersion feeder transitions, expanding Special Education identification (+718 IEPs district -wide), and specialized academic intervention services.

Here is the breakdown of anticipated enrollment patterns, timeframes, and how they support each proposed project:

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1. South View Middle School: Spanish Dual Language Transition

Anticipated Enrollment Pattern & Timeframe: Beginning in 2028–2029, the first Spanish Dual Language (SDL) cohort from Countryside Elementary —projected at ~45 students per grade level—will transition into 6th grade at South View. As subsequent cohorts enter each year, South View will experience a direct net increase of ~135 SDL students across grades 6–8 once fully implemented.

How Projections Support the Project: Adding 135 immersion students alongside addressing Special Education support needs creates a severe classroom deficit. The proposed 23,400 sq. ft. addition (~$25.0M) provides 9 full-size classrooms. This ensures dedicated capacity for the SDL middle school pathway, creates space for Setting III Special Education and speech/language support, preserves general education and electives, and expands Community Education Kids Club care during non-instructional hours.

2. Valley View Middle School: French Immersion Feeder Stability

Anticipated Enrollment Pattern & Timeframe: Normandale Elementary generates a consistent, stable feeder cohort of 100–120 French Immersion students per grade entering 6th grade at Valley View each year (including 116 students in 2026–27 and a projected 119 students in 2027–28).

How Projections Support the Project: Maintaining secondary French Immersion requires sufficient dedicated classroom space so language coursework does not displace general education classes. The 6,600 sq. ft. addition (~$13.0M) creates 3 classrooms: 1 classroom directly meets the current French Immersion program need, while the remaining 2 classrooms establish an on-site Setting III Special Education behavioral

suite. This enables the district to serve 11–14 students locally rather than placing them in out-of-district facilities.

3. **Edina High School (EHS): Internal Classroom Mismatch & Teacher Mobility**

   Anticipated Enrollment Pattern & Timeframe: Overall student headcount at EHS is stable, but internal operational bottlenecks have created a major space crisis: 23 teachers across 8 academic departments currently lack dedicated classrooms and must travel between rooms throughout the day.

   How Projections Support the Project: Exterior building expansion is blocked by municipal sanitary sewer infrastructure limits (with no City sewer expansion planned until 2035). Instead of adding gross square footage, the district proposes an $11.5M internal facility reconfiguration. Reallocating existing interior space yields 7–10 dedicated teaching stations and modernizes certain Science-related and other spaces, reducing room-floating.

4. Creek Valley Elementary School: Specialized Service Growth & Space Deficit

   Anticipated Enrollment Pattern & Timeframe: Need is driven by expanding specialized student services—Title I, Reading/Math Intervention, Multilingual Learning (ML), Talent Development, and Special Education—which currently displace homeroom classrooms or operate in converted spaces.

   How Projections Support the Project: The proposed 9,000 sq. ft. addition (~$12.2M) creates flexible multipurpose capacity, expands certain intervention, health, and administrative spaces, and incorporates expert recommended security upgrades.

5. Concord Elementary School: Highest Elementary Headcount & Deferred Scope

   Anticipated Enrollment Pattern & Timeframe: As the district's largest elementary school, Concord manages a high daily volume of students, staff, families, and Community Education Kids Club care.

   How Projections Support the Project: The project completes facility improvements deferred from the 2022A Certificates of Participation (COP) plan, which were previously approved by the School Board, when funds were redirected to establish Countryside SDL. The 4,000 sq. ft. addition (~$10.5M) adds specialized student support spaces, creates a

10-person confidential meeting room for IEP teams, improves loading dock food service logistics, and expands Kids Club capacity.

Valley View and South View: As Spanish Immersion was phased in at Countryside, continuous progress was phased out. Has the district fully accounted for the resulting change in enrollment at both middle schools? To what extent does South View's anticipated increase correspond with a decrease at Valley View? Would that decrease resolve or reduce the space concerns identified at Valley View?

Yes, the district has accounted for building-specific enrollment shifts, but any enrollment decrease at Valley View does not resolve the space concerns identified at that site.

Here is how the report addresses these middle school enrollment patterns and why a shift in student numbers between schools does not eliminate Valley View's facility needs:

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1. Accounting for the South View Enrollment Increase

The report explicitly accounts for the transition of Countryside Elementary's Spanish Dual Language (SDL) program to South View Middle School starting in 2028–2029.

Beginning with an initial incoming 6th-grade cohort of ~45 students, subsequent annual cohorts will add approximately 45 students per year.

Once fully implemented across grades 6–8, this program adds ~135 Spanish Dual Language students to South View.

To accommodate this programmatic growth alongside expanding Special Education needs, South View requires a 23,400 sq. ft. addition (9 classrooms).

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2. Why an Enrollment Shift Does Not Resolve Space Concerns at Valley View

Even if student enrollment changes between the two middle schools, Valley View's facility needs are qualitative and programmatic, not driven by overall student headcount. A raw reduction in general student headcount at Valley View does not resolve its specific space bottlenecks for two core reasons:

French Immersion Classroom: Valley View receives a steady feeder cohort of 100–120 French Immersion students per grade level from Normandale Elementary (including 116 in 2026–27 and 119 in 2027–28). Delivering secondary

language immersion requires dedicated instructional space so language coursework does not displace core general education classes. Providing one dedicated classroom in the proposed addition fulfills this specific instructional space need.

Specialized Setting III Special Education Space: The remaining two classrooms of Valley View's proposed 6,600 sq. ft. addition are dedicated to establishing an on-site Setting III Special Education behavioral program. Currently, Valley View lacks a space with integrated sensory, motor, regulation, and calming breakout spaces. Because general classrooms cannot function as specialized behavioral spaces, 11–14 Edina students with complex behavioral needs must be placed out-of-district at places such as Intermediate District 287, and on-site dysregulated students must travel through public hallways to access remote breakout areas, often disrupting the education of others.

Projected special education needs: The analysis describes historical growth but does not provide projections, including whether growth is expected to accelerate. What special education enrollment and service needs does the district anticipate? How are those projections informing accessibility, classroom configurations, therapy spaces, and support services at each building?

While the district's overall student headcount is projected to remain relatively flat, special education enrollment and service needs have experienced significant growth and are anticipated to remain at or near today's elevated levels.

Over the past decade (FY2015 to FY2025), active Individualized Education Programs (IEPs) across Edina Public Schools grew by 718, increasing both the district's identification and IEP rates. For planning purposes, the district is not assuming a significant acceleration in the percentage of students identified for special education. Rather, facility planning assumes identification will remain near 20% or increase modestly, while the complexity and intensity of behavioral, sensory, social-communication, and other student support needs may continue to increase.

These assumptions are informing facility planning at the building level, including the need for appropriately sized and configured special education classrooms, accessible spaces, therapy and related-service areas, sensory and regulation spaces, and locations for small-group and individualized student support. The specific improvements recommended at each building reflect current space limitations as well as the district's expectation that elevated special education service needs may continue.

1. Middle Schools (Valley View & South View): Setting III Behavioral Spaces

Current Gap: Neither middle school currently possesses a dedicated, purposefully designed Setting III behavioral space. Dysregulated students currently must travel down public hallways to access remote breakout spaces, impacting student dignity and building safety. Consequently, 11–14 Edina students with complex behavioral needs are placed out-of-district at places such as Intermediate District 287.

Proposed Configuration:

Valley View: Two classrooms within the proposed 6,600 sq. ft. addition will establish an on-site Setting III space with integrated motor, sensory, regulation, and calming breakout spaces.

South View: The 23,400 sq. ft. addition incorporates dedicated Setting III spaces and flexible resource rooms for things such as speech/language therapy, sensory regulation, and small-group support.

Impact: Provides an integrated continuum of care that advances Coordinated Early Intervening Services (CEIS) disproportionality reduction goals and allows the district to host students back to their home district.

2. Elementary Schools (Concord & Creek Valley): Confidential Spaces & Classroom Parity

Concord Elementary: As the district's largest elementary school, Concord needs additional space to appropriately support students requiring Setting III behavioral services and the teams and families who support them. The proposed 4,000-square-foot addition would provide dedicated spaces for direct student support, as well as a 10-person confidential conference room where families, specialists, educators, and administrators can participate in IEP meetings in an appropriate setting.

Creek Valley Elementary: Specialized services (i.e. SPED, Title I, Multilingual Learning, and Intervention) currently displace general education homerooms or operate out of circulation areas. The 9,000 sq. ft. addition creates dedicated intervention and support spaces, restoring general classroom capacity.

Accessibility vs. Compliance: The district is shifting from technical ADA compliance toward meaningful physical inclusion.

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3. High School & Transition 18–22 Programming

Edina High School (EHS): Special Education staff are among other floating teachers who currently lack assigned classrooms and/or who share instructional spaces. Internal space reconfiguration creates dedicated, stable teaching and support stations for instruction.

Transition 18–22 Programming: 18–22 Transition Special Education Program & Facility Optimization:

Currently, approximately 50 Edina students aged 18–22 with complex needs are not served within the district or are in out-of-district placements due to a lack of specialized local facilities.

Using referendum capital dollars to fund other facility enhancements preserves existing operating and local funds that would otherwise be required to address pressing special education facility needs.

Future Facility Consideration: An in-district 18–22 Transition program is not included in the current referendum proposal. The district is evaluating dedicated Transition program space as a future facility priority, potentially including home-living simulation, sensory and motor, and vocational work-experience spaces.

Note: The District can adjust enrollment of non-resident students as needed, providing flexibility to manage building capacity and ensure adequate space for programs, services, and the needs of Edina resident students.

Creek Valley: The proposal identifies several possible uses for the additional space but does not clearly connect those uses to the recommended addition. What specific needs would the addition address, how much space does each require, and what current or projected data support the recommendation?

Conceptual Planning and Space Needs: Because voter authorization has not occurred, detailed design and final space allocations have not yet been completed. The approximately 9,000-square-foot addition represents a conceptual footprint intended to address several identified facility needs while maintaining flexibility to determine the most effective configuration through a future design process.

Dedicated Specialized Service Spaces: Modern elementary instruction requires dedicated spaces for small-group instruction and specialized

student supports, including Title I, Reading and Math Intervention, Multilingual Learning (ML), Talent Development (TD), and Special Education (SPED).

Creek Valley currently lacks sufficient purpose-designed space for these services. Site-based special education rooms are overcrowded, with one of three spaces occupying a regular classroom. Limited access to bathrooms, sensory areas, and safe breakout spaces also makes it more difficult to support students when additional regulation support is needed. Other intervention and support programs compete for limited instructional space, resulting in crowded, shared, or repurposed environments.

Health, Administrative, and Student Support Spaces: The conceptual approach would expand the building near the main entrance, creating an opportunity to reconfigure the administrative and health office areas so they are more functional, appropriately configured, and supportive of a safe and secure school entrance.

Additional Flexible Instructional Space: The remaining space could provide traditional classroom spaces that could be used for intervention, special education, or other instructional and student-support needs. Another option could be relocating the staff lounge into the addition, allowing the existing staff lounge, which was formerly a classroom, to return to instructional use. This flexibility allows the district to respond to evolving student and program needs as detailed design decisions are made.

Building Safety and Entry Security: Expanding and reconfiguring the main entrance also provides an opportunity to improve the functionality, safety, and security of the school's primary entry and administrative area.

Space Breakdown and Allocation: At this stage, assigning specific square footage to individual uses would be premature because detailed design has not occurred. The approximately 9,000-square-foot addition should therefore be understood as a flexible planning concept rather than a final room-by-room design. If authorized, the design process would determine the appropriate allocation among administrative and health services, instructional and specialized programming spaces, and other identified building needs.

Flat Enrollment Context: Creek Valley’s enrollment is projected to remain stable at ~527–540 students. This confirms that the project is not

driven by net enrollment growth, but by a functional room deficit per student created by evolving educational delivery.

Facility Parity Deficit: A comparative facilities audit across all six Edina elementary schools confirms that Creek Valley is the sole site without a dedicated multipurpose room.

District-Wide Special Education Growth: District-wide Special Education active IEPs grew by +718 students between FY2015 and FY2025 (rising from ~12% to ~20%). This growth in specialized caseloads directly drives the physical room requirements for small-group intervention and sensory regulation at Creek Valley.

Cascading Classroom Pressure: District facility audits indicate that the lack of dedicated space for specialized and non-homeroom services creates a "cascading impact" across Creek Valley. When these services must use spaces intended for other purposes, pressure increases throughout the building, resulting in shared staff spaces and service areas that are not appropriately sized to accommodate students, families, and staff.

Concord: The proposal references previously identified IEP needs. Has the district analyzed both current and anticipated needs at Concord? What specific space or accessibility needs have been identified, and how would the proposed project address them?

Yes. The Concord project reflects needs that were previously identified and resulted in a project that was reviewed and approved by the School Board. The project was later deferred as the District prioritized needs at Countryside Elementary. In returning to the Concord project, District administration reviewed the previous information and met with appropriate Concord staff and administration to confirm that the identified needs remain and continue to be a priority. Architects and engineers were then engaged to evaluate how District Setting III behavior program needs for the elementary schools could be addressed and to develop the proposed scope, estimated costs, and feasibility.

High school: If the primary need is additional science space, could long-term maintenance funding be reallocated to address it?

The question of whether Edina High School should remain in the referendum proposal is an appropriate one for the Board to discuss. The Board has previously identified the number of teachers without dedicated classrooms as a concern and a priority to address. In response, the Board directed administration to work with the District's architects and engineers to evaluate

potential renovation options, associated costs, and impacts. That work was completed and previously presented to the Board for consideration.

At that time, administration also communicated that it was not prepared to recommend moving forward with any specific option without first engaging appropriate stakeholders. The amount currently included in the referendum proposal reflects the estimated cost developed by the architects for the option identified for further consideration; it should not be viewed as a final project scope or design.

Any project ultimately brought forward would be further developed through stakeholder engagement and would require School Board consideration and approval. It is also anticipated that a project could involve a combination of referendum funding and Long-Term Facilities Maintenance (LTFM) resources. While some elements could potentially be addressed through LTFM alone, doing so would require redirecting resources currently planned for other important facility projects included in the District's Board-approved two- and ten-year facilities plans submitted to and approved by the Minnesota Department of Education.

Technology levy: Why is the technology levy absent from this packet? My questions about funding future technology needs and media specialist staffing remain unanswered. How will those needs be evaluated and addressed in the levy proposal?

Information regarding a potential technology levy has previously been presented to and discussed by the Board. At this point, one Board member has requested additional information, while other Board members have indicated that they have the information they need to continue considering the proposal.

Media specialist staffing has not been included in administration's technology levy proposals or recommendations. When two Board members previously asked whether additional media specialist staffing could be considered as part of a referendum, administration indicated that the District could further explore that option if it became a priority of a majority of the Board. At that time, the majority of the Board did not provide direction to include media specialist staffing as part of the referendum proposal.

Administration has also identified an important broader financial consideration related to the technology levy. Certain staffing, technology, security, and utility expenses currently supported by the General Fund may be eligible to be funded differently. Doing so could provide greater flexibility within the General Fund to help address reductions in state and federal funding that directly affect Edina programs and staffing.

As the Board continues its discussion, administration can provide additional information where requested. Ultimately, the scope of a potential technology levy, including whether the Board wishes to consider priorities beyond those already proposed by administration, should reflect the direction of the Board as a whole.

I am concerned that the referendum has gotten in front of the board so many times without going through the finance committee, as that is a critical step in the process for any financial piece, let alone something this large. That committee will be able to provide very valuable insights and questions that the district and board need to think about. The entire board needs to understand that this has not been reviewed by the finance committee and why, as there is an assumption for proposals this large that it has been reviewed multiple times in committee first.

The administration agrees with you regarding the Finance Committee and will bring this work to the committee. At the last Board meeting, the Board provided greater direction regarding the option it was most interested in exploring. That direction now allows us to provide the Finance Committee with more specific and accurate information regarding potential costs, funding, and tax implications. The committee has not met since that Board discussion, so this will be included at its next meeting.

VII.B. Policy Review (*201, 202, 203, 217, 701, 703, 707*)	**Speaker(s):** Policy Committee

Board Meeting Date: 10/12/2026

Title: Policy Review

Type: Discussion

Presenter(s): Board Policy Committee

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

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

Recommendation: Review the suggested modifications for Policies 201, 202, 203, 217, 701, 702, 703, 707.

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

Attachments:

1. Policy 201 Legal Status of the School Board
2. Policy 202 School Board Officers
3. Policy 203 Operation of the School Board
4. Policy 217 Legislative Involvement
5. Policy 701 Establishment, Adoption, and Modification of School District Budget
6. Policy 703 Accounting
7. Policy 707 Purchasing

Legal Status of the School Board

I. Purpose

The care, management, and control of the schools are vested by statutory and constitutional authority in the school board. The board carries out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. This policy defines the authority, duties, and powers of the board in carrying out its mission.

II. General Statement of Policy

A. The school board is the governing body of the school district. As such, the board has responsibility for the care, management, and control over public schools in the ~~school~~ district.

B. Generally, elected members of the board have binding authority only when acting as a board legally in session, except where specific authority is provided to board members or officers individually. Generally, the board is not bound by an action or statement on the part of an individual board member unless the action is specifically directed or authorized by the board.

III. Definition

~~A.~~ For purposes of this policy, "~~S~~school board" means the governing body of the school district.

III. Organization and Membership

A. The membership of the school board consists of seven elected directors. The term of office is four years.

B. There may be other ex officio members of the board as provided by law. The superintendent is an ex officio member.

C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the board.

D. Election of board members is held in accordance with Minnesota law. The general election is held on the first Tuesday after the first Monday of November in ~~odd~~even-numbered years.

E. A vacancy in the board due to a member's death, resignation, or termination of residency in the district is filled by action of the board as provided by state statute.

III. Powers and Duties

A. The school board has powers and duties specified by state law. The board's authority includes implied powers in addition to specific powers granted by the Legislature.

B. The board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

C. The board directs and manages the schools of the school district; adopts rules for schools' organization, government, and instruction, textbooks, and courses of study; and makes and authorizes contracts.

D. The board has the general charge of the business of the ~~school~~ district, its facilities and property, and of the interest of the schools.

E. The board, among other duties, performs the following in accordance with applicable law:

1. Provides by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the district.

2. Conducts the business of the schools and pays indebtedness and proper expenses.

3. Employs and contracts with necessary qualified teachers and discharges the same for cause.

4. Provides services to promote the health of its students.

5. Provides school buildings and erects needed buildings.

6. Purchases, sells, and exchanges district property and equipment as deemed necessary by the ~~school~~ board for school purposes.

7. Provides for payment of claims against the district and prosecutes and defends actions by or against the district, in all proper cases.

8. Employs and discharges necessary employees and contracts for other services.

9. Provides for transportation of students to and from school, as governed by state law.

10. Procures insurance against liability of the district, its officers, and employees.

F. The ~~school~~ board, at its discretion, may perform the following:

1. Provides media centers, public evening schools, adult and continuing education programs, summer school programs, online course work, and intersession classes of flexible school year programs.

2. Furnishes school lunches and breakfasts for students and teachers on terms as the board determines.

3. Enters into agreements with one or more other independent districts to provide for agreed-upon educational services.

4. Leases rooms or buildings for school purposes.

5. Authorizes the use of school facilities for community purposes that will not interfere with their use for school purposes.

6. Authorizes co-curricular and extracurricular activities.

7. Receives, for the benefit of the district, bequests, donations, or gifts for any proper purpose.

8. Performs other acts as the board deems to be reasonably necessary or required for the governance of the schools.

Legal References

Minn. Stat. § 123A.22	Cooperative Centers for Vocational Education
Minn. Stat. § 123B.02	General Powers of Independent School Districts
Minn. Stat. § 123B.09	Boards of Independent School Districts
Minn. Stat. § 123B.14	Officers of Independent School Districts
Minn. Stat. § 123B.23	Liability Insurance; Officers and Employees
Minn. Stat. § 123B.49	~~Cocurricular and~~ Extracurricular Activities; Insurance
Minn. Stat. § 123B.51	Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings
Minn. Stat. § 123B.85	~~Equal Treatment in Transportation~~ Definitions

Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References

Policy 101	Legal Status of the School District
Policy 202	School Board Officers
Policy 203	Operation of the School Board
Policy 205	Open Meetings and Closed Meetings

Policy

Adopted	04/16/2007
~~amended~~Revised	10/22/2012
Revised	09/24/2018
Revised	12/12/2022
Rev___	__/__/20__

School Board Officers

I. Purpose

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, governance, and control of the public schools of the school district. This policy delineates those responsibilities.

II. General Statement of Policy

A. The school board meets annually and organizes itself by selecting a chair, a vice chair, a clerk, a treasurer, and any other officers as determined by the ~~school~~ board.

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

III. Organization

On an annual basis, per state law, the school board meets on the first Monday in January, or as soon thereafter as practicable, and organizes itself by selecting a chair, a vice chair, a clerk, a treasurer, and any other officers as determined by the board. These officers hold office for one year and until their successors are elected and qualified.

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

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

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

IV. Officer Responsibilities

A. Chair

1. Role of the Chair

The chair serves as the lead governance officer of the school board and works in close partnership with the superintendent and board members to guide the board's processes, uphold effective governance, and ensure smooth and

transparent board operations. In fulfilling this role, the chair models the highest standards of policy alignment, communication, confidentiality, and board member collaboration.

2. Responsibilities of the Chair

    a. Preside at all board meetings when present and ensure meetings are conducted efficiently, transparently, and in accordance with law and policy.

    b. Countersign all orders upon the treasurer for claims allowed by the board and in the case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the board to be paid, the chair may draw the orders or the office of the clerk may be declared vacant by the chair and treasurer and be filled by appointment.

    c. Represent the school district in all actions and fulfill all duties customarily associated with the role of chair.

    d. Serve as a designated point of contact with the district's legal counsel.

    e. Support and mentor board members to strengthen board capacity, encourage leadership development, and promote effective committee participation.

    f. Uphold open meeting law and ensure appropriate communication channels are followed, avoiding triangulated communication that undermines transparent governance.

    g. Work with board members to identify interest in leadership roles and support annual leadership planning and succession conversations.

    h. Collaborate with the superintendent to plan meeting agendas and coordinate the flow of information and materials.

    i. Serve as the chair of the board's governance committee and serve as a primary point of contact for board governance matters to help maintain productive, trust-based working relationships with and among board members and administration.

    j. Perform additional duties as necessary to support effective governance and ensure board operations advance the mission and strategic goals of the district.

B. Vice Chair

1. Role of the Vice Chair

   The vice chair supports the board chair, the full board, and the superintendent in carrying out effective governance and ensuring continuity of leadership. This role provides strategic assistance in meeting preparation, board operations, and communication, while also serving—when feasible—as a leadership development opportunity for a board member who may aspire to become board chair in the future. While the vice chair often gains experience that may prepare them for the chair role, this is not a requirement, and the position remains open to all eligible board members.

2. Responsibilities of the Vice Chair

   a. Perform the duties of the board chair in the event of the chair's temporary absence.

   b. Collaborate with the chair to support meeting preparation and meeting management.

   c. Work with the chair and superintendent to ensure board members have the information necessary for effective decision making.

   d. Support consistent application of board policy, open meeting law, and governance norms.

   e. Assist in maintaining effective communication and coordination among the board chair, board members, and the superintendent.

   f. Engage in leadership development activities to build capacity for broader board leadership, as appropriate.

   g. Share board leadership workload, as delegated by the chair and full board, to promote continuity and strengthen board function.

C. Treasurer

1. Role of the Treasurer

   The treasurer serves as the board's financial oversight officer, providing support to the superintendent and the district's business office in ensuring transparent, accurate, and responsible fiscal stewardship. The treasurer helps the board understand financial information and the implications of proposed actions, without directing or managing district finances. The treasurer's role includes asking clarifying questions, reviewing financial materials, and supporting informed and responsible board decision making.

2. Responsibilities of the Treasurer

    a. Review monthly financial statements, expenditures, and board-approved bills as prepared and presented to the board and community by the superintendent and business office.

    b. Monitor financial trends by receiving and reviewing information—not generating it—to help the board maintain awareness of fiscal conditions.

    c. Request clarification when needed to ensure the board has a complete understanding of district financial matters.

    d. Serve as chair of the Finance Committee, supporting the superintendent and director of finance and operations as they lead and prepare the committee's work.

    e. Conduct a periodic review of contracts, check registers, and expenditures provided by administration to support transparency and board understanding.

    f. Confirm that appropriate information has been supplied—not direct or authorize financial actions

    g. Co-sign on the funds deposited by the district as needed.

    In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the director of finance and operations, in conjunction with the superintendent, will receive, endorse, and process the orders in accordance with state law.

D. Clerk

1. Role of the Clerk

The clerk provides oversight by attesting to official documents and ensuring board actions are reflected accurately—not by managing elections, data requests, or public processes, but by supporting the systems already administered by the district.

2. Responsibilities of the Clerk

    a. Ensure minutes and records of board meetings are kept accurately, based on documentation prepared by administration.

b. Review and attest to board documents, ensuring alignment with adopted policies, statutes, and board actions.

c. Support the superintendent's office in maintaining organized, compliant board records.

3. Clerk Duties that are Delegated to Administration

The following clerk duties, as defined by law, are performed by the administration team.

a. The clerk keeps a record of all meetings in the books provided.

b. Within three days after an election, the clerk notifies all persons elected of their election.

c. On or before September 15 of each year, the clerk:

i. files with the board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year; and

ii. makes and transmits to the Commissioner of the Minnesota Department of Education certified reports, showing:

(a) revenues and expenditures in detail, and other financial information required by state or federal law, or as may be called for by the Commissioner;

(b) length of school term and enrollment and attendance by grades; and

(c) other items of information as called for by the Commissioner.

d. The clerk enters into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keeps an itemized account of all expenses of the district.

e. The clerk furnishes to the county auditor, on or before September 30, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the district or the board for district purposes.

f. The clerk draws and signs all orders upon the treasurer for the payment of money for bills allowed by the board for salaries of officers and for employees' wages and all claims, to be countersigned by the chair.

g. The clerk performs such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

E. Assistant Treasurer

The assistant treasurer assists the treasurer in their duties.

F. Assistant Clerk

Two assistant clerks assist the clerk in their duties.

Legal References

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

Cross References

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

Policy

Adopted	05/21/2007
~~amended~~Revised	10/22/2012
Revised	09/24/2018
Revised	12/12/2022
Revised	03/09/2026
Rev___	__/__/____

Operation of the School Board

I. Purpose

This policy provides rules of order for conducting meetings of the school board, in order to advance the mission of the school district, to ensure consistency in the order of business at regular ~~school~~ board meetings, to provide procedures for the preparation of the ~~school~~ board agenda, to allow the use of a consent agenda, and to establish procedures relating to the maintenance of records and publication of ~~school~~ board meetings.

II. General Statement of Policy

An orderly school board meeting allows board members to participate in discussion and to make decisions regarding school district issues. Rules of order allow board members the opportunity to review ~~school~~ district-related topics, discuss ~~school~~ district business items, and bring matters to conclusion in a timely and consistent manner.

To ensure that board meetings are conducted in an orderly fashion, the board will follow rules of order that will allow the board:

A. To establish guidelines by which the business of the board can be conducted in a regular and internally consistent manner;

B. To organize the meetings so all necessary matters can be brought to the board and decisions of the board can be made in an orderly and reasonable manner;

C. To ensure that members of the board have the necessary information to make decisions on substantive issues and to ensure adequate discussion of decisions to be made; and

D. To ensure that meetings and actions of the board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. Rules of Order for Meetings

A. Rules of order for school board meetings are (1) Minnesota Statutes where specified; (2) specific rules of order as provided by the board consistent with Minnesota Statutes; and (3) Robert's Rules of Order, Revised (latest edition) where not inconsistent with (1) or (2) above.

B. Board members need not rise to gain the recognition of the chair.

C. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

D. All motions that require a second must receive a second prior to opening the issue for discussion of the board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion are recorded in the minutes.

E. The chair decides the order in which board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member will only speak to an issue after the member is recognized by the chair.

F. The chair will rule on all questions relating to motions and points of order brought before the board.

G. A ruling by the chair is subject to appeal to the full board pursuant to Robert's Rules of Order.

H. The board has authority to recognize any member of the audience regarding a request to be heard at the board meeting. Members of the public who wish to be heard must follow board procedures (see Policy 206).

I. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.

J. The chair will repeat a motion or the substance of a motion prior to the vote. The chair will call for an affirmative and a negative vote on all motions.

K. A board member may request a roll call vote. Roll call votes will be called in alphabetical order.

L. The chair has the same right and responsibility as each board member to vote on all issues.

M. The chair announces the result of each vote. The vote of each member, including abstentions, is recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.

N. A majority of the voting members of the board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally, any action taken in the

absence of a quorum is null and void. The only legal actions the board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess, or to take measures to obtain a quorum.

O. In the absence of the chairperson at any meeting, the presiding officer will be an officer of the elected ~~B~~board in the following order of precedence: (a) vice-chairperson, (b) clerk, (c) treasurer. If the chairperson does arrive, the acting presiding officer surrenders the chair to them.

P. In the absence of the clerk at any meeting, the presiding officer designates an assistant clerk to act.

IV. Order of Meeting

A. The school board will conduct an orderly board meeting. The board chair and superintendent will develop the agenda as discussed further in section V below. The board will, at all regular board meetings, follow an agenda order similar to:

1. Call to Order
2. Approval of Agenda
3. Excellence in Action
4. Hearing from members of the public
5. Presentations by invited staff or guests
6. Consent Agenda, including approval of prior meeting minutes
7. Discussion items
8. Action items
9. Leadership and Committee updates
10. Superintendent updates
11. Information items
12. Adjournment

B. The board may depart from the order of business with the consent of the majority of members present.

C. The board will receive monthly student enrollment updates and financial reports from the school administration.

D. No regular meeting will continue beyond 10:00 PM, unless scheduled by the board chair and superintendent for a longer time, or without the approval of the majority of board members who are present and eligible to vote. A new time limit must be established before taking a board vote to extend the meeting. In the event a meeting has not been adjourned or continued by board vote prior to adjournment time, items not acted on will be deferred to the next regular board meeting.

V. School Board Agenda

A. The school board chair and superintendent are responsible to develop, prepare and arrange the order of items for the tentative board meeting agenda for each board meeting.

B. The board chair and superintendent will coordinate and share a monthly board agenda, for the school year, in August of each year. The year-long agenda will assist the board in its planning efforts.

C. Annually, the board will act on the following organizational items:

1. Election of officers
2. School board compensation
3. District legal counsel
4. District auditor
~~5. District physician~~
~~6~~5. Designation of depositories
6. Designation of official newspaper
~~7. Educational memberships~~
~~8. Student and facility fees~~
7. Regular board meeting schedule
8. Designation of responsible authority for data requests

D. Persons wishing to place an item on the agenda must make a request to the board chair or superintendent. The person making the request should provide their name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent determine whether to place the matter on a future agenda.

E. While every board member has the right to request adding an agenda item or changing an agenda at a regular board meeting, as best practice in preparing agendas and materials for regular board meetings, the board will strive to:

1. Make a request to the board chair or superintendent seven (7) days prior to the meeting for an item, presentation, or material they wish to be considered added to the meeting agenda.

2. Make a request to the board chair or superintendent ninety-six (96) hours in advance of the meeting for any changes to the posted agenda. If materials are not made available seven (7) days in advance of a meeting, then any requests should be made within forty-eight (48) hours of receipt of materials.

3. Contact the superintendent ~~and responsible administrator,~~ or the board chair directly, at least twenty-four (24) hours prior to the meeting with any questions

pertaining to a board agenda item that requires time and preparation to answer.

4. Inform the superintendent or board chair prior to the meeting if an error is identified in a presentation or minutes, so that a correction can be made.

F. The superintendent will strive to provide the board with the tentative agenda and supporting documents five (5) days prior to the scheduled meeting or work session. The superintendent and board chair may change the agenda up until the start of the regular meeting. The superintendent or their designee will notify the board if the tentative agenda or agenda packet is updated prior to the meeting.

G. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the board meeting will include a description of the matter.

H. At least one (1) copy of any printed materials related to the meeting's agenda items prepared by, or distributed to, or at the direction of, the board must be made available for inspection in the meeting room while the board considers its subject matter if the printed materials were also (i) distributed at the meeting to all board members; (ii) distributed before the meeting to all board members; (iii) available in the meeting room to all board members; or (iv) posted on the district website or using other district technologies in advance of the meeting. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

VI. Consent Agenda

A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the board has consented to the consideration of certain items as a group under one motion.

B. Consent items are those items that (1) usually do not require discussion or explanation prior to board action, (2) are noncontroversial and/or similar in content, or (3) have already been discussed and/or explained at a board committee or full board level and do not require further discussion or explanation. These agenda items may include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, and approval of reports. These items may also include similar groups of decisions such as, but not limited to, approval of employee contracts, approval of maintenance details for the school district buildings and grounds, approval of various schedules, and approval of routine agreements or contracts with vendors.

C. Items will be removed from the consent agenda by a timely request by an individual board member for independent consideration. A request is timely if made prior to the

vote on the consent agenda. The request does not require a second or a vote by the board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.

D. Consent agenda items are approved en masse by one (1) vote of the board. The consent agenda items are separately recorded in the minutes.

VII. Maintenance of School Board Meeting Minutes and Records

A school district representative will keep and maintain permanent records of the school board, including records of the minutes of board meetings and other required records of the board.

Public records maintained by the district are available for inspection by members of the public during the regular business hours of the district. Minutes of meetings are available for inspection at the administrative offices of the district after they have been prepared and are also available on the district's website. Minutes of a board meeting are approved or modified by the board at a subsequent meeting, which action is reflected in the official proceedings of that subsequent meeting.

VIII. Publication of Official Proceedings, Minutes

A. The school board will ensure that its official proceedings are published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the board conducts regular meetings not more than once every thirty (30) days, the board need not publish the minutes until ten (10) days after they have been approved by the board.

B. The proceedings to be published will be sufficiently detailed to fairly set forth the proceedings. The publication must include the substance of all official actions taken by the board at any regular or special meeting, and at minimum must include (i) the subject matter of a motion, (ii) the persons making and seconding the motion, (iii) a listing of how each member present voted on the motion, (iv) the character of resolutions offered including a brief description of their subject matter, and (v) whether the motion was adopted or defeated. The minutes and permanent records of the board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the board, the proceedings to be published may reflect that fact.

C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the board. The summary will be written in a clear and coherent manner and, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a

summary is published, the publication will clearly indicate (i) the published material is only a summary; (ii) the full text is posted on the district website and is also available for public inspection at the administrative offices of the district; and (iii) a copy of the proceedings, other than attachments to the minutes, is available, without cost, at the offices of the district or by means of standard mail.

Legal References

Minn. Stat. Ch. 13D	Open Meeting Law
Minn. Stat. § 123B.09	~~School Board Powers~~ Boards of Independent School Districts
Minn. Stat. § 123B.14	~~Record of Meetings;~~ Officers of Independent School Districts
Minn. Stat. § 126C.53	Enabling Resolution; Form of Certificates of Indebtedness
Minn. Stat. § 122A.40	Employment; Contracts; Termination
Minn. Stat. § 331A.01, subd. ~~6~~8	~~Newspapers;~~ Definitions: Newspapers
Minn. Stat. § 331A.04, subd. 6	~~Newspapers; Exception to Designation Priority~~ General Circulation in Locality
Minn. Stat. § 331A.05, subd. 8	Notice Regarding Published Summaries
Minn. Stat. § 331A.08, subd. 3	Publication of Proceedings
Minn. Stat. § 471.88	Exceptions

Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)
Op. Atty. Gen. 161-a-20, December 17, 1970

Cross References

Policy 205	Open Meetings and Closed Meetings
Policy 206	Public Hearings and Public Participation in School Board Meetings, Data Privacy Considerations
Policy 209	Code of Ethics

Policy

Adopted	04/16/2007
~~amended~~Revised	10/22/2012
Revised	12/15/2015
Revised	08/12/2019
Revised	07/13/2020
Revised	01/09/2023
Rev____	__/__/____

Legislative Involvement

I. Purpose

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

II. General Statement of Policy

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

III. Legislative Action

A. The school district will develop legislative initiatives to pursue. These initiatives will align with the district's vision, mission, values, and core beliefs, and prioritizes the needs of the district, the metropolitan region, and the state.

B. Once the school board adopts its legislative initiatives, board members and employees may publicly speak on behalf of those initiatives in compliance with Policy 107 – Public Relations and School Communications.

C. The district will be a member of educational organizations that promote and lobby for educational priorities that align with the district's mission. The district will have active representation in these organizations.

D. As needed, the district may work with stakeholders, including employees, parents, and community members, to serve in an advisory and/or advocacy capacity with respect to legislative issues. Issues for which such a group would be organized will directly relate to the district's mission. Coordination of legislative advisory or advocacy groups will be the responsibility of the superintendent or designee.

E. For issues not adopted as legislative initiatives, a board member or district employee may use ~~his or her~~ their title while speaking in support of issues that adhere to and promote the district's vision, mission, values, and core beliefs as long as the employee or ~~school~~ board member makes it clear that their position does not represent the district's legislative position or the collective ~~school~~ board.

Legal References

None

Cross References

Policy 107 Public Relations and School Communications

Policy

Adopted	06/22/2009
Revised	03/13/2013
Revised	01/28/2019
Revised	04/11/2022
Revised	02/13/2023
Rev____	__/__/____

Establishment, Adoption, and Modification of School District Budget

I. Purpose

This policy establishes lines of authority and procedures for the establishment, adoption, and modification of the school district's revenue and expenditure budgets.

II. General Statement of Policy

The school district will establish, adopt, and modify its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the district.

III. Requirements

A. The superintendent or other administrators, as designated by the superintendent or the school board, will each year prepare preliminary revenue and expenditure budgets for review by the ~~school~~ board ~~or~~ and its designated committee. The preliminary budgets are accompanied by written commentary as necessary for the budgets to be clearly understood by the members of the ~~school~~ board and the public.

   The ~~school~~ board will review the projected revenues and expenditures for the school district for the next fiscal year and make adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.

B. The district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures are reported in compliance with ~~Minn. Stat. § 123B.76~~ state law.

C. In accordance with ~~Minn. Stat. § 123B.77~~ state law, prior to July 1 of each year, the ~~school~~ board must approve and adopt its initial revenue and expenditure budgets for the next fiscal year. The adopted expenditure budget document is the school board's expenditure authorization for that fiscal year. No funds may be expended for any purpose in the fiscal year prior to the adoption of the expenditure budget document that authorizes the expenditure for the fiscal year or prior to the adoption of an amendment to the expenditure budget document by the ~~school~~ board to authorize the expenditure for the fiscal year.

~~D. To comply with Minn. Stat. § 275.065 state law, each year the district will provide the county auditor with supplemental information to be included in the notice of proposed property taxes for the subsequent calendar year. The manner and form of the information will be prescribed to the district by the county auditor.~~

~~E.~~D. Each year, the district will publish its adopted revenue and expenditure budgets for the current fiscal year; the actual revenues, expenditures, and fund balances for the prior fiscal year; and the projected fund balances for the current fiscal year in the form prescribed by the Minnesota Commissioner of Education ("Commissioner") within one week of the acceptance of the final audit by the ~~school~~ board, or November 30, whichever is earlier.

A statement will be included in the publication that the complete budget in detail may be inspected by any resident of the district upon request to the superintendent. A summary of this information and the address of the district's website where the information can be found must be published in a newspaper of general circulation in the district. At the same time as this publication, the district will publish the other information required by ~~Minn. Stat. § 123B.10~~ state law.

E. At the public hearing on the adoption of the district's proposed property tax levy, the ~~school~~ board will review its current budget and the proposed property taxes payable in the following calendar year.

IV. Implementation

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate budgetary duties to other administrators but maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for by the Government Accounting Standards Board (GASB) and in state law through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts ("UFARS").

C. The superintendent or designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to ~~school~~ board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the ~~school~~ board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the ~~school~~ board. Other funds to be expended in a subsequent fiscal year may not be encumbered prior to budget adoption unless specifically approved by the ~~school~~ board.

E. The district will make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

V. Modification of the Budget

A. If revisions or modifications to the adopted revenue and expenditure budgets are determined to be advisable by the administration, the superintendent will recommend the proposed changes to the school board. The proposed changes will be accompanied by sufficient and appropriate background information on the revenue and expenditure policy issues involved to allow the ~~school~~ board to make an informed decision.

The board's Finance and Facilities Committee will review the proposed modifications. The modifications will be sent to the board for approval.

B. If sufficient funds are not included in a particular fund within the expenditure budget to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the ~~school~~ board to authorize that expenditure for that fiscal year. An amended expenditure will not exceed the projected revenues available for that purpose in that fund.

Legal References

Minn. Stat. § 123B.10	Publication of Financial Information
Minn. Stat. § 123B.76	Expenditures; Reporting
Minn. Stat. § 123B.77	Accounting, Budgeting, and Reporting Requirements
Minn. Stat. § 275.065	Proposed Property Taxes; Notice

Cross References

Policy 703	Accounting

Policy

Adopted	09/27/2010
Revised	09/23/2014
Revised	12/12/2016
Revised	04/17/2023
Rev____	__/__/____

Accounting

I. Purpose

This policy adopts the Uniform Financial Accounting and Reporting Standards (UFARS) for Minnesota school districts provided for in guidelines adopted by the Minnesota Department of Education.

II. General Statement of Policy

The school district will comply with the ~~Uniform Financial Accounting and Reporting Standards (the~~ UFARS~~)~~ for Minnesota public school districts.

III. Maintenance of Accounts

The school district will maintain its financial records and record all financial transactions in compliance with the UFARS provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws relating to reporting of revenues and expenditures.

IV. Expenditures

The executive director of ~~business services~~ finance and operations will provide expenditure guidelines for appropriate and inappropriate expenditures to the school district administration (see Appendix I). An administrator is required to approve all expenditures of ~~school~~ district funds, including UFARS accounting codes.

V. School Site and Program Carryover Allocations

The school district enables ~~school~~ district sites and programs to carry over unspent site-generated funds, including but not limited to, donations, fundraiser proceeds, and monies collected for student trips and activities, and unspent capital funds. ~~any unspent funds from its total general fund allocation.~~ If the ~~school~~ district site or program over-spends its non-site-generated allocation, the deficit will be taken from the balance of its undesignated site-generated funds, if available. ~~also be carried over and taken from the next year's allocation~~. The administration is responsible for monitoring the budget allocations. The executive director of ~~business services~~ finance and operations will develop guidelines for applying the procedures (Appendix II).

VI. Instructional Materials and Class Activity Fees

The school district may request instructional materials and class activities fees, as permitted by state law, (Appendix III) from district families when preapproved by the director of teaching and learning. The accounting of these fees will be in accordance with district guidelines.

VII. Permanent Fund Transfers

Unless otherwise authorized pursuant to ~~Minn. Stat. § 123B.80, as amended, or any other~~ state law, fund transfers will be made in compliance with UFARS and permanent fund transfers will only be made in compliance with ~~Minn. Stat. §123B.79, as amended, or other~~ state law.

VIII. Reporting

The school board will provide for an annual audit of the financial records and transactions of the district to ensure compliance of its records with UFARS. Each fiscal year, the district will also provide for the publication of the financial information as specified in state law.

Legal References

Minn. Stat. § 123B.02	General Powers of Independent School Districts
Minn. Stat. § 123B.09	Boards of Independent School Districts
Minn. Stat. § 123B.10	Publication of Financial Information
Minn. Stat. § 123B.14, subd. 7	Clerk Records
Minn. Stat. § 123B.75	Revenue; Reporting
Minn. Stat. § 123B.76	Expenditures; Reporting
Minn. Stat. § 123B.77	Accounting, Budgeting, and Reporting Requirements
Minn. Stat. § 123B.78	Cash Flow; School District Revenues; Borrowing for Current Operating Costs; Capital Expenditure Deficits
Minn. Stat. § 123B.79	Permanent Fund Transfers
Minn. Stat. § 123B.80	Exceptions for Permanent Fund Transfers
Minn. Stat. § 475	Municipal Debt

Cross References

Policy 704	Annual Audit
Policy 705	Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

Policy

Adopted	09/27/2010
~~Amended~~Revised	06/20/2011
Revised	09/22/2014

Reviewed	01/30/2017
Revised	04/17/2023
Rev____	__/__/____

Expenditures

I. Appropriate Expenditures

School ~~D~~district funds may only be expended in ways that serve a public purpose related to district functions. Examples of appropriate expenditures include, but are not limited to:

A. Classroom or office supplies, furniture, reference materials, and equipment;

B. Costs of employees participating in approved workshops, conferences, and seminars, including registration fees, transportation, lodging, meals, and materials;

C. Costs of betterment, repairing, or maintaining district buildings, grounds, and equipment;

D. Costs of professional services such as auditors, attorneys, engineers, interpreters, and consultants;

E. Costs of contracted services such as election judges, trash removal, and electricians;

F. Reimbursement of employee's expenses incurred while performing duties such as mileage, parking fees, and work-related telephone calls;

G. Purchases of services, supplies, and equipment to provide student food and transportation services;

H. Costs incurred to hold meetings related to district issues including facility rental, speakers, and materials; and

I. Costs of meals for employees and other invited participants at district-sponsored or school-sponsored workshops or meetings that occur over a meal hour when staff is required to stay during the mealtime.

II. Inappropriate Expenditures

School ~~D~~district funds may not be expended in ways that do not serve a public purpose related to district functions. Examples of inappropriate expenditures include, but are not limited to:

A. Gifts, flowers, meals, or similar items for personal employee events such as birthdays, anniversaries, Administrative Professionals' Day, Boss's Day, including contributions to "sunshine" funds, social activities, and retirement parties;

B. Alcoholic beverages;

C. Donations or contributions;

D. Entertainment or recreation costs incurred by an employee while attending a conference, seminar, workshop, or other staff development activity;

E. Meals and mileage costs incurred related to non-district functions such as visiting convalescent coworkers, funerals, and retirement parties;

F. Decorations, such as plants and pictures, for an employee's individual workspace as opposed to decorations that enhance the work area as a whole;

G. Costs of individuals, who are not district employees, accompanying a district employee to a seminar, workshop, conference, or other event related to district business;

H. Personal telephone calls, faxes, mail, or email; and

I. Food for meetings unless participants are required to stay at meetings over a meal period.

Appendix

Adopted	09/27/2010
Revised	04/17/2023
Rev____	__/__/____

~~School~~ District Site and Program Carryover Allocation Procedures

A. In the general fund, at the discretion of the superintendent or executive director of ~~business services~~ finance and operations, ~~school~~ district sites and programs are able to carry over ~~any unspent funds from their total allocation. If the school district site or program over-spends its allocation, the deficit will be carried over and taken from next year's allocation unspent~~ unspent site-generated funds and unspent allocated capital funds. Allocated general fund operating budgets will not carry over. If a school site or program over-spends its non-site-generated allocation, the deficit will be taken from the balance of its undesignated site-generated funds, if available.

B. The guidelines and parameters for the carryover ~~of excess/deficit allocations~~ are:

1. The carryover applies only to codes for which administrators receive allocations. It includes only the general fund. It does not include salaries and benefits, special education, and operations and maintenance. Carryover applies to site-generated funds and to capital funds for which administrators receive allocations. Carryover does not apply to allocated general fund operating budgets, including salaries and benefits, special education, and operations and maintenance.

2. Administrators will be informed of the ~~excess/deficit~~ carryover balances after the audit for the prior year has been completed. ~~Similar to the original allocation, the carryover/deficit can only be used for services, supplies, and miscellaneous expenditures.~~

3. Calculation of the carryover will be done on a building or program level ~~in comparison with the total allocation given at budget time~~. The carryover will not be calculated on a line item or code basis, but rather within an allocation area or site-generated funding source.

4. ~~If an organization or program accumulates a fifteen percent (15%) or more savings in one (1) year or has an accumulated savings that totals more than twenty-five percent (25%) of its annual allocation, an explanation as to the intended purpose of the accumulated funds will be required. The explanation should be submitted to the district's business office to be presented to the Bboard's Finance and Facilities Committee, no later than November 1 of the following fiscal year.~~ If allocated, carried-over capital funds may only be used for capital purposes. Carried-over site-generated funds may be used only for the purpose for which they were generated or designated. Undesignated

site-generated funds may be used for any purpose consistent with Appendix I to this policy.

5. ~~Capital budgets will not carry over. Application may be made to the district's business office to be presented to the B~~board~~'s Finance and Facilities Committee for approval to carry over capital funds for special projects.~~ If a school site or program accumulates a site-generated fund balance that exceeds twenty-five percent (25%) of its site-generated revenue for the prior fiscal year, an explanation as to the intended purpose of the accumulated funds will be required. The explanation should be submitted to the executive director of finance and operations to be presented to the Finance & Facilities Committee within 60 days of the school board's acceptance of the annual audit.

Appendix

Adopted	06/20/2011
Revised	04/17/2023
Rev____	__/__/____

Instructional Materials and Class Activity Fees

A. The purchase of instructional materials and technology may be requested of a student, as permitted by state law, and pre-approved by the executive director of teaching and learning.

B. The school district will provide copies for use, to be returned, when instructional materials are required for course completion and student purchase is not desired. A student may be permitted by the district to purchase district materials if the student desires.

C. An employee who recognizes a possible financial need for instructional materials and/or class activity fees for a student served by the district will contact their building administrator or school social worker to determine possible next steps in providing assistance.

D. A student is responsible for the cost of replacing any district materials or property lost or damaged by the student.

E. If a student elects a classroom project which exceeds the minimum requirements of the class, the district may charge the student who makes that election the amount of the excess expense. A project will always be available that meets the classroom requirements with no charge to a student.

F. Fees for classroom activities (e.g., field trips) are acceptable student expenditures provided that the class activity is (~~a~~ 1) supplementary to the basic course requirement, and (~~b~~ 2) no student is penalized for choosing not to participate in such activity.

G. Personal or consumable items (e.g., physical education attire, instrument rental fees, notebooks, pencils) are considered routine expenses paid by the student. For financial assistance, students and families should work with the administrator at the site.

H. The district will not require or recommend private tutoring, lessons, or the provision of supplies for a grade or portion thereof, class prerequisite, or any other classroom benefit.

I. Building administrators will review at the conclusion of each school year the student supply list for the following year. This review will ensure the student supply requests are ecologically and financially responsible, containing only items that are consumable by the students.

J. Employees who collect fees on behalf of the district must have the fees pre-approved by the district. Personal checks need to be made out to Edina Public Schools. Collected fees must be submitted to the building office on a daily basis for security purposes.

Appendix

Adopted	09/27/2010
Revised	04/24/2014
Revised	04/17/2023
Rev____	__/__/____

Purchasing

I. Purpose

This policy defines the process for purchasing supplies, equipment, materials, and services that will be used to meet the needs of the school district.

II. General Statement of Policy

The school district's purchasing process will comply with federal law, state statutes, the directives of the Minnesota Department of Education and the district auditor, and business best practices.

III. Requisition and Purchase Order Process

All orders of material value will follow the school district's requisition and purchase order process established by the executive director of ~~business services~~ finance and operations. In the case of an emergency or urgency of time, the process may be modified with the pre-approval of the executive director of ~~business services~~ finance and operations. Payments to vendors will not be approved until the ~~receivable~~ receiving process has been completed for the purchase.

IV. Orders, Quotations, Bids, and Request for Proposal (RFP) Requirements

A. All purchases of products, services, and equipment must adhere to school district guidelines and directives established by the executive director of ~~business services~~ finance and operations (see Appendices I and II), including the following:

   1. Purchases of less than $25,000 may be completed through quotations in an open market. ~~The requesting department may issue quotes to at least two vendors, preferably three or more where applicable, for purchases funded through Federal Grant funds that exceed $3,000~~. So far as practicable, the requesting department must obtain multiple quotations.

   2. Purchases of $25,000 to $175,000 require ~~a minimum of two~~ multiple quotes. The ~~quote~~ purchase will be awarded to the lowest, responsible, qualified vendor, taking into consideration the quality of the product and the ability to perform, given the needs of the district.

3. Purchases exceeding $175,000 will be put to bid with the exception of professional services, book requests under the copyright law, or joint powers agreements.

4. Purchases funded in whole or in part by federal awards must also comply with federal procurement regulations and the most current version of the "Edina Public Schools Federal Procurement Manual", using the federal thresholds in effect at the time of procurement.

B. All purchase orders must be signed and dated indicating receipt of merchandise and forwarded to the district office for payment.

C. All requests for proposals of services will include an explanation of services being sought, criteria for selection, and the application and selection process.

D. Every three (3) to five -(5) years, the district will complete RFPs for management and administrative services (e.g., insurance carriers, waste management, legal counsel).

V. Reimbursement without a Purchase Order

A. Items purchased locally without a purchase order will require submission of a request for payment or an employee expense report form. ~~submitted (see Policy 708 – Expense Reimbursement).~~ Either form must have the original receipt attached and provide the necessary supervisor approval and budget code. The check for a request for payment will be paid directly to the vendor.

B. An employee that wishes to be reimbursed for a purchase will complete an employee expense report form, meeting the requirements stated above. The employee will not be reimbursed for sales tax incurred because of the school district's tax-exempt status.

VI. Procurement Card

A. Procurement cards will be issued to employees upon completion of an application, approval by the requesting employee's supervisor, and approval by the executive director of ~~business services~~ finance and operations. All holders of a school district procurement card must comply with all articles of ~~the current Policy 707~~ this policy including its appendices.

B. Employees with procurement cards are required to submit their monthly expenditure reports accompanied with all receipts and expenditure allocations among pre-approved account codes without exception. Purchases with missing receipts will be reimbursed to the district by the employee who made the purchase.

Legal References

Minn. Stat. § 123B.02, subd. 23	Credit Cards
Minn. Stat. § 471.345	Uniform Municipal Contracting Law
Minn. Stat. § 471.345, subd. 3	Contracts Over $175,000
Minn. Stat. § 471.345, subd. 4	Contracts Exceeding $25,000 But Not $175,000
Minn. Stat. § 471.345, subd. 5	Contracts $25,000 or Less
Minn. Stat. § 471.345, subd. 15	Cooperative Purchasing
2 C.F.R. . §§ 200.317 to 200.327	Procurement Standards (Federal Uniform Guidance)

Cross References

Policy 708	Expense Reimbursement

Policy

Adopted	10/25/2010
~~amended~~Revised	03/12/2012
Revised	09/22/2014
Revised	02/27/2017
Revised	01/28/2019
Revised	04/17/2023
Rev____	__/__/____

Soliciting Prices Through Bids and Quotations

A. Expenditures for the purchases of goods and/or services, not exempt from state competitive bidding laws ~~Minn. Stat. § 471.345~~, will be subject to written quotations or formal bids within these restrictions:

1. Contracts Over $175,000

   If the amount of the contract is estimated to exceed $175,000, sealed bids will be solicited by public notice in the manner and subject to the requirements of state law ~~Minn. Stat. § 471.345, subd. 3~~.

   The executive director of ~~business services~~ finance and operations or their designee will:

   a. Prepare specifications for prospective bidders.

   b. Advertise for bids setting forth the goods and/or services to be included, and the date and place of the bid opening.

   c. Deliver sets of the specifications and form of proposal to all vendors requesting them and, in addition, others who might normally be interested in bidding.

   d. Receive and open bids on the date specified.

   e. Tabulate all bids. Tabulation will be presented to the school board. It will be provided to bidders upon request.

   f. Make a recommendation to the ~~school~~ board on which bid appears to be in the best interest of the school district.

   g. Following approving action by the ~~school~~ board, prepare a contract with the successful bidder

   h. Monitor the fulfillment of the contract to ensure compliance with the specifications.

   i. Ensure performance guarantees are provided.

      i. On any order which has been bid, a performance bond is required as follows:

(a) 100% on furniture and equipment
(b) 100% on construction

ii. Bid bonds in the amount of 5% are required on all formal bids.

2. Contracts from $25,000 to $175,000

   If the amount of the contract is estimated to exceed $25,000 but not to exceed $175,000 the contract may be made either upon sealed bids or by direct negotiation, by obtaining ~~two or more~~ multiple quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained will be kept on file for a period of at least one year after receipt thereof, in accordance with Minn. Stat. 471.345 ~~S~~subd. 4 and ~~S~~subd. 15.

3. Contracts Less Than $25,000

   If the amount of the contract is estimated to be less than $25,000, the contract may be made either upon quotation or in the open market, at the discretion of the ~~school~~ board; but, so far as is practicable, the contract will be based on ~~at least two~~ multiple quotations which will be kept on file for a period of at least one year after receipt thereof, in accordance with Minn. Stat. 471.345 ~~S~~subd. 5.

4. Formal Bidding Procedures

   Sealed bids are to be opened in the district office, at the specific time stated in the bid form. Bids on construction contracts and items of unusual nature are to be opened at the district office at a regular time as stated in the bid form. All bidders will be notified of the opening and invited to be present. Bids or quotations received after the date and time specified will be returned to the bidder unopened.

5. Purchases ~~that are~~ funded ~~through~~ in whole or in part by federal awards ~~Federal Grant Funds~~ must also comply with federal procurement regulations and the most current version of the "Edina Public Schools Federal Procurement Manual".

B. The ~~school~~ board will have discretion in determining the responsibility of the bidders based on conformity with specifications, terms of delivery, and other conditions imposed in the call for bids or the specifications and will award the contract to the lowest responsible bidder, providing the bidder fully meets the specifications.

C. Changes in the amount or the condition of the bid will not be allowed once the bid has been received by the ~~school~~ board or its agents. Awards will be made only on the specifications advertised or amended prior to the official opening of the bids.

Appendix

Adopted	10/25/2010
Revised	03/12/2012
Revised	09/22/2014
Revised	02/27/2017
Revised	04/17/2023
Rev____	__/__/____

Contracting Authority to Purchase

A. A contract is defined as an agreement entered into for the sale, purchase, or license of supplies, materials, services, software, equipment, or the rental thereof, or the construction, alteration, repair, or maintenance of real or personal property, and services. All contracts will comply with applicable bid laws and school board policies. The terms of such contracts, except for capital leases, will not exceed five years with an annual option to renew.

B. Contracting authority resides solely with the ~~school~~ board.

C. For contracts in an amount not exceeding a total payment of $175,000, the ~~school~~ board will delegate to the superintendent the authority to lease, purchase, license, and contract for goods and services within the budget as approved by the ~~school~~ board. Splitting of contracts voids the contract and is not permissible. If more than one contract is entered into with a particular vendor on a project, and at some time during the course of the project it appears that the cumulative cost of the contracts will exceed $175,000, ~~school~~ board action is required for the remaining contracts in connection with said project.

D. No individual purchase, license, or lease ("contract") for $175,000 or greater will be made or authorized, except at a regular meeting of the ~~school~~ board or at a special meeting of which all members have had notice.

E. All material modifications to ~~school~~ board-approved contracts require ~~school~~ board action. The administration may request a ~~school~~ board exemption from this policy for any purchase which is exempt ~~from~~ under state law. ~~Minn. Stat. § 471.345 (Uniform Municipal Contracting Law).~~

Appendix

~~Established~~Adopted	10/25/2010
Revised	03/12/2012
Revised	09/22/2014
Revised	02/27/2017
Reviewed	04/17/2023
Rev____	__/__/____

VIII. **Action**

VIII.A. Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Buildings, Grounds, and Maintenance Employees

DEFINING EXCELLENCE

Board Meeting Date: 10/12/2026

Title: Proposed 2026-2028 Collective Bargaining Agreement Between Independent School District 273 and the Service Employees International Union, Local 284, Buildings, Grounds, and Maintenance Employees

Type: Action

Presenter(s): Sonya Sailer, Executive Director of Human Resources; Mert Woodard, Executive Director of Finance and Operations

Description: The School District's buildings, grounds, and maintenance employees have ratified a tentative agreement for a two-year contract effective July 1, 2026 through June 30, 2028. The proposed terms and conditions of employment are reflected in the attached agreement with underlined font used to represent new language and strikethrough font used to show language to be removed from the contract as a part of the tentative agreement. All changes are shaded in yellow. Financial highlights of the proposed agreement include:

1. Step advancement for eligible employees in both years of the agreement;
2. A three and one-quarter (3.25) percent improvement to steps 1-5 of all wage schedules in the first year of the agreement and a three and one-half (3.5) percent increase in the second year of the agreement;
3. A four and one-quarter (4.25) percent improvement to longevity steps L6, L11, L16, L21 and L30 of all wage schedules in the first year of the agreement and a four and one-half (4.5) percent increase in the second year of the agreement;
4. A $50.00 per month increase to the district's contribution towards health insurance beginning on January 1, 2027, with an additional $75.00 monthly increase on January 1, 2028;
5. A $7.00 per month increase to the Special Boiler license differential with a $12.00 per month increase to the Second-Class license differential; and
6. A one-time payment of up to $150.00 to offset the examination and study guide costs of obtaining a Special Boiler license upon successful completion of the examination.

The two-year total package for this proposed agreement is $9,956,884, which represents an increase of $601,340. Using the Minnesota School Board Association's costing formula, the two-year percentage increase is 6.43%. This amount is within the School Board's financial parameters for this collective bargaining agreement. Dr. Bittman supports the recommendation.

Recommendation: Approve the proposed 2026-2028 collective bargaining agreement.

Attachments:

1. DRAFT underlined/strikethrough version of proposed 2026-2028 collective bargaining agreement.
2. Final clean copy of the proposed 2026-2028 collective bargaining agreement.



MASTER AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273, EDINA PUBLIC SCHOOLS

AND THE

SERVICE EMPLOYEES INTERNATIONAL UNION, LOCAL 284 REPRESENTING BUILDINGS, GROUNDS, AND MAINTENANCE EMPLOYEES

JULY 1, ~~2024~~ 2026 THROUGH JUNE 30, ~~2026~~ 2028

Approved by the ISD 273 School Board _____.

Accessibility Compliant

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1. INTRODUCTION

1.1 Master Agreement

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools, ("Employer") and Service Employees International Union, Local No. 284, ("Union").

1.2 Recognition

The Employer recognizes the Union as the exclusive representative for the purpose of negotiating terms and conditions of employment for all buildings, grounds, and maintenance employees employed by Independent School District No. 273, Edina, Minnesota, who are public employees within the meaning of Minn. Stat. § 179A.03, subd. 14, excluding managerial, confidential, supervisory and all other employees.

1.3 Right to Views

Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any employee or their representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the terms and conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the Union.

1.4 Union Dues

Employees shall have the right to request and be allowed dues checkoff for the Exclusive Representative. The Exclusive Representative will submit a written certification to the Employer that the Exclusive Representative has received an authorization signed by the employee authorizing the deduction of union dues. The Employer will deduct monthly the dues that the service employees have agreed to pay to the organization during the period provided in said authorization and remit these dues to the Union. The Union will indemnify, defend, and hold the District harmless against any claims made against and any suits instituted against the Employer, its officers, or employees, by reason of the deduction of union dues.

1.5 Union Access to Information

As required by law, the Employer shall make available to the Union a bargaining unit list of employees including name, address, phone numbers, electronic mail address(es), work hours, work location, job classification, wage schedule placement, and dates of employment. Additionally, the Employer will notify the Union of new hires, transfers out of the bargaining unit, and separations from employment, in the time period required by law.

1.6 Managerial Rights

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

1.7 Provisions Contrary to Law

Any portion of this Agreement that violates any provision of state or federal law, or any rules or regulations promulgated thereunder, either now or hereafter, are null and void and without force and effect.

If any provision of this Agreement or the application of any provision under any circumstances is held invalid, that provision is severable, and it will not affect any other provisions of this Agreement or the application of provisions under other circumstances.

2. WAGES AND OTHER COMPENSATION

2.1 Hourly Wage Schedules

2026-2027

The proposed hourly wage schedule for July 1, 2026 - June 30, 2027 is as follows:

Step	High School/ ECC Night Lead	Building Repair	Middle School Night Lead	Grounds -keeper	Elementary Night Lead	Custodian Specialist	Custodian
1	$32.44	$31.86	$31.96	$31.45	$31.37	$27.47	$25.05
L6	$33.05	$32.47	$32.57	$32.06	$31.97	$28.04	$25.59
L11	$33.33	$32.77	$32.87	$32.35	$32.25	$28.34	$25.90
L16	$33.63	$33.06	$33.15	$32.63	$32.56	$28.64	$26.18
L21	$33.93	$33.36	$33.44	$32.93	$32.86	$28.94	$26.48
L30	$34.21	$33.64	$33.75	$33.23	$33.14	$29.34	$26.76

Eligible employees to advance one (1) step on the wage schedule as of July 1, 2026.

2027-2028

The proposed hourly wage schedule for July 1, 2027 - June 30, 2028 is as follows:

Step	High School/ ECC Night Lead	Building Repair	Middle School Night Lead	Grounds -keeper	Elementary Night Lead	Custodian Specialist	Custodian
1	$33.58	$32.98	$33.08	$32.55	$32.47	$28.43	$25.93
L6	$34.54	$33.93	$34.04	$33.50	$33.41	$29.30	$26.74
L11	$34.83	$34.24	$34.35	$33.81	$33.70	$29.62	$27.07
L16	$35.14	$34.55	$34.64	$34.10	$34.03	$29.93	$27.36
L21	$35.46	$34.86	$34.94	$34.41	$34.34	$30.24	$27.67
L30	$35.75	$35.15	$35.27	$34.73	$34.63	$30.66	$27.96

Eligible employees to advance one (1) step on the wage schedule as of July 1, 2027.

2.1.1 Saturday Shift Differential

For all custodial hours worked on a Saturday, the employee will be compensated with a Saturday differential of $0.50 per hour.

2.1.2 Sunday Shift Differential

For all custodial hours worked on a Sunday, the employee will be compensated at two (2) times the regular rate of pay.

2.2 Monthly Differentials for Boiler License and Pool Operator Certification

An eligible employee who furnishes to the Human Resources Department a copy of a valid and current boiler operator's license card and/or pool operator certification issued by the State of Minnesota will be eligible for an additional monthly salary differential, as follows:

License	Monthly Differential
Special	~~$13.00~~ $20.00
Second Class	~~$18.00~~ $30.00
First Class	$45.00
Chief	$65.00
Pool	$28.00

The Employer will provide $150.00 to an employee to offset the cost of the Special Boiler License examination and related study materials upon the employee's successful completion of the examination.

2.3 Longevity Pay

Eligibility for advancement to a longevity step on the wage schedule will be determined as of July 1 with new employees hired prior to January 1 considered to have worked for one year for the purposes of step advancement. Employees will qualify to move to the applicable longevity step of the hourly wage schedule after five (5) years, ten (10) years, fifteen (15) years, and twenty (20) years of service to the Employer within this bargaining unit.

For employees employed prior to July 1, 2022, the longevity calculation will include years of service in the combined Transportation Department and Buildings and Grounds Department bargaining unit that existed prior to the BMS Unit Amendment Order of August 2022.

Effective January 1, 2023, employees granted credit for outside experience at the time of hire resulting in an initial placement on a longevity step will advance to the next longevity step after five (5) years of service to the Employer within this bargaining unit (e.g., an employee granted outside experience and placed at step L6 at the time of hire must work five full years for the Employer before advancing to step L11).

2.4 Credit for Outside Experience

Credit may be granted by the Human Resources Department for appropriate outside experience at the time of employment. No new employee will be hired at the longevity rate.

2.5 Credit for In-District Experience

2.5.1 Step Advancement for New Employees

New employees hired prior to January 1 who are still employed by the District on the following June 30 will be considered to have worked one (1) year for purposes of salary increases and vacation privileges.

2.5.2 New Classification

A current employee who moves to a higher paid classification will be placed at (1) the first step of the wage schedule in the new classification or (2) at the first step that exceeds their current hourly rate by at least $~~0.50~~ 1.00 per hour, whichever is greater.

2.6 Supervisory Substitute Compensation

The Director of Buildings and Grounds, or designee, will appoint an employee to temporarily replace ~~the~~ a High School, Middle School, or Edina Community Center (ECC) ~~n~~Night ~~l~~Lead ~~temporarily~~ who is absent for three (3) or more consecutive working days. ~~Beginning with the first day of the replacement period, t~~The appointed employee will be paid the night lead rate at step one beginning on the first day of the replacement assignment. If the step one night lead rate is equal to or less than the appointed employee's regular rate of pay, the appointed employee will instead be paid at the night lead~~'s~~ step that is the next step higher than the appointed employee's regular rate of pay. In no circumstance will the appointed employee be paid at a rate lower than the employee's regular rate of pay.

If it is not initially known that a High School, Middle School, or ECC Night Lead will be absent for three (3) or more consecutive working days, such as in cases of illness with an unknown duration, the Director of Buildings and Grounds, or designee, will appoint a replacement effective on the third consecutive day of absence or on the date the employee notifies the Director of Buildings and Grounds, or designee, that the absence will last at least three (3) consecutive working days, whichever occurs first.

If more than one employee is appointed to temporarily replace a High School, Middle School, or ECC Night Lead during the same vacancy, each appointed employee will receive the applicable pay differential for the date or dates of their respective appointment. Only one employee may receive the pay differential for any given day.

If the Director of Buildings and Grounds, or designee, fails to designate a specific employee to replace an absent High School, Middle School, or ECC Night Lead, the pay differential that would have been paid to the lowest paid eligible employee will be divided equally among all employees who are present and working at that worksite for the day(s) in question.

Whether to appoint an employee to temporarily replace an Elementary School Night Lead who is absent for three (3) or more consecutive working days shall be at the sole discretion of the Director of Buildings and Grounds or Executive Director of Finance and Operations.

2.7 Recruitment of New Custodians

An employee will receive $250.00 from the Employer for each new custodian that the employee recruits to work for the Employer. The compensation will be provided after the recruited employee completes the probationary period set forth in Section 9.1.

3. HOURS, ASSIGNMENTS, AND OVERTIME

3.1 Regular Workweek

The regular work week consists of five (5) consecutive days totaling forty (40) hours. The workweek commences at 12:01 a.m. on Monday and concludes at midnight the following Sunday. This workweek will be used to determine overtime. The five (5) consecutive days need not fall within a single Monday through Sunday workweek.

3.2 Overtime

An employee will be paid at one and one-half (1.5) times the employee's regular rate for work in excess of forty (40) hours per week, which includes days worked and holidays. Hours not worked by a school-term employee due to a holiday will count as hours worked for purposes of calculating when an employee has exceeded forty (40) hours of work in a workweek and is thus entitled to overtime pay. Sick leave and vacation days will not be included in calculating overtime.

Overtime hours worked on a holiday designated in this Agreement will be paid at two (2) times the regular rate. This payment is in addition to any holiday pay the employee may be eligible for under the terms of this Agreement.

Overtime will be assigned to employees and is rotated as equitably as possible among the employees who are qualified to handle the work as determined by the Employer. When the district has been notified of possible overtime situations, the overtime work will be posted at least one (1) week prior to the scheduled event.

Overtime will first be offered to employees within the specific worksite and then to employees at other sites. The Employer will utilize the maintained district-wide list of employees willing to work overtime when employees within the worksite are not willing to work overtime. In the event no employee is willing to work overtime, the Employer will assign an employee on a rotational basis using reverse seniority at the building.

The Employer, insofar as possible, will include pay for the overtime with the paycheck for the period following the period in which the overtime was earned.

Overtime pay will be calculated using the employee's regular rate of pay as defined by state and federal law.

3.3 Snowplowing Overtime

An employee who works hours outside their ~~employee's~~ assigned shift for snowplowing purposes ~~are~~ will be compensated at one and one-half (1.5) times their regular rate of pay, regardless of whether the employee has worked more than forty (40) hours during the workweek.

3.4 Return to Work

An employee called into work receives a minimum of two (2) hours of pay regardless of hours worked. This “called into work” provision does not include the extension of a regular shift.

3.5 Emergency Transfers

The Employer may transfer an employee in an emergency or to fill a temporary vacancy without posting that position, provided the transfer does not exceed one-hundred eighty (180) calendar days. During the period of reassignment, if the temporary assignment is to fill a Night Lead, Building Repair, or Groundskeeper position, the employee will be paid at the rate of pay provided for the temporary position under the terms of this Agreement. The Employer will notify in writing the union steward of transfers exceeding five (5) days indicating the effective date of the temporary transfer. This notification will be completed prior to the tenth (10th) day of the temporary transfer.

3.6 Custodial Shifts

Each custodial position is assigned to the first shift, second shift or third shift. Saturday and Sunday differentials apply to snowplowing duties.

The first shift is any shift where the majority of the scheduled hours to be worked during a work week fall within a period between 6:00 a.m. and 2:00 p.m.

Second shift is any shift in which the majority of the scheduled hours worked during a work week fall between the hours of 2:00 p.m. and 10:00 p.m.

Third shift is any shift in which the majority of the scheduled hours worked during a work week fall between 10:00 p.m. and 6:00 a.m.

3.7 Split Shifts

There are no split shifts unless approved by the employee. Split shifts are defined as two (2) periods of work in one (1) day separated by more than a one (1) hour period.

3.8 Inclement Weather

On days when school or all activities are cancelled for all or part of the day during an employee’s shift due to inclement weather, all employees normally assigned custodial duties for all or part of the day are expected to report for work to the site at which the custodial duties are normally performed.

An employee that works on these days will earn a day off with pay. The employee and the supervisor will work together to ensure the time earned is not forfeited. Earned time off must be used by August 31 each year.

If an employee is scheduled to work when school or activities are cancelled due to inclement weather but is unable to report to work, the employee will be paid for the assigned hours the employee works on a normal workday.

3.9 Four (4) Day Workweeks During the Summer Months

Employees may request a four (4) day workweek (working ten (10) hours per day) during the summer months under certain conditions. The employee's role must allow for flexibility in scheduling without negatively impacting operations, student or building needs, or team performance. Employees wishing to request a four (4) day workweek during the summer months must submit a written request to the Director of Buildings and Grounds, or designee. Requests will be reviewed on a case-by-case basis, considering building and district needs, workload, and the impact on team dynamics. Approval is at the sole discretion of the Employer and may be subject to certain conditions, such as altered working hours and modified job duties. The Employer reserves the right to modify or revoke a summer four (4) day workweek arrangement at any time to meet the needs of the School District, or if the employee's performance or attendance is impacted by the change in schedule.

4. VACATION AND HOLIDAYS

A twelve-month employee receives vacation days as follows:

Years of Service in Unit	Number of Vacation Days
1-2	12
3-10	~~15~~ 17
11-19	~~20~~ 22
20 or more	25

A twelve-month employee will be credited with vacation on a prorated basis at the time of hire and each subsequent July 1. Upon an employee's departure from employment with the Employer any used, unearned vacation will be deducted from the employee's final payment. A twelve-month employee may carry up to ten (10) days of vacation from one fiscal year to the next fiscal year.

4.1 Vacation Scheduling

An employee may schedule vacation on any day or days subject only to the requirement that sufficient employees remain on the job to constitute an efficient work force, as determined by the Custodial Supervisors in each building.

All vacation requests submitted prior to March 1st for the following fiscal year (July 1 to June 30) will be granted on a seniority basis. All other requests for vacation must

be received by the supervisor two (2) weeks in advance and will be granted on a first come first serve basis.

4.2 Holidays

Twelve-month employees will receive twelve (12) holidays with pay per year. Placement of days is determined by the Employer, after consultation with the Union Steward. Holiday pay is based on an employee's regular daily hours.

5. INSURANCE

5.1 Life Insurance

An employee working twenty-five (25) or more hours per week is eligible to participate in the Employer's group term life insurance program and is insured for an amount equal to the whole number of thousands of annual base wages. The Employer pays the entire premium for this coverage.

5.2 Accidental Death and Dismemberment Coverage

An employee working twenty-five (25) or more hours per week is eligible for accidental death and dismemberment insurance in an amount equal to the employee's annual base wages rounded up to the next whole thousand. The Employer pays the entire premium for this coverage.

5.3 Long-Term Disability Insurance

An employee working twenty-five (25) or more hours per week is eligible to participate in the Employer's long-term disability insurance program. The Employer pays the entire premium for this coverage.

5.4 Hospitalization-Medical Insurance

An employee working twenty-five (25) or more hours per week may enroll for single, single plus one, or family coverage in the Employer's hospitalization-medical insurance program. Participation in this program is voluntary. The maximum monthly Employer contribution toward the premium for the type of coverage in which a full-time employee is enrolled will be as follows:

Type of Coverage	Employer Maximum Monthly Contribution As of January 1, 2025	Employer Maximum Monthly Contribution As of January 1, 2027	Employer Maximum Monthly Contribution As of January 1, 2028
Single	$775.00	$825.00	$900.00
Single + One	$1,240.00	$1,290.00	$1,365.00
Family	$1,590.00	$1,640.0	$1,715.00

If an employee selects a plan for which the monthly premium is less than the Employer contribution toward the premium, the Employer will deposit the excess contribution into the employee's health reimbursement account.

An employee enrolled in the Employer's hospitalization-medical insurance program will contribute through payroll deduction any excess of the monthly premium over the maximum Employer contribution toward the type of coverage for which the employee is enrolled.

An employee receiving wage replacement benefits from the Employer's workers' compensation carrier, or the long-term disability carrier remains eligible for the Employer contribution towards a plan.

When two full-time employees are married and at least one of them is covered by this Agreement, and both employees are enrolled in a single plus one or family medical insurance plan through the Employer with one employee waiving coverage and covered as a dependent on the other employee's elected plan, then the employee who has elected the medical insurance plan will receive a monthly contribution in an amount equal to the Employer contribution under their work agreement for a single plus one plan (if enrolled in a single plus one plan), or a family plan (if enrolled in a family plan), plus the amount of the Employer's contribution towards a single medical insurance plan under their spouse's work agreement. Any balance remaining after married full-time employees have applied their pooled Employer insurance contributions towards their selected medical insurance plan remains with the Employer. This election must be made during (1) the open enrollment period or (2) upon the occurrence of a qualifying event, as defined by the hospitalization-medical insurance carrier.

5.5 Dental Insurance

An employee working twenty-five (25) or more hours per week may participate in the Employer's dental plan. An employee who enrolls in the program will contribute the entire premium through payroll deduction.

5.6 Flexible Benefits Plan

An employee is eligible to participate in the Flexible Benefits Plan established by the Employer, however, the employee must meet all other requirements for eligibility set forth in the Flexible Benefits Plans.

6. RETIREMENT

6.1 Retirement

An employee who retires may elect to maintain participation in the Employer's hospital medical insurance program by paying the full premium costs of this program in accordance with Minn. Stat. § 471.61.

6.2 Severance Pay

6.2.1 Eligibility for Severance Pay (Employees hired prior to July 1, 1990)

In order to be eligible for severance pay, an employee must have attained the age of fifty-five (55) years as of June 30 of the school year in which an application is made and must have completed a minimum of twenty (20) full years of continuous service to the Employer.

Severance pay is only available to employees hired prior to July 1, 1990. No severance pay will be paid to any employee who is discharged for cause.

6.2.2 Severance Pay Payment

At the time of retirement, unused sick leave accumulation over ninety (90) days will be converted to severance pay at the rate of one (1) day of severance pay for each two (2) days of sick leave. The amount of severance pay is determined by multiplying $85.00 by the number of days of severance pay for which the employee is eligible. In no case, however, will the severance pay exceed $5,000.00.

6.2.3 Application and Payment

An employee's application for severance pay at the end of the school year must be submitted to the Human Resources Department by February 1. An employee will receive the employee’s severance payment in three (3) equal installments. These payments will be made on July 15 of each year, following the effective date of retirement in accordance with Minn. Stat § 465.72.

6.2.4 Reduction for Tax-Deferred Matching Contribution

The amount of severance pay for which an employee may be eligible under this section is reduced by the amount of any Employer contribution that has been made to that employee’s tax-deferred matching contribution plan account.

6.3 Retirement Savings Plans

An employee may participate in a retirement savings program by contributing a portion of the employee’s annual base wages to this program. A list of eligible programs is available on the Employer's website and with the Business Services Department.

6.4 Tax-Deferred Matching Contribution Plan

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

6.4.1 Eligibility

Only an employee who is beginning their fifth (5th) year of service as determined under Section 2.3 and whose regular assignment is equivalent to or greater than twenty-five (25) hours per week is eligible for the matching Employer contribution provided in this section.

6.4.2 Approved Plan

The employee's tax-deferred matching contribution plan must be approved and subject to applicable provisions of Minnesota Statutes and IRS Code Section 403(b).

6.4.3 Matching Salary Deduction

The Employer contribution is not payable unless the employee authorizes a matching salary reduction in the amount ~~he or she is~~ they are eligible to receive ~~in~~ under this Agreement.

6.4.4 Employer Contribution

The Employer contribution will be up to ~~2%~~ two and one-half (2.5) percent of the employee's annual base salary.

6.4.5 Employee and Employer Contribution

The Employer contribution and matching employee contribution will be made to an Employer-approved company of the employee's choice, subject to Section 6.4.2. The employee is responsible for making all arrangements required by the company to ensure that proper payment can be made by the Employer.

7. UNIFORMS

Employees shall report to work with the uniform type approved by the Director of Buildings and Grounds or designee. All employees will receive five (5) new uniform shirts annually, ~~in July of 2025, and~~ consisting of three (3) collared ~~new uniform~~ shirts and two (2) t-shirts. ~~annually thereafter~~ T-shirts will be largely made of cotton to promote comfort during warmer seasons.

Upon hire, ~~N~~new employees will receive five (5) new uniform shirts ~~at the time of hire,~~ with the specific combination of shirt types determined based on the employee's hire date and seasonal needs.

The Employer will pay an annual clothing allowance to each employee in the amount of $190.00, which will be paid in equal installments via the Employer's payroll

system. The clothing allowance will be prorated based on hire date. Employees must use their clothing allowance to purchase appropriate, work-related clothing. Clothing allowances are included in employee wages as required by law.

8. LEAVES AND ABSENCES

8.1 Requests for Leave

Leave requests should be submitted to the employee's supervisor. The supervisor will respond to the leave request as soon as possible but within a maximum of three (3) working days after receiving the leave request.

If the supervisor is not available to make the decision within this timeframe, or if a leave is denied and the employee disagrees with the decision, the employee should contact the Human Resources Department to discuss the leave. Any unique circumstances surrounding the leave request will be considered as it relates to legal obligations or other factors presented by the employee.

In situations where the number of leave requests exceeds the ability to grant the leave, leave approvals will first be determined by the request date of the leave with seniority being the secondary criteria.

8.1.1 Leaves for Good Cause

There is no loss of job or seniority in case of leaves of absence for good cause. The Employer determines whether the leave of absence is for good cause.

8.2 Sick Leave

An employee is entitled to sick leave of one (1) working day per month worked, accumulative without limit. An employee will be credited with sick leave on July 1. If employment is concluded before the end of any year, sick leave days will be prorated. Accumulated sick leave is to be used for personal illness or serious illness of the employee's immediate family.

An employee may use leave allowance provided by the Employer for absences due to an illness or injury to the employee’s dependent child, adult child, spouse, sibling, parent, grandparent, or stepparent, for such reasonable periods as the employee’s attendance may be necessary, on the same terms the employee is able to use accumulated leave allowance for the employee’s own illness or injury and in accordance with state and federal law.

When a medical doctor certifies that home care is essential because of illness or injury of the employee’s spouse, the employee may deduct up to fifteen (15) days from accumulated leave allowance at no wage deduction.

If the Employer reasonably believes that an employee is abusing the use of sick leave, the Employer may require the employee to provide a note from a physician

indicating that an absence was due to illness that prevented the employee from performing their work duties in accordance with state and federal law. Normally, the Employer will provide advance notice to the employee that the Employer believes an abuse of sick leave is occurring and that the employee will be required to provide a physician's note for a subsequent absence; however, the Employer may require a physician's note without advance notice if the Employer has information that causes the Employer to reasonably believe that an employee is abusing the use of sick leave. The Employer may designate the physician the employee is required to see if medical certification is required. If the Employer designates the physician the employee is required to see for medical certification, then the Employer will reimburse the employee for any out-of-pocket medical costs incurred in obtaining the physician's note.

8.2.1 Use of Sick Leave for Bereavement

For death or illness in the immediate family (immediate family includes spouse, children, mother, father, brother, sister, grandparents and grandchildren; also in-laws of a similar degree of relationship), up to five (5) days of current sick leave may be used. For death or illness in other than the immediate family, up to three (3) days of current sick leave may be used upon the approval of the Human Resources Department.

8.3 Personal Business Leave

An employee may use a maximum of four (4) days of paid leave, up to thirty-two (32) hours for an eight (8) hour per day employee, during any one (1) contract year for the transaction of personal business that cannot occur outside school duty hours. Personal business leave is deducted from accumulated sick leave. Examples of personal business that qualify for use of leave allowance are court appearances, real estate closings and significant family events such as weddings and commencement ceremonies. Activities of a social nature would not qualify, nor would avocational activities or negotiations for a change in regular employment.

The specific reason for the requested leave does not have to be given. Requests for personal business leave must be submitted to the employee's supervisor in writing at least three (3) days in advance, except in cases of extreme emergency, and are subject to the approval of the Human Resources Department. Adequate staffing must be ensured as determined by the supervisor.

8.4 Jury Duty

An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave and will be paid by the Employer the difference between the regular hourly wage and the fee received for the required jury or court duty, unless the employee is a party in the case.

8.5 Military Leave

Military service leave will be granted in accordance with state and federal law.

8.6 Childcare Leave

An employee is eligible for a leave of absence without pay for a period of up to twelve (12) months for childcare purposes. The employee will submit an application for childcare leave at least sixty (60) calendar days before requested leave is to begin. The sixty (60) day requirement may be waived when an emergency makes notice impossible. Childcare will commence at a date agreed upon between the Employer and the employee. Failure to return to work upon expiration of a leave of absence will result in termination of employment. The employee will be reinstated to the employee's original job or to a custodial position with no reduction of monthly pay and will retain all seniority and leave benefits accrued prior to taking the leave of absence.

8.7 Short Term Disability Leave

The Employer will provide short-term disability leave coverage for employees who have exhausted accumulated paid leave options including sick leave, workers' compensation (if applicable), and any other state and/or federal paid leave programs prior to the commencement of long-term disability benefits.

8.7.1 Eligibility

An employee who has been employed by the Employer for one (1) calendar year will become eligible for short-term disability leave coverage after the employee has been totally and continuously disabled and unable to work for fifteen (15) consecutive duty days, as certified by a medical doctor. An employee who receives short-term disability leave coverage is ineligible to receive it again until twelve (12) months after the date of the last payment.

8.7.2 Short-Term Disability Leave Allowance

Short-term disability leave payments commence as of the sixteenth (16th) continuous duty day the employee is totally unable to work or after the last day of paid sick leave, whichever occurs last. Short-term disability leave will end after the employee has been unable to work for sixty-five (65) continuous duty days.

8.7.3 Short-Term Disability Leave Payments

Short-term disability leave payments will be fifty (50) percent of an employee's daily rate of pay. If an employee works hours that vary, an average of the previous six (6) weeks of pay will be used to determine the daily rate.

8.8 Sick Leave Conversion to Vacation

After a twelve-month employee has accumulated ninety (90) days of unused sick leave, the employee may convert additional sick leave to vacation days at the rate of one (1) vacation day for each two (2) days of unused sick leave. Forms requesting this election must be received in the Human Resources Department no later than July 15th. There is no vacation conversion for less than two (2) day segments of accumulated sick leave. Up to four (4) days of vacation may be converted each year. These vacation days are subject to the provisions of Section 4.

9. SENIORITY, JOB VACANCIES, PROBATIONARY PERIOD

9.1 Probationary Period

All new employees will be on probation for a period of one (1) year. During this time period, the Employer has the unqualified right to terminate the probationary employee without assigning any cause for the termination. After serving the probationary period, the employee, if retained, will be a non-probationary employee and assigned the privileges afforded to a non-probationary employee.

If a non-probationary employee is transferred or promoted to a new classification, the employee will serve a new probationary period of one-hundred twenty (120) calendar days in the new classification. During the probationary period in a new classification, the Employer may reassign the employee to the former classification if the employee's performance in the new classification is unsatisfactory. Also, during the probationary period in the new classification, the employee has the right to return to a position within the employee's former classification, without loss of seniority.

9.2 Layoffs

Layoffs due to employee reductions will be on the basis of seniority. The last employee hired will be the first laid off. An employee who is laid off will be offered re-employment before a new employee is hired; however, an employee retained or recalled must be qualified to perform the work available.

An employee who is laid off will be called back in reverse order of lay off. An employee on layoff retains the employee’s seniority and right to recall for a period of two (2) years from the date of layoff.

9.2.1 Callback to Position

An employee notified of ~~call back~~ callback must report to duty within fifteen (15) days of the date the notice of call back ~~call back~~ callback has been mailed by certified mail. The notice will be sent to the last known address of the employee and the union steward. Failure to respond within fifteen (15)

calendar days constitutes a waiver of rights and the employee will be terminated.

9.2.2 Bumping Procedure

A laid off night lead, building repair, or groundskeeper employee may immediately bump into a custodian position provided that the employee is qualified. The less senior person will be laid off in turn.

The Employer will combine custodian positions, if practicable, to provide a total of forty (40) hours per week to laid off senior employees. The least senior custodian employees will be laid off in turn.

A laid off night lead, building repair, or groundskeeper employee who bumps into a different position is “red-circled” and will continue to be paid at the then-current equivalent hourly rate of pay and benefits. A “red-circled” rate applies to the individual employee, not to the position.

An employee holding day positions or lead night custodians who were laid off will revert to a position in the employee’s previous classification provided they are qualified, as determined by the Employer, and have more seniority than other employees in that classification.

9.3 Vacancies

A custodial job vacancy is posted at each building for five (5) business days. In the event no employee applies for a vacancy, the least senior employee may be required to fill the vacancy. Job vacancies will be posted on the Employer's website.

9.3.1 Application for Job Vacancies

An employee interested in being considered for job vacancies should submit a letter of application outlining the employee’s work history within and outside of the District. An employee who submits a letter of application for any posted vacancy pursuant to this section will be interviewed.

Interviews may be in the form of preliminary screening interviews in an effort to allow the Employer to determine finalists for the position. A probationary employee is not eligible to apply for posted vacancies without the employee’s supervisor's approval.

9.3.2 Selection for Job Vacancies

Vacant positions will be filled by the Employer with the most qualified candidate. In making its determination, the Employer will consider current employees' qualifications and Employer seniority along with other relevant factors. These relevant factors include, but are not limited to, quality of work, dependability, general work ethic, customer service, and interpersonal skills as observed or reported by the employees' supervisors. Employees from within

the bargaining unit who apply for promotion or transfer will be given priority consideration. The decision for advancement, transfers, or promotions will be made by the Employer.

9.3.3 Employee Applicant Feedback

An employee applicant who is not offered a position has the right to request feedback from the Employer so they can increase skills or correct deficiencies in order to be considered for future job postings.

10. DISCIPLINE AND DISCHARGE

10.1 Discipline and Discharge

The Employer has the right to impose disciplinary actions on employees for just cause. Disciplinary actions by the Employer will normally take the course of #1, 2, 3 and 4, except in cases of a serious magnitude that could seriously jeopardize the safety of the students, fellow employees, or the physical and financial assets of the school district, including falsification of time records.

1 Oral reprimand
2 Written reprimand
3 Suspension without pay
4 Discharge

An employee who is subjected to the above actions has the right to request that these actions be reviewed through the recourse of the grievance procedure.

10.2 Written Records

If an employee has a deficiency of such magnitude that a written record is made of it, the employee and the Union Steward will be provided with a copy of the report. An employee's records will be examined annually by the administration and a notation will be made on any record of deficiency that has been satisfactorily corrected. Uncorrected deficiencies will be called to the attention of the employee and the Union in writing. Reasonable time and assistance will be granted for the correction of deficiencies. An employee who fails to correct deficiencies will be asked to resign or be discharged.

11. GRIEVANCES AND ARBITRATION

11.1 Definitions and Interpretation

11.1.1 Grievance

A "grievance" is any dispute or disagreement as to the interpretation or application of any term or terms of this Agreement.

11.1.2 Days

Reference to “days” regarding time periods within this section refers to working days. A “working day” is defined as all weekdays not designated as holidays by state law.

11.1.3 Computation of Time

In computing any period of time within this section, the date of the act, event, or default for which the designated period of time begins to run will not be included. The last day of the period so computed will be counted, unless it is a Saturday, Sunday, or a legal holiday, in which event the period runs until the end of the next day that is not a Saturday, Sunday, or legal holiday.

11.1.4 Filing and Postmark

The filing or service of any notice or document herein will be timely if it is personally serviced or if it bears a certified postmark of the United States Postal Service within the time period.

11.2 First Step

An employee with a grievance will take the matter up with the immediate supervisor within six (6) scheduled working days after the alleged original occurrence of the grievance.

11.3 Second Step

An employee who is not satisfied with the disposition of the grievance at the first step will, with the assistance of the Union Steward, file a written statement of the grievance with the Executive Director of Human Resources within fifteen (15) scheduled working days after the first step discussion with the immediate supervisor.

The written statement must (1) be dated and signed by the employee and (2) set forth the facts and state the provisions of the Agreement alleged to have been violated.

If the parties fail to agree, or the matter has not been satisfactorily adjusted within fifteen (15) scheduled working days after the grievance has reached the second step, the employee may appeal the grievance to the third step.

11.4 Third Step

An employee who is not satisfied with the disposition of the grievance at the second step will file a copy of the written statement of the grievance with the Superintendent within ten (10) scheduled working days after the disposition of the grievance at the second step.

The Superintendent or designee and the Business Representative or designee will then attempt to resolve the grievance and provide a written statement to the Union within ten (10) scheduled working days after receiving the third step written statement of grievance.

11.5 Submission to Arbitration

The Union may submit to arbitration any grievance that has been properly processed through the third step of the formal grievance procedure. A grievance may only be advanced to final and binding arbitration provided that the employee has not elected to pursue a veteran's discharge hearing and the timeline for such hearing has been exhausted, if applicable.

The Union must file with the Superintendent a written notice of intention to arbitrate within fifteen (15) scheduled working days after disposition of the grievance at the third step.

The parties will select an arbitrator in accordance with Minnesota Statutes, Section 179A.21 of PELRA.

11.6 Jurisdiction and Authority of Arbitrator

The arbitrator has jurisdiction only over those grievances that have been properly submitted to arbitration in accordance with the terms of this Agreement. The arbitrator has no power to add to or subtract from, or change, modify or amend in any way the terms and conditions of employment set forth in this Agreement; nor does the arbitrator have any power to hear or determine any dispute involving matters of inherent managerial policy. The decision of the arbitrator is subject to all the limitations of arbitration decisions set forth in PELRA. Within these constraints the decision of the arbitrator is final and binding.

11.7 Representation

An employee, supervisor or the School Board may be represented at any stage of the formal grievance procedure by any person or agent designated by the represented party to act ~~in~~ on its behalf.

11.8 Time Limitations

Since it is important that grievances be processed as rapidly as possible, the time limitations specified in this Agreement are considered as a maximum and every effort will be made to expedite the process.

Time limitations may be extended only by mutual consent. Failure of an employee or the Union to comply with the limitations specified constitutes a waiver of the grievance.

Failure of a supervisor to act within the time limitations specified constitutes a denial of the grievance and the employee or the Union may proceed to the next stage.

11.9 Number of Arbitrators

Arbitration proceedings are limited to the services of one (1) arbitrator.

12. DURATION AND RENEGOTIATION OF AGREEMENT

12.1 Term of Agreement

This Agreement becomes effective on July 1, ~~2024~~ 2026, and will continue in full force and effect to and including June 30, ~~2026~~ 2028, and annually thereafter except as modified or terminated in accordance with the provisions of this Section.

In the event negotiations are not completed by July 1, ~~2026~~ 2028, terms of the Agreement will remain in full force and effect and any scheduled longevity increases will be granted as specified in this Agreement.

12.2 Effect of Agreement

Any and all prior agreements, resolutions, practices, policies, rules, and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

12.3 Termination or Modification

Either party desiring to terminate or modify this Agreement must notify the other party in writing at least sixty (60) days but not more than ninety (90) days prior to June 30 of any year thereafter.

12.4 Negotiations During Term

The parties mutually acknowledge that during the negotiations that resulted in this Agreement, each had the unlimited opportunity to make demands and proposals regarding terms and conditions of employment. All understandings and agreements arrived at by the parties are set forth in this Agreement. For the duration of this Agreement, the Employer and the Union each voluntarily and unqualifiedly waive the right to meet and negotiate (except by mutual consent) regarding any and all terms and conditions of employment, whether or not specifically referred to or covered in this Agreement, even though such matters may not have been within the knowledge or contemplation of either or both of the parties at the time this Agreement was negotiated or executed.

13. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

Service Employees International Union Local 284

Aaron Janson, Contract Organizer

Chris Horton, Union Steward

Dated this _____ day of October 2026.

Independent School District No. 273

Karen Gabler, Board Chair

Erica Allenburg, Board Clerk

Dated this _____ day of October 2026.

Edina Public Schools

DEFINING EXCELLENCE

MASTER AGREEMENT

INDEPENDENT SCHOOL DISTRICT NO. 273,
EDINA PUBLIC SCHOOLS

AND THE

SERVICE EMPLOYEES INTERNATIONAL UNION,
LOCAL 284 REPRESENTING BUILDINGS, GROUNDS,
AND MAINTENANCE EMPLOYEES

JULY 1, 2026 THROUGH JUNE 30, 2028

Approved by the ISD 273 School Board 10.12.2026.

Accessibility Compliant

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1. INTRODUCTION

1.1 Master Agreement

This Agreement is made and entered into by and between Independent School District No. 273, Edina Public Schools, ("Employer") and Service Employees International Union, Local No. 284, ("Union").

1.2 Recognition

The Employer recognizes the Union as the exclusive representative for the purpose of negotiating terms and conditions of employment for all buildings, grounds, and maintenance employees employed by Independent School District No. 273, Edina, Minnesota, who are public employees within the meaning of Minn. Stat. § 179A.03, subd. 14, excluding managerial, confidential, supervisory and all other employees.

1.3 Right to Views

Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any employee or their representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the terms and conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the Union.

1.4 Union Dues

Employees shall have the right to request and be allowed dues checkoff for the Exclusive Representative. The Exclusive Representative will submit a written certification to the Employer that the Exclusive Representative has received an authorization signed by the employee authorizing the deduction of union dues. The Employer will deduct monthly the dues that the service employees have agreed to pay to the organization during the period provided in said authorization and remit these dues to the Union. The Union will indemnify, defend, and hold the District harmless against any claims made against and any suits instituted against the Employer, its officers, or employees, by reason of the deduction of union dues.

1.5 Union Access to Information

As required by law, the Employer shall make available to the Union a bargaining unit list of employees including name, address, phone numbers, electronic mail address(es), work hours, work location, job classification, wage schedule placement, and dates of employment. Additionally, the Employer will notify the Union of new hires, transfers out of the bargaining unit, and separations from employment, in the time period required by law.

1.6 Managerial Rights

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

1.7 Provisions Contrary to Law

Any portion of this Agreement that violates any provision of state or federal law, or any rules or regulations promulgated thereunder, either now or hereafter, are null and void and without force and effect.

If any provision of this Agreement or the application of any provision under any circumstances is held invalid, that provision is severable, and it will not affect any other provisions of this Agreement or the application of provisions under other circumstances.

2. WAGES AND OTHER COMPENSATION

2.1 Hourly Wage Schedules

2026-2027

The hourly wage schedule for July 1, 2026 - June 30, 2027 is as follows:

Step	High School/ ECC Night Lead	Building Repair	Middle School Night Lead	Grounds -keeper	Elementary Night Lead	Custodian Specialist	Custodian
1	$32.44	$31.86	$31.96	$31.45	$31.37	$27.47	$25.05
L6	$33.05	$32.47	$32.57	$32.06	$31.97	$28.04	$25.59
L11	$33.33	$32.77	$32.87	$32.35	$32.25	$28.34	$25.90
L16	$33.63	$33.06	$33.15	$32.63	$32.56	$28.64	$26.18
L21	$33.93	$33.36	$33.44	$32.93	$32.86	$28.94	$26.48
L30	$34.21	$33.64	$33.75	$33.23	$33.14	$29.34	$26.76

Eligible employees to advance one (1) step on the wage schedule as of July 1, 2026.

2027-2028

The hourly wage schedule for July 1, 2027 - June 30, 2028 is as follows:

Step	High School/ ECC Night Lead	Building Repair	Middle School Night Lead	Grounds -keeper	Elementary Night Lead	Custodian Specialist	Custodian
1	$33.58	$32.98	$33.08	$32.55	$32.47	$28.43	$25.93
L6	$34.54	$33.93	$34.04	$33.50	$33.41	$29.30	$26.74
L11	$34.83	$34.24	$34.35	$33.81	$33.70	$29.62	$27.07
L16	$35.14	$34.55	$34.64	$34.10	$34.03	$29.93	$27.36
L21	$35.46	$34.86	$34.94	$34.41	$34.34	$30.24	$27.67
L30	$35.75	$35.15	$35.27	$34.73	$34.63	$30.66	$27.96

Eligible employees to advance one (1) step on the wage schedule as of July 1, 2027.

2.1.1 Saturday Shift Differential

For all custodial hours worked on a Saturday, the employee will be compensated with a Saturday differential of $0.50 per hour.

2.1.2 Sunday Shift Differential

For all custodial hours worked on a Sunday, the employee will be compensated at two (2) times the regular rate of pay.

2.2 Monthly Differentials for Boiler License and Pool Operator Certification

An eligible employee who furnishes to the Human Resources Department a copy of a valid and current boiler operator's license card and/or pool operator certification issued by the State of Minnesota will be eligible for an additional monthly salary differential, as follows:

License	Monthly Differential
Special	$20.00
Second Class	$30.00
First Class	$45.00
Chief	$65.00
Pool	$28.00

The Employer will provide $150.00 to an employee to offset the cost of the Special Boiler License examination and related study materials upon the employee's successful completion of the examination.

2.3 Longevity Pay

Eligibility for advancement to a longevity step on the wage schedule will be determined as of July 1 with new employees hired prior to January 1 considered to have worked for one year for the purposes of step advancement. Employees will qualify to move to the applicable longevity step of the hourly wage schedule after five (5) years, ten (10) years, fifteen (15) years, and twenty (20) years of service to the Employer within this bargaining unit.

For employees employed prior to July 1, 2022, the longevity calculation will include years of service in the combined Transportation Department and Buildings and Grounds Department bargaining unit that existed prior to the BMS Unit Amendment Order of August 2022.

Effective January 1, 2023, employees granted credit for outside experience at the time of hire resulting in an initial placement on a longevity step will advance to the next longevity step after five (5) years of service to the Employer within this bargaining unit (e.g., an employee granted outside experience and placed at step L6 at the time of hire must work five full years for the Employer before advancing to step L11).

2.4 Credit for Outside Experience

Credit may be granted by the Human Resources Department for appropriate outside experience at the time of employment. No new employee will be hired at the longevity rate.

2.5 Credit for In-District Experience

2.5.1 Step Advancement for New Employees

New employees hired prior to January 1 who are still employed by the District on the following June 30 will be considered to have worked one (1) year for purposes of salary increases and vacation privileges.

2.5.2 New Classification

A current employee who moves to a higher paid classification will be placed at (1) the first step of the wage schedule in the new classification or (2) at the first step that exceeds their current hourly rate by at least $1.00 per hour, whichever is greater.

2.6 Supervisory Substitute Compensation

The Director of Buildings and Grounds, or designee, will appoint an employee to temporarily replace a High School, Middle School, or Edina Community Center (ECC) Night Lead who is absent for three (3) or more consecutive working days. The appointed employee will be paid the night lead rate at step one beginning on the first day of the replacement assignment. If the step one night lead rate is equal to or less than the appointed employee's regular rate of pay, the appointed employee will instead be paid at the night lead step that is the next step higher than the appointed employee's regular rate of pay. In no circumstance will the appointed employee be paid at a rate lower than the employee's regular rate of pay.

If it is not initially known that a High School, Middle School, or ECC Night Lead will be absent for three (3) or more consecutive working days, such as in cases of illness with an unknown duration, the Director of Buildings and Grounds, or designee, will appoint a replacement effective on the third consecutive day of absence or on the date the employee notifies the Director of Buildings and Grounds, or designee, that the absence will last at least three (3) consecutive working days, whichever occurs first.

If more than one employee is appointed to temporarily replace a High School, Middle School, or ECC Night Lead during the same vacancy, each appointed employee will receive the applicable pay differential for the date or dates of their respective appointment. Only one employee may receive the pay differential for any given day.

If the Director of Buildings and Grounds, or designee, fails to designate a specific employee to replace an absent High School, Middle School, or ECC Night Lead, the pay differential that would have been paid to the lowest paid eligible employee will be divided equally among all employees who are present and working at that worksite for the day(s) in question.

Whether to appoint an employee to temporarily replace an Elementary School Night Lead who is absent for three (3) or more consecutive working days shall be at the sole discretion of the Director of Buildings and Grounds or Executive Director of Finance and Operations.

2.7 Recruitment of New Custodians

An employee will receive $250.00 from the Employer for each new custodian that the employee recruits to work for the Employer. The compensation will be provided after the recruited employee completes the probationary period set forth in Section 9.1.

3. HOURS, ASSIGNMENTS, AND OVERTIME

3.1 Regular Workweek

The regular work week consists of five (5) consecutive days totaling forty (40) hours. The workweek commences at 12:01 a.m. on Monday and concludes at midnight the following Sunday. This workweek will be used to determine overtime. The five (5) consecutive days need not fall within a single Monday through Sunday workweek.

3.2 Overtime

An employee will be paid at one and one-half (1.5) times the employee's regular rate for work in excess of forty (40) hours per week, which includes days worked and holidays. Hours not worked by a school-term employee due to a holiday will count as hours worked for purposes of calculating when an employee has exceeded forty (40) hours of work in a workweek and is thus entitled to overtime pay. Sick leave and vacation days will not be included in calculating overtime.

Overtime hours worked on a holiday designated in this Agreement will be paid at two (2) times the regular rate. This payment is in addition to any holiday pay the employee may be eligible for under the terms of this Agreement.

Overtime will be assigned to employees and is rotated as equitably as possible among the employees who are qualified to handle the work as determined by the Employer. When the district has been notified of possible overtime situations, the overtime work will be posted at least one (1) week prior to the scheduled event.

Overtime will first be offered to employees within the specific worksite and then to employees at other sites. The Employer will utilize the maintained district-wide list of employees willing to work overtime when employees within the worksite are not willing to work overtime. In the event no employee is willing to work overtime, the Employer will assign an employee on a rotational basis using reverse seniority at the building.

The Employer, insofar as possible, will include pay for the overtime with the paycheck for the period following the period in which the overtime was earned.

Overtime pay will be calculated using the employee's regular rate of pay as defined by state and federal law.

3.3 Snowplowing Overtime

An employee who works hours outside their assigned shift for snowplowing purposes will be compensated at one and one-half (1.5) times their regular rate of pay, regardless of whether the employee has worked more than forty (40) hours during the workweek.

3.4 Return to Work

An employee called into work receives a minimum of two (2) hours of pay regardless of hours worked. This “called into work” provision does not include the extension of a regular shift.

3.5 Emergency Transfers

The Employer may transfer an employee in an emergency or to fill a temporary vacancy without posting that position, provided the transfer does not exceed one-hundred eighty (180) calendar days. During the period of reassignment, if the temporary assignment is to fill a Night Lead, Building Repair, or Groundskeeper position, the employee will be paid at the rate of pay provided for the temporary position under the terms of this Agreement. The Employer will notify in writing the union steward of transfers exceeding five (5) days indicating the effective date of the temporary transfer. This notification will be completed prior to the tenth (10th) day of the temporary transfer.

3.6 Custodial Shifts

Each custodial position is assigned to the first shift, second shift or third shift. Saturday and Sunday differentials apply to snowplowing duties.

The first shift is any shift where the majority of the scheduled hours to be worked during a work week fall within a period between 6:00 a.m. and 2:00 p.m.

Second shift is any shift in which the majority of the scheduled hours worked during a work week fall between the hours of 2:00 p.m. and 10:00 p.m.

Third shift is any shift in which the majority of the scheduled hours worked during a work week fall between 10:00 p.m. and 6:00 a.m.

3.7 Split Shifts

There are no split shifts unless approved by the employee. Split shifts are defined as two (2) periods of work in one (1) day separated by more than a one (1) hour period.

3.8 Inclement Weather

On days when school or all activities are cancelled for all or part of the day during an employee’s shift due to inclement weather, all employees normally assigned custodial duties for all or part of the day are expected to report for work to the site at which the custodial duties are normally performed.

An employee that works on these days will earn a day off with pay. The employee and the supervisor will work together to ensure the time earned is not forfeited. Earned time off must be used by August 31 each year.

If an employee is scheduled to work when school or activities are cancelled due to inclement weather but is unable to report to work, the employee will be paid for the assigned hours the employee works on a normal workday.

3.9 Four (4) Day Workweeks During the Summer Months

Employees may request a four (4) day workweek (working ten (10) hours per day) during the summer months under certain conditions. The employee's role must allow for flexibility in scheduling without negatively impacting operations, student or building needs, or team performance. Employees wishing to request a four (4) day workweek during the summer months must submit a written request to the Director of Buildings and Grounds, or designee. Requests will be reviewed on a case-by-case basis, considering building and district needs, workload, and the impact on team dynamics. Approval is at the sole discretion of the Employer and may be subject to certain conditions, such as altered working hours and modified job duties. The Employer reserves the right to modify or revoke a summer four (4) day workweek arrangement at any time to meet the needs of the School District, or if the employee's performance or attendance is impacted by the change in schedule.

4. VACATION AND HOLIDAYS

A twelve-month employee receives vacation days as follows:

Years of Service in Unit	Number of Vacation Days
1-2	12
3-10	17
11-19	22
20 or more	25

A twelve-month employee will be credited with vacation on a prorated basis at the time of hire and each subsequent July 1. Upon an employee's departure from employment with the Employer any used, unearned vacation will be deducted from the employee's final payment. A twelve-month employee may carry up to ten (10) days of vacation from one fiscal year to the next fiscal year.

4.1 Vacation Scheduling

An employee may schedule vacation on any day or days subject only to the requirement that sufficient employees remain on the job to constitute an efficient work force, as determined by the Custodial Supervisors in each building.

All vacation requests submitted prior to March 1st for the following fiscal year (July 1 to June 30) will be granted on a seniority basis. All other requests for vacation must

be received by the supervisor two (2) weeks in advance and will be granted on a first come first serve basis.

4.2 Holidays

Twelve-month employees will receive twelve (12) holidays with pay per year. Placement of days is determined by the Employer, after consultation with the Union Steward. Holiday pay is based on an employee's regular daily hours.

5. INSURANCE

5.1 Life Insurance

An employee working twenty-five (25) or more hours per week is eligible to participate in the Employer's group term life insurance program and is insured for an amount equal to the whole number of thousands of annual base wages. The Employer pays the entire premium for this coverage.

5.2 Accidental Death and Dismemberment Coverage

An employee working twenty-five (25) or more hours per week is eligible for accidental death and dismemberment insurance in an amount equal to the employee's annual base wages rounded up to the next whole thousand. The Employer pays the entire premium for this coverage.

5.3 Long-Term Disability Insurance

An employee working twenty-five (25) or more hours per week is eligible to participate in the Employer's long-term disability insurance program. The Employer pays the entire premium for this coverage.

5.4 Hospitalization-Medical Insurance

An employee working twenty-five (25) or more hours per week may enroll for single, single plus one, or family coverage in the Employer's hospitalization-medical insurance program. Participation in this program is voluntary. The maximum monthly Employer contribution toward the premium for the type of coverage in which a full-time employee is enrolled will be as follows:

Type of Coverage	Employer Maximum Monthly Contribution As of January 1, 2025	Employer Maximum Monthly Contribution As of January 1, 2027	Employer Maximum Monthly Contribution As of January 1, 2028
Single	$775.00	$825.00	$900.00
Single + One	$1,240.00	$1,290.00	$1,365.00
Family	$1,590.00	$1,640.0	$1,715.00

If an employee selects a plan for which the monthly premium is less than the Employer contribution toward the premium, the Employer will deposit the excess contribution into the employee's health reimbursement account.

An employee enrolled in the Employer's hospitalization-medical insurance program will contribute through payroll deduction any excess of the monthly premium over the maximum Employer contribution toward the type of coverage for which the employee is enrolled.

An employee receiving wage replacement benefits from the Employer's workers' compensation carrier, or the long-term disability carrier remains eligible for the Employer contribution towards a plan.

When two full-time employees are married and at least one of them is covered by this Agreement, and both employees are enrolled in a single plus one or family medical insurance plan through the Employer with one employee waiving coverage and covered as a dependent on the other employee's elected plan, then the employee who has elected the medical insurance plan will receive a monthly contribution in an amount equal to the Employer contribution under their work agreement for a single plus one plan (if enrolled in a single plus one plan), or a family plan (if enrolled in a family plan), plus the amount of the Employer's contribution towards a single medical insurance plan under their spouse's work agreement. Any balance remaining after married full-time employees have applied their pooled Employer insurance contributions towards their selected medical insurance plan remains with the Employer. This election must be made during (1) the open enrollment period or (2) upon the occurrence of a qualifying event, as defined by the hospitalization-medical insurance carrier.

5.5 Dental Insurance

An employee working twenty-five (25) or more hours per week may participate in the Employer's dental plan. An employee who enrolls in the program will contribute the entire premium through payroll deduction.

5.6 Flexible Benefits Plan

An employee is eligible to participate in the Flexible Benefits Plan established by the Employer, however, the employee must meet all other requirements for eligibility set forth in the Flexible Benefits Plans.

6. RETIREMENT

6.1 Retirement

An employee who retires may elect to maintain participation in the Employer's hospital medical insurance program by paying the full premium costs of this program in accordance with Minn. Stat. § 471.61.

6.2 Severance Pay

6.2.1 Eligibility for Severance Pay (Employees hired prior to July 1, 1990)

In order to be eligible for severance pay, an employee must have attained the age of fifty-five (55) years as of June 30 of the school year in which an application is made and must have completed a minimum of twenty (20) full years of continuous service to the Employer.

Severance pay is only available to employees hired prior to July 1, 1990. No severance pay will be paid to any employee who is discharged for cause.

6.2.2 Severance Pay Payment

At the time of retirement, unused sick leave accumulation over ninety (90) days will be converted to severance pay at the rate of one (1) day of severance pay for each two (2) days of sick leave. The amount of severance pay is determined by multiplying $85.00 by the number of days of severance pay for which the employee is eligible. In no case, however, will the severance pay exceed $5,000.00.

6.2.3 Application and Payment

An employee's application for severance pay at the end of the school year must be submitted to the Human Resources Department by February 1. An employee will receive the employee’s severance payment in three (3) equal installments. These payments will be made on July 15 of each year, following the effective date of retirement in accordance with Minn. Stat § 465.72.

6.2.4 Reduction for Tax-Deferred Matching Contribution

The amount of severance pay for which an employee may be eligible under this section is reduced by the amount of any Employer contribution that has been made to that employee’s tax-deferred matching contribution plan account.

6.3 Retirement Savings Plans

An employee may participate in a retirement savings program by contributing a portion of the employee’s annual base wages to this program. A list of eligible programs is available on the Employer's website and with the Business Services Department.

6.4 Tax-Deferred Matching Contribution Plan

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

6.4.1 Eligibility

Only an employee who is beginning their fifth (5th) year of service as determined under Section 2.3 and whose regular assignment is equivalent to or greater than twenty-five (25) hours per week is eligible for the matching Employer contribution provided in this section.

6.4.2 Approved Plan

The employee's tax-deferred matching contribution plan must be approved and subject to applicable provisions of Minnesota Statutes and IRS Code Section 403(b).

6.4.3 Matching Salary Deduction

The Employer contribution is not payable unless the employee authorizes a matching salary reduction in the amount they are eligible to receive under this Agreement.

6.4.4 Employer Contribution

The Employer contribution will be up to two and one-half (2.5) percent of the employee's annual base salary.

6.4.5 Employee and Employer Contribution

The Employer contribution and matching employee contribution will be made to an Employer-approved company of the employee's choice, subject to Section 6.4.2. The employee is responsible for making all arrangements required by the company to ensure that proper payment can be made by the Employer.

7. UNIFORMS

Employees shall report to work with the uniform type approved by the Director of Buildings and Grounds or designee. All employees will receive five (5) new uniform shirts annually, consisting of three (3) collared shirts and two (2) t-shirts. T-shirts will be largely made of cotton to promote comfort during warmer seasons.

Upon hire, new employees will receive five (5) new uniform shirts with the specific combination of shirt types determined based on the employee's hire date and seasonal needs.

The Employer will pay an annual clothing allowance to each employee in the amount of $190.00, which will be paid in equal installments via the Employer's payroll system. The clothing allowance will be prorated based on hire date. Employees must

use their clothing allowance to purchase appropriate, work-related clothing. Clothing allowances are included in employee wages as required by law.

8. LEAVES AND ABSENCES

8.1 Requests for Leave

Leave requests should be submitted to the employee's supervisor. The supervisor will respond to the leave request as soon as possible but within a maximum of three (3) working days after receiving the leave request.

If the supervisor is not available to make the decision within this timeframe, or if a leave is denied and the employee disagrees with the decision, the employee should contact the Human Resources Department to discuss the leave. Any unique circumstances surrounding the leave request will be considered as it relates to legal obligations or other factors presented by the employee.

In situations where the number of leave requests exceeds the ability to grant the leave, leave approvals will first be determined by the request date of the leave with seniority being the secondary criteria.

8.1.1 Leaves for Good Cause

There is no loss of job or seniority in case of leaves of absence for good cause. The Employer determines whether the leave of absence is for good cause.

8.2 Sick Leave

An employee is entitled to sick leave of one (1) working day per month worked, accumulative without limit. An employee will be credited with sick leave on July 1. If employment is concluded before the end of any year, sick leave days will be prorated. Accumulated sick leave is to be used for personal illness or serious illness of the employee's immediate family.

An employee may use leave allowance provided by the Employer for absences due to an illness or injury to the employee’s dependent child, adult child, spouse, sibling, parent, grandparent, or stepparent, for such reasonable periods as the employee’s attendance may be necessary, on the same terms the employee is able to use accumulated leave allowance for the employee’s own illness or injury and in accordance with state and federal law.

When a medical doctor certifies that home care is essential because of illness or injury of the employee’s spouse, the employee may deduct up to fifteen (15) days from accumulated leave allowance at no wage deduction.

If the Employer reasonably believes that an employee is abusing the use of sick leave, the Employer may require the employee to provide a note from a physician indicating that an absence was due to illness that prevented the employee from

performing their work duties in accordance with state and federal law. Normally, the Employer will provide advance notice to the employee that the Employer believes an abuse of sick leave is occurring and that the employee will be required to provide a physician's note for a subsequent absence; however, the Employer may require a physician's note without advance notice if the Employer has information that causes the Employer to reasonably believe that an employee is abusing the use of sick leave. The Employer may designate the physician the employee is required to see if medical certification is required. If the Employer designates the physician the employee is required to see for medical certification, then the Employer will reimburse the employee for any out-of-pocket medical costs incurred in obtaining the physician's note.

8.2.1 Use of Sick Leave for Bereavement

For death or illness in the immediate family (immediate family includes spouse, children, mother, father, brother, sister, grandparents and grandchildren; also in-laws of a similar degree of relationship), up to five (5) days of current sick leave may be used. For death or illness in other than the immediate family, up to three (3) days of current sick leave may be used upon the approval of the Human Resources Department.

8.3 Personal Business Leave

An employee may use a maximum of four (4) days of paid leave, up to thirty-two (32) hours for an eight (8) hour per day employee, during any one (1) contract year for the transaction of personal business that cannot occur outside school duty hours. Personal business leave is deducted from accumulated sick leave. Examples of personal business that qualify for use of leave allowance are court appearances, real estate closings and significant family events such as weddings and commencement ceremonies. Activities of a social nature would not qualify, nor would avocational activities or negotiations for a change in regular employment.

The specific reason for the requested leave does not have to be given. Requests for personal business leave must be submitted to the employee's supervisor in writing at least three (3) days in advance, except in cases of extreme emergency, and are subject to the approval of the Human Resources Department. Adequate staffing must be ensured as determined by the supervisor.

8.4 Jury Duty

An employee who is absent because of required jury duty or a subpoena for any court duty will be granted leave and will be paid by the Employer the difference between the regular hourly wage and the fee received for the required jury or court duty, unless the employee is a party in the case.

8.5 Military Leave

Military service leave will be granted in accordance with state and federal law.

8.6 Childcare Leave

An employee is eligible for a leave of absence without pay for a period of up to twelve (12) months for childcare purposes. The employee will submit an application for childcare leave at least sixty (60) calendar days before requested leave is to begin. The sixty (60) day requirement may be waived when an emergency makes notice impossible. Childcare will commence at a date agreed upon between the Employer and the employee. Failure to return to work upon expiration of a leave of absence will result in termination of employment. The employee will be reinstated to the employee's original job or to a custodial position with no reduction of monthly pay and will retain all seniority and leave benefits accrued prior to taking the leave of absence.

8.7 Short Term Disability Leave

The Employer will provide short-term disability leave coverage for employees who have exhausted accumulated paid leave options including sick leave, workers' compensation (if applicable), and any other state and/or federal paid leave programs prior to the commencement of long-term disability benefits.

8.7.1 Eligibility

An employee who has been employed by the Employer for one (1) calendar year will become eligible for short-term disability leave coverage after the employee has been totally and continuously disabled and unable to work for fifteen (15) consecutive duty days, as certified by a medical doctor. An employee who receives short-term disability leave coverage is ineligible to receive it again until twelve (12) months after the date of the last payment.

8.7.2 Short-Term Disability Leave Allowance

Short-term disability leave payments commence as of the sixteenth (16th) continuous duty day the employee is totally unable to work or after the last day of paid sick leave, whichever occurs last. Short-term disability leave will end after the employee has been unable to work for sixty-five (65) continuous duty days.

8.7.3 Short-Term Disability Leave Payments

Short-term disability leave payments will be fifty (50) percent of an employee's daily rate of pay. If an employee works hours that vary, an average of the previous six (6) weeks of pay will be used to determine the daily rate.

8.8 Sick Leave Conversion to Vacation

After a twelve-month employee has accumulated ninety (90) days of unused sick leave, the employee may convert additional sick leave to vacation days at the rate of one (1) vacation day for each two (2) days of unused sick leave. Forms requesting this election must be received in the Human Resources Department no later than July 15th. There is no vacation conversion for less than two (2) day segments of accumulated sick leave. Up to four (4) days of vacation may be converted each year. These vacation days are subject to the provisions of Section 4.

9. SENIORITY, JOB VACANCIES, PROBATIONARY PERIOD

9.1 Probationary Period

All new employees will be on probation for a period of one (1) year. During this time period, the Employer has the unqualified right to terminate the probationary employee without assigning any cause for the termination. After serving the probationary period, the employee, if retained, will be a non-probationary employee and assigned the privileges afforded to a non-probationary employee.

If a non-probationary employee is transferred or promoted to a new classification, the employee will serve a new probationary period of one-hundred twenty (120) calendar days in the new classification. During the probationary period in a new classification, the Employer may reassign the employee to the former classification if the employee's performance in the new classification is unsatisfactory. Also, during the probationary period in the new classification, the employee has the right to return to a position within the employee's former classification, without loss of seniority.

9.2 Layoffs

Layoffs due to employee reductions will be on the basis of seniority. The last employee hired will be the first laid off. An employee who is laid off will be offered re-employment before a new employee is hired; however, an employee retained or recalled must be qualified to perform the work available.

An employee who is laid off will be called back in reverse order of lay off. An employee on layoff retains the employee’s seniority and right to recall for a period of two (2) years from the date of layoff.

9.2.1 Callback to Position

An employee notified of callback must report to duty within fifteen (15) days of the date the notice of call back callback has been mailed by certified mail. The notice will be sent to the last known address of the employee and the union steward. Failure to respond within fifteen (15) calendar days constitutes a waiver of rights and the employee will be terminated.

9.2.2 Bumping Procedure

A laid off night lead, building repair, or groundskeeper employee may immediately bump into a custodian position provided that the employee is qualified. The less senior person will be laid off in turn.

The Employer will combine custodian positions, if practicable, to provide a total of forty (40) hours per week to laid off senior employees. The least senior custodian employees will be laid off in turn.

A laid off night lead, building repair, or groundskeeper employee who bumps into a different position is “red-circled” and will continue to be paid at the then-current equivalent hourly rate of pay and benefits. A “red-circled” rate applies to the individual employee, not to the position.

An employee holding day positions or lead night custodians who were laid off will revert to a position in the employee’s previous classification provided they are qualified, as determined by the Employer, and have more seniority than other employees in that classification.

9.3 Vacancies

A custodial job vacancy is posted at each building for five (5) business days. In the event no employee applies for a vacancy, the least senior employee may be required to fill the vacancy. Job vacancies will be posted on the Employer's website.

9.3.1 Application for Job Vacancies

An employee interested in being considered for job vacancies should submit a letter of application outlining the employee’s work history within and outside of the District. An employee who submits a letter of application for any posted vacancy pursuant to this section will be interviewed.

Interviews may be in the form of preliminary screening interviews in an effort to allow the Employer to determine finalists for the position. A probationary employee is not eligible to apply for posted vacancies without the employee’s supervisor's approval.

9.3.2 Selection for Job Vacancies

Vacant positions will be filled by the Employer with the most qualified candidate. In making its determination, the Employer will consider current employees' qualifications and Employer seniority along with other relevant factors. These relevant factors include, but are not limited to, quality of work, dependability, general work ethic, customer service, and interpersonal skills as observed or reported by the employees' supervisors. Employees from within the bargaining unit who apply for promotion or transfer will be given priority

consideration. The decision for advancement, transfers, or promotions will be made by the Employer.

9.3.3 Employee Applicant Feedback

An employee applicant who is not offered a position has the right to request feedback from the Employer so they can increase skills or correct deficiencies in order to be considered for future job postings.

10. DISCIPLINE AND DISCHARGE

10.1 Discipline and Discharge

The Employer has the right to impose disciplinary actions on employees for just cause. Disciplinary actions by the Employer will normally take the course of #1, 2, 3 and 4, except in cases of a serious magnitude that could seriously jeopardize the safety of the students, fellow employees, or the physical and financial assets of the school district, including falsification of time records.

1 Oral reprimand
2 Written reprimand
3 Suspension without pay
4 Discharge

An employee who is subjected to the above actions has the right to request that these actions be reviewed through the recourse of the grievance procedure.

10.2 Written Records

If an employee has a deficiency of such magnitude that a written record is made of it, the employee and the Union Steward will be provided with a copy of the report. An employee's records will be examined annually by the administration and a notation will be made on any record of deficiency that has been satisfactorily corrected. Uncorrected deficiencies will be called to the attention of the employee and the Union in writing. Reasonable time and assistance will be granted for the correction of deficiencies. An employee who fails to correct deficiencies will be asked to resign or be discharged.

11. GRIEVANCES AND ARBITRATION

11.1 Definitions and Interpretation

11.1.1 Grievance

A "grievance" is any dispute or disagreement as to the interpretation or application of any term or terms of this Agreement.

11.1.2 Days

Reference to “days” regarding time periods within this section refers to working days. A “working day” is defined as all weekdays not designated as holidays by state law.

11.1.3 Computation of Time

In computing any period of time within this section, the date of the act, event, or default for which the designated period of time begins to run will not be included. The last day of the period so computed will be counted, unless it is a Saturday, Sunday, or a legal holiday, in which event the period runs until the end of the next day that is not a Saturday, Sunday, or legal holiday.

11.1.4 Filing and Postmark

The filing or service of any notice or document herein will be timely if it is personally serviced or if it bears a certified postmark of the United States Postal Service within the time period.

11.2 First Step

An employee with a grievance will take the matter up with the immediate supervisor within six (6) scheduled working days after the alleged original occurrence of the grievance.

11.3 Second Step

An employee who is not satisfied with the disposition of the grievance at the first step will, with the assistance of the Union Steward, file a written statement of the grievance with the Executive Director of Human Resources within fifteen (15) scheduled working days after the first step discussion with the immediate supervisor.

The written statement must (1) be dated and signed by the employee and (2) set forth the facts and state the provisions of the Agreement alleged to have been violated.

If the parties fail to agree, or the matter has not been satisfactorily adjusted within fifteen (15) scheduled working days after the grievance has reached the second step, the employee may appeal the grievance to the third step.

11.4 Third Step

An employee who is not satisfied with the disposition of the grievance at the second step will file a copy of the written statement of the grievance with the Superintendent within ten (10) scheduled working days after the disposition of the grievance at the second step.

The Superintendent or designee and the Business Representative or designee will then attempt to resolve the grievance and provide a written statement to the Union within ten (10) scheduled working days after receiving the third step written statement of grievance.

11.5 Submission to Arbitration

The Union may submit to arbitration any grievance that has been properly processed through the third step of the formal grievance procedure. A grievance may only be advanced to final and binding arbitration provided that the employee has not elected to pursue a veteran's discharge hearing and the timeline for such hearing has been exhausted, if applicable.

The Union must file with the Superintendent a written notice of intention to arbitrate within fifteen (15) scheduled working days after disposition of the grievance at the third step.

The parties will select an arbitrator in accordance with Minnesota Statutes, Section 179A.21 of PELRA.

11.6 Jurisdiction and Authority of Arbitrator

The arbitrator has jurisdiction only over those grievances that have been properly submitted to arbitration in accordance with the terms of this Agreement. The arbitrator has no power to add to or subtract from, or change, modify or amend in any way the terms and conditions of employment set forth in this Agreement; nor does the arbitrator have any power to hear or determine any dispute involving matters of inherent managerial policy. The decision of the arbitrator is subject to all the limitations of arbitration decisions set forth in PELRA. Within these constraints the decision of the arbitrator is final and binding.

11.7 Representation

An employee, supervisor or the School Board may be represented at any stage of the formal grievance procedure by any person or agent designated by the represented party to act on its behalf.

11.8 Time Limitations

Since it is important that grievances be processed as rapidly as possible, the time limitations specified in this Agreement are considered as a maximum and every effort will be made to expedite the process.

Time limitations may be extended only by mutual consent. Failure of an employee or the Union to comply with the limitations specified constitutes a waiver of the grievance.

Failure of a supervisor to act within the time limitations specified constitutes a denial of the grievance and the employee or the Union may proceed to the next stage.

11.9 Number of Arbitrators

Arbitration proceedings are limited to the services of one (1) arbitrator.

12. DURATION AND RENEGOTIATION OF AGREEMENT

12.1 Term of Agreement

This Agreement becomes effective on July 1, 2026, and will continue in full force and effect to and including June 30, 2028, and annually thereafter except as modified or terminated in accordance with the provisions of this Section.

In the event negotiations are not completed by July 1, 2028, terms of the Agreement will remain in full force and effect and any scheduled longevity increases will be granted as specified in this Agreement.

12.2 Effect of Agreement

Any and all prior agreements, resolutions, practices, policies, rules, and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions of this Agreement, are hereby superseded.

12.3 Termination or Modification

Either party desiring to terminate or modify this Agreement must notify the other party in writing at least sixty (60) days but not more than ninety (90) days prior to June 30 of any year thereafter.

12.4 Negotiations During Term

The parties mutually acknowledge that during the negotiations that resulted in this Agreement, each had the unlimited opportunity to make demands and proposals regarding terms and conditions of employment. All understandings and agreements arrived at by the parties are set forth in this Agreement. For the duration of this Agreement, the Employer and the Union each voluntarily and unqualifiedly waive the right to meet and negotiate (except by mutual consent) regarding any and all terms and conditions of employment, whether or not specifically referred to or covered in this Agreement, even though such matters may not have been within the knowledge or contemplation of either or both of the parties at the time this Agreement was negotiated or executed.

13. DOCUMENT AUTHORIZATION

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

Service Employees International Union Local 284

Aaron Janson, Contract Organizer

Chris Horton, Union Steward

Dated this _____ day of October 2026.

Independent School District No. 273

Karen Gabler, Board Chair

Erica Allenburg, Board Clerk

Dated this _____ day of October 2026.

VIII.B. School Board Member Compensation

Board Meeting Date: 10/12/26

Title: School Board Member Compensation

Type: Action

Presenter(s): Michael Birdman, Edina School Board Member

Description: Provide a detailed analysis of School Board compensation throughout MN for the purposes of discussing and taking action on the updating of compensation in Edina Public Schools. Have the School Board consider and take action on recommendations for adjusting compensation to start the next school board term in January 2027.

Recommendation: This item has been prepared for board action.

Desired Outcome(s) from the Board: Please bring any further questions and reflections on the recommendations for updating board compensation for Jan 2027. Take action on the submitted recommendations.

Attachments:

- Board Compensation Update Recommendations
- Board Compensation Analysis
- Board Compensation 2026 data

VIII.C.	Policy Review (*213*, *524*, *538*)	**Speaker(s):** Policy Committee

Board Meeting Date: 10/12/2026

Title: Policy Review

Type: Action

Presenter(s): Board Policy Committee

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

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

Recommendation: Approve the suggested modifications for Policies 213, 524, 538.

Desired Outcome(s) from the Board: Approve suggested modifications.

Attachment(s):

1. Policy 213 School Board Committees
2. Policy 524 Electronic Technology Acceptable Use
3. Policy 538 Student Travel

School Board Committees

I. Purpose

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

II. General Statement of Policy

A. The school board will designate board committees or subcommittees when it is determined that a committee process furthers the school district's mission.

B. The board has determined that certain permanent standing committees, named in this policy, facilitate the operation of the board and the district mission, in partnership with the administration on relevant educational topics and policies.

C. A board committee or subcommittee will be formed by board resolution that outlines the duties and purpose of the committee or subcommittee.

D. A committee or subcommittee is advisory in nature and has only the authority specified by the board. The board retains the right and has the duty to make all final decisions related to reports or recommendations which have had committee involvement.

E. The board or board chair may also establish ad hoc committees for specific purposes as it deems appropriate, to be appointed by the board chair.

F. The board reserves the right to limit, create, or abolish any standing or ad hoc committee as it deems appropriate.

G. A committee of the board will not appoint a subcommittee of that committee without approval of the board.

III. Appointment of Committees

A. The school board appoints the following standing committees:

1. Finance and Facilities
2. Policy
3. Teaching and Learning

4. Governance

5. Legislative Action Committee

B. The board will establish, by resolution, for each standing or ad hoc committee, the number of members, the term, and the charge or mission of each committee.

C. The board chair will appoint the members of each standing or ad hoc committee and designate the committee chair.

IV. Procedures for School Board Committees

A. A committee or subcommittee will act only within the guidelines and mission established for that committee or subcommittee by the school board. Individual board members, or any three board members appointed to any committee, have no authority to bind the board on any matter unless such authority is expressly granted by the entire board.

B. The committee or subcommittee will designate a secretary who will record the meeting highlights of the board committee.

C. The power of a committee or subcommittee of the board is advisory only.

D. Committee members who are also board members will not seek to hold a meeting of a committee outside the presence of administration or other non-board members who are members of the committee, and no committee meeting may be held without providing prior notice to administration.

E. Committees will not engage in management work, do not oversee or direct any school district staff, and do not have the authority to direct district staff to take any specific actions or duties. Administrative direction will come from the superintendent.

F. A committee or subcommittee of the board will, when appropriate, clarify in any dealings with the public, that its powers are only advisory.

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

A. Finance and Facilities Committee

1. General Statement of Role

The school board, in its practice of prudent management of public resources, has created the finance and facilities committee to collaborate with the school district's superintendent and director of business services in reviewing and providing feedback to the district on financial issues. This committee deals with matters pertaining to the district's budget development and related recommendations to the board. It also:

a. Monitors the financial affairs of the district.

b. Reviews and maintains a long-term financial forecast.

c. Recommends to the board any budget modifications based on financial analyses and the needs of the district, while adhering to district policy.

d. Reviews contracting practices.

e. Ensures that budget allocations and expenditures reflect district priorities as informed by its strategic operating plans.

f. Reviews the district audit, making the board aware of key risks facing the district, as well as strategies for dealing with any such risks.

g. Reviews financial analyses provided by the director of business services, or other entity at their discretion, and makes related recommendations to the board.

h. At the direction of the superintendent and board, conducts periodic, more detailed, financial analyses.

i. Performs other such duties as assigned by the board.

2. Committee Composition

The finance and facilities committee consists of the board treasurer, two (2) additional board members, the director of business services, the superintendent, any additional staff members assigned by the superintendent, and three to four (3-4) community members with talent and experience in management and financial affairs.

a. The committee chair is the board treasurer.

b. Board members are appointed annually in January.

c. Community members are appointed effective July 1, in accordance with the board committee selection process.

3. Communications Expectations

    a. Provides periodic reports to the board regarding committee discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full governing board of seven.

    b. Provides reports to the board regarding requested analyses of specific topics.

    c. Along with the director of business services, provides information to the district regarding finance issues, both in sharing information with the public, and listening to stakeholder concerns.

4. Meetings

    Meetings are held monthly unless more frequent meetings are required.

B. Policy Committee

1. General Statement of Role

    The committee reviews existing policies and writes new policies to provide broad governance guidance and address changes in legislation, statutes, case law, and legal decisions, as well as to provide alignment with the district mission and vision. Board policies act as guidelines for the internal procedures of the district. The committee stays abreast of local, state, and federal laws and regulations to determine and apply implications for district policy development and revisions. The committee works closely with the appropriate staff to draft new or refine current policies, processes, and protocols, that are then brought to the board for formal action. All district policies should be reviewed over a regular multi-year cycle.

2. Committee Composition

    The policy committee consists of three board members, the superintendent and any other staff members assigned by the superintendent.

    a. The committee chair is appointed by the board chair.

    b. Board members are appointed annually in January.

3. Communications Expectations

    a. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have

access to information in a timely manner in order to make decisions as a full governing board of seven.

b. Policies that are ready for updating should be brought to the board monthly for consent, discussion, or approval, as appropriate.

c. If policy changes will have a major community impact, the board and district should seek community input and have a communications plan for the public.

4. Meetings

Meetings are held monthly unless more frequent meetings are required.

C. Teaching and Learning

1. General Statement of Role

The board, in order to advance academic excellence, growth, and readiness for each and every student has created the teaching and learning committee to collaborate with the district's director of teaching and learning and superintendent to coordinate and advance district instructional programs. The committee will make recommendations to the board on matters relating to comprehensive curriculum and a positive, equitable learning environment. Specific responsibilities include:

a. Works cooperatively with the director of teaching and learning, superintendent, and appropriate staff to monitor and assess instructional programs and professional learning aligned with student needs and achievement and the strategic plan, in order to ensure equity and excellence.

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

2. Committee Composition

The teaching and learning committee consists of three (3) board members, the superintendent, the director of teaching and learning, and any other staff members assigned by the superintendent or the director of teaching and learning.

a. The committee chair is appointed by the board chair.

b. Board members are appointed annually in January.

3. Communications Expectations

    a. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full governing board of seven.

    b. Provides recommendations to the board regarding teaching and learning subjects coming to the board

4. Meetings

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

D. Governance Committee

1. General Statement of Role

    The board, to ensure sound governance and oversight of the district, has created the governance committee to collaborate with the district superintendent in making recommendations to the board on subjects that have districtwide implications. Its areas of purview include:

    a. Reviews human resources issues.

    b. Reviews legal issues.

    c. Builds and monitors the working relationship of the board and superintendent, addressing relationship issues as they occur, including, but not limited to:

        i. routine matters related to the superintendent's contract and employment; and

        ii. issues or concerns regarding the superintendent's conditions of employment, and communication with the board regarding the same.

    d. Develops procedures and an evaluation instrument for the superintendent’s evaluation.

    e. In partnership with the superintendent and the full board, facilitates the development of annual goals for the superintendent and board.

f. Orients new board members and identifies training and educational opportunities for board members to become better informed about board governance issues.

g. Coordinates board self-evaluation procedures, instruments, and training.

h. Develops guidelines for effective communication of board committee work to the board, district administration, and public.

i. Assists with long-term plans and goals that are consistent with the district mission.

j. Performs other duties assigned to the committee by the board.

2. Committee Composition

The governance committee consists of the board chair, vice chair, one (1) additional board member, the superintendent, and any other staff members assigned by the superintendent and agreed to by the board members.

c. The committee chair is the board chair.

d. Board members are appointed annually in January.

3. Communications Expectations

c. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full governing board of seven.

d. Provides reports and recommendations to the board regarding review and coordination of areas of purview included in the General Statement of Role ~~above~~ for this committee.

4. Meetings

Meetings are held monthly unless more frequent meetings are required.

E. Legislative Action Committee

1. General Statement of Role

The purpose of the LAC is to assist the board and district administration in advocacy for education-related legislation. The LAC coordinates these

advocacy efforts by supporting and advocating for board-approved legislative positions designed to advance the cause of excellent schools in Edina and Minnesota.

a. The activities of the LAC are subject to board approval.

b. The LAC's activities may include, but are not limited to, the following:

i. soliciting information on legislative activity that might affect the district;

ii. developing a work plan for advocacy of the board-approved legislative positions;

iii. ongoing communication with elected officials;

iv. running public informational events to assist the board in increasing awareness of legislative issues throughout the district; and

v. advocating at the local, state, and federal levels of the board-approved legislative positions.

2. Committee Composition

The legislative action committee consists of ~~Committee membership will include~~ up to three (3) board members appointed by the board; the superintendent; at least one (1) ~~D~~district cabinet member and one (1) ~~EPS~~ district ~~A~~administrative liaison; up to five (5) members of the community, plus a minimum of two (2) district students. Community and student members of the committee are selected by the LAC chair and vice-chair for a term of one year. The LAC supports the board- approved legislative platform and fulfills needed functions of the committee. If possible, the chair and vice-chair serve as board liaisons to the Association of Metropolitan School Districts (AMSD) and the Minnesota School Board Association (MSBA).

3. Communications Expectations

a. Provides periodic reports to the board regarding discussions and deliberations of the committee to ensure that all board members have access to information in a timely manner in order to make decisions as a full governing board of seven.

b. Communicates to the board on a regular basis as to the progress of the LAC's work.

4. Meetings

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

VI. Committee Assignments

Unless otherwise specified, board members will be assigned or appointed to committees or boards by the board chair in consultation with the board. Board members will be assigned to committees or boards no later than the second regular board meeting in January. Each board member should be assigned to at least one (1) committee.

A. Appointment to a committee should take into consideration, but not be limited to, the following:

   1. equitable distribution of committee assignments among board members;
   2. expressed interests of board members;
   3. a board member's training, education, and/or experience with the purpose of the committee;
   4. continuity of service and historical knowledge;
   5. availability for meetings;
   6. the need for diversity;
   7. the needs of the board; and
   8. the proven ability to work effectively in a committee environment.

B. Should one or more representatives of the board be needed to attend a committee meeting prior to the board's adoption of committee assignments, the chair is authorized to temporarily appoint board members to that committee.

C. Assignments to a committee are effective until either the following year’s approval of committee members, or board removal, or vacancy for another reason.

D. If a vacancy is created on any committee, the chair may assign another board member to represent the board at a committee meeting for any duration.

VII. Committee Chairs

A. The committee chair is chosen by the board chair unless otherwise specified.

B. ~~Roles and Responsibilities of the Committee Chair~~ The committee chair has the following responsibilities:

1. Assists administration in preparing background materials for the committee's work, incorporates the board's plans into committee agendas, and reports results of the committee work to the board.

2. Assists administration with steering the work of the committee, while also tying that work back in with the rest of the board.

    a. The committee chair and responsible administrator, in conjunction with the superintendent and board chair, will create an annual plan, to be reviewed by the board.

    b. The committee chair and responsible administrator will work with the board chair and superintendent on a monthly basis to plan any agenda items for board meetings.

    c. The committee chair, in conjunction with administration, will be responsible for facilitating work session discussions on issues brought by their committee.

    d. The committee chair will work with the responsible administrator on:

        i. The responsibility for presiding over the meetings.

        ii. Setting the direction for the committee and establishing norms and protocols that allow for appropriate and efficient function of the committee.

        iii. Providing guidance and communicating expectations to other committee members.

        iv. Ensuring that relevant, timely and effective decisions are executed, and that all committee members are provided the opportunity to participate in the decision-making process.

Legal References

Minn. Stat. Ch. 13D	Open Meeting Law

Cross References

Policy 201	Legal Status of the School Board
Policy 203	Operation of the School Board

Policy 303 Superintendent Selection and Contract

Policy

Adopted	04/16/2007
~~Amended~~Revised	03/12/2012
~~Amended~~Revised	12/10/2012
Revised	11/14/2016
Revised	04/17/2017
Revised	02/01/2018
Revised	12/17/2018
Revised	08/10/2020
Revised	09/11/2023
Rev____	__/__/2026

Edina Public Schools
DEFINING EXCELLENCE

Policy 524

Students

Electronic Technologies Acceptable Use

I. Purpose

This policy sets forth parameters and guidelines for access to the school district's electronic technologies, use of the Internet, use of personal electronic devices on the district's network or connected to district software, electronic communications, use of the district's network, Internet, and social networking tools.

II. General Statement of Policy

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the district considers its own stated educational mission, goals, and strategic directions. Technology skills are fundamental to the preparation of citizens and future employees. Access to the district computer system and to the Internet enables students and employees to explore countless libraries, web pages, databases, and other resources while exchanging messages with people around the world. The district expects that employees will blend thoughtful use of the district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. Definitions

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

A. "Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or

scientific value as to minors.

B. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student or employee for that student's or employee's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

C. "Social Media" refers to any website and application that enables users to create and share content or to participate in social networking. For reference in this policy, social media does not refer to any learning management system (Schoology or Seesaw) or content management systems (Google Workspace).

D. "Technology provider" means a person who:

1. contracts with the district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and

2. creates, receives, or maintains educational data pursuant or incidental to a contract with the district.

III. Limited Educational Purpose

The school district is providing students and employees with access to the district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The Internet is accessible in the district for use as an educational resource. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. Use of System is a Privilege

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

Electronic technologies are assets of the district and are protected from unauthorized access, modification, destruction, or disclosure. Use of personal devices, while on district property, is subject to all policies and guidelines, as

applicable, plus any state and federal laws related to Internet use, including copyright laws.

V. Unacceptable Uses

A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the district system to create, record, access, review, upload, download, store, print, post, receive, transmit, or distribute:

a. Pornographic, obscene, or sexually explicit material or other visual depictions;

b. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language or images;

c. Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

d. Materials that use language or images that advocate violence or discrimination toward other people, or that may constitute harassment or discrimination, or that threatens the safety of others;

e. Orders for shopping online during time designated as work or academic time by the district;

f. Storage of personal photos, videos, music, or files not related to educational or extracurricular purposes for any length of time; and

2. Use of social media for non-academic purposes

a. Students aged 13 and above may engage in social media as it is connected to extracurricular or co-curricular activities, and for academic purposes.

b. Per federal law, students under the age of 13 will not be encouraged or required to create accounts or participate in social media, including for academic or extracurricular purposes.

3. Users will not use the district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a

person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

4. Users will not use the district system to engage in any illegal act or violate any local, state, or federal statute or law.

5. Users will not use the district system to vandalize, damage, or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses, engaging in "spamming," or by any other means; will not tamper with, modify, or change the district system software, hardware, or wiring; will not take any action to violate the district's security system; and will not use the district system in such a way as to disrupt the use of the system by other users.

6. Users will not use the district system to gain unauthorized access to information resources, or to access another person's materials, information, or files without the direct permission of that person. Users will not attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. This clause is not applicable to district technology staff who need to access a system due to a threat, troubleshooting, diagnosing issues, or other IT-related needs that uphold this and other district policies.

7. Individual passwords for computers and information resources are confidential and must not be shared.

8. Users will not use the district system to post or share private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

    a. This paragraph does not prohibit the posting of employee contact information on district webpages or communications between employees and other individuals when such communications are made for education-related purposes

(i.e., communications with parents/guardians or other staff members related to students). Refer to Policy 515 (Protection and Privacy of Student Records) for direction on directory information for students and how this can be used.

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the district as directory information and verification is made that the district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with district policy; or

(2) such information is not classified by the district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with district policy.

c. These prohibitions specifically prohibit a user from utilizing the district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “X” (formerly called “Twitter”), “Instagram,” “Snapchat,” “TikTok,” “Reddit,” and similar websites or applications.

9. Users, outside of IT staff, must not deliberately or knowingly delete a student or employee file, email, or stored information.

10. Users will not use the district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any ~~school~~ district computer. Users will not plagiarize content they find on the internet or submit content generated online as their own original work.

11. Users will not use the district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the district. Users will not use the district system to offer or provide goods or services or for product advertisement. Users will not use the district system to purchase goods or services for personal use without authorization from the appropriate district

official.

12. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. ~~This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.~~

13. Users will not access, download, or use a ~~school~~ district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user. The following definitions apply to this subsection:

    a. "Identifiable individual" means a person that is identifiable:

        (1) from the image itself, by the person depicted in the image, or by another person; or

        (2) from personal information displayed in connection with the image.

    b. "Intimate part" has the meaning given in state law.

    c. "Nudify" or "nudified" means the process by which:

        (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and

        (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

B. A student or employee who engages in the foregoing unacceptable uses of the Internet or district equipment when they are off district premises may be in violation of this policy, in addition to other district policies. Regardless of whether district equipment was used for the unacceptable use, the district has the right and may be obligated to regulate the off-campus speech or conduct of its students or employees when that speech or conduct materially disrupts the school environment, involves substantial disorder, or constitutes an invasion of the rights of others. Examples of such violations include, but are not limited to, where the district system is compromised or if a district employee or student is negatively impacted. If the district receives a report of an unacceptable use originating from a non-~~school~~district computer or resource, the district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct,

including, but not limited to, suspension or cancellation of the use or access to the district computer system and the Internet and discipline under other appropriate district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user will immediately disclose the inadvertent access to an appropriate district official. In the case of a district employee, the immediate disclosure will be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy.

VI. Filter

A. With respect to any of its computers with Internet access, the school district will filter the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;

2. Child pornography; or

3. Harmful to minors.

B. Software filtering technology will be narrowly tailored and will not discriminate based on viewpoint.

C. An administrator, supervisor, or other person authorized by the superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

D. The district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat-enabled environments and cyberbullying awareness and response.

VII. Consistency with Other School District Policies

Use of the school district computer system and use of the Internet will be consistent with district policies and the mission of the district.

VIII. Limited Expectation of Privacy

A. By authorizing use of the school district system, the district does not

relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the district system.

B. Routine maintenance and monitoring of the district system may lead to a discovery that a user has violated this policy, another district policy, or the law.

C. An individual investigation or search will be conducted if district authorities have a reasonable suspicion that the search will uncover a violation of law or district policy.

D. Parents/guardians have the right at any time to investigate or review the contents of their child's files and email files in accordance with district policy. Parents/guardians have the right to request the termination of their child's individual account at any time.

E. District employees should be aware that the district retains the right at any time to investigate or review the contents of their files and email files. In addition, district employees should be aware that data and other materials in files maintained on the district system may be subject to review, disclosure, or discovery under the Minnesota Government Data Practices Act.

F. The district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with district policies conducted through the district system.

IX. Internet Use Agreement

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents/guardians, and employees of the school district.

B. This policy requires the permission of and supervision by the district's designated professional staff before a student may use a district account or resource to access the Internet.

C. The Internet Acceptable Use Agreement form for students must be read and signed by the user and the parent/guardian. This form is signed annually via the Parent Portal. The Internet Acceptable Use Agreement form for employees must be signed by the employee.

X. Guest Access and Internet Use

A. Guest access to the school district's open wireless network is provided as a service to the community, and is subject to all district policies and

guidelines, plus any state and federal laws related to Internet use, including copyright laws. See Appendix VII, Personal Device Access.

B. Guest access provides limited bandwidth, filtered for the following services:

1. Web access (http and https)
2. Email services (pop, imap)
3. Virtual private network services (VPN)

C. Limited technical support is provided for guest access and is identified in the service level agreement found on the district technology website.

XI. Limitation on School District Liability

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on district cloud services, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or mis-deliveries or non-deliveries of information or materials, regardless of the cause. The district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the district system. The district will not be responsible for financial obligations arising through unauthorized use of the district system or the Internet.

XII. User Notification

A. All users will be notified of the school district policies relating to Internet use.

B. This notification will include the following:

1. Notification that Internet use is subject to compliance with district policies.

2. Disclaimers limiting the district's liability relative to:

a. Information stored on district cloud services, tapes, hard drives, or servers.

b. Information retrieved through district computers, networks, or online resources.

c. Personal property used to access district computers, networks, or online resources.

d. Unauthorized financial obligations resulting from use of

district resources/accounts to access the Internet.

3. A description of the privacy rights and limitations of district sponsored/managed Internet accounts.

4. Notification that, even though the district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.

5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations, and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents/guardians.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by district policy.

7. Notification that, should the user violate the district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XIII. Parents'/Guardians' Responsibility; Notification of Student Internet Use

A. Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the district system from home or a remote location.

B. Parents/guardians will be notified that their students will be using district resources/accounts to access the Internet and that the district will provide parents/guardians the option to request alternative activities not requiring Internet access. This notification should include:

1. A copy of the user notification form provided to the student user.

2. A description of parent/guardian responsibilities.

3. A statement that the Internet Acceptable Use Agreement must be signed by the user and the parent/guardian prior to use by the

student.

4. A statement that the district's acceptable use policy is available for parental/guardian review.

XIV. Notification Regarding Technology Providers

A. Within 30 days of the start of each school year, the school district will give parents/guardians and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice will:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;

2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and

3. include information about the contract inspection and provide contact information for a school department to which a parent/guardian or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

B. A contract between a technology provider and the district will include requirements to ensure appropriate security safeguards for educational data. The contract will require that:

1. the technology provider's employees or contractors have access to educational data only if authorized; and

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.

C. Upon request, the district will provide parents/guardians and students an opportunity to inspect a complete copy of any contract with a technology provider.

D. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with the district are not the technology provider's property.

XV. School-Issued Devices

A. Except as provided in paragraph B, the school district or a technology

provider will not electronically access or monitor:

1. any location-tracking feature of a school-issued device;

2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

B. The district or a technology provider may only engage in activities prohibited by paragraph A if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by district employees, student teachers, staff contracted by the district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

C. If the district or a technology provider interacts with a school-issued device as provided in paragraph B, clause 4, it will, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent/guardian. Such notice will include a written description of the interaction, including which features of the device were accessed and a description of the threat. In the instance in which notification would pose a threat to life or safety, notification will instead be given within 72 hours following the resolution of the imminent threat.

XVI. Use of Email

The school district provides access to electronic mail for district communication between district employees and students, families, and community.

A. The email system will not be used for outside business ventures or other activities that conflict with school board policy.

B. All emails received by, sent through, or generated by computers using the district network are subject to review by the district.

C. Appropriate language must be used when communicating using the district email system or network.

D. All emails are assumed to be documents that can be disclosed to the public unless the content of the email is protected as private or confidential information under data privacy laws. All information contained in an email must be treated in accordance with district policy, regarding student and employee data privacy.

E. Employees will report inappropriate emails to the media specialist, the employee's supervisor, or the director of media and technology services.

F. Emails having content governed by the district's record retention schedule must be kept in accordance with the retention schedule adopted pursuant to Policy 719 (Records Retention).

XVII. Cell Phone and Other Electronic Communication Device Use

A. The school district has established rules and procedures regarding student possession and use of cell phones and other electronic communication devices in schools. These rules and procedures seek to minimize the impact of cell phones and other communication devices on student behavior, mental health, and academic attainment. These rules and procedures have been designed for specific school buildings, grade levels, or similar criteria.

Under these guidelines, at K-8 levels, all electronic communication devices must be stored "Away for the Day" in backpacks or lockers. High school uses a three-tier system where devices are stored away by default (Tier 1), but teachers may permit use for specific learning tasks (Tier 2) or independent work (Tier 3), with device use allowed outside classrooms following digital citizenship guidelines.

B. Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.

C. If the district has a reasonable suspicion that a student has violated a district policy, rule, or law by use of a cell phone or other electronic communication device, the district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.

D. Students who use a cell phone or other electronic communication device during the school day and/or in violation of district policies may be subject to disciplinary action pursuant to the district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the district will be returned in accordance with school building procedures.

E. Exceptions

1. Nothing in this policy prohibits a student from using a cell phone or other electronic communications device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.

2. A student may use a cell phone or other electronic communication device to monitor or address a health concern or medical condition upon permission granted by district administration.

3. Students may use a cell phone or other electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or district personnel, which may result in death, bodily injury, or substantial property damage.

4. A student may use a cell phone or other electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the district implements a curriculum that uses technology, students may be allowed to use their own cell phone or other electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.

5. Students who need to make a call may request permission to use a telephone in the building office.

XVIII. Limit on Screen Time for Children in Preschool and Kindergarten

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not

apply to a child for whom the district has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVIV. Implementation; Policy Review

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval.

B. The administration will revise the user notifications, including student and parent/guardian notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The district Internet policies and procedures are available for review by all parents/guardians, staff, and members of the community.

Legal References:
~~Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)~~
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Act)
20 U.S.C. § 6751 *et seq.* (Enhancing Education Through Technology Act of 2001)
29 U.S.C. § 794 *et seq*. (Section 504 of the Rehabilitation Act of 1973)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA)
~~29 U.S.C. § 794 *et seq*. (Section 504 of the Rehabilitation Act of 1973)~~
47 C.F.R. § 54.520 (FCC Rules Implementing CIPA)
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Aid)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, subd. 5 (Definitions)
Mahonoy Area School District v B.L., 594 U.S., 141 S. Ct. 2038 *(2021)*
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. American Library Association, 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:
Policy 403 (Discipline of School District Employees)

Policy 406 (Public and Private Personnel Data)
Policy 413 (Harassment and Violence Prohibition, Students and Employees)
Policy 506 (Student Conduct and Discipline)
Policy 514 (Bullying Prohibition)
Policy 515 (Protection and Privacy of Student Records)
Policy 519 (Student Interviews by Outside Agencies)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedures and Process)
Policy 601 (Educational Competencies, Academic Standards, and Instructional Curriculum)
Policy 603 (Curriculum and Program Review and Development)
Policy 606 (Selection and Review of Text, Materials, Content, or Issues)
Policy 622 (Copyright Policy)
Policy 806 (Emergency Management)
Policy 904 (Distribution or Display of Materials on School District Property)

Policy INDEPENDENT SCHOOL DISTRICT NO. 273
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revised: 08/05/24
revised: 03/03/25 (review limited to Section XVII only)
revised: 10/13/25
revised: __/__/26

Appendix I to Policy 524

STUDENT ONLINE ACCEPTABLE USE CONSENT FORM

Student:
By signing below, I agree to follow Edina Public Schools' Electronic Technologies Acceptable Use policy. I understand that my use of the network is a privilege and requires proper online responsibility. I further understand that misuse of the network will result in disciplinary action.

Student Name (PRINT) _____

Student I.D. Number _____
(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Student Signature _____
(MIDDLE SCHOOLS AND HIGH SCHOOL ONLY)

Address _____ City _____ Zip _____

School Building _____

Parent or Guardian:
I give permission for my child to have access to the Internet using the district's computer network. I also understand that some material accessible through the interconnected systems may be inappropriate for school-age students. I agree to defend, indemnify, and hold harmless Edina Public Schools from any and all claims arising out of or related to the use of this interconnected computer system. I further understand that I have the right to withdraw my approval in writing at any time.

☐ Approved

☐ Disapproved

Parent/Guardian Name (PRINT) _____

Signature of Parent/Guardian _____

Date _____

This form should be completed electronically through the online portal.

(10/25)

Appendix II to Policy 524

STUDENT ONLINE CODE OF ETHICS

In the Edina Public Schools, it is important to use information and technology in safe, legal, and responsible ways. At the same time, the school district has a desire for our students to leave our system with a positive digital footprint. We embrace these conditions as facets of being a digital citizen and strive to help students develop a positive digital footprint.

1. Students accessing or using electronic products, including but not limited to blogs, wikis, podcasts, Google workspace, and district learning management systems for student assignments are required to keep personal information out of their postings.

   At the high school level, parents/guardians may opt to allow their students to utilize their full name in order to increase their positive digital footprint when publishing to an authentic audience.

2. Students will select online names that are appropriate and will consider the information and images that are posted online at an age-appropriate level.

3. Students will not log in to the network, devices, or other educational technologies as another user.

4. Students using electronic tools will treat these tools as a classroom space. Speech that is inappropriate for class is not appropriate on electronic tools. Students are expected to treat others and their ideas online with respect.

5. Assignments on electronic tools are like any other assignment in school. Students, in the course of completing the assignment, are expected to abide by policies and procedures in the student handbook, including those policies regarding plagiarism, academic integrity, and acceptable use of technology.

6. Student blogs, webpages, and other content creation tools are to be a forum for student expression; however, they are first and foremost a tool for learning. The district may restrict speech for valid educational reasons as outlined in school board policy.

7. Students will not use the Internet, in connection with the teacher assignments, to harass, discriminate, bully, or threaten the safety of others. If students receive a comment on an electronic tool used in school that makes them feel uncomfortable or is not respectful, they must report this to a teacher or another trusted staff member and must not respond to the comment. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications.

8. Students accessing electronic tools from home or school, using school equipment, will not download or install any software without permission and will not click on ads or unknown links.

9. Students should be honest, fair, and show integrity in gathering, interpreting, and expressing information for the benefit of others. Always identify sources and test the accuracy of information from all sources.

10. Students will treat information, sources, subjects, colleagues, and information consumers as people deserving of respect. Gathering and expressing information should never cause harm or threaten to be harmful to any person or group of people. Students will gain permission from students or staff who are the focus of their research, recording, or content creation.

11. Students are accountable to their readers, listeners, and viewers, and to each other. Admit mistakes and correct them promptly. Expose unethical information and practices of others.

12. Users will not repost or resend content that was sent to the user privately without the permission of the person who created the content.

13. Board policies concerning acceptable use of electronic technology include the use of these electronic tools for school activities (Policy 524 - Electronic Technologies Acceptable Use, Policy 622 - Copyright Policy.

14. Failure to follow this code of ethics will result in academic sanctions and/or disciplinary action.

Appendix

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Appendix III to Policy 524

GUIDELINES FOR EMPLOYEE'S PERSONAL USE OF SOCIAL NETWORKING

The decision to use online social networking for personal use is at the employee's discretion. The school district does not affirmatively monitor employee use of non-district, online social networking tools if the employee is not using district electronic technologies; however, the district may take appropriate action when it becomes aware of, or suspects, conduct or communication on an online social media site that adversely affects the workplace or violates applicable professional codes of ethics. These guidelines are for employees engaging in social networking for personal use.

1. When using your personal social networking sites, refrain from fraternization with students.

2. Ensure that social networking postings are appropriate for the public.

3. Weigh whether a posting will put your effectiveness as an employee at risk.

4. Use caution with regard to exaggeration, profanity, guesswork, copyrighted materials, legal conclusions, and derogatory comments.

5. Ensure compliance with data privacy laws and district policies. Employees will be held responsible for inappropriate disclosure, whether purposeful or inadvertent.

2. Respect your coworkers and students. Do not discuss students, their families, or coworkers.

3. Student images obtained from your employment with the district should not be included on personal social networking sites.

4. Set privacy settings carefully to ensure that you know who has access to the content on your social networking sites.

5. If the public may consider your statements to be made in your capacity as a district employee, you may want to include "This posting is my own and does not represent the view of Edina Public Schools." An employee in a leadership role in the district, by virtue of their position, must consider whether personal thoughts they publish will be attributed to the district. The use of the aforementioned phrase does not preclude the employee from disciplinary action.

6. Social media identifications, login identifications, and usernames must not contain the district's name or logo without prior written permission from (1) the director of media and technology services or (2) to the director of marketing and communications.

Appendix
revised: 09/24/12
reviewed: 04/20/20
revised: 08/08/22 reviewed: 08/05/24
revised: 10/16/23 reviewed: 10/13/25

Appendix IV to Policy 524

GUIDELINES FOR CLASSROOM USE OF SOCIAL MEDIA TOOLS

Staff members may elect to use social media tools for the purpose of instruction in accordance with Policy 524.

A. District Online Social Media Tools

1. Content and use must adhere to district policies and guidelines.

2. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.

3. The staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.

B. Non-District Social Media Tools

1. If a staff member elects to use a non-district social media tool, the staff member must build a separate page in that social media tool from their personal online presence.

2. Content and use must adhere to district policies and guidelines.

3. Content and use must not violate the “terms of service” for the social media tool.

4. The platform for instruction must indicate that views expressed on the social media site are that of the employee or student, and do not necessarily reflect the views of Edina Public Schools.

5. The staff member must not disclose information on any online social media site that is district property, protected by data privacy laws, or in violation of copyright.

6. The platform must not use official district or school logos without the permission of (1) the director of media and technology services or (2) the director of marketing and communications.

Appendix
revised: 09/24/12
reviewed: 04/20/20
revised: 08/08/22
revised: 10/16/23
reviewed: 08/05/24
reviewed: 10/13/25

Appendix V to Policy 524

GUIDELINES FOR SCHOOL OR DISTRICT USE OF SOCIAL MEDIA TOOLS

Individual schools and departments may choose to establish an official presence on public online social media sites with prior administrative approval. A request must contain the following information:

1. Sponsoring school or department;

2. Proposed social media site or other location;

3. Purpose of site, which cannot be served by the current district website;

4. Plan on how to comply with district policies and record retention requirements;

5. Description and primary use of site;

6. Plan for monitoring site, addressing policy violations, and ensuring current content; and

7. Designee for maintaining the site.

The request should be submitted to the director of marketing and communications. Written approval or denial will be provided to the school or department. If the request is denied, the school or department may request reasons for the denial in writing.

If the request is approved, the school or department must submit to the director of media and technology services, within two weeks of developing the site, the name of the person(s) who will manage the site and the login information for the site. When a presence is established, the sponsoring school or department is responsible for keeping the site current and monitoring the content of the site.

Sites may be linked from the official district website. All sites must comply with web record retention requirements under Policy 719 (Records Retention.).

Appendix
revised: 09/24/12
reviewed: 04/20/20
revised: 08/08/22
revised: 10/16/23
reviewed: 08/05/24
reviewed: 10/13/25

Appendix VI to Policy 524

GUIDELINES FOR DISTRICT SOCIAL MEDIA PAGES

The school district's social media presence creates an accessible communications outlet, providing district news, facilitating district-related discussion by the community, and guiding viewers to departmental websites at www.edinaschools.org. These guidelines are used in conjunction with Policy 524 (Electronic Technologies Acceptable Use) and all other district policies.

Establishment of Page

1. The district will include on its social media page, in a prominent location, a link to the Edina Public Schools' website, as well as contact information for the district.

2. The district will include language regarding limitation on comments and posts by its users:

   Any comments/posts viewed as inappropriate or offensive are subject to removal without notice. These comments/posts include, but are not limited to, commercial solicitations; factually erroneous/libelous information; vulgarity or obscenity; personal attacks of any kind; political support or opposition to any candidate or political measure; offensive comments that target or disparage any group/person; violations of district policy; or discussions not related to the district.

3. The district will include language regarding compliance with data practices and records retentions under Minnesota law:

   Social media pages are intended to serve as a mechanism for communication between the public and the district. Any comments submitted to pages, and its list of followers or subscribers, are public records subject to disclosure and retention pursuant to Minnesota law. Public disclosure requests must be directed to the district.

4. The communications department will be responsible for monitoring the district social media pages, including content and comments, to ensure compliance with guidelines for use as posted on the social media pages.

Postings

The district will provide balance in topics shared on its social media pages. District posts will highlight information relevant to and of interest to the community as a whole. Postings may also include prompts or questions relevant to the work and mission of the district that are intended to engage the community in the work of the district. Suggestions for posts should be submitted to the director of marketing and communications.

Appendix
revised: 12/10/12

modified: 11/13/17
reviewed: 04/20/20
revised: 08/08/22
revised: 10/16/23
reviewed: 08/05/24
reviewed: 10/13/25

Appendix VII to Policy 524

Personal Device Access

Users of personal devices connecting to Edina Schools guest network must abide by Edina Public Schools' Policy 524 (Electronic Technologies Acceptable Use). Though guests may use their personal device and expect some aspects of privacy, use of the school district's network and systems have the following expectations:

1. Use at your own risk. Use of the district network is at the device owner's discretion and therefore the district is not responsible for any loss, damage or adverse effects that may occur to a device while on the district network.

2. Devices need to be registered. All non-district devices connected to the district network need to be registered. In the event of a security incident, personal devices may be disconnected without notice. No support for remediation of security incidents (e.g., malware) will be available, and devices will remain disabled from the district network until fixed.

3. The district network is monitored. For security purposes and pursuant to federal law, the district has implemented monitoring of the district network. Personal devices connected to the district network will also be monitored for access, times, network content, and known security vulnerabilities. This information may be recorded and is subject to audit.

4. The district network is filtered. Known inappropriate and/or malicious sites, and many non-instructional sites, are blocked. Use of the district network and systems requires that owners of personal devices adhere to legal and ethical conduct, and refrain from attempting to access blocked content.

5. No expectation of privacy. Access to the contents of personal devices is governed by local and federal laws. However, while accessing the district network, systems, and buildings, there is not a right to privacy of any content, and as such, may be accessed for inappropriate or illegal activities.

6. The district reserves the right to maintain records of usage. The district may immediately terminate the privilege to use the district network should it become aware that the network is being used for inappropriate or illegal activities. The district reserves the right to take appropriate action in the event inappropriate or illegal activities are discovered on the district systems or network.

Appendix
revised: 10/16/23
reviewed: 08/05/24
reviewed: 10/13/25

Edina Public Schools
DEFINING EXCELLENCE

Policy 538

Students

Student Travel

I. Purpose

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

II. General Statement

The processes and procedures for the planning and approval of student travel-based learning experiences will be prepared by administration and be attached as appendices to this policy. Administration, including the relevant building principals, will be responsible for enforcing these processes and procedures.

III. Definitions

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

A. "Staff Coordinator" is the school district employee responsible for the experience. The staff coordinator may be a head coach, teacher, administrator, or activities advisor.

B. Travel Category

1. "Extended travel" is travel that involves one or more overnight stops. Extended travel may be instructional or supplementary. An extended travel request form must be completed and approved.

2. "Instructional travel" is travel that takes place during the school day and is required as a part of a basic education program or course, which could include students completing assignments and/or a learning assessment.

3. "Supplementary travel" is optional travel in which students voluntarily participate, which enhances a basic education program or course.

Travel may take place during or outside the regular school day. Examples of student travel in this category include class activities and district-sponsored activities for clubs, teams, and other district recognized and approved special interest groups.

C. Travel Distance

1. “International travel” is defined as travel to Hawaii, Alaska, or otherwise outside of the 48 contiguous states.

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

3. “National travel” is defined as travel that occurs within the 48 contiguous states, but outside the definition of regional travel.”

4. “Regional travel” is defined as travel that occurs within 700 miles of the Twin Cities metropolitan area, but outside the definition of “local travel.”

IV. General Guidelines

A. Rules of conduct and discipline for students and employees will apply to all student trip activities

B. The school district will make efforts to ensure that all student travel is as inclusive as possible for participants with disabilities, in accordance with the Americans with Disabilities Act (ADA), and will attempt to make reasonable accommodations, as requested. For extended travel, including most international travel, the district will have limited control over the facilities and accommodations. The district will not be able to make accommodations that would fundamentally alter the nature of the travel experience or would result in what the ADA refers to as an undue burden. In such situations, the district will communicate these circumstances to parents/guardians and participating staff.

C. In the interest of providing lower cost opportunities for students, a regional or national travel-study experience with similar educational objectives will be offered to students in the prior, same, or following school year as an international trip.

D. Employees may not enter into contracts or agreements with commercial agencies without formal district approval. As such, all travel experiences must meet the expectations outlined in this policy.

V. Approval Process

A. District administration will determine the application process for approval of extended travel. Notification of approved extended travel will be provided to the school board.

B. The approval criteria to approve or deny the travel proposal will include, but not be limited to:

1. The experience's purpose, goals, and any pre-requirements for participation;

2. The ability of all students to participate in the experience, including opportunities for fundraising, scholarships, and/or financial assistance;

3. Ability level of the group, as determined by the advisors or coaches;

4. The ability of the group to serve as a role model for the district;

5. The amount of parent/guardian or booster club support services; and

6. The impact on school attendance by participants, with a general guideline of two school days of approved absence and no conflicts with major exam schedules.

C. The final travel itinerary is required to be approved by the board for any extended travel that has significant changes to the originally approved itinerary. Significant change could include, but is not limited to, a change in destination, mode of transportation, and/or length of trip.

D. Trip planners should discuss any deposit deadlines with the coordinating travel agency and the parents/guardians of participants to ensure cancellation refunds are consistent with district procedures and agreed upon deadlines.

VI. Travel Guidelines

A. Costs

1. Travel arrangers will seek to make students' travel costs affordable for all students, while placing value on students' (a) safety; (b) experience, including travel-based learning goals; and (c) accommodations. Travel insurance will be offered, clearly communicated, and strongly encouraged for families to purchase. Students' travel costs will be as inclusive as practical for the experience, with limited out-of-pocket expenses. An estimate of out-of-pocket expenses will be stated. Students will be responsible for all travel costs.

2. A competitive bid process, following the process outlined in district policy, will be considered for travel and lodging expenses for international and national travel. Travel bid awards will be reviewed for safety, cost, experience, and accommodations. Careful consideration will be made by the staff coordinator, the extended travel coordinator, and building administration regarding these criteria before a bid will be awarded.

3. For national and international travel, parents and guardians should be provided with written details of the experience and travel advisory updates on a regular basis throughout the planning and preparation period and be given the opportunity to provide input prior to submission of the final travel itinerary.

B. If an experience anticipates returning students later than 1:00 AM via bus, van, or other motor vehicle; the staff coordinator must secure additional overnight lodging and return the next day. Vehicular transportation cannot occur overnight. Extended travel which varies from the travel procedures requires extended travel coordinator, administrative, and school board approval prior to finalization of pre-travel plans with participants.

C. The school district reserves the right to cancel or postpone international travel if travel alerts and/or warnings are issued by the U.S. Department of State's Bureau of Consular Affairs. The district will consult with the travel company involved prior to making such a decision. The district assumes no responsibility for refunds when making decisions on travel changes due to students' safety and security. The district has no obligations to check or monitor such alerts and/or warnings.

D. Fundraising and Financial Support

Groups that are planning to travel must develop a detailed fundraising plan, in accordance with district policy, that ensures adequate funds exist to allow all interested students to participate. Opportunities must be provided for the student to earn all or part of the necessary funds for a travel-based learning experience. This fundraising plan must be submitted to the building administration for their approval prior to dissemination of these plans to the students and parents/guardians. Financial assistance will be sought from the group’s funding plan or other potential funding sources.

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

E. Participation

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

2. Students may participate in public performance opportunities within the local travel area given the opportunity is approved by the building

administration, has the support of the staff member involved in the specific program, and has broad-based support among the student group. Financial viability should be the responsibility of the district, as the only anticipated cost for such performance opportunities is the transportation cost associated with the use of the district buses.

3. Staff coordinators and chaperones are prohibited from bringing non-enrolled minor children, family members, or unauthorized guests on student travel. Adult family members may participate only if they are formally vetted, approved as official chaperones by the building principal, and assigned active student supervision duties.

F. Home Stays for Extended Travel

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

1. The home stay is approved by the international provider, who is approved by the district administration;

2. The district chaperones make daily contact with students during their stay;

3. The parent or guardian signs off in support of their child's home stay prior to the experience; and

4. Whenever possible, the home stay will have two or more district students in each home.

G. Health-Related Services

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

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

H. Insurance

Parents and guardians are strongly encouraged to carefully review the insurance offerings provided by the travel company the district is partnering with to ensure understanding of all costs and benefits involved. Parents and guardians are also encouraged to explore the adequacy of health and/or accident insurance coverage to cover medical needs away from home,

especially when students are abroad. The district is not responsible for financial losses to students and parents/guardians due to cancellation of trips.

I. Financial Report

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

Legal References:
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References:
Policy 403 (Discipline of School District Employees)
Policy 423 (Employee–Student Relationships)
Policy 506 (Student Conduct and Discipline)
Policy 516 (Student Medication)
Policy 629 (Student Fundraising)
Policy 707 (Purchasing)
Policy 713 (Student Transportation)
Policy 711 (Student Activities Accounting)
Policy 913 (Partnerships – Parent Organizations and Booster Clubs)

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Policy
adopted: 07/21/08
amended: 07/19/10
amended: 10/25/10
amended: 08/20/12
revised: 06/24/13
revised: 05/16/16
revised: 01/30/17
revised: 06/17/19
revised: 12/12/22
revised: 05/05/25

Appendix I to Policy 538

Extended Travel

I. The process to obtain extended travel permission is:

A. An employee submits an Extended Field Trip and Travel Application (a copy of which is at the end of this appendix) to the building principal. The travel is approved or denied.

B. A tentative travel proposal is required for all extended travel. It is intended to provide the superintendent, building principal, extended travel coordinator, and/or other designee(s) with background information about the proposed travel. The tentative travel proposal should include the following information:

1. Purpose of the experience as it applies to the guidelines;
2. Goals of the experience and alignment to educational competencies and content standards;
3. Pre-travel requirements and/or proficiencies;
4. Name of the staff coordinator;
5. Number of participants involved;
6. Ratio of participants to chaperones;
7. Destination;
8. Schedule of experience, including dates and school days missed;
9. Mode(s) of transportation;
10. Travel company;
11. General provisions for the safety of the students while on tour (e.g., the number of chaperones, their responsibilities);
12. Lodging and meal arrangements, which includes accommodations made for students with dietary restrictions and food allergies to be outlined after roster is complete;
13. Method of financing, including estimated cost to each student, and a fundraising framework plan;
14. A summary of the number of similar trips the staff coordinator and organization has experienced, and the number of incident reports generated each year; and
15. A detailed overview of the insurance offerings for families, in addition to an intentional communication plan to ensure families understand the insurance offerings.

TRAVEL PROPOSAL APPROVAL SCHEDULE

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

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

C. The approval criteria to approve or deny the travel proposal includes, but is not limited to:

7. The experience's purpose, goals, and any pre-requirements for participation;
8. The ability of all students to participate in the experience, including opportunities for fundraising, scholarships, and/or financial assistance;
9. Ability level of the group, as determined by the advisors or coaches;
10. The ability of the group to serve as a role model for the district;
11. The amount of parent/guardian or booster club support services; and
12. The impact on school attendance by participants, with a general guideline of two school days of approved absence and no conflicts with major exam schedules.

D. The final travel itinerary is required to be approved by the board for any extended travel that has significant changes to the originally approved itinerary. Significant change could include, but is not limited to, a change in destination, mode of transportation, and/or length of trip.

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

II. Travel Guidelines

D. Costs

1. Travel arrangers will seek to make students' travel costs affordable for all students, while placing value on students' (a) safety; (b) experience, including travel-based learning goals; and (c) accommodations. Travel insurance will be offered, clearly communicated, and strongly encouraged for families to purchase. Students' travel costs will be as inclusive as practical for the experience, with limited out-of-pocket expenses. An estimate of out-of-pocket expenses will be stated. Students will be responsible for all travel costs.

2. A competitive bid process, following the process outlined in district policy, will be considered for travel and lodging expenses for international and national travel. Travel bid awards will be reviewed for safety, cost, experience, and accommodations. Careful consideration will be made by the staff coordinator, the extended travel coordinator, and building administration regarding these criteria before a bid will be awarded.

3. For national and international travel, parents and guardians should be provided with written details of the experience and travel advisory updates on a regular basis throughout the planning and preparation period and be given the opportunity to provide input prior to submission of the final travel itinerary.

E. If an experience anticipates returning students later than 1:00 AM via bus, van, or other motor vehicle; the staff coordinator must secure additional overnight lodging and return the next day. Vehicular transportation cannot occur overnight. Extended travel which varies from the travel procedures requires extended travel coordinator, administrative, and school board approval prior to finalization of pre-travel plans with participants.

F. The school district reserves the right to cancel or postpone international travel if travel alerts and/or warnings are issued by the U.S. Department of State's Bureau of Consular Affairs. The district will consult with the travel company involved prior to making such a decision. The district assumes no responsibility for refunds when making decisions on travel changes due to students' safety and security. The district has no obligations to check or monitor such alerts and/or warnings.

G. Fundraising and Financial Support

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

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

H. Participation

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

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

3. Chaperone and Guest Participation: Staff coordinators and chaperones are prohibited from bringing non-enrolled minor children, family members, or unauthorized guests on student travel. Adult family members may participate only if they are formally vetted, approved as official chaperones by the building principal, and assigned active student supervision duties.

I. Home Stays for Extended Travel

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

1. The home stay is approved by the international provider, who is approved by the district administration;

2. The district chaperones make daily contact with students during their stay;

3. The parent or guardian signs off in support of their child's home stay prior to the experience; and

4. Whenever possible, the home stay will have two or more district students in each home.

J. Health-Related Services

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

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

H. Insurance

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

I. Financial Report

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

[Application to be deleted with appendix.]

Extended Field Trip and Travel Application

Preliminary Approval

Request time before a trip: 4 months-Extended Regional / 6 months-Extended National / 18 months-International

Student Travel Policy 538

Staff Coordinator:

GROUP

School	Group/Class	Estimated # of Students

Estimated # of Students Grade						# of School Personnel
Elem	MS	9	10	11	12	

DESTINATION

Destination	Address	Miles Round Trip

Mode of Transportation	Travel Company

GOAL

Educational Goal or Objective: alignment with competencies / standards

LODGING/ MEALS

Lodging and Meal Arrangements

TIME

Dates of Trip	Days Absent: when school is in session	Days Absent: Non-school days/ vacation time
___ /___ /____ thru ___ /___ /____		

COST

Estimated Cost Per Student	Source of Funding:		
$_____	Student	District	Fundraise

Extended Field Trip and Travel Application

Preliminary Approval

CHECKLIST FOR PLANNING AN EXTENDED FIELD TRIP

Meet with your Principal and go through each task on the check list.
Principal should initial each task, indicating each item was discussed/approved.

- ☐ Consult Policy 538 for detailed guidelines for field trips/travel. ____ *Initial*
- ☐ Ensure the **safety level** for all locations included in the travel are at a **1 or 2**. This includes travel through a location. There will be no travel approved that involves any location on the itinerary at a level 3 or above. ____ *Initial*
- ☐ Include detailed **plan for safety**. What are you considering? How will you be proactive? ____ *Initial*
- ☐ Review school policies pertaining to student conduct. ____ Initial
- ☐ Plan to give a list of names and phone numbers of traveling student and their families/volunteer adults to the principal as a component of the **safety plan**. ____ *Initial*
- ☐ Have chaperones confirmed and fully committed. ____ *Initial*
- ☐ International Travel: secure administrator participants as needed per administrative support plan. ____ *Initial*
- ☐ Confirm with travel company if it is possible that other groups are scheduled or may join your group. Include this knowledge in **safety plan**. ____ *Initial*
- ☐ Ensure parent communication before/during/after trip. Include pre communication email aligned to Policy 538. ____ *Initial*
- ☐ Ensure an insurance option will be available to families. ____ *Initial*
- ☐ Include provision for fundraising plan and attach. ____ *Initial*
- ☐ Ensure that reasonable accommodations are made for students with disabilities. ____ *Initial*
- ☐ Submit a request for transportation form, if needed, three weeks prior to the trip. ____ *Initial*
- ☐ Submit preliminary application at least **four** months before local/regional trip, **six** months before national trip, and **eighteen** months before international trip. ____ *Initial*

REQUIRED SIGNATURES

Staff Submitting Form _____
I acknowledge the above has been reviewed by the Principal and I am responsible to implement

Principal _____
I acknowledge the above has been reviewed with the staff coordinating the trip and I approve

Director of Teaching & Learning _____
Required to move forward for School Board approval

Superintendent _____
Required Superintendent signature: International only

Copies sent to: **Jody De St. Hubert**, Director of T & L, at the District Office.
Jenn Carter, HS Asst. Principal, Extended Travel Facilitator
Principal in your building

Student Travel Policy 538
Form: 538-12
Established: 7/19/2010
Revised: 1/10/2025

~~Appendix~~
~~revised: 05/05/25~~
~~Revised: __/__/26~~

Appendix II to Policy 538

Student Travel Chaperone Agreement

Name _____

Address _____

City _____ State _____ Zip _____

Phone (___)_____ Cell Phone (___)_____ Email _____

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

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

Please read through this code of conduct and sign below.

As an adult chaperone, you agree to:

1. **Background Check:** Complete the required district background check required by the school district at your own expense at least 14 days prior to departure. (Note: If financial assistance for the background check fee is required, contact the travel coordinator.)

2. **Chaperone Expenses and Assistance:** Acknowledge that travel expenses are the responsibility of the chaperone.

3. **Transportation Safety:** Have Maintain a valid driver's license, and carry proof of automobile liability insurance, if you use a motor vehicle to transport yourself or others. Also, and ensure that all passengers use seatbelts. seatbelt use for all passengers, including self, if authorized to transport.

4. **Substance Restrictions:** Not Refrain from possessing or use using alcohol, illegal drugs, or tobacco products, cannabis, THC/CBD products, e-cigarettes, or vaping devices. while involved in during any Edina Public Schools' meeting or district activity.

5. **Professional Conduct:** Represent Edina Public Schools positively by maintaining courtesy, using appropriate language, demonstrating to youth and adults by conducting yourself courteously in manner and language, exhibiting good sportsmanship, and serving as a positive respectful role model. , and using reasonable conflict resolution skills.

6. **Supervision and Safety:** Not leave the premises of the event without the approval of the staff coordinator when chaperoning students. Remain on event premises during duty hours, accept direction from staff coordinators, actively monitor student participation, and immediately report any policy violations or safety concerns to the staff coordinator.

5. Not use obscene or discriminatory language at any Edina Public Schools' activity.

6. Represent Edina Public Schools to youth and adults by conducting yourself courteously in manner and language, exhibiting good sportsmanship, serving as a positive role model, and using reasonable conflict resolution skills.

7. Medication Administration: Do not hold, store, or administer any prescription or over-the-counter medication to students unless explicitly trained and designated by a licensed school nurse in accordance with District Policy 516.

8. Privacy & Social Media: Refrain from taking photos or videos of students on personal devices and posting student images or trip details to personal social media accounts.

9. Unauthorized Guests: Refrain from bringing non-enrolled minor children, siblings, or unauthorized guests on the travel experience.

7. Abide by all applicable Edina Public Schools' rules, policies, and guidelines.

8. Accept supervision and support from the staff coordinator or designated activity volunteer leader.

9. Accept the responsibility to promote and support the vision, mission, and values of Edina Public Schools' activities.

10. Ensure that students follow the guidelines and participate appropriately in all activities and travel.

11. Immediately inform the staff coordinator of any violations of district policies so that the staff coordinator can respond appropriately.

12. Participate in activities to the best of your ability.

10. **Training and Active Communication:** Attend at least one required chaperone training session that will (covering travel logistics, and district policies and rules, and including data privacy) training. and maintain an active mobile phone registered with the staff coordinator for safety and logistical contact.

11. **District Alignment:** Support the vision, mission, and policies of Edina Public Schools activities throughout the duration of the trip.

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

Chaperone's Signature: _____ Date: _____

(05/25__/26)

Appendix III to Policy 538

Edina Public Schools
Extended Travel Release of Liability

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

Student Name:

Course/Travel Experience:

AGREEMENT AND RELEASE OF LIABILITY

1. I am _____, ("Student") and/or the parent/guardian of Student, a student at Edina High School ("School"). I have chosen to and intend to allow Student to participate in a travel-based learning experience (Program) sponsored by the School.

2. I have voluntarily arranged for Student to participate in a Program which will include travel to _____ for the dates of _____.

3. I understand and am aware that during the Program in which Student will participate and in traveling to and from the Program certain risks and dangers may arise, including but not limited to the hazards of traveling in unsafe areas or under unsafe conditions, the forces of nature, the negligent or reckless acts or omissions or strict liability of persons or entities providing goods or services to Student, their agents, employees, officers, directors, associates, affiliated companies or subcontractor, travel by boat, automobile, train, ship, aircraft, bus, or other means of conveyance, an accident or illness in places without access to medical facilities, transportation, or means of rapid evaluation and assistance. I understand the school district is not responsible for financial losses to students and parents/guardians due to cancellation of trips.

4. I am aware that Student's participation in the Program and/or the use of transportation, housing, and dining services, and other goods and services in connection with participation in the Program carries a risk of serious personal injury, serious illness, death, and property damage or loss. I expressly and voluntarily assume on behalf of Student and for myself all risk of injury, illness, death, and property damage or loss that may result from Student's participation in the Program and travel to and from the Program.

5. As consideration for being permitted to participate in the Program, I hereby release and discharge the School and its officers, directors, faculty, agents, employees, and legal representatives ("the Released Parties") from liability for injury, illness, death, damage, or loss arising out of Student's participation in the Program or use of transportation, housing, dining, or other goods and services, or arising out of any other activity incident to Student's participation in the Program, including any losses caused by the negligence or strict liability of the Released Parties. I do not release the Released Parties from liability for willful or intentional acts or punitive damages.

6. I also agree not to sue or make a claim against the Released Parties for injury, illness, death, damage, or loss sustained as a result of Student's participation in the Program. I will indemnify and hold harmless the Released Parties from all claims, judgments, and costs, including attorneys' fees, incurred in connection with any action.

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

Student Signature:	Date:
Parent/Guardian Signature:	Date:

(05/25)

Appendix IV to Policy 538

EXTENDED TRAVEL STUDENT CONDUCT AGREEMENT

Student Name:

Course/Travel Experience:

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

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

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

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

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

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

Policy	Student	Parent / Guardian
Student Travel (Policy 538)		
Search of Student Lockers, Desks, Personal Possessions, and Student's Person (Policy 502)		
Student Dress and Appearance (Policy 504)		
Student Attendance (Policy 503)		
Electronic Technologies Acceptable Use (Policy 524)		
Student Medication (Policy 516)		
Student Conduct & Discipline (Policy 506)		

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

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

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

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

(05/25)

Edina Public Schools
DEFINING EXCELLENCE

Appendix I to Policy 516 and Appendix V to Policy 538

Student Name _____ **DOB** _____

_____ **Date** _____ **School** _____

Edina Public Schools Medication Administration Authorization

For students that require medications for asthma, severe allergies, seizures, or diabetes, have the licensed provider complete a signed action plan.

To be completed by a physician/licensed prescriber

Medication	Dose in mg	Frequency/Time	Route	Medical Condition and ICD10	Check if controlled substance

Physician/licensed prescriber signature:	**Date:**
Print Name of Prescriber:	**Clinic Name:**
Phone:	**Fax:**

Parent/ Guardian Authorization

K. I request that the above medication(s) be given during school hours as ordered by my child's physician/licensed prescriber.

L. I request that the medication be given on field trips as prescribed. ☐ Yes ☐ No

M. I request that the medication be given during EPS non-school hours/days programming (Kids Club/in-building Enrichment Programs) and I am responsible for training the staff. I understand a school nurse may not be available during this time. Due to safe medication storage, medication for programming outside of a building is not accepted by staff. ☐ Yes ☐ No

N. Requests for reasonable accommodations and modifications will be evaluated on a case-by-case basis as necessary to accommodate students with disabilities consistent with applicable law.

O. I request that medication be available to EPS staff during non-school hours/days for EPS programming. ☐ Yes ☐ No

P. I will notify the school/program if medication is stopped or changed.

Q. I give permission for the medication/s to be given by school personnel as delegated, trained, and supervised by the school nurse.

R. Legally I may refuse to sign the authorization to administer medication form. If I refuse to sign, EPS will not be able to administer the medication.

S. This consent may be revoked at any time by sending a written notice to the licensed school nurse or program lead.

T. This permission expires at the end of the school year/prior to the first date of the next school year. A new authorization will be required to administer the medication after the first day of the new school year.

U. All medication, both prescribed and over the counter, must be sent to school in the original container or pharmacy-labeled container.

V. I understand that I am required to retrieve the drugs, medications, or controlled substances when asked by the school. If I do not timely pick up the drugs or medications, I designate the school district as an authorized entity to transport the drugs or medications for the purpose of destruction.

Parent/Guardian Signature _____ **Date** _____

Permission for Release of Information

7. I give permission for the school nurse to communicate, as needed, with school staff about my child's medical condition(s) and the action of the medication/s in order to provide for my child's health and safety needs at school.
8. I give permission for a school nurse to contact my child's physician/licensed prescriber with questions about the above listed medication/s or medical condition/s being treated by medication/s.

9. I give permission for the physician/licensed prescriber to release information related to the above medication(s) and medical condition(s) to the licensed school nurse.

Parent/Guardian Signature_____ **Date**_____

Edina Public Schools Medication Authorization Procedures

Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student while at school. When medication is necessary during school hours, our intention is to insure the health and safety of your student. Thank you for your cooperation.

Each year, the following must be followed when sending any prescription or nonprescription medication to school:

1. **A completed parent/guardian signature and consent** authorizing school personnel to administer medication. Medications will NOT be administered or accepted until signed medical orders AND signed parental consent are provided to the health office.

2. **A written order from the physician** with instructions for all medications, prescription and over-the-counter. The order may be faxed to the school.

3. **The original pharmacy labeled container**. For prescription medications, the pharmacist can supply a labeled container, one for home and one for school. The pharmacy label must have the following:

- Student full name,
- Physician name,
- Medication name and dosage,
- Time and directions for administration,
- Current date.

4. **New medication consent form is required when**:

- The dosage or time of administration is changed
- At the beginning of each school year
- If discontinued medication is restarted. The parents/guardians must notify the school in writing when the medication is discontinued.

5. **Storage:** Medication to be administered at school will be stored in the Health Office. Exceptions are students who may carry an asthma inhaler or epinephrine, if they have a written doctor's order and written parental permission to do so and have demonstrated to the school nurse competency in administration.

6. **End of Year/Programming Medication Pickup and Disposal**: At the end of the school year or programming, all medications must be picked up in the health office by the parents/guardians or responsible adult. Parents/guardians are encouraged to dispose of unwanted medications properly. More information can be found at MN Pollution Control Website. EPS will dispose of unclaimed medications following proper guidelines.

7. **Half Tablets:** Health Services staff are not responsible for breaking tablets in half. When there is a physician order to give one-half of a tablet, talk with your pharmacist.

8. **Field Trips / Extended Learning:** Complete the field trip question on the Authorization for Medication Administration form. Additional consent will be necessary for overnight and extended trips. Health Services staff do not routinely accompany students on field trips and a teacher may be responsible for administration of medication.

9. **Standard Medications:** Health Services staff will only administer medication that is listed and described in the Standard Physician's Desk Reference (PDR).

10. Requests for reasonable accommodations and modifications will be evaluated on a case-by-case basis as necessary to accommodate students with disabilities consistent with applicable law.

~~Policy 516 - Student Medication and Policy 538 - Student Travel~~

~~(06/26)~~

IX. **Leadership and Committee Updates**

X. **Superintendent Updates**

XI. **Adjournment**

XII. **Information**

XII.A. Investment Summary - Septemeber 2026

Board Meeting Date: 10/12/2026

Title: Investment Summary – September 2026

Type: Information

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

Description: The attached report provides detailed information regarding cash and investments belonging to the District as of September 30, 2026.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders

Attachments:

1. Investment Summary – September 2026

XII.B. Expenditure Summary — September 2026

Edina Public Schools
DEFINING EXCELLENCE

Board Meeting Date: 10/12/2026

Title: Expenditure Summary – September 2026

Type: Information

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

Description: The attached report describes fiscal year-to-date expenditure activity within the District's various funds through September 30, 2026.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders.

Attachments:

1. **Expenditure Summary – September 2026**

2025-26 SCHOOL YEAR

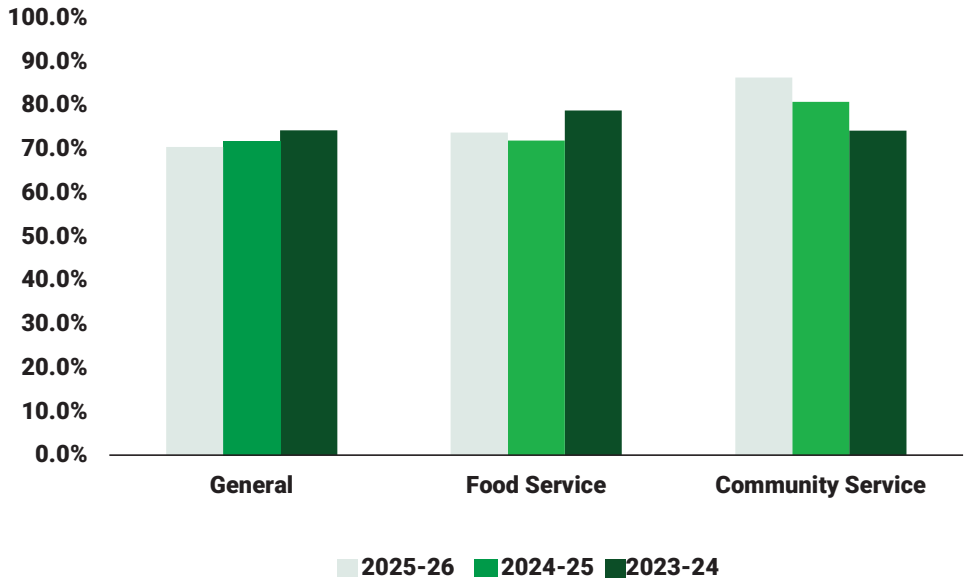
Expenditure Summary

FOR THE MONTH ENDED APRIL 30, 2026

Edina Public Schools
DEFINING EXCELLENCE

Fund	Fiscal Year-to-Date 2025-26 Budget	Fiscal Year-to-Date 2025-26 Actuals	Fiscal Year-to-Date % of Budget 2025-26	2024-25	2023-24
General Fund					
Salaries	$ 96,730,588	$ 70,279,043	72.7%	73.0%	74.1%
Benefits	33,064,313	22,494,892	68.0%	67.7%	67.9%
Purchased Services	12,398,668	8,050,790	64.9%	81.0%	95.4%
Supplies & Materials	5,188,111	3,306,004	63.7%	60.9%	85.7%
Other Expenditures	724,630	151,371	20.9%	22.5%	22.2%
Other Financing Uses	-	-	-	-	-
Total General Fund Expenditures	**148,106,310**	**104,282,100**	**70.4%**	**71.8%**	**74.3%**
Food Service	5,058,082	3,728,442	73.7%	71.9%	78.8%
Community Service	13,292,516	11,475,760	86.3%	80.7%	74.2%
Debt Service	17,636,304	17,756,861	100.7%	100.0%	100.2%
Capital	27,679,036	16,060,060	58.0%	59.8%	71.3%
Internal Service	910,000	566,551	62.3%	87.4%	89.7%
Total Expenditures All Funds	**$ 212,682,248**	**$ 153,869,774**	**72.3%**	**81.7%**	**75.8%**

Percent Comparison
Year-To-Date to Total Budget



Notes:

1- Capital Expenditures, including those made under the building construction fund, operating capital, capital projects levy, and long-term facilities maintenance are presented in combination within the "Capital" category as they are non-linear in nature and can vary greatly from period to period and year to year. Significant variances are normal.

2 - Expenditure figures may be understated or overstated due disbursement timing fluctuations; the District operates under the cash basis of accounting during the year for non-salary expenditures.

XII.C. Enrollment Summary - September 2026

Board Meeting Date: 10/12/2026

Title: Enrollment Report – September 2026

Type: Information

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

Description: The attached report describes district-wide enrollment through September 30, 2026 and includes comparative data from the prior year.

Recommendation: There is no recommended action

Desired Outcomes from the Board: This information is provided for the benefit of the School Board and its stakeholders.

Attachments:

1. **Enrollment Report – September 2026**

XII.D. Policy 702 Fund Balances – referred to Finance Committee

Fund Balances

I. Purpose

This policy defines fund balance classifications that allow for proper fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB) and the Minnesota Uniform Financial Accounting and Reporting Standards (UFARS).

II. General Statement of Policy

The school district recognizes that maintaining adequate fund balances is critical to being fiscally responsible and ensures the district's long-term ability to meet its financial obligations and provide appropriate educational services and programs to all. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54 or the UFARS, the GASB Statement and the UFARS prevail.

III. Definitions

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

A. "Assigned" fund balance amounts are ~~comprised~~ composed of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are ~~comprised~~ composed of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the ~~school~~ board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a district fund.

E. “Nonspendable” fund balance amounts are ~~comprised~~ composed of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. “Restricted” fund balance amounts are ~~comprised~~ composed of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any lawful purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

I. “Unrestricted expenditures” means general fund expenditures that do not close to a restricted fund balance under UFARS.

IV. Classification of Fund Balances

The school district classifies its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. ~~Minimum~~ Fund Balance Targets

~~The school district will strive to maintain a minimum unassigned general fund balance of between six and ten percent (6-10%) of the unassigned expenditures of the subsequent fiscal year. The fund balance is used for the purposes of cash flow, legislative shortfalls, innovation, tax abatement, and catastrophic needs. Fund balance reserves are not intended to be used for ongoing personnel or operational expenditures. If the operations of the district result in a general fund balance of less than six percent (<6%), the administration must present a plan to~~

~~the school board to reestablish the fund balance to the acceptable level in the immediate subsequent fiscal year.~~

A. Unassigned General Fund. The school district will strive to maintain an unassigned general fund balance of between six and ten percent (6-10%) of the unrestricted expenditures in the adopted budget for the subsequent fiscal year.

B. Unrestricted General Fund. The school district will strive to maintain an unrestricted general fund balance of at least fifteen percent (15%), with a target of seventeen percent (17%), of the unrestricted expenditures in the adopted budget for the subsequent fiscal year.

C. Restricted Balances. No restricted fund balance category will be permitted to carry a deficit balance without a plan presented to the school board for its elimination.

D. Corrective Action. If any fund balance falls below, or is projected in the budget or multi-year forecast to fall below the minimum level in this section, administration will present a plan to the board to restore the balance within three fiscal years, with annual progress reports.

E. Balances Above Target. Unassigned fund balance in excess of the upper target may be prioritized for one-time expenditures and will not be used to support ongoing personnel or operational costs.

VI. Order of Resource Use

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. Committing Fund Balance

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board. The board will commit an additional two percent (2%) of the unrestricted expenditures in the adopted budget for the subsequent fiscal year to be used for cash flow purposes.

VIII. Assigning Fund Balance

The school board delegates the authority to assign fund balances to the superintendent and the executive director of ~~business services~~ finance and operations. Assignments so made must be disclosed to the ~~school~~ board at the time of budget adoption or revision and when presenting the audited financials of the school district.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. Review

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

Legal References

Minn. Stat. § 123B.77 Accounting, Budgeting, and Reporting Requirement
~~Statement No. 54 of the Governmental Accounting Standards Board~~

Cross References

Statement No. 54 of the Governmental Accounting Standards Board

Policy

Adopted 09/27/2010
~~Amended~~Revised 06/20/2011
Revised 09/22/2014
Revised 12/12/2016
Revised 04/09/2018
Revised 04/17/2023
Rev____ __/__/____