

Work Session

Tuesday, September 19, 2023 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**



School Board Work Session
Tuesday, September 19, 2023; 5:00 PM
ECC Room 350

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
 - A. Racially Identified School addendum to Achievement and Integration Plan
Description: The Minnesota Department of Education (MDE) has designated Cornelia Elementary as a Racially Identifiable School (RIS). A school is considered to be a RIS when the enrollment of a protected-class student group is more than 20 percent, compared to the number of protected-class students within the district for the same grade levels served.
Presenter(s): Frannie Becquer, Director of Achievement Equity and Multi-lingual Learner Program; and Principal Lisa Masica, Cornelia
 - B. Governance Committee Plan SY 2023-2024
Description: In order to provide clarification around topics coming to the board's governance committee, a monthly plan has been created to highlight any issues coming to the board that will also be coming through the governance committee.
Presenter(s): Governance Committee
- IV. **Action**
 - A. Preliminary Certification of Property Taxes Payable in 2024
Description: Minnesota law requires school districts to certify their proposed tax levy payable in 2024 to the county auditor on or before September 30, 2023. The District administration has received the most recent property tax levy data from the Minnesota Department of Education (MDE) and has analyzed the details. A written analysis of the proposed levy is enclosed for Board of Education review. A draft of the analysis was reviewed and discussed by the Board's Finance & Facilities Committee members for reasonableness
Presenter(s): Mert Woodard, Director of Finance and Operations
- V. **Leadership and Committee Updates**
- VI. **Superintendent Updates**
- VII. **Adjournment**

III. Discussion

III.A. Racially Identified School addendum to
Achievement and Integration Plan



DEFINING EXCELLENCE

Board Meeting Date: 9/19/2023

Title: Racially Identified School addendum to Achievement and Integration Plan

Type: Discussion

Presenter(s): Frannie Becquer, Director of Achievement Equity and Multi-lingual Learner Program; and Principal Lisa Masica, Cornelia

Description: The Minnesota Department of Education (MDE) has designated Cornelia Elementary as a Racially Identifiable School (RIS). A school is considered to be a RIS when the enrollment of a protected-class student group is more than 20 percent, compared to the number of protected-class students within the district for the same grade levels served.

In February of 2023 Edina Public Schools was made aware that Cornelia Elementary was racially identifiable based on its fall 2022-23 enrollment data and as defined by Minnesota's desegregation/integration rules.

A comprehensive report was submitted to MDE that described enrollment efforts, including the assignment of students who are open enrolled in April of 2023. MDE reviewed the information submitted for Cornelia Elementary and in May of 2023 determined that the racially identifiable status was not a result of "acts motivated at least in part by discriminatory purpose" (Minn. R. 3535.1330).

Districts with schools that are racially identifiable must develop a three-year Intra-District Achievement and Integration plan to increase racial and economic integration and reduce achievement disparities at the site. School districts must write and adopt an Achievement and Integration plan for the racially identifiable school by the end of the academic year or six months later, whichever is longer. The Achievement and Integration plan for Cornelia Elementary is due December 1, 2023.

Recommendation: The board has already approved the Edina Public Schools three-year Achievement and Integration plan. The Cornelia plan is an addendum and there is no further action required for addendum to the plan.

Desired Outcomes from the Board: Review the plan in detail and come to the meeting with questions you might have.

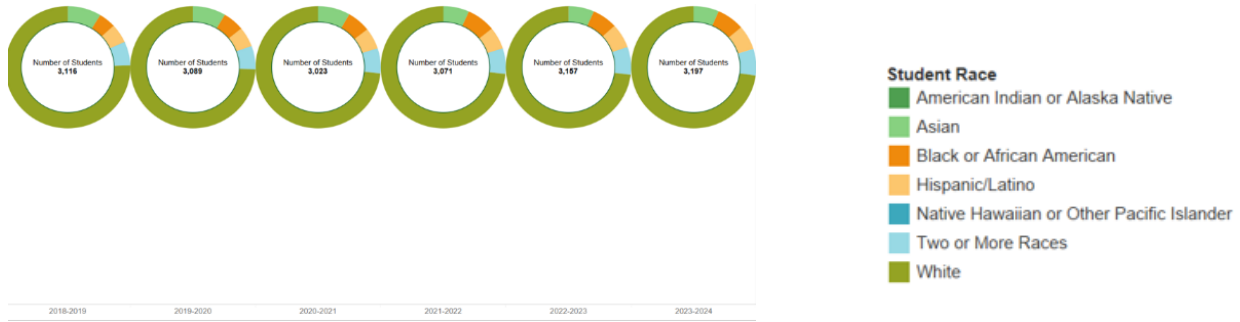
Attachments:

- Data
- Identification letter
- Overview of Plan Development
- Timeline
- Cornelia Intra-District Plan

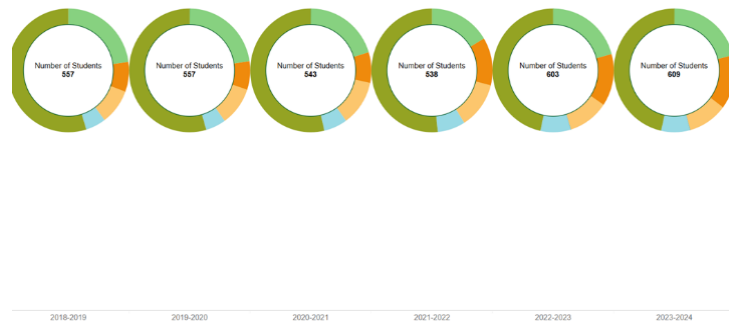
Board Report

Data

Elementary Student Enrollment by Race – All elementary schools except for Cornelia



Cornelia Elementary Student Enrollment by Race



	Cornelia 22-23	Elementaries excluding Cornelia 22-23	Cornelia 23-24	Elementaries minus Cornelia 22-23
American Indian	1 student	5 Students	1 student	2 students
Asian	20.59 %	6.46 %	20.85 %	6.47 %
Black or African American	13.76 %	6.62 %	14.29 %	7.23 %
Hispanic/Latino	10.78 %	6.46 %	10.51 %	6.38 %
Native Hawaiian or Other Pacific Islander	0	0	0	0
Two or More Races	7.96 %	7.25 %	7.55 %	7.04 %
White	46.60 %	73.01 %	46.67 %	72.82 %

Identification Letter

From: Booker, Pamela (MDE) <pamela.booker@state.mn.us>
Sent: Monday, May 22, 2023 7:55 AM
To: Stanley, Stacie <Stacie.Stanley@edinaschools.org>; Smasal, Randy <Randy.Smasal@edinaschools.org>
Cc: Traynham, Macarre (MDE) <macarre.traynham@state.mn.us>
Subject: Response to Cornelia Elementary RIS data review

[External Sender. Be wary of requests, links, and attachments.]

Dear Superintendent Stanley:

In February we contacted you to let you know that Cornelia Elementary is racially identifiable based on its fall 2022-2023 enrollment data and as defined by Minnesota's Desegregation/Integration rules. After reviewing the information, you submitted for Cornelia Elementary, the Minnesota Department of Education (MDE) has determined that the racially identifiable status of Cornelia Elementary is not the result of "acts motivated at least in part by a discriminatory purpose" (Minn. R. 3535.0130). Schools that are racially identifiable are to develop a three-year Achievement and Integration plan to increase racial and economic integration and reduce academic achievement disparities at that site.

The Achievement and Integration plan you develop for Cornelia Elementary should include strategies for increasing racial and economic integration at Cornelia Elementary and reducing achievement disparities based on students' race, ethnicity, and economic backgrounds. The plan should also have measurable goals that align with your district's World's Best Work Force plan.

Your plan for Cornelia Elementary should be written and adopted by the end of the academic year in which you receive this notice or six months later, whichever is longer (Minn. R. 3535.0160, subp. 3, A). Because these plans require input, your district would convene a Community Collaboration Council (CCC) that is reasonably representative of the diversity of your district and includes representation from your district's American Indian Parent Committee, if applicable (Minn. R. 3535.0160, subp. 2). If you have an existing committee—a site council or curriculum advisory council—that meets these criteria, it may be convened for this purpose.

This three-year plan and annual budget shall be submitted to MDE for review and approval (Minn. Stat. 124.D.861). MDE staff are available to provide support for developing an Achievement and Integration plan for Cornelia Elementary. The attached document is a resource to help you develop this plan.

The MDE [Achievement and Integration webpage](#) lists several resources for Achievement and Integration districts, including a [plan guide](#) and [budget guide](#), as well as several webinars. If you have questions about the integration status of Cornelia Elementary or the A&I program, please contact Pam Booker at pamela.booker@state.mn.us or leave her a message at 651-582-8503.

Sincerely,
Dr. Macarre Traynham
Director, Center of Equity, Diversity and Inclusion
Minnesota Department of Education

Overview of Plan development process and expectations for contents



Developing an Achievement and Integration Plan: Racially Identifiable Schools

Background: Districts with one or more Racially Identifiable Schools within their district determined by the Minnesota Department of Education (MDE) to not be racially isolated as the result of segregation are required to develop intra-district Achievement and Integration plans designed to address the lack of racial balance at these school sites (Minn. Rule 3535.0160).

Process: The following outline represents the process districts will follow when a school has been identified by MDE as racially identifiable as defined by Minn. Rule 3535.0110 Subp. 1.

1. **Notification by MDE.** MDE notifies district of the need to provide background information to determine whether the racial composition at the school in question results from policies or procedures that have a discriminatory purpose.
2. **Determination of Intent.** MDE determines whether the racial composition at the school in question results from acts motivated at least in part by a discriminatory purpose. This determination is based upon a review of the data for that school as outlined in Minn. Rule 3535.0130.

If it is determined that the racial balance of the school in question is not the result of intentional segregation, the district will be notified that it must develop an intra-district Achievement and Integration plan.

3. **District develops an intra-district plan for the racially identifiable school.** The district will be asked to develop an Achievement and Integration plan which provides options to help integrate the racially identifiable school. The plan shall include the following components as specified in the Minnesota Desegregation/Integration plan template available on MDE's Achievement and Integration website:
 - a. Input from a Community Collaboration Council created to assist in developing an Achievement and Integration plan designed to reduce the racial imbalance at the school in question (See Minn. Rule 3535.0160 Subp.2 for details on the Community Collaboration Council),
 - b. Measurable goals designed to address integration and achievement at the school in question,
 - c. Rationale for achieving the new goals,
 - d. Explanation of how the goals will be met (see activities listed below).
4. **Intra-District Activities.** All plans must be educationally justifiable and include viable options for intra-district integration and for increasing achievement such as those listed below.
 - a. Duplicating programs that have demonstrated success in improving student learning at schools that are racially identifiable,
 - b. Incentives to help balance racially identifiable schools,
 - c. Incentives to teachers to improve the distribution of teachers of all races at schools across the district,
 - d. Promotion of programs designed to attract a wide range of students,
 - e. Provide school-based services, resources, and extracurricular opportunities at racially identifiable schools in comparable ways to those provided at schools that are not racially identifiable,
 - f. Promote instructions about different cultures.
 - g. Develop strategies that embed the four Equity Criteria: access, meaningful participation, representation, and positive outcomes.

For details on developing a plan, see the [Achievement and Integration Plan Guide](#).

While MDE recognizes that every district has different needs and constraints, a district's achievement and integration plan should include intra-district initiatives aligned with allowable uses of achievement and integration revenue and designed to support progress toward the plan goals. Districts are strongly encouraged to develop achievement and integration plans which align with their World's Best Work Force plan.

5. **Obtain MDE and school board approval for the Achievement and Integration plan.** Each district shall create a detailed plan and budget using an MDE-provided template to support implementation of its intra-district plan. If a district is also part of a cross-district achievement and integration partnership, the plan and budget submitted to MDE shall support both plans but distinguish between the goals and proposed expenditures linked to the district's inter-and-intra district plans.

6. **Budget.** The budget linked to the achievement and integration plan should reflect how revenue expenditures will be used specifically to support increased opportunities for intra-district interracial contact with students at the racially identifiable school site and for addressing any achievement disparities.

Plan to use the current MDE budget guide available on the MDE Achievement and Integration website to develop your annual achievement and integration budget.

7. **Timeline.** MDE must receive districts' board approved Achievement and Integration plans and budgets by March 15 of each year in order to meet the annual deadline for certifying levy limitations to school district. A budget cannot be approved unless it supports an achievement and integration plan approved by the district and by MDE.

Statutory Achievement and Integration Goals. Eligible districts must pursue academic achievement and racial and economic integration through these specific types of strategies to help meet their plan goals: Integrated Learning Environments, Family engagement initiatives; Rigorous coursework and career and college readiness; Professional development; and Recruit and retain a racially and ethnically diverse staff and provide equitable access to effective and diverse teachers.

For further information on the plan process contact MDE staff member Pam Booker at pamela.booker@state.mn.us or 651-582-8503.

Cornelia Elementary Timeline, Goals, and KIPs

Timeline:

February 2023: EPS is notified that Cornelia is a racially identifiable school.

February – April of 2023: Assistant Superintendent Smasal curated information and submitted answers to a series of questions about the demographic make-up of the Cornelia attendance area and MDE determined that the racially identifiable status of Cornelia Elementary is not the result of “acts motivated at least in part by a discriminatory purpose” (Minn. R. 3535.0130).

May 2023: With designation of Cornelia Elementary as a racially identifiable school, EPS is required to create an Intra-District Achievement and Integration plan for Cornelia Elementary. This plan is an addendum to the current Achievement and Integration plan.

August: Director Becquer communicated via email with Pam Booker, the Edina Public Schools MDE liaison for Title 3 grants to determine if a list of potential strategies would meet criteria for the Cornelia Elementary Intra-District Plan. The list of potential goals was approved.

September: Superintendent Stanley, Assistant Superintendent Smasal and Director Becquer met with Principal Masica to present the potential strategies and refine them. With feedback from Principal Masica, the potential list of strategies was refined to three strategies with 5 Key Indicators of Progress (KIPs).

September: Director Becquer met with Sandy Harley, Literacy coach for Cornelia, and Bethany VanOsdel, assistant director of Teaching and Learning, to align Structured Literacy goal with the district k-5 comprehensive literacy plan. In addition, all strategies are aligned to the EPS strategic Plan.

Goals and KIPS:

Strategy 1: Structured Literacy

KIPs

Percent of k-2 classroom teachers implementing LETRS best practices using sound walls and district adopted resources. *Baseline data will be collected during fall and winter 2023-2024.*

Percent of Black, Hispanic/Latino, Asian and American Indian students at aggressive growth on Fast Bridge aReading in grades K-2.

Percent of Black, Hispanic/Latino, Asian and American Indian students at aggressive growth on Fast Bridge aReading in grades K-2.

Strategy 2: Culturally Proficient School Systems

KIP

Percent of Cornelia staff who have completed Culturally Proficient Schools Training

Strategy 3: STEAM Focus School (Not a Magnet)

KIP

Increase the number of targeted STEAM opportunities that students participate within at each grade level.

September – October: Per MDE requirements, Principal Masica will gather feedback from staff and the community on the proposed Intra-District Achievement and Integration Plan strategies for Cornelia Elementary.

November: KIP data will be finalized and Intra-District Achievement and Integration plan for Cornelia Elementary will be submitted to MDE.

December – End of SY 23-24: Assistant Superintendent Smasal and Principal Masica will work with the Cornelia Elementary community to gather feedback on a STEAM focus.

Cornelia Intra-District Achievement and Integration Racially Identified School (RIS) Plan

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement *Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).*

RIS Strategy #1: Structured Literacy

WBWF goal area: Racial and economic achievement gaps between students are closed.

Type of Strategy: Professional development opportunities focused on increasing literacy academic achievement for all students.

Narrative description of this strategy. Structured literacy is rooted in the science of reading, an interdisciplinary body of scientifically based research about reading and writing. Structured Literacy is a focus of the district, it aligns with our district strategic plan Priority Strategy A: Advance Academic Excellence, Growth and Readiness. This goal aligns with Edina Public Schools literacy commitments, helps to establish a viable curriculum, the materials are evidenced based, and the LETRS research will live within the scope and sequence that have been designed for grades k-5. This strategy takes the practice of LETRS training beyond teacher training to the implementation of practices in the classroom.

Location of Services: Cornelia Elementary

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2024 Target	2025 Target	2026 Target
% of k-2 classroom teachers implementing LETRS best practices using sound walls and district adopted resources.			
% of Black, Hispanic/Latino, Asian and American Indian students at aggressive growth on FASTBridge aReading in grades K-2	KIP 2024	KIP 2025	KIP 2026

2023 baseline			
% of Black, Hispanic/Latino, Asian and American Indian students at aggressive growth on FASTBridge aReading in grades K-2 2023 baseline	KIP 2024	KIP 2025	KIP 2026

This data will be used to support evaluation of the plan (Minn. Stat. § 124D.861, subd. 5).

RIS Strategy #2: Culturally Proficient Schools Systems

WBWF goal area: All racial and economic achievement gaps between students are closed.

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- X** Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- X** Increases access to effective and diverse teachers.

Narrative description of this strategy. Cultural Proficiency consists of an interrelated set of four tools, when used authentically, provides the opportunity to improve one’s own practice in service of others. The Tools of Cultural Proficiency are not strategies or techniques. The tools provide us with the means by which to perform our professional responsibilities in every Edina School District role in a Culturally Proficient manner. Being culturally competent or proficient is exemplified by how one uses assessment data, delivers curriculum and instruction, interacts with students, parents, and community members, and plans and uses professional development.

Location of Services: Cornelia Elementary

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2024 Target	2025 Target	2026 Target
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% of Cornelia staff who have completed Culturally Proficient Schools Training.	KIP 2024	KIP 2025	KIP 2026
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This data will be used to support evaluation of the plan (Minn. Stat. § 124D.861, subd. 5).

RIS Strategy #3: STEAM FOCUS SCHOOL

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

Choose the type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose Innovative and integrated pre-K through grade 12 learning environments as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. All Edina Public schools will have a STEAM focus (NOT A MAGNET SCHOOL). At Cornelia, a specific STEAM focus that sets Cornelia apart from other schools will be established. The purpose of this is to retain students at Cornelia, their neighborhood school, who may otherwise consider other choice programming. An outcome is to increase greater racial and economic integration.

In the 2023-24 school year Cornelia Elementary will develop a specific STEAM focus and work to develop targeted STEAM opportunities.

The district communications office will support Cornelia with developing marketing to promote the STEAM focus at Cornelia to neighborhood families.

Location of Services: Cornelia Elementary

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2024 Target	2025 Target	2026 Target
Increase the number of targeted STEAM opportunities that students participate within at each grade level. Baseline - K - 0 activities 1 st - 0 activities 2 nd - 0 activities 3 rd - 0 activities 4 th - 0 activities 5 th - 0 activities	KIP 2024 K - 0 activities 1 st - 0 activities 2 nd - 0 activities 3 rd - 0 activities 4 th - 0 activities 5 th - 0 activities	KIP 2025 K - 2 activities 1 st - 2 activities 2 nd - 2 activities 3 rd - 2 activities 4 th - 2 activities 5 th - 2 activities	KIP 2026 K - 3 activities 1 st - 3 activities 2 nd - 3 activities 3 rd - 3 activities 4 th - 3 activities 5 th - 3 activities

This data will be used to support evaluation of the plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Cornelia is working on strategies that are in direct alignment with the Edina Public Schools Strategic plan. The three goals are focused on Priority Strategy A: Advanced academic excellence, growth and readiness and Priority Strategy B: Ensure equitable and inclusive school culture. These three goals allow Cornelia a more intensive focus on strategy A and strategy B while allowing the district to tap into systems already in place to support their implementation. Prioritizing these goals allows the district to accelerate the implementation of district priorities at Cornelia ensuring all students are getting the support they need.

III.B. Governance Committee Planning document



Board Meeting Date: September 19, 2023

Title: Governance Committee Plan SY 2023-2024

Type: Discussion

Presenter: Governance Committee

Description: In order to provide clarification around topics coming to the board's governance committee, a monthly plan has been created to highlight any issues coming to the board that will also be coming through the governance committee.

Recommendation: Board members should review the document and come prepared with any questions.

Desired Outcomes from the Board: Clarification about governance committee meeting agendas.

Attachments: 2023-2024 Governance Committee Plan

Governance Committee					
Per policy 213, the governance committee should collaborate and make recommendations on the following subjects.					
(a) previewing all human resources issues, including contracts;					
(b) previewing all legal issues;					
(c) the relationship with the superintendent, including contract and board communication issues;					
(d) procedures for superintendent evaluation;					
(e) annual board goal development;					
(f) new board member orientation and board member development;					
(g) board communication;					
(h) strategic and long-term plans and goals;					
(i) other duties assigned by the board.					
(j) Additionally, the superintendent has discretion to bring issues to the governance committee with district-wide implications that can be readily addressed in governance.					
	September	October	November	December	January
Governance Meeting Agenda Topics	> Educator feedback document (i).	> Ongoing discussions on (a) or (b) if necessary.	> Draft holiday staff communication from board (g).	> Ongoing discussions on (a) or (b) if necessary.	> Ongoing discussions on (a) and (b).
	> Governance planning document (i).	> Standing agenda time for (j).	> Feedback/review on-boarding plan and training for new board members (f).	> Educator feedback document (i).	> Standing agenda time for (j).
	> Ongoing discussions on (a) or (b) if necessary.		> Preparation for mid-year evaluation and contract renewal (d).	> Standing agenda time for (j).	> Plan for January board retreat (f).
	> Standing agenda time for (j).		> Ongoing discussions on (a) or (b) if necessary.		
			> Standing agenda time for (j).		
Estimated Timing for Items at Work Sessions/Regular Meetings	1. Educator feedback document: 9/19 ws 2. Governance planning document: 9/19 ws		1. Staff communication from board: 11/28 ws and 12/11 regular meeting 2. On-boarding plan: 11/28 ws		1. January retreat dates TBD.

Governance Committee Per policy 213, the governance committee should collaborate and make recommendations on the following subjects. (a) previewing all human resources issues, including contracts; (b) previewing all legal issues; (c) the relationship with the superintendent, including contract and board communication issues; (d) procedures for superintendent evaluation; (e) annual board goal development; (f) new board member orientation and board member development; (g) board communication; (h) strategic and long-term plans and goals; (i) other duties assigned by the board. (j) Additionally, the superintendent has discretion to bring issues to the governance committee with district-wide implications that can be readily addressed in governance.							
	February	March	April	May	June	July	August
Governance Meeting Agenda Topics	> Ongoing discussions on (a) and (b).	> Ongoing discussions on (a) and (b).	> Ongoing discussions on (a) and (b).	> Ongoing discussions on (a) and (b).	> Ongoing discussions on (a) and (b).	> Ongoing discussions on (a) and (b).	> Ongoing discussions on (a) and (b).
	> Standing agenda time for (j).	> Standing agenda time for (j).	> Standing agenda time for (j).	> Standing agenda time for (j).	> Standing agenda time for (j).	> Standing agenda time for (j).	> Standing agenda time for (j).
			> Draft end of school staff communication from board (g).	> Superintendent evaluation planning (d).	> Coordinate Superintendent evaluation with Board	> Preliminary info gathering/prep on 2023-2024 board goal process; superintendent goals (e).	> Hold summer board training/retreat (f)
						> Coordinate summer board training/retreat (f)	
Estimated Timing for Items at Work Sessions/Regular Meetings			1. Year-end letter: 5/13 ws and regular meeting.		1. Closed session: superintendent evaluation. 6/10		

IV. Action

IV.A. Preliminary Certification of Property
Taxes Payable in 2024



Board Meeting Date: 9/19/2023

Title: Preliminary Certification of Property Taxes Payable in 2024

Type: Action

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

Background: Minnesota law requires school districts to certify their proposed tax levy payable in 2024 to the county auditor on or before September 30, 2023. The District administration has received the most recent property tax levy data from the Minnesota Department of Education (MDE) and has analyzed the details. A written analysis of the proposed levy is enclosed for Board of Education review. A draft of the analysis was reviewed and discussed by the Board's Finance & Facilities Committee members for reasonableness.

The MDE is still in the process of adjusting school district levies and will provide districts with updated reports as changes are made. While most components of the levy are likely materially accurate and complete, the District administration recommends that the Board levy a preliminary amount in all funds. If the Board of Education approves the maximum allowed, the county auditor will automatically include any positive adjustments to the levy. Otherwise, the final levy amount cannot exceed the preliminary levy amount, except for some very limited exceptions. The District administration recommends that the Board of Education adopt this preliminary levy at the "maximum" amount allowed by state statute.

The Board will set the final levy certification amounts at its Regular Board Meeting in December 2023, following a required Truth in Taxation hearing.

Recommendation: Approve and certify the preliminary property taxes payable in 2024 at the maximum amount allowed by the state.

Attachment(s):

1. Preliminary Pay 2024 Property Tax Levy Memorandum

To: Members of the Board of Education
Dr. Stacie Stanley, Superintendent

From: Mert Woodard, Director, Finance & Operations

Date: September 19, 2023

Subject: Recommendation of the Payable 2024 Preliminary Property Tax Levy Certification to Finance a Portion of the 2024-2025 School Year Operations

The District has received the Payable 2024 Preliminary Levy Limitation and Certification document from the Minnesota Department of Education (“the MDE”). Based on state authorization, enclosed are several sections of information summarizing the District’s preliminary property tax levy for your consideration.

The District’s payable 2024 levy must be certified by the Board of Education by September 30, 2023. Therefore, it is necessary that the District certifies a preliminary tax levy at the special meeting scheduled for Tuesday, September 19, 2023. Typically, once the District has submitted its preliminary tax levy certification to the county auditor, it can only be increased with authorization from the MDE. However, individual items may be decreased by the Board of Education prior to final approval, which will occur in December 2023. The District administration will formally recommend approval of the preliminary tax levy at the maximum amount allowable by law.

The District’s property tax levy is allocated to individual parcels of property within the District using formulas based upon market values assessed by Hennepin County. The preliminary estimate of the District’s total assessed referendum market value (RMV) is estimated to increase by \$1.42 billion from \$11.13 billion to approximately \$12.53 billion. This represents a 12.77% increase in market value and includes existing and new properties. The net tax capacity (NTC) of properties in the District is estimated to increase by 14.05%. A sample of individual parcel school property tax estimates will be available prior to approval of the final levy scheduled in December.

Legislative changes combined with revenue formula adjustments, student enrollment growth, and fluctuations to individual taxpayer market values add complexity to a school district’s local property tax levy. The purpose of this document is to discuss the significant changes that have occurred in the payable 2024 levy and to provide clarity to the Board of Education and to the community.

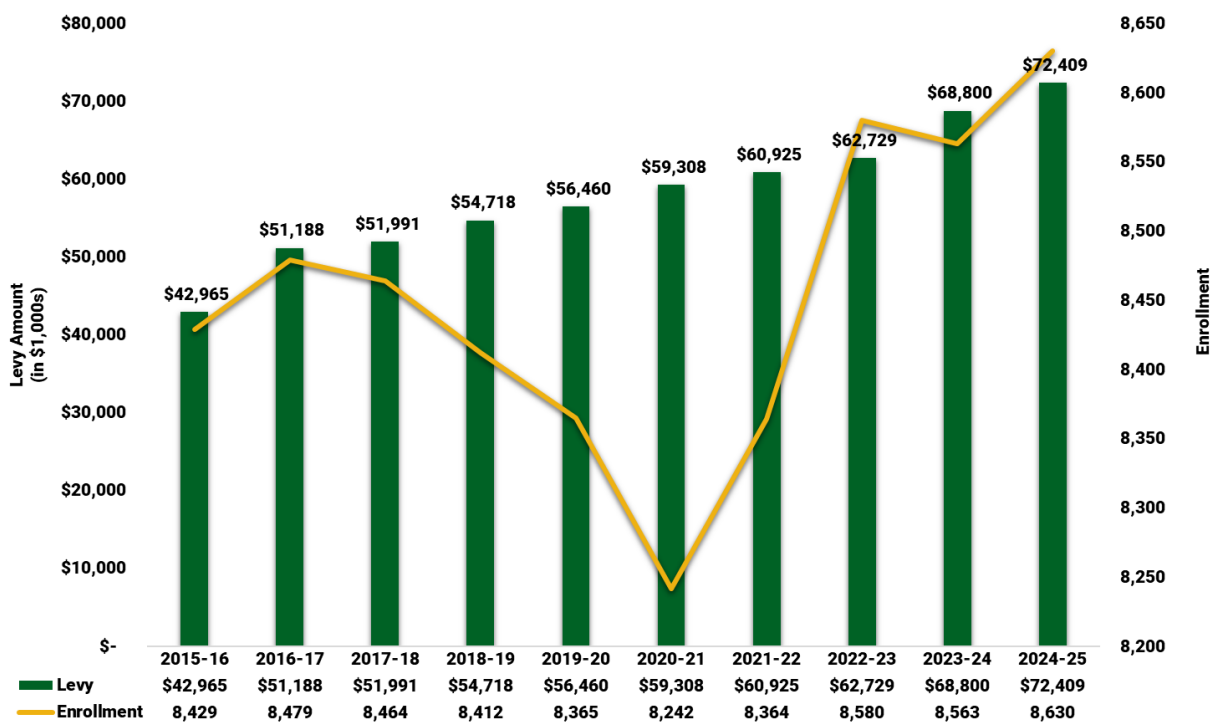
PROPOSED PROPERTY TAX LEVY

The District’s total preliminary levy for taxes payable in 2024 is \$72.41 million. This levy amount represents an overall increase of just over \$3.61 million or 5.25% from the previous year.

The following table shows a comparison of the preliminary levy payable in 2024 with the District’s certified levy payable in 2023. While the levy detail is presented by fund, it is important to focus on the District’s total payable 2024 levy when comparing to the total payable 2023 levy:

Fund	2024 Proposed Levy	2023 Certified Levy	Change (\$)	Change (%)
General	\$56,333,419	\$53,290,711	\$3,042,708	5.71%
Community Service	1,398,027	1,232,059	165,968	13.47%
Debt Service	14,677,525	14,277,476	400,049	2.80%
Total Levy	\$72,408,970	\$68,800,246	\$3,608,725	5.25%

Year over year changes to the District’s property tax levy are due to some or all of the following: legislative changes, enrollment changes, voter approved referendums, population changes, market value changes, debt service payments, and to a lesser degree, decisions made by District administration and the Board of Education. The following chart displays the District’s total levy and enrollment history over the last decade:



As displayed on the chart above, the District has experienced relatively stable student enrollment in recent years, excluding 2020-21 which was greatly impacted by the COVID-19 pandemic. Over the last five years, the District’s total levy has seen an average yearly increase of 5.13%. The District’s robust market value growth, 5.76% over the last five years, has minimized the tax impact to the property owners within the District’s boundaries. The following pages provide a detailed analysis of the levy by fund.

GENERAL FUND

Exhibit I provides a detailed description of the levy components that comprise the proposed levy recommendation for the General Fund. Overall, the General Fund levy increased by 5.71% or \$3.04 million.

The District's projected student enrollment for the 2023-24 school year combined with an inflationary increase to the per pupil amount, translates directly into a modest increase to the District's total operating referendum. The voter-approved per pupil operating referendum amount for taxes payable in 2024 is \$2,197 compared \$2,105 the prior year, which represents one of the most significant change to the District's overall levy. It is important to note that the District's levy amounts also include adjustments for changes in final 2022-23 enrollment, estimated 2023-24 enrollment and projected 2024-25 enrollment, as well as adjustments to the per pupil amount as estimated inflation becomes actual inflation.

In 2021 District voters authorized an increase to the annual capital projects levy which funds technology expenditures such as student and staff devices, district-wide technology infrastructure, technology access and support, and other capital expenditures allowed by state statute. The payable 2024 capital projects levy is \$8.48 million, \$1.04 million more than the prior year. The capital projects levy is directly correlated to the net tax capacity of the District and is not tied to student enrollment. As the District's net tax capacity grows, the capital projects levy will grow by the same percentage.

The District levies a portion of its Long-Term Facilities Maintenance (LTFM) revenue on a pay-as-you-go basis to finance deferred maintenance projects on school facilities, improve accessibility, and meet health and safety requirements. To receive revenue, the Board of Education must annually approve a ten-year plan which is subsequently submitted to the MDE for approval. For the payable 2024 levy the District will levy \$11.97 million, an increase of \$1.03 million from the prior year. The additional revenue will finance projects throughout the District and can be carried over from year to year until projects are completed.

The General Fund levy also includes several other levies that are primarily formula driven and have changed either due to revised estimates, enrollment fluctuations or increases in the District's tax capacity. These levy amounts are authorized by statute and the District must levy for each component or risk losing the revenue, or in some cases, lose a corresponding state aid.

The District recently launched a K-5 Spanish immersion program at one of its elementary school sites. The program requires the construction of additional facilities, which is eligible to be financed by lease levy authority. The principal and interest payments for fiscal year 2024 are estimated to be \$1.36 million, which is in addition to other leases and financed building additions from prior years. This levy component also includes authority granted to Intermediate School District 287, a service cooperative of which the District is a member. The District's total lease levy is \$2.26 million, up from \$2.22 million in 2023.

The Other Post-Employment Benefits (OPEB) levy represents the unfunded actuarial assumed liability (UAAL) as calculated by the District's actuary under the Government Accounting Standards Board Statement No. 75 (GASB 75). The District administration also pays close attention to abatements and to other adjustments as large swings can have a large impact on the District's total levy. These amounts are calculated by the MDE.

Overall, each individual component of the General Fund levy has been reviewed for reasonableness and accuracy with the corresponding formula that drives its calculation. The District administration recommends approval of presented amounts.

COMMUNITY SERVICE FUND

Exhibit I provides a detailed analysis of the proposed levy recommendation for the Community Service Fund. These levies are based on statewide tax rates applied to all property in the state as well as the specific populations of taxing jurisdictions. The school age care levy, which supports children participating in school age care programs that require special needs, is estimated to be \$660,000, an increase of \$100,000 from the prior year. The increase to the school age care levy combined with prior year adjustments and other minor increases results in an total increase to the Community Service Fund levy of \$165,968 or 13.47%.

DEBT SERVICE FUND

Exhibit I provides a detailed analysis of the proposed levy recommendation for the Debt Service Fund. The District is required to levy 105.0% of scheduled principal and interest payments on general obligation debt. To compensate for this, negative debt excess adjustments are made in subsequent years. The significant portion of the District's debt service levy relates to voter-approved bonds, primarily the Series 2015A School Building Bonds which were used to finance facility remodels and upgrades throughout the District.

The District finances a portion of its Long-Term Facilities Maintenance program through bonded debt. The principal and interest payments related to those issuances are reflected in the Debt Service Fund and not the General Fund.

Overall, the District's debt service levy for taxes payable in 2024 will increase by 2.80% or \$400,049 compared to the prior year.

TAX IMPACT

Residents of the District often pay close attention to changes to the District's property tax levy as this directly affects the amount they will pay individually in property taxes. In the state of Minnesota, the amount a property owner will pay in property taxes is *mostly* determined the type of property, the estimated market value of the property, the estimated market value of all other properties, and the aggregate amount levied by taxing jurisdictions in which the property resides. Although the District's property tax levy for taxes payable in 2024 is estimated to rise by 4.32%, the estimated RMV increase of 12.77% and estimated NTC increase of 14.05% means that the majority of property owners will actually see a *decrease* to the amount of property tax they pay that is attributable to the District. It is important to note that this calculation assumes that individual parcel values remain unchanged from the prior year. This calculation also excludes any taxes levied by other jurisdictions, such as the City of Edina. A detailed analysis of the tax impact to property owners can be found on Exhibit II.

SUMMARY AND TRUTH IN TAXATION LAW

The Payable 2024 Preliminary Property Tax Levy represents the total impact, across all funds, of the District's legislated property tax levy authority. As the state continues to refine the 39 pages of formulas that derive levy amounts, it is important to note that changes may still occur, and the information provided throughout this memo should be considered estimates and not facts at this time. State law allows local school boards to simply approve a "maximum" preliminary levy certification to allow positive changes to be made after September 30th, which will then be reflected in the parcel specific notices mailed out this fall. The District administration recommends that the Board of Education approve the maximum levy amount. The Board of Education retains the option to subsequently reduce the amount of the levy prior to certifying the levy in December 2023.

The public will have the opportunity to speak to the Board of Education about Edina Public Schools' budget and property tax levy at the required Truth and Taxation hearing, which is scheduled to take place at the Regular School Board Meeting at 7:00 p.m. on December 11, 2023, at the Edina Community Center. If you or members of the public have questions regarding the enclosed materials or desire additional information, please contact me at 952-848-4916 or mert.woodard@edinaschools.org.

Property Tax Levy Comparison

TAXES PAYABLE IN 2024 VS 2023 EXHIBIT I

Fund	Levy Component	Payable 2023 for FY2024	Payable 2024 for FY2025	Change (\$)	Change (%)
General Fund	* 1st Tier RMV Referendum	\$ 4,305,324	4,346,724	\$ 41,400	0.96%
	* 2nd Tier RMV Referendum	8,945,247	10,018,726	1,073,480	12.00%
	* Unequalized RMV Referendum	6,457,050	6,399,512	(57,538)	(0.89%)
	1st Tier Local Optional	2,803,348	2,830,348	27,000	0.96%
	2nd Tier Local Optional	3,968,386	4,006,546	38,160	0.96%
	Equity Levy	648,840	472,470	(176,370)	(27.18%)
	* Capital Projects Referendum	7,431,835	8,476,346	1,044,511	14.05%
	OPEB PAYGO	613,276	1,400,891	787,615	128.43%
	Operating Capital	1,396,397	1,582,999	186,602	13.36%
	Alt. Teacher Comp (Q Comp)	802,462	781,702	(20,760)	(2.59%)
	Achievement & Integration	391,167	420,405	29,238	7.47%
	Reemployment	7,500	160,000	152,500	2,033.33%
	Career & Technical Education	112,320	244,652	132,332	117.82%
	Safe Schools	336,938	340,178	3,240	0.96%
	Safe Schools Intermediate 287	140,391	141,741	1,350	0.96%
	Building Lease Levy	2,218,571	2,264,143	45,572	2.05%
	Long-Term Facilities Maintenance	10,946,893	11,974,427	1,027,535	9.39%
	Adjustments - RMV	1,490,464	582,394	(908,071)	(60.93%)
	Adjustments - NTC	(3,775)	(384,927)	(381,152)	10,095.61%
	Adjustments - Abatement	278,078	274,143	(3,935)	(1.42%)
Total General Fund Levy		\$ 53,290,711	\$ 56,333,419	\$ 3,042,708	5.71%
Community Service Fund	Basic Community Education	\$ 309,579	\$ 349,681	\$ 40,103	12.95%
	Early Childhood Family Education	342,999	315,447	(27,552)	(8.03%)
	Home Visiting	8,361	9,677	1,316	15.74%
	Adults with Disabilities	5,202	9,451	4,249	81.67%
	School-Age Care	560,000	660,000	100,000	17.86%
	Abatement Adjustments	5,771	4,888	(883)	(15.29%)
	Other Adjustments	149	48,883	48,735	32,811.45%
	Total Community Service Fund Levy		\$ 1,232,060	\$ 1,398,027	\$ 165,967
Debt Service Fund	* Debt Service - Voter Approved	\$ 12,768,998	\$ 7,001,610	\$ (5,767,388)	(45.17%)
	Long-Term Facilities Maintenance Debt Service	2,348,654	8,308,139	5,959,485	253.74%
	Debt Excess	(929,733)	(726,921)	202,812	(21.81%)
	Abatement Adjustments	89,557	94,697	5,140	5.74%
Total Debt Service Fund Levy		\$ 14,277,476	\$ 14,677,525	\$ 400,049	2.80%
Total Property Tax Levy		\$ 68,800,246	\$ 72,408,970	\$ 3,608,725	5.25%

Notes:

- 1) Levy components preceded by "*" are voter-approved.
- 2) Values within the "Payable 2023 for FY2024" column are representative of the certified levy for taxes payable in 2023 plus county auditor adjustments.

Edina Public School District No. 273

Property Tax Levy and Rate Summary, Taxes Payable in 2023 and 2024 (Exhibit II)

September 19, 2023

		Actual Taxes Payable in 2022	Preliminary Estimate of Taxes Payable in 2023	Estimated Change in Annual Taxes	Estimated % Change
Type of Property	Estimated Market Value	Estimated Annual School District Property Taxes			
Residential Homestead	\$300,000	\$1,479	\$1,459	-\$20	-1.4%
	400,000	2,007	1,982	-25	-1.2%
	500,000	2,513	2,481	-32	-1.3%
	600,000	3,086	3,050	-36	-1.2%
	700,000	3,659	3,618	-41	-1.1%
	800,000	4,231	4,186	-45	-1.1%
	900,000	4,804	4,755	-49	-1.0%
	1,000,000	5,377	5,323	-54	-1.0%
	1,500,000	8,241	8,164	-77	-0.9%
	2,000,000	11,497	11,005	-100	-0.9%
Commercial/Industrial *	\$1,000,000	\$5,821	\$5,778	-\$43	-0.7%
	2,000,000	11,782	11,699	-83	-0.7%
	3,000,000	17,743	17,621	-122	-0.7%
	4,000,000	23,705	23,542	-163	-0.7%
	5,000,000	29,666	29,464	-202	-0.7%
Apartments	\$1,000,000	\$5,728	\$5,683	-\$45	-0.8%
	2,000,000	11,456	11,365	-91	-0.8%
	4,000,000	17,184	17,048	-136	-0.8%
	2,500,000	28,640	28,413	-227	-0.8%

Key Assumptions:

1. Preliminary Pay 24 RMV and NTC values are assumed to grow by 6.5% as compared to taxes payable in 2023.
 2. Assumes no change in the value of individual parcels of property from 2023 to 2024 taxes. If the value of a parcel increased, the change in taxes will be larger than shown above.
 3. Taxes payable in 2023 are based on latest estimates of the District's proposed levy, as of September 14, 2023.
- * For commercial-industrial property, the estimates above are for property in the City of Edina. The tax impact for commercial industrial property in other municipalities in the school district may be slightly different due to the varying impact of the Twin Cities Fiscal Disparity program.



V. **Leadership and Committee Updates**

VI. **Superintendent Updates**

VII. **Adjournment**