

Work Session

Monday, January 8, 2024 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
Monday, January 8, 2024; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Fiscal Year 2025 Cost Containment

Description: At the December 22, 2023, Special Meeting of the School Board, the District administration shared its updated five-year general fund forecast for fiscal years 2025 through 2029, including a revised estimate of fiscal year 2024 activity. The District's revised estimates of fiscal year 2024 activity indicate an anticipated year end unassigned fund balance of 5.7 percent, significantly lower than the 8.8 percent that was approved for the preliminary budget at the June 20, 2023 Regular Meeting and below the minimum of 6.0 percent required by Board policy. If the District continued its current operations in fiscal year 2025 without any adjustments, the administration anticipates a further decline to the unassigned fund balance to 3.9 percent of unassigned expenditures.

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

B. Extended Travel Purpose Alignment with Strategic Plan

Description: In order to ensure tight alignment to the current Edina Public Schools Mission, Vision, and Strategic Plan the School Board has asked to review Extended Travel Experiences being offered to Edina students, specifically in regards to equitable access for each and every. Per [Travel Policy 538](#) Extended Travel is defined as "travel that involves one or more overnight stops."

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, Edina High School Assistant Principal

C. Review Morris Leatherman Election Update

Description: During the 2023 Residential Survey presentation during the November 13th work session, Morris Leatherman presented the district and community results of a question asked about school board election timing. This agenda item is to reflect and dialogue on the data.

Presenter(s): City-School Board Committee members Dr. Stacie Stanley, Erica Allenburg, and Michael Birdman

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. Fiscal Year 2025 Cost Containment



Board Meeting Date: 1/8/2024

Title: Fiscal Year 2025 Cost Containment

Type: Discussion

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

Description: At the December 22, 2023, Special Meeting of the School Board, the District administration shared its updated five-year general fund forecast for fiscal years 2025 through 2029, including a revised estimate of fiscal year 2024 activity. The District's revised estimates of fiscal year 2024 activity indicate an anticipated year end unassigned fund balance of 5.7 percent, significantly lower than the 8.8 percent that was approved for the preliminary budget at the June 20, 2023 Regular Meeting and below the minimum of 6.0 percent required by Board policy. If the District continued its current operations in fiscal year 2025 without any adjustments, the administration anticipates a further decline to the unassigned fund balance to 3.9 percent of unassigned expenditures.

To achieve a 6.0 percent unassigned fund balance at the end of fiscal year 2025 the District would need to adjust its operations in the amount of approximately \$2,560,000. To achieve a 6.9 percent unassigned fund balance, the same percentage as the end of fiscal year 2023, the adjustment would need to be approximately \$3,620,000. The District ended the 2022 fiscal year with an unassigned fund balance of 7.5 percent. To get back to this level of unassigned fund balance at the end of fiscal year 2025, the District would need to adjust its operations to the tune of \$4,270,000.

After a review and discussion of these various options by senior administrators as well as the Finance Committee of the Board, the District administration believes it prudent to recommend that the School Board approve an overall cost containment for fiscal year 2024 of \$3,620,000 or a fund balance of 6.9 percent. This will achieve a comfortable level of unassigned fund balance at the end of fiscal year 2025 and would result in a significantly smaller reduction of approximately \$750,000 for fiscal year 2026.

The option of a \$2,560,000 reduction, which would achieve the Board minimum fund balance of 6.0 percent at the end of fiscal year 2025, would immediately put the District in a position where it would have to significantly contain its budget for fiscal year 2026. The most severe reduction option of \$4,270,000 was not considered at this time due to the significant disruption it would cause to District operations and programming.

Recommendation: There is no recommended action at this time.

Desired Outcomes from the Board: Provide input regarding the administration's intention to recommend general fund cost containment measure totaling approximately \$3,620,000 for fiscal year 2025.

Attachments:

1. Fiscal Year 2025-2029 Financial Forecast Memorandum

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

From: Mert Woodard, Director, Finance & Operations

Date: December 11, 2023

Subject: Fiscal Year 2025-2029 General Fund Forecast

The financial cycle for governmental organizations such as school districts is a year-long process that involves planning, budgeting, operating, and reporting, repeating every year in perpetuity. The District administration has already begun planning for the 2025 fiscal year and feels it is an appropriate time to share with the School Board, District employees, and members of the public a preliminary outlook and forecast for next school year as well as the subsequent four school years before seeking approval of recommended budget parameters for next year. This will allow the Board time to review the goals and strategic direction of the District in relation to financial realities, seek feedback from stakeholders, determine areas of prioritization, and provide guidance to the District administration before final parameters are recommended for approval.

Forecasting Methodology

The District administration has typically utilized the combination of “level services” and “revenue based” budgeting approaches to update its five-year General Fund forecast for fiscal year 2025 through 2029. This means, in basic terms, that the District plans to offer the same educational programming and support services that it currently offers, adjusted for the revenue it anticipates generating in 2024-25 and beyond. This form of budgeting is common in school districts and other local government organizations and can also be referred to as “incremental budgeting”. In some years this may result in offering the same services but to a lesser degree due to expenditures exceeding revenue and in others it may mean increasing the degree to which services are offered or offering additional programming due to increased revenues or new revenue sources being appropriated by the state.

Enrollment

Enrollment is the most critical variable of a school district’s finances as it largely determines the number of staff employed by a school district to deliver its educational programming as well as the revenue generated by the school district. The state of Minnesota accounts for enrollment using average daily membership (“ADM”) which is the average number of students enrolled in the District each day of the school year. The District ended the 2023 fiscal year serving an average daily membership (ADM) of 8,582, up 218 from fiscal year 2022’s 8,364.

To project the subsequent year’s enrollment, districts typically use the “cohort survival” method which takes each grade level and multiplies it by a historical growth (or decline) factor, returning the estimated enrollment for the next year. The growth factor is typically a weighted average of previous years, which can be adjusted for increases in development within the district’s boundaries, the addition or elimination school buildings or programs, and other factors which are known by the administration. The administration has used a three-year weighted average to determine the growth factor that is applied to the enrollment projections and has also added a slight pro-rating factor for the purposes of conservatism. The resulting enrollment figure listed on the

table below have been used to determine the District's property tax revenue for the 2025 fiscal year:

GRADE	ACTUAL ENROLLMENT						PROJECTED	
	FY2018 PAY17	FY2019 PAY18	FY2020 PAY19	FY2021 PAY20	FY2022 PAY21	FY2023 PAY22	FY2024 PAY23	FY2025 PAY24
PK	56.97	53.87	58.34	48.20	62.79	74.85	55.00	70.00
HK	9.99	60.84	56.78	72.98	74.00	84.12	-	-
KG	528.85	506.53	520.09	518.57	537.18	524.46	585.00	590.00
1	625.56	586.97	592.51	583.79	622.12	642.09	622.00	611.04
2	595.42	621.16	593.68	591.82	625.52	642.16	639.00	646.72
3	615.07	604.87	628.46	588.15	606.03	643.00	650.00	652.05
4	666.50	629.61	612.27	622.01	611.19	618.16	643.00	663.34
5	630.78	662.41	651.55	597.74	652.94	632.33	621.00	662.23
6	667.98	656.86	680.58	658.19	622.93	667.33	653.00	637.60
7	685.86	657.04	637.61	681.10	667.07	628.44	678.00	658.91
8	690.25	679.72	654.62	630.63	685.42	676.36	646.00	682.86
9	671.71	662.42	700.24	661.21	665.21	715.50	700.00	673.24
10	676.25	680.61	656.67	687.48	650.33	671.36	702.00	697.38
11	689.76	653.04	654.80	650.46	655.35	665.58	675.00	698.30
12	652.60	696.25	667.22	649.46	626.14	696.08	694.00	686.21
TOTAL	8,463.55	8,412.20	8,365.42	8,241.79	8,364.22	8,581.82	8,563.00	8,629.88

For fiscal years 2026 through 2029 the District administration has used 8,630 as its ADM figure, which translates to approximately 9,450 in adjusted pupil units (APU). While the District does expect some growth due to a building addition and programming addition to one of its elementary schools, the District is also assuming enrollment declines in the exact amount of the gain at the elementary level. This flat enrollment project will result in no additional revenue driven by enrollment; the only additional revenue will come via per pupil funding amount increases appropriated by the state. The administration believes to be a conservative assumption for its overall General Fund revenues.

Revenue

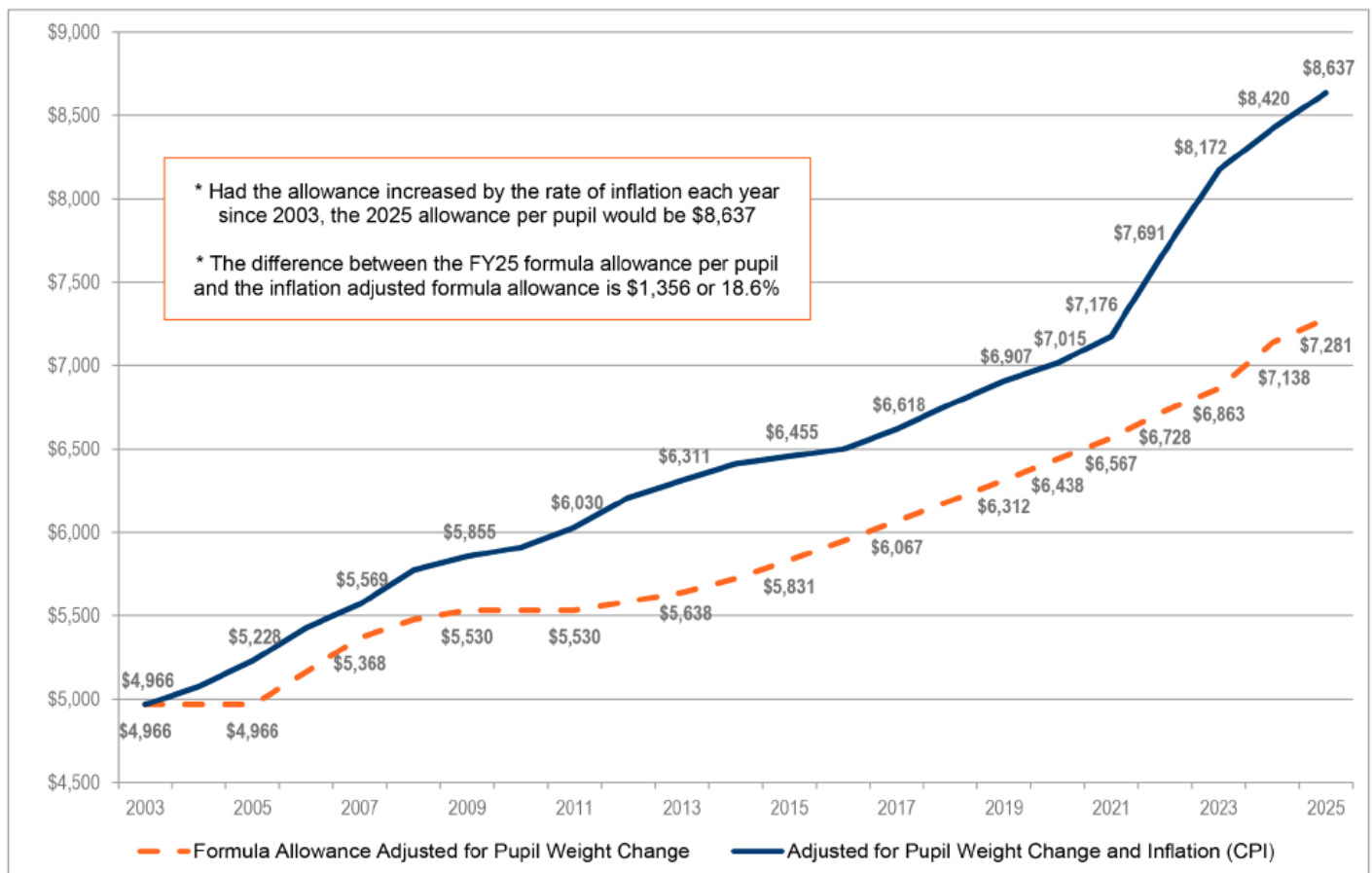
In the state of Minnesota the vast majority of a school district's revenue authority is determined by formulas defined in state statute, many of which are per pupil revenue authorities. Most of the general fund revenue for any public school district in the state of Minnesota, an estimated 43.3% for Edina in fiscal year 2024, comes from the basic education revenue formula allowance, which is a per pupil revenue allotment. The state does not define any specific uses for basic education revenue, however the revenue is used to finance the most basic operations you would expect within a school district, including, but not limited to: classroom teachers, paraprofessional staff, administrative support staff, regular to-and-from school transportation, custodial staff, utilities, and supplies and materials. The basic formula allowance is determined each biennium, with the current fiscal year being the first year of the current biennium.

In May of 2023 the Legislature agreed to a 4.0% increase to the basic formula allowance for fiscal year 2024, and increase of \$275 per APU, and 2.0% for fiscal year 2025, a further increase of \$143.

For fiscal years 2026 and beyond, the Legislature has put into law that the formula will be indexed to inflation. School districts will receive at least 2.0% on the formula each year but no more than 3.0%. Typically, school business officials will use highly conservative assumptions regarding future, unknown appropriations from the state. Since a minimum 2.0% increase has been signed into law, the District administration feels comfortable using that figure to forecast the revenues of future years:

	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029
Adjusted Pupil Units	9,359	9,450	9,450	9,450	9,450	9,450
Per Pupil Unit Amt	\$ 7,138	\$ 7,281	\$ 7,427	\$ 7,575	\$ 7,727	\$ 7,881
Total Basic Education Aid:	66,807,397	68,805,450	70,181,559	71,585,190	73,016,894	74,477,232
<i>Additional Revenue:</i>	\$ -	\$ 1,998,053	\$ 1,376,109	\$ 1,403,631	\$ 1,431,704	\$ 1,460,338

It's important to remember that while the Legislature did tie future basic education aid growth to inflation, albeit capped at 3.0%, over the last 20 years the formula has greatly lagged inflation:



One way school districts in Minnesota are allowed to increase their revenues is by seeking voter approval for an operating referendum. In November of 2017, the District held a referendum seeking approval from voters to raise an additional \$2,075 per pupil for taxes payable in 2020 with an inflationary increase each subsequent year through 2027. For the current fiscal year, the District's voter approved operating referendum authority is \$2,106. Due to the relatively high inflationary environment and the fact that the operating referendum is tied to inflation, the per pupil revenue authority for fiscal year 2025 will be \$2,197, an increase of \$92 per APU. This will result an estimated additional \$1,057,338 of revenue in fiscal year 2025 which can be used in the same manner as basic education revenue. For future years the District administration believes that the efforts of the United States Federal Reserve and other macroeconomic factors will lead to lower inflation, and thus, lesser increases to the District's operating referendum authority. For fiscal years 2026 through 2029 the District is assuming 3.0% added to the operating referendum authority each year:

	<u>FY2024</u>	<u>FY2025</u>	<u>FY2026</u>	<u>FY2027</u>	<u>FY2028</u>	<u>FY2029</u>
Adjusted Pupil Units	9,359	9,450	9,450	9,450	9,450	9,450
Per Pupil Unit Amt	\$ 2,106	\$ 2,197	\$ 2,263	\$ 2,331	\$ 2,401	\$ 2,473
Total Basic Education Aid:	19,708,931	20,766,281	21,389,269	22,030,947	22,691,875	23,372,632
<i>Additional Revenue:</i>	\$ -	\$ 1,057,338	\$ 622,988	\$ 641,678	\$ 660,928	\$ 680,756

The second way a District can raise additional revenue for operations is another voter approved property tax level officially known as the *capital projects levy* but commonly referred to as the *tech levy*. In May 2021 the District successfully asked voters to revoke and replace the District's existing tech levy of 5.556% of net tax capacity with a levy of 5.932% of net tax capacity. This revenue is used to pay for the District's technology infrastructure, student and staff devices, and technology staff. Like the operating referendum, the tech levy has already been finalized for fiscal year 2025. For future years, revenue will increase in direct proportion to the District's tax base. The District administration is utilizing a three-year moving average to project increases to net tax capacity over the next five years. The average increase the District is using is approximately 6.5%, which will result in the following capital projects levy revenue:

	<u>FY2024</u>	<u>FY2025</u>	<u>FY2026</u>	<u>FY2027</u>	<u>FY2028</u>	<u>FY2029</u>
Tax Rate	5.932%	5.932%	5.932%	5.932%	5.932%	5.932%
Net Tax Capacity	125,283,792	142,891,874	151,971,467	162,079,178	172,334,087	183,439,475
Tech Levy Revenue	\$ 7,431,835	\$ 8,476,346	\$ 9,014,947	\$ 9,614,537	\$ 10,222,858	\$ 10,881,630
<i>Additional Revenue:</i>	\$ -	\$ 1,044,511	\$ 538,601	\$ 599,589	\$ 608,321	\$ 658,772

The combination of basic education revenue, operating referendum authority, and the capital projects levy represents approximately 70 percent of the District's general fund revenue. These revenue categories are also the three which can potentially add the most additional revenue to the District, so they will continue to be analyzed in great detail. The other revenue categories the District has access to include, but are not limited to: special education aid, operating capital, categorical state aid and local levy categories, locally generated revenue, and federal revenue. At this time the District does not have any indication that categorical state aid revenue authorities will be increased for fiscal year 2025. The forecast assumes that they will remain flat and does not assume growth factor that may or may materialize during subsequent legislative sessions. The District also assumes that special education cross-subsidy aid increase that was put into place for fiscal year 2024 will see no further increases.

Expenditures

As previously mentioned, the forecast was built with the assumption that the District will largely operate in the same manner that it has over the last few fiscal years. That means six elementary schools, two middle schools, one high school, and an early learning school. The District's current staffing model, meaning the staff that were budgeted for in fiscal year 2024, has been used as the basis of the expenditure forecast. Currently, the District determines the number of classroom teachers it will employ with the following student to teacher ratio, by grade level: 20.00 to 24.00 students per classroom in kindergarten and first grade, 22.00 to 25.00 in second grade, 24.00 to 26.00 in third grade, 25.00 to 27.00 in grades four and five, 28.15 for grades six through eight, and 30.85 at the high school. In addition to classroom teachers, other licensed staff the District employs includes various teachers on special assignment, counselors, media specialists, school psychologists, licensed nurses, social workers, and licensed teachers who work with special education students or students with disabilities. In total, the District currently employs 645.07 full-time equivalents (FTE) of licensed staff, representing approximately 70.0% of the District's general fund budget that is dedicated to salaries and benefits. The remaining 30.0% is comprised of administration, administrative support staff, paraprofessionals, school bus drivers, custodial and maintenance staff, technology staff, and others.

Before addressing salary growth from fiscal year 2024 to fiscal year 2025 and beyond, it is important to note that the administration's original expectations of fiscal year 2024 salary and benefit expenditures will most likely need to be revised upward due to the ratification of new collective bargaining agreements. The District's original fiscal year 2024 General Fund budget was approved by the Board as \$149,411,639 and at this time the District estimates it will need to revise to \$154,274,727. The exact amount of the budget revision will not be known until February 2024. This revision creates a new base from which salary and benefit expenditures will grow, rapidly increasing the District's outlay over time.

The District administration assumes the following inflationary increases to all expenditure types from fiscal year 2025 through fiscal year 2029:

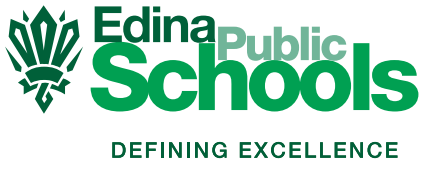
CATEGORY	INFLATION				
	2025	2026	2027	2028	2029
LICENSED SALARIES	3.74%	4.63%	3.53%	3.58%	3.74%
NON-LICENSED SALARIES	3.00%	2.50%	2.50%	2.50%	2.50%
ADMINISTRATIVE SALARIES	3.00%	2.50%	2.50%	2.50%	2.50%
OTHER SALARIES	3.00%	2.50%	2.50%	2.50%	2.50%
STATUTORY BENEFITS	3.36%	3.36%	3.36%	3.36%	3.36%
OTHER BENEFITS	2.00%	2.00%	2.00%	2.00%	2.00%
REPAIRS AND MAINTENANCE	3.00%	3.00%	3.00%	3.00%	3.00%
PURCHASED SERVICES	3.00%	3.00%	3.00%	3.00%	3.00%
SUPPLIES	5.00%	3.00%	3.00%	3.00%	3.00%
CAPITAL PURCHASES/LEASES	3.00%	3.00%	3.00%	3.00%	3.00%
OTHER EXPENDITURES	3.00%	3.00%	3.00%	3.00%	3.00%
TRANSPORTATION	3.40%	2.50%	2.50%	2.50%	2.50%
TRANSFERS OUT	0.00%	0.00%	0.00%	0.00%	0.00%
UTILITIES	10.00%	10.00%	10.00%	10.00%	10.00%
LIABILITY INSURANCE	25.00%	15.00%	10.00%	5.00%	5.00%

Fund Balance Impact

Based on the District's assumptions regarding enrollment, incremental revenue increases, and expenditure inflation, the expected unassigned fund balance position at the end of fiscal year 2024 is anticipated to be 5.7%, lower than the original budget that anticipated 8.8% and lower than the Board policy of a minimum of 6.0%. If the District's operations are not adjusted and if the Legislature does not appropriate significantly more funds than anticipated, beginning with fiscal year 2025 the District's fund balance will begin to rapidly deteriorate. Based on the current forecast, the District would reach "statutory operating debt", or a negative 2.5% overall fund balance or lower, at some point during the 2027 fiscal year:

	2023	2024	2025	2026	2027	2028	2029
Revenue:							
Property Taxes	\$ 46,405,453	\$ 53,290,711	\$ 56,342,167	\$ 54,392,166	\$ 54,601,361	\$ 55,644,042	\$ 55,613,871
State Sources	87,753,124	95,178,065	97,609,636	99,445,510	101,579,374	103,508,874	105,477,142
Federal Sources	2,923,061	2,285,697	2,285,697	2,285,697	2,285,697	2,285,697	2,285,697
Miscellaneous local	6,377,764	3,694,838	3,694,838	3,694,838	3,694,838	3,694,838	3,694,838
Other Financing Sources	1,067,740	-	-	-	-	-	-
Total Revenue	\$ 144,527,142	\$ 154,449,311	\$ 159,932,338	\$ 159,818,211	\$ 162,161,270	\$ 165,133,450	\$ 167,071,548
Expenditures:							
Administrative Salaries	\$ 5,304,845	\$ 6,398,608	\$ 6,899,572	\$ 7,072,057	\$ 7,248,858	\$ 7,430,075	\$ 7,615,830
Licensed Salaries	53,608,090	59,709,457	61,942,596	64,810,527	67,098,347	69,500,460	72,099,776
Non-licensed Salaries	12,408,339	13,517,278	13,922,801	14,270,881	14,627,654	14,993,351	15,368,183
Other Salaries	10,027,889	10,586,790	10,904,392	11,176,996	11,456,426	11,742,832	12,036,402
Statutory Benefits	13,823,818	15,190,481	15,701,507	16,229,703	16,775,674	17,340,003	17,923,346
Other Benefits	14,712,361	14,390,269	15,257,882	15,562,994	15,874,202	16,191,675	16,515,504
Purchased Services	12,633,739	9,301,704	9,580,760	7,656,217	6,751,310	6,655,477	5,420,622
Utilities	2,178,271	2,092,342	2,301,576	2,531,734	2,784,910	3,063,404	3,369,751
Liability Insurance	672,301	918,984	1,148,730	1,321,040	1,453,144	1,525,801	1,602,091
Repairs and Maintenance	431,323	402,936	415,024	427,476	440,300	453,506	467,114
Supplies	3,708,361	2,860,282	3,003,302	3,093,415	3,186,214	3,281,797	3,380,249
Transportation	7,496,108	7,723,659	7,986,269	8,185,929	8,390,579	8,600,346	8,815,357
Capital Purchases/Leases	3,037,059	4,416,106	5,249,924	5,407,421	5,569,641	5,736,733	5,908,834
Other Expenditures	430,950	428,515	441,371	454,612	468,251	482,298	496,768
Transfers Out	1,584,127	6,337,316	6,337,316	6,337,316	6,337,316	6,337,316	6,337,316
Total Expenditures	\$ 142,057,580	\$ 154,274,727	\$ 161,093,022	\$ 164,538,318	\$ 168,462,826	\$ 173,335,074	\$ 177,357,143
Change in Fund Balance	2,469,562	174,584	(1,160,684)	(4,720,107)	(6,301,556)	(8,201,624)	(10,285,595)
Fund Balances:							
Nonspendable	392,982	-	-	-	-	-	-
Restricted	4,342,395	4,873,952	5,592,020	6,172,950	6,988,956	8,074,087	9,459,070
Committed	2,322,850	2,548,331	2,644,814	2,730,964	2,819,541	2,913,446	3,000,849
Assigned	5,519,524	6,118,681	6,187,468	6,256,256	6,325,043	6,393,831	6,462,618
Unassigned	8,013,834	7,225,205	5,181,183	(274,793)	(7,549,720)	(16,999,166)	(28,825,935)
Total Fund Balances	\$ 20,591,585	\$ 20,766,169	\$ 19,605,485	\$ 14,885,377	\$ 8,583,821	\$ 382,198	\$ (9,903,397)
Fund Balance Policy:							
Unassigned Fund Balance	6.90%	5.67%	3.92%	-0.20%	-5.36%	-11.67%	-19.21%

It is critical to not that the assumptions used to calculate the projected shortfall are conservative and a "worst case" scenario, the administration believes that in its role as steward and fiduciary of taxpayer funds it is better to air on the side of extreme caution. It is common to see five-year forecasts developed annually by school districts and the vast majority of them paint a bleak picture. Clearly, education funding in Minnesota does not, over time, meet the needs of school districts. Also, it is important to note that estimates are just that, estimates. The administration has used the best information available at the time of analysis and will continuously update its forecast as new or better information presents itself.



ADMINISTRATIVE OFFICES

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Board Policy 702 stipulates that if the District's operations result in an unassigned fund balance of less than 6.0% of the subsequent years' unassigned expenditures, the administration must present a plan to the Board to reestablish the fund balance to the acceptable level in the previous fiscal year. Per the forecast, the District would need to contain its budget in the amount of approximately of \$2.56 million to have an unassigned fund balance of 6.0% at the end of fiscal year 2025.

The administration will now begin the "Budget Reduction, Reallocation, and Revenue Generation" process and, after a period of stakeholder engagement, provide the School Board with a list of options to bring the District into compliance with its own fund balance policy.

Regards,

Mert Woodard
Director, Finance & Operations

III.B. Extended Travel Purpose Alignment with
Strategic Plan



Board Workshop Date: 1/8/2024

Title: Extended Travel Purpose Alignment with Strategic Plan

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, Edina High School Assistant Principal

Description: In order to ensure tight alignment to the current Edina Public Schools Mission, Vision, and Strategic Plan the School Board has asked to review Extended Travel Experiences being offered to Edina students, specifically in regards to equitable access for each and every. Per [Travel Policy 538](#) Extended Travel is defined as “travel that involves one or more overnight stops.”

Recommendation: Review the information provided on extended travel for discussion.

Desired Outcomes from the Board: Review the extended travel information and bring questions and feedback to the discussion.

Attachments:

[Student Travel Report for 3.4.19 Board Work Session Discussion](#)

[Travel Policy 538](#)

Appendixes:

Appendix A: All Extended Travel Flow Map

Appendix B: Extended Field Trip and Travel Application

Appendix C: Portrait of a Well-Rounded Edina Graduate

Appendix D: The Cultural Proficiency Framework

Travel Policy 538 Background Information:

In March of 2019 a report was brought to the school board with recommendations for changes to [Travel Policy 538](#). In the report it was stated that “Field trips that extend classroom learning have been, historically, a valued part of the EPS K-12 learner experience.”

The three categories of travel are instructional, supplemental and extended:

1. Instructional travel is travel that takes place during the school day and is required as a part of a basic education program or course.
2. Supplemental travel is optional travel in which students voluntarily participate, which enhances a basic education program or course.
3. **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. All Edina Extended travel offerings are supplementary.**

For the purpose of this report the remaining information will be focused on extended travel.

There are three different types of extended travel:

1. Regional Travel is defined as a travel experience that occurs within 700 miles of the Twin Cities metropolitan area, but outside the definition of “local travel.”
2. National Travel is defined as a travel experience that occurs within the 48 contiguous states, but outside the definition of a “regional travel.”
3. International Travel is defined as a travel experience to Hawaii, Alaska, or otherwise outside of the 48 contiguous states

In order to ensure that extended travel is properly planned and aligned with educational content standards all extended travel follows a carefully outlined approval process noted in Appendix A. After reviewing approved travel companies for possible partnership, the next critical step is for the staff member who is sponsoring the extended travel experience to complete the extended field trip and travel application in Appendix B and review it thoroughly with building administration.

Extended travel is communicated with the School Board through information, consent, and/or approval.

	Regional Travel	National Travel	International Travel
Timeline for Approval	4 months in advance	4 months in advance	12 months in advance
Who Approves	Building Principal *With notification to the school board.	Building Principal and the Director of Teaching and Learning under consult from the Superintendent. *With notification to the school board.	School Board must approve after the Building Principal and the Director of Teaching and Learning under consult from the Superintendent to provide initial approval and take to the school board for review,

			modifications if needed, and action.
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Current Edina Extended Travel Experiences:

Currently extended travel in Edina happens at all levels (elementary through high school) to varying degrees.

At the elementary and middle schools there is little to no extended travel. Each travel experience at the elementary and middle school happens on a yearly basis and aligns with specific district programming such as Continuous Progress and French Immersion.

Yearly Extended Travel Experiences at Edina Elementary and Middle Schools

School	Extended Travel Experience	Month	Type of Extended Travel	Cost	Participation #'s
Highlands	All 4th/5th grade and 2/3 CP Environmental Camps	October, February, May	Regional	\$175 to \$250	This is offered for all students with the majority attending.
Normandale	Back to Back Bordeaux	June	International	\$4,500	25
Countryside	CP camp	May	Regional	\$145 to \$200	This is offered for all students with the majority attending.
Valley View	Quebec	June	International	\$2,673	60

At Edina High School there are many more opportunities for extended travel. On a yearly basis the opportunities happen both nationally and internationally in most of the same content areas. The locations and learning standards of the travel experience, however, vary from year to year.

2022-2023 Edina High School Extended Travel Experiences:

Content Area	Extended Travel Experience	Month	Type of Extended Travel	Approximate Cost	Approximate Participation #'s
Social Studies	Washington, D.C. *rescheduled from 21	October 2022	National	\$1,987	79
Social Studies	Vietnam	December 2022	International	\$4,000	20
Choir	Chicago	Spring Break 2023	National	\$882	125
Band	Eastern Caribbean	Spring Break 2023	International	\$3,400	80
Social Studies	Washington, D.C.	Spring 2023	National	*Canceled & rescheduled for fall of 2023	

Social Studies	Spain	Summer 2023	International	\$4,320	40
Science	Madagascar	Summer 2023	International	\$5,000	30
Yearbook	San Diego	Summer 2023	National	\$1,400	7
Science	Glacier National Park	Summer 2023	National	\$2,100	9

2023-2024 Edina High School Approved Extended Travel Experiences:

Content Area	Extended Travel Experience	Month	Type of Extended Travel	Approximate Cost	Approximate Participation #'s
Social Studies	South Korea Exchange	October 2023	International	\$3,000	15 to 25
Social Studies	Washington D.C. *rescheduled from 22-23	Fall 2023	National	\$2,000	177
Yearbook	Boston	November 2023	National	\$1,500 to \$2,000	11
Marching Band	Plymouth, Boston & New York City	November 2023	National	\$1,500 to \$2,000	150
World Language	France	February 2024	International	\$2,000 to \$2,500	25
Orchestra	St. Thomas Virgin Islands	March 2024	International	\$3,500 to \$3,800	30 to 50
Choir	Los Angeles	April 2024	National	\$1,699	125
Social Studies	Washington DC	April 2024	National	\$1,934	194
Social Studies	Germany & France	June 2024	International	\$4,749	40
STEM	Germany & Switzerland	June 2024	International	\$4739	15
Career and Tech	Japan	June 2024	International	\$5,351	25
Science	Croatia	July 2024	International	*Canceled & rescheduled, then canceled again and now for Portugal 2024.	

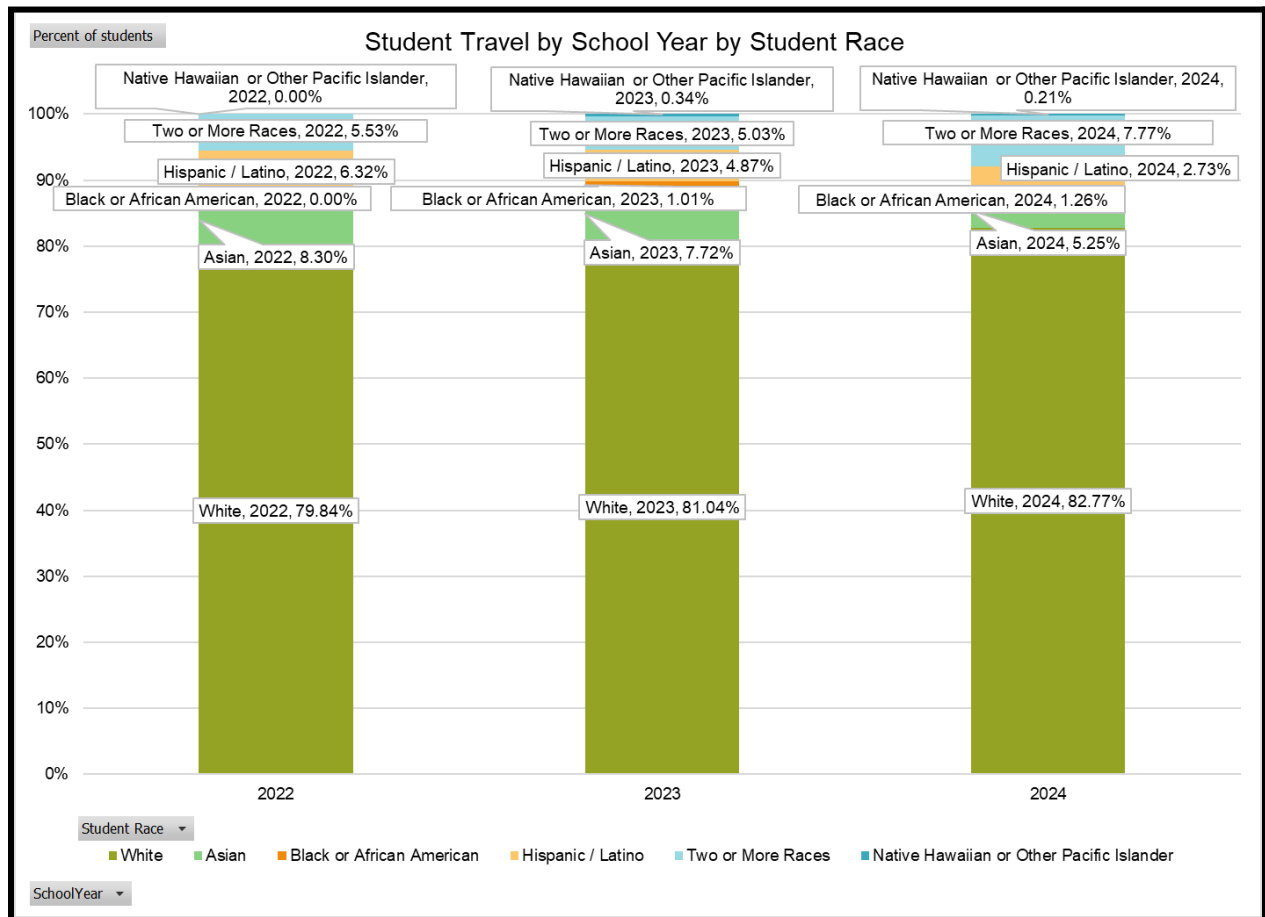
Proposed 2024-2025 Edina High School Extended Travel Experiences: *Currently all international experiences are listed below. National experiences are still in process according to board time lines.*

Content Area	Extended Travel Experience	Month	Type of Extended Travel	Approximate Cost	Approximate Participation #'s
Science <i>*see note below</i>	Portugal	October 2024	International	\$4,500	32
World Language	France Exchange	February 2025	International	\$2,000 - \$2,500	25
Music: Band	Italy	March 2025	International	\$3,995	90
Global Scholars	Zimbabwe	March 2025	International	\$5,550	20
Social Studies	Argentina	June 2025	International	\$5,979	45
Science	Costa Rica	July 2025	International	\$4,350	16

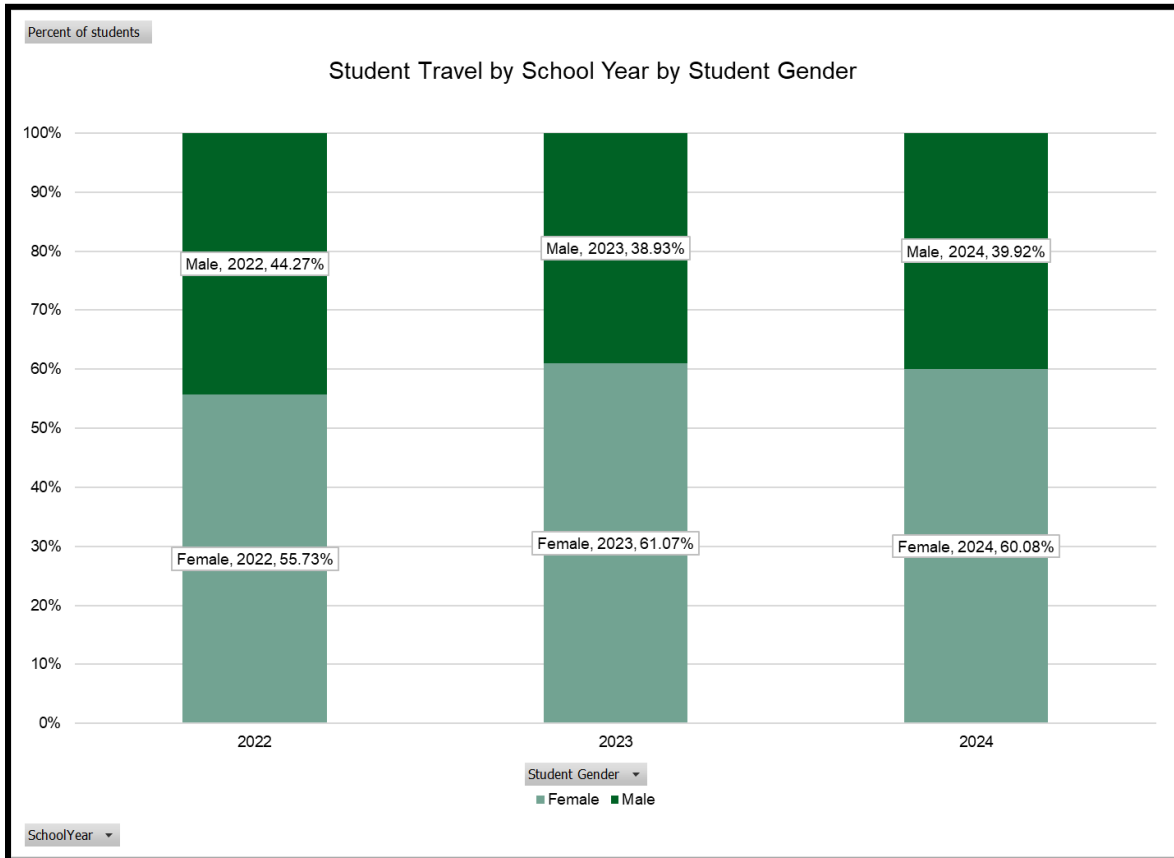
*Following Travel Policy there would not be 2 experiences from the same content area. This was an experience that has been canceled twice.

Student Demographic Data For Secondary Extended Travel:

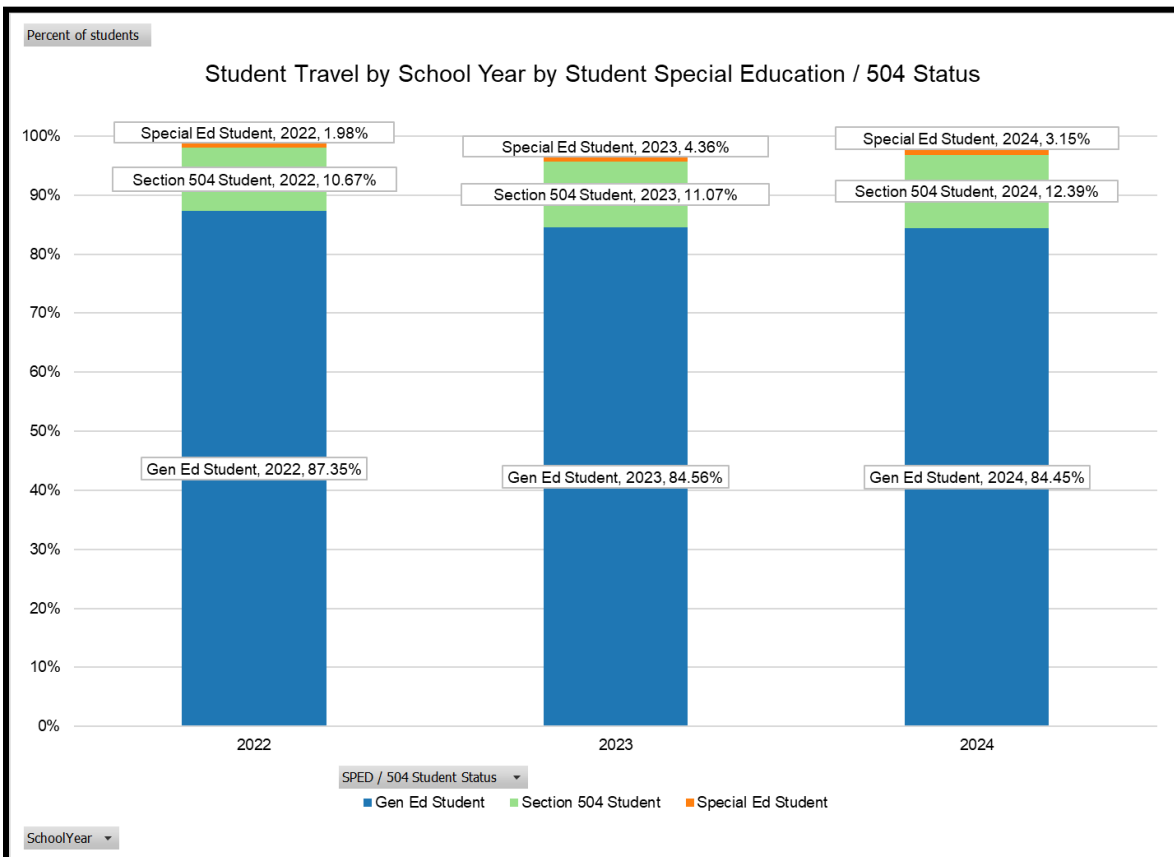
Student Race Distribution



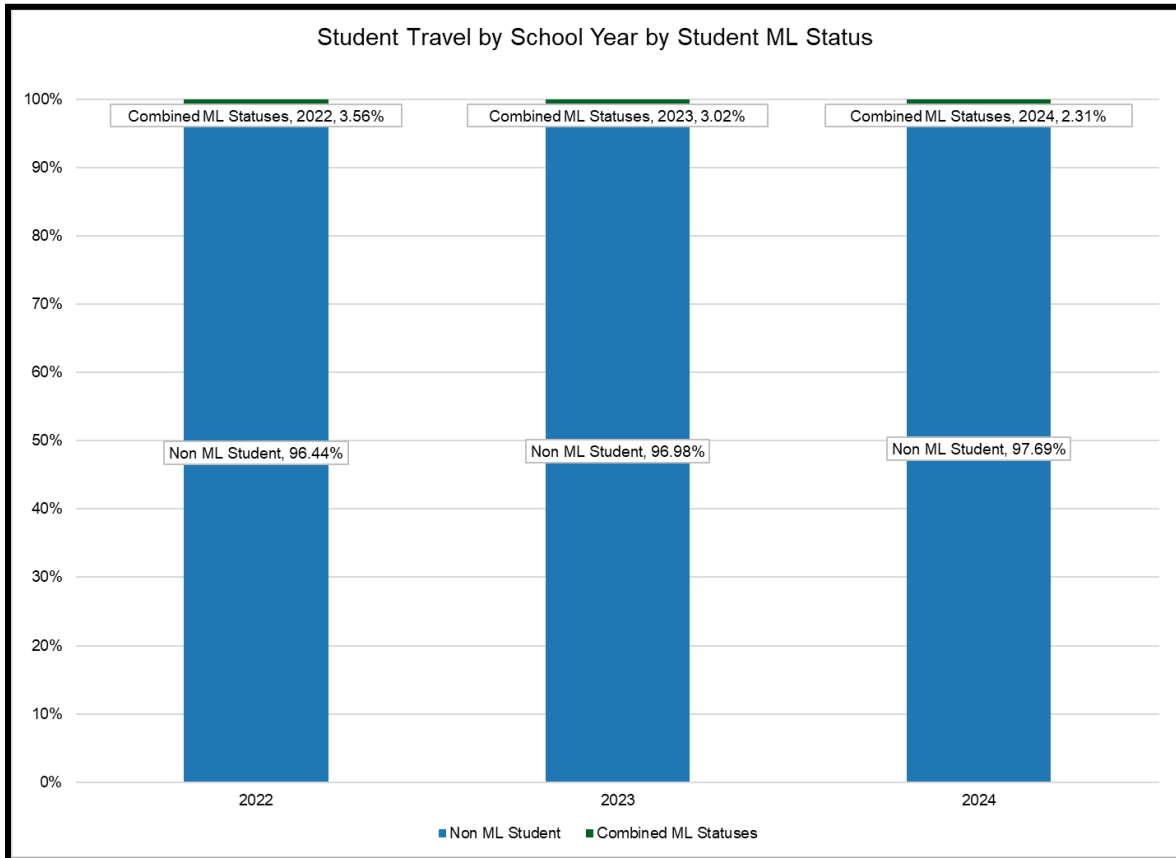
Student Gender Distribution



Student Special Education / 504 Status Distribution

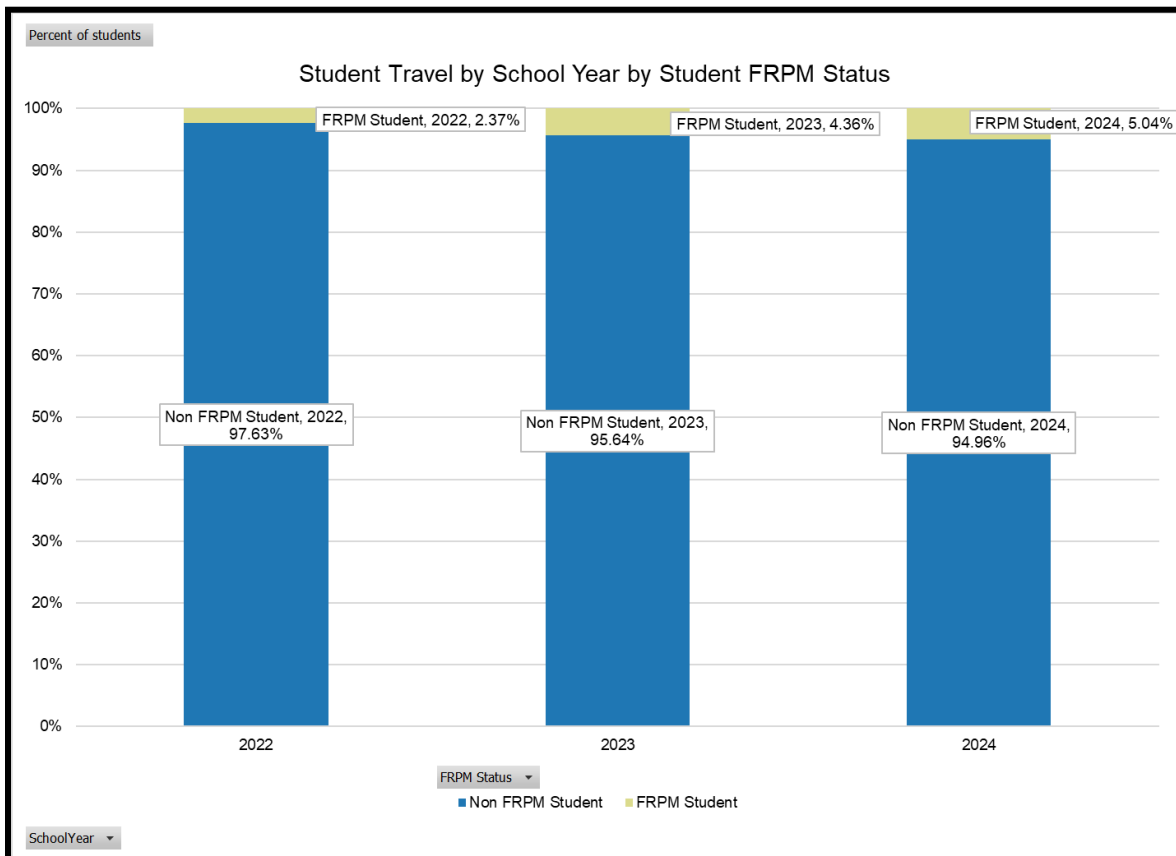


Student ML Status Distribution



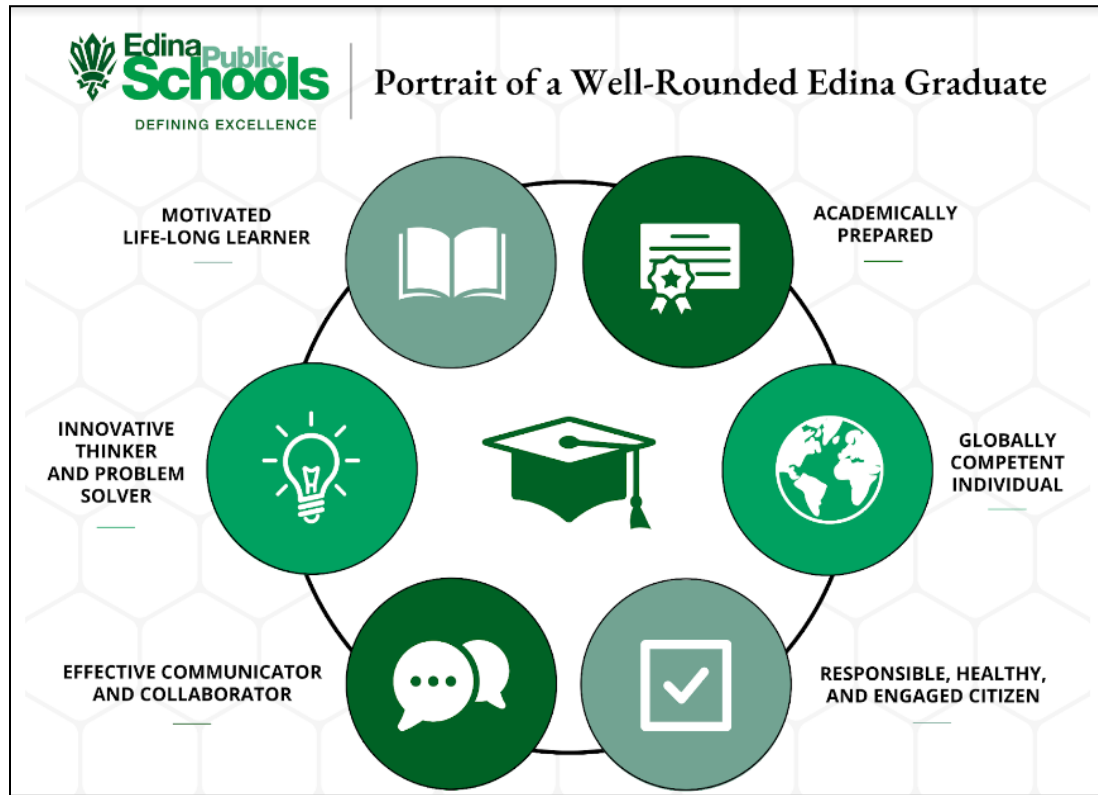
* All ML Student Statuses, Prior ML, ML Monitor, ML Student, Declined ML Service have been combined.

Student Free / Reduced Priced Meals (FRPM) Distribution



Student Experiences:

As each extended travel experience comes to the board for individual discussion and approval, it is clear that the sponsors of the experience are committed and passionate Edina Educators defining excellence. Each experience is deeply aligned with the Portrait of a Well-Rounded Edina Graduate, as well as rigorous academic standards.



Continuous Improvement in Extended Travel:

In alignment with the Edina Public Schools Mission Statement the patterns of data require inquiry, critical thinking, and continuous improvement. The following are areas that specifically require attention to ensure each and every student has access to extended travel as a choice in their Edina experience.

1. Current Reality of Extended Travel Costs:
 - a. The base cost of all extended travel experiences continues to rise.
 - b. With the uncertainties of post-covid travel the need for more comprehensive insurance plans are growing, thus adding additional costs to the base fees.

Recommendations for Discussion:

- a. Complete annual reviews on caps for students travel experience cost based on changing travel industry standards.
- b. Commit to working with organizations that are culturally proficient in their approach to funding extended travel. For example companies that maintain high standards at reasonable costs and offer scholarship/funding opportunities.
- c. Continue to ensure that content areas offer both an international and national experience because the national costs are more affordable.

2. Current Reality for Each and Every to Afford Participation in Extended Travel:
 - a. All of our travel experience sponsor educators are committed to ensuring students who would like to join an experience can when students proactively reach out.
 - b. Our data demonstrates there is an opportunity gap for students of color, students who qualify for meal benefits and students in special education.
 - c. A variety of fundraising/financial support is offered for students expressing interest including but not limited to:
 - i. Selling products
 - ii. Group fundraising experiences
 - iii. Edina Give and Go: There is an increased need for the \$1,000.00 per student allocation to be used for tutoring and extra-curricular fees in alignment with the Edina Give and Go mission. While families are highly appreciative of the community's investment and support of Edina Give and Go, access to money for extended travel is very minimal or not truly available at all.
 - d. There are individual travel experience scholarships:
 - i. Boosters in the music areas (approximately 5 to 10% of students access on a yearly basis)
 - ii. Organizations that support the mission of the experience (For example 7 students applied for and received the Ann Bancroft scholarship for the recent Madagascar experience)
 - iii. Family donations
 - iv. Travel company scholarships and/or fundraising (approximately 1 to 4 students access on a yearly basis)
 - e. Long standing travel experiences in content areas or choice programming sometimes offer proactive payment plans.

Recommendations for Discussion:

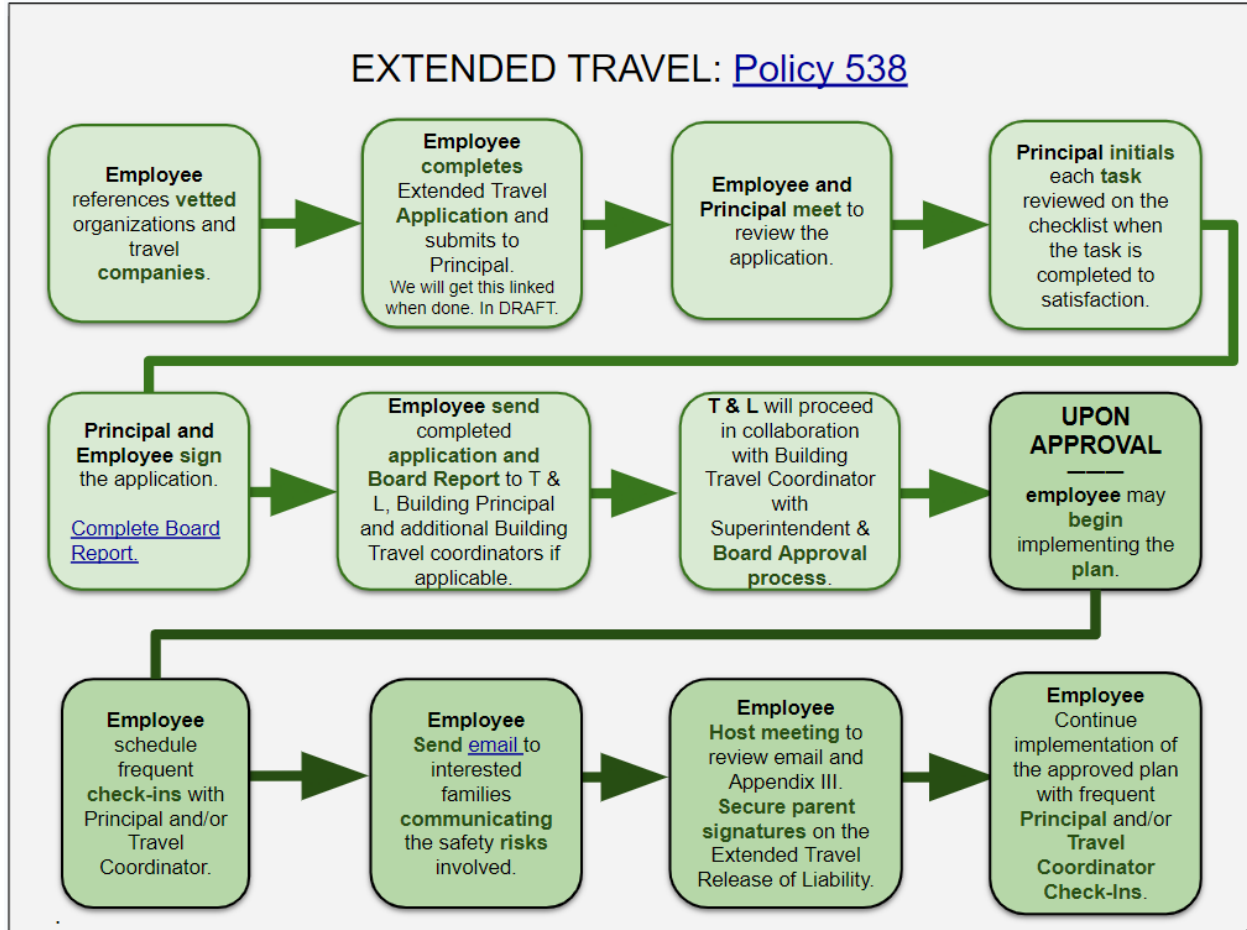
- a. Create proactive processes in collaboration with students and families that ensure staff are communicating the extended travel opportunities to each and every student and family, along with clear communication on opportunities for financial support and payment plans over an extended period of time. Include co-development of fundraising opportunities as part of this process.
- b. Utilize the Culturally Proficient Continuum in Appendix D when co-creating any fundraising/financial support plans. Proactively take steps to ensure all students are able to participate in fundraising. For example, selling a product is not easy for a student or family with limited access to family in the area. Ensure the fundraising has the potential to pay for 25 to 50% of the travel experience at a minimum and for students/families that need additional support ensure individual plans are developed for scholarship in alignment with d and e.
- c. Take Edina Give and Go off as a funding source option for individual students.
- d. Create intentionality with the tracking of and support in accessing current scholarship opportunities.
- e. Explore the development of an Edina community partnership to create an additional scholarship resource.

- f. Include an option to donate on all extended travel information.
3. Current Reality for Each and Every to Know About and Access Extended Travel Opportunities:
- a. Long standing travel experiences have an opportunity to ensure all families have knowledge of the opportunity. This is currently occurring in a variety of different ways from meetings to written emails.
 - b. Many of the extended travel opportunities are offered in choice programming in K-12. For example Continuous Improvement, French Immersion, and Music all have extended travel opportunities.
 - c. Current extended travel opportunities are communicated in a variety of different ways with little consistency across opportunities. There is a strong possibility that students and families are likely unaware that the opportunities exist.

Recommendations for Discussion on Knowledge and Access:

- a. Ensure consistent multi-year plans of communication for all long standing travel experiences that occur in multiple modalities and using translations. Develop these plans in collaboration with students and families to ensure a partnership in development and implementation.
- b. Continue to develop a consistency of extended travel offered in content areas. Although the locations may vary, the offerings for content areas and grade levels remain consistent.
- c. Develop a communication system for extended travel that is consistent, done in multiple languages, and extends to a wider portion of the population.
- d. While honoring that there is diversity within and between cultures (Guiding Principle of The Culturally Proficiency Framework in Appendix D), create a “Child Find” Recruitment Process. Recruitment is the use of quantitative and qualitative data to identify students who may not be accessing extended travel and, yet, may be a good fit for particular offerings. Once identified, there is a process for asking the students to participate and supporting access if there is interest. The process might involve individual conversations and phone calls home. This process is a collaborative effort of district leaders, site leaders, teachers, support staff, counselors and families working together through a culturally proficient lens.
- e. Throughout the frequent check-ins during the planning phase of an extended travel experience, ensure the sponsoring teacher is using The Culturally Proficiency Framework (Appendix D) in planning and that the necessary support to proactively support an engaging and safe experience for each and every student participating is in place.

Appendix A: [All Extended Travel Flow Map](#)



Appendix B: [Extended Field Trip and Travel Application](#)

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			
Group Extended Field Trip 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			
GOAL	Educational Goal or Objective: alignment with competencies / standards		
LODGING/ MEALS	Lodging and Meal Arrangements		
TIME	Dates of Trip ___/___/___ thru ___/___/___	Days Absent: when school is in session	Days Absent: Non-school days/ vacation time
COST	Estimated Cost Per Student \$ _____	Source of Funding:	
		<input type="checkbox"/> Student <input type="checkbox"/> District <input type="checkbox"/> Fundraise	

Extended Field Trip and Travel Application	
Preliminary Approval	
<input checked="" type="checkbox"/>	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, when approved.
<input type="checkbox"/>	Consult Policy 538 for detailed guidelines for field trips/travel. ___ Initial
<input type="checkbox"/>	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
<input type="checkbox"/>	Include detailed plan for safety . What are you considering? How will you be proactive? ___ Initial
<input type="checkbox"/>	Review school policies pertaining to student conduct. ___ Initial
<input type="checkbox"/>	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
<input type="checkbox"/>	Have chaperones confirmed and fully committed. ___ Initial
<input type="checkbox"/>	International Travel: secure administrator participants. ___ Initial
<input type="checkbox"/>	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
<input type="checkbox"/>	Ensure parent communication before/during/after trip. Include pre communication email aligned to Policy 538 . ___ Initial
<input type="checkbox"/>	Ensure an insurance option will be available to families. ___ Initial
<input type="checkbox"/>	Include provision for fundraising plan and attach. ___ Initial
<input type="checkbox"/>	Ensure that reasonable accommodations are made for students with disabilities. ___ Initial
<input type="checkbox"/>	Submit a request for transportation form, if needed, three weeks prior to the trip. ___ Initial
<input type="checkbox"/>	Submit preliminary application at least four months before local/regional trip, six months before national trip, and eighteen months before international trip. ___ Initial
SIGNATURES	Signatures required
	Staff Submitting Form _____ <i>I acknowledge the above has been reviewed by the Principal and I am responsible to implement</i>
	Principal _____ <i>I acknowledge the above has been reviewed with the staff organizing the trip and approve</i>
	Superintendent _____ <i>Required Superintendent signature: International only</i>
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	
Established 7/18/2010 Revised: 11/8/2021	Form: 538-12 Student Travel Policy 538

Appendix C: Portrait of a Well Rounded Edina Graduate



Portrait of a Well-Rounded Edina Graduate



ACADEMICALLY PREPARED

- Demonstrates foundational academic knowledge in Reading, English Language Arts, Mathematics, Social Studies, Science, Technology, Engineering, and the Arts.
- Masters and applies standards aligned to challenging and rich curricula.
- Identifies, understands, and solves complex issues.

GLOBALLY COMPETENT INDIVIDUAL

- Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures and environmental conditions.
- Engages in multiple opportunities to broaden language knowledge and application.
- Embraces the individual and cultural dignity of all people and actively seeks multicultural interactions.

RESPONSIBLE AND ENGAGED CITIZEN

- Demonstrates a high level of integrity and ethical action.
- Applies knowledge and education for the good of the community.
- Demonstrates empathy, compassion and open-mindedness.
- Accepts responsibility for personal choices and actions, including impact on others and learns from mistakes.
- Applies the social-emotional skills of self-awareness and self-management to lead a healthy and well-balanced life.

EFFECTIVE COMMUNICATOR AND COLLABORATOR

- Communicates effectively as a listener, speaker, writer, and responder through appropriate and timely communication platforms (digital, print, video, and social media).
- Possesses strong social and interpersonal skills, including verbal, nonverbal, and conflict resolution.
- Works effectively with others in academic and social settings, both as a leader and a contributor.

INNOVATIVE THINKER AND PROBLEM SOLVER

- Thinks and produces creatively, both collaboratively and independently.
- Demonstrates intellectual curiosity.
- Critically analyzes and evaluates information sources.
- Adapts to changing demands.

MOTIVATED LIFE-LONG LEARNER

- Understands personal interests and passions, while valuing continuous learning and seeking opportunities for growth.
- Understands own needs as a learner and advocates appropriately.
- Persists when faced with challenge or adversity.
- Actively researches opportunities, sets personal learning goals, makes choices that support long-term aspirations and successful transitions.

Appendix D: The Culturally Proficiency Framework

THE CULTURAL PROFICIENCY FRAMEWORK

Cultural proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. Cultural Proficiency is a lens for examining one’s work and one’s relationships. The four tools of cultural proficiency are the **Elements**, the **Continuum**, the **Barriers** and the **Principles**.

THE ESSENTIAL ELEMENTS - Standards for Planning, Analyzing, Assessing, Diagnosing & Evaluating
<p>Assess Cultural Knowledge: Develop an understanding of the culture (beliefs, practices, traditions, values, assumptions) of a system or program/department within a system.</p> <p>Value Diversity: Develop an appreciation for the differences among and between groups</p> <p>Manage the dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment</p> <p>Adapt to Diversity: Expand, modify and/or adopt new policies and practices that support diversity, inclusion and belonging.</p> <p>Institutionalize Cultural Knowledge: Monitor system updates to ensure the modifications are deeply embedded into the working systems of the organization, department, and/or program.</p>

CULTURAL PROFICIENCY CONTINUUM

Unhealthy Organizational Practices that Foster Intolerance & Exclusion			Healthy Organizational Practices that foster Transformation & Belonging		
DESTRUCTION	INCAPACITY	IGNORANCE	PRE COMPETENCE	COMPETENCE	PROFICIENCY
<i>Eliminate difference</i>	<i>Demean differences</i>	<i>Dismiss differences</i>	<i>Respond inadequately to the dynamics of difference</i>	<i>Engage with differences using the essential elements as stands</i>	<i>Esteem and learn from differences as a lifelong practice</i>

BARRIERS to overcome to ensure each and every student has an opportunity to participate in extended travel experiences	Proactive Behaviors, Shaped by the PRINCIPLES
<ul style="list-style-type: none"> ● Unawareness of the need to adapt ● Resistance to change ● Systems of the oppression and privilege ● A sense of entitlement 	<ul style="list-style-type: none"> ● Culture is a predominant force ● People are served in varying degrees by the dominant culture ● There is diversity within and between cultures

- | | |
|--|---|
| | <ul style="list-style-type: none">● Every group has unique culturally-defined needs● People have personal identities and group identities● Marginalized populations have to be at least bicultural● Families, as defined by culture, are the primary systems of support● The diverse thought patterns of cultural groups influence how problems are defined and solved● The absence of cultural competence anywhere is a threat to competent services everywhere |
|--|---|

From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012

www.TheRobinsGroup.org

III.C. Review Morris Leatherman Election Update



Board Meeting Date: January 8, 2024

Title: Review Morris Leatherman Election Update

Type: Discussion

Presenter: City-School Board Committee (Dr. Stacie Stanley, Erica Allenburg, Michael Birdman)

Description: During the 2023 Residential Survey presentation during the November 13th work session, Morris Leatherman presented the district and community results of a question asked about school board election timing. This agenda item is to reflect and dialogue on the data.

The data is as follows:

“Switching School Board Elections to Even-year General Elections”

- No: 26%
- Strongly No: 2%
- Yes: 27%
- Strongly Yes: 10%
- Doesn't Matter: 30%
- Unsure: 6%

Recommendation: Review the data and bring initial reactions and reflections.

Desired Outcomes from the Board: A dialogue and discussion about the results.

Attachments: None

Edina Public School District

2023 Residential Survey

Morris Leatherman Company

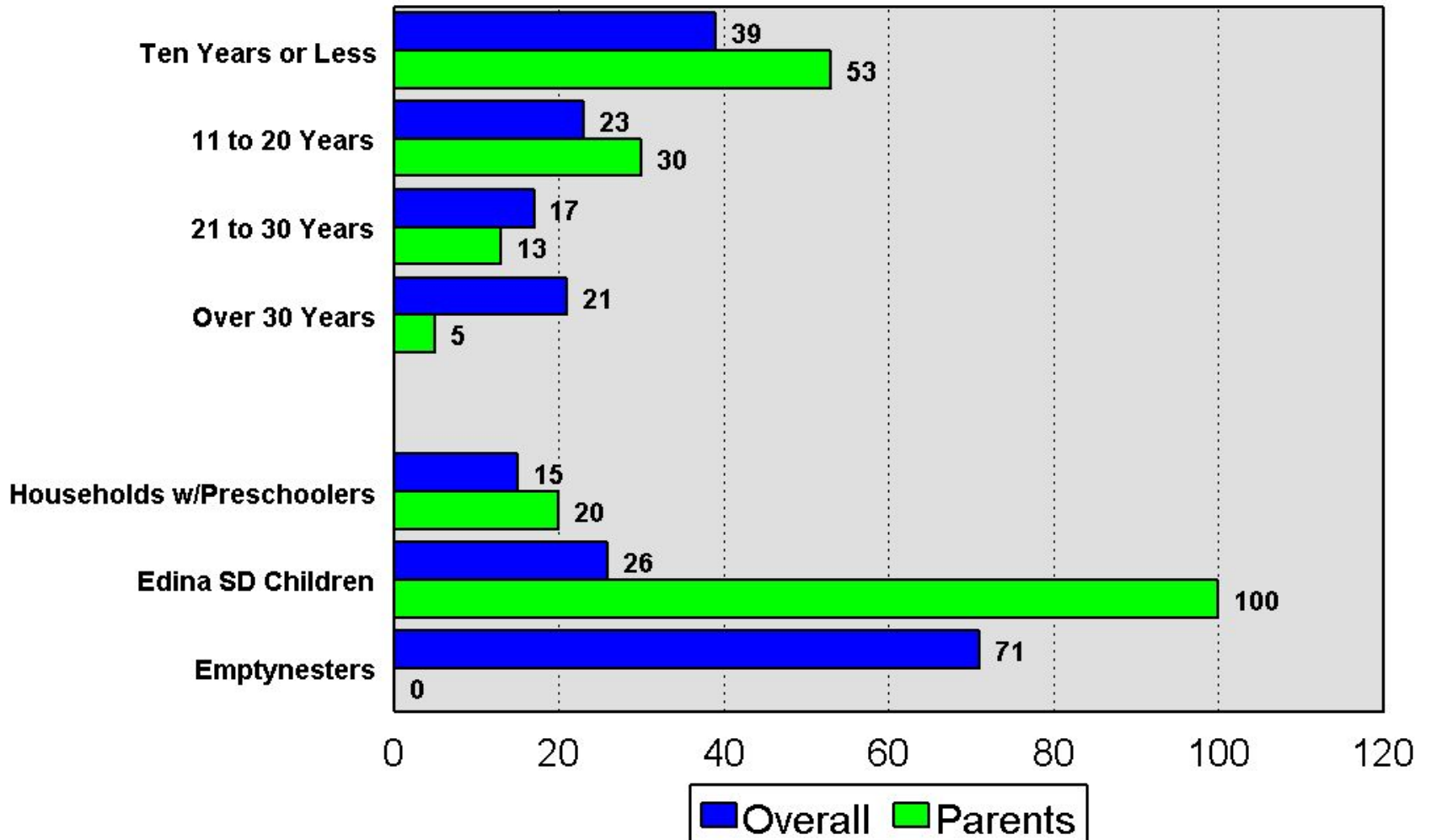
Survey Methodology

2023 Edina School District

- ⊠ 400 random sample of Edina School District residents.
 - ⊠ Results projectable within +/-5.0% in 95 out of 100 cases
- ⊠ 400 random sample of Edina School District parents.
 - ⊠ Results projectable within +/-5.0% in 95 out of 100 cases
- ⊠ Average interview time of 12 minutes
- ⊠ Non-response level of 6.0%
- ⊠ Telephone interviews conducted between October 9th and 26th, 2023

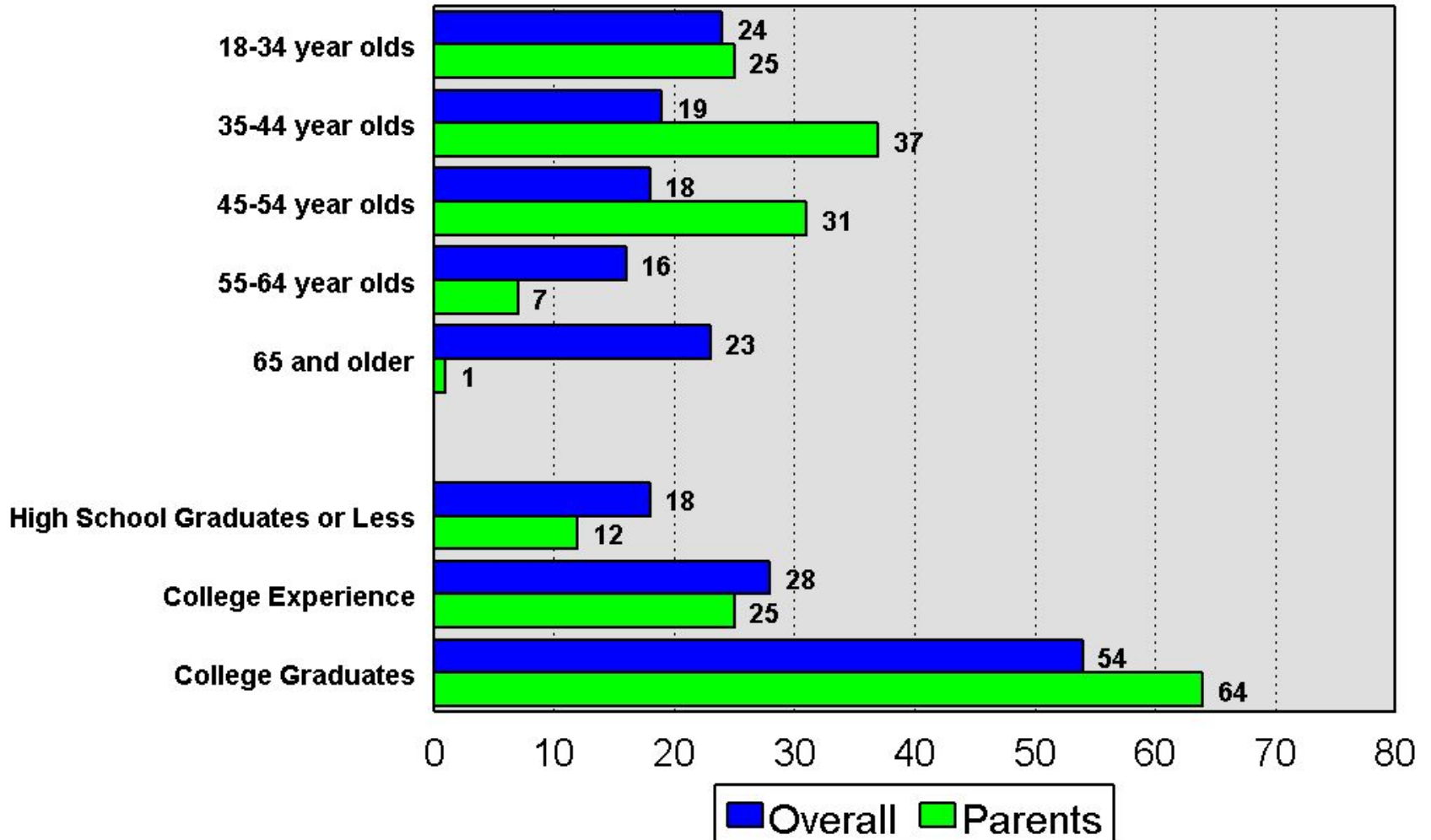
Demographics I

2023 Edina School District



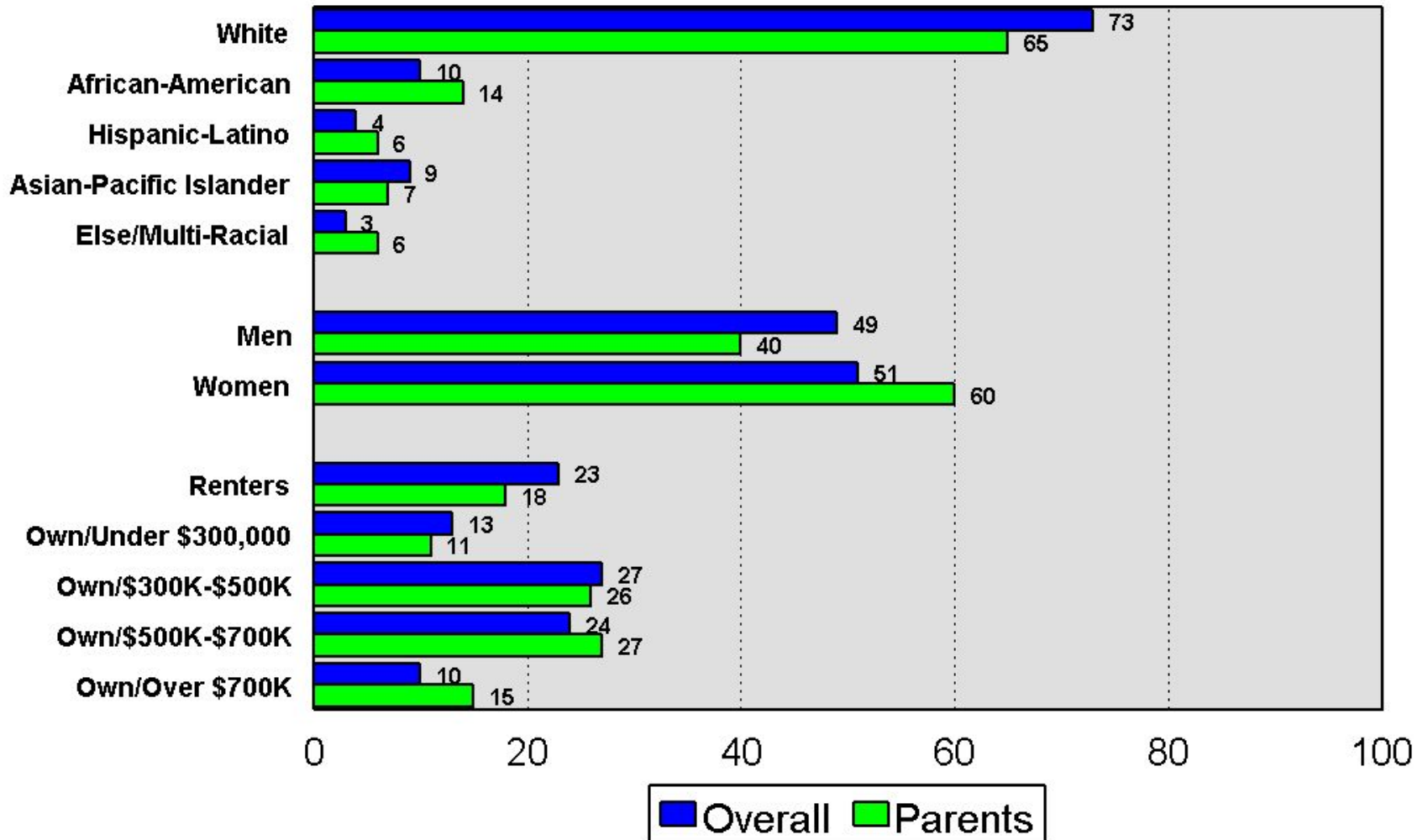
Demographics II

2023 Edina School District



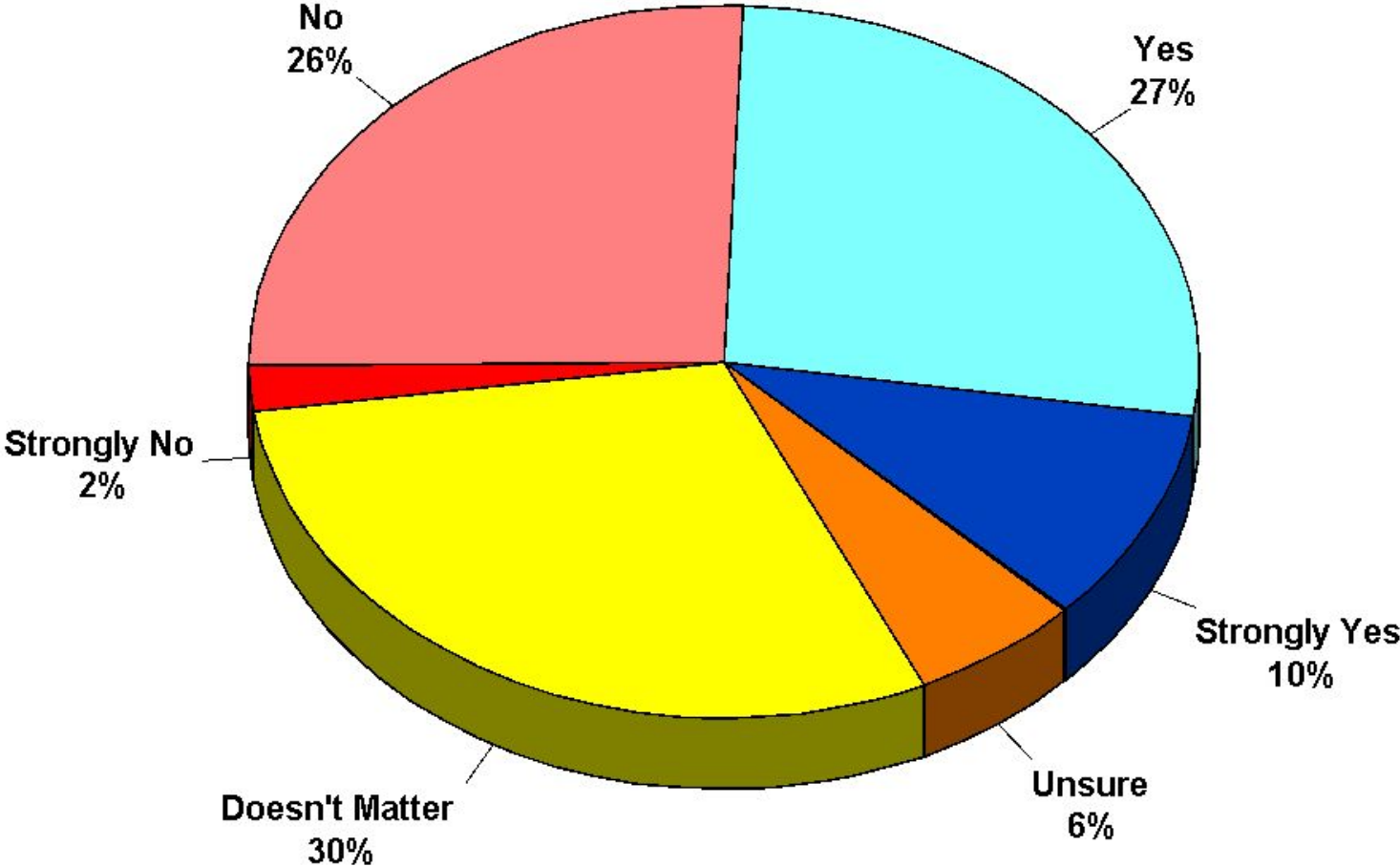
Demographics III

2023 Edina School District



Switching School Board Elections to Even-Year General Elections

2023 Edina School District



IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**