

Work Session

Tuesday, September 24, 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
Tuesday, September 24, 2024; 5:00 PM
ECC Room 350

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
 - A. **School Safety and Security Priority Updates**

Description: Edina Public Schools is committed to the safety and security of all individuals on our campuses. The evolution and assessment of our safety practices is ongoing and will always remain so. We will continue to enact best practices, policies, and procedures to enhance our layered security approach. We will continue to leverage the strong partnership with Edina Police and Fire, as well as the City of Edina.

Presenter(s): Dr. Stacie Stanley, Superintendent; Nate Swenson, Assistant Superintendent; Nathaniel Lindley, Director of District Media and Technology; and Alex Hattstrom, Emergency Management and Safety Coordinator
 - B. **Kids Club Update**

Description: Based on community feedback, our department has made significant changes to the Kids Club registration and enrollment process since 2022. This presentation will demonstrate the results of our enhanced hiring practices and real-time tracking of requested contracts versus staff counts. Our department has three years of enrollment and waitlist data to compare the number of requested contracts and our ability to place children earlier in the months leading up to the school year allowing better communication regarding the status of contract requests to families. As of mid-September 2024, Kids Club has accepted 985 contracts compared to 946 in 2023, and 617 in 2022 during the same time period.

Presenter(s): Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; and Julie Gabrielson, Supervisor of Facilities, Operations, and School Age Child Care
 - C. **Recommended Additional District Professional Calendar Day on the 2024-25 Calendar**

Description: Professional development is crucial for educators as it ensures they stay current with best practices, provides time for learning new standards and resources, and creates collective efficacy across the district. By investing in professional development, we are investing in the quality of education students receive, ultimately leading to improved academic outcomes and a more engaging, inclusive school experience for all. Currently the Edina 2024-25 calendar has 5 Professional Development Days, 3 of which are not aligned with conferences. These 3 days are labeled “Professional Development Days” and are district-led with strong collaboration with site administrators.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning
 - D. **Graduation Requirements**

Description: Over the last two years a change in, and an addition to, legislation for students who begin grade 9 in the 2024-2025 school year have impacted course offerings and graduation requirements in the state of Minnesota. The change is in the area of Social Studies

and the addition is in Personal Finance. The combination of the change and the addition impacts what is required for graduation credits under Minnesota Statutes 2022, section 120B.024. This prompted the need for a review and change to the current Edina Graduation Requirements.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Paul Paetzel, Edina High School Principal; Jenny Johnson, Edina High School Assistant Principal; Mellanie Pusateri, Edina High School Physical Education and Health Area Lead

E. Board Meeting Overview: 2024-2025 School Year and Governance Committee Overview

Description: Overview of topics expected to come to the board and the governance committee this year.

Presenter(s): Chair Erica Allenburg, Edina School Board

F. Preliminary Certification of Property Taxes Payable in 2025

Description: Minnesota law requires school districts to certify their proposed tax levy payable in 2025 to the county auditor on or before September 30, 2024. 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 & Operations

IV. Action

A. Preliminary Certification of Property Taxes Payable in 2025

Description: Minnesota law requires school districts to certify their proposed tax levy payable in 2025 to the county auditor on or before September 30, 2024. 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 & Operations

Recommendation: Approve and certify the preliminary property taxes payable in 2025 at the maximum amount allowed by the state.

B. Board Leadership Ad Hoc Committee

Description: Discussion and approval of the creation of a board ad hoc committee designed to discuss and develop board leadership. The board will have the opportunity to discuss their interest in creating the ad hoc committee prior to voting on it. Due to the condensed time frame, it was felt it was better to bring this as an action item immediately in September rather than having the board delay voting on this item until October (with discussion first at a work session), which would delay the start of the committee.

Presenter(s): Chair Erica Allenburg, Edina School Board

Recommendation: The board brings any questions they have regarding the ad hoc committee and if they are interested in moving forward with it, approve the committee.

V. Leadership and Committee Updates

VI. Superintendent Updates

VII. Adjournment

III. Discussion

III.A. School Safety and Security Priority
Updates

Speaker (s) : Dr. Stacie Stanley, Superintendent; Nate Swenson, Assistant Superintendent; Nathaniel Lindley, Director of District Media and Technology; and Alex Hattstrom, Emergency Management and Safety Coordinator



Board Meeting Date: 9/24/24

Title: School Safety and Security Priority Updates

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent; Nate Swenson, Assistant Superintendent; Nathaniel Lindley, Director of District Media and Technology; and Alex Hattstrom, Emergency Management and Safety Coordinator

Description: Edina Public Schools is committed to the safety and security of all individuals on our campuses. The evolution and assessment of our safety practices is ongoing and will always remain so. We will continue to enact best practices, policies, and procedures to enhance our layered security approach. We will continue to leverage the strong partnership with Edina Police and Fire, as well as the City of Edina.

Recommendation: No recommendation is being asked of the Board at this time.

Desired Outcome(s) from the Board: Please bring forth questions you may have of the presenters.

Attachment(s): [9/24/24 Safety and Security Slide presentation](#)
[Safety and security priority updates](#)

Introduction

Administration is providing a comprehensive overview of our proposed priority updates for school safety and security. This presentation is the culmination of a process that involved research, analysis of our current reality, and a forward-thinking approach to addressing the evolving landscape of school safety. Several members of the district team including Assistant Superintendent, Nate Swenson, Emergency Mgmt and Safety Coordinator, Alex Hattstrom and DMTS Director, Nathaniel Lindley worked in partnership to conduct a needs assessment. The assessment takes into account both immediate concerns and emerging trends in safety and security. We've carefully considered the specific needs of our district including each site.

In addition to addressing current safety and security reality, we've also looked ahead to anticipate future threats and ensure that our safety measures are proactive and adaptable. By

investing in these priority updates, we will create a safer and more secure learning environment for our students, staff, families, volunteers, and community.

Over the past few years, we have made significant strides in enhancing school safety and security, aligning our efforts with our strategic priorities. Specifically, we have focused on creating a caring and supportive environment where students and staff feel physically and psychologically safe, and we have leveraged partnerships to strengthen our community connections.

Some key initiatives we have undertaken from 2021 to 2024:

- **I Love U Guys Training:** We have implemented comprehensive I Love U Guys training programs to equip our staff and students with the skills and knowledge necessary to prevent, identify, and respond to potential threats. This training has fostered a culture of awareness and vigilance within our schools.
- **Threat Assessments:** We have established robust threat assessment protocols (Comprehensive Threat Assessment Guidelines - CSTAG) to proactively identify and address potential risks to student safety. These protocols involve a multidisciplinary training approach that includes school counselors, administrators, and law enforcement, to ensure a comprehensive evaluation of each situation.
- **PREPaRE Training:** In addition to maintaining physical safety, we also provided PREPaRE training to all our building administrators and mental health providers. PREPaRE training was developed by the National Association of School Psychologists to provide evidence-based resources and consultation related to school crisis prevention and response. This program focuses on knowing our students well so that we can spot students in crisis and prevent a school crisis from taking place. Should a crisis take place, this program allows our staff to evaluate and respond to individual student's specific needs following a crisis event.
- **Visitor Management System:** We have implemented the Raptor visitor management system to enhance security and control access to our school buildings. These systems include procedures for checking visitors in and out of buildings.
- **Drill Protocols:** We have regularly conducted safety drills, including lockdown drills and evacuation drills to familiarize our students and staff with emergency procedures. These drills help to prepare our school community for potential threats and ensure a coordinated response.
- **Interagency Partnerships:** We've built a strong partnership with the Edina Police Department and Edina Fire Department. This has included cross-system training with EPD, EFD, EPS, and city of Edina management and monitoring and planning for critical incidents such as student walkouts
- **Community Engagement:** We've held outreach efforts with the community and provided yearly school board updates to build a common understanding of our efforts.

By prioritizing these initiatives and onboarding a layered approach to safety and security, we have made significant progress in creating a safer and more secure learning environment for our students and staff. However, as the landscape of safety and security evolves, so must our strategies.

Overview - Why Safety and Security Improvements Are Necessary

Evolving Threats: The landscape of school safety has changed dramatically in recent years. We must adapt our facilities and protocols to address new and emerging threats.

Aging Infrastructure: Many of our buildings were constructed decades ago before modern security standards were established. Previous bond referenda allowed for the district to add forced entry vestibules and varied protective infrastructure. Upgrades are essential to meet current safety requirements.

Technology Advancements: New technologies offer enhanced security measures that were unavailable when our schools were built. Implementing these can significantly improve our ability to prevent and respond to safety incidents.

Mental Health Support: Improved facilities can also support better mental health services, a critical component of overall school safety.

The Importance of a Bond for These Improvements - A bond allows us to:

- a. **Make Immediate, Comprehensive Upgrades:** Rather than gradual improvements over many years, a bond enables us to make all necessary upgrades promptly.
- b. **Plan for the Long-Term:** With secure funding, we can implement a cohesive, district-wide safety strategy rather than rely on short-term fixes.
- c. **Minimize Disruption:** By completing improvements quickly, we reduce ongoing disruptions to our students' learning environments.

Recommended Safety and Security Updates:

Cost Breakdown by Category

Physical Security

1. Access Control: \$296,000
2. Classroom doors and locks: \$5,000 per door (Total TBD)
3. Security Cameras: \$750,000
4. Additional network cabling: \$240,000
5. Additional Network Infrastructure: \$420,000

Subtotal: \$1,706,000 + (Classroom door cost)

Emergency Management Notification & Alert

1. Visitor & Volunteer Management system: \$15,000/year
2. Integrated Crisis Management software: \$40,000/year
3. Classroom Paging and Alert System: \$4,547,400
4. Classroom Paging and Alert Controller: \$265,850

Subtotal: \$4,868,250

Operational/Facility Security

1. HVAC monitoring and integrations: \$450,000
2. Fire panel integrations: \$320,000
3. Parking lot safety: \$2,800,000
4. Safety glass: \$30,000
5. 3D Response System: \$13,000,000

Subtotal: \$16,600,000

Total Estimated Cost: \$23,179,250

Financial Summary:

The total *estimated* cost of \$23,179,250 represents a significant investment in improving the security and emergency response capabilities of Edina Public Schools.

The largest expenses are focused on advanced systems like the 3D Response System and the Classroom Paging and Alert System, which together account for over 75% of the total budget. These represent cutting-edge technologies aimed at significantly enhancing emergency response capabilities across our school system.

It's worth noting that some costs, like the classroom doors and locks, are not fully determined, which could impact the final total. Additionally, there are ongoing annual costs for software subscriptions that will need to be factored into long-term budgeting. In preparation for this report, Catalyst was consulted to help prepare initial estimates for these improvements as.



Safety & Security

PROTECTING OUR FUTURE



DEFINING EXCELLENCE

Presented By:

Dr. Stacie Stanley, Superintendent; Nathan Swenson, Asst. Superintendent;
Alex Hattstrom, Emergency Management & Safety Coordinator; and
Nathaniel Lindley, Director of DMTS





Review of Our Safety & Security *Needs*



1

**Practical/ Functional
system that
improves safety &
security**

2

**Holistic approach
combining
cross-disciplinary safety &
security principles**

3

**Reliable systems
that incorporate
on-going support**



What is School Safety?



Safety Means

Many Things

School safety requires a comprehensive approach.





“If you focus on just one of [these], you’re probably not going to be very well prepared for all of the others”

Dr. David Riedman, Founder K-12 School Shooting Database





Safety Means *Many Things*

School safety requires an comprehensive approach.





How is Bullying Reported?

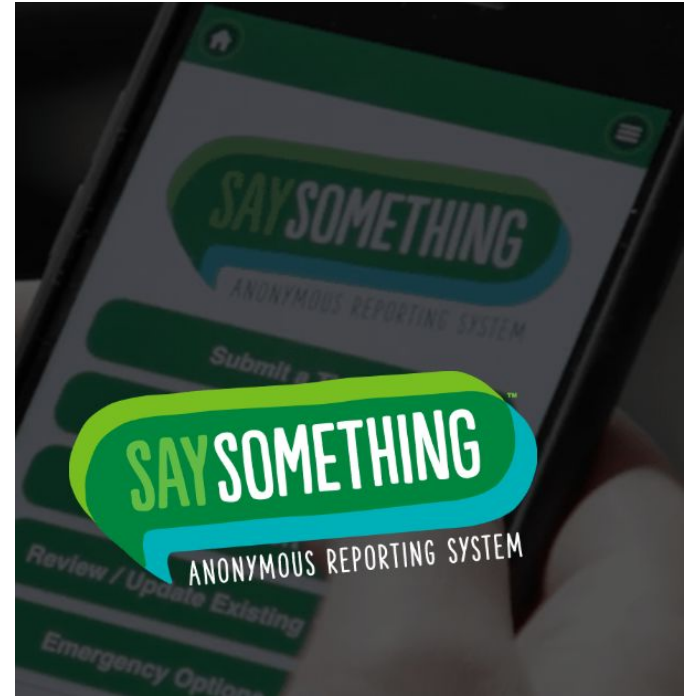
- Presently, via in person to any staff member (administration, teacher, etc.)
- Online form submission
 - **Currently being updated**
 - **Underutilized, fewer than 15 submissions since 2021**



Expanding our Reporting Abilities

Sandy Hook Promise

- App-based & free for students to download.
- Students select their school and create a report (suicide, self-harm, abuse, threats, etc)
- Info goes to a real person via the Sandy Hook Promise Crisis Center.
- Crisis Center staff can connect directly with the student.





Expanding our Reporting Abilities

Sandy Hook Promise

- **National Crisis Center**
 - Operates 24-7-365
 - Staffed with crisis counselors and are fluent in over 600 languages
- **Anonymous Tip System**
 - Phone, website, or mobile app submissions

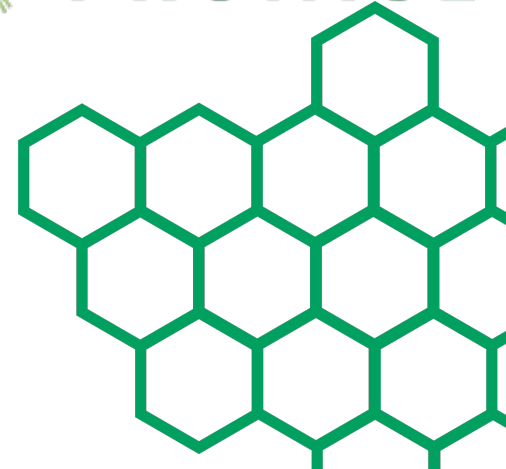


Sandy Hook
PROMISE

700 Lives
Saved

268,000+
Reports
Received

5,900+ Students
Helped During
Mental Health
Crisis





Complexities of School Safety & Security



Schools are *Dynamic*

School environments
require a **layered** security
approach

Edina Public School District

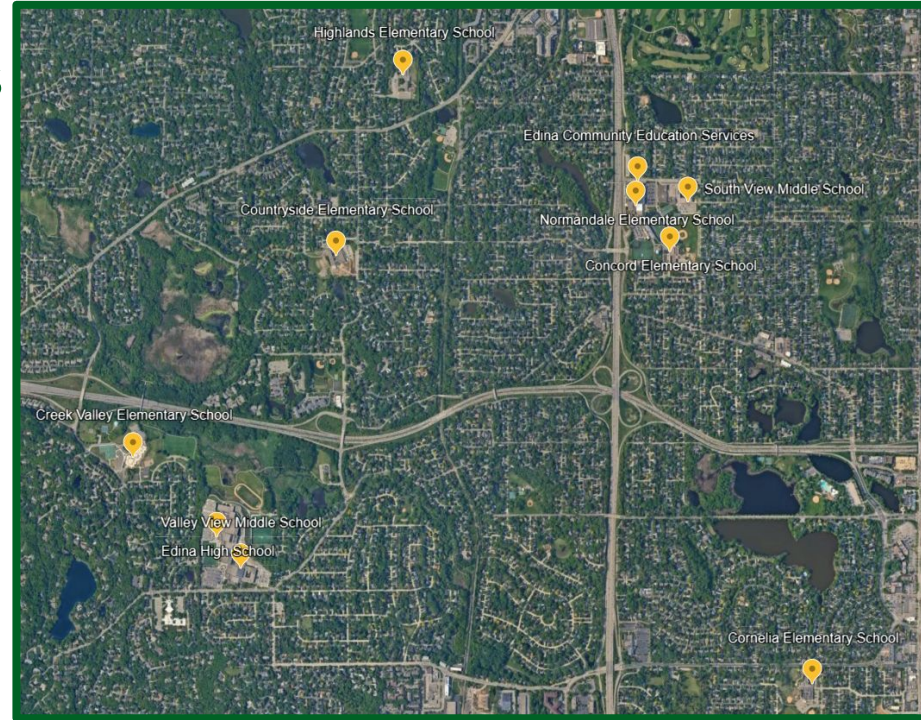
About
our
School
District

10 Brick & Mortar Schools

- 1 High School
- 2 Middle Schools
- 6 Elementary Schools
- 1 Early Learning Center

Additional Facilities

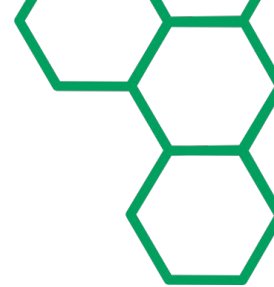
- Edina Community Center
(District Office, Adult Ed. etc.)
- Credit Union
- Transportation Building
- City Gym Space
- Facility Rental





Edina Schools by the

Numbers



9,000

**E-12
Students**

1,600

School Staff

**Adult Ed., Vendors,
70+ Volunteers, &
Visitors**

Facility Security *enhances* Learning Environment



Security
OR
Learning
Environment

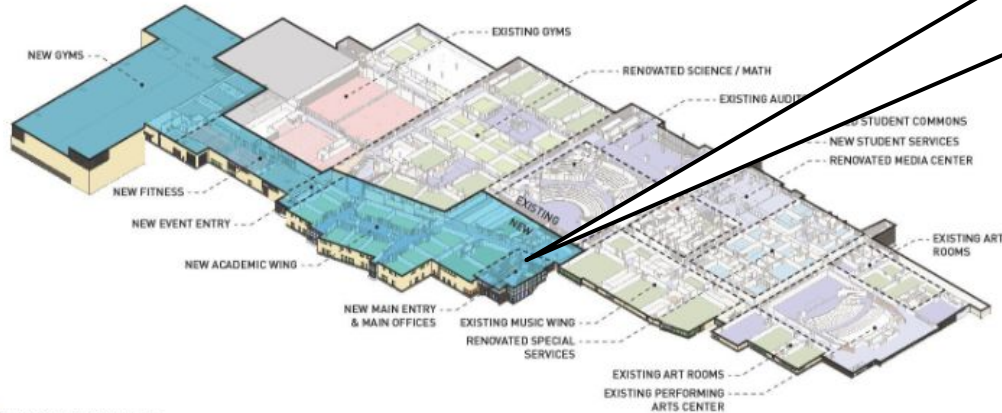


Security
AND
Learning
Environment

Our approach - **improve** facility **security** while continuing to **promote** a **positive** learning environment.

Securing Large Facilities

The Edina High School has over **550k sq. feet** of interior space on nearly **50 acres**



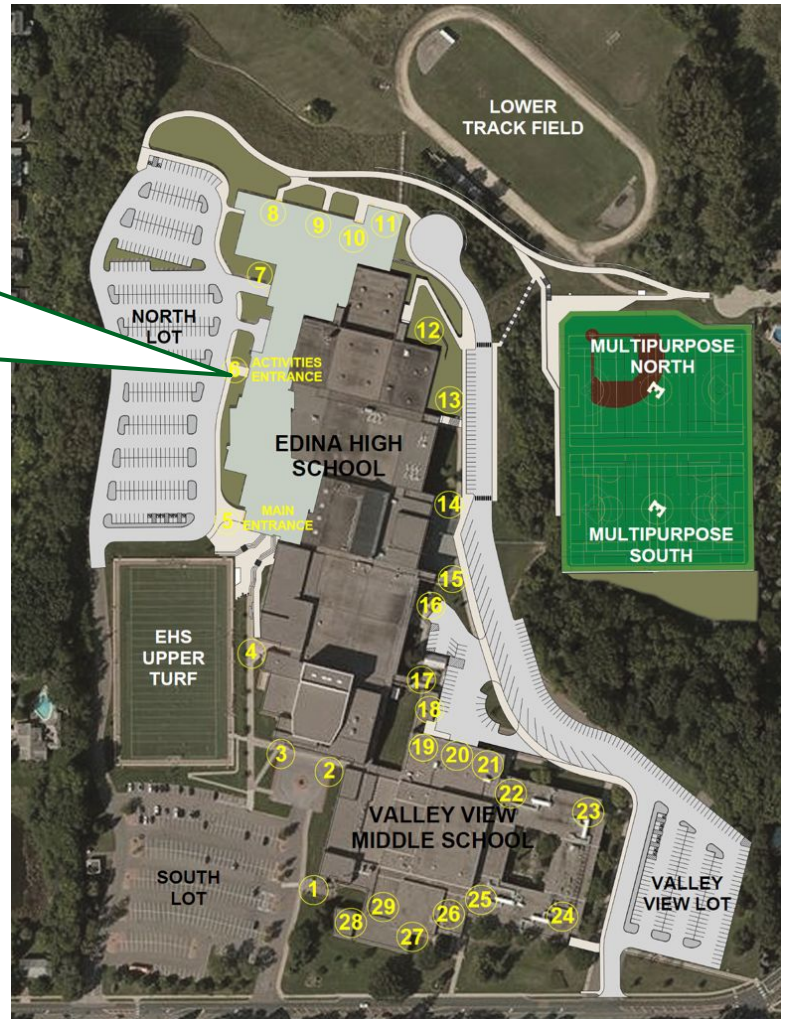
Securing **Large** Facilities

Edina Public Schools has over
1.8 million sq ft. of facility
space across over **200 acres** of
property





Exterior Doors



- Complexity in monitoring exits
 - SVMS & EHS have 29 exterior doors.
- Required per Fire Code
- Used sporadically during normal school day

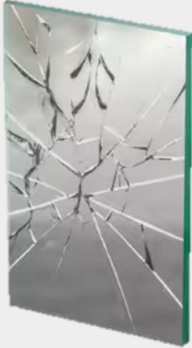


Doors & Windows

Types of Glass

Poor

Standard
(Annealed)
Glass



No longer
used in
exterior doors

Better

Tempered
(Heat Treated)
Glass



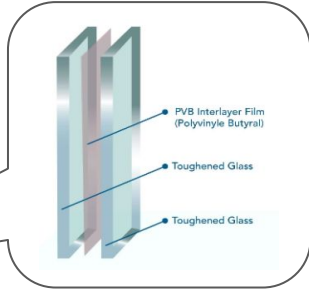
4x stronger
than annealed
glass

BEST

Laminated
Safety Glass



Similar strength
to tempered, but
is shatter
resistant



Lamination can be applied to existing tempered glass for cost savings. The film is applied and caulked into the frame of the window on the interior facing side, much like automotive window tint.



Interior Doors

Door Types



Glass Pane Doors



Solid Core Doors

**MOST
SECURE**



Glass Kit Doors



Interior Doors

Door Release Mechanisms



Magnetic Released Doors

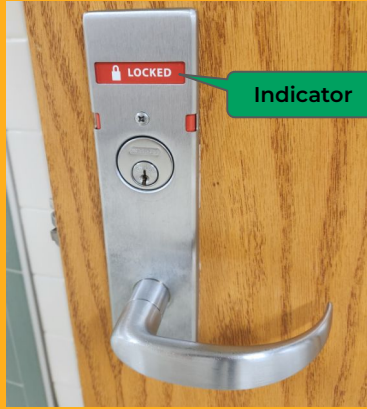


Manual Release Doors



Interior Doors

Lock Types



Mortise Lock w/
Indicator
(Least Common)

**MOST
SECURE**



Cylindrical Door Locks
(Most Common on Classroom Doors)

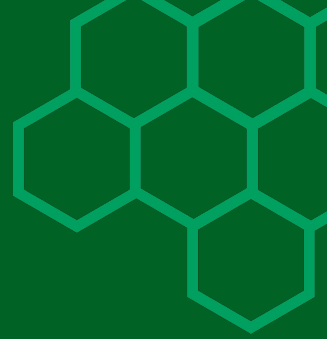


Cylindrical Door Locks w/ Push Button
(Not present in our schools)



Mortise Thumb Drive Lock
(Most Common on Office Room Doors)





*“It is well-known that no shooter
has breached a locked door.”*

-Martaindale, M.H., et. al. (2023)





Facility Access - Badges



- **Accountability**
- **Flexibility**
- **Alerts**

Facility Access - Keys



Universal keys
improve safety.



Safety & Security
*Concerns &
Solutions*



The following discussion may be disturbing to some audience members. The following topics relate to school safety & security, violence prevention, and statistics on school incidents that resulted in **death or injury**.

Edina Public Schools



Safety Means

Many Things

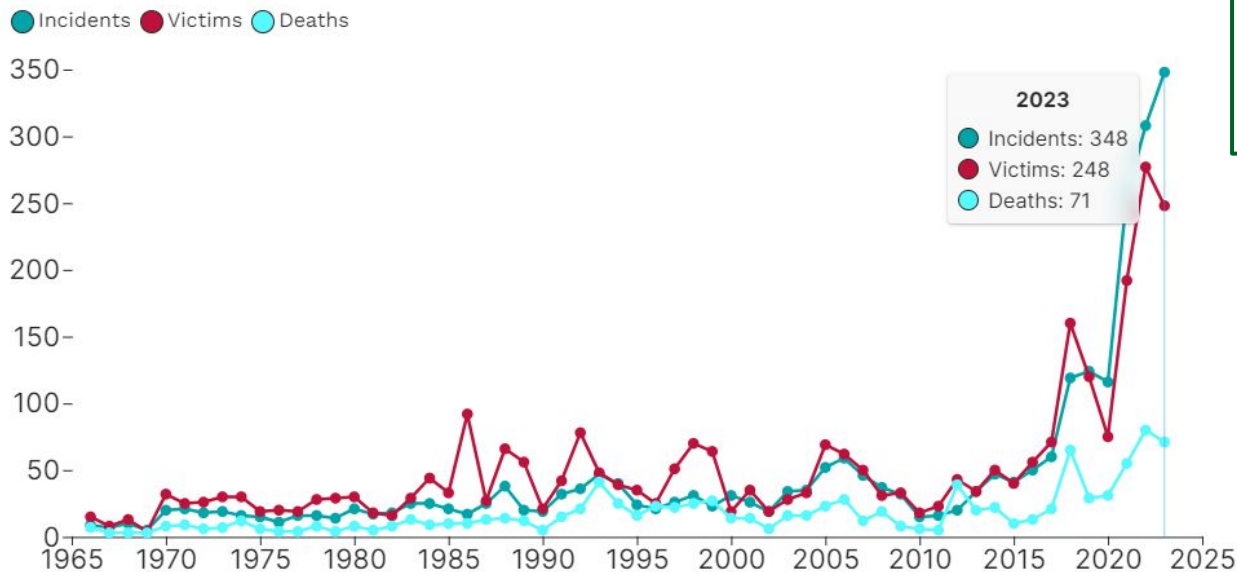
School safety requires an comprehensive approach.



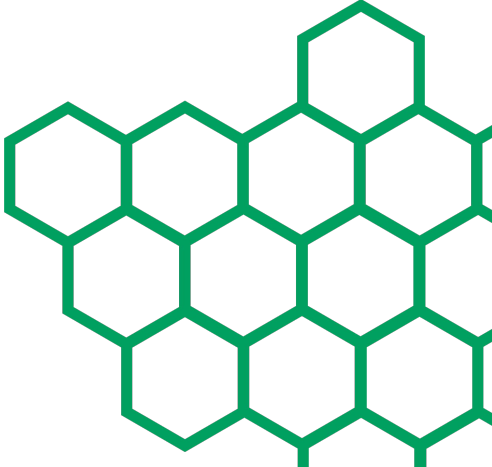


Nationwide School Shootings Doubled in Past 3 Years

The number of school shooting incidents, victims, deaths have increased dramatically over the last 6 years.



Since 1966
2,867 School Shooting Incidents in USA
2,306 Victims Wounded
831 Victim's Killed
1,081 Total Deaths



Data sourced from the K-12 School Shooting Database: Dr. David Riedman. *The number of school shooting incidents, deaths have increased dramatically over the last 6 years.* (September 11, 2024). <https://k12ssdb.org/data-visualizations>

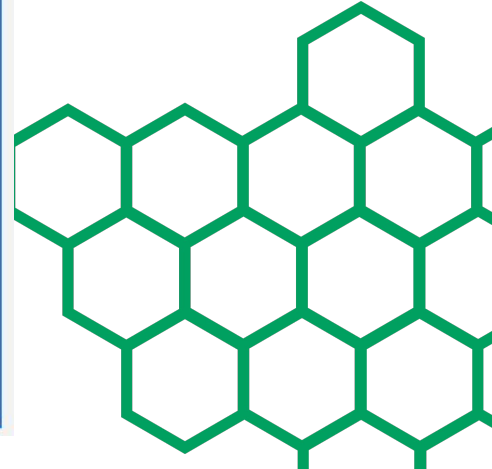
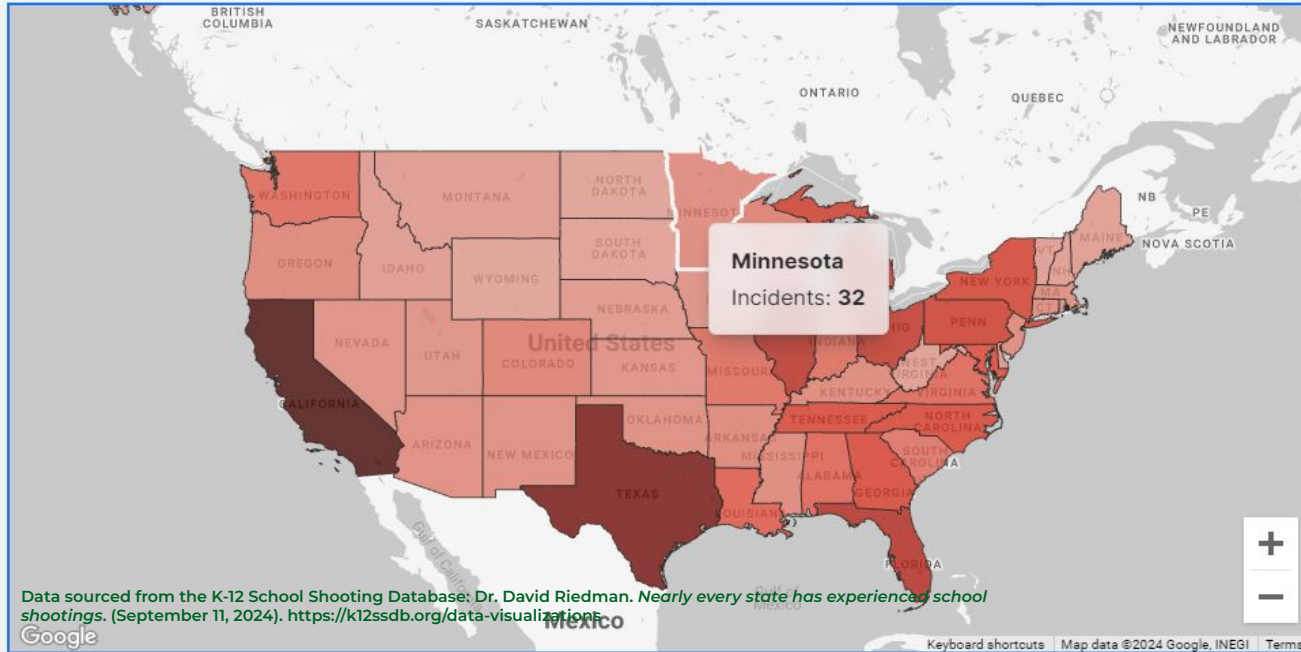


32 Shootings in Minnesota School History

Nearly every State has experienced school shootings

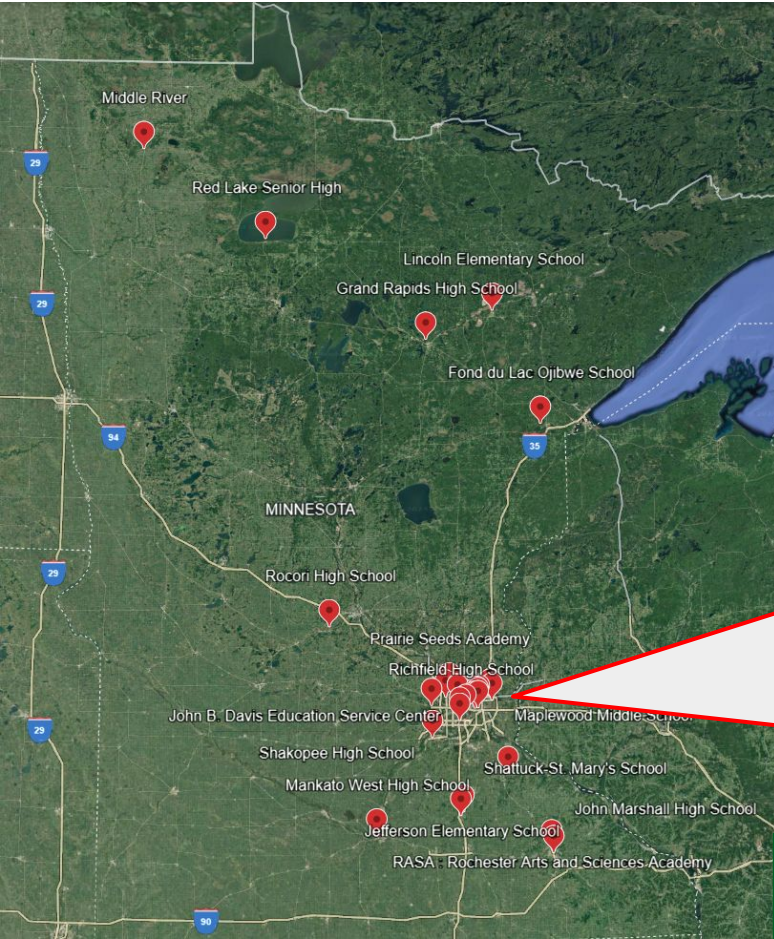
Select your State to see the details below

State: **Minnesota** 🔍 ✕



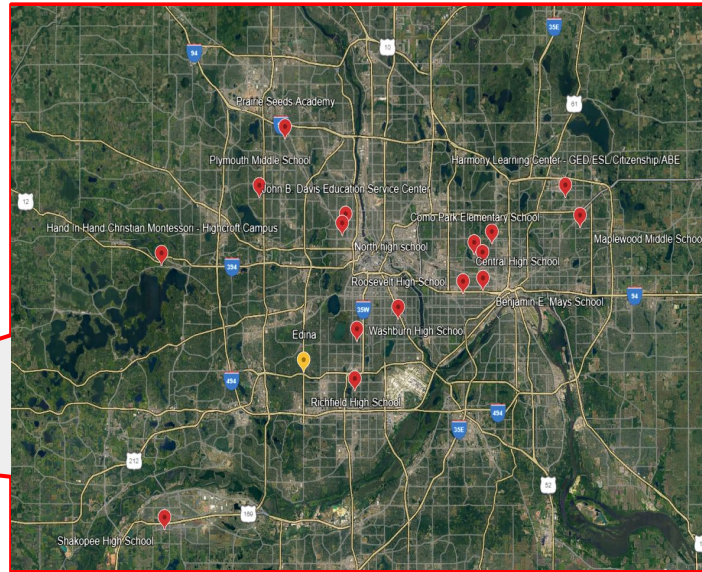


MN School Shooting Incidents

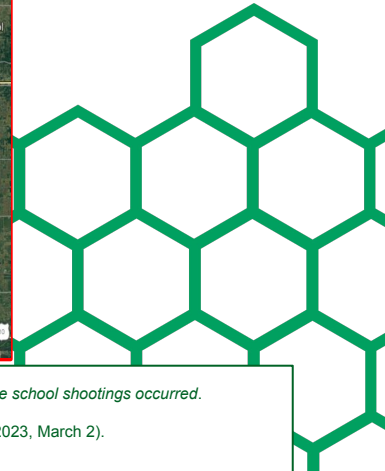


MN Shooting Statistics:

- 32 total school shooting incidents in MN
 - 20 victims wounded
 - 14 victims killed
 - 20 total deaths (assailant included)



Data sourced from: Dr. David Riedman (2024). K-12 School Shooting Database. *Find where and when the school shootings occurred.* (Accessed: September 11, 2024). <https://k12ssdb.org/data-visualizations>
Shooting incidents at K-12 schools (Jan 1970-Jun 2022). CHDS School Shooting Safety Compendium. (2023, March 2). <https://www.chds.us/sssc/data-map/>





*We are not just preparing for
"active shooter" situations...*

but ALL gun violence

Nationwide, **2.8%** of surveyed high school students reported bringing a **gun to school** in 2019 (OJJDP, 2020)



“Active Shooter”

Hearing about tragedies, not hearing about daily reality

9/4/24 - Apalachee High School Shooting

- 2 students and 2 staff members killed



“Active Shooter”

Hearing about tragedies, not hearing about daily reality

1 Week Later, 1 dead & 4 wounded

- A student was fatally shot inside **Omaha** Northwest High during a fight at lunch
- A female bystander student was shot outside South Oak Cliff High (**Dallas, TX**) during a fight at dismissal
- Three fans in the stands at Martinsburg High (**West Virginia**) were wounded during a high school football game
- A student pointed a loaded handgun at students on a **Phoenix** school bus following a fight
- A **Kentucky** school staff member pointed a gun at a student’s head and threatened to kill him



Alert & Notification Options

Do they work?



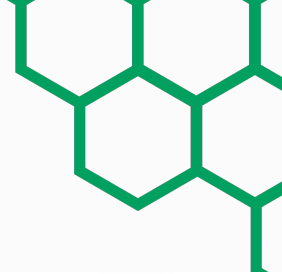
Choosing a safety technology for schools is more than **flashy features** and **gimmicks**

Balance complexity & real-world applicability



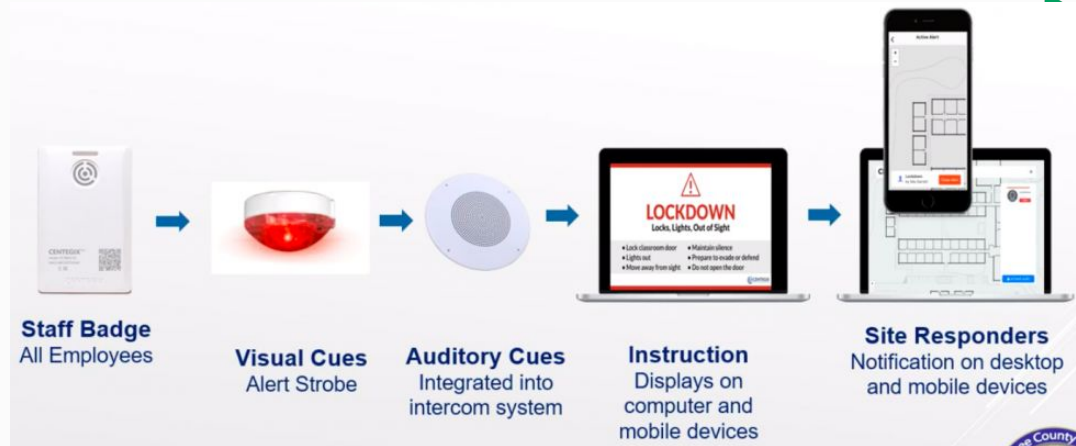
CENTEGIX™

EVERY. SECOND. MATTERS.



Pros:

- Wearable alert system that empowers staff to activate to request help and activate SRP.
- Utilizes beacons placed throughout the school that identifies where staff activated the system
- Incorporates auditory and visual notifications
- Analytics document trends/ patterns



One Badge,
TWO Types of Alerts



Help Needed
Associate Nurse, Medical Aide



Lockdown
Blue/Highway District/Track, Campus Wide Threat

Staff wearable
alarm activation
system

Cons:

- Focuses on alerting to an incident, not prevention, mitigation, or physical safety.



Security Cameras

Functions & Use

- Improved Coverage
- AI Processing
- Accessibility & Efficiency





Security Camera AI Capabilities

Not just facial recognition



- Smart detection improves storage and review process
- AI image correction can automatically adjust settings for environment to give best picture possible
- Weapon detection



Infrastructure *Upgrades*



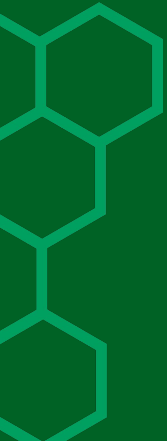
**Network
Upgrades**



**Facilities
Monitoring
& Controls**



**Structural
Improvements**





Flock Safety Cameras

- Vehicle identification tool that could automatically alert police officials of known vehicle of interest risk.
- Edina PD utilizes Flock already with proven fast response times.
- 50+ school districts & college campuses use this technology already.





How do Flock camera work?

← LP #GA CIQ2461



Amber Alert

15 min ago

FL QQQP85

Color	Make	Body
White	Nissan	Sedan

Time Detected:
4/3/2023, 14:00

Location
4861 Mustang Dr, Norcross, GA 30071, USA

Geo-Location:
1.900000/1.200000



Example



What Features do we want in our Schools?

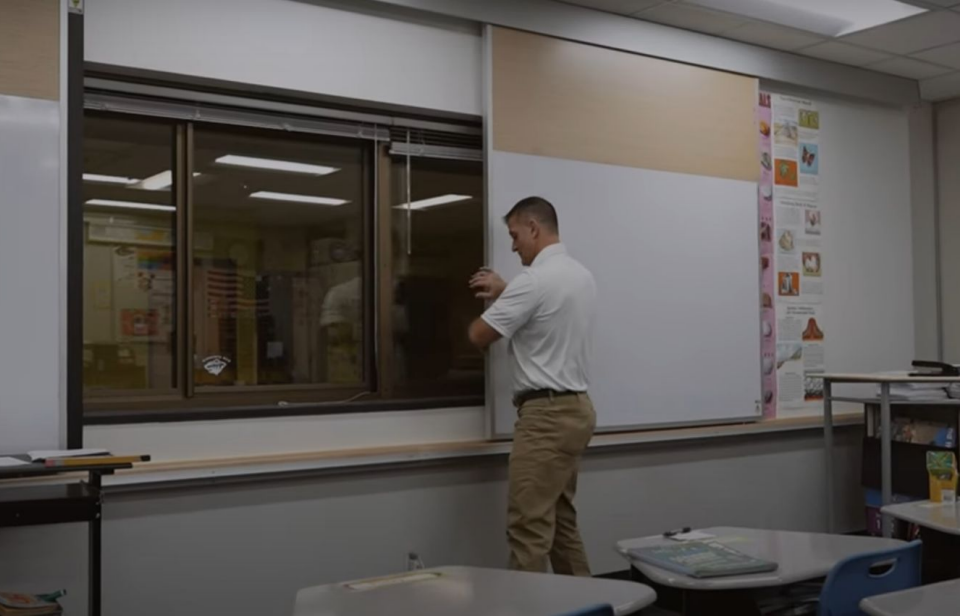
- **Notifications**
 - Multiple methods, LED lights, visual displays on monitors, auditory alarms
- **Shelter**
 - Providing students and staff safe areas that will actually protect them.
- **911 Integration**
 - Getting fastest possible police response
- **Training**
 - Staff & student training
 - Integration with police training
 - Mental health and behavioral analysis tools so staff recognize warning signs and can take preventative action.



Safety and Security

3D Response System Video

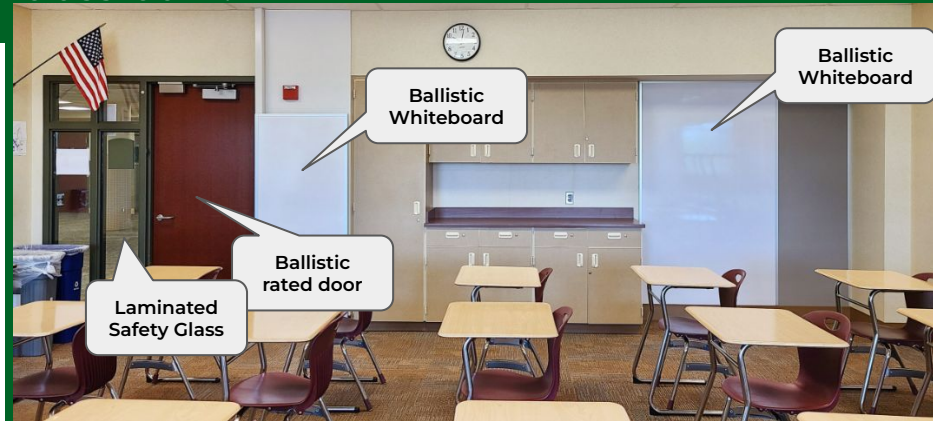




- Ballistic panels hidden in functional white boards.
- Hides the security element and maximizes educational benefit.

- Solution for classrooms with open/transparent learning environments

Where are the security elements in this classroom?



Example



RESPONSE
SYSTEMS LLC
THE MULTI-LAYERED SOLUTION

Advantages

Prevention



Training staff to recognize and respond to warning signs

Preparedness



Notification, tools to survive, emergency response

Aftercare



Team of 60+ trauma/PTSD counselors available



Review of Our Safety & Security *Needs*



1

**Practical/ Functional
system that
improves safety &
security**

2

**Holistic approach
combining
cross-disciplinary safety &
security principles**

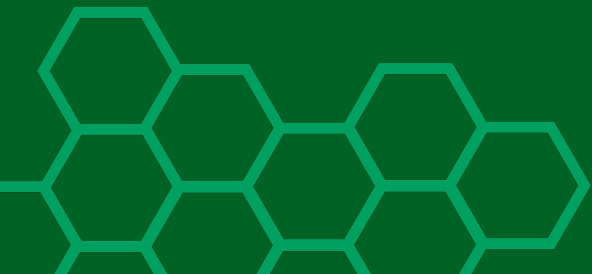
3

**Reliable systems
that incorporate
on-going support**



QUESTIONS?

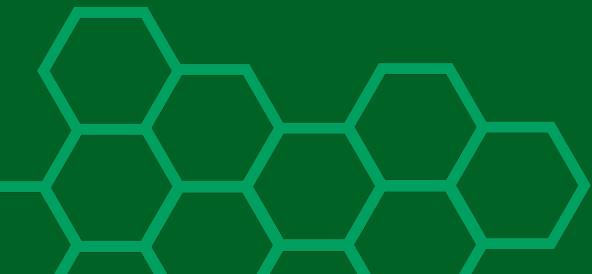
Edina Public Schools





THANK YOU

Edina Public Schools



Physical Security	Approximate Cost
Access Control (Badges/Doors) - update software, card readers, nodes, ID & access cards, lockdown switches, vestibule/loading dock video doorbells.	\$296,000.00
Classroom doors and locks - TBD	\$5000/door
Security Cameras - refresh of older, unsupported cameras - installation of additional cameras - new software and hardware	\$750,000.00
Additional network cabling	\$240,000.00
Additional Network Infrastructure (Switches)	\$420,000.00
Emergency Management Notification & Alert	
Visitor & Volunteer Management system (Raptor or other)	15000/yr
Integrated Crisis Management software	40000/yr
Classroom Paging and Alert System Cost	\$4,547,400
Classroom Paging and Alert Controller	\$265,850
Operational/Facility Security	
HVAC updates or integrations	\$450,000
Fire panel integration	\$320,000
Parking lot safety (separation of buses and cars - Cornelia & Highlands)	\$2,800,000
Safety glass - exterior doors and all vestibules	\$30,000.00
3D Response System	\$13,000,000
Total	\$23,179,250

III.B. Kids Club Update

Speaker (s) : Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; and Julie Gabrielson, Supervisor of Facilities, Operations, and School Age Child Care



Board Meeting Date: September 24, 2024

Title: Kids Club Update - Community Education & Strategic Partnerships Department

Type: Discussion

Presenter(s): Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; and Julie Gabrielson, Supervisor of Facilities, Operations, and School Age Child Care

Description: Based on community feedback, our department has made significant changes to the Kids Club registration and enrollment process since 2022. This presentation will demonstrate the results of our enhanced hiring practices and real-time tracking of requested contracts versus staff counts. Our department has three years of enrollment and waitlist data to compare the number of requested contracts and our ability to place children earlier in the months leading up to the school year allowing better communication regarding the status of contract requests to families. As of mid-September 2024, Kids Club has accepted 985 contracts compared to 946 in 2023, and 617 in 2022 during the same time period.

Even though the changes made to Kids Club processes have elevated our understanding of the data, our value on providing high quality experiences for families and their children remains the heart of our work. This presentation contains program highlights, staffing trends, and feedback from our participants, families, and staff.

Recommendation: N/A

Desired Outcomes from the Board: Please review the information and come prepared with your questions.

Attachments: Kids Club Update Slide Deck



Kids Club

Community Education and Strategic Partnerships

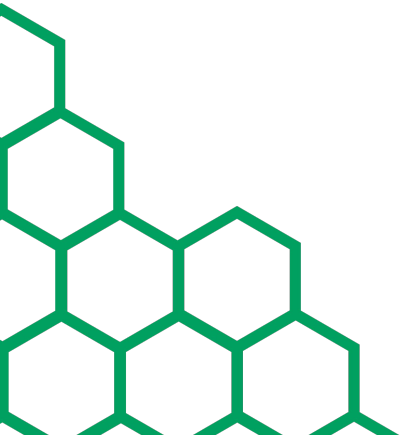




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- TOPIC 1: Program Highlights
- TOPIC 2: Enrollment Trends
- TOPIC 3: Staffing Trends





PROGRAM *Highlights*

1.

PROGRAM *Highlights*

92% of families report they would recommend the program to a friend.

“Great mix of field trips and onsite activities. Great staff. Children are given a lot of flexibility in a safe environment!”

“We loved the activities, the staff was amazing and my child was never without something to do.”





Community Service

Countryside Kids Club

- Bake sale to **raise money** for Alzheimer's Association
- Waters Senior Living **partnership**



Student Leadership

- All sites, gr. 4th - 5th
- **Guiding** younger students (gr. K - 1st), including snack time, safety with movement around site, and winter gear
- Planning **clubs and activities**
- **Literacy** work/reading mentors





Non School Days

- Over **450 students** enrolled on October 4
- **Field trips**
 - 1st: Wabasha Street Caves
 - 2nd/3rd: Como Zoo, MN Landscape Arboretum, Gale Woods Farm
 - 4th/5th: Top Golf
- **On site themes**
 - Nordic Heritage, Dreamland Day, and Enchanted Farmstead



ENROLLMENT *Trends*

2.

ENROLLMENT *Trends*

We have made strides in our ability to provide school age care since 2022-23.

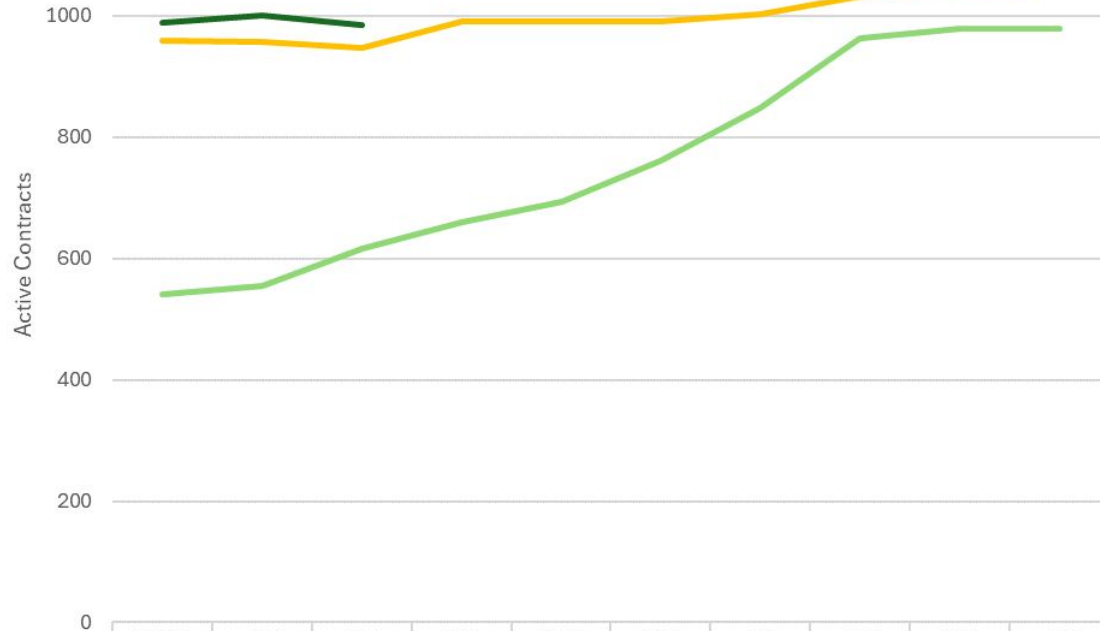
- *Currently serving **60% of students** who have requested a contract for school year 2024-25*
- *This is compared to 57% this time last year and 45% in 2022-23.*





Enrollment TRENDS

School Year Accepted Contracts 2022-23 through 2024-25



	Spring	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Total Accepted Contracts 22-23	541	554	617	660	693	760	847	963	979	979
Total Accepted Contracts 23-24	958	957	946	990	990	991	1003	1033	1046	1060
Total Accepted Contracts 24-25	988	1000	985							



STAFFING *Trends*

3.

STAFFING *Trends*

“The entire staff is very friendly and loving.”

“The staff really connected and rocked it with my daughter! Your connection made a huge difference in her wanting to come each day.”

“Harry is the best. For every family that picks up, he is telling parents one good thing about their kid.”





Staffing *Trends*

Current staffing levels:

- **129 staff** total on site
- **60** full-time staff working with students
- **38** part-time staff each afternoon, daily
- Need of **15 additional staff** daily to fully support students currently enrolled





Hiring Efforts

Hiring and Retention

- Full-time staff specialist dedicated to hiring, onboarding, training, and retention
- Local staffing agency focused on guiding applicants through the hiring process, helping them “across the finish line”

Hiring since July 1:

- 101 applicants
- 54 interviews
- 12 new hires
- 22% interview to hire conversion rate



What's **NEXT?**

Challenges

- Appropriate spaces
- Systems of support for scaling program

Opportunities

- Department-wide focus on participant feedback to assure alignment with strategic goals
- Alignment with school day (MTSS, SEL curriculum)



QUESTIONS?

Edina Public Schools



III.C. Recommended Additional District
Professional Calendar Day on the 2024-25 Calendar

Speaker (s): Jody De
St. Hubert, Director
of Teaching and
Learning



Board Workshop: 9.24.24

Title: Recommended Additional District Professional Calendar Day on the 2024-25 Calendar

Type: Discussion

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning

Description: Professional development is crucial for educators as it ensures they stay current with best practices, provides time for learning new standards and resources, and creates collective efficacy across the district. By investing in professional development, we are investing in the quality of education students receive, ultimately leading to improved academic outcomes and a more engaging, inclusive school experience for all. Currently the Edina 2024-25 calendar has 5 Professional Development Days, 3 of which are not aligned with conferences. These 3 days are labeled “Professional Development Days” and are district-led with strong collaboration with site administrators.

Over the next three years there are many topics that are critical to provide professional development for at every level of the Early Learning-12 system. These topics include, but are not limited to, new curriculum resources, STEAM, Culturally Proficient School Systems, Social & Emotional Learning, and the Edina Early Learning-12 Comprehensive Literacy Plan which encompasses implementing legislative READ Act requirements.

In the spring of 2024 the board discussed adding a one-time 4th Professional Development Day to the spring 2024-2025 calendar. After gathering feedback from stakeholders throughout the system, the recommended date is May 9th. May 9th allows for critical preparation for the 2025-2026 school year that we are unable to enact due to READ Act legislation requirements on the other 3 designated “Professional Development Days.”

Recommendation: Discuss May 9th as the one time recommended additional “Professional Development Day” for the 2024-2025 school year. This discussion will be brought back to the board for action at the October 7th Board Meeting.

Desired Outcomes for the Board: Review in detail, have questions prepared, and provide feedback on the content provided.

Background Information: Gathering Input

In collaboration with Cabinet Members, Early Learning-12 Administrators, Building Leadership Teams, and Early Learning-12 Parent Teacher Organizations multiple dates for the one time additional “Professional Development Day” for the 2024-25 school year have been discussed over the last two months.

The original three dates that were discussed were March 28th, April 7th, and May 9th. Due to strong and consistent concerns about the quality and timing of a professional development on the day before Spring Break and a scheduling conflict with our Polar Plunge Unified partnership, March 28th was taken off the table as an option in early discussions.

As April 7th and May 9th continued to be discussed it was clear that both were strong options.

April 7th

April 7th is the Monday after Spring Break. It is the beginning of the MCA testing window. The 23rd is highlighted in yellow as an already scheduled “District Professional Development Day.”

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
15	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Pros	Cons
<ul style="list-style-type: none"> * It connects to an already scheduled break for families. * It gives a shorter week after a break to help with transition. * There is less impact on end of the year calendar events, specifically in elementary. * Although less staff may be in attendance when tied on to an existing break, having it after (instead of before) will ensure better engagement. 	<ul style="list-style-type: none"> * Past data does indicate that less staff will be in attendance when PD is tied to an already scheduled break. * There will be a slight impact on MCA testing. It will push MCA testing back with one less day of instruction and preparation. * It may be harder for kids who struggle transitioning back from a break as the time away just gets longer. * The preparation for the PD is slightly more difficult after a long break. * There are a lot of Mondays off throughout the year. This impacts specific services, content areas, and specialist classes in unique ways. * The length of the break can be harder for some families to find child care for an extended period of time.

May 9th

May 9th is a Friday during the last month of school. It is at the end of the MCA testing window. The 26th is highlighted in pink as a holiday and the red is highlighted as the last do of school.

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Pros	Cons
<ul style="list-style-type: none"> * Preferred date for End of School Year (ESY) planning. The March and April window are critical to securing staffing for summer positions. Having the additional PD in April impacts the ability to secure staffing in unique ways. * It is the end of the MCA window. It is specifically the last day of Science Make-Ups which can be easily shortened by a day. An additional work day instead of testing all the way through the last day of the window, would help with test closure for our testing administrators. * For all MCA and MTAS testing it is good to have the day at the end of testing instead of at the beginning for student attendance. Our educated guess is that attendance rates will be higher. * This is an enormous help for AP testing. Due to AP testing space limitations, this allows the building to be used for the day without interrupting direct instruction time for the students not taking AP testing. * A Friday off is a good option because so many Mondays are already missed during the 24-25 school year. This impacts specific services, content areas, and specialist classes in unique ways. * The timing for a May PD session aligns with PD needs. Elementary will be ready to start transitioning to the new ELA curriculum and secondary will be ready to start reviewing data to inform the C-SIP process for the 25-26 school year. * With the date being later, it gives families more time to make a plan. * It is connected to Mother’s Day weekend and may give families a nice opportunity to have a three day weekend in celebration. 	<ul style="list-style-type: none"> * There are some important elementary building end of the year events scheduled that would have to be rescheduled. * There is always a lot going on in May and it can feel hectic. Another day off could add to the feeling of “so much to do with so little time.” * There is less time to celebrate teachers on Teacher Appreciation Week. * This is more disjointed for most family schedules when it is an extra day on the calendar and not tied to an already planned break.

Either April 7th or May 9th are viable options for the one time “Additional Professional Development Day.” However the recommendation for May 9th comes after recognizing the large number of opportunities that are provided with this option beyond supporting the critical professional development for staff. The opportunity to support a much needed space challenge with AP testing, assist with Student Support Services ESY planning, and provide families more time to plan for the additional day tied to Mother’s Day weekend are all positives that were only unsurfaced through the collaborative process of gathering feedback through I.R.O.D.

May 9th specifically allows for critical preparation for the 2025-2026 school year that we are unable to enact due to READ Act legislation requirements on the other 3 designated “Professional Development Days.” The spring is always a time that school systems are looking ahead while simultaneously finishing strong. May 9th will create a welcome opportunity to evaluate the successes and opportunities for growth of the 2024-25 school year and begin to create response plans that support multi-year continuous school improvement planning into the future.

Additional critical information that surfaced while gathering stakeholder feedback was that:

1. This additional date will provide much needed professional development for Edina Public Schools Paraprofessionals and Bus Drivers.
2. It is critical that a communication plan be developed and that the final decision is communicated as quickly as possible after the final decision.
3. Plans for programming for students to access (Kids Club) need to be created and also communicated as quickly as possible after the final decision.

Next Steps:

Upon board approval, Teaching and Learning will collaborate with:

1. Communications to ensure clear information is shared with all stakeholders.
2. Human Resources, Buildings and Grounds, and Student Support Services to ensure an intentional professional development plan is created for contracted staff that will not be engaging in targeted professional development sessions outlined in this report but who are currently contracted to work.
3. Community Education and all of our district sites to create a plan for Kids Club is available on May 9th.

III.D. Graduation Requirements

Speaker (s) : Jody De St. Hubert, Director of Teaching and Learning; Paul Paetzel, Edina High School Principal; Jenny Johnson, Edina High School Assistant Principal; Mellanie Pusateri, Edina High School Physical Education and Health Area Lead



Board Meeting Date: 9/24/24

Title: Graduation Requirements

Type: Discussion

Presenter (s): Jody De St. Hubert, Director of Teaching and Learning; Paul Paetzel, Edina High School Principal; Jenny Johnson, Edina High School Assistant Principal; Mellanie Pusateri, Edina High School Physical Education and Health Area Lead

Description: Over the last two years a change in, and an addition to, legislation for the class of 2028 have impacted course offerings and graduation requirements in the state of Minnesota. The change is in the area of Social Studies and the addition is in Personal Finance. The combination of the change and the addition impacts what is required for graduation credits under Minnesota Statutes 2022, section 120B.024. This prompted the need for a review and a change to the current Edina Graduation Requirements.

In the spring of 2024, Policy 613 was updated to reflect the changes in the area of Social Studies approved by the school board on January 8, 2024. Legislative law now requires EPS to update Policy 613 to ensure the requirement for Personal Finance is included.

This topic was brought to a board discussion on August 20th. The board asked for additional information on parent perspectives, student perspectives, a root-cause analysis to determine why students take summer physical education classes, and further consideration on flexible options for the newly required Personal Finance semester credit for the class of 2028.

Recommendation: There is no recommendation at this time.

Desired Outcomes from the Board: Review the information in detail and come prepared with questions and comments. The questions and comments will inform updates to Policy 613 that will be later brought to the Policy Committee for review and the full school board for final review, feedback and action.

Attachments: [Policy 613](#)

[Graduation Requirements Board Workshop Discussion 8.20.24](#)

[9.24.24 Board Presentation](#)

[Student Thought Exchange Survey Questions and Responses](#)

[Family Thought Exchange Survey Questions and Responses](#)

Background Information:

I.R.O.D is a decision making model that engages individuals and groups in a process of gathering information and reactions, listing options and discussing the pros and cons of each option before coming to consensus on a decision. Prior to the 8.20.24 board discussion, the Edina High School Area Lead team engaged in an I.R.O.D. on graduation requirements. The Edina High School Area Lead team recommended:

- Add 1 semester credit for Personal Finance
- Leave 2 semester credits for Physical Education (PE)
- Raise requirements to 44 total semester credits for graduation

When this recommendation was presented to the board, a discussion occurred that indicated a need for more information to be gathered. The following information on parent perspective and student perspective was gathered through a Thought Exchange survey with an additional PLC focus group conversation. The direct Thought Exchange survey questions and responses are included in the attachments. The written content of the report is directly from the Thought Exchange AI synthesis of responses. The feedback gathered through this synthesis led to an understanding that there are different reasons why students take summer PE (and other flexible PE classes) and different reactions to reducing physical education credits in Edina.

Different Reasons for taking Summer Physical Education (and other flexible P.E. classes):

Thought Exchange summarized student input stating, “students generally chose summer PE or wellness courses for greater control over their schedules, to lighten their academic load during the school year, and to avoid aspects of in-person gym they found unappealing, such as the social environment or physical discomfort.”

Different Reactions to the Reduction of a Physical Education Credit:

Thought Exchange summarized students and family input stating, “while there is support for reducing or modifying PE requirements for athletes, many stress the importance of ensuring all students, especially those not active outside of school, have access to a robust physical education program that encourages lifelong health and wellness.”

The remaining information on parent and student perspective is summarized directly from the synthesis of data points collected in each Thought Exchange survey.

Additional Parent Perspective From Thought Exchange Overview:

The feedback from the parent survey has been analyzed and categorized into three sentiment buckets: Positive, Neutral, and Negative. Each category highlights the most common theme that emerged, along with a summary of key aspects and a verbatim comment from participants.

Theme (Positive): Physical Education Program Effectiveness

Participants generally feel positive about the effectiveness of the current physical education program. They believe it successfully equips students with the necessary knowledge, skills, and attitudes for a balanced life. The flexibility in class choices and the quality of instructors are particularly appreciated.

"The current physical education programming has met its goal by providing flexible class choices and having quality instructors."

Theme (Neutral): Mixed Opinions on Graduation Requirements

There are mixed feelings about the potential reduction of required PE classes from two to one. Some participants believe that the program's goals can still be met with fewer required classes, while others are uncertain or concerned about the potential impact on student wellness and program effectiveness.

"I think it might still work with just one required class, but I'm not entirely sure if it will meet all the goals."

Theme (Negative): Concerns About PE Course Variety

A significant portion of participants express concerns about the potential reduction in course variety if the number of required PE classes is decreased. They worry that limiting course choices could negatively impact the program's ability to meet its goals and reduce student engagement.

"Reducing the number of required PE classes and limiting course choices will not meet the department goals and could harm student engagement."

Additional Student Perspective From Thought Exchange Overview:

The feedback from the student survey has been analyzed and categorized into three sentiment buckets: Positive, Neutral, and Negative. Each category highlights the most common theme that emerged, along with a summary of key aspects and a verbatim comment from participants.

Fun Activities (Positive)

Participants who view PE positively often mention the availability of fun elective choices such as basketball, soccer, and unified sports. These activities make PE enjoyable and engaging, encouraging students to participate more actively.

"There are Physical Education elective choices that are fun for me. (basketball, unified, soccer, etc)"

PE Requirements (Neutral)

The sentiment around PE requirements is mixed. While some participants see the potential reduction of PE requirements as an opportunity to explore other electives, others are uncertain about whether they would take additional PE classes. This indicates a need for more information and consideration of individual preferences.

"Maybe, I do not know at this time"

Personal Discomfort (Negative)

A significant number of participants feel uncomfortable in PE classes for personal reasons, which negatively impacts their willingness to take additional PE courses. This discomfort is a

barrier to participation and highlights the need for a more inclusive and supportive PE environment.

"I am uncomfortable in PE for personal reasons."

Root-Cause Analysis Student Feedback on Why They Take Summer Physical Education:

Convenience

Convenience was a significant factor for many who opted for the summer option. Participants mentioned that it was easier to complete the gym credit during the summer when they had fewer commitments. The ability to choose their physical activities and the flexibility of online courses were also highlighted. This category was perceived positively as it allowed students to manage their time more effectively and avoid the inconvenience of gym classes during the school year. The convenience of the summer option made it an attractive choice for many.

Personal Comfort (Avoiding Inconvenience)

A notable number of participants chose the summer option to avoid the inconvenience of taking gym during the school year. Reasons included not wanting to be sweaty during school, finding in-person classes unproductive, and disliking the social aspects of gym. This category was perceived as a practical solution to avoid discomfort. Participants appreciated the ability to complete the requirement without the associated inconveniences of traditional gym classes.

Schedule

Many participants chose the summer option to free up their schedules during the school year. This allowed them to take more electives, harder classes, or have a student prep period. The flexibility was highly valued as it provided more control over their academic workload. Participants appreciated the ability to manage their time better and reduce stress during the school year. Overall, the perception of this category was very positive, with many seeing it as a strategic move to enhance their educational experience in a variety of ways.

Credit Completion

Completing required credits was a primary motivation for many participants. They saw the summer option as an efficient way to get mandatory credits out of the way. This allowed them to focus on other academic interests during the school year. The perception of this category was that it provided a straightforward path to fulfilling graduation requirements. Participants valued the opportunity to manage their credit load more effectively.

Activity Preference

Some participants chose the summer option because it aligned better with their personal activity preferences. They were already active during the summer or preferred the flexibility to choose their physical activities. This category was perceived positively as it allowed students to integrate their personal fitness routines (including, but not limited to, school athletic participation) with their academic requirements. Participants appreciated the ability to fulfill their gym credit in a way that suited their lifestyle and preferences.

Financial Literacy Flexibility

Preliminary planning for the additional required semester credit for Financial Literacy is in the beginning stages of exploration. Edina High School currently offers a Personal Finance class in Business for a semester elective credit and Edina Virtual Pathway also offers a Personal Finance class in Business for a semester elective credit.

Preliminary exploration discussions are just beginning to define the current reality of these two offerings. Recognizing an opportunity for growth, the current class will be redefined and standards will be realigned using the [MDE 8 Elements of Successful Financial Education Programs](#).

The exploration phase will meet New Course approval time-lines by ensuring the class and instructional practices are defined by the end of October. Flexible options will continue to be considered and proposed to the board for the first discussion at the Teaching and Learning Committee on 10.29 followed by a full board discussion on 11.19.24.

Exploration	<ul style="list-style-type: none">● Define current reality● Unpack standards● Research best practices● Select and define the practice/program
Installation	<ul style="list-style-type: none">● The program/practice has been identified and defined● Professional Development and coaching are used to prepare for the implementation● Resources are purchased● Data systems are prepared

9.24.24 Board Workshop

Graduation Requirements





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TOPIC 1: Background & Process

TOPIC 2: P.E. Programming

TOPIC 3: Schedule

TOPIC 4: Student & Family Voice

TOPIC 5: Flexibility (= Choice)

TOPIC 6: Opportunities



Background & Process

Background: Legislation Changes

WHY

Social Studies: EHS 8 semester credits
MDE 7 semester credits

- Changes (to sequence of classes) prompted an additional semester requirement at EHS
- [Policy](#) adjusted spring of 2024
(impact on current 9th grade class)


Background: Legislation Changes

WHY

Personal Finance: EHS 1 semester credit
MDE 1 semester credit

- Addition of Personal Finance
- This class will be added with board approval following new course processes starting in November 2024 and ending in January 2025.
- This addition has not yet been adjusted in policy.

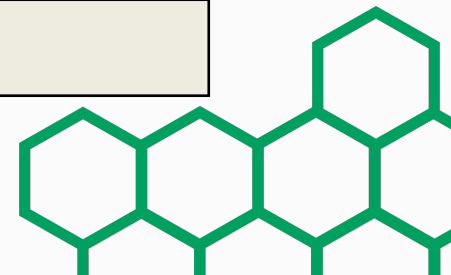
EHS Graduation Credits: Class of 2028 - CURRENTLY reflected in policy



Mathematics	6	Intermediate Algebra, Geometry, Algebra 2
Science	6	Physical Earth Science, Chemistry, and Biology
Language Arts/English	8	Refer to the English Section in the Course Catalog
Physical Education (Wellness)	2	Personal Wellness, and one additional semester credit in grades 9-12
Social Studies	8	Geography, World History, US History, Government and Economics
Arts	2	Coursework in visual arts, music, theater, dance, or media
Health	1	Health
Required Credits	33	
Elective Credits	10	
Total Credits Needed for Diploma	43	

**All numbers reflect semester credits*

**Green denotes where EHS requires more than MDE*



EHS Graduation Credits: Class of 2028 - NOT currently reflected in policy

Mathematics	6	Intermediate Algebra, Geometry, Algebra 2
Science	6	Physical Earth Science, Chemistry, and Biology
Language Arts/English	8	Refer to the English Section in the Course Catalog
Physical Education (Wellness)	2	Personal Wellness, and one additional semester credit in grades 9-12
Social Studies	8	Geography, World History, US History, Government and Economics
Arts	2	Coursework in visual arts, music, theater, dance, or media
Health	1	Health
Personal Finance	1	Will be added following the 2024-25 new course processes
Required Credits	34	
Elective Credits	10	<i>*This number cannot be reduced & still meet MDE requirements.</i>
Total Credits Needed for Diploma	44	

**All numbers reflect semester credits*

**Green denotes where EHS requires more than MDE*

**Yellow highlights direct changes without any adjustments to the green*

Preliminary Input Gathering

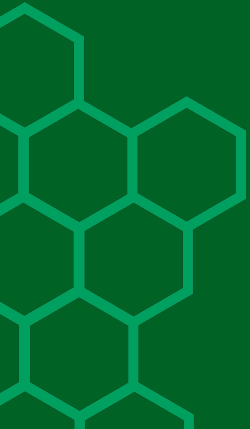
EHS Area Leaders: I.R.O.D. Decision Making Model

**Information shared in initial slides*

Reactions

- Half of our students are currently graduating with 50 semester credits. This equates to only 2 semesters of taking 7 classes a day. **Leaving 6 elective spaces** open beyond the 44 required for graduation.
- Research continues to show a critical need to support the **whole student**, emphasizing a need for Physical Education/Wellness and Health. This need directly aligns with the **Portrait of a Well-Rounded Edina Graduate**, as well as Strategy C of our 2020-2030 Edina Strategic Plan.
- The **Portrait of a Well-Rounded Edina Graduate** also aligns directly with ensuring students have the **choice to explore** new content areas as “motivated life long learners who understand their personal interests and passions.” It is important that students have room in their secondary experience to do this.

EHS
Area
Leaders
I.R.O.D.



Preliminary Input Gathering

EHS Area Leaders: I.R.O.D. Decision Making Model

**Information shared in initial slides*

Reactions Continued

- EHS has **several core subject areas** where many students are already **taking more than is required**. For example, in Math and Science, many students take 4 years and a full 8 credits.
- EHS is in **alignment** with our surrounding districts with current credit requirements. Minnetonka, EP and Wayzata require 2 semester credits of PE while Orono, Mahtomedi, and Mounds View require 1 semester credit of PE.
- In 2023-24 **32%** of Edina students took **both a music and world language** for all 4 years of high school. These fulfill elective choices. There were 0 students who took an arts class (outside of music) and world language for all 4 years. There were 4 students who took Computer Science and World Language for all 4 years.



Options:

1. Increase Total Required Semester Credits
2. Reduce P.E. Required Semester Credits

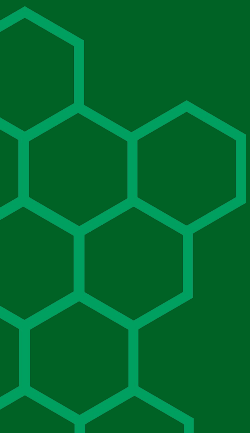
** Of the total options discussed, three were presented in the 8.20.24 Board Report. The option to further reduce the number of total required semester electives is not viable because it does not meet MDE requirements for electives.*



Option 1: pros

Increase Total Required Semester Credits

- Will maintain positive support for student mental health and wellness with no PE reduction.
- Adds more instructional hours to a student day which supports current student developmental and social needs for structure.
- Will correlate to increased engagement and rigor with less students in unstructured time.



Option 1: cons

Increase Total Required Semester Credits

- Limits flexibility to take additional math, science, or electives in a 6 period day. Noting that even minimally utilizing the 7 period day allows for more flexibility and opportunity for all electives.
- The limiting of electives may narrow the opportunity to explore passions.
- For a small percentage of our students, those that find it challenging to meet current requirements, this could be difficult to attain.
- Thus, there could be an impact on graduation rates. (We believe our system can proactively adjust to this.)



Option 2: pros

Reduce P.E. Required Semester Credits

- Will maintain high graduation rates.
- Allows more room for credit recovery within a school year.
- Total number of semester credits for graduation remains consistent.
- Have to sign up for 48 credits and you need 43 to graduate. Still allows 5 opportunities within a 6 period day and 13 within a 7 period day to explore other electives.



Option 2: cons

Reduce P.E. Required Semester Credits

- Will be a negative impact on student mental health and wellness and it is critical to support mental health in our changing world.
- Does not align with the Edina Vision, Mission, Core Beliefs, Strategic Priorities, and Well-Rounded Edina Graduate.
- Could directly impact Unified programming.
- There are many popular creative classes that students are actively and highly engaged in that may need to be eliminated and/or students would not experience them through choice.



Option 2: cons continued

Reduce P.E. Required Credits

- Research shows activity during the day improves learning.
- PE and Wellness classes are where some kids find their sense of belonging
- There are so many unique and flexible ways to take PE at EHS and they may become limited if there is a reduction.



Area Leaders Recommendation

- Add 1 semester credit for Personal Finance
- Leave 2 semester credits for Physical Education
- Raise requirements to 44 semester credits for graduation.

Board Discussion

Key Themes

- Flexibility is important
- Student & parent/family perspective is important
- Elective choice is important
- Why are students making the choice to fulfill the PE credit outside of the traditional schedule?
- Consider equity
- What other flexible choices are there?

Next Steps

- Explore reduction of required P.E. elective credit.
- Gather student voice & perspective.
- Gather parent/family voice & perspective.
- Analyze student & parent perspective to deeply analyze why summer choices are taken.
- Explore flexible options within the schedule. Can Personal Finance be added in a way that ensures flexibility?



2.

Current Reality:

**Edina Physical
Education
Programming**



Edina High School: Physical Education

Department Purpose:

The purpose of the Physical Education and Wellness Program in Edina Public Schools is **to foster the physical, emotional, and social well-being of students** by providing a comprehensive and inclusive curriculum that **emphasizes lifelong fitness, healthy lifestyle choices, and personal development**. Our program aims to **equip students with the knowledge, skills, and attitudes necessary to lead active and balanced lives, enhance their physical capabilities, and cultivate positive self-esteem**.



Edina High School: Physical Education

Department Overview:

EHS offers 10 courses to meet the needs of Each and Every student. Through the courses and the various pathways of taking the courses, every student can thrive!

The required Personal Wellness course is a prerequisite to all other wellness courses. EHS has 34 standards embedded in the P.E. requirements.



Edina High School P.E. Classes

Personal Wellness is required for all.

- 21 standards embedded
- Prerequisite class

AND

One Additional Elective is required for all.

- 13 standards (the same embedded in each)

Girls Only PE
Wellness & Sport
Strength & Conditioning
Online Guided Wellness

Unified PE
Basketball Theory
Soccer Theory
Lifetime Activities



Edina High School Flexible P.E. Classes

Personal Wellness is required for all.

- Summer Blended
- Edina Virtual Pathway

AND

One Additional Elective is required for all.

- 13 standards (the same embedded in each)

EVP Strength and Conditioning

EVP Blended Guided Wellness





3.

**Current Reality:
Schedule**





Student with Summer Personal Wellness



Period	S1 Course	S2 Course
1	Physical Earth Science	Physical Earth Science
2	Spanish II	Spanish II
3	Quiet St. Prep/Summer PW	Geometry
4	English 9: Survey	Quiet Student Prep
5	9th Grade Choir	9th Grade Choir
6	Geometry	English 9: Survey
7	AP Human Geography 9	AP Human Geography 9

SCHEDULE *Sample*



Student without Summer Personal Wellness



Period	S1 Course	S2 Course
1	Physical Earth Science	Physical Earth Science
2	Personal Wellness	Geometry
3	Geometry	American Sign Language I
4	Cultural Geography	Quiet Student Prep
5	Quiet Student Prep	Cultural Geography
6	American Sign Language I	Digital Photo I
7	English 9: Survey	English 9: Survey

SCHEDULE *Sample*



Senior Schedule with Online PW & Summer Health



Period	S1 Course	S2 Course
1	Creative Writing	Economics
2	Teacher Assistant	Civil Engineering
3	Environmental Studies	Student Prep
4	Algebra II	Algebra II
5	Personal Finance	World Literature
6	Choir	Choir
7	Student Prep	Comparative Anatomy

SCHEDULE *Sample*



Senior Schedule without Online or Summer PW



Period	S1 Course	S2 Course
1	AP Human Geography	AP Physics C Mechanics
2	AP Physics C Mechanics	AP English Lit & Comp
3	Intro to Literature CIS	Wellness Girls Only PE
4	Concert Band	Concert Band
5	PSEO	PSEO
6	PSEO	PSEO
7	PSEO	PSEO

SCHEDULE *Sample*



Senior Schedule with Summer PW



Period	S1 Course	S2 Course
1	AP Calculus BC	AP Calculus BC
2	Basketball Theory	Forensics
3	Intro to Literature CIS	French Culture Modern World
4	Student Prep	AP English Lit & Comp
5	French Culture Modern World	AP Economics
6	Choir	Choir
7	AP Economics	Student Prep

SCHEDULE *Sample*

Schedules: random sampling of 24

Schedules Grouping 1:

8 schedule: 6 classes, 1 prep, heavy electives

6 schedules: 4 or 5 classes, prep, peer tutor, TA, PSEO, & online throughout, heavy electives

2 schedules: PSEO

Schedules Grouping 2:

1 schedule: 7 classes

1 schedule: 6 classes, heavy content electives

6 schedules: 6 classes, music & language, heavy AP classes



4.

**Parent &
Student Voice**



Family Feedback

389 respondents

Perspectives on P.E. Programming



78%

Current
Programming
Meeting Goals



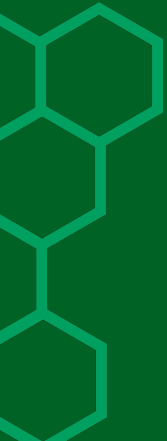
57%

Drop in
Elective
Requirement
= Still Meet
Goals



53%

Reduction =
Decrease in
Flexible
Classes = Still
Meet Goals



Perspectives on Online/Summer Options: Synthesis of Thought Exchange Data

A significant number of responses highlighted the benefits of online and summer physical education options. These alternatives:

- provide flexibility
- allow students to manage their schedules better
- allow students take additional academic classes during the school year

Participants appreciated the ability to log physical activities and receive credit, especially for those involved in sports or other physical activities.

Overall, the perception is positive, with many valuing the convenience and adaptability these options offer.

Perspectives on Flexible Options: Synthesis of Thought Exchange Data

Many participants expressed that students who are actively involved in sports should not be required to take additional physical education classes:

- a lot of time and effort is already spent on sports teams
- redundant

Some also mentioned the need for more flexible options to accommodate their sports schedules.

Overall, the perception is that the current requirements do not adequately consider the physical commitments of student-athletes.

Perspectives on Class Choice Options: Synthesis of Thought Exchange Data

Participants appreciated the variety of physical education and wellness classes offered, which cater to different interests and fitness levels.

- inclusivity
- relevance
- fun

Overall, the variety in the curriculum is seen as a strength, providing students with multiple pathways to stay active and healthy

Reduce versus Maintain Current Requirements:

Synthesis of Thought Exchange Data

Side A

Reduce PE Requirements

Many respondents suggest reducing the number of required PE classes, arguing that students involved in sports or other physical activities outside of school should receive credit for their efforts. They believe that mandatory PE classes can be redundant for these students and that their time could be better spent on other academic or elective courses.

Common ground

Flexible PE Options

Both sides agree on the need for flexible PE options that can accommodate different student needs and interests. This includes offering online or summer PE classes, allowing sports participation to count towards PE credits, and providing a variety of class options that focus on different aspects of health and wellness, such as nutrition, mental health, and lifelong fitness activities.

Side B

Maintain/Increase PE Requirements

Other respondents advocate for maintaining or even increasing the PE requirements, emphasizing the importance of physical education for all students. They argue that PE classes promote lifelong health and wellness habits, which are crucial given the current health challenges faced by younger generations. Some also suggest integrating wellness education into the broader curriculum.

Student Feedback

377 respondents

Perspectives on P.E. Programming

32%

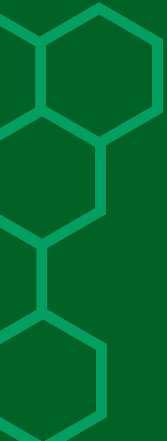
Taken a
Summer
Blended P.E.
Credit

22%

Taken an
Edina Virtual
Pathway P.E.
Credit

11%

Taken & Paid
for a P.E.
Credit
Outside
Edina



Why Summer Blended, EVP and/or Other?:

Synthesis of Thought Exchange Data

Convenience: ability to choose activity to engage in and an easier option

Personal Comfort: practical solution to avoid being sweaty and other aspects of things not liked in gym

Schedule Flexibility: free up schedule to take more electives, harder classes or student prep

Credit Completion: efficient way to get mandatory credits done

Activity Preference: choice aligns with personal preferences and allows for efficiencies

Flexibility versus Discomfort:

Synthesis of Thought Exchange Data

Side A

Free Up Schedule

Many students chose the summer gym option to free up their schedules during the school year. This allowed them to take more electives, focus on harder classes, or have a student prep period for additional study time. The flexibility of completing a required credit over the summer was a significant advantage for these students.

Common ground

Flexibility and Convenience

Both groups appreciated the flexibility and convenience that the summer gym option provided. Whether it was to free up their schedule for other classes or to avoid the discomfort of in-school gym, the ability to complete a required credit on their own terms was a common benefit. This shared value highlights the importance of adaptable and student-friendly options in education.

Side B

Avoid In-School Gym

A number of students opted for the summer gym to avoid the discomfort and inconvenience of taking gym during the school year. Reasons included not wanting to be sweaty during school hours, finding in-person gym classes unproductive, and preferring to exercise in a more comfortable environment. This option provided them with a more pleasant and manageable way to fulfill their gym credit requirement.



Analysis Across All

Data Points:

- *Thought Exchange Parent Survey*
- *Thought Exchange Student Survey*
- *Schedule Analysis*
- *PLC Focused Conversation*

Convenience
Schedule Management
Activity Redundancy
Importance of Wellness

FLEXIBILITY = Choice



5.



**FLEXIBILITY =
Choice**

Flexibility Currently in the EHS System

Current Physical Education Programming: data consistently communicates appreciation for current flexibility and choice

Schedules: random schedule pulls are showing that many students are leaving room in their schedule for at least **2** or more open classes to fill with an open block OR choice electives. Most have very little credit bearing classes left to fill by their senior year.

Edina Virtual Pathway: free up schedule to take more electives, AP classes and/or student prep

Flexibility Currently in the EHS System

Course Credit for Learning: provide credit for learning that occurs in other schools, alternative learning sites, postsecondary enrollment options, advanced enrichment programs, out-of-school experiences, work-based learning, and other education

Elective Credit Bearing Activities: examples Student Council and Yearbook

P.E. Reduction = Less Flexibility

Enrollment would decrease: survey data shows 56% of students would not take P.E. electives beyond one if requirement is decreased

Fewer flexible choices for students: with 56% indicating they would not take an additional credit if reduced to one required, elective choices would become limited

Unified P.E. would be difficult to offer: need peer partners to run, if not enough sign-up it could lead to a cancellation and a change in a large numbers of student schedules with a high volume of unintended negative consequences



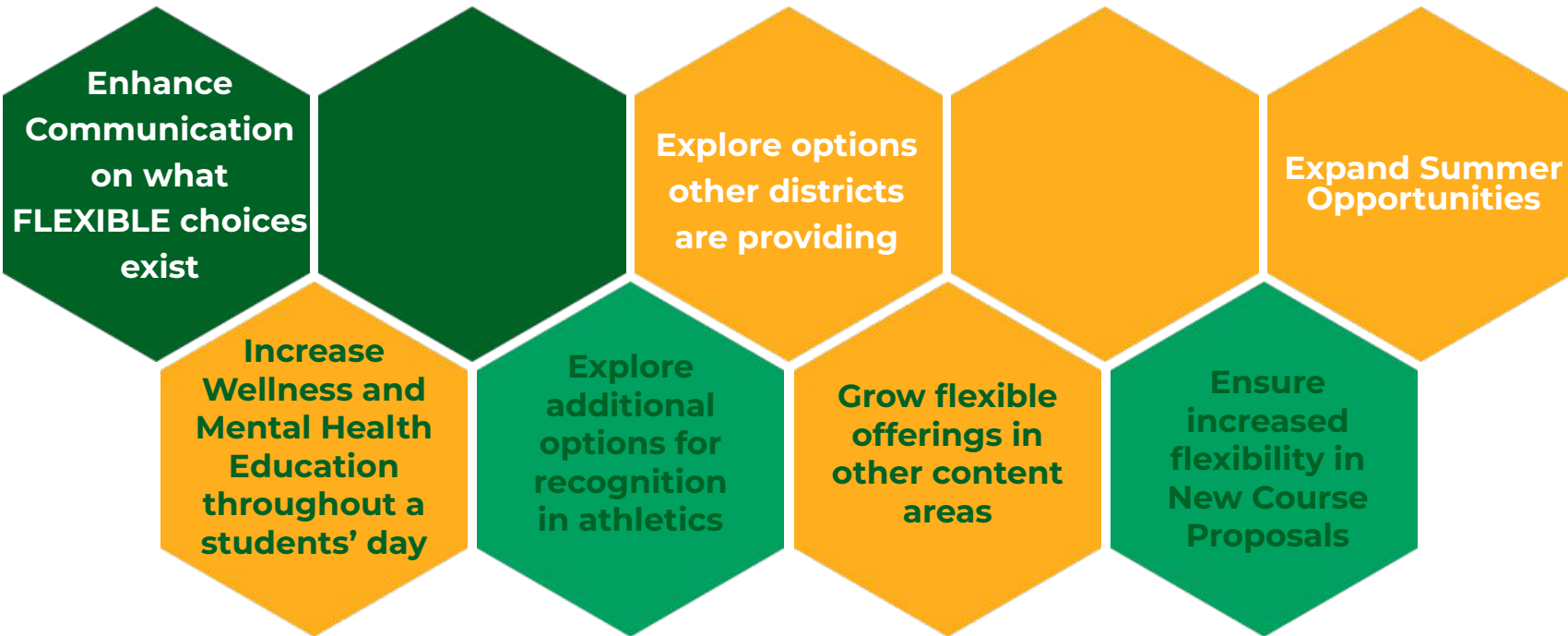
e.



OPPORTUNITIES



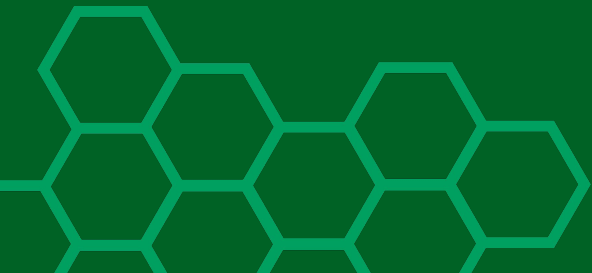
Increase Flexibility: Possibilities to Explore





REACTIONS?

Edina Public Schools



III.E. Board Meeting Overview: 2024-2025 School
Year and Governance Committee Overview



Meeting Date: 9/24/24

Title: Board Meeting Overview: 2024-2025 School Year and Governance Committee Overview

Type: Discussion

Presenter(s): Chair Erica Allenburg, Edina School Board

Description: This discussion topic contains three items:

1. An matrix of topics slated to come to the board during the 2024-2025 school year. Please note that this does not include all topics that will come before the board, but is intended to include larger topics. Additionally, there is a high likelihood that some dates and topics will shift and topics can potentially get added or deleted as the year progresses. The intent of this matrix is to give visibility for board members and the community for board meeting discussion and action items and the pacing of said items.
2. A corresponding overview of each topic/agenda item with detail as to why this is coming to the board and the board's role for each of these agenda items.
3. A calendar of governance meeting topics is being provided to the board to provide information and clarity around: (a) the tasks assigned to the governance committee per policy 213 and (b) what is currently being worked on/planned for the rest of the school year.

All of these documents have been reviewed by Dr. Stanley and the governance committee.

Recommendation: Board members should review all documents carefully and consider if the pacing of topics meets their expectations and if they have any concerns or questions about intended outcomes of any of the suggested board topics/meetings.

Attachment(s): Proposed Board Agenda Topics, 24-25 Grid; Proposed Board Topics, 24-25; and Governance committee planning document

Proposed Board Agenda Topics, 2024-25

This is not a complete list of agenda items but represents major topics coming before the board. Dates and topics subject to change.

	October	November	December	January	February	March	April	May	June	July
Pre-Meeting Work Session	-School improvement plans -ELL program update -Bond visioning report	-Cell phone discussion -LAC priorities -Bond visioning report	-Board roles -Media specialist update	Organizational meeting: -Board roles -Committees -Other yearly approvals WK Session 1: -Elem. ELA materials update and purchase	-Social studies materials (6-12) -Board meeting calendar -FY26 Prelim budget	-Joint city council meeting; topic: AI	-Talent development -Wellness report	-Superintendent leadership team updates -Board letter (if needed)	Special meeting: -Grad candidates WK Session 1:I -Culture and Climate	
Regular Meeting 7PM	-Data metrics report -ELC update -E-12 CLP -First day/connect and assess -Grad requirements -Board goals -Edina Education Fund presentation	-Audit -Community Ed annual report -SEL update -Curriculum update	-Truth in Taxation hearing -Final Tax Cert -LAC priorities -New course discussion -Acceptance of Fiscal Year 2024 Audited Financial Statements -Budget parameters	-ELA elem materials update and purchase -SPED update -New course approval -District 287 presentation -LAC priorities approval	-School calendar -CPSS/A&I -Budget parameters -American Indian resolution -Bus purchase (if needed)	-School calendar -Board meeting calendar -Social studies materials update and purchase -FY26 prelim budget	-STEAM/SDL	-Edina Give and Go presentation	-10 YR LTFM -Core planning update -LAC recap -FY26 Budget	
Work Session #1	-Enrollment report -Marketing update -Bond visioning report	-Pathways update (STEAM, SDL) -New classes -American Indian Education update -Bond visioning report	Superintendent mid-year review (closed)	-FY Prelim budget -Bond visioning	-EVP -CSIP	-Bond visioning report	-Marketing update	-Facilities discussion -FY26 Budget	-Superintendent Eval	
Team Development/ Training				-Board Retreat -MSBA Annual Conference						-Board retreat in August

Draft: Proposed Board Agenda Topics, 2024-2025

This is not a complete list of everything coming before the board, but represents major topics. All items listed are subject to date changes.

This sheet accompanies the proposed board agenda topic grid and provides additional context around why these topics are coming to the Board and to guide the Board's discussion and decision making paradigm.

October

Edina Education Fund - The Edina Education Fund will come and present to the board and community a brief summary of their contributions to the Edina school community in the last year. This is for informational purposes only.

School Improvement Plans - Informational presentation about school district school improvement plans. Presentations from a selection of school sites about their improvement plans. This is informational only for the board and being presented to show the board and community how school improvement plans work and how our schools are working in alignment with our data metrics plan.

EL Program Update - Informational presentation about EL programming and improvements as a continuation of the board's request to receive more granular information about how the district was going to work to improve EL programming after seeing the 2023 data metrics presentation. While this is information only, the board should weigh in on how often they would like to continue to see updates about EL programming specifically outside of the data metrics presentation.

Bond Visioning Report - This will be a presentation to the board regarding specific components of a potential future bond. Consistent with the IROD process (Information, Reactions, Options, Decision), the board should be prepared to articulate what information they need about both the bond and associated projects to make an eventual decision. Additionally, the board should be prepared to articulate initial reactions. This will be an initial discussion only focused on those school safety and security.

Data Metrics Report - Informational presentation about the school district's performance metrics. A holistic look at how the district is performing across multiple measures. All these measures were board approved through a multi-month process of establishing metrics of success. This discussion item is for information purposes and the board should be prepared to ask questions and seek clarification on any items. The board should discuss if there are any items it would like to see further information on and/or if there are any additional supporting data it would like to see further information on regarding the data metrics.

ELC Update - Informational presentation about the Early Learning Center. The Board will be seeing enrollment trends, data around teacher training, preschool screening, strategic direction

with a single leader at ELC. The board will also have the opportunity to meet the new Assistant Director of the Early Learning Center, Kim Isley. This discussion item is for information purposes. The board should be prepared to ask questions and discuss if there are any items it would like to see further information on.

E-12 CLP - Part of a continual update on the district's early learning through Grade 12 literacy plan. The board will receive an update on the progress to date. This is for informational purposes only and there are no decisions to be made.

First Day/Connect and Assess - This is initial information about how the shift in connect and assess at the elementary school level went and how the shift in first day structure at the middle schools went. The board will be receiving input for calendar decisions to be made at a later date. No decisions are required for this discussion.

Enrollment Report - This is an annual report to the board about school enrollment, specifically the board asked for information about how enrollment relates to district financing. This is informational only and the board should come prepared with questions. The board should discuss if there are any items it would like to see further information on.

Marketing Update - This is an annual report to the board about marketing and communication efforts. This is informational only and the board should come prepared with questions. The board should discuss if there are any items it would like to see further information on.

Bond Visioning Report - This will be a presentation to the board regarding specific components of a potential future bond related to pathways programming. Consistent with the IROD process (Information, Reactions, Options, Decision), the board should be prepared to articulate what information they need about both the bond and associated projects to make an eventual decision. Additionally, the board should be prepared to articulate initial reactions. This will be an initial discussion only focused on pathways programming. Administration should come prepared with operational costs of this programming, information on how pathways will work within high school schedules and graduation requirements, and any other agreed upon information the board needs for decision-making purposes and a schedule for board approval of any new programming.

November

Cell Phone Discussion - This will be a presentation to the board about variables surrounding cell phone policy, including but not limited to, feedback from pilot programs this fall, student voice and educator voice. This information will be used as a preliminary discussion for the board to create a permanent cell phone policy and procedure across the district. Consistent with the IROD process (Information, Reactions, Options, Decision), the board should be prepared to articulate if there is more information they need. This discussion will include initial reactions and a definition of agreed upon next steps.

LAC Priorities - The LAC team will present their suggested priorities. The board should be prepared to ask questions, ask for more information (if needed) and provide reactions. The priorities will be voted on in January.

Bond Visioning Report - This will be a presentation to the board regarding specific components of a potential future bond. Consistent with the IROD process (Information, Reactions, Options, Decision), the board should be prepared to articulate what information they need about both the bond and associated projects to make an eventual decision. Additionally, the board should be prepared to articulate initial reactions. This will be an initial discussion only focused on early learning programming. As this will be the first presentation to the board on this proposed programming and long-range enrollment, administration should be prepared to bring, among other things, information on how this programming meets the needs of all learners, long-term operational costs to the district, and a schedule for board approval of any new programming.

Audit - The school board, as the fiduciary authority for the district, is presented the financial audit of the district on an annual basis. The board should be prepared with any questions.

Community Education Annual Report - Informational presentation about the Early Learning Center. The Board will be seeing enrollment trends, information on the strategic direction of community education programming and any other important community education items for the board to review and discuss. The board should be prepared to ask questions and seek clarification on any items. The board should discuss if there are any items it would like to see further information on.

SEL Update - Part of a continual update on the district's progress implementing social and emotional education across our sites. This is informational only and the board should come prepared with questions. The board should discuss if there are any items it would like to see further information on.

Curriculum Update - Given the number of new curriculum implementations the district has had over the last few years, the board will be provided an update about the current status of the curriculum roll-outs and an initial feedback report. This is information only and the board should be prepared with any questions.

Pathways Update - The board will receive an update on STEAM programming and the Spanish Immersion program. This update will include information about implementation efforts, successes, and next steps. This discussion item is for information purposes and the board should be prepared to ask questions and seek clarification on any items. The board should discuss if there are any items it would like to see further information on.

New Course Discussion - Annually, the board is provided with information about new courses being proposed at the secondary level, as well as courses being discontinued. This is the

presentation and discussion on this topic. Board members should come prepared with questions and reactions.

American Indian Education Update - The board will be receiving an update on how work is progressing with the American Indian Advisory Group. If the board or board members are to be engaged in any work with the advisory group, the board will discuss and come to an agreement on how to proceed.

December

Board Roles - Each December, the board has a discussion about leadership and committee roles prior to the January organization meeting. Prior to this meeting, the board chair will solicit feedback about interest in leadership and committee roles and make a recommendation about committee structures. This meeting will be for questions and soliciting input prior to the January organizational meeting.

Media Specialist Update - As part of the 2024-2025 budget realignment, the district media specialist role was reduced and realigned. The Board will be receiving a report on how the realignment is progressing, how we are meeting our district media literacy benchmarks and how standardizing a media centers' expectations and standards is developing. This discussion item is for information purposes and the board should be prepared to ask questions and seek clarification on any items. The board should discuss if there are any items it would like to see further information on.

Final Tax Certification - The school board, as the fiduciary authority for the district, annually certifies levies and referendums to update any annual tax implications for Edina residents and district families. The board should come prepared with any questions prior to voting on this item.

Acceptance of Fiscal Year 2024 Audited Financial Statements - The school board, as the fiduciary authority for the district, annually certifies the prior year's financial statements. The board should come prepared with any questions prior to voting on this item.

Budget Parameters - The school board, as the fiduciary authority for the district, sets the parameters and strategic direction for the annual budget. It needs to be informed on the status of the current year and set parameters for the 2025-2026 budget. This will involve the examination of variables that act on the budget, such as labor costs and schedules, class size, and enrollment. The board will examine how the budget plays out in 3-5 years. The School Board will preliminarily approve the 2025-2026 budget in April, with final approval in June. The board should be prepared to articulate what information they need about budget parameters and any associated budgetary questions for the 2025-2026 budget building process. Additionally, the board should be prepared to articulate initial reactions. The budget parameters will return to the board for approval in January.

Bond Visioning Report - This will be a presentation to the board regarding specific components of a potential future bond. Consistent with the IROD process (Information, Reactions, Options, Decision), the board should be prepared to articulate what information they need about both the bond and associated projects to make an eventual decision. Additionally, the board should be prepared to articulate initial reactions. This will be an initial discussion only focused on electronic busing and infrastructure. As this will be the first presentation to the board on this proposal, administration should be prepared to bring, among other things, information on how this fits into the priorities of the strategic plan, long-term operational costs to the district, community and parent feedback on this investment and a schedule for board approval of any new bus purchasing.

January

Elementary ELA Materials Update and Purchase - This agenda item will involve reviewing and discussing the purchase of recommended English Language Arts materials updates for elementary schools. The board should come prepared with any questions prior to voting on this item in March.

Special Education Update - The Special Services department will present an update to the board about developments in Special Services programming including Unified programming, LETRS training and other pertinent items.

District 287 Presentation - This is an annual presentation from District 287, which is for informational purposes and is to inform both the board and community of the relationship and programming District 287 offers our students.

FY26 Preliminary Budget - The school board, as the fiduciary authority for the district, will be reviewing the recommended preliminary budget for the 2025-2026 school year. The board will look at variables impacting the district budget, such as labor costs and schedules, class size, and enrollment. The board will examine how the budget plays out in 3-5 years. The board will examine the long term financial stability of the board and discuss the need for cost cutting measures, if any. The board should be prepared to articulate what information they need about the preliminary budget and any associated budgetary questions for the 2025-2026 budget building process. Additionally, the board should be prepared to articulate initial reactions. The preliminary budget will come back to the board for approval in February.

Superintendent Mid-Year Evaluation - The school board, tasked with the responsibility of managing and working with the Superintendent, will carry out and report on the Superintendent's mid-year evaluation. A robust performance review process is a key component to ensuring the Superintendent is meeting and exceeding the expectations of the Board and community, with the ultimate shared goal being student success. As part of this continual process, an annual mid-year evaluation will be taking place during a closed session in December with a review of progress towards goals to date.

February

Grades 6-12 Social Studies Materials - This agenda item will involve reviewing and discussing the purchase of recommended Social Studies materials for Grades 6-12. The board should come prepared with any questions prior to voting on this item in April.

Board Meeting Calendar - Annually, the board discusses and sets their board meeting calendar for the following school year. This agenda item is to discuss the board calendar for the 2025-2026 school year prior to voting on the calendar in March.

School Calendar - Annually, the board discusses and approves the school calendar for the school year future year ahead to keep a running school calendar . This will be an initial discussion of the recommended calendar presented by the school calendar committee. The board should be prepared to articulate what information they need about the calendar. Additionally, the board should be prepared to articulate initial reactions. The calendar will return to the board for approval in March.

American Indian Resolution - Annually, in accordance with Minnesota state statute, Edina's American Indian Parent Advisory Committee decides if the district and/or school board has been meeting the needs of American Indian students. In doing this they will issue a resolution of compliance or non-compliance. This will come to the board for a vote in order for the chair to sign it.

EVP Update - The board will be getting an update on EVP full day and supplementary programming and will continue to evaluate the program in terms of success measures for students and fiduciary responsibility. This discussion item is for information purposes and the board should be prepared to ask questions and seek clarification on any items. The board should discuss if there are any items it would like to see further information on.

School Improvement Plans (CSIP) - Informational presentation about school district school improvement plans. Presentations from a selection of school sites about their improvement plans. This is informational only for the board and being presented to show the board and community how school improvement plans work and how our schools are working in alignment with our data metrics plan.

March

Joint City Council Meeting - The Edina City Council and Edina School Board will be collaborating for a joint meeting to receive information from the Microsoft Corporation on Artificial Intelligence and its potential impacts and use for government entities. The board should discuss if there are any items it would like to see further information on in regards to Artificial Intelligence usage and education in Edina Public Schools.

Bond Visioning Report - This will be a presentation to the board regarding a full view of the components of a potential future bond. Consistent with the IROD process (Information, Reactions, Options, Decision), the board should be prepared to articulate what information they need about both the bond and associated projects to make an eventual decision. Additionally, the board should be prepared to articulate initial reactions. This presentation will be intended for the board to receive a full view of all potential future bond elements with any additional details that the board has asked for. The board will determine next steps related to possible questions for a ballot.

April

Talent Development Update - This is an annual report to the board about the talent development program and any updates or programming changes. This will also focus on performance and accessibility of talent development programming for all Edina students. The board should discuss if there are any items it would like to see further information on.

Wellness Report - This report outlines the ongoing efforts and progress in enhancing the food and nutrition landscape within our school district. This is informational only for the board and being presented to show the board and community as an update on our Wellness efforts.

STEAM/SDL - The board will receive an update on STEAM programming and the Spanish Immersion program. This update will include information about implementation efforts, successes, and next steps. This discussion item is for information purposes and the board should be prepared to ask questions and seek clarification on any items. The board should discuss if there are any items it would like to see further information on.

Marketing Update - This is an annual report to the board about marketing and communication efforts and how they are helping retain resident enrollment. This is informational only and the board should come prepared with questions. The board should discuss if there are any items it would like to see further information on.

May

Edina Give and Go - Edina Give and Go will come and present to the board and community a brief summary of their contributions to the Edina school community in the last year. This is for informational purposes only.

Superintendent Leadership Teams - These are annual presentations to the board from Dr. Stanley's student leadership teams. This is for informational purposes only.

Facilities Discussion - The board will receive an annual update on the state of district facilities and any construction and/or long term facility maintenance needs. This is for informational purposes and the board should come prepared with questions and/or items that they would like to see further information on.

FY26 Budget - The school board, as the fiduciary authority for the district, will be reviewing the recommended final budget for the 2025-2026 school year. The board will examine how the budget plays out in 3-5 years. This is the final budget based on the board's parameters and the recommended budget the board has previously looked at. The board should be prepared to articulate what information they need about the final budget. Additionally, the board should be prepared to articulate initial reactions. The final budget will return to the board for approval in June.

June

Graduation Candidates - Annually, the school board meetings to approve the candidates for graduation. The school board will be meeting with high school administration to be approving the class of 2025 graduates.

Culture and Climate - This is an annual report to the board regarding the culture and climate of students and staff and includes our annual Panorama survey data, as well as additional staff survey information. This discussion item is for information purposes and the board should be prepared to ask questions and seek clarification on any items. The board should discuss if there are any items it would like to see further information on.

Core Planning Update - This is an annual report to the board regarding the implementation of the district's strategic plan, progress towards goals and any recommended changes. This discussion item is for information purposes and the board should be prepared to ask questions and seek clarification on any items. The board should discuss if there are any items it would like to see further information on. If there are recommended changes or action items, the board will discuss a recommended process for accomplishing these actions.

LAC Recap - This is an annual report to the board summarizing the actions of the legislative action committee. Any recommendations for changes to the legislative action committee should come forward at this time.

Superintendent Evaluation - The school board, tasked with the responsibility of managing and working with the Superintendent, will carry out and report on the Superintendent's year-end evaluation. A robust performance review process is a key component to ensuring the Superintendent is meeting and exceeding the expectations of the Board and community, with the ultimate shared goal being student success. As part of this continual process, an annual evaluation will be taking place during a closed session in June. The public will receive a summary of the evaluation during the July board meeting.

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
Governance Meeting Agenda Topics	> Governance planning 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.	> Standing agenda time for (j).	> Ongoing discussions on (a) or (b) if necessary.
	> Standing agenda time for (j).	>Review protocols for midterm evaluation.	> Standing agenda time for (j).
Estimated Timing for Items at Work Sessions/Regular Meetings			-Superintendent mid-year review at December work session. -Discussion about holiday letter at November work session; vote/consent in December.

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.			
	December	January	February
Governance Meeting Agenda Topics	> Ongoing discussions on (a) or (b) if necessary.	> Ongoing discussions on (a) and (b) .	> Ongoing discussions on (a) and (b) .
	> Plan for January board retreat (f) .	> Standing agenda time for (j) .	> Standing agenda time for (j) .
	> Standing agenda time for (j) .	> Plan for January board retreat (f) .	> Superintendent evaluation planning (d) .
Estimated Timing for Items at Work Sessions/Regular Meetings	-Get feedback from board about January board retreat at December work session.		

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.			
	March	April	May
Governance Meeting Agenda Topics	> 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) .
	> Superintendent evaluation planning (d) .	> Draft end of school staff communication from board (g) .	> Superintendent evaluation planning (d) .
		> Superintendent evaluation planning (d) .	> Coordinate Superintendent evaluation with Board and Superintendent
Estimated Timing for Items at Work Sessions/Regular Meetings		-Feedback on year end communication to come to board at April work session; approval at May board meeting.	

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.			
	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) .
	> Standing agenda time for (j) .	> Standing agenda time for (j) .	> Standing agenda time for (j) .
	> Coordinate Superintendent evaluation with Board and Superintendent	> Preliminary info gathering/prep on 2024-2025 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	-Superintendent evaluation at June work session.		

III.F. Preliminary Certification of Property
Taxes Payable in 2025

Speaker (s) : Mert
Woodard, Director of
Finance and
Operations



Board Meeting Date: 9/24/2024

Title: Preliminary Certification of Property Taxes Payable in 2025

Type: Discussion

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

Description: Minnesota law requires school districts to certify their proposed tax levy payable in 2025 to the county auditor on or before September 30, 2024. 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 if 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.

This information was shared with the Finance Committee Monday, September 16, 2024.

The Board will set the final levy certification amounts at its Regular Board Meeting in December 2024, following the required Truth in Taxation hearing

Recommendation: Approve and certify the preliminary property taxes payable in 2025 at the maximum amount allowed by the state.

Desired Outcomes from the Board: Compliance with Minn. Stat. § 275.065 Subd. 1(c)

Attachments:

1. Preliminary Pay 2025 Levy Memorandum

To: Board of Education
Dr. Stacie Stanley - Superintendent

From: Mert Woodard - Director, Finance & Operations

Date: September 24, 2024

Subject: Recommendation of the Payable 2025 Preliminary Property Tax Levy Certification to Finance a Portion of the 2025-2026 School Year Operations

The District has received the Payable 2025 Preliminary Levy Limitation and Certification report 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 2025 levy must be certified by the Board of Education and submitted to the County Auditor by September 30, 2024. 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 2024. 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 \$1.01 billion from \$12.55 billion to approximately \$13.56 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 8.36%. 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 2025 levy and to provide clarity to the Board of Education and to the community.

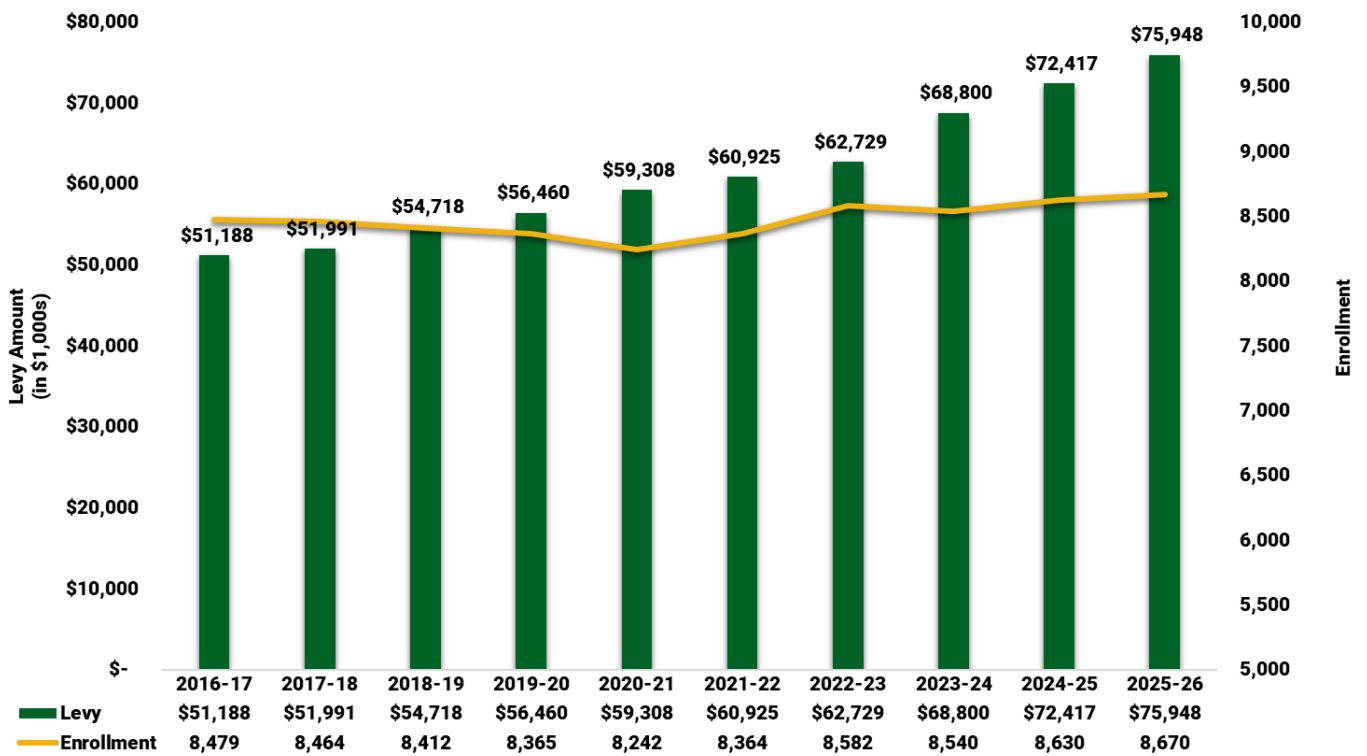
PROPOSED PROPERTY TAX LEVY

The District’s total preliminary levy for taxes payable in 2025 is approximately \$75.95 million. This amount represents an overall increase of just under \$3.53 million or 4.87% from the previous year.

The following table shows a comparison of the preliminary levy payable in 2025 with the District’s certified levy payable in 2024. While the levy detail is presented by fund, it is important to focus on the District’s total payable 2025 levy when comparing to the total payable 2024 levy:

Fund	2024	2025	Change	
	Certified Levy	Proposed Levy	(\$)	(%)
General	\$56,342,167	\$56,501,799	\$ 159,632	0.28%
Community Service	1,398,027	1,535,903	137,876	9.86%
Debt Service	14,677,525	17,909,956	3,232,431	22.02%
Total Levy	\$72,417,719	\$75,947,659	\$3,529,940	4.87%

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, the debt service payment schedule, 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 course of the previous five years the District’s total levy has seen an average yearly increase of 5.13%. The District’s property market value growth, 6.15% 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 will increase by 0.28% or \$159,633.

The District’s projected student enrollment for the 2024-25 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 2025 is \$2,261 compared

\$2,197 the prior year. It is important to note that the District's levy amounts also include adjustments for changes in final 2023-24 enrollment, estimated 2024-25 enrollment and projected 2025-26 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, software licenses and support, and other capital expenditures allowed by state statute. The payable 2025 capital projects levy is \$9.18 million, \$708,248 more than the prior year. The capital projects levy is not tied to student enrollment but rather is a specific tax rate applied against the NTC of the District. As the District's NTC grows, the capital projects levy will grow by the exact 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 2025 levy the District will levy \$9.99 million, a decrease of \$1.98 million from the prior year. The District issues LTFM bonds to provide adequate cash flows to complete deferred maintenance projects at an accelerated rate. As debt matures and principal and interest payments change, the District adjusts its pay-as-you-go levy accordingly to minimize or even eliminate increases the tax rate related to capital levies.

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 are eligible to be financed with lease levy authority. The principal and interest payments for fiscal year 2026 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 \$2.33 million, up from \$2.26 million in 2024.

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, the same as the prior year. The school age care levy combined with prior year adjustments and other minor increases results in a total increase to the Community Service Fund levy of \$137,876 or 9.86%.

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 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.

At the September 9, 2024, Regular Meeting of the Board, the Board formally announce its intention to issue additional facilities maintenance bonds and capital notes. To ensure that adequate cash is on-hand to make the August 2025 and February 2026 debt service payments on the new debt, the District has requested from the MDE that an additional amount of debt excess retained, rather than using existing cash or utilizing capitalized interest.

Overall, the District's debt service levy for taxes payable in 2025 will increase by 22.02% or \$3.23 million 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 2025 is estimated to rise by 4.87%, the estimated RMV increase of 12.77% and estimated NTC increase of 8.36% means that the majority of property owners will experience modest increases if not 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 will be shared when calculations are available.

SUMMARY AND TRUTH IN TAXATION LAW

The Payable 2025 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 2024.

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 2, 2024 at the Edina Community Center.

Property Tax Levy Comparison

TAXES PAYABLE IN 2025 VS 2024 EXHIBIT I

Fund	Levy Component	Payable 2024 for FY2025	Payable 2025 for FY2026	Change (\$)	Change (%)
General Fund	* 1st Tier RMV Referendum	\$ 4,346,724	4,364,199	\$ 17,475	0.40%
	* 2nd Tier RMV Referendum	10,018,726	10,495,425	476,699	4.76%
	* Unequalized RMV Referendum	6,399,512	6,587,854	188,342	2.94%
	1st Tier Local Optional	2,830,348	2,841,745	11,397	0.40%
	2nd Tier Local Optional	4,006,546	4,022,653	16,108	0.40%
	Equity Levy	472,470	656,765	184,295	39.01%
	* Capital Projects Referendum	8,476,346	9,184,594	708,248	8.36%
	OPEB PAYGO	1,400,891	1,707,072	306,181	21.86%
	Operating Capital	1,582,999	1,661,683	78,684	4.97%
	Alt. Teacher Comp (Q Comp)	781,664	791,617	9,954	1.27%
	Achievement & Integration	420,405	419,363	(1,042)	(0.25%)
	Reemployment	160,000	30,000	(130,000)	(81.25%)
	Career & Technical Education	244,652	297,642	52,991	21.66%
	Safe Schools	340,178	341,546	1,368	0.40%
	Safe Schools Intermediate 287	141,741	142,311	570	0.40%
	Building Lease Levy	2,264,143	2,337,743	73,600	3.25%
	Long-Term Facilities Maintenance	11,974,428	9,997,582	(1,976,846)	(16.51%)
	Adjustments - RMV	577,922	624,319	46,398	8.03%
	Adjustments - NTC	(371,670)	(368,747)	2,923	(0.79%)
	Adjustments - Abatement	274,143	366,433	92,290	33.67%
	Total General Fund Levy	\$ 56,342,167	\$ 56,501,799	\$ 159,633	0.28%
Community Service Fund	Basic Community Education	\$ 349,681	\$ 349,681	\$ -	0.00%
	Early Childhood Family Education	315,447	330,050	14,603	4.63%
	Home Visiting	9,677	9,450	(227)	(2.34%)
	Adults with Disabilities	9,451	8,750	(700)	(7.41%)
	School-Age Care	660,000	660,000	-	0.00%
	Abatement Adjustments	4,888	6,023	1,135	23.22%
	Other Adjustments	48,883	171,948	123,065	251.75%
		Total Community Service Fund Levy	\$ 1,398,027	\$ 1,535,903	\$ 137,876
Debt Service Fund	* Debt Service - Voter Approved	\$ 7,001,610.00	\$ 7,115,273	\$ 113,663	1.62%
	Long-Term Facilities Maintenance Debt Service	8,308,139	11,340,472	3,032,333	36.50%
	Debt Excess	(726,921)	(664,441)	62,480	(8.60%)
	Abatement Adjustments	94,697	118,652	23,956	25.30%
		Total Debt Service Fund Levy	\$ 14,677,525	\$ 17,909,956	\$ 3,232,431
	Total Property Tax Levy	\$ 72,417,719	\$ 75,947,659	\$ 3,529,940	4.87%

Notes:

- 1) Levy components preceded by "*" are voter-approved.
- 2) Values within the "Payable 2024 for FY2025" column are representative of the certified levy for taxes payable in 2024 plus county auditor adjustments.

IV. **Action**

IV.A. Preliminary Certification of Property
Taxes Payable in 2025

Speaker (s) : Mert
Woodard, Director of
Finance and
Operations



Board Meeting Date: 9/24/2024

Title: Preliminary Certification of Property Taxes Payable in 2025

Type: Action

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

Description: Minnesota law requires school districts to certify their proposed tax levy payable in 2025 to the county auditor on or before September 30, 2024. 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 if 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.

This information was shared with the Finance Committee Monday, September 16, 2024.

The Board will set the final levy certification amounts at its Regular Board Meeting in December 2024, following the required Truth in Taxation hearing

Recommendation: Approve and certify the preliminary property taxes payable in 2025 at the maximum amount allowed by the state.

Desired Outcomes from the Board: Compliance with Minn. Stat. § 275.065 Subd. 1(c)

Attachments:

1. Preliminary Pay 2025 Levy Memorandum

To: Board of Education
Dr. Stacie Stanley - Superintendent

From: Mert Woodard - Director, Finance & Operations

Date: September 24, 2024

Subject: Recommendation of the Payable 2025 Preliminary Property Tax Levy Certification to Finance a Portion of the 2025-2026 School Year Operations

The District has received the Payable 2025 Preliminary Levy Limitation and Certification report 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.

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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 2025 levy and to provide clarity to the Board of Education and to the community.

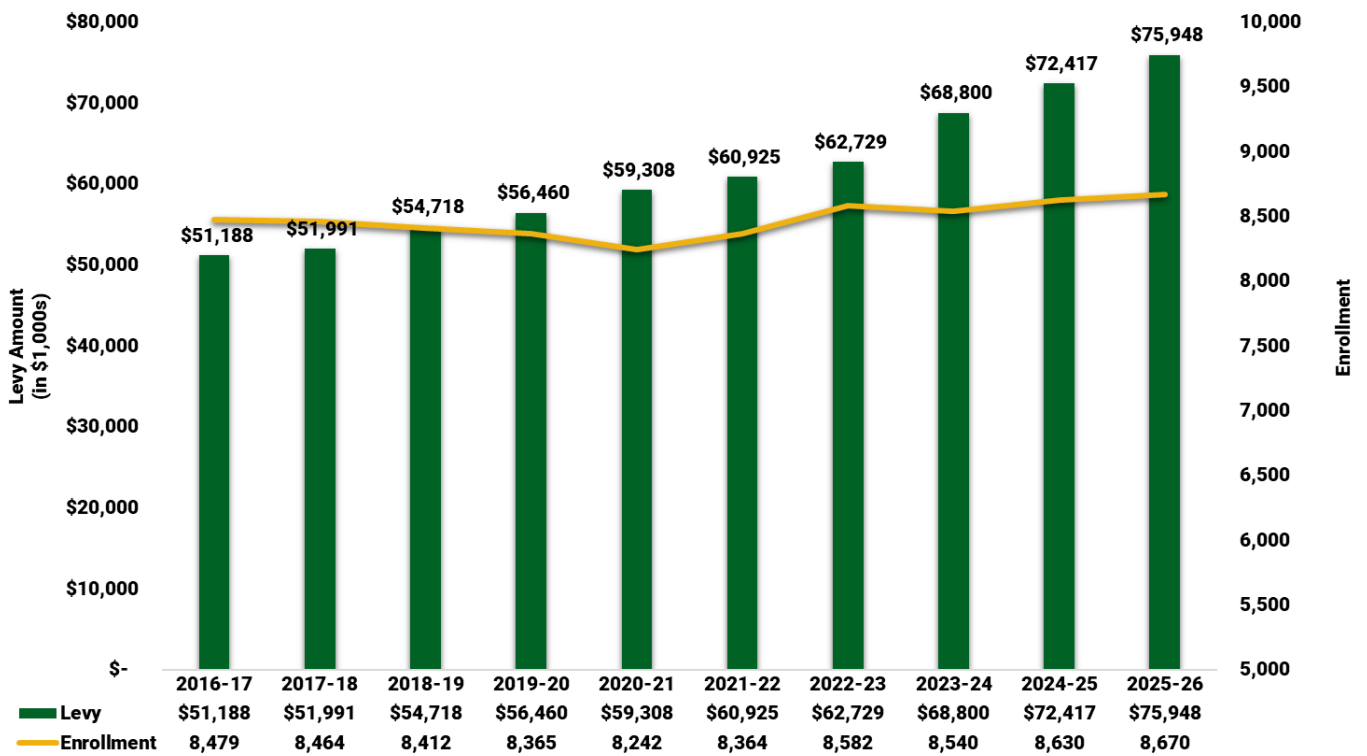
PROPOSED PROPERTY TAX LEVY

The District’s total preliminary levy for taxes payable in 2025 is approximately \$75.95 million. This amount represents an overall increase of just under \$3.53 million or 4.87% from the previous year.

The following table shows a comparison of the preliminary levy payable in 2025 with the District’s certified levy payable in 2024. While the levy detail is presented by fund, it is important to focus on the District’s total payable 2025 levy when comparing to the total payable 2024 levy:

Fund	2024	2025	Change	
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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 will increase by 0.28% or \$159,633.

The District’s projected student enrollment for the 2024-25 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 2025 is \$2,261 compared

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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, the same as the prior year. The school age care levy combined with prior year adjustments and other minor increases results in a total increase to the Community Service Fund levy of \$137,876 or 9.86%.

DEBT SERVICE FUND

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compensate for this, negative debt excess adjustments are made in subsequent years. 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.

At the September 9, 2024, Regular Meeting of the Board, the Board formally announce its intention to issue additional facilities maintenance bonds and capital notes. To ensure that adequate cash is on-hand to make the August 2025 and February 2026 debt service payments on the new debt, the District has requested from the MDE that an additional amount of debt excess retained, rather than using existing cash or utilizing capitalized interest.

Overall, the District's debt service levy for taxes payable in 2025 will increase by 22.02% or \$3.23 million 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 2025 is estimated to rise by 4.87%, the estimated RMV increase of 12.77% and estimated NTC increase of 8.36% means that the majority of property owners will experience modest increases if not 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 will be shared when calculations are available.

SUMMARY AND TRUTH IN TAXATION LAW

The Payable 2025 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 2024.

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 2, 2024 at the Edina Community Center.

Property Tax Levy Comparison

TAXES PAYABLE IN 2025 VS 2024 EXHIBIT I

Fund	Levy Component	Payable 2024 for FY2025	Payable 2025 for FY2026	Change (\$)	Change (%)
General Fund	* 1st Tier RMV Referendum	\$ 4,346,724	4,364,199	\$ 17,475	0.40%
	* 2nd Tier RMV Referendum	10,018,726	10,495,425	476,699	4.76%
	* Unequalized RMV Referendum	6,399,512	6,587,854	188,342	2.94%
	1st Tier Local Optional	2,830,348	2,841,745	11,397	0.40%
	2nd Tier Local Optional	4,006,546	4,022,653	16,108	0.40%
	Equity Levy	472,470	656,765	184,295	39.01%
	* Capital Projects Referendum	8,476,346	9,184,594	708,248	8.36%
	OPEB PAYGO	1,400,891	1,707,072	306,181	21.86%
	Operating Capital	1,582,999	1,661,683	78,684	4.97%
	Alt. Teacher Comp (Q Comp)	781,664	791,617	9,954	1.27%
	Achievement & Integration	420,405	419,363	(1,042)	(0.25%)
	Reemployment	160,000	30,000	(130,000)	(81.25%)
	Career & Technical Education	244,652	297,642	52,991	21.66%
	Safe Schools	340,178	341,546	1,368	0.40%
	Safe Schools Intermediate 287	141,741	142,311	570	0.40%
	Building Lease Levy	2,264,143	2,337,743	73,600	3.25%
	Long-Term Facilities Maintenance	11,974,428	9,997,582	(1,976,846)	(16.51%)
	Adjustments - RMV	577,922	624,319	46,398	8.03%
	Adjustments - NTC	(371,670)	(368,747)	2,923	(0.79%)
	Adjustments - Abatement	274,143	366,433	92,290	33.67%
	Total General Fund Levy	\$ 56,342,167	\$ 56,501,799	\$ 159,633	0.28%
Community Service Fund	Basic Community Education	\$ 349,681	\$ 349,681	\$ -	0.00%
	Early Childhood Family Education	315,447	330,050	14,603	4.63%
	Home Visiting	9,677	9,450	(227)	(2.34%)
	Adults with Disabilities	9,451	8,750	(700)	(7.41%)
	School-Age Care	660,000	660,000	-	0.00%
	Abatement Adjustments	4,888	6,023	1,135	23.22%
	Other Adjustments	48,883	171,948	123,065	251.75%
		Total Community Service Fund Levy	\$ 1,398,027	\$ 1,535,903	\$ 137,876
Debt Service Fund	* Debt Service - Voter Approved	\$ 7,001,610.00	\$ 7,115,273	\$ 113,663	1.62%
	Long-Term Facilities Maintenance Debt Service	8,308,139	11,340,472	3,032,333	36.50%
	Debt Excess	(726,921)	(664,441)	62,480	(8.60%)
	Abatement Adjustments	94,697	118,652	23,956	25.30%
		Total Debt Service Fund Levy	\$ 14,677,525	\$ 17,909,956	\$ 3,232,431
	Total Property Tax Levy	\$ 72,417,719	\$ 75,947,659	\$ 3,529,940	4.87%

Notes:

- 1) Levy components preceded by "*" are voter-approved.
- 2) Values within the "Payable 2024 for FY2025" column are representative of the certified levy for taxes payable in 2024 plus county auditor adjustments.

IV.B. Board Leadership Ad Hoc Committee



Board Meeting Date: 9/24/24

Title: Board Leadership Ad Hoc Committee

Type: Action

Presenter(s): Chair Erica Allenburg, Edina School Board

Description: Discussion and approval of the creation of a board ad hoc committee designed to discuss and develop board leadership. The board will have the opportunity to discuss their interest in creating the ad hoc committee prior to voting on it. Due to the condensed time frame, it was felt it was better to bring this as an action item immediately in September rather than having the board delay voting on this item until October (with discussion first at a work session), which would delay the start of the committee.

Background Information: At the board's annual summer retreat, the board creates annual goals for the board. During this discussion, the board discussed the need for more information and formality around how board members gain the experiences and how do we more clearly define processes for skill building and succession planning. This item is currently articulated as part of the board goals the board approved at our September 2024 board meeting.

This ad hoc committee provides time and space for board members to discuss this issue and bring recommendations back to the rest of the board within the defined scope.

Recommendation: The board brings any questions they have regarding the ad hoc committee and if they are interested in moving forward with it, approve the committee.

Desired Outcomes from the Board: See recommendation.

Attachment(s): Board Leadership Ad Hoc Committee

Board Leadership Ad Hoc Committee

I, Erica Allenburg, as Chair of the Edina Public Schools School District, have created an ad hoc committee to discuss and establish recommended guidelines, skills and training for leadership roles within the board.

Purpose:

One of the District's Strategic Plan's key strategies is to develop leadership throughout the district. In order to ensure the board is well positioned to guide the district from a governance perspective and in an effort to facilitate continuous improvement, this ad hoc committee would like to gather information and establish norms and developmental opportunities to provide board members with the skills and experience needed to take on key responsibilities, such as committee chairing and serving the board in leadership roles. By focusing on leadership skill-building and succession planning the board will cultivate a team of well-prepared leaders who can effectively guide the district and ensure continuity of leadership within the board.

Scope:

In scope:

- Researching best practices of other districts
- Consultation with MSBA and/or other professional organizations
- Analysis of current practices
- Brainstorming, discussing and making recommendations

Out of scope:

- Decision making without full board consultation
- Discussion around current board structures and processes beyond leadership and succession planning (i.e. how committees function, board norms, etc.)

Key Dates:

- First review of ad hoc committee for comment: 9/7
- Creation of ad hoc committee: Either 9/24 or 10/7
- First review of recommendations: 11/19
- Final recommendations and implementation plan: January board retreat

Deliverables: A report containing recommendations for *what* the experience(s) board members need to attain leadership roles and *how* board members gather the experience(s) they need to be leaders.

Members:

- Erica Allenburg, Board Chair, Edina Public Schools
- Karen, Dan or Michael
- Jen, Elliot or Cheryl
- At-large-member: retired member of school board (maybe 2)
- Ex-officio member: Superintendent Stacie Stanley

V. **Leadership and Committee Updates**

VI. **Superintendent Updates**

VII. **Adjournment**