

Work Session

Monday, February 3, 2025 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order

II. Approval of Agenda



DEFINING EXCELLENCE

**School Board Work Session
Monday, February 3, 2025; 5:00 PM
ECC Room 350**

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Revised Budget Fiscal Year 2025 & Fiscal Year 2026 Budget Parameters

Description: The fiscal year 2025 budget was developed using the most reliable information available at the time of adoption in June 2024. As more reliable information and data becomes available, the District is able to make adjustments to reflect the actual operations of the District. Expected enrollment versus actual enrollment, projected staffing vs actual staffing, fluctuations to supply and material costs, and the timing of expenditures made against federal awards are just a few of the countless budgetary variables that can change during a school year.

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

B. K-12 Social Studies Curriculum Adoption

Description: This report is intended to inform the Edina School Board on the recommendation for implementation of the updated 2021 MN Social Studies Standards. In addition to defining the curriculum review process, this report also includes information about the new Social Studies Standards.

Presenter(s): Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning

C. Electronic Communication Devices - Policy 524

Description: The purpose of the discussion is to provide the Board with an update on the cell phone policy.

Presenter(s): Nate Swenson, Assistant Superintendent

D. Proposed 2025-2026 Board Meeting Calendar

Description: The School Board holds regular meetings once a month, beginning at 7:00 PM in Room 349 of the Edina Community Center. Scheduled work sessions begin at 5:00 PM. Any changes or additions are made in accordance with District policy and are posted on the district website and the Edina Community Center district bulletin board.

Presenter(s): Chair Karen Gabler

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. Revised Budget Fiscal Year 2025 & Fiscal
Year 2026 Budget Parameters

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



Board Meeting Date: 2/3/2025

Title: Revised Budget Fiscal Year 2025 & Fiscal Year 2026 Budget Parameters

Type: Discussion

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

Description: The fiscal year 2025 budget was developed using the most reliable information available at the time of adoption in June 2024. As more reliable information and data becomes available, the District is able to make adjustments to reflect the actual operations of the District. Expected enrollment versus actual enrollment, projected staffing vs actual staffing, fluctuations to supply and material costs, and the timing of expenditures made against federal awards are just a few of the countless budgetary variables that can change during a school year.

The District administration has reviewed the current year actual activity in detail and recommends the following budget revisions:

	Preliminary Budget		Revised Budget	
	Revenues & Other Financing Sources	Expenditures & Other Financing Uses	Revenues & Other Financing Sources	Expenditures & Other Financing Uses
General Fund	\$ 160,833,844	\$ 158,362,067	\$ 164,502,730	\$ 160,998,231
Food Service Fund	4,621,067	4,531,973	5,450,214	5,221,973
Community Service Fund	12,901,634	12,841,752	12,901,634	12,841,752
Building Construction Fun	8,094,237	9,560,259	14,766,108	9,594,142
Debt Service Fund	14,857,137	14,597,514	115,011,011	114,601,423
Internal Service Fund	910,000	910,000	910,000	910,000
Total	\$ 202,217,919	\$ 200,803,565	\$ 313,541,697	\$ 304,167,521

The District's audited financial position from fiscal year 2024, revised budget for fiscal year 2025, and forecast of fiscal year 2026 indicate that fund balances will remain above the Board's minimum required level and therefore cost containment is not necessary for fiscal year 2026. At the March Regular Meeting the administration plans to recommended budget parameters for fiscal year 2026 that maintain operations as they exist in fiscal year 2025.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Prepare questions and comments.

Attachments:

1. Revised Budget – Fiscal Year 2025
2. Budget Parameters – Fiscal Year 2026
3. Five-Year General Fund Forecast – 2026-2030

Independent School District No. 273 - Edina Public Schools
Revised Budget - Fiscal Year 2025
February 3, 2025

	FY2023 Ending Fund Balances	FY2024 Final Actual Revenues	FY2024 Final Actual Expenditures	FY2024 Final Actual Transfers In/(Out)	FY2024 Ending Fund Balances	FY2025 Proposed Budgeted Revenues	FY2025 Proposed Budgeted Expenditures	FY2025 Final Budgeted Transfers In/(Out)	FY2025 Ending Fund Balances
General Fund:									
Nonspendable - Inventory	\$ 23,064	\$ -	\$ -	\$ -	\$ 23,064	\$ -	\$ -	\$ -	\$ 23,064
Nonspendable - Prepaid Items	369,917	-	-	(363,358)	6,559	-	-	-	6,559
Total Nonspendable	392,981	-	-	(363,358)	29,623	-	-	-	29,623
Restricted - Achievement & Integration	-	1,351,089	1,351,089	-	-	1,401,456	1,401,456	-	-
Restricted - Alternative Program	-	225,295	525,080	299,785	-	-	455,764	455,764	-
Restricted - Alternative Teacher Compensation	-	-	-	-	-	2,217,301	2,223,853	6,552	-
Restricted - American Indian Education Aid	-	68,500	31,257	-	37,243	69,000	66,961	-	39,282
Restricted - Area Learning Center	-	-	526,368	526,368	-	-	-	-	-
Restricted - Basic Skills	-	1,355,732	1,473,948	118,216	-	1,545,049	1,545,049	-	-
Restricted - Capital Projects Levy	-	7,431,835	7,363,904	-	67,931	8,476,346	8,445,410	-	98,867
Restricted - English Learner	-	407,197	622,749	215,551	-	551,505	798,153	246,648	-
Restricted - Gifted & Talented	-	127,290	1,271,290	1,144,000	-	123,555	1,163,920	1,040,365	-
Restricted - Learning & Development	-	1,926,711	1,926,711	-	-	1,939,167	1,939,167	-	-
Restricted - Literacy Aid	-	-	-	-	-	343,843	343,843	-	-
Restricted - Literacy Incentive Aid	-	499,588	499,588	-	-	512,283	543,841	31,558	-
Restricted - Long-Term Facilities Maintenance	-	11,215,006	6,440,458	(4,774,549)	-	11,331,524	3,726,649	(7,604,875)	-
Restricted - Medical Assistance	-	362,303	43,841	-	318,462	-	51,500	-	266,962
Restricted - Operating Capital	4,306,608	5,087,842	4,185,922	-	5,207,729	5,854,011	4,132,283	-	6,929,457
Restricted - Safe Schools	-	468,518	889,594	421,076	-	480,576	982,568	501,992	-
Restricted - School Library Aid	-	151,144	151,144	-	-	152,240	152,240	-	-
Restricted - Staff Development	-	1,335,070	752,305	-	582,764	1,383,895	1,135,722	-	830,937
Restricted - Student Activities	35,787	2,021	3,224	-	34,583	-	-	-	34,583
Restricted - Student Support Personnel Aid	-	112,021	112,021	-	-	161,397	161,397	-	-
Restricted - Teacher Compensation READ Act Aid	-	-	-	-	-	310,441	310,441	-	-
Total Restricted	4,342,395	32,126,362	28,170,494	(2,049,551)	6,248,712	36,853,589	29,580,217	(5,321,996)	8,200,088
Committed Fund Balance	2,322,850	-	-	161,538	2,484,388	-	-	-	2,484,388
Assigned - Department/Site Carryover	822,667	-	-	1,050,000	1,872,667	493,475	500,075	-	1,866,067
Assigned - OPEB & Severance	4,183,033	-	-	800,000	4,983,033	-	-	250,000	5,233,033
Assigned - Literacy	513,824	-	-	350,000	863,824	-	-	-	863,824
Assigned - Paid Family Medical Leave	-	-	-	600,000	600,000	-	-	150,000	750,000
Assigned - Unemployment Insurance	-	-	-	325,000	325,000	-	-	75,000	400,000
Total Assigned	5,519,524	-	-	3,125,000	8,644,524	493,475	500,075	475,000	9,112,924
Unassigned Fund Balance	8,013,834	128,782,803	121,946,188	(5,648,177)	9,202,272	127,155,666	123,313,064	(2,757,879)	10,286,995
Total General Fund	\$ 20,591,584	\$ 160,909,165	\$ 150,116,682	\$ (4,774,549)	\$ 26,609,520	\$ 164,502,730	\$ 153,393,356	\$ (7,604,875)	\$ 30,114,019
Food Service Fund:									
Nonspendable - Inventory	67,961	-	-	46,005	113,966	-	-	-	113,966
Restricted - Food Service	1,098,058	4,935,861	4,049,458	(46,005)	1,938,457	5,450,214	5,221,973	-	2,166,698
Total Food Service Fund	1,166,019	4,935,861	4,049,458	-	2,052,422	5,450,214	5,221,973	-	2,280,663
Community Service Fund:									
Restricted - Community Education	1,240,073	11,046,311	10,549,903	-	1,736,481	11,733,597	11,619,520	-	1,850,558
Restricted - Early Childhood Family Education	299,896	723,660	722,927	-	300,629	666,158	756,518	-	210,269
Restricted - School Readiness	71,697	266,557	244,715	-	93,538	263,041	262,983	-	93,596
Restricted - Community Service	98,459	266,151	220,484	-	144,126	238,838	202,731	-	180,233
Total Community Service Fund	1,710,124	12,302,679	11,738,029	-	2,274,773	12,901,634	12,841,752	-	2,334,655
Building Construction Fund:									
Restricted - Building Construction	1,485,808	51,138	604,661	-	932,285	-	-	-	932,285
Restricted - Long-Term Facilities Maintenance	8,545,571	171,269	11,143,590	4,774,549	2,347,798	7,161,233	9,594,142	7,604,875	7,519,764
Restricted - Building Projects Funded by COPs	6,280,935	110,648	6,391,583	-	-	-	-	-	-
Total Building Construction Fund	16,312,314	333,055	18,139,834	4,774,549	3,280,083	7,161,233	9,594,142	7,604,875	8,452,049
Debt Service Fund:									
Restricted - Debt Service	3,453,904	14,442,888	14,619,572	-	3,277,220	115,011,011	114,601,423	-	3,686,808
Total Debt Service Fund	3,453,904	14,442,888	14,619,572	-	3,277,220	115,011,011	114,601,423	-	3,686,808
Internal Service Fund:									
Internal Service Fund	485,401	916,164	933,558	-	468,007	910,000	910,000	-	468,007
Total Internal Service Fund	485,401	916,164	933,558	-	468,007	910,000	910,000	-	468,007
Total Governmental Funds	\$ 43,719,345	\$ 193,839,812	\$ 199,597,133	\$ -	\$ 37,962,026	\$ 305,936,822	\$ 296,562,646	\$ -	\$ 47,336,202

Fiscal Year 2026 Budget Parameters

The budget parameters for fiscal year 2026, or next school year, have been developed using the preliminary General Fund forecast that was presented to the Board and to the public in December, the February revised budget, and current state funding information.

Due to the District's better than anticipated financial performance during fiscal year 2024 and cost containments enacted the last two school years, the District administration does not recommend additional containments for fiscal year 2026. The District's recommended budget parameters, are as follows:

- Projected enrollment of 8,670 derived from a 5-year weighted average with proration for conservatism. This figure was used to establish the property tax levy for taxes payable in 2025.
- Pupil Unit Weighting Factors – Pre-Kindergarten (1.0), Kindergarten (1.0), Grades K-6(1.0) and Grades 7-12 (1.2).
- Average Daily Membership (ADM) increase of 39 and Adjusted Pupil Units (APU)increase of 37 based on 5-year average enrollment projection method selected.

Revenue

- Basic Education Revenue of \$7,465 per APU for 2023-2024, an increase of \$184 per APU above the current year (+2.53%).
- Operating Levy allowance of \$2,261 per APU, an increase of \$57 per APU above the current year.
- Local Optional Revenue of \$724 per APU, the same as the current year.
- Equity Revenue of approximately \$70 per APU, about the same as the current year.
- Operating Capital of approximately \$230 per APU, about the same as the current year – a portion of the revenue will be used to make principal and interest payments for two outstanding capital notes.
- Basic Skills Revenue (Compensatory) of \$1,360,577 per the October 1, 2024 enrollment count and *current* law.
- Safe Schools revenue of \$36 per APU, the same as the current year.
- Gifted & Talented revenue of \$13 per APU, the same as the current year.
- Achievement and Integration revenue of \$350 per APU multiplied by protected class enrollment as a percentage of total enrollment, the same as the current year.
- Gifts and Donations to remain flat; the expenditure budget derived from gifts will equal that of the revenue.

- Alternative Teacher Compensation revenue of \$260 per ADM, the same as the current year.
- Interest revenue reduction from current year budget account for potential rate cuts and to apply additional conservatism to overall budget.
- All other revenue, including special education, federal programs, user fees, and local miscellaneous revenues to remain flat.

Expenditures

- Class-size ratios of 20.00 to 22.00 students per classroom in kindergarten and first grade, 22.00 to 25.00 in second grade, 24.00 to 26.00 in third grade, 25.00 to 27.00 in grades four and five, 28.15 for grades six through eight, and 30.85 at the high school. Same programmatic structure to be maintained at the secondary schools.
- Return of Operating Capital funds to departments that took a “pause” as a result of the BRRRG of 2024.
- No additional specialists, media specialists, counselors, social workers, nurses, teachers on special assignment, custodians, non-special education paraprofessionals, administrative staff, or other classifications staff that don't already exist within the system.

Independent School District No. 273 - Edina Public Schools
 Five-Year Revenue & Expenditure Forecast - General Fund
 Fiscal Year 2026 through 2030
 Prepared: October 2024
 Updated: February 2025

	Fiscal Year						
	2024	2025	2026	2027	2028	2029	2030
Revenue:							
Property Taxes	\$ 53,561,813	\$ 56,342,166	\$ 56,501,798	\$ 54,492,560	\$ 55,387,696	\$ 54,915,531	\$ 55,784,676
State Sources	97,586,833	100,748,313	104,008,975	106,618,687	108,979,149	111,091,890	112,107,895
Federal Sources	2,413,800	2,005,216	2,285,697	2,285,697	2,285,697	2,285,697	2,285,697
Miscellaneous Local	7,346,719	3,895,425	4,144,831	4,059,165	3,982,066	3,912,677	3,288,175
Other Financing Sources	-	1,511,610	-	-	-	-	-
Total Revenue	160,909,165	164,502,730	166,941,301	167,456,109	170,634,609	172,205,796	173,466,443
Expenditures:							
Salaries	91,327,676	93,012,115	98,669,386	103,624,326	108,240,482	111,820,916	116,539,442
Benefits	28,475,744	30,858,434	31,526,443	32,833,977	34,044,193	35,153,593	36,405,689
Purchased Services	12,943,625	11,973,292	12,413,824	13,144,787	13,854,109	14,519,478	15,221,597
Supplies & Materials	4,473,488	5,197,717	5,457,620	5,710,013	5,974,984	6,253,182	6,545,257
Capital Expenditures	12,323,746	11,729,475	11,992,763	12,291,269	12,451,279	12,763,728	12,826,301
Other Expenditures	572,405	570,384	587,497	605,122	623,277	641,977	661,239
Other Financing Uses	4,774,549	7,604,875	6,263,181	5,361,657	5,338,576	5,200,629	5,138,960
Total Expenditures	154,891,231	160,946,292	166,910,714	173,571,151	180,526,900	186,353,503	193,338,485
Change in Fund Balance	6,017,934	3,556,438	30,587	(6,115,042)	(9,892,291)	(14,147,707)	(19,872,041)
Fund Balances:							
Nonspendable	29,623	-	-	-	-	-	-
Restricted	6,248,712	6,542,488	7,605,521	6,536,282	7,575,158	8,495,215	9,526,800
Committed	2,484,388	2,637,245	2,768,438	2,892,309	2,993,453	3,120,054	3,007,039
Assigned	8,644,524	9,031,289	8,406,731	5,606,480	5,606,480	5,606,480	5,606,480
Unassigned	9,202,272	11,954,935	11,415,856	9,046,432	(1,985,878)	(17,180,242)	(37,970,853)
Total Fund Balances	\$ 26,609,519	\$ 30,165,957	\$ 30,196,545	\$ 24,081,504	\$ 14,189,213	\$ 41,507	\$ (19,830,534)
Unassigned Fund Balance:	7.41%	9.07%	8.25%	6.26%	(1.33%)	(11.01%)	(25.25%)

III.B. Social Studies Materials Update and
Purchase (Gr K-12)

Speaker (s): Bethany
Van Osdel, Assistant
Director of Teaching
and Learning; and
Jody De St. Hubert,
Director of Teaching
and Learning



Board Workshop Date: 2.3.25

Title: K-12 Social Studies Curriculum Adoption

Type: Discussion

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

Description: This report is intended to inform the Edina School Board on the recommendation for implementation of the updated 2021 MN Social Studies Standards. In addition to defining the curriculum review process, this report also includes information about the new Social Studies Standards.

The priorities in this report directly align to the goals outlined in the Edina Strategic Plan (Strategy A 1 and 2, and Strategy B).

Recommendation: Review the new course proposals and changes for discussion. An additional discussion will occur at the Board Meeting on February 3rd and action will occur at the Board Meeting on April 7.

Desired Outcomes from the Board: Review the course information and provide feedback.

Attachments:

1. [K-5 Social Studies Course Guiding Change Document](#)
2. [6-12 Social Studies Guiding Change Document](#)
3. [Design Team Role Description](#)
4. [Culturally Proficient School Systems Curriculum and Instruction Continuum](#)
5. [2021 K-12 MN Social Studies Standards](#)

Background Information

In accordance with Minnesota Statutes, Minnesota’s academic standards are reviewed and revised on a 10-year cycle. During the 2020-21 school year, the Minnesota Department of Education began the process of reviewing and revising the Minnesota K-12 Academic Standards in Social Studies. The [2021 Minnesota K-12 Social Studies Standards](#) have been approved and are to be implemented by 2026-2027.

The curriculum design process takes several years. The work around Social Studies redesign began in 2022. This report will give an overview of the process of designing a plan that will launch the implementation of the MN Social Studies Standards K-12 in EPS.

Minnesota Department of Education Overview

Social Studies is the interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life.

Each content area includes an implementation date in the adopted rule language. The K-12 Academic Standards in Social Studies will be fully implemented in the 2026-27 school year.

Policy 603:

School Year:	Content Area:
2024-2025	Science
2025-2026	K-12 ELA
2026-2027	Social Studies
2027-2028	Math
District Determined	World Languages

2021 K-12 Academic Standards in Social Studies—Effective March 11, 2024

The [2021 K-12 Academic Standards in Social Studies](#) were adopted in 2024, and are scheduled for full implementation in the 2026-27 school year.

Standards, Curriculum, and Instructional Outlines

All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Social Studies are a priority for all educators at every level, shown by committing to:

- **Standards and Curriculum** - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The MN K-12 Social Studies Standards outline clear goals for **Citizenship and Government, Economics, Geography, History, and Ethnic Studies**. Curriculum review is an ongoing process to ensure high quality, research and evidence based resources that
 - support effective instruction, alignment, and application of the standards;
 - provide strategies for differentiated instruction based on students’ needs;
 - are culturally and linguistically relevant and responsive; and
 - build background knowledge and understanding of key learning concepts.

Curriculum Review Process

In Edina, a core belief we share is “Professional Excellence.” This means that, “We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.” One way we live out this value is by including teachers in the review, design and implementation of district programming. This is done through the use of “district design teams.” A design team is a group of representatives who opt in to serve, guide and inform district decisions.

The following staff members have been integral in the review and recommendation that resulted from the curriculum review process:

Elementary School	Middle School	High School
Julie Baker Patrick Burley Allyson Dardis Mike McCarthy Jamie Young Elizabeth Graser	Jason Heeringa Trista Virtue Jason Pusey Lara Wark Karen Uhler Troy Beckman Anile Morales	Erik Anderson Chris Griggs Kjersti Humphry

The exemplary commitment of our teacher leaders is instrumental in advancing our district's educational practices. Their willingness to extend their impact beyond their classrooms demonstrates an unwavering dedication to excellence. ***We extend our deepest appreciation to these educators whose collaborative efforts and expertise ensure we make informed, student-centered decisions that benefit all Edina learners.***

The Design Team has used a proven process following Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement. The team is drafting a plan that will recommend program updates and instructional/course enhancements as they align to the new standards.

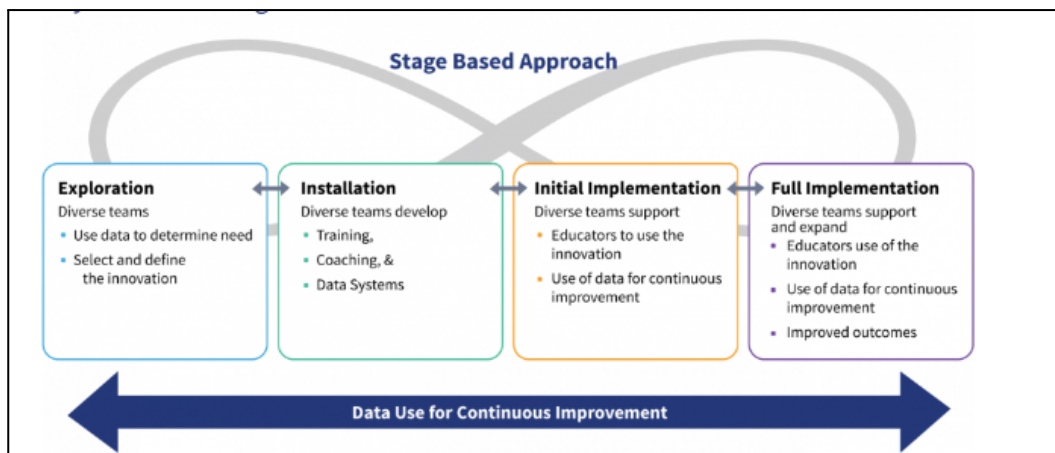
Timeline, Goals and Milestones

Project Map:		
What	When	Who
<ul style="list-style-type: none"> ● Create Role Descriptions communicated ● team created ● dates set for meetings 	By MEA	Jamie - K-5 Bethany 6-8 vs 6-12
Meeting #1 Introduction to process Start looking at current reality Secondary - 9-12 - course catalog revision recommendations	November 2023	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #2 Review current reality and look over new standards and benchmarks	February 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #3 Standards alignment and materials review	April 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #4 Standards alignment and materials review	Fall 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)

Meeting #5 Standards alignment and materials review	Winter 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #6 Finalize alignments and recommendations	Spring 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
Meeting #7 Installation planning: <ul style="list-style-type: none"> • Materials • Professional Development • Supports 	Spring/Summer 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)

Process:

State standards are all implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage. The goal is to complete the steps in each stage. The progress of the Social Studies Design Team is outlined below:



	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 	Initial Implementation <ul style="list-style-type: none"> • Educators begin using the program/practice • Data is collected around both implementation and student outcomes • Adjustments and alignments 	Full Implementation: <ul style="list-style-type: none"> • More than 50% of educators are using the program/practice as intended • Student outcome data is showing improved outcomes
6-12	X 2022-Spring of 2023 <i>Current Reality Guiding Change Review 2021 Standards</i>	X Fall of 2024-current	<i>Planned for 2025-2026</i> <i>Required by 2026-207</i>	2026-ongoing

Initial Implementation begins Fall of 2025

Recommendation:

Based on the comprehensive work of our K-12 Social Studies Design Team and in alignment with Minnesota's statutory requirements, we recommend the Board approve the implementation plan for the 2021 Minnesota K-12 Social Studies Standards. This staged implementation approach, guided by Implementation Science, includes thorough exploration of current practices, unpacking of new standards, and careful selection of culturally responsive instructional materials.

While specific curriculum resources are still under review, with an anticipated budget of \$400,000-\$600,000 for 5-7 year licenses, our dedicated team of elementary, middle, and high school educators is systematically working through a detailed timeline to ensure full implementation by the state-mandated 2026-27 school year.

The Design Team will continue to refine grade-level specifics and material selections through Spring 2025, with early implementation beginning Fall 2025, allowing for thoughtful professional development and appropriate resource allocation to support this implementation.

Budget:

The purchase of materials to support the implementation of the 2021 K-12 MN Social Studies Standards will be a critical component of the implementation. The review process is still underway. Here is a summary of the purchases at this time. As the Social Studies Design Team engages in continued work the specific costs for the areas that are “to be determined” will be completed.

Course	Resource	Cost
9-12	Cultural Geography	\$25,000 (6 year license)
9-12	AP Human Geography	\$65,000 (8 year license)
9-12	AP US History	\$160,000 (5 year license)
9-12	AP African-American History	
9-12	AP Government	
9-12	AP Economics	
6th	Northern Lights	(already purchased)
7th	TBD	TBD
8th	TBD	TBD
K-5	TBD	TBD

III.C. Electronic Communication Devices - Policy **Speaker (s):** Nate
524 Swenson, Assistant
Superintendent



Board Meeting Date: 2.3.25

Title: Electronic Communication Devices - Policy 524

Type: Discussion

Presenter(s): Nate Swenson, Assistant Superintendent

Description: The purpose of the discussion is to provide the Board with an update on the cell phone policy.

Recommendation: Utilize policy 524 to meet the statutory obligation to have a cell phone policy.

Desired Outcome(s) from the Board: Carefully review the introduction (below), background and policy language for consideration information below. Come prepared with initial reactions (comments and questions).

Attachments: [5.21.24 Cell Phone Work Group Board Report](#) & [9.9.24 Cell phone presentation](#)

Introduction

Following our previous Board discussions regarding electronic device management in our schools, I am presenting this update on our efforts to incorporate specific cell phone policy language into an existing policy. Given that Policy 524 underwent a comprehensive review in August 2024, we are recommending focused revisions only to the cell phone portion at this time. The policy will receive its next full review during the summer of 2025. These targeted updates will ensure our district's compliance with the legislative requirement to maintain a formal cell phone policy, while building upon our established electronic device procedures.

Background

Our journey began in early 2023 when administrators recognized a significant increase in electronic device usage over the previous five years. What started as primarily cell phone management had evolved to include a broader spectrum of devices, including smartwatches and various personal electronic devices. This proliferation of technology prompted the formation of a diverse work group comprised of teachers, administrators, parents, and students to study the impact of these devices on the learning environment.

Initial findings revealed a complex landscape: while devices could support learning objectives, they also presented significant challenges to student engagement and mental health. The District observed varying needs across different grade levels, with elementary students primarily using smartwatches for parent communication, while secondary students navigated more complex usage patterns.

By mid-2024, we implemented our first structured approach, introducing the "Away for the Day" policy for younger students (K-8) while developing a three-tier system for high school students (9-12). This tiered approach acknowledged the growing autonomy of older students while maintaining appropriate boundaries for educational focus.

The most significant evolution came through comprehensive stakeholder engagement and data collection in late 2024. The district surveyed families, staff, and students, while also consulting with emergency management personnel and considering assistive technology needs. This thorough approach overwhelmingly affirmed support for our electronic device management approach.

Policy 524, which underwent a comprehensive review in August 2024 and is scheduled for its next full review in summer 2025, now includes specific language regarding cell phone usage. The recommended addition to Section XVII focuses specifically on "Cell Phone and Other Electronic Communication Device Use," establishing:

- Clear guidelines for student possession and use of devices
- A specific "Away for the Day" requirement for K-8 students
- A three-tier system for high school allowing graduated device access
- Explicit prohibitions against device misuse for cheating, bullying, or harassment
- Procedures for device searches when policy violations are suspected
- Guidelines for confiscation and return of devices
- Disciplinary measures for policy violations

These focused revisions to Policy 524 have been reviewed by the policy committee, and ensure compliance with statutory requirements for a cell phone policy while building upon the District's established electronic device procedures. The targeted nature of these updates reflects a strategic approach to policy management, addressing immediate needs while maintaining the broader policy framework for future comprehensive review.

Policy language for consideration

XVII. Cell Phone and Other Electronic Communication Device Use

- A. The school district ~~will~~ **has** established **ed** rules and procedures regarding student possession and use of cell phones and other electronic communication devices in schools. These rules and procedures ~~will~~ seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures ~~may be~~ **have been** designed for specific school buildings, grade levels, or similar criteria.

Under these guidelines, at K-8 levels, all electronic devices must be stored "Away for the Day" in backpacks or lockers. High school uses a three-tier system where devices are stored away by default (Tier 1), but teachers may permit use for specific learning tasks (Tier 2) or independent work (Tier 3), with device use allowed outside classrooms following digital citizenship guidelines.

- B. Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.
- C. If the district has a reasonable suspicion that a student has violated a district policy, rule, or law by use of a cell phone or other electronic communication device, the district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.
- D. Students who use an electronic communication device during the school day and/or in violation of district policies may be subject to disciplinary action pursuant to the district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the district will be returned in accordance with school building procedures.

III.D. Proposed 2025-2026 Board Meeting Calendar **Speaker (s)**: Karen Gabler, Board Chair



Board Meeting Date: 2/3/2025

Title: Proposed 2025-2026 Board Calendar Dates

Type: Discussion

Presenter(s): Board Chair Karen Gabler

Description: The School Board holds regular meetings once a month, beginning at 7:00 PM in Room 349 of the Edina Community Center. Scheduled work sessions begin at 5:00 PM. Any changes or additions are made in accordance with District policy and are posted on the district website and the Edina Community Center district bulletin board.

Recommendation: None at this time.

Desired Outcome(s) from the Board: Review proposed meeting dates for 2025-2026 and provide initial reactions.

Attachment(s): 2025-2026 Board meeting dates



DRAFT 2025-2026 Board Meeting Dates

	1st work session and regular meeting (Monday)	2nd work session (Tuesday)
July	14	22
August	11	19
September	8	16
October	13	21
November	10	18
December	8	16
January	5*	-
January	12	20
February	9	17
March	9	24
April	13	21
May	11	19
June	8	16

*This is the required organizational meeting on the first Monday in January and will start at 5:00 pm.

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**