

## **Work Session**

Tuesday, May 20, 2025 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, May 20, 2025; 5:00 PM**  
**ECC Room 350**

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

**II. Approval of Agenda**

**III. Discussion**

**A. Programming Update for PreK-5 STEAM**

**Description:** The Edina Public Schools STEAM Programming Model is evolving through a phased approach grounded in Inquiry, Authenticity, Integration, and Partnership, and aligned with Strategic Initiative A. The model's first two layers—focused on foundational literacy and numeracy and grade-level Cornerstone Projects in science—are underway, while the third layer was removed after stakeholder feedback raised concerns about capacity, equity, and consistency. Looking ahead, the district will continue to expand K–5 Cornerstone Projects with full implementation by 2027–28, supported by sustained professional development and alignment with broader instructional goals.

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; and Mark Carlson, Curriculum Coordinator

**B. Facilities Projects - Spring 2025**

**Description:** The District administration will update the Board and community regarding the following facility projects: Edina High School mechanical system replacement, Edina Community Center tennis court rehabilitation, Valley View Middle School LED lighting, Cornelia Elementary restroom renovation, Cornelia Elementary exterior brick rehabilitation, Edina High School roof replacement (areas B and C), Creek Valley Elementary gym floor replacement, Highlands Elementary parking lot reconfiguration and rehabilitation, Edina Community Center locker room renovation, South View Middle School mechanical system replacement, Valley View Middle School elevator replacement, Edina Performing Arts Center lighting and sound panel replacement, Cornelia Elementary parking lot reconfiguration and rehabilitation, Normandale playground surface replacement.

**Presenter(s):** Mert Woodard, Director of Finance and Operations; and Rod Peterson, Director of Buildings and Grounds

**C. Workers' Compensation Insurance Renewal – Fiscal Year 2026**

**Description:** During the 2021 fiscal year the District elected to switch workers' compensation insurance carriers from State Fund Mutual (SFM) to Dakota Truck Underwriters by and through Risk Administration Services (RAS). The District worked with its agent of record to obtain rates for the 2026 fiscal year and the renewal proposed by RAS for fiscal year 2026 is for a gross increase of 18.29%, with premiums and fees going from \$480,560 to \$568,462. The District's previous carrier, SFM, has quoted a total cost of \$520,750. The District administration's fall 2024 forecast of workers' compensation premiums for fiscal year 2026 was \$522,886.

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

D. Property, Casualty, and Liability Insurance Renewal – Fiscal Year 2026

**Description:** In December 2015, the School Board awarded the District's property, casualty, and liability insurance contract to the Minnesota Insurance Scholastic Trust (MIST). MIST provides the benefit of self-insurance cooperative purchasing, with 28 school districts currently participating in the MIST program. Any remaining funds at the end of a claim year are distributed among member districts. The overall insurance market hardened significantly post-COVID, particularly due to elevated inflation, increased property values, and greater losses after the return to normal. Although the market has softened slightly in the last year, the aforementioned factors, coupled with the District's loss experience, have resulted in significant increases to the District's premiums over the last 3 years. The District's renewal for the July 1, 2025 to June 30, 2026 period is a 19.0 percent increase over the prior year, or \$203,466. During the District's initial budget development that took place in the fall of 2024, the administration assumed a 25.0 percent increase.

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

E. Preliminary Budget – Fiscal Year 2026

**Description:** The preliminary fiscal year 2026 budget was developed using audited FY 2024 data, FY 2025 activity and projections, certified property tax information, administrative forecasts, and 2023 education finance laws. Due to earlier cost containment measures and stronger-than-expected revenues, the District is in a better financial position, eliminating the need for major new cuts. The administration projects an 8.9% unassigned fund balance by the end of FY 2026, consistent with Board Policy 702 and prior Board presentations.

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

F. Local Wellness Policy

**Description:** The Healthy, Hunger-Free Kids Act (HHFKA) of 2010 established that local education agencies participation in the National School Lunch Program must develop and maintain a local wellness policy. At a minimum, the wellness policy must include: specific goals for nutrition education and physical activity; standards and nutrition guidelines for all food and beverage sold to students during the school day; policies for food and beverage marketing; and description of public involvement in maintaining the policy. The District administration is committed to strengthening adherence to policy standards through future policy committee and wellness committee meetings.

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

**IV. Leadership and Committee Updates**

**V. Superintendent Updates**

**VI. Adjournment**

### III. Discussion

III.A. Programming Update for PreK-5 STEAM

**Speaker (s) :** Jody De St. Hubert, Director of Teaching and Learning; and Mark Carlson, Curriculum Coordinator



**Board Workshop:** May 20, 2025

**Title:** Programming Update for PreK-5 STEAM

**Type:** Discussion

**Presenter(s):** Jody De St Hubert, Director of Teaching and Learning; and Mark Carlson, Curriculum Coordinator

**Description:** The Edina Public Schools STEAM (Science, Technology, Engineering, Arts, and Mathematics) Programming Model continues to evolve with a structured, phased approach rooted in four key concepts: Inquiry, Authenticity, Integration, and Partnership and aligned with Strategic Initiative A. The model has been built on three proposed layers, with significant progress achieved in implementing Layers 1 and 2. Layer 1 ensures a strong foundation in literacy and numeracy, while Layer 2 introduces grade-level Cornerstone Projects aligned to academic standards specifically in Science and designed by Edina teachers.

After engaging in extensive conversations with a variety of stakeholder groups about Layer 3 development, building-level customization, this layer has been removed from the model due to concerns around staff capacity, equity, and consistency across schools. Moving forward, the district will continue to develop and refine Cornerstone Projects for grades K-5, with full implementation targeted by the 2027-28 school year. The strategic implementation includes sustained professional development, ongoing evaluation, and continued alignment with the district's broader instructional initiatives, ensuring that all students benefit from a cohesive and enriched STEAM learning experience.

**Recommendation:** This report is an informational update for the board. It includes a specific request for feedback on the recommendation to eliminate the third layer of proposed STEAM Programming, Building Level Development.

**Desired Outcome(s) from the Board:** Please review the report and bring your questions and feedback about the update and recommendation.

**Appendixes:**

Appendix I: Portrait of a Well-Rounded Edina Graduate

Appendix II: STEAM Lesson Design Rubric and Checklist

Appendix III: STEAM One-pager

## **STEAM Update**

The STEAM update includes the following sections:

- STEAM Design Team Contributors
- EPS STEAM Programming Model
- 2024-25 Developments
- New Proposal
- Timeline

## **Design Team**

Educators that have contributed to the design process include:

- Zach Baker
- Caitlin Bickel
- Brianna Carlson
- Jenna Courtney
- Heather Edam
- Matt Flugum
- Leanne French-Amara
- Jamie Hawkinson
- Laurie Holland
- Rebecca Huberty
- Ashly Krohn
- Jermey Kigin
- Allison Knoph
- Nathan Monseth
- Molly O'Keefe
- Lizabeth Ortiz Perez
- Zach Prowell
- Sarah Stegemann
- Marissa Walsh
- Lynnea West
- Krista Winkel
- Deb Richards
- Leah Byrd
- Mark Carlson
- Jody De St Hubert
- Dr. Cara Rieckenberg
- Dr. Anne Marie Leland
- Dr. Ann Marie Thomas
- Dr. Randy Smasal

## **Background Information:**

### **Key Components of the Edina STEAM Programming Model:**

The STEAM Design Team has defined STEAM work for Edina Public Schools based on four key concepts. As work continues our goal is to provide students with educational opportunities that center around these concepts.

**Inquiry:** Inquiry is an approach to learning that involves a process of exploring the natural or material world, asking questions, making discoveries, and testing those questions in the search for new understanding. It is driven by creativity, curiosity, and play.

**Authenticity:** Authentic learning means students are engaged in solving meaningful, real world issues and problems. In Edina, Authenticity is grounded in purpose, allows for multiple entry points, and creates opportunities to apply previous learning.

**Integration:** Integrated learning environments connect different areas of study or different topics in the same area of study by cutting across subject matter or topic matter silos. In Edina, Integration promotes flexible and critical thinking while offering multiple methods for students to demonstrate knowledge, skills, and competencies. Integration serves as a vehicle to make learning more engaging and powerful than when concepts are taught in isolation.

**Partnership:** Partnerships are widespread collaborations and connections across students, classrooms, subject areas, schools and the Edina community. Partnerships with professional scientists, engineers, artists and mathematicians bring content expertise into the elementary classroom and offer an early opportunity for career exposure

### **STEAM Programming when fully Implemented (previously proposed):**

To help focus the work, the Design Team decided to take a layered approach. Below is a brief description of the three layers:

#### **Layer 1: Strong Foundation in Literacy and Numeracy**

This layer forms the bedrock for work for the STEAM initiative. This layer is foundational and allows for the use of the four key concepts of STEAM as students will need to use their abilities to obtain information, apply critical thinking, and communicate results. This layer will be consistent across all six buildings through pedagogy and resources such that all Edina students will have a similar experience at all six buildings.

#### **Layer 2: Cornerstone Projects**

Each grade level will have a Cornerstone Project that is developed by Edina teachers for Edina teachers. These projects will begin with lessons from Mystery Science as the basis for the project. Each project will have 10-14 lessons, and will address standards across multiple subjects. They are developed using a rubric based upon the four key components. When STEAM programming is fully implemented, these projects will be in all classrooms across the district. This layer allows for a consistent experience with STEAM programming for all students.

#### **Layer 3: Building Level Development (previously proposed)**

This layer is still in the design phase of development. The idea of this layer is for teams of educators in each building to begin to develop additional units and

projects based on the four key concepts. This may take the form of buildings choosing themes to build off of as they begin the development process.

### **2024-25 Developments:**

During the 2024-25 school year we have continued to prepare for full implementation of K-5 STEAM programming. Below are some of the developments that have occurred throughout the academic year.

- Staff meetings at all K-5 buildings and several leadership teams throughout the district to communicate the progress made and the programmatic shifts that will occur with STEAM programming.
- Solicited 3-5 teachers to volunteer to pilot the Cornerstone Projects during the 24-25 school year.
- Pilot teachers were given professional development for teaching the new projects that focused on teaching through an inquiry lens.
- A website for teachers was developed that contained descriptions of the projects, standards being assessed, learning targets, lesson notes and all resources for each lesson. This was added to the LaunchPad and shared with pilot teachers.
- The 5th grade pilot was placed on hold when the project partner (Student Spaceflight Experiment Project SSEP) was unable to provide an adequate timeline for launch.
- A new team of 5th grade teachers were brought together to create a new Cornerstone Project. This project is currently in development and will be ready for pilot use during the 25-26 school year.
- Half day meeting with all K-5 Principals to complete an IROD on building level development (layer 3) previously proposed STEAM programming.
- Discussion about STEAM programming with the Teaching and Learning Board Committee to ensure alignment between initial vision and current development of programming specifically around Layer 3.
- 3rd and 4th grade pilot teachers delivered Cornerstone Projects during the spring of 2025.
- Meetings occurred between Teaching and Learning and pilot teachers to collect feedback to help improve the projects for the 25-26 school year.
- Surveyed 3-5 teachers for preference of when they would like to receive professional development for teaching Cornerstone Projects.

Additionally a few items are planned but have not yet been completed.

- All teachers 3-5 teachers that did not pilot the Cornerstones will receive professional development either during the summer of 2025 or in the fall of the 2025 school year based on teacher preference. This professional development will be almost identical to what the pilot teachers received.
- The 5th Grade Cornerstone Development Team will continue to create a 5th Grade project to be ready for pilot in 2025-26.

### **New Proposal for Layer 3:**

In previous EPS School Board updates we have proposed having a third layer to STEAM programming. This layer would extend the 4 key concepts through the development of STEAM units and projects that leverage the unique assets and talents of each building with the possibility of unique themes by building.

Through conversations and discussions with teachers, principals, the Teaching and Learning Team and the Teaching and Learning Board Committee, we are proposing eliminating this layer. Below are some of the reasons for elimination of this layer.

- **Capacity**
  - K-5 administration and Teaching and Learning express concern that attempting too many major changes will overwhelm our ability to implement them successfully.
  - With new Read Act implementations, new ELA standards and curriculum, new standards coming in Social Studies and Math that could require some significant changes, teachers are spread thin. The addition of this layer may be a significant lift with the current load educators are trying to navigate.
- **Inequities between buildings**
  - Teaching and Learning has concerns that the development of building level STEAM could lead to some significant differences between buildings.
  - Differences in building resources, including space, personnel, and leadership, could create disparate programming, ultimately causing inequitable student experiences.
- **Possible Enrollment and Staffing Concerns**
  - Variations in STEAM programming across buildings could influence student and staff building preferences.

### **Cornerstone Projects:**

The Teaching and Learning Department has consulted with Dr. Ann Marie Thomas and worked with Edina teachers to create Cornerstone Projects at the 3rd and 4th grade levels and are currently redoing the project at the 5th grade level. Here is a brief outline of the projects and partnerships for each project.

#### **3rd Grade - Design a Home for Pollinators**

Question: How can we design an environment to help pollinators thrive?

Description: Students will learn about pollinators, plants, gardens and life cycles, and use these learnings to create a design for a pollinator pathway in an Edina Park or on the school grounds.

Partners: University of St. Thomas Sustainability Program, Dr. Maria Dahmus Director, Office of Sustainability Initiatives & Sustainable Community

Partnerships, Pollinate Minnesota, Erin Rupp Founder and Executive Director

#### **4th Grade - Waves of Sound**

Question: How can music be created?

Description: In this 13 session cornerstone unit that crosses ELA, Math, Science, and Music class, students will discover what is sound, how different vibrations/wavelengths produce different sounds, and how sound is produced in instruments. Students will discover sound contributes to culture and history. Students will explore instruments in music class and how the different materials, sizes, and shapes produce different sounds. The culminating event includes an opinion essay on a preferred instrument choice for 5th grade band/orchestra, and correlates to Edina Live! (Pops) concert and 4th grade instrument interviews.

Partners: Edina High School Music Department

#### **5th Grade - Design Challenge - MN Zoo**

Question: How can we engineer an innovative animal enrichments and design exhibit solutions for the Minnesota Zoo

Description: This project is still currently being developed by Edina 5th grade teachers from across EPS. The project will integrate engineering design with knowledge learned from the Web of Life Mystery Science unit. We will be incorporating the Minnesota Zoo STEM Design Challenge into this project.

Partners: Minnesota Zoo and local engineers (currently working on building this partnership).

### Next Steps:

Below is a timeline for the next steps needed to fully implement Edina STEAM:

Tasks	24-25	25-26	26-27	27-28
Initial Implementation 3-5 Cornerstone Projects				
PD for 3-5 teachers to support implementation				
<del>Building level STEAM lesson development</del>				
Full Implementation of 3-4 Programming				
Continued refinement and improvement 3-5				
Development of PK-2 Cornerstone Projects				
Full Implementation Cornerstone Projects (Gr 5)				
Initial Implementation of PK-2 Cornerstone Projects				
PD for PK-2 Teachers to support implementation				
Continued refinement and improvement PK-2				
Full Implementation				

When fully implemented, STEAM programming will have a strong foundation of literacy and numeracy to prepare students to apply their learning through a Cornerstone STEAM Project in all grades. Cornerstone projects will be consistently applied across all grade levels and all buildings. Where possible we will continue to look for opportunities to apply our four key components to enrich the student experience for all Edina students.

## Appendix I:



# Portrait of a Well-Rounded Edina Graduate



### ACADEMICALLY PREPARED

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

### GLOBALLY COMPETENT INDIVIDUAL

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

### RESPONSIBLE AND ENGAGED CITIZEN

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

### EFFECTIVE COMMUNICATOR AND COLLABORATOR

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

### INNOVATIVE THINKER AND PROBLEM SOLVER

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

### MOTIVATED LIFE-LONG LEARNER

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

## Appendix II:

### STEAM Unit Rubric

Criteria/Definition	1	2	3	4
<p><b>Inquiry</b> Inquiry is an approach to learning that involves a process of exploring the natural or material world, asking questions, making discoveries, and testing those questions in the search for new understanding. The 5E Instructional Model is the framework of Inquiry in Edina.</p>	The unit does not incorporate any elements of inquiry instruction.	The unit incorporates some elements of inquiry instruction, such as providing students with opportunities to ask questions, but lacks student directed learning and is primarily teacher directed. Some evidence of the use of the 5e instructional model.	The unit incorporates inquiry elements throughout, with students having clear opportunities to ask questions, and includes some student directed learning. Most elements of the 5e instructional model are evident.	The unit is highly inquiry-based and driven by student curiosity, with students having multiple opportunities to ask questions, design and implement investigations, and analyze data to draw conclusions. The 5e instructional model is fully used.
<p><b>Authenticity</b> students are engaged in solving meaningful, real world issues and problems. In Edina, Authenticity is grounded in purpose, allows for multiple entry points, and creates integrated opportunities to apply previous learning.</p>	The unit does not incorporate any authentic elements.	The unit incorporates some authentic elements, such as using real-world data or problems, but could be more authentic.	The unit incorporates real-world data or problems, or provides students with opportunities to apply their learning in real-world contexts; however it may have limited impact outside the classroom.	The unit is authentic, incorporating multiple authentic elements including the arts or PE standards. The students will understand how their work impacts the greater community.
<p><b>Integration</b> Connects different areas of study. In Edina, Integration promotes flexible and critical thinking while offering multiple methods for students to demonstrate knowledge, skills, and competencies.</p>	The unit does not integrate Science standards with standards from any other subject areas.	The unit integrates Science standards with standards from another subject area, is missing standards from the arts or PE and/or the integration is superficial.	The unit integrates Science standards with standards from another subject area and the arts or PE standards in a meaningful way, with clear connections between the standards.	The unit integrates Science standards with standards from another subject area and standards from the arts or PE in a highly meaningful way, with deep connections between the standards.
<p><b>Professional Partnership</b> Partners:</p> <ul style="list-style-type: none"> <li>● District, Community, Global</li> <li>● STEAM Professionals</li> <li>● Content expertise in the classroom through professionals in the field</li> <li>● Career Exposure</li> </ul>	Unit provides no potential partnership opportunities.	The unit incorporates a professional partnership, but the partnership is not well-defined or does not advance the objectives to the unit.	The unit incorporates a well-defined professional partnership that does not advance the objectives to the unit.	The unit incorporates an exemplary professional partnership that advances the objectives to the unit and provides students with a unique learning experience.

## Checklist for Lesson Design

- **Standards Articulation**
  - Clearly articulate specific standards that will be assessed for learning in the unit. (should be between 3 and 6 standards)
  - A list of other grade level standards that students will apply or practice during the unit.
- **Project Narrative**
  - A general overview of the project with a brief description of what the students will be doing in the unit. This should help interest the reader in the unit. Similar to the unit overview in the Mystery Science Pacing Guide
- **Lesson Outline** (Should be 10-14 45-60 minute lessons that focus on the core outcome try not to include pre-work as the lessons)
  - An overview of what students will be doing in each lesson of the unit. Example
  - This should include learning targets for the lesson
  - Connections to the overall unit.
- **Formative Assessment**
  - Check ins for student learning occur frequently throughout lessons/units of study.
- **Teacher Resources**
  - Slide Deck, Peardeck or other presentation tool that has clear teacher notes embedded throughout the presentation explaining the 'why', background etc.
  - Any additional teacher resources
  - Supplies needed for the unit
- **Student Resources**
  - Any resources students will need for each lesson, worksheets, graphs, maps, links to readings, videos, etc.
- **Final Product or Assessment:**
  - A link describing the final product which allows students to choose a way to demonstrate their learning. OR
  - A link to the assessment should be included.
  - A checklist/guide/rubric for assessing the product.
- **Mystery Science**
  - Clearly state what lessons from Mystery Science will be part of the unit.

III.B. Facilities Projects - Spring 2025

**Speaker (s) :** Mert Woodard, Director of Finance and Operations; and Rod Peterson, Director of Buildings and Grounds



**Board Meeting Date:** 5/20/2025

**Title:** Facilities Update – Spring 2025

**Type:** Report

**Presenter(s):** Mert Woodard - Director, Finance & Operations  
Rod Peterson – Director, Buildings & Grounds

**Description:** The District administration will update the Board and community regarding the following facility projects: Edina High School mechanical system replacement, Edina Community Center tennis court rehabilitation, Valley View Middle School LED lighting, Cornelia Elementary restroom renovation, Cornelia Elementary exterior brick rehabilitation, Edina High School roof replacement (areas B and C), Creek Valley Elementary gym floor replacement, Highlands Elementary parking lot reconfiguration and rehabilitation, Edina Community Center locker room renovation, South View Middle School mechanical system replacement, Valley View Middle School elevator replacement, Edina Performing Arts Center lighting and sound panel replacement, Cornelia Elementary parking lot reconfiguration and rehabilitation, Normandale playground surface replacement.

The projects will be included in the District's ten-year long-term facilities maintenance (LTFM) plan that is updated annually prior to approval by the Minnesota Department of Education (MDE). The District will present and seek approval of the updated LTFM revenue and expenditure budgets at a subsequent meeting of the Board. After the Board approval, the plan will be submitted to the MDE so that LTFM revenue is generated for taxes payable in 2026 (fiscal year 2027).

The projects were reviewed by the Finance & Facilities Committee at its April 2025 meeting.

**Recommendation:** There is no recommended action.

**Desired Outcomes from the Board:** Be prepared to discuss or inquire about current, planned, and potential facilities projects within the District.

**Attachments:**

N/A

III.C. Workers' Compensation Insurance Renewal -  
Fiscal Year 2026

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



**Board Meeting Date:** 5/20/2025

**Title:** Workers' Compensation Insurance Renewal – Fiscal Year 2026

**Type:** Discussion

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

**Description:** During the 2021 fiscal year the District elected to switch workers' compensation insurance carriers from State Fund Mutual (SFM) to Dakota Truck Underwriters by and through Risk Administration Services (RAS). The District worked with its agent of record to obtain rates for the 2026 fiscal year and the renewal proposed by RAS for fiscal year 2026 is for a gross increase of 18.29%, with premiums and fees going from \$480,560 to \$568,462. The District's previous carrier, SFM, has quoted a total cost of \$520,750. The District administration's fall 2024 forecast of workers' compensation premiums for fiscal year 2026 was \$522,886.

The administration will continue to engage its agent of record to negotiate on behalf of the District and will recommend one of the two final proposals for acceptance at the June 9, 2025 Regular Meeting. A full executive summary of the District's workers' compensation program and experience will be presented at the meeting.

**Recommendation:** There is no recommended action.

**Desired Outcomes from the Board:** Prepare to discuss initial information regarding the District's workers' compensation renewal for fiscal year 2026.

**Attachments:**

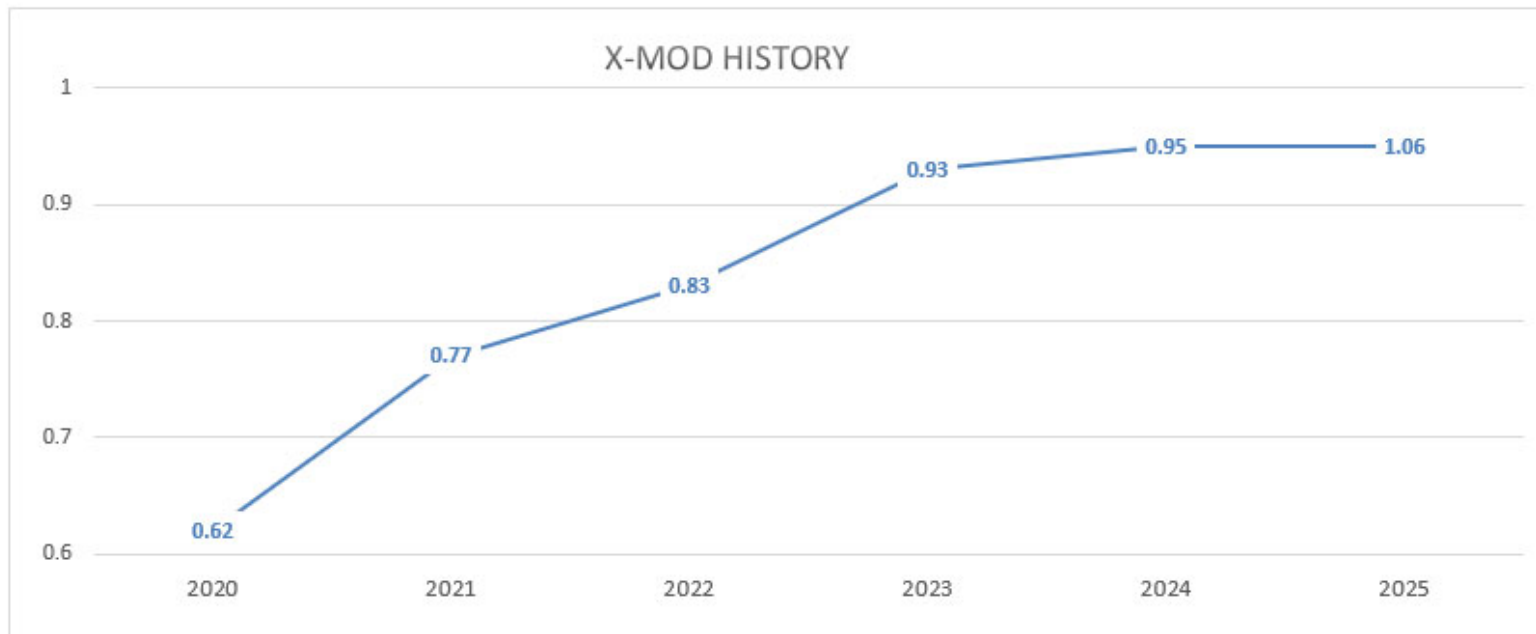
1. Program Exposure & Claims Summary



# Historical Program Exposures

Class Code	Description	2020 – 2021 AUDITED	2021 – 2022 AUDITED	2022 – 2023 AUDITED	2023 – 2024 AUDITED	2024 – 2025 ESTIMATED	2025 – 2026 PROJECTED
7380	Chauffeurs & Helpers	\$24,795	\$24,704	\$41,852	\$58,235	\$45,657	\$46,474
7382	Bus Co. All Other Employees	\$1,345,763	\$1,676,667	\$2,034,831	\$2,343,917	\$2,219,825	\$2,275,321
8385	Bus Co. Garage Employees	\$229,051	\$230,979	\$368,257	\$558,430	\$401,737	\$797,046
8868	College Professional Employee	\$72,235,046	\$77,070,867	\$79,849,630	\$84,635,203	\$87,109,062	\$90,401,785
9101	College – All Other Employee	\$3,523,256	\$3,757,553	\$3,737,279	\$3,399,736	\$4,077,049	\$4,240,131
<b>Total</b>		<b>\$77,357,911</b>	<b>\$82,760,770</b>	<b>\$86,031,849</b>	<b>\$90,995,521</b>	<b>\$93,853,330</b>	<b>\$97,760,757</b>

## Historical Characteristics:



ISD 273

©2025 Arthur J. Gallagher & Co. All rights reserved



# Workers' Compensation Claims Summary

HISTORICAL FOUR YEARS

WORKERS' COMPENSATION											
POLICY TERM	CARRIER NAME	IND / PD PAID	MED / BI PAID	EXPENSES PAID	TOTAL PAID	TOTAL RESERVES	TOTAL RECOVERIES	TOTAL INCURRED	# OF OPEN CLAIMS	# OF CLOSED CLAIMS	# OF CLAIMS
07/01/2020 to 07/01/2021	RAS	\$17,437	\$63,571	\$23,195	\$104,203	\$108,890	\$0	\$213,093	1	27	28
07/01/2021 to 07/01/2022	RAS	\$46,136	\$156,929	\$15,816	\$218,881	\$0	\$599	\$218,282	0	70	70
07/01/2022 to 07/01/2023	RAS	\$126,617	\$196,305	\$8,770	\$331,692	\$179,946	\$0	\$511,638	2	73	75
07/01/2023 to 07/01/2024	RAS	\$23,973	\$123,312	\$8,675	\$155,960	\$63,905	\$0	\$219,865	2	83	85
07/01/2024 to 07/01/2025	RAS	\$0	\$15,005	\$801	\$15,806	\$39,646	\$0	\$55,451	7	39	46
<b>TOTALS:</b>		<b>\$214,162</b>	<b>\$555,122</b>	<b>\$57,257</b>	<b>\$826,541</b>	<b>\$392,387</b>	<b>\$599</b>	<b>\$1,218,329</b>	<b>12</b>	<b>292</b>	<b>304</b>

- 2019 Total Claims - \$394,804
- 2018 Total Claims - \$134,620
- 2017 Total Claims - \$73,908

ISD 273

©2025 Arthur J. Gallagher & Co. All rights reserved.

III.D. Property, Casualty, and Liability  
Insurance Renewal - Fiscal Year 2026



**Board Meeting Date:** 5/20/2025

**Title:** Property, Casualty, and Liability Insurance Renewal – Fiscal Year 2026

**Type:** Discussion

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

**Description:** In December 2015, the School Board awarded the District’s property, casualty, and liability insurance contract to the Minnesota Insurance Scholastic Trust (MIST). MIST provides the benefit of self-insurance cooperative purchasing, with 28 school districts currently participating in the MIST program. Any remaining funds at the end of a claim year are distributed among member districts. The overall insurance market hardened significantly post-COVID, particularly due to elevated inflation, increased property values, and greater losses after the return to normal. Although the market has softened slightly in the last year, the aforementioned factors, coupled with the District’s loss experience, have resulted in significant increases to the District’s premiums over the last 3 years. The District’s renewal for the July 1, 2025 to June 30, 2026 period is a 19.0 percent increase over the prior year, or \$203,466. During the District’s initial budget development that took place in the fall of 2024, the administration assumed a 25.0 percent increase.

The administration plans to recommend continuing its membership in MIST for fiscal year 2026 at the June 9, 2025 Regular Meeting.

**Recommendation:** There is no recommended action.

**Desired Outcomes from the Board:** Discuss the MIST property, casualty, liability, and cyber insurance renewal for fiscal year 2026.

**Attachments:**

1. MIST Full Membership Renewal Presentation – Fiscal Year 2026
2. MIST Insurance Policy Pricing List – Fiscal Year 2026



## Minnesota Insurance Scholastic Trust

# MIST Full Membership Renewal Meeting

*May 13, 2025*



## Minnesota Insurance Scholastic Trust

# Introduction & Welcome



## Minnesota Insurance Scholastic Trust

Roll Call

# Today's Agenda



- I. **Introduction and Welcome** (*Kent Fritze*)
- II. **Roll Call**
- III. **Approval of the Agenda** → motion required
- IV. **Public Comments**
- V. **Approval of Meeting Minutes (December 16, 2024)** → motion required
- VI. **Chairperson's Report** (*Kent Fritze*)
- VII. **Treasurer's Report for March 31, 2025** (*Lisa Johnson - Artex*)
- VIII. **Claims Administration Presentation** (*Gallagher Bassett – Emily Wells, Michael Grasso*)
- IX. **Program Administrator's Report** (*Gallagher/RPA team*)
  - I. Administrator's report
  - II. State of the Insurance Market Update
  - III. Program Administrator's Annual Renewal Presentation
    - I. Higher Cyber Limits Available
- X. **Other Matters**
  - I. Executive Committee Election – 1 Open Positions → motion required
    - I. Kim Sandry – Returning Board Member
    - II. One Vacant Position
  - II. TEAM Platform Overview (*Wesley Ahrens*)
- XI. **Future Meeting Date:**
  - I. Midterm Review – December 16th, 2025 – Virtual via Teams
- XII. **Adjournment** → motion required



## Minnesota Insurance Scholastic Trust

Approval of the Agenda **Motion Required**



## Minnesota Insurance Scholastic Trust

Public Comment



## Minnesota Insurance Scholastic Trust

Approval of the Meeting Minutes – December 16, 2024

Motion Required



## Minnesota Insurance Scholastic Trust

# Chairperson's Report

**MIST Chairperson:** Kent Fritze, Park Rapids Area Schools

# Chairperson Report

## *What MIST is about*



- MIST is Member-Owned & Operated, every members gets a **vote**.
- MIST does **not** drop members, we help them.
- Net Position from 3/31/25 = **\$4,030,121** (→ **steady & healthy growth**)
- Program is **100% transparent**, all financials, rates, fees and commissions are disclosed to all members.
- All MIST Members continues to enjoy **comprehensive Cyber Limits with optional additional**
- Comprehensive **loss control** services – TEAM Online Platform, GB risk consultations
- MIST provides members surplus distributions **\$375,703** to date

**MIST's 12<sup>th</sup> year of service to Minnesota Schools!**

# Your MIST Executive Committee



<b>MIST Position</b>	<b>Name</b>	<b>Member District</b>
<b>MIST Chairperson</b>	Kent Fritze	Park Rapids Area Schools
<b>Vice Chairperson</b>	Kim Sandry	MACCRAY Public School District
<b>Treasurer</b>	Mike Kelley	Randolph School District
<b>Board Member</b>	Sarah Slaby	Winona Area Public Schools
<b>Board Member</b>	Kara Lundin	Grand Rapids School District
<b>Board Member</b>	Mert Woodard	Edina School District



## Minnesota Insurance Scholastic Trust

# Treasurer's Report

LISA JOHNSON - ARTEX

# Statement of Net Position

As of March 31, 2025



	<u>March 31, 2025</u>	<u>June 30, 2024</u>
<b>Assets</b>		
Cash	\$ 6,742,840	\$ 3,978,290
Contributions Receivable	622	-
Excess Insurance Recoveries Receivable	72,290	53,592
Deductible Receivable	246,318	131,333
Aggregate Excess Receivable	87,413	13,847
Other Receivables	-	1,063,017
<b>Total Assets</b>	<b><u>\$ 7,149,484</u></b>	<b><u>\$ 5,240,079</u></b>
<b>Liabilities and Net Position</b>		
<b>Liabilities</b>		
Accounts Payable and Other Accrued Expenses	\$ 1,567	\$ 69,581
Prepaid Premium, Members	-	1,063,017
Reserve for Outstanding Losses	1,830,797	1,352,090
Reserve for IBNR Losses	1,286,999	929,490
<b>Total Liabilities</b>	<b><u>\$ 3,119,363</u></b>	<b><u>\$ 3,414,177</u></b>
<b>Net Position</b>		
Retained Loss Fund FY 16-17	-	-
Retained Loss Fund FY 17-18	262,227	262,227
Retained Loss Fund FY 18-19	66,447	35,289
Retained Loss Fund FY 19-20	41,292	41,292
Retained Loss Fund FY 20-21	653,462	864,249
Retained Loss Fund FY 21-22	-	-
Retained Loss Fund FY 22-23	159,036	76,502
Retained Loss Fund FY 23-24	270,214	-
Retained Loss Fund FY 24-25	1,488,034	-
Corridor Fund FY 24-25	301,587	-
Contingency Fund	524,449	524,449
Unallocated Surplus	263,373	21,896
<b>Total Net Position</b>	<b><u>\$ 4,030,121</u></b>	<b><u>\$ 1,825,902</u></b>
<b>Total Liabilities and Net Position</b>	<b><u>\$ 7,149,484</u></b>	<b><u>\$ 5,240,079</u></b>

The financial information contained in this report was prepared by Artex Risk Solutions, Inc. in its capacity as administrator of MIST. The information contained in this report is solely for the information and use by the management of MIST and is not intended to be used, and should not be used, by any other party.

# Statement of Revenues, Expenses and Changes in Net Position



	Year-to-Date July 1, 2024 - March 31, 2025	Prior Year July 1, 2023 - June 30, 2024	Budget for 7/1/2024 - 6/30/2025	
			Total, Including New Members	Actual YTD Over/(Under)
<b>Operating Revenues</b>				
Premium Contributions	6,790,581	6,853,952	6,772,914	17,667
Broker and Pool Management Contributions	574,797	534,184	574,797	-
Loss Fund Contributions	2,896,416	2,125,000	2,896,416	-
Corridor Contributions	301,587	-	301,587	-
Operating Fund Contributions	78,303	100,123	78,303	0
Total Contributions	10,641,684	9,613,259	10,624,017	17,667
Premiums to Excess Insurance Carriers	6,790,606	6,853,952	6,772,914	17,692
<b>Net Operating Revenues</b>	<b>3,851,078</b>	<b>2,759,307</b>	<b>3,851,103</b>	<b>(25)</b>
<b>Operating Expenses</b>				
Incurred Losses				
Loss Fund Incurred Losses				
Paid Losses	776,353	1,888,122	2,896,416	(2,120,063)
Change in Case Reserves	478,707	391,356	-	478,707
Change in IBNR	357,510	479,681	-	357,510
Deductible Reimbursement	(114,985)	(147,247)	-	(114,985)
Excess Insurance Reimbursement	(97,978)	(286,876)	-	(97,978)
Excess Aggregate Reimbursement	(101,710)	(149,077)	-	(101,710)
Subrogation Recoveries	(58,762)	-	-	(58,762)
Other Recoveries	(3,874)	(47,822)	-	(3,874)
Net Loss Fund Losses and Loss Expense	1,235,261	2,128,137	2,896,416	(1,661,155)
Corridor Incurred Losses				
Paid Losses	-	-	301,587	(301,587)
Change in Case Reserves	-	-	-	-
Change in IBNR	-	-	-	-
Net Corridor Incurred Losses	-	-	301,587	(301,587)
<b>Total Net Losses and Loss Expense</b>	<b>1,235,261</b>	<b>2,128,137</b>	<b>3,198,003</b>	<b>(1,962,742)</b>
Broker and Pool Management Fees				
Management Fees	375,221	349,783	375,207	14
Claims Processing	123,809	154,161	164,770	(40,961)
Loss Control Fees	34,800	30,240	34,820	(20)
<b>Total Cost of Broker and Pool Management Fees</b>	<b>533,830</b>	<b>534,184</b>	<b>574,797</b>	<b>(40,967)</b>

# Statement of Revenues, Expenses and Changes in Net Position



	Year-to-Date July 1, 2024 - March 31, 2025	Prior Year July 1, 2023 - June 30, 2024	Budget for 7/1/2024 - 6/30/2025	
			Total, Including New Members	Actual YTD Over/(Under)
<b>Total Operating Expenses</b>	<u>1,834,144</u>	<u>2,755,773</u>	<u>3,849,962</u>	<u>(2,015,818)</u>
<b>Operating Income</b>	<u>2,016,934</u>	<u>3,535</u>	<u>1,141</u>	<u>2,015,793</u>
Interest Income	<u>187,285</u>	<u>131,466</u>	<u>-</u>	<u>187,285</u>
<b>Change in Net Position Before Member Dividends</b>	<u>2,204,219</u>	<u>135,001</u>	<u>1,141</u>	<u>2,203,078</u>
Member Dividends	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Change in Net Position</b>	<u>\$ 2,204,219</u>	<u>\$ 135,001</u>	<u>\$ 1,141</u>	<u>\$ 2,033,485</u>
Net Position - Beginning	<u>1,825,902</u>	<u>1,690,901</u>	<u>1,825,902</u>	
<b>Net Position - Ending</b>	<u>\$ 4,030,121</u>	<u>\$ 1,825,902</u>	<u>\$ 1,827,043</u>	



The financial information contained in this report was prepared by Artex Risk Solutions, Inc. in its capacity as administrator of MIST. The information contained in this report is solely for the information and use by the management of MIST and is not intended to be used, and should not be used, by any other party.

**\$2,204,219**  
Net Position Increase

**\$4,030,121**  
Net Position



## Minnesota Insurance Scholastic Trust

# Gallagher Bassett TPA - Claims Report

EMILY WELLS, MICHAEL GRASSO - GALLAGHER BASSETT

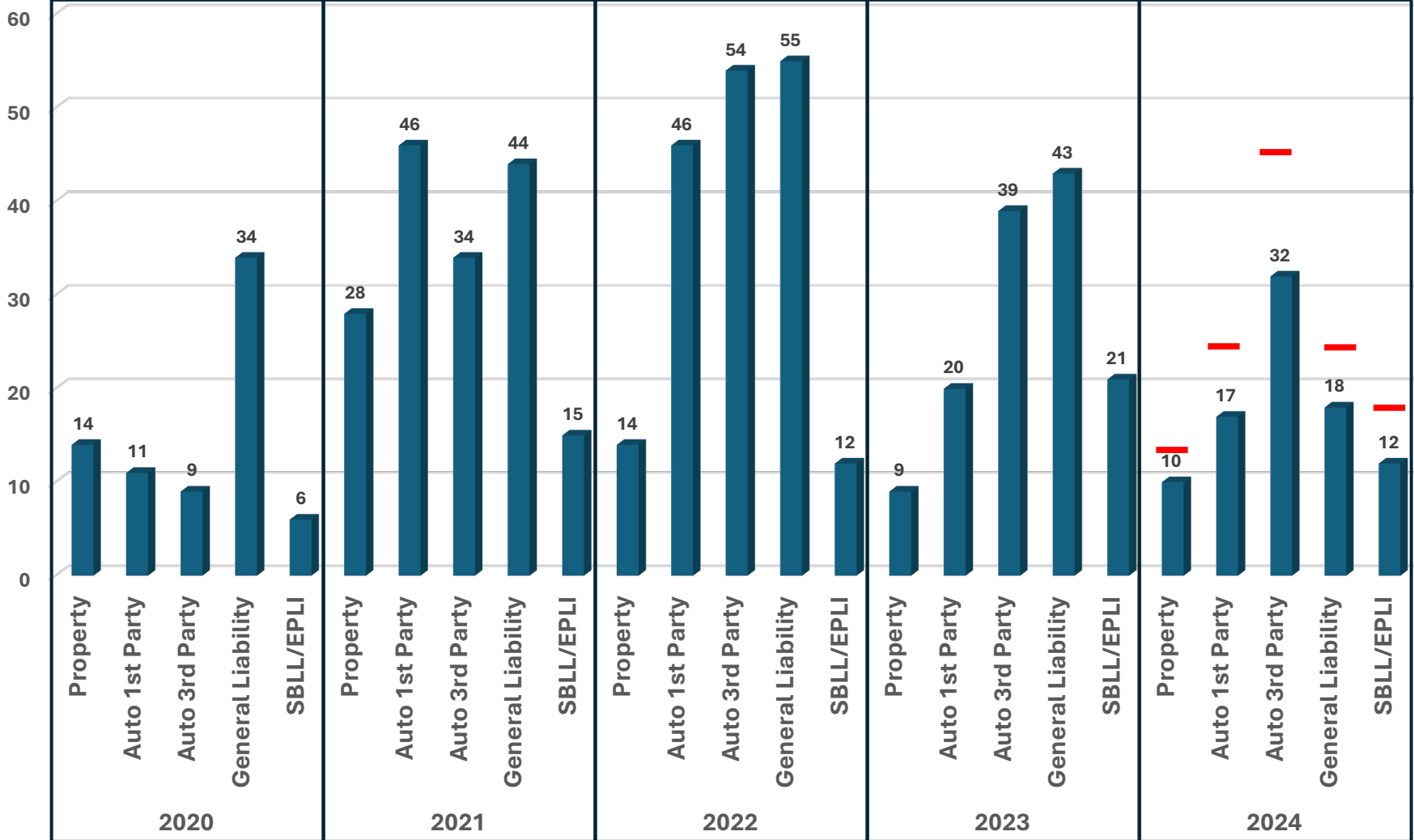
# Topics to Be Covered

---

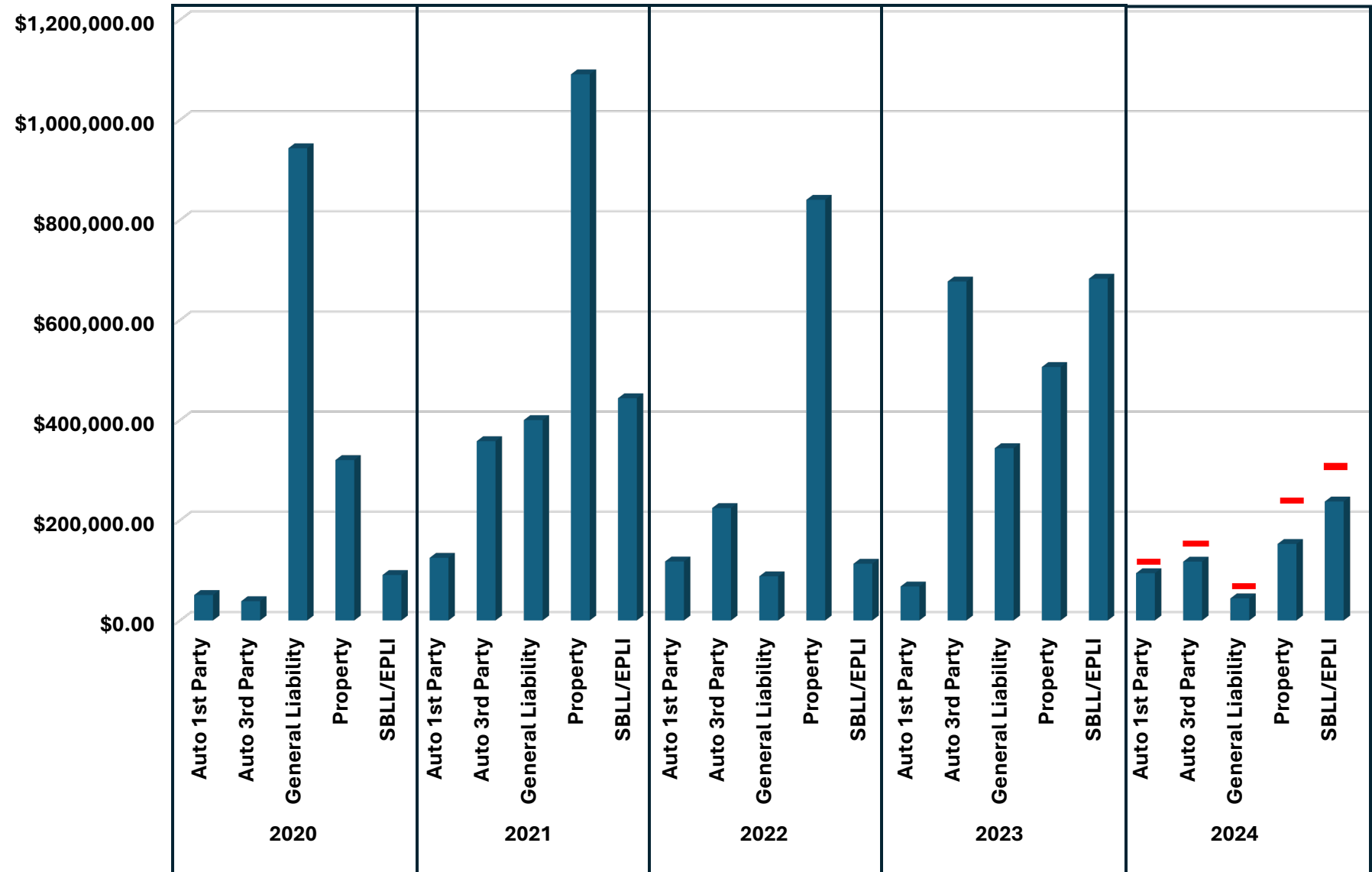
- Introductions
- Claims Data Highlights
- Renewal Discussion
- Nurse Triage Review
- Team Updates



# 5-Year Claim Frequency



# 5-Year Claim Severity



## 5-Year Top Types of Claims

**Auto** - 77% involve busses; 23% involve other vehicle type

### Liability

Liability Claim Type	# of Claims	Average Cost per Claim
Slip/Trip/Fall	93	\$ 6,193
Student injury	53	\$ 1,091
Alleged Discrimination-student	21	\$ 25,382
Alleged Discrimination-employee	19	\$ 34,188
Property Damage	17	\$ 2,413

### Property

Property Claim Source	# of Claims	Average Cost per Claim
Sprinkler Leak/Pipe Burst/Water Backup	24	\$ 46,596
Vehicle damage	24	\$ 3,498
Windstorm	16	\$ 37,256
Fire	9	\$ 27,005
Vandalism, Theft-Vehicle	9	\$ 2,855

# Liability Nurse Review

## KEY BENEFITS OF OUR SOLUTION



### Expert Medical Review:

Experienced nurses opine on medical causation, evaluate care appropriateness, and identify pre-existing conditions to analyze damages.



### Enhanced Efficiency for RMs:

Our solution delivers comprehensive reports that save RMs significant time and effort, allowing them to focus on developing effective claim strategies and resolutions.



### Informed Negotiations:

Our in-depth analysis and clinical insights improve reserve accuracy and timeliness, streamline decision-making, and strengthen negotiating position.



### Significant Cost Savings:

Our solution will result in lower expenses and settlement costs by enabling our RMs to effectively negotiate settlements based on the analysis and clinical insights.

## RECOMMENDED REFERRAL CRITERIA



### Medical Bill Analysis

Comprehensive medical bill analysis and comparison against Usual & Customary (U&C) rates for cases with medical specials or bills greater than \$20,000.

**\$150 per package review**



### Clinical Review

Detailed review of medical bills by clinical nurses applies when demand is greater than \$350,000 and/or medical specials exceed \$100,000. Or there are allegations of:

- Surgery, complications, or prolonged treatment and/or pre-existing conditions
- Wage loss or potential future wage loss
- Serious injuries such as traumatic brain injuries, paralysis, amputation, and/or psychological injuries

**\$130 per hour (full cost estimate provided)**

# GB Claims Team

## Client Services

\*Emily Wells

Director, Client Services  
Direct Dial: 630-285-3857  
[Emily\\_Wells@gbtpa.com](mailto:Emily_Wells@gbtpa.com)

\*Michael Grasso

Sr Client Services Manager  
Direct Dial: 765-716-4073  
[Michael\\_Grasso@gbtpa.com](mailto:Michael_Grasso@gbtpa.com)



## School Board Legal Liability

Karleigh Bava

Branch Manager  
Direct Dial: 630-282-8546  
[Karleigh\\_Bava@gbtpa.com](mailto:Karleigh_Bava@gbtpa.com)

\*Don Geiner

Supervisor  
Direct Dial: 248-452-6035  
[Don\\_Geiner@gbtpa.com](mailto:Don_Geiner@gbtpa.com)

Doris Chester

SBLL Resolution Manager  
Direct Dial: 630-282-0864  
[Doris\\_Chester@gbtpa.com](mailto:Doris_Chester@gbtpa.com)

## Auto Liability, GL, & Property

Scott Nielsen

Supervisor  
Direct Dial: 763-416-8938  
[Scott\\_Nielson@gbtpa.com](mailto:Scott_Nielson@gbtpa.com)

\*Meaghan Haack

Sr. Resolution Manager  
Direct Dial: 763-416-8933  
[Meaghan\\_Haack@gbtpa.com](mailto:Meaghan_Haack@gbtpa.com)

Melanie Greening

Sr. Resolution Manager  
Direct Dial: 763-416-8943  
[Melanie\\_Greening@gbtpa.com](mailto:Melanie_Greening@gbtpa.com)

\*Cindy Hernandez

Resolution Manager  
Direct Dial: 763-416-8933  
[Cindy\\_Hernandez@gbtpa.com](mailto:Cindy_Hernandez@gbtpa.com)

\*Denotes change

**THANK YOU AND HAVE A GREAT SUMMER!**



## Minnesota Insurance Scholastic Trust

# Administrator's Report

JACK KURCAB, SAMUEL DING, NICK LANO

# Minnesota Insurance Scholastic Trust

## Brokerage & Administration Team



## RPA / Gallagher Team

Name/Title	Phone/Alt. Phone	Email
Jack Kurcab – Vice President, Program Administration & Brokerage	630-634-4036	Jack_Kurcab@rpadmin.com
Nick Lano – Area Vice President	952-556-6292	Nick_Lano@ajg.com
Samuel Ding – Assistant Program Director	617-678-5360	Samuel_Ding@rpadmin.com
Laura O'Malley – Executive Program Manager	630-228-6717	Laura_OMalley@rpadmin.com
Marissa Hermle – Client Service Manager II	630-285-4252	Marissa_Hermle@rpadmin.com
Katie Navin – Senior Client Service Manager	630-228-6665	Katie_Navin@rpadmin.com



# Administrator's Report

*January, February, March, April, May 2025*

- Coordinated and prepared for Executive Committee meetings
- Reviewed online Questionnaires/Changes and followed up with members regarding outstanding information missing as well as supplemental applications.
- Prepared submissions to markets
- Met with carriers to discuss 2025-2026 targets
- Prepared and submitted renewal requests to carriers for P&C
- Prepared and submitted renewal requests to carriers for E&O and Crime
- Prepared Property/Casualty Renewal proposal for Executive Committee Meeting
- Compiled Property/Casualty data and submitted it to Casualty Actuarial Consultants for preparation of the program actuarial report, funding levels and premium allocations
- Prepared and set up meeting packets
- Worked with MIST Treasurer Artex to finalize 2025-2026 Operating Budget
- Negotiated renewal terms and conditions with carriers
- Placed Several Builders Risk Policies for Members
- Presented and coordinated pre-renewal meeting with MIST Executive Committee
- Reviewed, responded and subsequently issued Certificates of Insurance on behalf of MIST Members.
- Reviewed and answered coverage questions from MIST Members
- Reviewed contracts as needed
- Settlement notification sent out regarding claims meetings
- Secured vendor renewal contracts for 2025
- Worked with program attorney to create a Minnesota Wrongful hiring/firing guidebook
- Organize TEAM platform walkthrough and video with Ambridge TEAMS platform
- Sent out claims mouse pads to membership
- Processed change endorsements
- Continue working with potential new member additions



# Our Business Partners




### Pool Administration & Brokerage

   
Insurance | Risk Management | Consulting

### Online Loss Control

**TEAM Platform**  
Train • Educate • And • Manage

### Local Agent Presence

  
**Gallagher**  
Insurance | Risk Management | Consulting

### Property Appraisal Services



### Pool Legal Counsel



**M.I.S.T.**  
Minnesota  
Insurance  
Scholastic  
Trust

**MIST  
Executive Committee**  
(comprised of 6 MIST districts)

### Claims Administration & Onsite Loss Control

  
**GALLAGHER  
BASSETT**  
GUIDE. GUARD. GO BEYOND.

### Cyber Resources & CybSafe



### Pool Treasurer



### Pool Auditor

**MATHIESON  
MOYSKI-AUSTIN  
& Co., LLP**  
Accountants and Advisors

# Advantages of MIST



- Program Stability
- Growth and Retention of Surplus
- Greater Purchasing Power & Market Leverage
- Claims Expertise
- Proactive Loss Control

- Expert Team and Partners**
  - GB- Dedicated Claims Adjusters
  - NRC- Claim Advocacy
  - GB- Loss Control Experts
- Value Added Resources**
  - CFC Cyber Resources (Optional Limits)
  - TEAM Module Trainings
  - Program Partners (CBIZ Appraisal)
  - Expertise in K-12 Education
- Member Communication and Education**
  - Individual District Meetings
  - Educational Whitepaper & Resources
  - Wrongful Hiring/Firing Guidebook
- Access to Cutting Edge Technology & Innovations**
  - MIST Claims Directory
  - RiskPartner
  - Actuarial Analytics

# MIST Claims Directory



## What does it do?

- Provides **easy guidance** when it comes to **MIST's** claims reporting processes.
- Making the claims process **easier** and more **accessible** during emergency times.
- Reliable during **Cyber attacks**

! These have been shipped to your locations on file!





## Minnesota Insurance Scholastic Trust

# 2025 – 2026 Exposure Update

JACK KURCAB, NICK LANO, SAMUEL DING

# Minnesota Insurance Scholastic Trust

## Renewal Statistics - Annualized



	2024-2025	2025-2026	% Change
<b>Members</b>	<b>28</b>	<b>28</b>	<b>0%</b>
<b>Total Insured Values</b>	<b>7,609,534,250</b>	<b>8,057,791,789</b>	<b>5.9%</b>
<b>Student Count</b>	<b>92,278</b>	<b>91,862</b>	<b>(0.5%)</b>
<b>Vehicle Count</b>	<b>747</b>	<b>752</b>	<b>0.7%</b>



*Expiring exposure/premiums/loss funds are annualized in order to get a true comparison of the pool's renewal costs*

# MIST Membership



ACGC Public Schools
Albert Lea
Austin Public Schools
Belle Plaine Public Schools
Breckenridge Public Schools
Eastern Carver County Schools
Edina Public Schools
Elk River Area School District
Fillmore Central School District
Floodwood School District
Grand Rapids
Greenway Public Schools
Hastings Public Schools
LeRoy-Ostrander Public Schools
LeSueur-Henderson Public Schools
MACCRAY Public School District
Maple Lake Public Schools
New London Spicer Schools
New Prague Area Schools
Park Rapids Area Schools
Randolph School District
South St. Paul
SouthWest Metro
St Louis Park Public Schools
Waconia Independent School District
Watertown-Mayer Public School
White Bear Lake
Winona Area Public Schools

# MIST Net Position

As of 3/31/2025



+\$2,204,219

## Retained Carrier Profit





## Minnesota Insurance Scholastic Trust

# State of the Marketplace Update

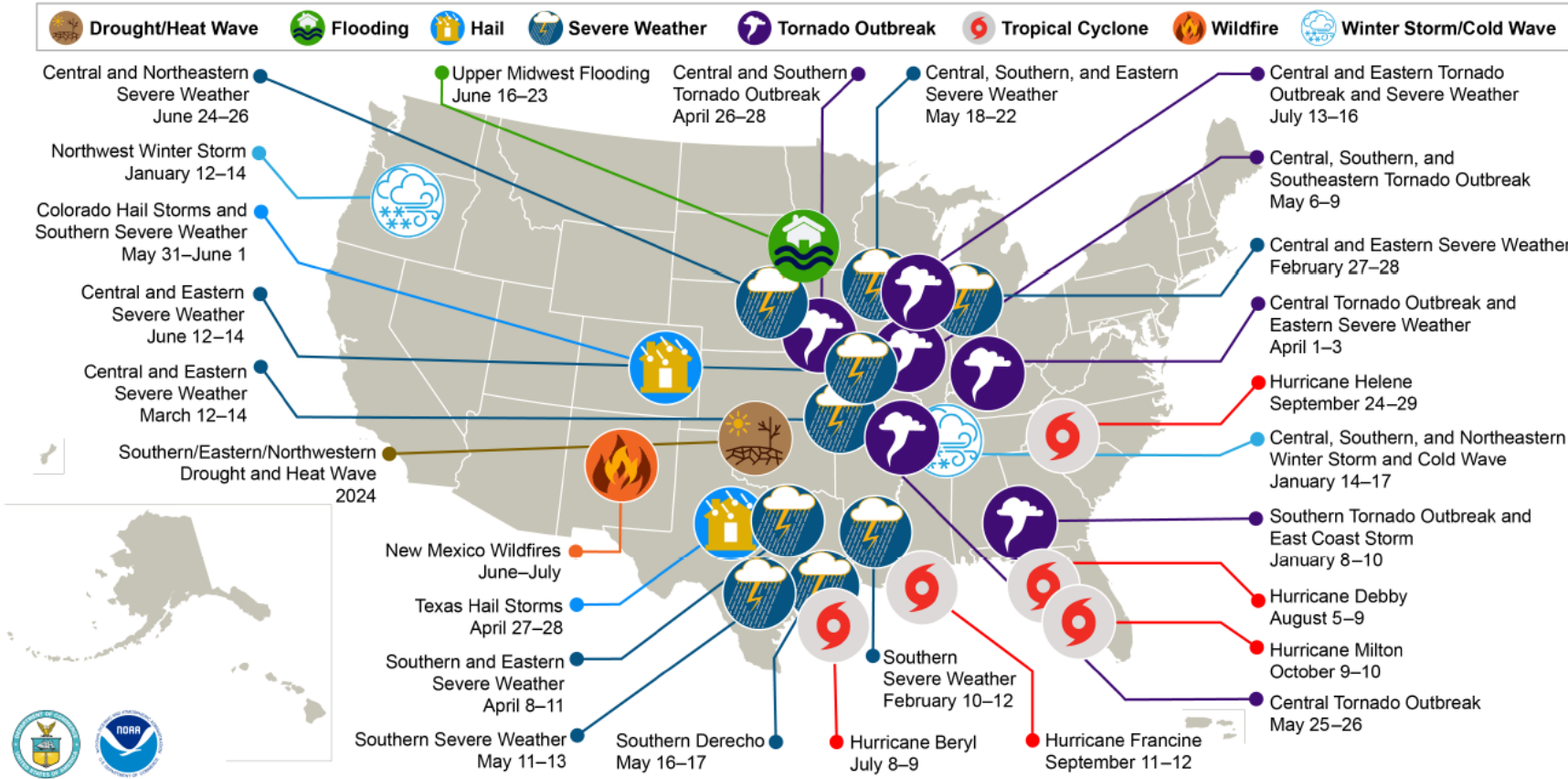
# State of the Marketplace



**Property** is starting to show signs of stabilization for “clean” risks

- **Catastrophic losses** disrupts market capacity and underwriting guidelines
  - **CA Wildfires** leads to **\$280B** in economical loss
- **Severe Convective Storm** → No.1 loss leader in the US
- Push for higher **wind/hail deductible** continues in Minnesota
- Marketplace remains **limited** for public entities to obtain capacity
- Risk with losses still seeing **double digit** increases
- Scrutiny in values continues – importance of **proper valuations**
- Ongoing uncertainty with **impacts of Tariffs**

# 2024 US Billion Dollar Weather & Climate Events



This map denotes the approximate location for each of the 27 separate billion-dollar weather and climate disasters that impacted the United States in 2024

17 SCS | 1 Drought

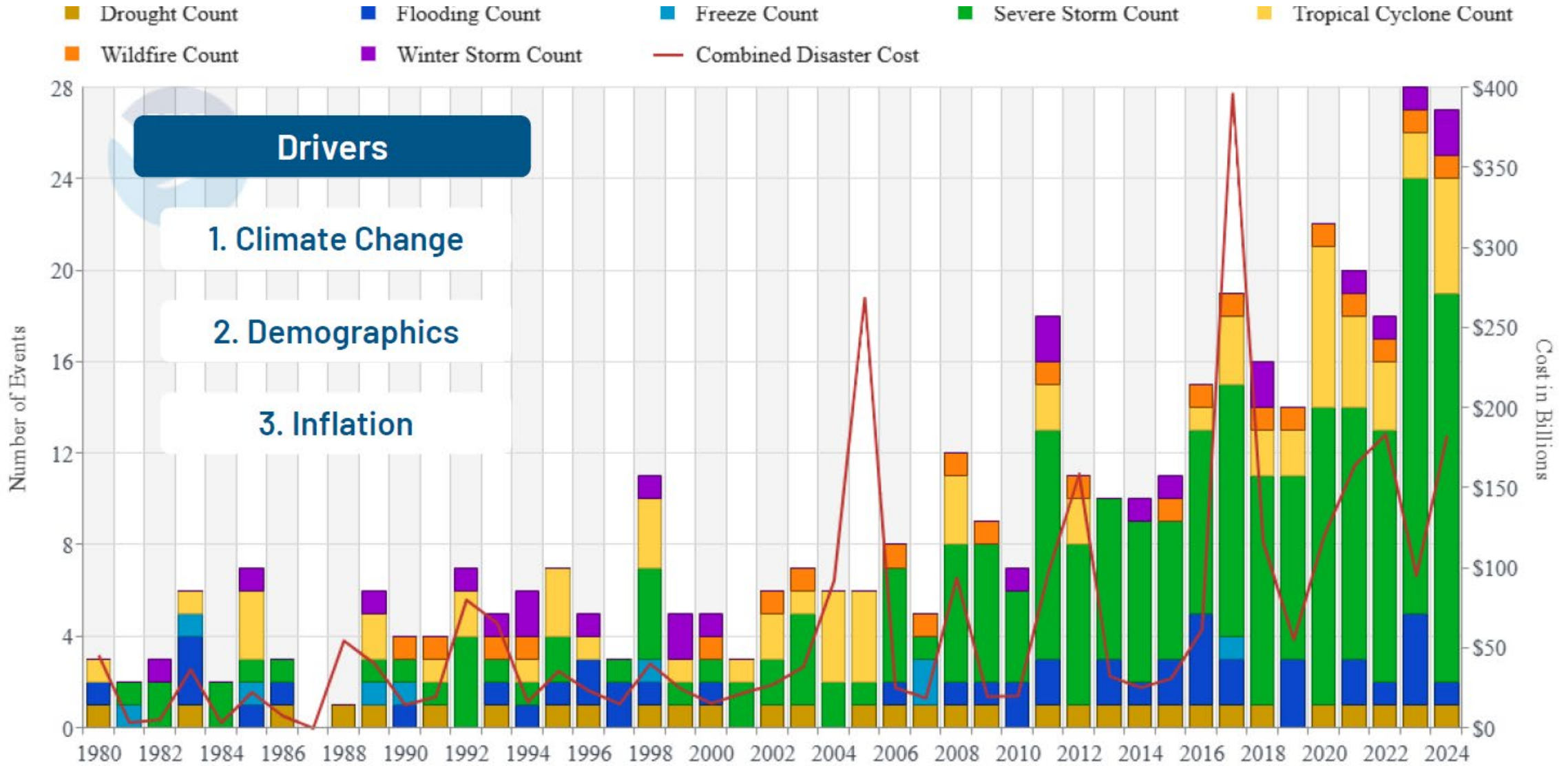
5 Hurricane/Typhoon

1 Wildfire | 1 Flooding

2 Winter Storm

568 Deaths

Source: <https://www.noaa.gov/access/billions>



# CBIZ Construction Cost Trends

April 2025



Construction Cost Trends  
April Yearly



## 2025 Construction Cost Trends

BLS: Construction Cost  
**1.0%**

ENR: Building Cost Index  
**1.9%**

FM: Composite  
December - December  
**1.0%**

MSB: Average of all  
Construction  
**2.0%**

By Region

Eastern 2.3% | Central 1.9% | Western 1.9%

# State of the Marketplace Continued



**Casualty market** becomes the **NEW** hard market

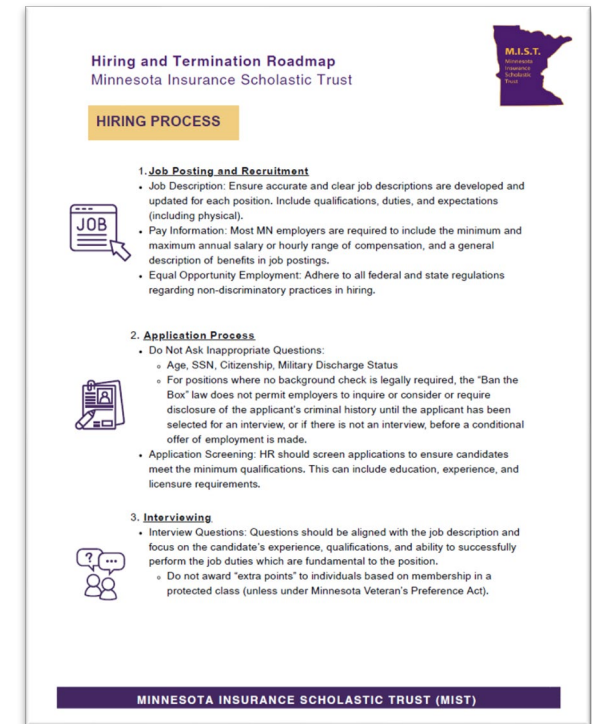
- **Nuclear Verdicts** → Re-evaluation of carrier approach and underwriting guideline
- Market capacity → **Decrease in supply while increase in demand**
- Litigious Culture and Attorney advertising → **Increased litigation and settlement amount**
- Frequency and severity of **auto** claim continues
- **Sexual abuse** remains the most important exposure in the educational industry
- **Cat losses** continue to drive the need for rate (ex abuse, drowning, sports related injuries, vehicle accidents)

**Cyber market** softens as more carrier players lead to **abundant capacity**

- Public entity remain highly **lucrative** for all cyberattacks
- **Highest market uncertainty** with change unpredictability → can become highly volatile over night
- AI and technological advances is a **double-edge sword**

# Best Practices to Protect Against Liability

1. **Develop** Clear Policies and Procedures
2. **Implement** Safety and Training Program
3. **Conduct** Thorough Background Checks
  - MIST Wrongful Hiring/Firing Guidebook
4. **Establish** Reporting Mechanism
5. **Provide** Support Services
6. **Respond** Promptly to Allegations
7. **Review** Regularly and Update Policies



**Hiring and Termination Roadmap**  
Minnesota Insurance Scholastic Trust

**HIRING PROCESS**

- 1. Job Posting and Recruitment**
  - Job Description: Ensure accurate and clear job descriptions are developed and updated for each position. Include qualifications, duties, and expectations (including physical).
  - Pay Information: Most MN employers are required to include the minimum and maximum annual salary or hourly range of compensation, and a general description of benefits in job postings.
  - Equal Opportunity Employment: Adhere to all federal and state regulations regarding non-discriminatory practices in hiring.
- 2. Application Process**
  - Do Not Ask Inappropriate Questions:
    - Age, SSN, Citizenship, Military Discharge Status
    - For positions where no background check is legally required, the "Ban the Box" law does not permit employers to inquire or consider or require disclosure of the applicant's criminal history until the applicant has been selected for an interview, or if there is not an interview, before a conditional offer of employment is made.
  - Application Screening: HR should screen applications to ensure candidates meet the minimum qualifications. This can include education, experience, and licensure requirements.
- 3. Interviewing**
  - Interview Questions: Questions should be aligned with the job description and focus on the candidate's experience, qualifications, and ability to successfully perform the job duties which are fundamental to the position.
    - Do not award "extra points" to individuals based on membership in a protected class (unless under Minnesota Veteran's Preference Act).

MINNESOTA INSURANCE SCHOLASTIC TRUST (MIST)

Take advantage of resources offered by your MIST program



## Minnesota Insurance Scholastic Trust

# Review of MIST Losses

# Review of Significant Historical Losses

## Major Claims – Over \$200,000



### 2015

- Bullying - **\$423,751**

### 2016

- Allegations of sexual abuse - **\$895,000** (3 victims)
- Roof under construction not properly sealed off by contractor - **\$356,091**
- Disability violation - **\$250,000**

### 2017

- Bus rollover – driver fell asleep- **\$200,071**

### 2019

- Civil rights case w/ African American students - **\$1,705,161**
- Hail damage to building - **\$2,149,258**
- Leaking roof caused damage to gym floor - **\$282,467**
- Copy rights violation - **\$321,550**
- Sexual Abuse - **\$320,000**
- Sexual Relation with an Athlete - **\$535,807**

### 2020

- Inappropriate sexual relationship with Coach - **\$535,807**
- Burst pipes caused damage to the wrestling room - **\$320,000**

### 2021

- Water line broke causing damage to wrestling room and gym floor – **\$343,283**
- Wind damage to roof - **\$202,716**
- Discrimination - **\$260,000**

### 2022

- Contractor cut hole and rain damaged gym floor - **\$241,500**
- Back-up from storm damaged gym floor - **\$222,583**

### 2023

- Damage from severe weather - **\$655,000**
- Driver making delivery fell backwards - **\$200,000**
- Student fell out of wheelchair after driver hit a bump - **\$430,000**
- Air exchanger malfunctioned allowing cold air in resulting in a frozen pipe - **\$295,027**
- Discrimination - **\$210,000**





## Minnesota Insurance Scholastic Trust

**2025-2026 MIST Renewal**

# Package Renewal

Lloyds of London / Ambridge



Package	2024-2025 Annualized	2025-2026	% change
Property Pool Retention	\$250,000	\$250,000	
Property Member Deductible	Various*	Various*	
Liability Pool Retention	\$250,000	\$250,000	
Property Limit	\$750,000	\$750,000	
Liability Limits	\$4M/\$8M	\$4M/\$8M	
Aggregate Stop Loss	\$2,000,000	\$2,000,000	
•Total Package Premium (excl T/F)	<b>\$1,993,841</b>	<b>\$2,249,046</b>	<b>12.80%</b>
•Total Loss Fund	<b>\$2,873,526</b>	<b>\$3,300,000</b>	<b>14.80%</b>
•Corridor	<b>\$300,000</b>	<b>\$300,000</b>	
<b>Total including Taxes / Fee / Corridor</b>	<b>\$5,229,837</b>	<b>\$5,919,445</b>	<b>13.19%</b>

Property & SBL Tiered Deductible (same as expiring)	
TIV	Deductible
Under 100M	\$10,000(Property) / \$10,000 (SBL)
101-450M	\$25,000(Property) / \$25,000 (SBL)
451M & above	\$50,000(Property) / \$30,000 (SBL)

**+5.9% in TIV**

# Excess Property Renewal Premium



Travelers Insurance Company	2024-2025	2025-2026	% Change
Loss Limit	\$200,000,000	\$200,000,000	
<b>Total Insured Value</b>	<b>\$7,609,534,250</b>	<b>\$8,057,791,786</b>	<b>+5.9%</b>
Wind/Hail Deductible	<i>No Special Wind/Hail</i>	<i>No Special Wind/Hail</i>	
<b>Total Premium excluding Taxes</b>	<b>\$3,615,249</b>	<b>\$4,074,713</b>	12.7%
Rate/100 <i>excluding taxes</i>	\$0.048	\$0.051	6.4%
<b>Total Premium with Taxes and Fees</b>	<b>\$3,725,862</b>	<b>\$4,198,584</b>	<b>12.7%</b>

### Sublimit Enhancements:

- Debris Removal – increase from \$500k to \$2M
- Geothermal Piping – added for \$6M
- Synthetic Turf – increase from \$5M to \$6,050,000



# MIST Property/Casualty Renewal

## Premium Summary



Coverage	2024-2025	2025-2026	% Change
Package with Taxes & Fees	\$2,056,311	\$2,319,445	12.8%
Excess Property	\$3,725,862	\$4,198,584	12.71%
Boiler and Machinery	\$193,714	\$205,290	6.0%
Pollution Liability	\$149,914	\$163,039	8.8%
Cyber Liability	\$606,552	\$581,882	-4.1%
RPA/Gallagher Fee	\$372,351	\$387,245	4.0%
Operating Fee	\$77,980	\$79,828	2.4%
TPA Fee	\$160,787	\$145,484	-9.5%
Loss Control	\$33,600	\$33,600	0.0%
<b>Total Fixed Costs</b>	<b>\$7,377,071</b>	<b>\$8,114,397</b>	<b>10%</b>
<b>Variable Costs:</b>			
Corridor	\$300,000	\$300,000	0.0%
Loss Fund	\$2,873,526	\$3,300,000	14.84%
<b>Total with Taxes and Fees</b>	<b>\$10,549,859</b>	<b>\$11,714,397</b>	<b>11.04%</b>

**Overall Increase = 11.04%**  
**Exposure Increase = 5.9%**

*\*Premiums include taxes and fees, where applicable*

# 2025-2026 Program Structure



<b>Travelers Insurance Co</b>								<b>Lloyds of London / Ambridge</b> \$2,000,000 Excess of Loss Fund Protection
<b>Excess Property</b> \$200,000,000 Per Occurrence								
<b>Lloyds of London / Ambridge</b> \$750,000 Per Occurrence	<b>Lloyds of London / Ambridge</b>	<b>Lloyds of London / Ambridge</b>	<b>Lloyds of London / Ambridge</b>	<b>Lloyds of London / Ambridge</b>	<b>Lloyds of London / Ambridge</b>	<b>Lloyds of London / Ambridge</b>	<b>Lloyds of London / Ambridge</b>	<b>Pool Loss Fund:</b> Varies if new members are added
	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	\$4,000,000 per Occurrence / \$8,000,000 Annual Aggregate Per District	
<b>All Lines Corridor: \$300,000 each occurrence/Aggregate</b> Once corridor is eroded, Lloyds of London drops down excess of the pool SIR								
<b>Pool SIR</b> \$250,000 Per Occurrence	<b>Pool SIR</b> \$250,000 Per Occurrence	<b>Pool SIR</b> \$250,000 Per Occurrence	<b>Pool SIR</b> \$250,000 Per Occurrence	<b>Pool SIR</b> \$250,000 per Occurrence	<b>Pool SIR</b> \$250,000 Per Occurrence	<b>Pool SIR</b> \$250,000 Per Occurrence	<b>Pool SIR</b> \$250,000 Per Occurrence	
Maintenance Deductible between \$10k and \$50K depending on TIV Except APD: \$1,000	Maintenance Deductible No Deductible	Maintenance Deductible No Deductible	Maintenance Deductible No Deductible	Maintenance Deductible No Deductible	Maintenance Deductible No Deductible	Maintenance Deductible between \$10k and \$50K based on Member size	Maintenance Deductible \$2,500	
Property and Automobile Physical Damage	General Liability	Automobile Liability	Sexual Abuse	Employee Benefits	Law Enforcement	School Board Legal Liability	Crime	

# MIST First Dollar / Traditional Policies



**Lloyds of London / CFC**

Individual Policies & Limits for each Member

Various Sublimits Apply

**Deductible:**  
Varies by member

Cyber Liability

**Liberty Mutual**

\$250,000,000 Policy Limit

Various Sublimits Apply

**Deductible:**  
\$2,500

Equipment Breakdown

**Ironshore Specialty**

Third Party Claim Coverage Only

No First Party Clean-up Coverage

\$3,000,000 per occurrence / \$10,000,000 Pool Aggregate

Various Sublimits Apply

**Deductible:**  
\$25,000  
Mold: \$50,000

Pollution Liability

# MIST Additional Cyber Limit Available

Program Cyber Renewal = **-4.1%**

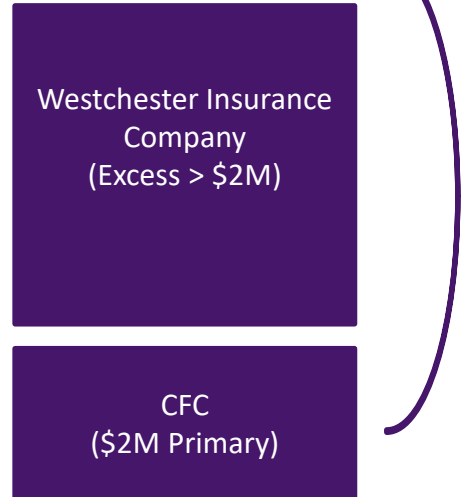
- Why We Recommend Higher Limits:**
- ✓ Attack rates on K-12 Education have declined, however recovery costs have more than doubled
  - ✓ K-12 Mean Cost to Recover from a Ransomware Attack in 2023 - \$1.59M / K-12 Mean Cost to Recover from a Ransomware Attack in 2024 - \$3.76M
  - ✓ 95% of Ransomware Attacks to Educational organizations this past year involved an attempt to compromise backups with a 71% success rate
  - ✓ 85% of K-12 Ransomware Attacks resulted in Data Encryption prompting 62% of entities to pay the ransom

Current: \$2M total limit per member

**Additional Option 1: \$1M xs \$2M = \$3M total limit**

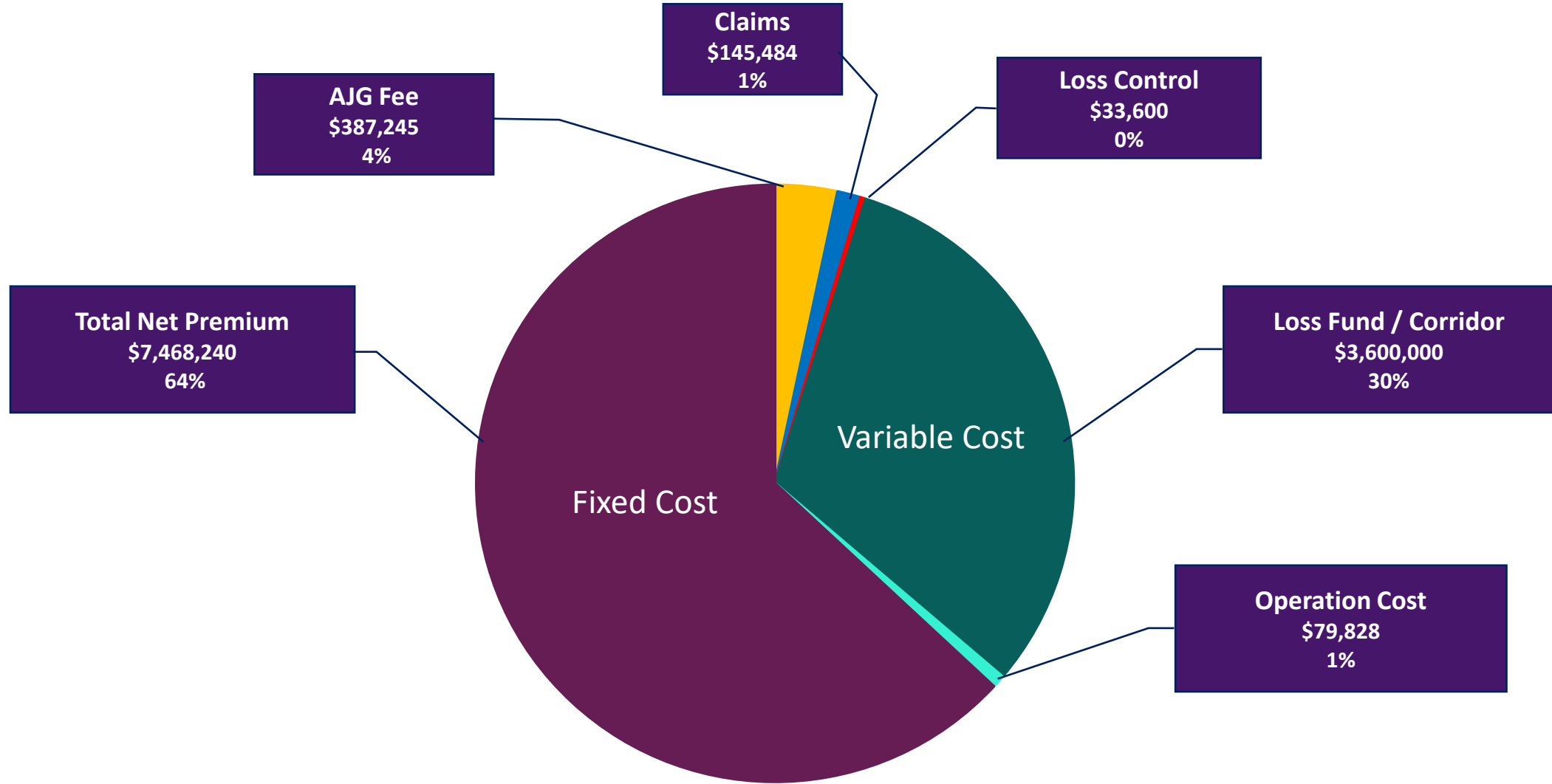
**Additional Option 2: \$2M xs \$2M = \$4M total limit**

**Additional Option 3: \$3M xs \$2M = \$5M total limit**



Please check your individual proposal for pricing options

# Fixed vs Variable Cost



■ AJG Fee 
 ■ Claims 
 ■ Loss Control 
 ■ Loss Fund/Corridor 
 ■ Operation Costs 
 ■ Total Net Premium

**30% Variable 70% Fixed**

*Excludes taxes and fees*



## Minnesota Insurance Scholastic Trust

# Actuary Debit/Credit Report

# MIST Debit / Credit for Package Premium & Loss Fund



1. # of loss years used? 5 loss years

2. Which loss years are used?

Only completed loss years are used, so that would include:

7/1/19-20, 7/1/20-21, 7/1/21-22, 7/1/2022-23, 7/1/2023-24 in the current analysis.

New Members (joining on 7/1/18 or after) – Receive no debit credit allocation for first year (receive % change of pool renewal for Package/Loss Fund)

3. What Cap (if any) is applied to individual members large losses (not the debit/credit price cap). For example, a P/C loss gets capped at the \$250,000k SIR for P/C (if that option is chosen)?

The losses in the credit-debit process are capped at the corresponding SIR – \$250,000, if recommended program is selected.

4. Are loss years used in the debit/credit calculation for years members were not in MIST or are only the years they participated in MIST used for the calculation?

Yes, non-MIST loss years are used in the process to complete the 5 years analysis.

5. What is the weighting of the debit credit system?

Similar to last year, we use a weighting of 80% loss and 20% exposure.

# Property/Casualty Loss Fund & Package Premium Allocation

Actuarial Analysis - Allocation Methodology (Debit/Credit System)



- **Exposures used:**

- Total Insured Values, Student Count, Vehicle Count

- The actuarial approach to allocating the Pool's Loss Fund and Package premium will further allow MIST members to control their own destiny and pricing

**Renewal debit / credit remains 15% for both Package Premium & Loss Fund**



## Minnesota Insurance Scholastic Trust

# Allocation Methodology Review

# Review of Allocation Methodology

## **PACKAGE AND LOSS FUND:**

- Package and loss fund are allocated by the MIST actuary for current members.
- New members are quoted for the package & loss Fund based on quotes provided by the carrier.

## **CORRIDOR:**

- Allocated based off rates provided by the carrier.

## **BOILER, EXCESS PROPERTY, POLLUTION**

- These lines of coverage are rated on a rate per \$100 of total insured value (TIV) for each member.
- New members are quoted at that same rate.
- The rate is the same for all members.

# Review of Allocation Methodology

## CYBER LIABILITY

- Individual policies. Premium is designed as a group purchase, but each member's premium will vary subject to their individual security protocols and claims.

## TPA COSTS – GALLAGHER BASSETT

- All members receive the same % increase or decrease for TPA costs.
- New members are charged in accordance with the per unit claim charge listed in the TPA contract applied to their 5-year average.

## LOSS CONTROL

- This service is charged on a flat fee of \$1,200 per visit. Additional units can be purchased.

# Review of Allocation Methodology

## GALLAGHER ADMINISTRATIVE AND BROKERAGE FEE

- All members receive the same % increase or decrease for administrative/brokerage costs.
- New members are charged on a rate per student.

## OPERATION FEE

- All members receive the same % increase or decrease for operation costs.
- New members are charged for operation costs based on a fixed % applied to their total contribution.
- The percentage is calculated at each renewal by dividing the operation cost into the total program contribution.




## Minnesota Insurance Scholastic Trust

**Other Matters**

# MIST Wrongful Hiring/Firing Guidebook



**Hiring and Termination Roadmap**  
Minnesota Insurance Scholastic Trust



**HIRING PROCESS**

**1. Job Posting and Recruitment**




- Job Description: Ensure accurate and clear job descriptions are developed and updated for each position. Include qualifications, duties, and expectations (including physical).
- Pay Information: Most MN employers are required to include the minimum and maximum annual salary or hourly range of compensation, and a general description of benefits in job postings.
- Equal Opportunity Employment: Adhere to all federal and state regulations regarding non-discriminatory practices in hiring.

**2. Application Process**

- Do Not Ask Inappropriate Questions:
  - Age, SSN, Citizenship, Military Discharge Status
  - For positions where no background check is legally required, the "Ban the Box" law does not permit employers to inquire or consider or require disclosure of the applicant's criminal history until the applicant has been selected for an interview, or if there is not an interview, before a conditional offer of employment is made.
- Application Screening: HR should screen applications to ensure candidates meet the minimum qualifications. This can include education, experience, and licensure requirements.

**3. Interviewing**

- Interview Questions: Questions should be aligned with the job description and focus on the candidate's experience, qualifications, and ability to successfully perform the job duties which are fundamental to the position.
  - Do not award "extra points" to individuals based on membership in a protected class (unless under Minnesota Veteran's Preference Act).




**MINNESOTA INSURANCE SCHOLASTIC TRUST (MIST)**

## Guidebook includes:

- Hiring and termination road map
- Application of Federal & State Laws
- Guidance Check list for Hiring
- Guidance Check list for Firing
- Guidance Check list for Post-Termination

**Hiring and Termination Roadmap**  
Minnesota Insurance Scholastic Trust





**DISCIPLINE & TERMINATION ROADMAP**

**1. Performance Management.** Document, Document, Document! It is important to document any employee performance management concerns. In the event a disciplinary or termination decision is challenged, you want to be prepared with documented evidence for the decision.

- Performance reviews should be honest, but there should also not be surprises. Employees should already know generally how they are performing.
  - Teacher performance and peer review process must generally follow Union CBA and Minnesota statute.
    - Probationary teachers must receive an initial evaluation within their first 90 days, and three times per year during the probationary period.
- Involuntary termination should generally not be a surprise. Employees should know if they are not meeting expectations.
- Consult Union CBA requirements before making disciplinary decisions for unionized employees. There may be a progressive discipline process.

**2. Involuntary Termination**

- Teacher Dismissal During Contract Year (Licensed Staff): Dismissal of a "tenured" teacher (under a continuing contract) requires notice of dismissal, a statement of charges, and a hearing before the school board or an arbitrator depending on the circumstances. (Minnesota Statute 122A.40).
  - The school board may terminate a teaching during the probationary period for cause, after a hearing held upon due notice.
- Contract non-renewal:
  - Tenured/Continuing Contract Teachers: a continuing contract may be terminated at the close of the school year if the teacher fails to correct the deficiency after being given written notice of the specific reasons and a reasonable time within which to remedy them in the following circumstances:
    - Inefficiency in teaching or in management of a school;
    - Neglect of duty or persistent violation of school laws, rules, regulations, or directives;



**MINNESOTA INSURANCE SCHOLASTIC TRUST (MIST)**

Guidebook will be distributed to membership after meeting

# MIST Executive Board Elections

**Motion Required**



## 1. Kim Sandry – MACCRAY Public Schools

- Returning Board Member
- Term: 6/30/2025 to 6/30/2028

## 2. One vacant board seat



## Minnesota Insurance Scholastic Trust

# TEAMS Platform Walkthrough

TEAMS Platform: Wesley Ahrens

# Key Meeting Takeaways



- Property market is showing signs of softening. Casualty rapidly hardening with Cyber softening despite uncertainties.
- **No Wind/Hail deductibles for MIST, overall renewal within budget prediction**
- Corridor deductible continue to see success and pay off for renewal term negotiations
- No change to SIR or member deductibles
- **\$4,030,121 Net Position**
  - MIST was structure to pay catastrophic losses, retain underwriting profit for predictable risks
- Pools have flexibility during a “hard market” – Bring stability to marketplace change
- **Coverage enhancement available - Higher Cyber Limits (\$3M, \$4M, \$5M)**
- **MIST is YOUR program, continue our collective power and refer MIST to a friend**

# Important Reminders



## Sexual Abuse/Molestation:

- Report any and all incidents to MIST within 180 days of first knowledge – even if on a report only basis
- Ensure proper procedure and guidance at district with consistent training to staff

## Upcoming building project?

- **Contact MIST for your Builder's Risk Policy**
- For large project (\$75M+), please engage MIST prior to engaging with a contractor, architect or project manager

## Utilize and Cooperate with MIST Loss Control:

- MIST Wrongful Hiring/Firing Guidebook – **please share with all of your staff**
- MIST GB Loss Control Resource and Visits
- **“The best claim is the claim that does not happen” → focus on loss control!**





## Minnesota Insurance Scholastic Trust

# Future Meeting Dates

# MIST Future Meeting Date



**MIST Full Membership Mid-Year Meeting**

**December 16, 2025 @ 10am**



## Minnesota Insurance Scholastic Trust

**Meeting Adjournment** *Motion Required*



2025-2026 Pricing Sheet

**Minnesota Insurance Scholastic Trust (MIST)**  
**Edina Public Schools**  
 Member Cost Comparison

Coverage Description	Additional Description	2024-2025 Costs	2025-2026 Costs	% Change
<b>Fixed Costs:</b>				
Package Policy	Includes Property, General Liability, Auto Liability & Physical Damage, Crime, Excess Liability, EBL, Law, Abuse (2)	\$233,426.78	\$302,800.44	
Package Premium Debit/Credit	(1)	14%	15%	
Excess Property		\$343,345.98	\$372,462.93	
Boiler & Machinery		\$17,939.00	\$18,285.00	
Pollution Liability		\$13,822.33	\$14,709.14	
Risk Management Services Fee		\$34,240.28	\$35,609.88	
Claims Administration Fee		\$9,230.00	\$8,352.00	
Loss Control Services		\$1,200.00	\$1,200.00	
Operating Expense Fee		\$6,913.56	\$7,077.40	
Cyber Liability	(2)	\$51,648.80	\$49,078.98	
<b>Total Fixed Cost</b>		<b>\$711,766.73</b>	<b>\$809,575.77</b>	<b>13.7%</b>

<b>Variable Costs:</b>				
Loss Fund		\$330,730.00	\$436,787.00	
Loss Fund Debit/Credit	(1)	14%	15%	
Loss Fund Corridor		\$28,204.00	\$27,804.00	
<b>Total Program Contribution on a Maximum Cost Basis</b>		<b>\$1,070,700.73</b>	<b>\$1,274,166.77</b>	<b>19.0%</b>

<b>Statistical Information</b>				
Total Insured Values		\$701,368,189	\$714,819,233	1.9%
Total Student Count		8,755	8,895	1.6%
Total Vehicles		93	93	0.0%

**Total Costs:** **\$1,070,700.73**      **\$1,274,166.77**      **19.0%**

(1) Please note the actuarial debit/credit system for the 2025-2026 renewal is based upon your districts exposures as well as the previous 5 years of loss history (excluding the current year).

(2) 2025 Member Specific Deductibles:  
 Property: \$50,000  
 School Board Legal Liability: \$30,000  
 Cyber Liability: \$25,000

III.E. Preliminary Budget - Fiscal Year 2026

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



**Board Meeting Date:** 5/20/2025

**Title:** Preliminary Budget – Fiscal Year 2026

**Type:** Discussion

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

**Description:** The preliminary budget for fiscal year 2026 was developed using audited financial data from fiscal year 2024, year-to-date activity of fiscal year 2025, estimates of year end results for fiscal year 2025, the certified property tax levy for taxes payable in 2025, forecasts of future activity per the assumptions of the administration, and education finance laws established by the 2023 legislative session.

Cost containment measures enacted by the District for fiscal years 2024 and 2025, coupled with better than expected revenue activity, have left the District in a better financial position than originally anticipated. As a result, no significant cost containment measures have been applied to the development of the fiscal year 2026 budget. The administration estimates a 8.9 percent unassigned fund balance at the end of fiscal year 2026, in-line with Board Policy 702 and similar to presentations given to the Board in December 2024, February 2025, March 2025, and April 2025.

A formal executive summary of the fiscal year 2026 budget, including all funds, additional statistical information, and an updated five-year forecast will be presented at the June 9, 2025 Regular Meeting. A draft is enclosed for discussion.

**Recommendation:** There is no recommended action.

**Desired Outcomes from the Board:** Discuss the District administration's proposed budget for the fiscal year ended June 30, 2026.

**Attachments:**

1. Preliminary Budget – Fiscal Year 2026

# Preliminary Budget Executive Summary

FISCAL YEAR 2026



DEFINING EXCELLENCE



# Edina Public Schools Strategic Plan

# 2020-30



**MISSION**

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

Through academics, activities and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.



**VISION**

For each and every student to discover their possibilities and thrive.

**We are guided by our CORE VALUES:**

Integrity, Compassion, Courage, Commitment, Appreciation, and Responsibility

## School Board

Karen Gabler, Chair  
*Term Expires: January 2026*

Erica Allenburg, Vice Chair  
*Term Expires: January 2026*

Jennifer Huwe, Treasurer  
*Term Expires: January 2028*

Cheryl Barry, Clerk  
*Term Expires: January 2028*

Michael Birdman, Assistant Treasurer  
*Term Expires: January 2026*

Dan Arom, Assistant Clerk  
*Term Expires: January 2026*

Elliot Mann, Assistant Clerk  
*Term Expires: January 2028*

Dr. Daniel Bittman, Ex-Officio

## We are committed to these CORE BELIEFS:

### Academic Excellence

We believe each student deserves access to academic excellence which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs.

### Equity

We believe it is critical to eliminate barriers to success and provide the supports, opportunities and environments so all students can reach their full potential.

### Family, School, & Community

We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share responsibility for learning.

### Healthy Learning Environment

We believe students thrive in a balanced, healthy environment that promotes the free exchange of ideas and support students' physical, social-emotional and intellectual needs.

### Inclusion

We believe in the inherent dignity of all people, we celebrate individuality, and we value and appreciate diversity.

### Life Skills

We believe that inspiring students to grow as critically thinking collaborative learners will prepare them to be productive, accountable, self-motivated, and responsible citizens.

### Operational Excellence

We believe in high performance of governance, administration, and partnerships, and effective and efficient use of time, human, financial, and physical resources in support of the mission.

### Professional Excellence

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.



## Priority Strategies

### Strategy A

Advance Academic Excellence, Growth and Readiness

### Strategy B

Ensure an Equitable and Inclusive School Culture

### Strategy C

Foster Positive Learning Environments and Whole Student Support

### Strategy D

Develop Leadership Throughout the District

### Strategy E

Engage Parents, Schools and Community



## Edina Public Schools Awarded for Outstanding Financial Reporting

For its Annual Comprehensive Financial Report, Edina Public Schools was awarded the Certificate of Excellence in Financial Reporting (COE) by The Association of School Business Officials International (ASBO). ASBO International’s COE recognizes districts that have met the program’s high standards for financial reporting and transparency.

“For over half a century, ASBO International’s Certificate of Excellence in Financial Reporting has been the gold standard in promoting and recognizing excellence in financial reporting,” according to ASBO International Executive Director Jim Rowan, CAE, SFO. “Communicating the financial and economic state of a district is so important when engaging with the school community and building their trust. Districts that receive the COE Award have demonstrated their ability to do that at the highest level.”

By participating in the COE program, school districts demonstrate their commitment to financial transparency. Applicants submit their ACFR for review by a team of financial professionals who provide feedback to improve future documents. If the report meets the requirements of the program, it may receive the Certificate of Excellence. A district’s participation in the COE program can facilitate bond rating and continuing bond disclosure processes.



## Ratings Update

**Moody’s Ratings assigns Aaa underlying & Aa1 enhanced ratings to Edina ISD 273, MN’s 2024 bonds**

The Aaa issuer rating reflects the district’s growing local economy in the Twin Cities metro area with a very strong full value per capita of more than \$300,000 and resident incomes exceeding 200% of the US . Enrollment is positive post-pandemic and will remain strong given the district’s strong competitive position. The reserve position, while below peers at just 15% of revenues, is very stable and management is proactive in balancing revenues and expenditures. Fiscal 2025 is expected to be positive and fund balance will grow. The leverage is above-average but manageable.

## Authors

Dr. Daniel Bittman – Interim Superintendent

Mert Woodard – Director, Finance & Operations

## Governmental Fund Structure

To understand this document and the District's budget, it is helpful to know that there are several legal restrictions on how school districts must spend and account for the public funds that they receive. Per Generally Accepted Accounting Principles of the United States (GAAP), local government organizations are required to use fund accounting. Edina Public Schools separates its revenue and expenditure budgets into five major areas:

### ▪ General Fund

Used to account for the general operations of the District. This fund includes the salaries and benefits of teachers, principals, custodians, bus drivers, administrative support staff, paraprofessionals, and administrators; costs of supplies, textbooks, contracted services, utilities, repairs, equipment, etc. This fund is also used for long-term facilities maintenance (LTFM) projects of less than \$2,000,000 per site and for the capital projects (technology) levy. Any revenue or expenditure that cannot otherwise be accounted for in a different fund is recorded in the General Fund.

### ▪ Food Service Fund

Used to account for all revenues and expenditures related to operating the District's child nutrition programs, including food, salaries, benefits, supplies, and equipment. Food Service revenues come primarily from state and federal reimbursements. The District receives additional revenue via the sale of à la carte meals to students and adults.

### ▪ Community Services Fund

Used to account for revenues and expenditures related to such as Early Childhood Family Education, Adult Basic Education, Kids Club (school-age care), youth enrichment classes, and other community education programs. Community Service revenues primarily come from fees charged for program participation and property tax revenue dedicated to the Community Service Fund.

### ▪ Building Construction Fund

Used to account for major facility projects. Proceeds from the sale of bonds authorized in an election, against lease levy authority, or for LTFM projects are placed in this fund. This fund is also used for LTFM projects exceeding \$2,000,000 per site.

### ▪ Debt Service Fund

Used to accumulate and account for resources that fund principal and interest payments on bonds sold to finance construction. These are similar to a homeowner's payments on a mortgage.

It is important to understand the fund structure because, with very few exceptions, money cannot be transferred from one fund to another. For example, raising a la carte prices or Kids Club tuition is not a solution to a shortfall in the General Fund. Similarly, the resources of the Debt Service Fund or the Building Construction Fund cannot be used to pay paraprofessional salaries. Additionally, there are additional intra-fund restrictions embedded in state statute. For example, the capital projects levy cannot be used to pay for instructional salaries or special education services.

## Expenditures By Program

- Administration**

Includes all costs for general administration, instructional administration and school site administration. This area also covers the school board, superintendent, principals, and directors.
- District Support Services**

Consists of activities related to general administrative support not listed in the administration category. This area covers federal programs, human resources, business and finance, government relations, school elections, and miscellaneous district administration not otherwise classified.
- Elementary and Secondary Regular Instruction**

Elementary and secondary regular instruction consists of all activities dealing directly with the instruction of students, the interaction between instructional staff and students in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels.
- Vocational Instruction**

Courses and activities which develop knowledge, skills, attitudes, and behavioral characteristics for students seeking career exploration and employability.
- Special Education Instruction**

Activities providing learning experiences for students of any age who, because of certain characteristics or conditions, need, or who would benefit by, educational programs differentiated from those provided to students in regular or vocational instruction.
- Instructional Support Services**

Activities for assisting instructional staff with curriculum development, curriculum implementation, and the process of providing learning experiences for pupils in kindergarten through twelfth grade.
- Pupil Support Services**

Includes services provided to students that do not qualify to be classified as instructional services (counseling and guidance, health, psychological, social work, transportation, etc.).
- Sites and Buildings**

Activities related to the acquisition, operation, maintenance, repair and remodeling of all physical plant, facilities, and grounds of the District.
- Fiscal and Other Fixed Costs**

Fiscal and fixed cost activities that are not recorded elsewhere.

## Expenditures By Object

The school district budget consists of the following types of expenditures:

- Salaries**

Salaries related to personnel positions, extra-curricular assignments, overtime, substitute staff costs, and severance payments.
- Benefits**

Medical, dental, life, long-term disability, workers' compensation, state pension contributions, deferred compensation contributions, and post-retirement benefits for eligible persons.
- Purchased Services**

Includes consultants, postage, insurance, repair and maintenance services, utilities, student transportation contracts, travel/conferences, payments to other districts, and tuition.
- Supplies and Materials**

Textbooks, instructional supplies, office and custodial supplies, computer software, and related copier costs. Includes fuel for buildings.
- Capital**

Building construction, equipment, facility repair and maintenance, vehicles, technology equipment, and other items with a useful life of more than one year.
- Debt Service**

Principal and interest payments for bonded debt.
- Other Expenditures**

All other expenditures not classified in other categories.

# Preliminary Budget Executive Summary



	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
<b>Revenues:</b>			
General Fund	\$ 160,909,167	\$ 164,895,014	\$ 167,614,828
Food Service	4,935,862	5,100,214	5,265,078
Community Service	12,302,679	13,296,079	13,772,932
Debt Service	14,442,888	115,011,011	18,113,179
Internal Service	916,164	910,000	910,000
<b>Total Excluding Construction</b>	<b>193,506,760</b>	<b>299,212,318</b>	<b>205,676,017</b>
Building Construction	5,107,604	14,722,786	2,536,805
<b>Total Revenue</b>	<b>\$ 198,614,364</b>	<b>\$ 313,935,104</b>	<b>\$ 208,212,822</b>
<b>Expenditures:</b>			
General Fund	154,891,232	161,351,016	165,031,168
Food Service	4,049,458	4,871,973	5,058,082
Community Service	11,738,030	13,095,398	13,299,050
Debt Service	14,619,573	114,697,405	17,636,304
Internal Service	933,558	910,000	910,000
<b>Total Excluding Construction</b>	<b>186,231,851</b>	<b>294,925,792</b>	<b>201,934,604</b>
Building Construction	18,139,834	9,594,142	8,208,672
<b>Total Expenditures</b>	<b>\$ 204,371,685</b>	<b>\$ 304,519,934</b>	<b>\$ 210,143,276</b>

For presentation purposes, throughout this document other financing sources are depicted as revenues and other financing uses as expenditures

## Budget Overview

The annual budget presented includes an analysis of the actual financial results of the District at June 30, 2024, and the anticipated positions at June 30, 2025 and June 30, 2026. Also included in the appendices is an updated, five-year financial forecast through June 30, 2030.

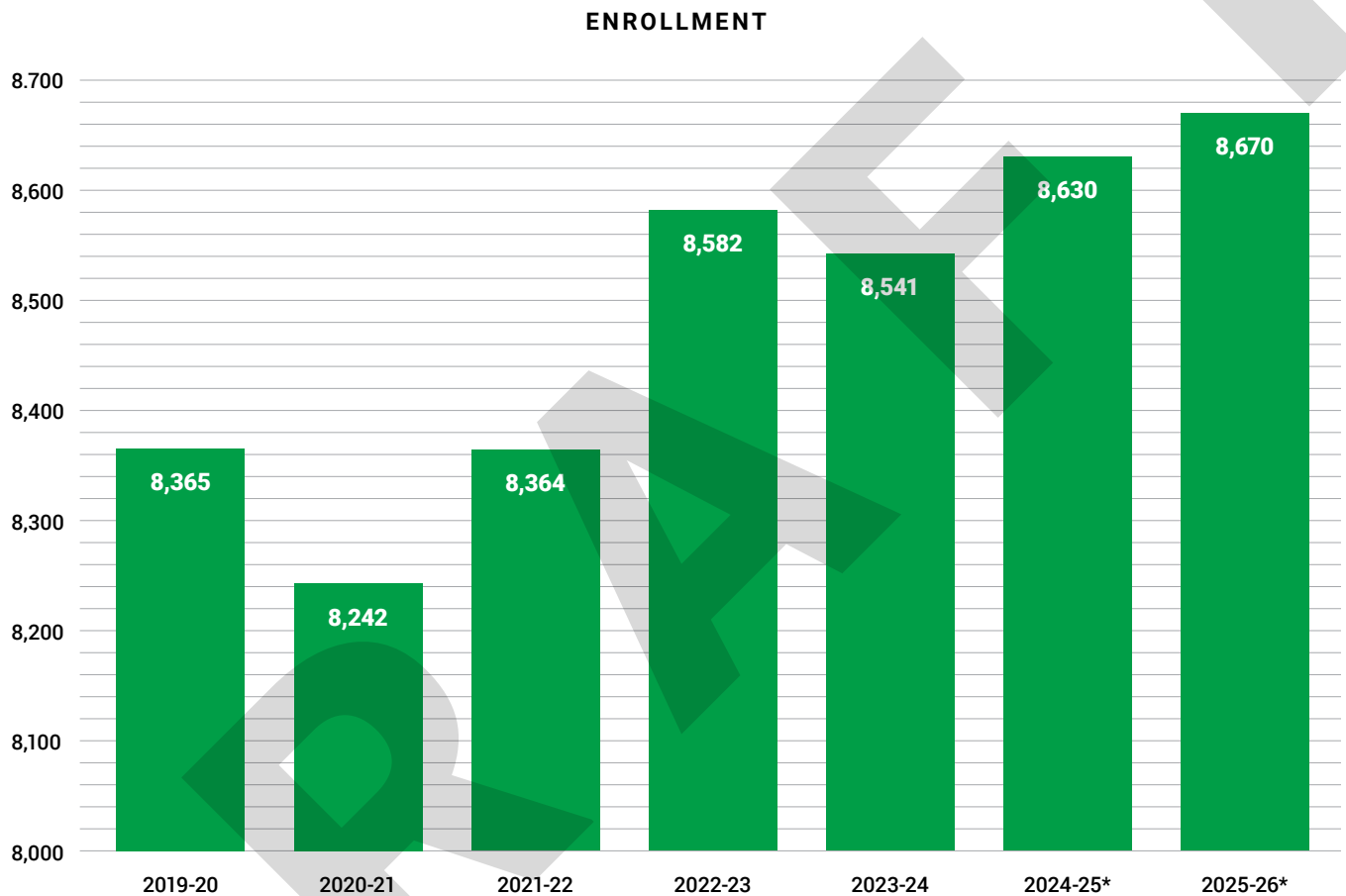
The budget was prepared in accordance with GAAP, the Uniform Financial Accounting and Reporting Standards (UFARS) for Minnesota school districts, and District Policy 701. The budget includes all governmental and proprietary funds operated by the District. Each fund is treated as an independent accounting entity in accordance with statutory requirements and state and federal regulations governing the District’s various revenue sources and expenditure purposes.

Minnesota Education Laws 2023 and information from the in-progress Legislative Session of 2025 were used as the basis for building the fiscal year (FY) 2026 budget which assumes \$7,481 of state basic education revenue per pupil unit (an increase of 2.74% or \$200 per pupil unit from FY2025), education cross-subsidy aid of 44.0%, and operating referendum revenue of \$2,261 per pupil (an increase of 2.58% or \$57 per pupil unit from FY2025). The District will also experience a 8.36% increase to the capital projects levy, directly proportional to the increase of the net tax capacity of the District from 2022 to 2023.

A school district’s budget can be one of the most meaningful and useful documents in public school administration. It depicts the priorities of the School Board, administration, staff, and community. The District’s preliminary budget for fiscal year 2026 is shown above.

## Enrollment History & Projections

During the 2020-21 school year the District, like many throughout the state and country, experienced a one-time enrollment loss due to the COVID-19 pandemic. Due to demand for District’s programming, enrollment stabilized and grew beyond pre-pandemic levels during FY2023 and FY2024. The District anticipates modest growth for FY2026 to 8,670.



\*The enrollment figures for the 2024-25 and 2025-26 school years are estimates. The enrollment figures for the other years that are presented represent actual student enrollment (average daily membership).

# Preliminary Budget Executive Summary

	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
<b>Revenues:</b>			
Local Property Taxes	\$ 53,561,813	\$ 56,342,166	\$ 56,503,097
Investment Earnings	2,217,384	1,494,970	1,656,495
Other Local Revenue	5,111,698	2,400,455	3,323,235
State Sources	97,586,832	101,061,195	103,833,904
Federal Sources	2,413,802	2,084,618	2,298,097
Other Financing Sources	17,638	1,511,610	-
<b>Total Revenue</b>	<b>160,909,167</b>	<b>164,895,014</b>	<b>167,614,828</b>
<b>Expenditures:</b>			
Salaries and Benefits	119,803,421	124,522,806	129,980,491
Purchased Services	12,943,623	11,755,013	11,284,313
Supplies and Materials	4,473,488	5,166,968	5,277,198
Capital	12,323,746	11,730,970	15,382,731
Other	572,405	570,384	569,630
Other Financing Uses	4,774,549	7,604,875	2,536,805
<b>Total Expenditures</b>	<b>\$ 154,891,232</b>	<b>\$ 161,351,016</b>	<b>\$ 165,031,168</b>
<b>Fund Balances:</b>			
<i>Net Change in Fund Balance</i>	6,017,935	3,543,998	2,583,660
<i>Beginning of Year</i>	20,591,585	26,609,520	30,153,518
<i>End of Year</i>	26,609,520	30,153,518	32,737,178

## General Fund

The General Fund contains all revenue and expenditures for the general, day-to-day operations of the school district. This includes salaries and benefits for teachers, administrators, bus drivers, custodians, administrative support staff, and paraprofessionals; instructional supplies, technology, transportation, textbooks, and money spent to operate and repair District buildings. In some ways, it is clearer to express the General Fund in terms of what it does not cover. The General Fund does not account for Food Service, Community Service programs, debt service payments on voter-approved bonds issued by the District, and the cost of major construction projects financed through the issuance of bonds.

The General Fund includes expenditures associated with the capital projects levy or “tech levy”, which funds virtually all of the technology infrastructure and staff in the District, the annual levy for LTFM projects less than \$2,000,000 per site. Projects over \$2,000,000 are accounted for in the Building Construction Fund. It is important to note that LTFM expenditures can fluctuate considerably from year to year and can impact the overall view of the District’s funding picture.

## Fund Balance Policy

The level of spending is set with several considerations in mind, but one of the primary considerations is to maintain an adequate level of reserves for unanticipated events. The District has a formal policy calling for an unassigned fund balance in the General Fund equal to at least 6.0% to 10.0% of total unassigned expenditures. This balance could be considered to be the District’s insurance policy against the unforeseen. Maintaining an adequate fund balance is important for the stability of the District, and is a key measure that credit rating agencies examine when assigning a credit rating to a District, which can have a material impact to resident taxpayers. The projected unassigned General Fund balance as of June 30, 2026 is \$11,807,406. This is 8.9% of the unassigned expenditure budget, or about two weeks of operations. Board policy dictates an additional committed fund balance of 2.0% of unassigned expenditures. Unanticipated events that could occur that would require the District to dip into its unassigned fund balance include:

- Property tax delinquencies and abatements
- Enrollment fluctuations
- Unanticipated price increases for essential purchases including fuel, utilities, property and liability insurance, software licenses fees, etc.
- State revenue reductions or “pro-rations”
- Unforeseen public/health safety emergencies or severe weather/natural disasters
- Elevated wage inflation
- Underfunded government mandates

# Preliminary Budget Executive Summary

	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
<b>Revenues:</b>			
Lunch Sales	\$ 800,504	\$ 897,720	\$ 855,696
Federal Sources	1,634,692	1,777,001	1,477,038
State Sources	2,435,453	2,351,543	2,862,344
Other	65,213	73,950	70,000
<b>Total Revenue</b>	<b>4,935,862</b>	<b>5,100,214</b>	<b>5,265,078</b>
<b>Expenditures:</b>			
Salaries and Benefits	-	-	-
Purchased Services	3,363,398	4,421,973	4,608,082
Supplies and Materials	636,157	350,000	350,000
Other Expenditures	8,575	-	-
Capital Outlay	41,328	100,000	100,000
<b>Total Expenditures</b>	<b>\$ 4,049,458</b>	<b>\$ 4,871,973</b>	<b>\$ 5,058,082</b>
<b>Fund Balances:</b>			
<i>Net Change in Fund Balance</i>	886,404	228,241	206,996
<i>Beginning of Year</i>	1,166,019	2,052,423	2,280,664
<i>End of Year</i>	2,052,423	2,280,664	2,487,660

## Food Service Fund

The District's food service operation, managed by a food service management firm, provides meals and nutrition services that fully comply with regulations set forth by the United States Department of Agriculture. All revenues and expenditures associated with the program must be accounted for in this separate fund. By law, revenues generated by the program can only be used to provide meals and to pay for certain closely related expenditures.

During the 2023 legislative session a bill to provide free meals to all students attending public schools was enacted, effective July 1, 2023. All students of the District will receive one free breakfast and one free lunch each school day. This program is anticipated to continue in FY2026.

# Preliminary Budget Executive Summary

	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
<b>Revenues:</b>			
Local Property Taxes	\$ 1,236,358	\$ 1,397,326	\$ 1,534,104
Tuition and Fees	10,138,135	11,069,810	11,416,350
Other Local Revenues	155,903	38,900	50,000
State Sources	772,283	789,963	772,478
<b>Total Revenue</b>	<b>12,302,679</b>	<b>13,296,079</b>	<b>13,772,932</b>
<b>Expenditures:</b>			
Salaries and Benefits	8,506,609	9,520,765	9,674,724
Purchased Services	2,288,746	2,684,995	2,672,487
Supplies and Materials	571,194	645,838	699,439
Other Expenditures	150,898	40,300	40,400
Capital Outlay	220,583	203,500	212,000
<b>Total Expenditures</b>	<b>\$ 11,738,030</b>	<b>\$ 13,095,398</b>	<b>\$ 13,299,050</b>
<b>Fund Balances:</b>			
<i>Net Change in Fund Balance</i>	564,649	200,681	473,882
<i>Beginning of Year</i>	1,710,124	2,274,773	2,475,454
<i>End of Year</i>	2,274,773	2,475,454	2,949,336

## Community Services Fund

Community service programs exist to help our E-12 students and families thrive and be successful in school and life. The District's Community Ed department designs, operates and participates in hundreds of important programs year-round that make life and learning better for all people who live, work and attend school in the District. Programs include Kid's Club childcare, facility rentals, youth camps and classes, adult classes, adult basic education, and volunteering. Community Ed also operates the Edina Early Learning School which offers early childhood family education, full-and part-day preschool, early childhood screening, intervention and outreach for our community's youngest learners.

# Preliminary Budget Executive Summary

	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
<b>Revenues:</b>			
Investment Earnings	\$ 333,055	\$ 489,362	\$ 300,000
Debt Issued	-	6,628,549	-
Transfers In	4,774,549	7,604,875	2,536,805
<b>Total Revenue</b>	<b>\$ 5,107,604</b>	<b>\$ 14,722,786</b>	<b>\$ 2,836,805</b>
<b>Expenditures:</b>			
Salaries and Benefits	4,146	-	-
Purchased Services	678,974	33,883	-
Capital Outlay	17,252,264	9,560,259	8,208,672
Interest and Fiscal Charges	204,450	-	-
<b>Total Expenditures</b>	<b>\$ 18,139,834</b>	<b>\$ 9,594,142</b>	<b>\$ 8,208,672</b>
<b>Fund Balances:</b>			
<i>Net Change in Fund Balance</i>	<i>(13,032,230)</i>	<i>5,128,644</i>	<i>(5,371,867)</i>
<i>Beginning of Year</i>	<i>16,312,313</i>	<i>3,280,083</i>	<i>8,408,727</i>
<i>End of Year</i>	<i>3,280,083</i>	<i>8,408,727</i>	<i>3,036,860</i>

## Building Construction Fund

The Building Construction Fund is used for two purposes:

- to account for construction project expenditures financed with bond or bond-like proceeds
- to account for the expenditures of LTFM projects that are greater than \$2,000,000 per site

There can be no borrowing from the Building Construction Fund; any cash or investment balance in the fund must be used for authorized construction or LTFM projects.

Expenditures relating to projects financed by bonds issued in prior years are reflected in the reduction of fund balance over time as projects progress to completion.

During the FY2023 the District issued certificates of participation in the aggregate par amount of \$14,200,000 to finance the addition to Countryside Elementary, which will host the District’s Spanish dual-language program. The project was substantially completed during FY2024.

# Preliminary Budget Executive Summary



	Preliminary Budget Fiscal Year 2026		
	FY2024 Audited Results	FY2025 Revised Budget	FY2026 Preliminary Budget
<b>Revenues:</b>			
Local Property Taxes	\$ 14,327,938	\$ 14,677,524	\$ 17,909,166
Investment Earnings	114,950	179,613	204,013
Debt Issued	-	100,153,874	-
<b>Total Revenue</b>	<b>14,442,888</b>	<b>115,011,011</b>	<b>18,113,179</b>
<b>Expenditures:</b>			
Principal	7,625,000	7,797,906	10,020,000
Interest	6,982,785	6,631,771	7,599,504
Fiscal Charges and Other	11,788	742,728	16,800
Other Financing Uses	-	99,525,000	-
<b>Total Expenditures</b>	<b>\$ 14,619,573</b>	<b>\$ 114,697,405</b>	<b>\$ 17,636,304</b>
<b>Fund Balances:</b>			
<i>Net Change in Fund Balance</i>	(176,685)	313,606	476,875
<i>Beginning of Year</i>	3,453,905	3,277,220	3,590,826
<i>End of Year</i>	3,277,220	3,590,826	4,067,701

## Debt Service Fund

Debt Service Fund - The Debt Service Fund exists to account for revenues and expenditures associated with repayment of the District's bonded indebtedness. The District issues bonds primarily for the purposes of financing the acquisition, construction, betterment and equipping of the District's buildings. Also, the District occasionally issues bonds to refund or refinance existing debt at more favorable interest rates. By state law, revenues and expenditures for debt service must be maintained in a separate fund. Borrowing from the Debt Service Fund is not allowed; all resources held by the fund are held exclusively for the purposes of debt repayment and related activities.

In October of 2024 the District issued the General Obligation Facilities Maintenance, Capital Notes, and Alternative Facilities and School Building Refunding Bonds, Series 2024A, in part with the intention of refunding outstanding general obligation bonds from 2014 and 2015. The refunding was a massive success, saving taxpayers of the District \$8,004,830, beginning with taxes payable in 2026 and ending with taxes payable in 2036.

The District's underlying credit rating by Moody's Ratings®, most recently affirmed in **October 2024**, is Aaa - the highest rating possible. The District is one of only three school districts in the State of Minnesota and one of approximately 90 across the United States to hold the coveted rating.

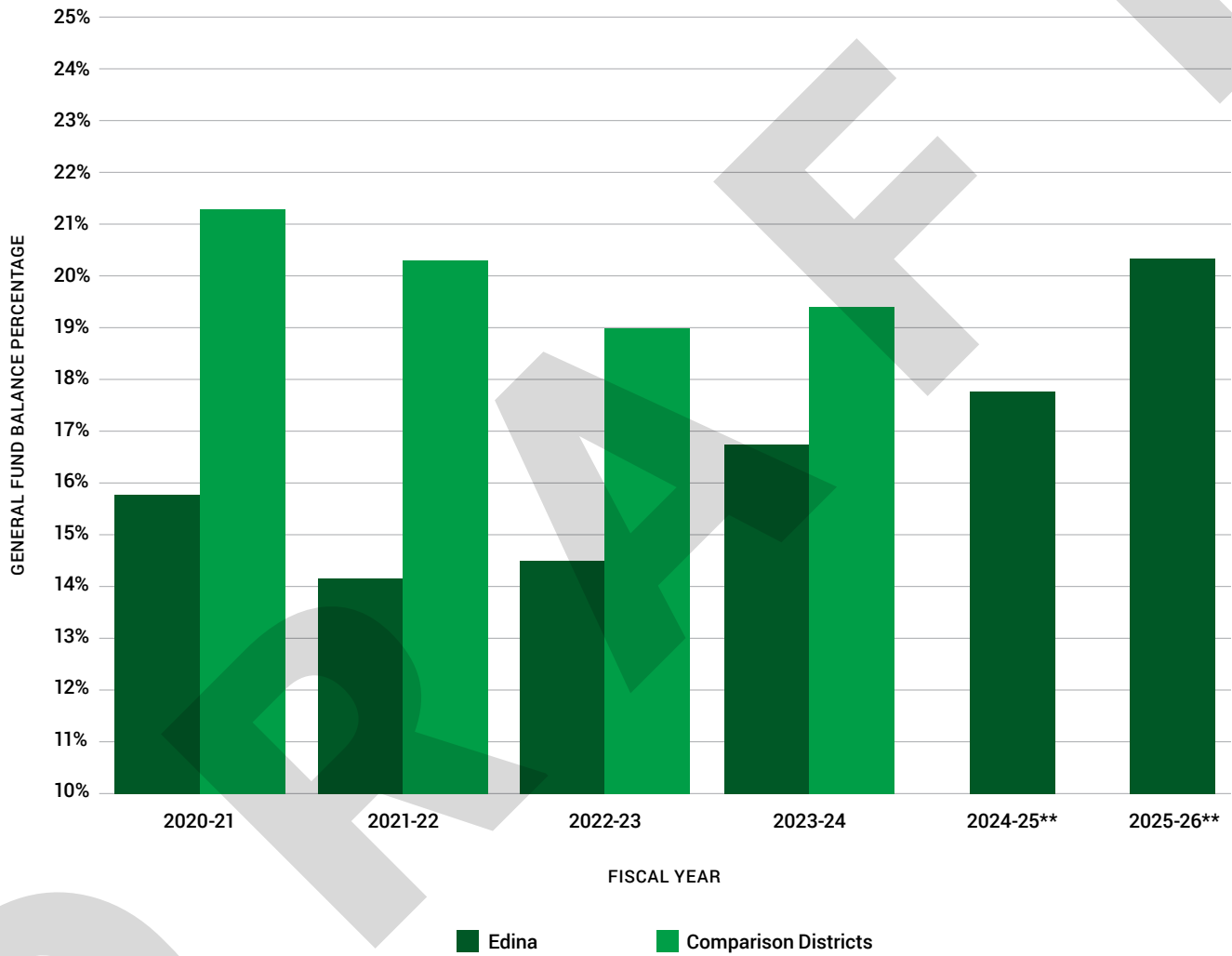
# Preliminary Budget Executive Summary



## Fund Balance Report

	Fiscal Year 2024			Fiscal Year 2025			Fiscal Year 2026		
	Ending Fund Balances	Final Budgeted Revenues	Final Budgeted Expenditures	Final Budgeted Transfers In/(Out)	Ending Fund Balances	Preliminary Revenues	Preliminary Expenditures	Preliminary Transfers In/(Out)	Preliminary Ending Fund Balances
<b>General Fund:</b>									
Nonspendable - Inventory	\$ 23,064	\$ -	\$ -	\$ -	\$ 23,064	\$ -	\$ -	\$ -	\$ 23,064
Nonspendable - Prepaid Items	6,559	-	-	-	6,559	-	-	-	6,559
<b>Total Nonspendable</b>	<b>29,623</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>29,623</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>29,623</b>
Restricted - Achievement & Integration	-	1,401,456	1,401,456	-	-	1,395,430	1,455,355	59,925	-
Restricted - Alternative Program	-	-	455,764	455,764	-	-	430,506	430,506	-
Restricted - Area Learning Center	-	-	-	-	-	-	442,261	442,261	-
Restricted - Alternative Teacher Compensation	-	2,217,301	2,223,853	6,552	-	2,215,732	2,223,204	7,292	-
Restricted - American Indian Education Aid	37,243	69,000	66,961	-	39,282	77,500	77,500	-	39,282
Restricted - Basic Skills	-	1,545,049	1,545,049	-	-	1,360,577	1,360,577	-	-
Restricted - Capital Projects Levy	67,931	8,476,346	8,445,410	-	98,867	9,184,594	9,275,273	-	8,188
Restricted - English Learner	-	551,585	798,153	246,648	-	568,865	1,553,612	984,747	-
Restricted - Gifted & Talented	-	123,555	1,163,920	1,040,365	-	123,339	1,243,992	1,120,653	-
Restricted - Learning & Development	-	1,939,167	1,939,167	-	-	1,974,313	1,974,313	-	-
Restricted - Literary Aid	-	343,843	343,843	-	-	-	-	-	-
Restricted - Literacy Incentive Aid	-	512,283	543,841	31,558	-	178,596	552,148	373,552	-
Restricted - Long-Term Facilities Maintenance	-	11,331,524	3,726,649	(7,604,875)	-	10,149,974	7,613,169	(2,536,805)	-
Restricted - Medical Assistance	318,462	-	51,500	-	266,962	300,000	112,467	-	454,495
Restricted - Operating Capital	5,207,729	5,854,011	4,132,283	-	6,929,457	4,044,323	3,554,772	-	7,419,000
Restricted - Safe Schools	-	480,576	982,568	501,992	-	491,247	913,970	422,723	-
Restricted - School Library Aid	-	152,240	152,240	-	-	152,842	152,842	-	-
Restricted - Staff Development	582,764	1,383,895	1,966,659	-	-	1,419,385	1,150,850	-	268,535
Restricted - Student Activities	34,583	-	-	-	34,583	-	-	-	34,583
Restricted - Student Support Personnel Aid	-	161,397	161,397	-	-	502,320	451,453	-	50,867
Restricted - Teacher Compensation READ Act Aid	-	310,441	310,441	-	-	-	-	-	-
<b>Total Restricted</b>	<b>6,248,712</b>	<b>36,853,589</b>	<b>30,411,154</b>	<b>(5,321,996)</b>	<b>7,369,151</b>	<b>34,139,037</b>	<b>34,538,084</b>	<b>1,304,854</b>	<b>8,274,958</b>
Committed Fund Balance	2,484,388	-	-	-	2,484,388	-	-	62,744	2,547,132
Assigned - Department/Site Carryover	1,872,667	493,475	500,075	-	1,866,067	603,700	599,676	-	1,870,091
Assigned - OPEB & Severance	4,983,033	-	-	250,000	5,233,033	-	-	250,000	5,483,033
Assigned - Literacy	863,824	-	-	-	863,824	-	-	-	863,824
Assigned - Paid Family Medical Leave	600,000	-	-	150,000	750,000	-	-	300,000	1,050,000
Assigned - Unemployment Insurance	325,000	-	-	75,000	400,000	-	-	300,000	700,000
<b>Total Assigned</b>	<b>8,644,524</b>	<b>493,475</b>	<b>500,075</b>	<b>475,000</b>	<b>9,112,924</b>	<b>603,700</b>	<b>599,676</b>	<b>850,000</b>	<b>9,966,948</b>
Unassigned Fund Balance	9,202,273	127,547,950	122,834,912	(2,757,879)	11,157,432	132,872,091	127,356,603	(4,754,403)	11,918,517
<b>Total General Fund</b>	<b>\$ 26,609,520</b>	<b>\$ 164,895,014</b>	<b>\$ 153,746,141</b>	<b>\$ (7,604,875)</b>	<b>\$ 30,153,518</b>	<b>\$ 167,614,828</b>	<b>\$ 162,494,363</b>	<b>\$ (2,536,805)</b>	<b>\$ 32,737,178</b>
<b>Food Service Fund:</b>									
Nonspendable - Inventory	113,966	-	-	-	113,966	-	-	-	113,966
Restricted - Food Service	1,938,457	5,100,214	4,871,973	-	2,166,698	5,265,078	5,058,082	-	2,373,694
<b>Total Food Service Fund</b>	<b>2,052,423</b>	<b>5,100,214</b>	<b>4,871,973</b>	<b>-</b>	<b>2,280,664</b>	<b>5,265,078</b>	<b>5,058,082</b>	<b>-</b>	<b>2,487,660</b>
<b>Community Service Fund:</b>									
Restricted - Community Education	1,736,480	12,052,968	11,955,654	-	1,833,794	12,505,804	12,086,317	-	2,253,281
Restricted - Early Childhood Family Education	300,629	666,091	666,948	-	299,772	747,979	728,591	-	319,160
Restricted - School Readiness	93,538	263,041	262,053	-	94,526	265,507	265,255	-	94,778
Restricted - Community Service	144,126	313,979	210,743	-	247,362	253,642	218,087	-	282,117
<b>Total Community Service Fund</b>	<b>2,274,773</b>	<b>13,296,079</b>	<b>13,095,398</b>	<b>-</b>	<b>2,475,454</b>	<b>13,772,932</b>	<b>13,299,050</b>	<b>-</b>	<b>2,949,336</b>
<b>Building Construction Fund:</b>									
Restricted - Building Construction	932,285	-	-	-	932,285	-	-	-	932,285
Restricted - Long-Term Facilities Maintenance	2,347,798	7,117,911	9,594,142	7,604,875	7,476,442	300,000	8,208,672	2,536,805	2,104,575
Restricted - Building Projects Funded by COPs	-	-	-	-	-	-	-	-	-
<b>Total Building Construction Fund</b>	<b>3,280,083</b>	<b>7,117,911</b>	<b>9,594,142</b>	<b>7,604,875</b>	<b>8,408,727</b>	<b>300,000</b>	<b>8,208,672</b>	<b>2,536,805</b>	<b>3,036,860</b>
<b>Debt Service Fund:</b>									
Restricted - Debt Service	3,277,220	115,011,011	114,697,405	-	3,590,826	18,113,179	17,636,304	-	4,067,701
<b>Total Debt Service Fund</b>	<b>3,277,220</b>	<b>115,011,011</b>	<b>114,697,405</b>	<b>-</b>	<b>3,590,826</b>	<b>18,113,179</b>	<b>17,636,304</b>	<b>-</b>	<b>4,067,701</b>
<b>Internal Service Fund:</b>									
Internal Service Fund	468,007	910,000	910,000	-	468,007	910,000	910,000	-	468,007
<b>Total Internal Service Fund</b>	<b>468,007</b>	<b>910,000</b>	<b>910,000</b>	<b>-</b>	<b>468,007</b>	<b>910,000</b>	<b>910,000</b>	<b>-</b>	<b>468,007</b>
<b>Total Governmental Funds</b>	<b>\$ 37,962,026</b>	<b>\$ 306,330,229</b>	<b>\$ 296,915,059</b>	<b>\$ -</b>	<b>\$ 47,377,196</b>	<b>\$ 205,976,017</b>	<b>\$ 207,606,471</b>	<b>\$ -</b>	<b>\$ 45,746,742</b>
<b>Fund Balance Calculation</b>									
	<b>FY2024</b>	<b>FY2025</b>	<b>FY2026</b>						
Statutory Operating Debt Calculation (SOD):	16.75%	18.55%	19.21%						
Unassigned Fund Balance Percentage:	7.40%	9.08%	8.87%						
Committed Fund Balance Percentage:	2.00%	2.00%	2.00%						
Comparable school district average SOD calculation for fiscal year 2024:	18.26%								

## GENERAL FUND BALANCE HISTORY AND COMPARISONS



\* The fund balance categories included in the stated figures are those used by the Department of Education to calculate statutory operating debt.

\*\* Comparison school district data was not available at the time of reporting.

# Preliminary Budget Executive Summary



## Adopted Revenue, Expenditures, and Changes in Fund Balances – Governmental Funds

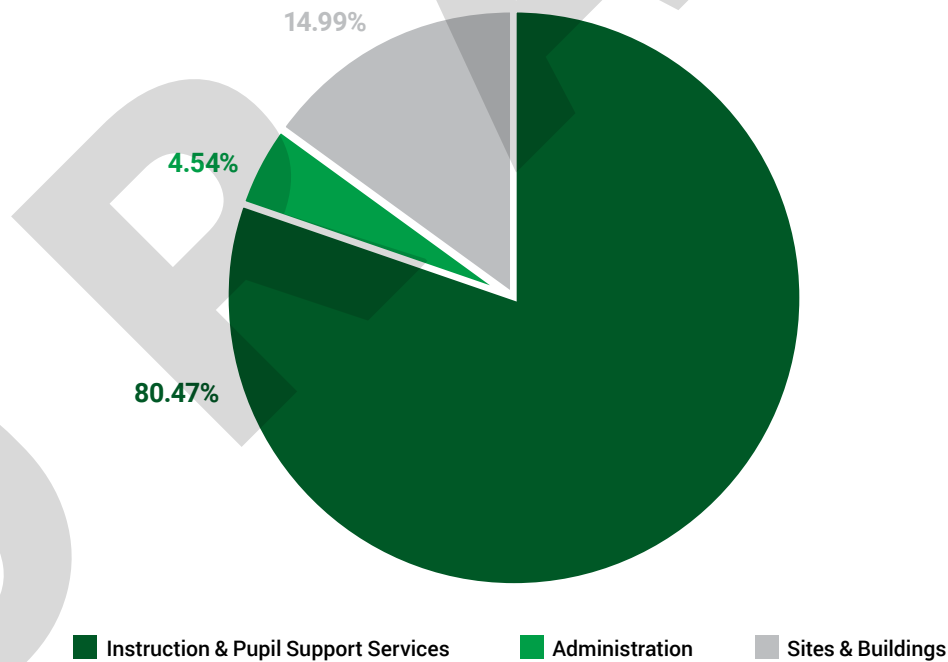
For the Fiscal Year Ended June 30, 2026

	General Fund	Capital Projects - Building Construction Fund	Debt Service Fund	Non-Major Funds - Special Revenue Funds	Total Governmental Funds
<b>Revenue</b>					
Local Sources					
Property Taxes	\$ 56,503,097	\$ -	\$ 17,909,166	\$ 1,534,104	\$ 75,946,367
Investment Earnings	1,656,495	300,000	204,013	120,000	2,280,508
Other	3,323,235	-	-	12,272,046	15,595,281
State Sources	103,833,904	-	-	3,634,822	107,468,726
Federal Sources	2,298,097	-	-	1,477,038	3,775,135
<b>Total Revenue</b>	<b>167,614,828</b>	<b>300,000</b>	<b>18,113,179</b>	<b>19,038,010</b>	<b>205,066,017</b>
<b>Expenditures</b>					
Current					
Administration	4,407,201	-	-	-	4,407,201
District Support Services	3,090,644	-	-	-	3,090,644
Elementary and Secondary Regular Instruction	72,239,587	-	-	-	72,239,587
Vocational Education Instruction	450,872	-	-	-	450,872
Special Education Instruction	30,587,521	-	-	-	30,587,521
Instructional Support Services	11,374,013	-	-	-	11,374,013
Pupil Support Services	12,465,848	-	-	-	12,465,848
Sites and Buildings	11,060,033	-	-	-	11,060,033
Fiscal and Other Fixed Cost Programs	1,435,913	-	-	-	1,435,913
Food Service	-	-	-	5,058,082	5,058,082
Community Service	-	-	-	13,299,050	13,299,050
Capital Outlay	13,624,590	8,208,672	-	-	21,833,262
Debt Service					
Principal	1,099,674	-	10,020,000	-	11,119,674
Interest	658,467	-	7,616,304	-	8,274,771
<b>Total Expenditures</b>	<b>\$ 162,494,363</b>	<b>\$ 8,208,672</b>	<b>\$ 17,636,304</b>	<b>\$ 18,357,132</b>	<b>\$ 206,696,471</b>
Excess (Deficiency) of Revenue Over Expenditures	5,120,465	(7,908,672)	476,875	680,878	(1,630,454)
<b>Other Financing Sources (Uses)</b>					
Transfers In	-	2,536,805	-	-	2,536,805
Transfers (Out)	(2,536,805)	-	-	-	(2,536,805)
<b>Total Other Financing Sources (Uses)</b>	<b>(2,536,805)</b>	<b>2,536,805</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net Change in Fund Balances</b>	<b>\$ 2,583,660</b>	<b>\$ (5,371,867)</b>	<b>\$ 476,875</b>	<b>\$ 680,878</b>	<b>\$ (1,630,454)</b>

## General Fund Expenditures by Program

For the Fiscal Year Ended June 30, 2026

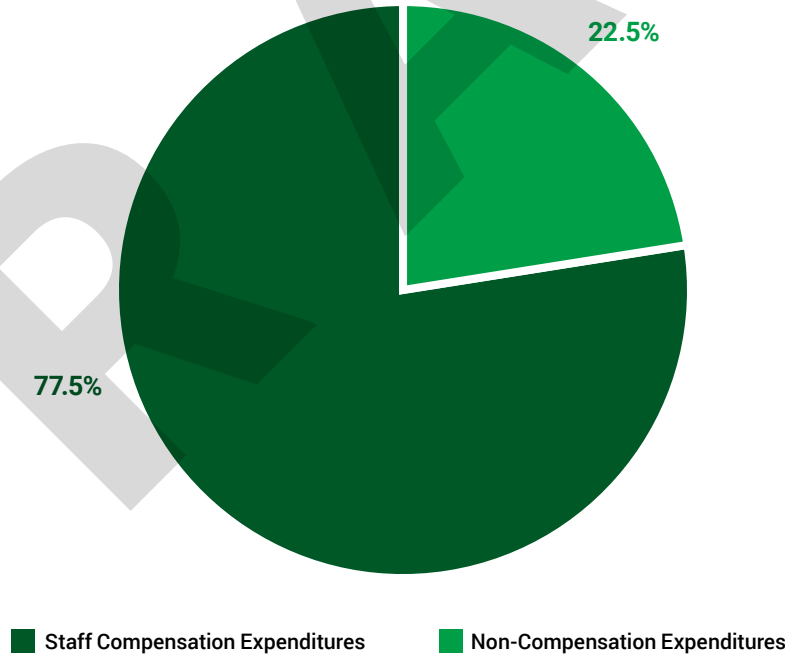
Program Description	FY2024 Audited	FY2025 Budgeted	FY2026 Budgeted	Percentage by Program
Administration	\$ 4,481,162	\$ 4,577,785	\$ 4,407,201	2.67%
District Support Services	3,105,578	3,366,278	3,090,644	1.87%
Elementary and Secondary Regular Instruction	66,145,066	68,550,374	72,474,587	43.92%
Vocational Education Instruction	772,098	532,634	450,872	0.27%
Special Education Instruction	26,619,424	28,729,275	30,597,521	18.54%
Instructional Support Services	14,514,100	15,902,358	16,632,934	10.08%
Pupil Support Services	13,522,973	13,509,715	12,638,461	7.66%
Sites and Buildings	24,961,726	25,174,117	23,303,035	14.12%
Fiscal and Other Fixed Cost Programs	769,105	1,008,480	1,435,913	0.87%
<b>Total</b>	<b>\$ 154,891,232</b>	<b>\$ 161,351,016</b>	<b>\$ 165,031,168</b>	<b>100.00%</b>



## General Fund Expenditures by Object

For the Fiscal Year Ended June 30, 2026

Program Description	FY2024 Audited	FY2025 Budgeted	FY2026 Budgeted	Percentage by Object
Salaries and Wages	\$ 91,327,677	\$ 93,717,730	\$ 97,156,704	57.99%
Employee Benefits	28,475,744	30,805,076	32,823,787	19.52%
Purchased Services	12,943,623	11,755,013	11,284,313	7.19%
Supplies and Materials	4,473,488	5,166,968	5,277,198	2.98%
Capital Expenditures	12,323,746	11,730,970	15,382,731	7.17%
Other Expenditures	572,405	570,384	569,630	0.36%
Other Financing Uses	4,774,549	7,604,875	2,536,805	4.79%
<b>Total</b>	<b>\$ 154,891,232</b>	<b>\$ 161,351,016</b>	<b>\$ 165,031,168</b>	<b>100.00%</b>



# Preliminary Budget Executive Summary



## Scheduled Debt Service Activity

For the Fiscal Year Ended June 30, 2026

Debt Issue	Issue Date	Coupon Rate	Final Maturity	Balance at June 30, 2025	Principal Payments	Interest Payments	Balance at June 30, 2026
General Obligation Bonds, Series 2017A	4/13/17	2.50%-4.00%	2/1/31	\$ 15,685,000	\$ 1,935,000	\$ 487,175	\$ 13,750,000
General Obligation Bonds, Series 2019A	5/2/19	3.00%-5.00%	2/1/36	24,075,000	-	789,250	24,075,000
General Obligation Bonds, Series 2020A	11/5/20	3.00%-4.00%	2/1/26	4,205,000	4,205,000	168,200	-
General Obligation Bonds, Series 2021A	5/27/21	2.00%-3.00%	2/1/31	9,315,000	1,810,000	217,800	7,505,000
General Obligation Bonds, Series 2021B	9/28/21	2.00%-3.00%	2/1/35	7,000,000	-	143,300	7,000,000
General Obligation Bonds, Series 2023A	5/11/23	4.00%-5.00%	2/1/37	6,920,000	120,000	285,050	6,800,000
General Obligation Bonds, Series 2024A	12/1/24	3.00%-5.00%	2/1/37	99,545,000	1,950,000	5,508,729	97,595,000
Certificates of Participation, Series 2011C	11/17/11	2.00%-3.75%	4/1/27	265,000	130,000	9,775	135,000
Certificates of Participation, Series 2022A	11/9/22	4.00%-5.00%	4/1/38	13,075,000	740,000	616,100	12,335,000
Capital Leases (Various)	Various	2.69%-5.20%	Various	968,513	229,674	32,591	738,839
<b>Total</b>				<b>\$181,053,513</b>	<b>\$ 11,119,674</b>	<b>\$ 8,257,971</b>	<b>\$169,933,839</b>

## Five-Year General Fund Forecast

Fiscal Years 2026 through 2030

	Fiscal Year					
	2025	2026	2027	2028	2029	2030
<b>Revenue</b>						
Property Taxes	\$ 56,342,166	\$ 56,503,097	\$ 54,492,560	\$ 55,387,696	\$ 54,915,531	\$ 55,784,676
State Sources	101,061,195	103,833,904	106,065,411	108,405,280	110,463,097	112,612,297
Federal Sources	2,084,618	2,298,097	2,355,246	2,355,246	2,355,246	2,355,246
Miscellaneous Local	3,895,425	4,979,730	4,395,228	4,318,129	4,248,740	3,624,238
Other Financing Sources	1,511,610	-	-	-	-	-
<b>Total Revenue</b>	<b>164,895,014</b>	<b>167,614,828</b>	<b>167,308,445</b>	<b>170,466,352</b>	<b>171,982,615</b>	<b>174,376,457</b>
<b>Expenditures</b>						
Salaries	93,842,109	97,156,704	102,066,131	106,617,691	110,175,143	114,828,688
Benefits	30,680,697	32,823,787	34,189,356	35,453,092	36,610,691	37,917,884
Purchased Services	11,755,013	11,284,313	11,972,630	12,642,147	13,265,431	13,923,071
Supplies & Materials	5,166,968	5,277,198	5,540,044	5,817,517	6,108,808	6,414,646
Capital Expenditures	11,730,970	15,382,731	15,813,351	16,109,439	16,562,044	16,768,985
Other Expenditures	570,384	569,630	586,719	604,322	622,451	641,127
Other Financing Uses	7,604,875	2,536,805	1,635,281	1,612,200	1,474,253	1,412,584
<b>Total Expenditures</b>	<b>161,351,016</b>	<b>165,031,168</b>	<b>171,803,512</b>	<b>178,856,408</b>	<b>184,818,821</b>	<b>191,906,985</b>
Change in Fund Balance	3,543,998	2,583,660	(4,495,067)	(8,390,056)	(12,836,207)	(17,530,528)
<b>Fund Balances</b>						
Nonspendable	29,623	29,623	29,623	29,623	29,623	29,623
Restricted	7,369,151	8,274,958	7,324,975	8,352,769	9,246,729	10,219,393
Committed	2,484,388	2,547,132	2,807,646	2,906,620	3,029,666	2,978,988
Assigned	9,112,924	9,966,948	7,166,697	7,166,697	7,166,697	7,166,697
Unassigned	11,157,432	11,918,517	10,913,170	1,396,347	(12,456,867)	(30,909,380)
<b>Total Fund Balances</b>	<b>\$ 30,153,518</b>	<b>\$ 32,737,178</b>	<b>\$ 28,242,112</b>	<b>\$ 19,852,055</b>	<b>\$ 7,015,849</b>	<b>\$ (10,514,679)</b>
Unassigned Fund Balance	9.39%	8.87%	7.77%	0.96%	(8.22%)	(20.75%)

Disclaimer: This forecast **should not** be used as a budget appropriations document.

The District administration has utilized the combination of “level services” and “revenue based” budgeting approaches to update its five-year General Fund forecast for fiscal years 2026 through 2030. This means, in basic terms, that the District plans to offer the same educational programming and support services that it currently offers, adjusted for the revenue it anticipates generating in 2025-26 and beyond, as well as inflationary increases to existing expenditures. This form of budgeting is common in school districts and other local government organizations.

The administration has applied conservative assumptions for both revenues and expenditures in future years. Generally, the administration has assumed that enrollment will remain flat and both appropriations from the state and taxing authority will be mostly flat. For expenditures, the administration is assuming that salaries, benefits, purchased services, and supplies will all increase at rates that are greater than revenues. This has been typical in public education for decades.

A more detailed description of the administration’s forecasting methodology can be found among past [School Board Reports](#).

III.F. Local Wellness Policy

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



**Board Meeting Date:** 5/20/2025

**Title:** Local Wellness Policy

**Type:** Discussion

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

**Description:** The Healthy, Hunger-Free Kids Act (HHFKA) of 2010 established that local education agencies participation in the National School Lunch Program must develop and maintain a local wellness policy. At a minimum, the wellness policy must include: specific goals for nutrition education and physical activity; standards and nutrition guidelines for all food and beverage sold to students during the school day; policies for food and beverage marketing; and description of public involvement in maintaining the policy. The District administration is committed to strengthening adherence to policy standards through future policy committee and wellness committee meetings.

*Executive Summary: Compliance with Edina Public Schools Policy 533 – Wellness*

*Edina Public Schools (EPS) is committed to fostering an environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity. This executive summary outlines EPS's adherence to Policy 533 – Wellness, demonstrating compliance with federal, state, and local guidelines.*

#### *I. Purpose and General Policy*

*EPS recognizes the integral role of nutrition and physical activity in student success. The district's wellness policy aims to:*

- *Promote healthy eating and physical activity.*
- *Encourage involvement from students, parents, teachers, food service staff, and other stakeholders.*
- *Provide access to affordable, nutritious, and appealing foods.*
- *Ensure a clean, safe, and pleasant setting for meals.*

*These objectives align with federal standards.*

#### *II. Nutrition Education and Promotion*

- *EPS integrates nutrition education into various subjects, ensuring it is:*
- *Developmentally appropriate and culturally relevant.*
- *Engaging through activities like contests, promotions, and field trips.*
- *Part of health education classes and other relevant subjects.*

*The district promotes healthy food choices through education and discourages using food as rewards or withholding it as punishment, except where specified in individual education plans.*

### *III. Physical Activity*

*EPS provides students with opportunities for physical activity, including*

- *Regular physical education classes.*
- *Incorporation of physical activity into other subject lessons.*
- *Short physical activity breaks between lessons or classes.*

*The district ensures that students have access to physical activity that is inclusive and accommodating of disabilities and other special needs.*

### *IV. Food and Beverage Guidelines*

*EPS adheres to the following guidelines for foods and beverages:*

- *All foods and beverages made available on campus meet or exceed USDA Dietary Guidelines.*
- *Competitive foods, including items sold a la carte and through vending machines, comply with USDA Smart Snacks standards.*
- *Meals accommodate religious, ethnic, and cultural diversity.*
- *Clean, safe, and pleasant settings are provided with adequate time for students to eat.*

*The district also ensures that students have access to handwashing or hand sanitizing before meals and reasonable access to water during the school day.*

### *V. Implementation and Monitoring*

*EPS has established procedures to implement and monitor the wellness policy:*

- *A designated Wellness Coordinator oversees policy implementation.*
- *Each school site leader ensures compliance and provides annual reports on progress.*
- *A triennial assessment evaluates compliance and progress toward goals, with results made available to the public.*

*The district retains records documenting compliance, including the wellness policy, community involvement documentation, and triennial assessment reports.*

### *VI. Community Involvement*

*EPS encourages community involvement through:*

- *Engagement of students, parents, teachers, and other stakeholders in policy development and implementation.*
- *Communication of policy updates and opportunities for participation.*
- *Consideration of community input in policy revisions and assessments.*

*The district's commitment to community involvement ensures that the wellness policy reflects the needs and values of the EPS community.*

**Recommendation:** There is no recommended action.

**Desired Outcomes from the Board:** Be prepared to discuss or provide input regarding the District's current wellness policy, including potential improvements or modifications.

### **Attachments:**

1. Policy 533 – Student Wellness

## Students

### Student Wellness – Food, Nutrition and Physical Activity

#### I. Purpose

This policy supports a school environment that promotes student wellness, prevents and reduces childhood obesity, and assures that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state and federal standards.

#### II. General Statement of Policy

- A. The school district recognizes that nutrition promotion and education, and physical activities that promote student wellness, are components of the educational process, and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The district encourages the involvement of students, parents, representatives of the school food authority, teachers, food service employees, school health professionals, the school board, school administrators and the general public in the development, implementation, and periodic review and update of the district's wellness policy.
- D. Students need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. Students will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service employees, in partnership with the district, will:
  1. provide healthy food choices within the United States Department of Agriculture ("USDA") guidelines and compliance with all applicable federal, state and local laws, rules and regulations;
  2. offer fresh, high quality, minimally processed foods;
  3. promote whole foods, natural fibers and other natural nutrients;
  4. minimize saturated fats and added sugars;

5. teach lifelong healthy eating habits that reinforce the belief of moderate consumption in all food groups;
6. provide access to and information about a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students;
7. consider the religious, ethnic, and cultural diversity of the student body in meal planning; and
8. provide a healthy dining experience with clean, safe, and pleasant settings and adequate time for students to eat.

### III. Wellness Goals

#### A. Nutrition Promotion and Education

1. The school district will encourage and support healthy eating and hydration by students and engage in nutrition promotion that is:
  - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
  - b. part of health education classes as well as classroom instruction, when appropriate; and
  - c. enjoyable, developmentally appropriate, and culturally relevant.
2. The district will encourage all students to make age appropriate healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines and vending machines.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward (unless this practice is allowed by a student's individual education plan or behavior intervention plan), or withheld as punishment.

#### B. Physical Activity

Students need opportunities for physical activity and to embrace regular physical activity as a personal behavior. The district provides opportunities to be active to reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities.

### C. Communications with Parents

1. The district will provide information about its food service programs, physical and nutrition education, and other district-sponsored physical activity opportunities.
2. The district encourages parents to pack healthy lunches and snacks.
3. The district will provide to staff and parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards for lunches, snacks, celebrations, fundraising, etc.

### D. School Food Service Program/Personnel

1. The school district will designate an appropriate person to be responsible for the school district's food service program, whose duties will include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the district's responsibility to operate a food service program, the district will provide continuing professional development for all food service personnel in schools.

### E. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria and from vending machines.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

### F. Food and Beverage Marketing in Schools

1. School Food Service program marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of those foods and beverages that meet the Smart Snacks nutrition standards during the school day, as per Federal Guidelines.

#### IV. Wellness Leadership and Community Involvement

- A. This student wellness policy and associated practices will be implemented throughout the Edina Public Schools and monitored by the Student Wellness Committee. The direction of the committee will come from the Superintendent or designee, who will serve as chair(s) of the committee.
- B. The Student Wellness Committee will meet at least twice each year, convened by the chair(s), to participate in the development, implementation, and periodic review and update of the wellness policy. The Committee will be comprised of district administration, the food services manager, dietician, health services coordinator, physical education and mental health education staff, site administration, and at least three parent representatives, one from each level (elementary, middle and high school). All meetings will be open to the public.
- C. School food service staff will ensure compliance within the school's food service areas, and will report concerns to the Student Wellness Committee or chair(s), as appropriate.
- E. The chair(s) will ensure compliance with the student wellness policy and provide an annual report of policy compliance to the school board.

#### V. Policy Implementation and Monitoring

##### A. Annual Reporting

- 1. The chair(s) will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

##### B. Triennial Assessment

- 1. At least once every three years, the district will evaluate compliance with the wellness policy to assess policy implementation and create a report that includes the following information:
  - a. the extent to which the district's wellness policy compares to model local wellness policies; and
  - b. a description of the progress made in attaining the goals of the district's wellness policy.
- 2. The chair(s) will be responsible for conducting the triennial assessment.
- 3. The triennial assessment report will be posted on the district's website or otherwise made available to the public.

## D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the district's jurisdiction efforts to review and update the wellness policy.

### Legal References:

7 U.S.C. § 5341 (Establishment of Dietary Guidelines)  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
42 U.S.C. § 1758b (Local School Wellness Policy)  
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)  
7 C.F.R. § 210.10 (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)  
Minn. Stat. § 121A.215 (Local School District Wellness Policies)

Policy  
adopted: 4/14/08  
amended: 8/15/11  
amended: 3/12/12  
revised: 3/17/14  
revised: 4/9/18  
reviewed: 8/10/20

INDEPENDENT SCHOOL DISTRICT 273  
Edina, Minnesota

## **Edina Public Schools' Food and Nutrition Wellness Standards**

Students' lifelong eating habits are influenced by the types of food and beverages available to them at school. The school nutrition program promotes health through menus that feature a variety of appealing and nutritious offerings prepared at each school. The nutrition program is guided by the district wellness policy as developed by a collaborative community process.

In recognition of the above statements, the district will adhere to the following standards.

### **1. Provide healthy food choices within USDA guidelines.**

- a. Menu planning will focus on providing a variety of fruits, vegetables, legumes, whole grains, lean proteins and fat free foods.
- b. Weekly average calories will meet the age specific USDA guidelines.
- c. Saturated fat content will be less than or equal to 10% of total calories per week.
- d. Trans fat content will be zero, unless naturally occurring in products.
- e. Sodium content will meet the USDA weekly average requirement by grade group.
- f. Free water will be available in the cafeteria at breakfast and lunch.

### **2. Offer fresh, high quality and minimally processed food.**

- a. Fast food branded menu options will not be offered in any grade levels.
- b. Products will be prepared fresh each lunch service as possible.
- c. Fresh and locally sustainable foods will be offered, when possible.
- d. Skim, 1% and lactose free white milk and skim chocolate milk will only be offered.
- e. Meats and poultry will not contain textured vegetable protein as filler, be treated with ammonium hydroxide.
- f. The purchases of meats certified to be from animals not treated with antibiotics and growth hormones will continue to increase.
- g. The use of products containing artificial colors, additives and preservatives will be minimized.

### **3. Promote the use of whole grains, natural fibers, vegetables, fruits and nutrient-rich foods**

- a. Grains will be at least 50% whole grain.
- b. Whole grains (e.g. brown rice, couscous, wild rice) will be offered at least once per week and in their natural state.
- c. Legumes will be offered a minimum of once per week.
- d. At least four fruit options (minimum one fresh fruit) and three vegetable options (minimum two fresh vegetables) will be offered daily.

### **4. Minimize the amount of saturated fats and added sugars.**

- a. Products that contain high fructose corn syrup will be eliminated.
- b. Artificial sweeteners will not be used or offered.
- c. Healthy olive oil blend will be used as a fat source in food preparation.

### **5. Teach lifelong healthy eating habits that reinforce the belief of moderate consumption in all food groups.**

- a. A variety of entrées and appropriate side items will be available for students to choose a complete meal following the MyPlate model as recommended by the 2010 USDA Dietary Guidelines for Americans.
- b. Food services employees and teachers will receive the training they need to promote healthy eating with MyPlate.
- c. MyPlate educational materials will be displayed in the cafeteria to promote healthy eating.
- d. The MyPlate icon visual will be included on combo meal program documents.

### **6. Provide information about a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.**

- a. Information about the nutritional content and ingredients of meals will be communicated to students, families and district employees.
- b. Special diet and food allergy information will be coordinated through the school nurse and needed

accommodation provided by the food services program.

- c. Training will be provided for employees annually.
- d. Free and reduced meal program options will be communicated to families.
- e. The district's food service will not prepare or serve products containing nuts.

**7. Consider the religious, ethnic, and cultural diversity of the student body in meal planning.**

- a. Menus will reflect a wide variety of diverse items.

Established: 3/17/14

## APPENDIX II

### EDINA PUBLIC SCHOOLS NUTRITION PROVISIONS

The following chart provides the regulations and additional provisions that guide the district's food services program. The "Additional Provisions" are aspirational statements to strive towards.

Food Group	Serving Size	HHFKA Regulations	Additional Provisions
Breads	NSLP	All grains must be whole grain rich (51% or more whole grain)	No highly processed, bleached, enriched or refined grain products Minimal hydrogenated fat 5 grams or less fat per serving
Rice, pasta and grain products	NSLP	All grains must be whole grain rich (51% or more whole grain)	No highly processed, bleached, enriched or refined grain products Pasta and rice: 100% whole grain No fat or salt added in preparation
Cereal and breakfast bars	NSLP	50% or more whole grains by weight or whole grain as first ingredient 10% of Daily Value of a nutrient < 35% calories from fat per serving < 35% of sugar weight per item	No high fructose corn syrup No artificial colors or ingredients No bleached flour No artificial sweeteners 1.5 grams or less saturated fat per serving
Fruits	NSLP	Frozen/dried: no added sugar	Fresh: locally, sustainably grown when available Canned: packed in 100% juice
Vegetables	NSLP	Weekly requirement of dark green, orange/red, legumes/beans, starchy	Fresh, locally, sustainably grown when available No added saturated fat
Cheese	NSLP		Natural or pasteurized processed No additives, preservatives, artificial ingredients or coloring No added hormones No cheese food or spread
Yogurt	8 oz. or less	< 35% of sugar weight per item	Made with live cultures, lowfat, BGH free Sugar is not the first ingredient No artificial colors, ingredients, additives or preservatives No artificial sugar or high fructose corn syrup
Meat and meat alternatives	NSLP		Locally sourced, sustainably raised Whole muscle poultry No highly processed products, 2% or less additives or nitrites
Ice cream, frozen yogurt or fruit bar	NSLP	< 35% of sugar weight per item < 35% calories from fat per serving	Milk product is first ingredient in ice cream Fruit juice is first ingredient in fruit bar No artificial colors, ingredients, sweeteners or high fructose corn syrup
Cookies and baked goods	1.3 oz. fresh baked cookie, NSLP for other products	< 35% of sugar weight per item < 35% calories from fat per serving 50% or more whole grain by weight or whole grain as first ingredient	Elementary: Cookie special occasion only Middle: fresh cookies M-W-F High School: fresh cookies daily No artificial sweeteners or high fructose corn syrup No artificial colors, ingredients or preservatives 1.5 grams saturated fat or less per serving
Snack mix, crackers, chips popcorn (middle and high schools only)	NSLP	< 200 mg sodium per serving < 200 cal/serving, incl. condiments < 35% calories from fat per serving 50% or more whole grain by weight or whole grain as first ingredient	No artificial sweeteners, preservatives or additives No highly processed, bleached, enriched or refined grain products
Milk	8 oz. elementary 8-12 oz. secondary	1% or skim white milk Chocolate skim	No artificial sugar BHT and BGH free
Water	No size limit	Free tap water offered at meals	No added sugar or artificial sugar
Fruit/Veg. juice beverages	4 oz. elementary 4-12 oz. secondary	100% fruit/vegetable juice	No artificial colors, ingredients or preservatives
Coffee/tea (high school only)	10 oz.		Organic plain/flavored Limit two creams/sugar packets
Calories, Daily	Based on 5 day week average	Elementary Middle High School Elementary Middle High School	B = 350-500 B = 400-550 B = 450-600 L = 550-650 L = 600-700 L = 750-850
Saturated Fat	Weekly average	10% or less of total calories	
Trans Fat	All foods	No added trans fats, < 5 grams/serving	
Sodium	Weekly average	Elementary Middle High School	B < 540; L < 1230 B < 600; L < 1360 B < 640; L < 1420
A la carte entrée items	Serving	< 350 calories < 480 mg sodium	< 35% cal of fat < 35% sugar

Key: NSLP = National School Lunch Program; HHFKA = Healthy and Hunger-Free Kids Act; B = Breakfast; L = Lunch  
All policy statements regarding the elimination of ingredients are subject to flexibility based on availability.

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**