

Work Session

Tuesday, April 23, 2024 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**



DEFINING EXCELLENCE

**School Board Work Session
Tuesday, April 23, 2024; 5:00 PM
ECC Room 350**

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Action

A. Edina High School LTFM Phase II – Rejection of Construction Bids

Description: At the April 8, 2024, regular meeting, the School Board approved construction bids for the Edina High School LTFM Phase II project. Subsequent to Board approval it was discovered that one of the work scopes included in the approved bids, drywall (09-A), which was awarded to the construction firm Commercial Drywall, Inc., did not include an unforeseen scope allowance and thus does not conform to bid specifications. The District considers the bid to be nonresponsive.

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

Recommendation: Rescind prior Board approval of Commercial Drywall, Inc.'s construction bid in the amount of \$171,160 and formally reject the bid as nonresponsive. Authorize the District administration to re-bid the work scope at a later date.

IV. Discussion

A. Transition Program Planning

Description: Update on Transition program planning.

Presenter(s): Jody Remsing, Director of Student Support Services; Joanne Karch, Assistant Director of Student Support Services; and Carrie Carroll, Chair of the Special Education Advisory Council

B. Response to American Indian Vote of Non-Concurrence for American Indian Education Aid

Description: Update on the work to address recommendations from the American Indian Parent Advisory Committee.

Presenter(s): Frannie Becquer, Director of Achievement Equity and Multilingual Programming

C. Overview of Continued Budget Process

Description: Additional analysis of the FY 25 Budget Reallocation, Reduction, Revenue Generation Process (BRRRG).

Presenter(s): Dr. Stacie Stanley, Superintendent

V. Leadership and Committee Updates

VI. Superintendent Updates

VII. Adjournment

III. Action

III.A. Edina High School LTFM Phase II -
Rejection of Construction Bids



Board Meeting Date: 4/23/2024

Title: Edina High School LTFM Phase II – Rejection of Construction Bids

Type: Action

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

Description: At the April 8, 2024 Regular Meeting, the School Board approved construction bids for the Edina High School LTFM Phase II project. Subsequent to Board approval it was discovered that one of the work scopes included in the approved bids, drywall (09-A), which was awarded to the construction firm Commercial Drywall, Inc., did not include an unforeseen scope allowance and thus does not conform to bid specifications. The District considers the bid to be nonresponsive.

Recommendation: Rescind prior Board approval of Commercial Drywall, Inc.'s construction bid in the amount of \$171,160 and formally reject the bid as nonresponsive. Authorize the District administration to re-bid the work scope at a later date.

Desired Outcomes from the Board: Approve the District administration's recommended action.

Attachments:

1. Drywall Bid Rejection Recommendation Letter

April 12, 2024

Mr. Eric Hamilton
Edina Public Schools District, ISD#273
5701 Normandale Road
Edina, MN 55424

RE: **Edina High School Mechanical Renovations Phase 2**
Reject WS 09-A Drywall

Dear Mr. Hamilton

This letter is concerning our recommendations to reject WS 09-A Drywall for the above referenced project that was bid on March 28, 2024.

After reviewing with the project team, it was determined that there was a financial omission in the proposal and further clarity needs to be provided in the bidding documentation for WS 09-A. Kraus-Anderson recommends that the bids for WS 09-A be formally rejected and re-bid at later time.

Work Scope	Contractor, City, State	Bid Amount
WS 09-A Drywall	Commercial Drywall Blaine, MN	Base Bid \$171,160.00

If you have any questions regarding this information, please do not hesitate to contact me at 612-336-6453.

Very truly yours,

KRAUS-ANDERSON® CONSTRUCTION COMPANY



Molly Jutz
Project Manager

IV. Discussion

IV.A. Transition Program Planning



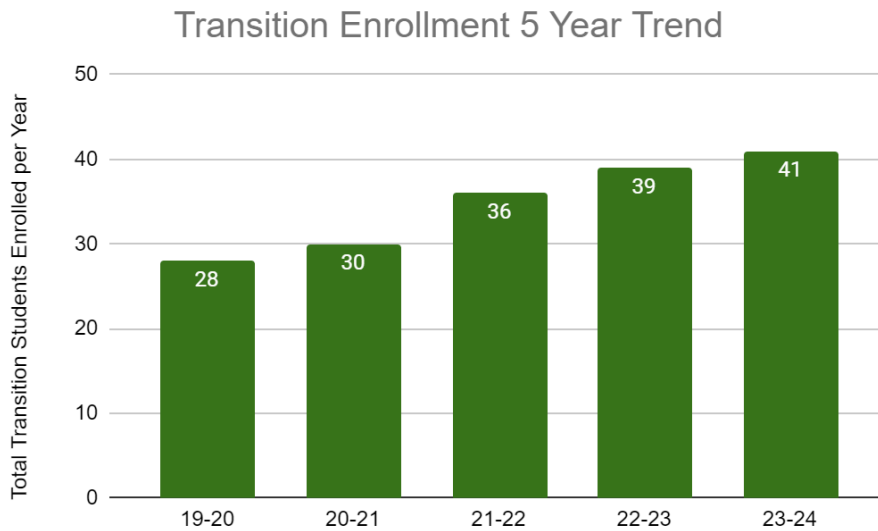
Board Meeting Date: 4/23/24

Title: Transition Program Planning

Type: Discussion

Presenter(s): Jody Remsing, Director of Student Support Services; Joanne Karch, Assistant Director of Student Support Services; and Carrie Carroll, Chair of the Special Education Advisory Council

Description: Under IDEA and Minnesota statute, transition planning and services for students with disabilities must begin by ninth grade in the areas of employment, post-secondary education/training, and independent living. Students with unmet transition needs are entitled to remain in special education until age 22.



In Edina Public Schools, the number of students requiring transition programming has grown steadily over the past five years. Currently, the district places most of our transition students in Intermediate District 287 programs at significant cost.

Tiered Services	Average Annual Cost per Student
Tier 1 (lowest needs)	\$42,120
Tier 2	\$45,314
Tier 3 (highest needs):	\$55,513

With the board's approval of the Project SEARCH job training program, our district has taken an initial step toward developing its transition continuum. Should the district decide to provide the majority of transition programming internally, we would be able to offset staffing and operational expenses with our current transition tuition expenses.

To meet student and staff needs, property acquisition would require space for a minimum of five classrooms, five student break-out spaces, a health office, a student kitchen and laundry, restroom facilities with changing table accessibility, office space for seven staff workstations, a staff lunch space with coat room for personal effects, a school office, vocational assessment room, and a conference room to hold IEP team meetings.

The Special Education Advisory Council has expressed its support for the district to pursue a transition program. By providing a continuum of in-district transition services, we would ensure students of all ages have access to high-quality programming in their community.

Recommendation: This report is an update. There is no recommendation at this time.

Desired Outcome(s) from the Board: Review the programming planning document and bring forth questions you have for the presenters.

Attachments:

1. [Transition Program Planning](#)



Phase 1: Analysis of Transition Student Population

- Student trend data
- Cost of transition placement per student

Phase 2: Space Procurement

- Building Requirements
 - Classrooms:
 - Student breakout spaces:
 - Health Office:
 - Student Kitchen Space:
 - Bathrooms:
 - Staff Space:
 - Staff Lunchroom:
 - School Office:
 - Conference Room:
 - Laundry space (could be separate space or within a classroom/ kitchen):
 - Vocational Assessment Space:
 - Transportation: 2 small busses or vans for student transportation needs
- Location Preference: near local businesses and public transportation

Phase 3: Building Design & Renovation

- Community focus groups
- Plan developed for building renovation and design that includes ADA Standards for Accessible Design
- Plan developed for furniture needs, timeline to be coordinated with construction
- Plan developed for kitchen appliance needs that meet ADA standards
- Plan developed for refrigeration of student lunches in compliance with USDA school meal standards
- Announce property procurement, groundbreaking date, and program opening date to community

Phase 4: Instructional Planning

- Community focus groups
- Program name and district branding
- Staffing determined, positions posted, staff hired
- Implementation science, curriculum adoption, curriculum purchase
- Technology, planning, purchase, and installation
- Development of course offerings and course schedule
- Develop community partnerships for work based learning
- Coordination with transportation for students to access community based learning, work experience, and pathways at HCTC (Eden Prairie)
- Coordination with food service for student meals
- Coordination with buildings and grounds for custodial services
- Determine school day hours

Phase 5: Student Planning

- Meeting with students and families for schedule development
- Student tour of new building
- Staff move into the new building

Phase 6: Programming

- First day of school
- Open house for community

IV.B. Response to American Indian Vote of Non-
Concurrence for American Indian Education Aid



Board Meeting Date: April 23, 2024

Title: Response to American Indian Vote of Non-Concurrence for American Indian Education Aid

Type: Discussion

Presenter(s): Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: Schools with more than 10 American Indian students enrolled must establish an American Indian Education Parent Advisory Committee (AIPAC). Edina Public Schools has close to 100 American Indian Students.

AIPACs serve in an advisory role to the district to help ensure American Indian students receive culturally relevant and equitable educational opportunities. Yearly, the AIPAC must meet and discuss whether or not they concur with the educational offering that the district has extended to American Indian students. If they believe the district has not met the needs of the American Indian students, they issue a vote and resolution of nonconcurrency. If a vote of nonconcurrency is issued, the board is required to respond in writing to each recommendation within 60 days of the recommendation being brought forth.

This report provides an update on the work that is being done within the Achievement Equity and Multilingual Learning Programming Department to address recommendations from Edina Public Schools AIPAC.

Recommendation: No recommendation is being made at this time. This presentation is an informational update for the board.

Desired Outcome(s) from the Board: Read materials and come prepared with questions

Attachments: Response to recommendations, following.

Response to recommendations

1. Hire a full-time American Indian Cultural Liaison (#1 - This corresponds with the recommendation number on the list shared by the AIPAC)
 - a. Working with Director Woodward, Finance, and Director Sailor, Human Resources.
 - b. Funding for the position is provided through the A and I grant and American Indian Education Aid (AIEA). To use AIEA funds, families must agree to the expenditure, and only 50% of the funds can be used towards salaries.
 - c. A permanent person on staff will be hired. Responsibilities of this cultural liaison are guided by the six focus areas found within [Minnesota Statutes 124D.74, subdivision 1](#):
 - i. Support post-secondary preparations for students
 1. The cultural liaison will regularly meet with high school students, provide academic and career mentoring, and develop college and career readiness opportunities for them.
 - ii. Support the academic achievement of American Indian students
 1. The liaison is part of the team that evaluates and reviews student academic data.
 - iii. Make curriculum relevant to the needs, interests, and cultural heritage of American Indian students
 1. The liaison will work with teachers to understand course units of instruction and will be a resource for developing classroom lessons that incorporate the heritage of American Indian students.
 - iv. Provide positive reinforcement of the self-image of American Indian students
 1. The liaison will work with groups of students at each of Edina Public School buildings
 - v. Develop awareness among students, parents, and staff
 1. The cultural liaison will work with the Director of Achievement Equity and Multilingual Learner Programming to embed awareness of American Indian heritage into current Culturally Proficient School Systems (CPSS) Training.
 - vi. Supplement (not supplant) state and federal educational and co-curricular programs
 1. The cultural liaison will plan and support cultural events for students.
 - d. In addition, the cultural liaison will act as a liaison between the district and the AIPAC. They will work with the Director of Achievement Equity and Multilingual Learner Programming to complete the American Indian Education Aid application and monitor fidelity of goals.
2. Native American District Employees Fairly compensated (#3)

- a. District employees doing their work outside of contractual time will continue to be timecarded for the additional work they do to support native students.
3. Staff complete MDE Tribal Relations Training (#5)
 - a. In 2023 state legislators created a new licensure renewal requirement on the cultural heritage of American Indians. All licensed staff are required to take the training through the state.
 - b. See 1.c.v. above.
4. Continue work on curriculum development (#5)
 - a. In partnership with Teaching and Learning see 1. c. iii above.
5. District creates visual representation (#6)
 - a. The cultural liaison will work with AIPAC to determine what this could look like.
6. All family events are held after all school has dismissed (#7 & #8)
 - a. The cultural liaison with the AIPAC to coordinate events to be inclusive of all families next year.
7. Budget (#9 and #10)
 - a. The Director of Achievement Equity and Multilingual Learner Programming and the cultural liaison will work with AIPAC to create a budget that is in accordance with MDE guidelines and State Statutes. The budget will be available for regular review.
8. Communication (#11)
 - a. With hiring a cultural liaison, communication with families will become streamlined and more consistent.
9. Celebrate Indigenous People's Day (#12)
 - a. The Director is working with the AIPAC to provide a distinct cultural event celebrating Indigenous Peoples day.

3/4/2024

Edina's American Indian Parent Advisory Committee has the following requests and recommendations:

1. Hire a full-time American Indian Cultural Liaison who will interact and engage with our students and create culturally relevant programming throughout the districts
2. The District will create a welcoming space for Indigenous students and their families. Elders, Community culture, language and knowledge keepers, families are invited and welcome in the schools both formally and informally
3. Native American District employees must be fairly compensated for their time when they are being asked to do additional work for native students outside their job description
4. Edina district staff will complete the MDE Tribal Relations Trainings. The District will provide for regular all-staff training for working with American Indian students and understanding American Indian culture
5. Continued work on curriculum development to provide more areas of Indigenous inclusion in our classrooms, libraries and book rooms
6. District will create visible representation throughout district building that recognizes and honors the unique contributions of tribal nations
7. All family night events need to start after all schools have dismissed to enable full family and student and participation
8. AIPAC meetings will be scheduled by AIPAC for the school year. Any Family and district wide events will be organized in partnership with AIPAC
9. The up-to-date AIPAC budget will be provided to AIPAC members at every meeting
10. The AIPAC budget will be used in accordance to MDE guidelines and Minnesota State Statutes
11. Communication from the District to families and students needs to be clear and consistent
12. As per Minnesota State law, Edina Public Schools will publicly celebrate Indigenous People's Day throughout the district
13. The District will create a land acknowledgment statement for the district as promised more than four years ago by Randy Smasal
14. The academic outcomes of Native students will meet or exceed those of their peers
15. District will collaborate with AIPAC to host all-district cultural events, such as round dances, traditional arts and crafts, drumming,

IV.C. Overview of Continued Budget Process



Board Meeting Date: 4/23/2024

Title: Overview of Continued Budget Process

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent

Description: As part of the FY 25 Budget Reallocation, Reduction, Revenue Generation Process (BRRRG), the school board members requested an analysis of:

- The high school model for staffing efficiencies, including the analysis of the savings impact of a 6-period day.
- The potential for revenue generation in transportation.
- Capital Projects levy expenditures

Recommendation: No action is required at this time. Item is for review and board feedback.

Desired Outcomes from the Board: Read materials and come with prepared questions.

Attachments: None

Outline:

Analysis Item	Timeline
Principal Paul Paetzel will bring an analysis of potential efficiencies of a 6 -period day model	Discussion at the regular board meeting on June 10, 2024.
Director Mert Woodard will bring a board level overview of the Capital Projects levy expenditures and its context in relation to other significant levies in Edina Public Schools.	Discussion at the regular board meeting on June 10, 2024.
Supt. Stacie Stanley and Director Mert Woodard will bring an analysis and overview of phased roll out transportation fees model.	Discussion at the regular board meeting on July 8, 2024.
Assistant Superintendent Nathan Swenson and Principal Paul Paetzel will bring a historical analysis of course enrollment.	September 2024 regular meeting

Community Engagement:

The Accordion Model is an engagement technique that is used to foster continuous feedback loops, allowing stakeholders to share their feedback, concerns, and suggestions throughout a process. This model will be used to engage community stakeholders.

- Administration seeks to use a variety of community engagement processes to ensure stakeholder input is garnered including traditional and ThoughtExchange surveys, work groups, task forces, focus groups and community forums.
- This feedback will be used to make informed decisions and address concerns raised by stakeholders.
- Administration will keep stakeholders informed through regular updates via the In the Know and Buzz district newsletters, school newsletters, Edina Public Schools App, email, and the Listen – Learn – Return webpage.

V. **Leadership and Committee Updates**

VI. **Superintendent Updates**

VII. **Adjournment**