

Work Session

Monday, June 10, 2024 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**



**School Board Work Session
Monday, June 10, 2024; 5:00 PM
ECC Room 350 and Virtual***

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Culture and Climate Board Update

Description: Strategy B of the Edina Public Schools Strategic Plan states that *Edina Public Schools will ensure an equitable and inclusive school culture*, and Strategy C states that *Edina Public Schools fosters a caring school environment where students and staff feel safe physically and emotionally, in order to be fully engaged in their academic/professional, personal, and social growth*. In order to monitor the current state of our school culture and climate, we administered two surveys to staff and one to students this spring. The Panorama Climate and Wellness survey provided feedback on the Teaching and Learning Climate in our schools and was administered to students and licensed staff. The Employee Engagement survey provided information regarding the degree to which all staff are engaged and satisfied in their work as an employee of Edina Public Schools. The body of the report includes background information on the surveys, participation rates, data summaries, analysis and some next steps.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Leigh Ann Feily, Multi-Tiered Systems of Support (MTSS) Coordinator; and Sonya Sailer, J.D., Director of Human Resources

B. Long-Term Facilities Maintenance Plan – Fiscal Years 2026-35

Description: The 2015 legislative session established the Long-Term Facilities Maintenance (LTFM) revenue program for public school districts. To access revenue and receive levy authorization, the School Board must annually adopt a ten-year revenue and expenditure plan that is subsequently submitted to the Commissioner of Education for final review and approval. Also required is a signed “statement of assurances” that all proposed projects and expenditures qualify for LTFM funding.

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

C. Voter-Approved Levy Review

Description: All Minnesota school districts, to varying degrees, rely heavily on local property tax revenues for both day-to-day operations and to finance significant capital projects. Understanding the property tax authority the District has is paramount to developing budgets that are fiscally responsible and sustainable. School districts in Minnesota can supplement their non-voter approved taxing authority with voter-approved authorities that are derived from state statute. There are three primary voter-approved tax levies available to school districts: the operating referendum, the capital projects levy, and school building bonds.

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

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

* Board members will participate virtually from the Edina Public Schools Transportation Center (5201 W 76th Street, Edina 55439) and the South Metro Public Safety Training Facility (7525 Braemar Blvd, Edina 55439).

III. Discussion

III.A. Culture and Climate Board Update



Board Meeting Date: June 10, 2024

Title: Culture and Climate Board Update

Type: Discussion

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Leigh Ann Feily, Multi-Tiered Systems of Support (MTSS) Coordinator; and Sonya Sailer, J.D., Director of Human Resources

Description: Strategy B of the Edina Public Schools Strategic Plan states that *Edina Public Schools will ensure an equitable and inclusive school culture*, and Strategy C states that *Edina Public Schools fosters a caring school environment where students and staff feel safe physically and emotionally, in order to be fully engaged in their academic/professional, personal, and social growth*. In order to monitor the current state of our school culture and climate, we administered two surveys to staff and one to students this spring. The Panorama Climate and Wellness survey provided feedback on the Teaching and Learning Climate in our schools and was administered to students and licensed staff. The Employee Engagement survey provided information regarding the degree to which all staff are engaged and satisfied in their work as an employee of Edina Public Schools. The body of the report includes background information on the surveys, participation rates, data summaries, analysis and some next steps.

Recommendation: This report is intended to be an update to the school board. No recommendation is being made at this time.

Desired Outcome(s) from the Board: After reviewing the report, please consider what needs additional clarity and be prepared to share your questions and comments with administration.

Attachment(s): See attached report

The Culture and Climate Board Update report includes the following sections:

- Background Information
- Panorama Student Survey Questions
- Student Survey Participation
- Key Take-Aways, Celebrations and Areas for Improvement
- Panorama Staff Survey Questions
- Staff Survey Participation
- Themes and Frequency Counts for Open Ended Responses
- Panorama Staff Data Key Takeaways
- Employee Engagement Survey Background Information
- Employee Engagement Questions
- Employee Engagement Survey Participation Information
- Employee Engagement Data rated against 80% Target Benchmark
- Employee Engagement Findings: Celebrations and Opportunities for Improvement
- References

Background Information:

The strategic action under C5 of Edina’s Strategic Plan states that *we will create environments that are conducive to learning and facilitate constructive student interaction*. Strategy B2 states that *Edina Public Schools will create a school culture that enhances learning and fosters a sense of belonging for all students through our values of integrity, compassion, courage, commitment, appreciation, and responsibility*. Data is needed in order to monitor the degree to which our culture creates a sense of belonging for students and staff, is a place where people can do their best work, and feel supported. The Panorama Climate and Wellness survey for students and staff was used to assess the current state of the Teaching and Learning climate in our schools. The Employee Engagement survey was used to generate feedback on the degree to which staff feel engaged in their work, connected to others at work, supported in their professional learning and growth, and motivated to do their best work. The data is used each following year, to set goals and establish action plans and KIPs to monitor progress towards meeting goals and shift plans as needed.

Panorama Student Survey:

Edina Public Schools is in its fourth year of partnering with Panorama Education to administer a student survey. National norms are provided in the data analysis to help understand the context of the data and provide insights for what is going well and where opportunities for improvement exist. Site and district leadership teams use the data to understand the needs of students, set goals, and create action steps for improvement. The annual monitoring will provide feedback on the impact of the action steps. The specific questions on the student survey are listed in Table 1.0 below.

Table 1.0: Student Survey Questions

Topic Area:	Questions:
<p>Challenging Feelings: how frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.</p>	<ol style="list-style-type: none"> 1. During the past week, how often did you feel mad/angry? 2. During the past week, how often did you feel lonely? 3. During the past week, how often did

	<p>you feel sad?</p> <ol style="list-style-type: none"> 4. During the past week, how often did you feel worried? 5. <i>During the past week, how often did you feel frustrated? (6-12 only)</i> 6. Thinking about everything in your life right now, what feels the hardest to you.
<p>Emotional Regulation: How well students regulate their emotions.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How often are you able to pull yourself out of a bad mood? 2. When everybody around you gets angry, how relaxed can you stay? 3. How often are you able to control your emotions when you need to? 4. Once you get upset, how often can you get yourself to relax? 5. When things go wrong for you, how calm are you able to stay? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. When you are feeling pressured, how easily can you stay in control? 2. How often are you able to pull yourself out of a bad mood? 3. When everybody around you gets angry, how relaxed can you stay? 4. How often are you able to control your emotions when you need to? 5. Once you get upset, how often can you get yourself to relax? 6. When things go wrong for you, how calm are you able to remain?
<p>Positive Feelings: How frequently students feel positive emotions over time</p>	<ol style="list-style-type: none"> 1. During the past week, how often did you feel excited? 2. During the past week, how often did you feel happy? 3. During the past week, how often did you feel loved? 4. During the past week, how often did you feel safe?* 5. <i>During the past week, how often did you feel hopeful? (6-12 only)</i> 6. Thinking about everything in your life right now, what makes you feel the happiest? <p>*Students who indicate they do not feel safe receive a follow up from a student support staff member</p>
<p>Supportive Relationships: How supported</p>	<ol style="list-style-type: none"> 1. Do you have a teacher or other adult

<p>students feel through their relationships with friends, family, and adults at school</p>	<p>from school who you can count on to help you, no matter what?</p> <ol style="list-style-type: none"> 2. Do you have a family member or other adult outside of school who you can count on to help you, no matter what? 3. Do you have a friend from school who you can count on to help you, no matter what? 4. <i>Do you have a teacher or adult from school who you can be completely yourself around? (6-12 only)</i> 5. <i>Do you have a family member or other adult outside of school who you can be completely yourself around? (6-12 only)</i> 6. <i>Do you have a friend from school who you can be completely yourself around? (6-12 only)</i> 7. What can teachers or other adults at school do to better support you?
<p>Engagement: How attentive and invested students are in class.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How excited are you about going to this class? 2. How focused are you on the activities in this class? 3. In this class, how excited are you to participate? 4. When you are not at school, how often do you talk about ideas from this class? 5. How interested are you in this class? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. How excited are you about going to your classes? 2. How often do you get so focused on activities in your classes that you lose track of time? 3. In your classes, how eager are you to participate? 4. When you are not in school, how often do you talk about ideas from your classes? 5. Overall, how interested are you in your classes?
<p>Sense of Belonging: How much students feel that they are valued members of the school community.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How well do people at your school understand you as a person? 2. How much support do the adults at your school give you? 3. How much respect do students at

	<p>your school show you?</p> <p>4. Overall, how much do you feel like you belong at your school?</p> <p>Grades 6-12</p> <p>1. How well do people at your school understand you as a person?</p> <p>2. How connected do you feel to the adults at your school?</p> <p>3. How much respect do students in your school show you?</p> <p>4. How much do you matter to others at this school?</p> <p>5. Overall, how much do you feel like you belong at your school?</p>
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Student Survey Participation:

The Panorama Student Survey is broken down into two component areas; Student Competency and Well-Being Measures (Challenging Feelings, Emotional Regulation, Positive Feelings, and Supportive Relationships) and Student Supports + Environment (Engagement and Belonging). A breakdown of the student participation in the survey is shared in the table below. Participation rates were consistent with last year with regard to student participation.

	Total	Grades 3-5	Grades 6-12
Student Competency and Well-Being Measures	4,621 (70%)	1,694 (90%)	2,927 (62%)
Student Supports + Environment	4,256 (65%)	1,614 (86%)	2,642 (56%)

*Percentages represent percent of enrolled students

Grades 3-5 Key Takeaways - Celebrations

- Over 80% of EPS 3rd-5th grade students completed both the Student Competency and Well-Being Measures and the Student Supports + Environment Measures. This response rate was comparable to last year’s response rate for 3-5 grade students.
- Students in grades 3-5 **indicated significant increase (+2%)** in their level of favorable ratings in the areas of Supportive Relationships, Positive Feelings, Challenging Feelings, Emotion Regulation, and Sense of Belonging. **Ratings in all of these areas were in the 90th to 99th percentile nationally.**
- Students in grades 3-5 maintained similar levels of favorable responses in the area of Engagement.

Grades 3-5 Key Takeaways - Areas for Improvement

- Though at the 90th percentile nationally and also an improvement from last year, only 55% of EPS 3-5 grade students responded favorably to questions about emotional regulation. Looking at question-level responses, *themes indicate that 3rd-5th grade students are having the most difficulty regulating themselves after experiencing negative emotions such as disappointment or a bad mood.*

- Looking at district level data, across all measures on the Panorama survey, students who identify as Black or African American indicated favorable responses at a rate of 2 to 14 points lower than the district average.
- Looking at district level data, across all measures on the Panorama survey, students who have a 504 plan indicated favorable responses at a rate of 3 to 10 points lower than the district average.

Grades 6-12 Key Takeaways - Celebrations

- Students in grades 6-12 maintained similar levels of favorable responses in the area of Supportive Relationships as last school year.
- Students in grades 6-12 reported increased favorable ratings in the areas of Positive Feelings, Challenging Feelings, Emotion Regulation, Engagement, and Sense of Belonging
- Across all measures on the Panorama survey, *students who participate in Talent Development pathways at the 6-12 level indicated favorable responses at a rate of 1 to 2 points higher than the district average.*

Grades 6-12 Key Takeaways - Areas for Improvement

- Student participation in the survey decreased slightly (4%) for grades 6-12
 - 2023 Participation Rates
 - Student Competency and Well-Being Measures = 66%
 - Student Supports + Environment = 60%
 - 2024 Participation Rates
 - Student Competency and Well-Being Measures = 62%
 - Student Supports + Environment = 56%
- Across all measures of the Panorama survey:
 - Students in 9th grade indicated favorable responses at a rate of 1 to 4 points lower than the district average
 - Students in 11th grade indicated favorable responses at a rate of 3 to 9 points lower than the district average
 - Students who identify as Hispanic/Latino indicated favorable responses at a rate of 2 to 8 points lower than the district average

Panorama Staff Survey:

The staff Panorama survey was administered to all EPS licensed staff from March 25 through April 8, 2024. The staff survey asked questions within the broad categories of School Climate and Belonging. The entire survey required about ten minutes to complete. More information about the topic areas that staff will be answering can be viewed below.

Table 2.0 - Questions:

Topic:	Questions:
<p>School Climate: Perceptions of the overall social and learning climate of the school.</p>	<ol style="list-style-type: none"> 1. On most days, how enthusiastic are the students about being at school? 2. To what extent are teachers trusted to teach in the way they think is best?

	<ol style="list-style-type: none"> 3. How positive are the attitudes of your colleagues? 4. How supportive are students in their interactions with each other? 5. How respectful are the relationships between teachers and students? 6. How optimistic are you that your school will improve in the future? 7. How often do you see students helping each other without being prompted? 8. When new initiatives to improve teaching are presented at your school, how supportive are your colleagues? 9. Overall, how positive is the working environment at your school?
<p>Belonging: How much faculty and staff feel that they are valued members of the school community.</p>	<ol style="list-style-type: none"> 1. How well do your colleagues at school understand you as a person? 2. How connected do you feel to other adults at your school? 3. How much respect do colleagues in your school show you? 4. How much do you matter to others at your school? 5. Overall, how much do you feel like you belong at your school?

Staff Survey Participation:

	2021 Total	2022 Total	2023 Total	2024 Total
Staff Climate and Belonging	Survey Not Given	397 (62%)*	538 (77%)*	574 (85%)*

*Percentages represent percent of licensed staff employed

Staff qualitative responses to open ended questions categorized into five top themes:

1. **Student Behavior and Discipline** - Themes from staff comments indicated concerns about student behavior. These themes invite continued district-wide work around refining/updating district policies and offering professional development around behavior intervention strategies and trauma-informed classrooms.
2. **Administrative Support and Leadership** - mixed comments with some feeling supported and others feeling unsupported. There is a desire for more administrative presence and connection with staff and students. Staff would like to have more partnership in long-term planning with district administration.
3. **School Climate and Culture** - range of comments from appreciation for positive environments to a desire for more joy, fun, and positivity. Themes emphasized included building a culture of respect, empathy, and caring among students and staff.
4. **Teacher workload and Well-Being** - themes of feeling overworked, overwhelmed, and

exhausted due to workload expectations. Comments suggested reducing workload through fewer initiatives and providing more time for collaboration and preparation. Themes also included feeling the impact of budget cuts and how they affected staff morale.

5. **Collaboration and Communication** - themes emphasized the importance of open communication, trust and collaboration between staff and administration. Staff also indicated a desire for more opportunities for staff input, feedback, and shared decision-making. Additionally, more time for collaboration between general and special education staff was highlighted.

Panorama Staff Data Key Takeaways

- Staff reported increased favorable ratings in the area of School Climate compared to last school year. National percentile rankings for Edina staff ratings grew from the 20th percentile last year to the 50th percentile this year. This means that Edina favorable staff responses were at or above 50% of favorable responses from all the schools in the Panorama sample nation-wide.
 - Staff also reported increased favorable ratings in the area of Sense of Belonging. National percentile rankings for Edina staff ratings grew from the 40th percentile last year to the 60th percentile this year. This means that Edina favorable staff responses were at or above 60% of favorable responses from all the schools in the Panorama sample nation-wide.
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Employee Engagement Survey

This new survey was first used in the spring of 2023 and then again in the fall of 2023 to measure employee engagement across all employee groups and obtain valuable insights into the experiences and perceptions of our school district's employees that can guide our district's efforts to create an even better working environment. By prioritizing employee engagement, the school district aims to create a more positive and productive work environment to both aid in the retention and recruitment of its valuable EPS team members.

Employee Engagement Survey Questions

The fifteen survey questions center on three key categories, which are detailed below:

Employee Connection to Mission and Their Job: Having the right resources, knowing what is expected of them, perception of others' commitment, and overall sense of engagement.
Feeling Connected: Feeling cared for, recognized for accomplishments, having a voice, and feeling connected to the team.
Opportunities to Learn and Grow: Frequent feedback, opportunity to do your best work, feeling of encouragement and support at work, and value for employee development.

Supporting Research

Studies show that engaged employees are happier, healthier, and more comfortable in their workplaces. They produce at a higher level than disengaged employees and experience lower absenteeism rates. Disengaged employees tend to lack any commitment to their workplace and often perform at a low level and rarely contribute in a positive way. According to Gallup's 2023

data collection, only 33% of employees across industries are "actively engaged," which is defined to mean "involved in and enthusiastic about their work and workplace." Approximately 16% of employees across industries are "actively disengaged" according to Gallup's research. Data gathered through the use of employee engagement surveys can be used to initiate conversations between employers and employees with the goal of improving engagement levels. Regularly gathering feedback from employees about areas where their needs are and are not being met provides an employer insight into common ways it might be able to maintain and improve the level of employee engagement.

Outcomes:

Employee Engagement Survey Participation

A total of 483 EPS employees participated in the Fall 2023 survey with representation from every employee group, which is approximately 35% of the district's 1,332 benefits-eligible employees. A breakdown of employee participation by employee group is listed below (14 survey participants did not indicate their employee group):

Employee Group	2022-23 Number of Employee Participants	2023-24 Number of Employee Participants
Administrative (EAC, Non-Affiliated, SAC)	34	35
Community Education	39	25
Custodial and Grounds	15	42
EPASS	30	28
Paraprofessional, Health Service Associates	89	53
Supervisory, Confidential, and Other Support Staff	29	22
Teacher (Classroom, Non Classroom, Non Community Education)	485	251
Transportation	10	13
Total	731	469

Employee Engagement Data

Employee Engagement Questions	2022-23 Strongly Agree and Agree Responses (Desired	2023-24 Strongly Agree and Agree Responses (Desired

	Benchmark* = 80% or higher) N=732	Benchmark* = 80% or higher) N=483
The vision and mission of Edina Public Schools makes me feel like my work is important.	80%	74%
I enjoy working with my team.	90%	90%
I have the resources I need to do my job well.	63%	61%
I understand what is expected of me in my position.	89%*	89%*
I get to use my best skills at work every day.	78%	81%*
In the last week, I have received recognition for doing good work.	51%	51%
At least one person seems to care about me at work.	94%*	94%*
There is someone at work who supports my professional growth.	77%	78%
At work, my ideas are appreciated.	74%	76%
My colleagues are committed to doing excellent work.	87%*	82%*
I have a good friend at work.	81%*	74%
A colleague and/or supervisor at work has talked to me about my progress during this school year.	68%	61%
Edina employees have shared their expertise and experiences with me during the past year.	83%*	80%*
There is someone at work who supports my growth.	78%	78%
I feel like I belong here.	78%	75%

**Benchmark of 80% based on Gallup's finding that 16% of employees are actively disengaged.*

Employee Engagement Findings - Celebrations to Highlight

At least one person seems to care about me at work.	94%
I enjoy working with my team.	90%
I understand what is expected of me in my position.	89%

The majority of survey participants expressed a high level of job satisfaction, particularly in relation to working with their teams and being able to use their best skills at work. They also

reported a clear understanding of their roles and responsibilities. This suggests a strong sense of fulfillment and engagement among employees.

Ninety-four percent of survey participants reported at least one person cares about them in their workplace. Employees need to know that someone cares about them in the workplace to feel safe and willing to put forth their best efforts. They are more likely to innovate, engage in creative thinking, and share their results with colleagues. They trust first and are prepared to give their supervisor and/or organization the benefit of the doubt when managing organizational change.

The majority of survey participants expressed a positive sentiment about the supportive work environment at Edina Public Schools. They reported feeling that their work is important, supported in their professional growth, and that their ideas are appreciated.

Employee Engagement Findings - Opportunities for Improvement

I have the resources I need to do my job well.	61%
A colleague and/or supervisor at work has talked to me about my progress during this school year.	61%
In the last week, I have received recognition for doing good work.	51%

The main weakness identified was the lack of adequate recognition for good work and the perceived lack of resources needed to perform jobs effectively. A notable number of participants disagreed or were neutral about receiving recognition for good work in the last week. This suggests the current recognition practices may not be meeting employees' expectations or needs.

While a majority of employees agreed or strongly agreed that they have the resources they need to do their job well, a significant portion disagreed or were neutral on this point. This indicates that while some employees feel well-resourced, others may be struggling with resource constraints. Roughly half of the respondents within the teacher employee group responded that they strongly agree or agree to the question "I have the resources I need to do my job well." All other employee groups reported a favorable response at a rate of 70% or higher.

Lessons Learned from Spring 2023 and Fall 2023 Employee Engagement Surveys

The Power of a Supportive Work Environment

The survey results underscore the importance of a supportive work environment. A majority of our school district's employees feel that their work is important, they can use their best skills at work, and they are supported in their professional growth. This positive sentiment is a testament to the strong community we have built together. It's a reminder that fostering a supportive work environment can lead to high levels of job satisfaction and engagement.

The Need for Adequate Resources

While many employees feel they have the resources they need to do their job well, a significant portion expressed concerns about resource availability. This highlights the importance of ensuring that all employees have access to the necessary resources to perform their roles effectively. It's a reminder that resource constraints can hinder job performance and satisfaction.

The Importance of Recognition

Recognition for good work emerged as another key theme from the survey both this fall and last spring. Only slightly more than one-half of the district's employees feel they have received recognition for good work in the last week. This feedback underscores the importance of regular recognition in driving employee engagement and satisfaction. It's a reminder that recognition is not just about acknowledging achievements, but also about making employees feel valued and appreciated.

In conclusion, the survey has provided valuable insights that can guide our school district's efforts to improve the working environment at Edina Public Schools. By fostering a supportive work environment, ensuring adequate resources, and enhancing recognition for good work, our district can further increase job satisfaction and engagement among employees and make Edina Public Schools an even better place to work.

Sources:

Buckle, J. *Social-Emotional Learning (SEL): Everything You Need to Know*. Panorama Education. Retrieved on February 14, 2023 from <https://www.panoramaed.com/blog/social-emotional-learning-sel>.

Gallup. *What is Employee Engagement and How Do You Improve it?* Retrieved on February 15, 2023 from <https://www.gallup.com/workplace/285674/improve-employee-engagement-workplace.aspx>.

Gallup. *U.S. Employee Engagement Needs a Rebound in 2023*. Retrieved on February 17, 2023 from <https://www.gallup.com/workplace/468233/employee-engagement-needs-rebound-2023.aspx>.

Panorama Education. (2016). *Reliability and Validity of Panorama's Social-Emotional Learning Measures*. <https://panorama-www.s3.amazonaws.com/files/sel/SEL-Validity-Report.pdf>.

Gallup. *In New Workplace, U.S. Employee Engagement Stagnates* Retrieved on May 19, 2024 from <https://www.gallup.com/workplace/608675/new-workplace-employee-engagement-stagnates>



Culture and Climate Board Update

Leigh Ann Feily, Dr. Sonya Sailer, Dr. Randy Smasal

June 10, 2024



Presentation Outline:

- Panorama Student Survey Results and Analysis
- Panorama Staff Survey and Employee Engagement Survey Results and Analysis

Background on Panorama Survey

- Fourth year of Edina survey - began in March 2021 (Students)
- Survey includes national norms comparing EPS with data from other schools across the country
- National Benchmarks also include approximate national percentile (rounded to the nearest 10; e.g. 50th or 70th percentile)
- National Benchmarks include survey results from:
 - Three thousand schools
 - Two million students, teachers, and staff members
 - Various geographic areas, school types, and achievement levels



Background on Panorama Survey

- Gathering wellness data is aligned to our EPS vision and mission of supporting whole student and staff wellness
- With this data we can help determine what types of district-wide initiatives to support and resources to allocate (i.e. Ed Fund Campaign for Mental Health and free access to wellness app for staff)
- It's also important to remember that students and staff wellbeing is a partnership between school and home/personal life and that district resources are one piece in the support system of ensuring student and staff wellbeing



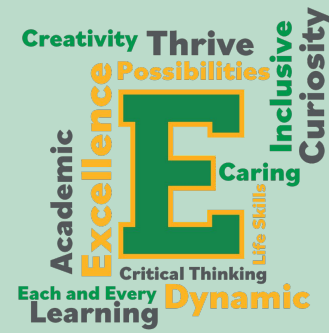
Who Was Surveyed?

Students:

- Grades 3-12
- Student Competency and Wellbeing & Student Supports and Environment

Staff:

- All licensed staff EC-12
- School Climate and School Belonging



Who Completed the Panorama Survey?

	Total	Grades 3-5	Grades 6-12
Student Competency and Well-Being Measures	4,621 (70%)	1,694 (90%)	2,927 (62%)
Student Supports + Environment	4,256 (65%)	1,614 (86%)	2,642 (56%)
Staff Climate and Belonging	574 (85%)	NA	NA

*Percentages reflect percent of enrolled students or employed licensed staff

How Does Response Rate Compare to Years Prior?

	2021 Total	2022 Total	2023 Total	2024 Total
Student Competency and Well-Being Measures	5,016 (78%)	3,189 (50%)	4,822 (72%)	4,621 (70%)
Student Supports + Environment	4,742 (73%)	2,990 (46%)	4,461 (67%)	4,256 (65%)
Staff Climate and Belonging	NA	397 (62%)	538 (77%)	574 (85%)

*Percentages reflect percent of enrolled students or employed licensed staff

Multiple factors affected 2022 - timing of survey, Covid, time set aside to complete survey



Panorama Student Survey Results

Favorable response means the percent of respondents selecting the top two Likert scale response choices for questions in the category

What was Measured? (Students)

Challenging Feelings: How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.

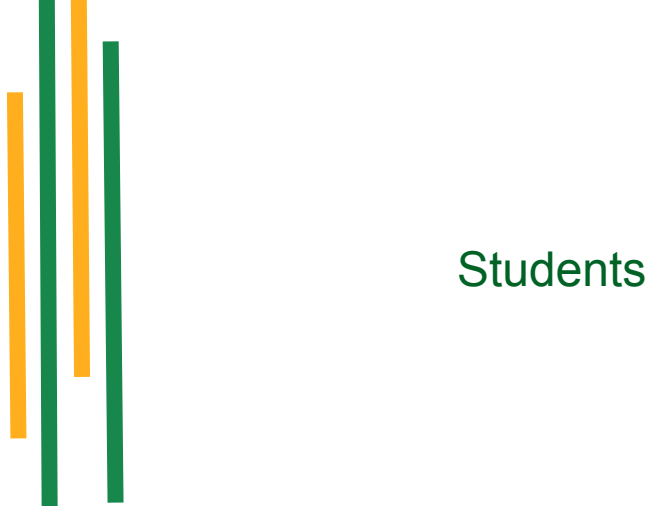
Emotional Regulation: How well students regulate their emotions.

Positive Feelings: How frequently students feel positive emotions over time

Supportive Relationships: How supported students feel through their relationships with friends, family, and adults at school.

Engagement: How attentive and interested students are in class.

Belonging: How much students feel that they are valued members of the school community.



Students

What Level of Growth is Considered Significant?

Sample Size (# of respondents)	Change (in % favorable)
3,500+	+/- 1%
900	+/- 2%
400	+/- 3%
220	+/- 4%
140	+/- 5%
100	+/- 6%
70	+/- 7%
60	+/- 8%
50	+/- 9%
40	+/- 10%

More info in [Panorama Academy](#)

District Wide Student Results Grade 3-5	2024 % Favorable Response	Range of % Favorable Responses in EPS Elementary Schools
Supportive Relationships	92%	Range = 91% to 93%
Positive Feelings	77%	Range = 73% to 80%
Challenging Feelings	68%	Range = 65% to 71%
Emotion Regulation	55%	Range = 50% to 63%
Engagement	60%	Range = 56% to 64%
Sense of Belonging	75%	Range = 72% to 78%

District Wide Student Results Grade 3-5	National %tile Ranking	Range of National %tile in EPS Elementary Schools
Supportive Relationships	90th	Range = 90th - 99th
Positive Feelings	99th	Range = 80th - 99th
Challenging Feelings	99th	Range = 90th - 99th
Emotion Regulation	90th	Range = 70th - 99th
Engagement	80th	Range = 70th - 80th
Sense of Belonging	80th	Range = 70th - 90th

District Student Results Grade 3-5	2021 % Favorable Response	National %tile Ranking	2022 % Favorable Response	National %tile Ranking	2023 % Favorable Response	National %tile Ranking	2024 % Favorable Response	National %tile Ranking	Change in % of Favorable Responses ('23 to '24)
Supportive Relationships	89%	80th	91%	90th	90%	80th	92%	90th	↑
Positive Feelings	77%	90th	77%	90th	75%	90th	77%	99th	↑
Challenging Feelings	67%	99th	66%	99th	65%	90th	68%	99th	↑
Emotion Regulation	54%	90th	54%	90th	53%	80th	55%	90th	↑
Engagement	62%	80th	59%	70th	59%	70th	60%	80th	↔
Sense of Belonging					72%	80th	75%	80th	↑

Grades 3-5

Group Name

Group Size

Challenging Feelings

Emotion Regulation

Positive Feelings

Supportive Relationships

All respondents

1,693

68%

55%

77%

92%

Student Race

Asian

139

+3

+1

-3

-2

Black or African American

119

-13

-14

-7

-3

Hispanic/Latino

118

-5

-4

-2

+2

Two or More Races

123

+1

+3

-1

-4

White

1,194

+1

+1

+1

0

Group Name

Group Size

Engagement

Sense of Belonging

All respondents

1,612

60%

75%

Student Race

Asian

136

+7

+1

Black or African American

116

-2

-7

Hispanic/Latino

107

+2

-3

Two or More Races

116

-1

-3

White

1,137







-1

+1



District Wide Student Results Grade 6-12	2024 % Favorable Response	Range of % Favorable Responses in EPS Secondary Schools
Supportive Relationships	88%	Range = 88% to 89%
Positive Feelings	71%	Range = 68% to 74%
Challenging Feelings	65%	Range = 60% to 74%
Emotion Regulation	60%	Range = 57% to 65%
Engagement	30%	Range = 29% to 32%
Sense of Belonging	57%	Range = 52% to 60%

District Wide Student Results Grade 6-12	National %tile Ranking	Range of National %tiles in EPS Secondary Schools
Supportive Relationships	90th	Range = 90th to 99th
Positive Feelings	99th	Range = 90th to 99th
Challenging Feelings	99th	Range = 90th to 99th
Emotion Regulation	99th	Range = 90th to 99th
Engagement	69th MS / 70th HS	Range =50th to 60th
Sense of Belonging	80th MS/ 99th HS	Range = 80th to 99th


Student Results Grade 6-12	2021 % Favorable Response	National %tile Ranking	2022 % Favorable Response	National %tile Ranking	2023 % Favorable Response	National %tile Ranking	2024 % Favorable Response	National %tile Ranking	Change in % of Favorable Responses (‘23 to ‘24)
Supportive Relationships	84%	80th	84%	80th	87%	90th	88%	90th	
Positive Feelings	67%	90th	66%	90th	66%	90th	71%	99th	
Challenging Feelings	60%	90th	63%	99th	60%	90th	65%	99th	
Emotion Regulation	51%	80th	52%	80th	54%	90th	60%	99th	
Engagement	23%	40th MS/ 60th HS	28%	50th MS/ 70th HS	27%	50th MS / 70th HS	30%	69th MS/70th HS	
Sense of Belonging					50%	75th MS/ 60th HS	57%	80th MS/ 99th HS	

Grades 6-12

Group Name	Group Size	Supportive Relationships			
		Challenging Feelings	Emotion Regulation	Positive Feelings	Supportive Relationships
All respondents	2,926	65%	60%	71%	88%
Student Race					
Asian	249	-1	-2	-3	-1
Black or African American	265	+1	+4	-2	-6
Hispanic/Latino	235	-8	-7	-8	-4
Two or More Races	185	-6	-4	-6	-2
White	1,985	+2	+1	+1	+2
Confidentiality protected: A...	7	+7	+6	-3	-9

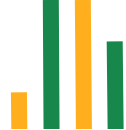
Group Name	Group Size	Engagement	
		Engagement	Sense of Belonging
All respondents	2,639	30%	57%
Student Race			
Asian	218	+9	-2
Black or African American	236	+4	-3
Hispanic/Latino	213	-2	-3
Two or More Races	169	+1	-9
White	1,796	-2	+2
Confidentiality protected: A...	7	+4	-3



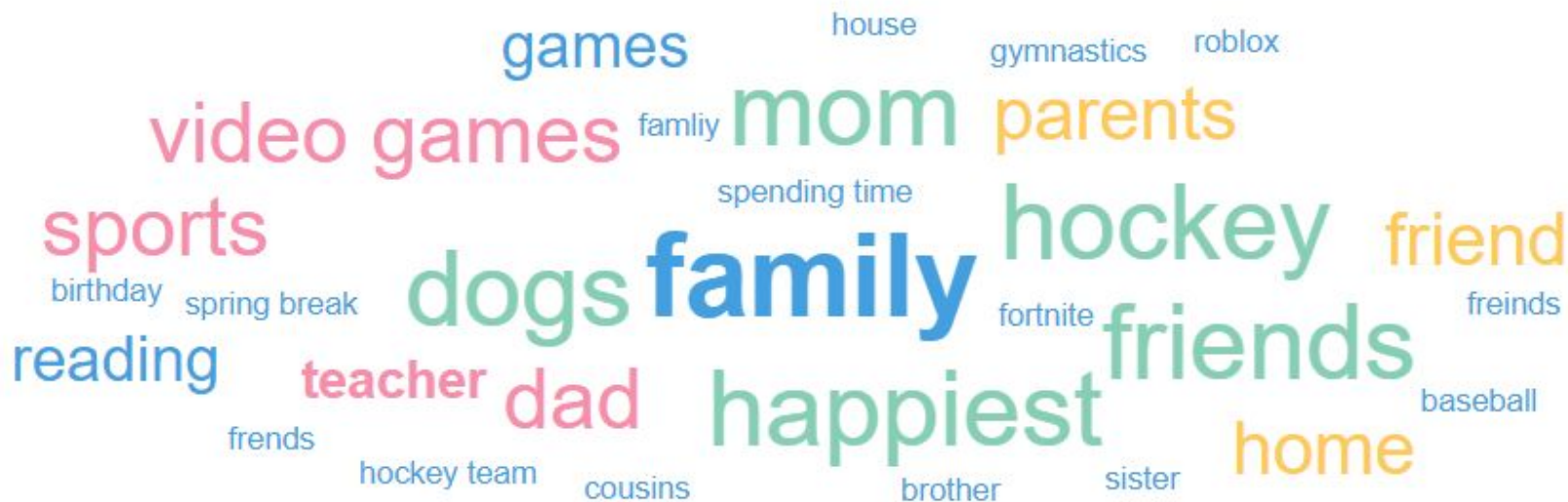


Panorama Free Response Questions

Grades 3-5




Thinking about everything in your life right now, what makes you feel the happiest? ?



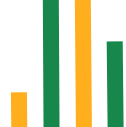
What can teachers or other adults at school do to better help you? ?





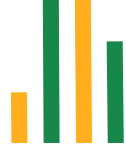
Panorama Free Response Questions

Grades 6-12

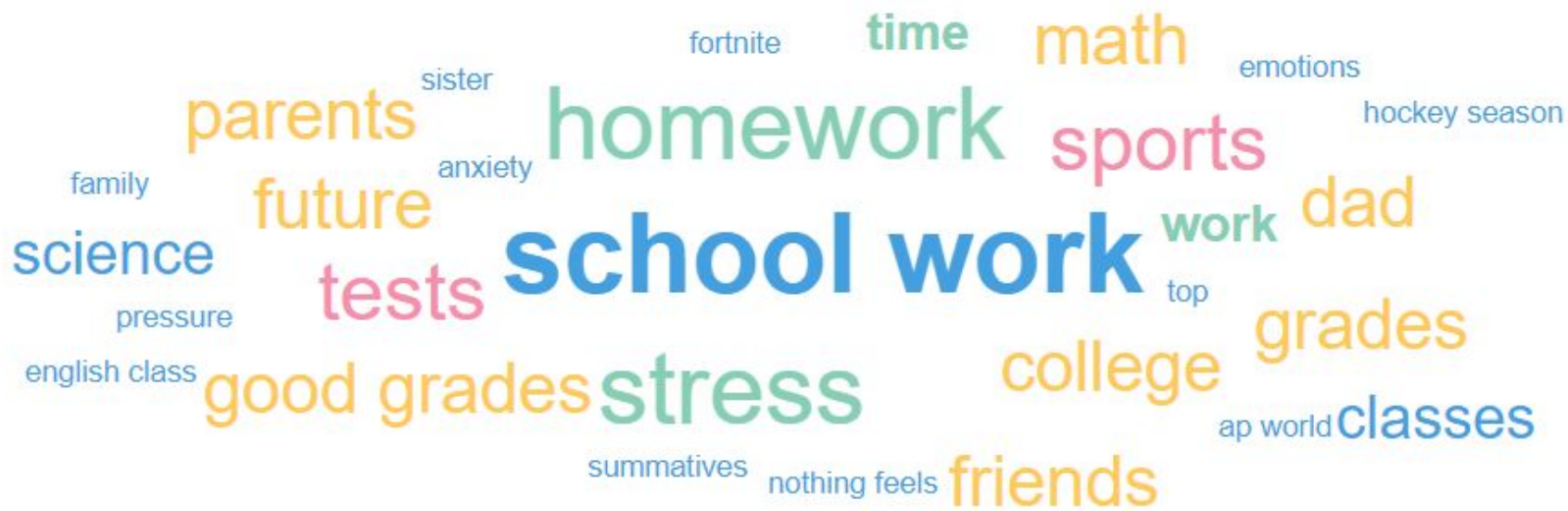


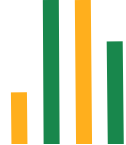
Thinking about everything in your life right now, what makes you feel the happiest? ?

weekend
happiest spending time mom
theater skiing
god dogs family hobbies
friends hockey freinds
time video games soccer
good grades

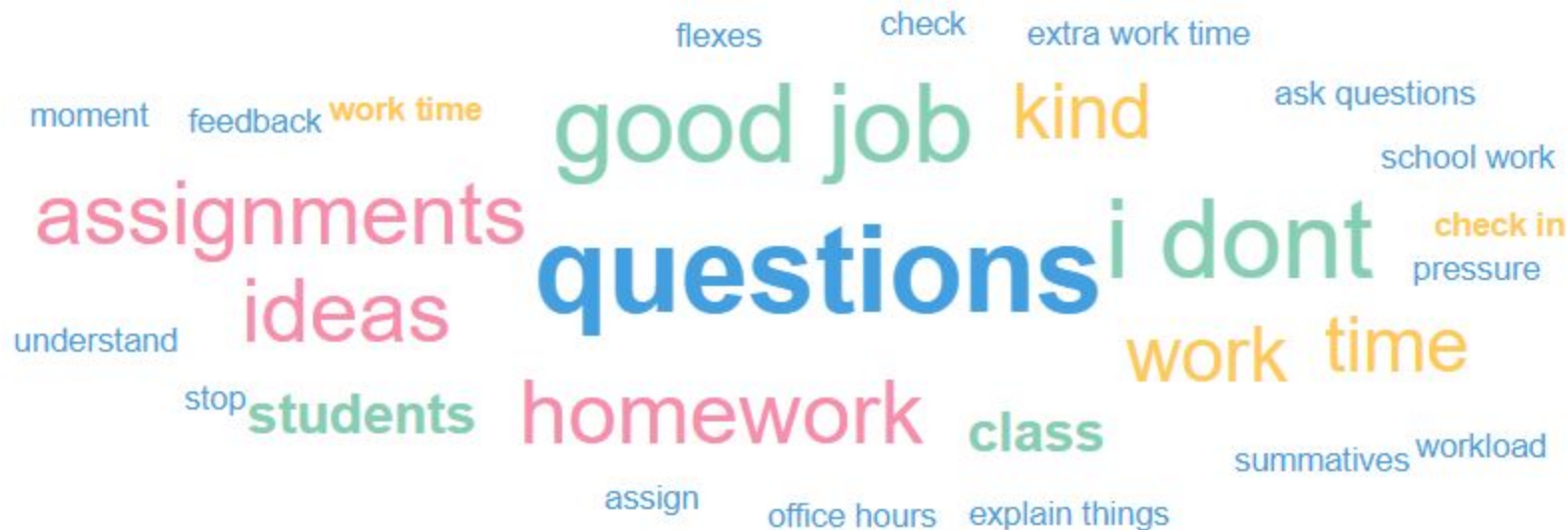


Thinking about everything in your life right now, what feels the hardest for you? ?





What can teachers or other adults at school do to better support you? ?





900 Respondents
+/-2 is significant

School Level Student Data Celebrations

Concord ES	7% increase in favorable responses on Challenging Feelings and Emotional Regulation
Cornelia ES	91% favorable responses on Supportive Relationships
Countryside ES	4% increase in favorable responses on Supportive Relationships
Creek Valley ES	6% increase in responding favorably on the Sense of Belonging category
Highlands ES	5% increase in favorable responses on Challenging Feelings
Normandale ES	4% increase in favorable responses on Challenging Feelings
Edina HS	7% increase in favorable responses on Sense of Belonging
South View MS	89% favorable responses on Supportive Relationships
Valley View MS	11% increase in responding favorably in the Emotion Regulation category



Student Climate Analysis

- **Celebrations**
 - School Level Student Data Celebrations
 - Principal Sharing Successful Strategies
- **Opportunities for Growth**
 - All sites have reviewed their Panorama Student data and have been trained on how to access the Panorama Playbook.
 - All sites will utilize their Panorama data to write Continuous School Improvement Plan goals for culture and climate. Emphasis has been placed on the use of disaggregated data to ensure we're focusing on closing gaps
 - Recent receipt of a grant will allow for systematic, district-wide work about our Tier 1 SEL practices and data collection



Panorama

Staff Survey Results


Favorable means the percent of respondents selecting the top two Likert scale response choices for questions in the category



What was Measured? (Staff)

School Climate: Perceptions of the overall social and learning climate of the school.

Belonging: How much faculty and staff feel that they are valued members of the school community.



What Level of Growth is Considered Significant?

Staff

Sample Size (# of respondents)	Change (in % favorable)
3,500+	+/- 1%
900	+/- 2%
400	+/- 3%
220	+/- 4%
140	+/- 5%
100	+/- 6%
70	+/- 7%
60	+/- 8%
50	+/- 9%
40	+/- 10%


More info in [Panorama Academy](#)



District Wide Staff Results	2024 % Favorable Responses (n=572)	Range of % Favorable Responses
School Climate	64%	Range = 35% to 84%
Sense of Belonging	68%	Range = 59% to 76%



District Wide Staff Results	National %tile Ranking	Range of % Rankings
School Climate	50th	Range = 10th to 80th
Sense of Belonging	60th	Range = 30th to 80th



District Wide Staff Results	2022 % Favorable Responses (n=397)	National %tile Ranking	2023 % Favorable Responses (n=538)	National %tile Ranking	2024 % Favorable Responses (n=538)	National %tile Ranking	Change in %tage of Favorable Responses ('23 to '24)
School Climate	40%	10th	53%	20th	64%	50th	↑
Sense of Belonging	NA	NA	61%	40th	68%	60th	↑

Panorama Staff Free Response Top 5 Themes

Student Behavior and Discipline - Themes from staff comments indicated concerns about student behavior. These themes invite continued district-wide work around refining/updating district policies and offering professional development around behavior intervention strategies and trauma-informed classrooms.



Panorama Staff Free Response Top 5 Themes

Administrative Support and Leadership - mixed comments with some feeling supported and others feeling unsupported. There is a desire for more administrative presence and connection with staff and students. Staff would like to have more partnership in long-term planning with district administration.



Panorama Staff Free Response Top 5 Themes

School Climate and Culture - range of comments from appreciation for positive environments to a desire for more joy, fun, and positivity. Themes emphasized included building a culture of respect, empathy, and caring among students and staff.



Panorama Staff Free Response Top 5 Themes

Teacher workload and Well-Being - themes of feeling overworked, overwhelmed, and exhausted due to workload expectations. Comments suggested reducing workload through fewer initiatives and providing more time for collaboration and preparation. Themes also included feeling the impact of budget cuts and how they affected staff morale.



Panorama Staff Free Response Top 5 Themes

Collaboration and Communication - themes emphasized the importance of open communication, trust and collaboration between staff and administration. Staff also indicated a desire for more opportunities for staff input, feedback, and shared decision-making. Additionally, more time for collaboration between general and special education staff was highlighted.





Panorama Staff Climate Analysis

- **Celebrations (574 Respondents +/-3 is significant)**
 - Data Highlights
 - Panorama School Climate Responses improved from 53% Favorable in Spring of 2023 to 64% Favorable in Spring of 2024
 - Panorama Belonging Responses improved from 61% Favorable in Spring of 2023 to 68% Favorable in Spring 2024
 - Principal Sharing
 - Successful Strategies
- **Opportunities for Growth**
 - Staff desire continued growth in partnership/voice/value in direction of the site/district
 - Further cascading of best practices in change management
 - Increase strategies to enhance staff belonging
 - Explore ways to streamline workflow with staff/enhance collaboration
 - Continue leadership training/support, data collection and reflection
 - Continued alignment and work around student behavior expectations and policies



Employee Engagement Survey Results



Background Information

- 483/1332 Employee Respondents (35% Response Rate)
- 15 Research Based Employee Engagement Focused Questions
- Administered in Fall of 2023
- 8 Employee Groups Responded
 - N = 468 for responding to years in EPS question
 - 169 (36%) 0-5 years in EPS
 - 76 (16%) 6-10 years in EPS
 - 223 (48%) 10+ years in EPS
- Target Benchmark is 80% Strongly Agree/Agree

Employee Engagement Survey Participation

Employee Group	2022-23 Number of Employee Participants	2023-24 Number of Employee Participants
Administrative (EAC, Non-Affiliated, SAC)	34	35
Community Education	39	25
Custodial and Grounds	15	42
EPASS	30	28
Paraprofessional, Health Service Associates	89	53
Supervisory, Confidential, and Other Support Staff	29	22
Teacher (Classroom, Non Classroom, Non Community Education)	485	251
Transportation	10	13



Employee Engagement Survey Data

Employee Engagement Questions	2022-23 Strongly Agree and Agree Responses (Desired Benchmark* = 80% or higher) N=732	2023-24 Strongly Agree and Agree Responses (Desired Benchmark* = 80% or higher) N=483
The vision and mission of Edina Public Schools makes me feel like my work is important.	80%	74%
I enjoy working with my team.	90%	90%
I have the resources I need to do my job well.	63%	61%
I understand what is expected of me in my position.	89%	89%
I get to use my best skills at work every day.	78%	81%
In the last week, I have received recognition for doing good work.	51%	51%



Employee Engagement Survey Data

At least one person seems to care about me at work.	94%	94%
There is someone at work who supports my professional growth.	77%	78%
At work, my ideas are appreciated.	74%	76%
My colleagues are committed to doing excellent work.	87%	82%
I have a good friend at work.	81%	74%
A colleague and/or supervisor at work has talked to me about my progress during this school year.	68%	61%
Edina employees have shared their expertise and experiences with me during the past year.	83%	80%
There is someone at work who supports my growth.	78%	78%
I feel like I belong here.	78%	75%





Employee Engagement Analysis

Employee Engagement Findings - Celebrations to Highlight

At least one person seems to care about me at work.	94%
I enjoy working with my team.	90%
I understand what is expected of me in my position.	89%



Employee Engagement Analysis

Employee Engagement Findings - Opportunities for Improvement

I have the resources I need to do my job well.	61%
A colleague and/or supervisor at work has talked to me about my progress during this school year.	61%
In the last week, I have received recognition for doing good work.	51%

Lessons Learned from Spring 2023 and Fall 2023 Employee Engagement Surveys

- The Power of a Supportive Work Environment
- The Need for Adequate Resources
- The Importance of Recognition





Next Steps

- All sites have reviewed their Panorama Staff data and Employee Engagement Data
- All sites will utilize their Panorama and Employee Engagement data to write Continuous School Improvement Plan goals for staff culture and climate. Goal accomplishment for each site will be monitored using identified metrics. Goal progress will be monitored using real time Key Indicators of Progress (KIPs) to ensure sites are on trajectory.



What questions do you have?

III.B. Long-Term Facilities Maintenance Plan -
Fiscal Years 2026-35



Board Meeting Date: 6/10/2024

Title: Long-Term Facilities Maintenance Plan – Fiscal Years 2026-35

Type: Discussion

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

Description: The 2015 legislative session established the Long-Term Facilities Maintenance (LTFM) revenue program for public school districts. To access revenue and receive levy authorization, the School Board must annually adopt a ten-year revenue and expenditure plan that is subsequently submitted to the Commissioner of Education for final review and approval. Also required is a signed “statement of assurances” that all proposed projects and expenditures qualify for LTFM funding.

The District administration and its construction partners have reviewed the plan in detail and will recommend a ten-year plan for formal approval at the July 2024 Regular Meeting. The administration continues to engage the District’s municipal advisors to develop a debt plan that meets the funding requirements of the LTFM plan and mitigates increases to the overall property tax levy. The amended debt and capital levies plan will be presented at a subsequent meeting.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Review the enclosed materials.

Attachments:

1. Preliminary Estimated Tax Rates for Capital and Debt Service Levies
2. LTFM Projects List – 2025 & 2026

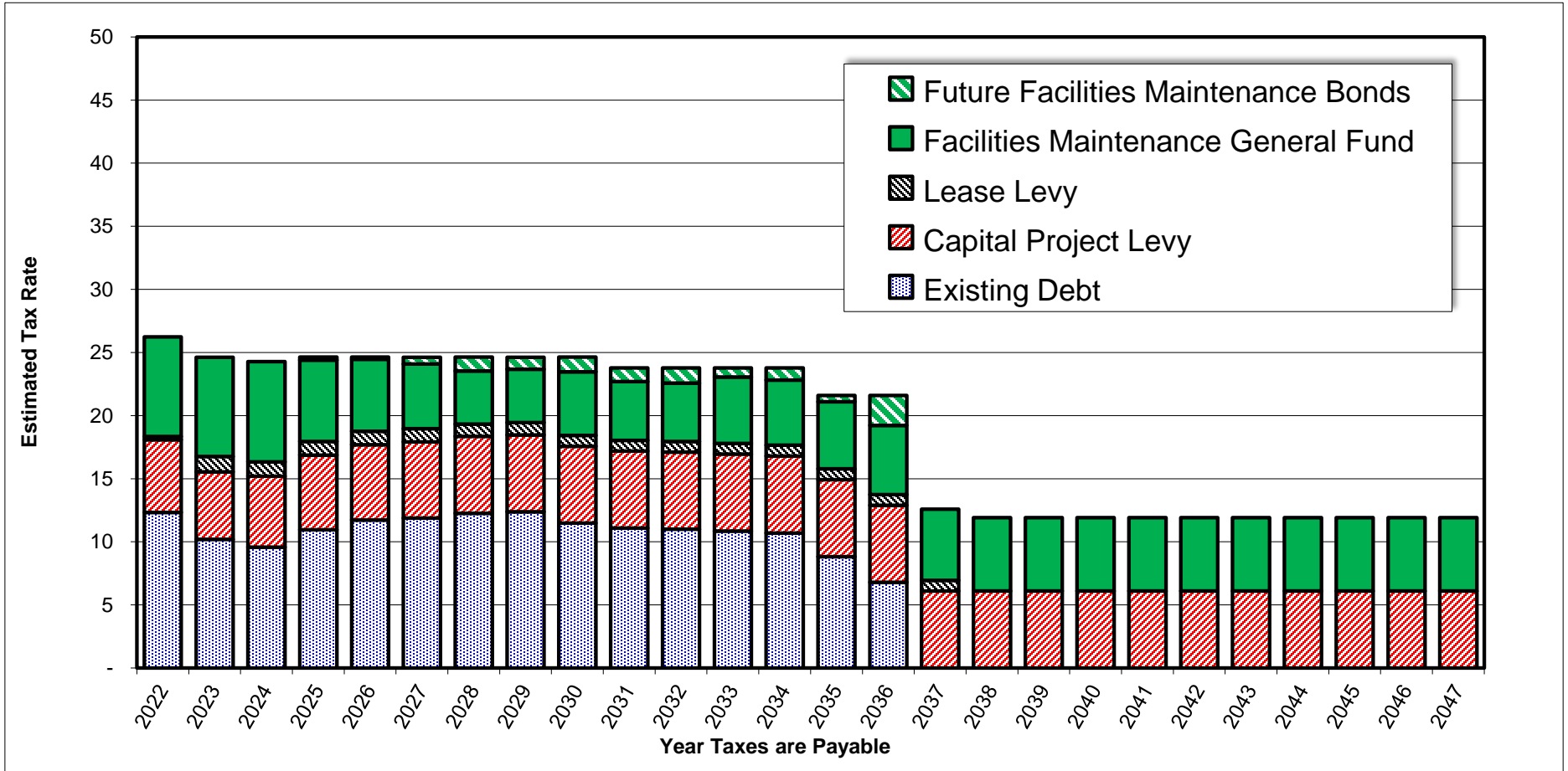
PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Edina Public Schools, ISD 273

Estimated Tax Rates for Capital and Debt Service Levies

4 Facilities Maintenance Bond Issues (\$2M to \$6M)
 Wrapped Around Existing Debt
 LTFM Project Costs:
 \$8 million to \$13 million Annual Projects thru FY 2034

Date Prepared: June 5, 2024



2025 LTFM PROJECT LISTING

School/Site	Project Type	Project Description	Budget
Concord	Site	East parking lot crack seal every 2 years	4,988
Concord	Site	West parking lot crack seal	4,276
Cornelia	Accessibility	Renovate the gang toilet rooms at the south end of the building (4 total)	570,089
Cornelia	Mechanical Systems	Renovate the gang toilet rooms at the south end of the building (4 total 10WC, 6UR,	380,060
Cornelia	Exterior	Encompass exterior repairs - tuckpoint, replace spalled bricks, replace sealant, patch	264,279
Cornelia	Accessibility	Renovate the staff toilet rooms by Extended Learning room 31 to two unisex restrooms	71,261
Cornelia	Mechanical Systems	Renovate the staff toilet rooms by Extended Learning room 31 to two unisex restrooms (2	59,384
Cornelia	Interior	Reconfigure door location at south bathrooms to open to sink area similar to Highlands	35,631
Cornelia	Electrical Systems	Renovate the gang toilet rooms at the south end of the building (4 total) - LED	11,877
Cornelia	Electrical Systems	Renovate the staff toilet rooms by Extended Learning room 31 two unisex restrooms - LED	11,877
Cornelia	Mechanical Systems	Replace wall hydrant outside of boiler room - Review building wide (allowance for 4	11,877
Countryside	Interior	Provide roller blinds on exterior windows	39,045
Countryside	Site	East parking lot crack seal every 2 years	2,375
Countryside	Site	North parking lot crack seal every 2 years	2,138
Edina Community Center	Site	Tennis court reconstruction (7 courts)	875,000
Edina Community Center	Site	Red lot crack seal/seal coat every 6 years after	4,988
Edina Community Center	Site	North lot crack seal and every 2 years	1,425
Edina High School	Exterior	Replace roof area B (53,000 SF) as recommended by the Inspec report	2,368,200
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Replace AHU-HS9, On ML - replace hydronic piping, ex	1,140,179
Edina High School	Interior	Replace ceilings - Upper Level 60,000 SF @ \$6.6/SF	564,151
Edina High School	Mechanical Systems	Bids excluding Fick awarded at construction total = \$8,265,709. Total Project Budget	541,585
Edina High School	Mechanical Systems	Replace sinks in island casework in science rooms E230, E231, E232, E233, E235, E237,	534,459
Edina High School	Construction Management	Kraus Anderson construction management services	475,075
Edina High School	Interior	Renovate M and W gang toilets Upper Level adjacent to Fick - new fixtures and	356,306
Edina High School	Electrical Systems	New LED fixtures and controls - Main Level 57,000 SF @ \$4.5/SF	323,051
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Replace AHU-HS14 Gymnastics	296,922
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Replace AHU-HS12 Fick Stage	296,922
Edina High School	Interior	Replace ceilings - Main Level 29,300 SF @ \$6.6/SF	273,168
Edina High School	Electrical Systems	Replace existing electrical panels original to building Upper Level and Penthouse	270,792
Edina High School	Interior	Extend corridor tile wainscot to 5'-6", review for additional scope/areas	261,291
Edina High School	Exterior	Exterior envelope repairs recommended per Encompass report	185,279
Edina High School	Electrical Systems	Replace main level panels not completed in Phase 1	166,276
Edina High School	Interior	Carpet replacement allowance phase 2 (Upper level)	142,522
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Replace RTU-1 - Wrestling 2,800 SF	142,522
Edina High School	Exterior	Provide insulation in exterior soffit of classroom E130	111,346
Edina High School	Electrical Systems	Replace south service - work included in PR#1 in Phase 1	100,953
Edina High School	Interior	Remove the partition wall and reconfigure entry at gymnastics	95,015
Edina High School	Mechanical Systems	Renovate the custodial toilet room at VVMS - replace fixtures, can wash, and upgrade	95,015
Edina High School	Interior	Renovate the custodial toilet room at VVMS - replace fixtures, can wash, and upgrade	89,076
Edina High School	Mechanical Systems	Renovate M and W gang toilets Upper Level adjacent to Fick - new fixtures and	89,076
Edina High School	Interior	Repair island casework in science rooms E230, E231, E232, E233, E235, E237, E346, E347,	74,230
Edina High School	Interior	Painting allowance for interior walls (Upper level) - Include stair towers	59,384
Edina High School	Interior	Repaint Field house structure and walls - includes exposed ductwork and sprinkler	56,415
Edina High School	Mechanical Systems	Replace computer room unit for data room north or EPAC	53,446
Edina High School	Electrical Systems	Replace main level original kitchen panels	45,132
Edina High School	Interior	Allowance for locker replacement (\$35,000 per year)	41,569
Edina High School	Interior	Recoat new gym wood floors	23,754
Edina High School	Interior	Recoat new gym wood floors	23,754
Edina High School	Electrical Systems	Replace the basket controls in the field house	23,754
Edina High School	Interior	Repair wall, repaint and install a wide chair rail on damaged gyp board walls in	17,815
Edina High School	Mechanical Systems	Replace classroom drinking fountain in Orchestra 397, Band 395 and Vocal 396	17,815
Edina High School	Interior	Remove the scoreboard & hoops in the field house	14,846
Edina High School	Mechanical Systems	Provide door air curtains at garage door in Maker Lab 219	14,252
Edina High School	Site	Parking lot A crack seal 2021 and every 2 years after	12,399
Edina High School	Interior	Remove the old hoops in the gymnastics gym	11,877
Edina High School	Electrical Systems	Renovate custodial toilet room at VVMS - new LED lighting and controls	11,877
Edina High School	Electrical Systems	Remove remaining large circular hanging light fixtures and replace them (rooms S286C,	11,877
Edina High School	Electrical Systems	Replace the electrical outlets in the wrestling room	10,689
Edina High School	Mechanical Systems	Replace floor drains covers serving eye wash/shower to have integrated funnel in	9,501
Edina High School	Electrical Systems	Provide more power drops in Maker Lab 219	9,501
Edina High School	Mechanical Systems	Replace drinking fountain in corridor south of Gym 225 to fully recessed WC with bottle	7,720
Edina High School	Mechanical Systems	Provide exhaust in Concession 101	7,126
Edina High School	Interior	Provide sloped panel top at men's locker room south lockers - assumes 50LF	5,938
Edina High School	Mechanical Systems	Modify cabinet unit heater at door #3	5,938
Edina High School	Mechanical Systems	Insulate piping in exterior soffit of classroom E130	5,938
Edina High School	Mechanical Systems	Remove unused sink, faucet, and cap pipes at mains in servery E240	5,938
Edina High School	Mechanical Systems	Replace bi-level drinking fountain at EPAC gang restroom	5,938
Edina High School	Electrical Systems	Renovate M and W gang toilets Upper Level adjacent to Fick - new lighting and controls	5,938
Edina High School	Mechanical Systems	Remove the drinking fountain in the wrestling room and cap branch line at main. Provide	4,988
Edina High School	Mechanical Systems	Replace sink mounted eyewash station in PLTW room on main level	4,276
Edina High School	Site	Bus lot crack seal in 2021 and every 2 years after	3,848
Edina High School	Mechanical Systems	Relocate hose bib at door 15 (freezes frequently)	3,563
Edina High School	Mechanical Systems	Cap gas pipes in valve box located in Physics Room 236	3,563
Edina High School	Mechanical Systems	Repair/replace (3) clay traps in art room Art 378	3,563
Edina High School	Electrical Systems	Reconfigure light switch controls to be out of wall enclosure in lower level Aux gym	3,563
Edina High School	Interior	Raise the height of the honeycomb tile pattern on the south wall of the commons	3,415
Edina High School	Mechanical Systems	Investigate if dryer vent located in washer/dryer room on east of EPAC is properly	2,969
Edina High School	Mechanical Systems	Investigate FTR noise in phone room in Classroom 360	2,969
Edina High School	Mechanical Systems	Investigate existing baffles restricting airflow in ductwork serving Fick Auditorium	2,969
Edina High School	Electrical Systems	Provide cages for strobe lights in Aux gym and main gym	2,375

School/Site	Project Type	Project Description	Budget
Edina High School	Site	Parking lot D crack seal 2021 and every 2 years after	2,280
Edina High School	Electrical Systems	Remove old, unused fire alarm system in lower level elec room on the south side	1,188
Edina High School	Electrical Systems	Remove abandoned electrical comm box in servery	1,188
Transportation	Site	Crack seal in 2021 and every 2 years after	17,103
Valley View	Site	Repair sidewalk and improve drainage near door #26 - fix catch basin	89,076
Valley View	Site	Replace rocks with grass at exterior door 28	19,003
Valley View	Site	SW parking lot, drop off, VV road, drop off and stormwater crack seal every 2 years	10,689
Valley View	Mechanical Systems	Add heat to the electrical room - gets very cold in the winter. High priority.	8,908
Valley View	Site	Parking lot C crack seal every 2 years after	5,416
District-Wide	Micellaneous	Miscellaneous allowance items to be defined	442,048
District-Wide	Micellaneous Roofing	Roofing allowance items to be defined	318,769
District-Wide	Staffing	Allowance for district staff time	178,153

\$ 13,000,000

2026 LTFM PROJECT LISTING

School/Site	Project Type	Project Description	Budget
Creek Valley	Interior	Carpet replacement allowance phase 1	78,672
Creek Valley	Interior	Painting allowance for interior classroom walls - phase 1	24,585
Creek Valley	Site	North parking lot, drop off, main entry drive crack seal every 2 years	8,851
Creek Valley	Site	South parking lot, loading dock, and turnaround crack seal every 2 years	2,065
Creek Valley	Site	Hard play crack seal 2023 and every 2 years	1,991
Creek Valley	Interior	Paint walls in stairway leading to the penthouse	1,844
Creek Valley	Site	East parking lot crack seal every 2 years	1,844
District-Wide	Micellaneous	Miscellaneous allowance items to be defined	119,422
District-Wide	Staffing	Allowance for district staff time	112,007
District-Wide	Micellaneous Roofing	Roofing allowance items to be defined	72,926
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Served by AHU-HS9, On UL - replace hydronic piping, ex VAV's	1,266,788
Edina High School	Interior	Repurpose concessions/health room area Upper Level near gymnasium - Approx 5,000 SF	1,085,432
Edina High School	Exterior	Replace roof area C (24,000 SF) as recommended by the Inspec report	1,069,000
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Replace AHU-HS13 and CV distribution - Main Gym 14,000 SF	722,802
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Replace AHU-HS7 16,600 SF	663,798
Edina High School	Construction Management	Kraus Anderson construction management services	491,702
Edina High School	Interior	Fick Auditorium - Replace the auditorium stage rigging system - Auerbach 6-6-2023	479,410
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Replace AHU-HS15 9,400 SF	472,034
Edina High School	Interior	Replace ceilings - Upper Level 45,000 SF @ \$6.6/SF	437,615
Edina High School	Interior	Fick Auditorium - Replace operable classroom partitions	437,615
Edina High School	Interior	Ceiling tile replacement allowance - extent to be determined	430,239
Edina High School	Interior	Renovate M and W gang toilet rom Upper Level north end near gymnasium - block partitions	414,874
Edina High School	Electrical Systems	Fick Auditorium - replace theatrical lighting with new LED lighting Auerbach 6-6-2023	405,654
Edina High School	Electrical Systems	Fick Auditorium - replace auditorium A/V system	393,362
Edina High School	Interior	Replace stair tower windows/doors misc east elevation windows to include classrooms	384,142
Edina High School	Electrical Systems	New LED fixtures and controls - Upper Level 67,000 SF @ \$.45/SF	376,152
Edina High School	Electrical Systems	Fick Auditorium - replace theatrical lighting control - Auerbach 6-6-2023	368,777
Edina High School	Interior	Replace the field house floor (12,000 SF)	258,144
Edina High School	Mechanical Systems	Mechanical Upgrades Project - Replace RTU-HS2 5,000 SF	258,144
Edina High School	Interior	Carpet replacement allowance phase 2 (Main and upper level)	233,559
Edina High School	Interior	Fick Auditorium - Renovate M and W toilets Upper Level Fick green room - upgrade for ADA,	221,266
Edina High School	Interior	Fick Auditorium - Replace theatrical draperies - Auerbach 6-6-2023	184,388
Edina High School	Interior	Elevator #3, full replacement, rotate elevator to open into cafeteria, 4' door opening,	184,388
Edina High School	Mechanical Systems	Renovate M and W gang toilet rom Upper Level north end near gymnasium - block partitions	184,388
Edina High School	Interior	Fick Auditorium - Reconstruct wood stairs at proscenium, conceal cabling	153,657
Edina High School	Interior	Replace conf room carpet floor with hard surface and provide durable wall finish (12	147,511
Edina High School	Electrical Systems	Fick Auditorium - replace house lights with new LED fixtures and controls	147,511
Edina High School	Interior	Reconfigure entry at door #3 - provide a new vestibule, security check in kiosk, and	125,999
Edina High School	Interior	Blackbox - Replace theatrical draperies	125,384
Edina High School	Interior	Blackbox - Replace theatrical lighting control	124,872
Edina High School	Interior	Blackbox - Replace theatrical lighting fixtures	124,872
Edina High School	Interior	Blackbox - Replace theatrical A/V Systems	124,872
Edina High School	Interior	Fick Auditorium - Replace carpeting	122,926
Edina High School	Interior	Replace classroom door hardware with security hardware (100 doors)	110,633
Edina High School	Interior	Provide new restroom and shower room in Mechanical Room 101B - Investigate options	104,487
Edina High School	Interior	Replace interior doors - an allowance provided for 50 doors	81,131
Edina High School	Mechanical Systems	Provide new restroom and shower room in Mechanical Room 101B - Investigate options	55,316
Edina High School	Interior	Allowance for locker replacement (\$35,000 per year)	43,024
Edina High School	Interior	Provide new scrubber 'shed' in central mechanical room adjacent to room E230 - review use	38,414
Edina High School	Mechanical Systems	Fick Auditorium - renovate M and W toilets Upper Level Fick green room - upgrade for ADA,	36,878
Edina High School	Electrical Systems	Replace sound system for Main Gym N205	36,878
Edina High School	Interior	Recoat new gym wood floors	24,585
Edina High School	Interior	Recoat new gym wood floors	24,585
Edina High School	Electrical Systems	Improve sound system control panel at gym N205	24,585
Edina High School	Interior	Replace music suite doors S350, S354, and S356 (7 doors), provide keyed removable mullions	22,741
Edina High School	Interior		20,283
Edina High School	Interior	Elevator #2, Install elevator door lock monitoring overlay per 7-14-23 Metro Elevator	20,283
Edina High School	Interior	Provide a durable wall solution on the south wall of fitness room N300	15,366
Edina High School	Mechanical Systems	Provide emergency eyewash / shower in chiller room	14,751
Edina High School	Electrical Systems	Renovate M and W gang toilet rom Upper Level north end near gymnasium - new lighting and	12,293
Edina High School	Interior	Provide epoxy paint on damaged accent block walls in classrooms - approx 8 rooms	11,063
Edina High School	Interior	Provide durable wall solution in conference rooms B and C	9,604
Edina High School	Interior	Provide tile wainscot to the circulation wall on the upper level above the main entry -	8,835
Edina High School	Interior	Provide a durable wall solution to the circulation space outside rooms N306 and N307	8,758
Edina High School	Electrical Systems	Fick Auditorium - renovate M and W toilets Upper Level Fick green room - new lighting and	6,146
Edina High School	Interior	Provide tile wainscot in nurse's suite entry	5,378
Edina High School	Interior	Widen opening for dry storage room and provide a new door/frame	4,302
Edina High School	Mechanical Systems	Bids excluding Fick awarded at construction total = \$8,265,709. Total Project Budget	(791,640)
Edina High School	Mechanical Systems	Bids excluding Fick awarded at construction total = \$8,265,709. Total Project Budget	(791,641)
Edina High School	Mechanical Systems	Bids excluding Fick awarded at construction total = \$8,265,709. Total Project Budget	(1,583,281)
Highlands	Site	South parking lot crack seal every 2 years	2,213
Highlands	Site	North parking lot crack seal every 2 years	1,475
Valley View	Electrical Systems	Replace the auditorium stage lighting with new LED lighting and controls	540,872
Valley View	Electrical Systems	Replace all remaining fluorescent lights with LEDs and dimmer controls zone 3	507,682
Valley View	Mechanical Systems	Remove remaining galvanized plumbing piping	430,239
Valley View	Electrical Systems	Replace all remaining fluorescent lights with LEDs and dimmer controls zone 4	181,930
Valley View	Electrical Systems	Replace all remaining fluorescent lights with LEDs and dimmer controls zone 1	89,736
Valley View	Electrical Systems	Fix tunnel lights in west half	73,755

School/Site	Project Type	Project Description	Budget
Valley View	Electrical Systems	Provide additional classroom outlets	49,170
Valley View	Electrical Systems	Replace outside electrical outlets (refer to Corey's map)	2,459
Valley View	Electrical Systems	Install interior electrical receptacle by door 23	1,229
			\$ 12,500,000

III.C. Voter-Approved Levy Review



Board Meeting Date: 6/10/2024

Title: Voter-Approved Levy Review

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent; and Mert Woodard, Director of Finance & Operations

Description: All Minnesota school districts, to varying degrees, rely heavily on local property tax revenues for both day-to-day operations and to finance significant capital projects. Understanding the property tax authority the District has is paramount to developing budgets that are fiscally responsible and sustainable.

School districts in Minnesota can supplement their non-voter approved taxing authority with voter-approved authorities that are derived from state statute. There are three primary voter-approved tax levies available to school districts: the operating referendum, the capital projects levy, and school building bonds.

- **Operating Referendum** – The voter-approved operating referendum is similar to basic education revenue or local optional revenue in that it can be used for any lawful purpose. In Edina this revenue is used exclusively for day-to-day operations, including, but not limited to: classroom teachers, school administration, central office administration, transportation, utilities, and building cleanliness. The District's operating referendum revenue of an estimated \$20,764,962 for fiscal year 2025 represents 13.9 percent of the District's overall general fund operating revenue.

Operating referendums are requested on a revenue per pupil unit basis and can be approved by voters of the District for up to ten years. Districts may ask voters for any per pupil amount, however state legislation imposes caps on how much per pupil revenue districts may actually receive. The District's current operating referendum authority is \$2,197.49 per pupil unit, slightly under the state cap of \$2,202.89. The state cap is adjusted yearly for inflation, as is the District's per pupil authority.

Voters of the District last voted in favor of an operating referendum in 2017, authorizing the revenue beginning with taxes payable in 2018 and ending with taxes payable in 2027. Due to new legislation enacted during the 2023 legislative session, school boards now have the authority to, without voter approval, renew expiring operating referendum authority in the same amount and for the same duration as the original referendum. The District's existing operating referendum authority expires with taxes payable in 2027 (fiscal year 2028 revenue), which means that the window for the school board to renew the referendum without voter approval begins July 1, 2025 and ends June 15, 2027. Failure to renew the operating referendum will result in the loss of an estimated

\$22,627,122 for the District, the equivalent of approximately 157 full-time teachers, roughly 30 percent of the District’s faculty.

Exhibit A – Estimated Operating Referendum Revenue Through Fiscal Year 2029:

	Fiscal Year				
	2025	2026	2027	2028	2029
Edina Authority	\$ 2,197	\$ 2,245	\$ 2,294	\$ 2,344	\$ 2,395
State Maximum	2,203	2,251	2,299	2,349	2,400
Revenue	\$20,765,182	\$21,215,786	\$21,676,169	\$22,146,542	\$22,627,122

*Assumes flat enrollment of 8,630 or 9,450 pupil units.

** Per pupil amounts are estimates at the time of publication.

- **Capital Projects Levy** – In order to finance capital projects, fixed asset purchases, and technology needs (staff, devices, software, infrastructure, etc), districts in Minnesota can seek voter-approval for annual capital projects levy or “tech levy” authority. Unlike operating referendum authority, the use of capital projects levy proceeds is specifically regulated in state statute. There is no cap on the amount that can be generated from the capital projects levy – voters authorize a fixed tax rate that is applied to the net tax capacity of the District. This means that as the District’s tax base grows, capital projects levy revenue will increase in direct proportion. Capital projects levies can be authorized for up to ten years and the District’s current authority is for 5.932 percent, expiring with taxes payable in 2033. The District will receive \$8,746,346 of capital projects levy revenue for fiscal year 2025, or 5.7 percent of general operating revenues. Without capital projects levy authority, the District would not be able to maintain it’s current technology infrastructure within significant reductions to other areas.

Exhibit B – Estimated Capital Projects Levy Revenue Through Fiscal Year 2033:

Fiscal Year	Net Tax Capacity	Revenue
2025	\$ 142,891,874	\$ 8,476,346
2026	\$ 154,831,339	\$ 9,184,595
2027	\$ 169,217,028	\$ 10,037,954
2028	\$ 183,549,795	\$ 10,888,174
2029	\$ 192,333,016	\$ 11,409,195
2030	\$ 198,103,007	\$ 11,751,470
2031	\$ 204,046,097	\$ 12,104,014
2032	\$ 210,167,480	\$ 12,467,135
2033	\$ 216,472,504	\$ 12,841,149

*Net tax capacity figures are final through fiscal year 2026 revenue; all other years assume a 3.0% increase above the prior year.

Exhibit C – Capital Projects Levy Uses:

Category	Amount
Staff Compensation	\$ 4,128,749
Instructional Software	666,629
Instructional Devices	1,308,588
Non-Instructional Software	803,928
Non-Instructional Devices	1,775,402
Services & Fees	63,050
Total	\$ 8,746,346

Exhibit D – Capital Project Levy District Comparisons (Taxes Payable in 2024):

District	Net Tax Capacity	Capital Projects Levy Amount	Tax Rate	PAY2024 ADM	Revenue Per ADM
Bloomington	\$ 193,336,333	\$ 11,325,642	5.858%	9,939	\$ 1,139.52
Eden Prairie	144,223,833	9,415,721	6.529%	8,850	1,063.92
<i>Edina</i>	<i>142,891,874</i>	<i>8,476,346</i>	<i>5.932%</i>	<i>8,630</i>	<i>982.20</i>
Hopkins	168,755,766	14,690,864	8.705%	6,472	2,269.91
Minnetonka	140,668,046	9,240,571	6.569%	11,296	818.04
Richfield	73,658,925	4,777,993	6.487%	3,845	1,242.65
St. Louis Park	92,066,385	3,946,886	4.287%	4,476	881.79
Wayzata	217,667,832	10,934,348	5.023%	12,958	843.83
		Average:	6.174%		\$ 1,155.23

Additional Revenue
if Edina were at the
average tax rate: \$ 345,452

Additional Revenue
if Edina were at the
average per ADM: \$ 1,493,304 (6.977% tax rate)

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Review the provided materials and prepare to ask questions regarding the District's current and future voter-approved levy authority ahead of budget development for fiscal year 2026 and beyond.

Attachments:

N/A

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**