

## **Work Session**

Tuesday, February 18, 2025 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**



**School Board Work Session**  
**Tuesday, February 18, 2025; 5:00 PM**  
**ECC Room 350**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
  - A. Edina Virtual Pathway (EVP) Update

**Description:** This board report is intended to provide a status update on the development and management of the Edina Virtual Pathway Program. The report provides background information, a success metrics update, a description of some recent changes, and the next steps.

**Presenter(s):** Nate Swenson, Assistant Superintendent; and Steven Cullison, EVP Coordinator
  - B. Continuous School Improvement Plan (CSIP) Process Update

**Description:** Each year, Edina Public Schools' principals and leadership teams partner to develop continuous improvement plans for their sites. The attached presentation and Board work session discussion will provide the School Board and community with additional information about how schools use their continuous school improvement plans to monitor progress toward goals and adapt if changes are needed during the year.

**Presenter(s):** Nate Swenson, Assistant Superintendent; Dr. Amy Reed, Creek Valley Elementary Principal; and Lisa Masica, Cornelia Elementary Principal
  - C. Early Learning (and Family) Center Proposal

**Description:** This report outlines the comprehensive vision and proposed transformation of the Edina Early Learning Center (ELC) to the Early Learning & Family Center. Building upon our November 19, 2024 presentation, we have refined our approach based on Board feedback and developed a strategic framework focused on three essential questions: who we are, who we want to be, and what is our vision for the future. The proposal addresses current challenges while positioning the ELC to better serve our growing community's needs through enhanced facilities, expanded programming, and improved learning environments.

**Presenter(s):** Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; and Kim Isley, Assistant Director of Early Learning
  - D. Edina Transition Programming for Students 18-22 Years Old

**Description:** District administration will provide a detailed overview of special education transition programming and an overview of operational and facility costs

for a district transition program. Overview is aligned with requests from SEAC and school board representatives.

**Presenter(s):** Jody Remsing, Director of Student Support Services; Carrie Carroll, Special Education Advisory Council Chair; and Mert Woodard, Director of Finance and Operations

E. Interim Superintendent Search Update & Discussion

**Description:** The purpose of this agenda item is for the full board to review the next two weeks of the interim superintendent selection process, including the board parameters provided to the governance committee for screening candidates to bring forward to the full board for consideration. Additionally, the board will discuss the structure of the interim interview, the expected timeline, and preparation for the interview process.

**Presenter(s):** Governance Committee

**IV. Leadership and Committee Updates**

**V. Superintendent Updates**

**VI. Adjournment**

### III. Discussion

III.A. Edina Virtual Pathway (EVP) Update

**Speaker (s) :** Nate Swenson, Assistant Superintendent; and Steven Cullison, EVP Coordinator



**Board Meeting Date:** 2/18/2025

**Title:** Edina Virtual Pathway (EVP) Update

**Type:** Discussion

**Presenter(s):** Nate Swenson, Assistant Superintendent; and Steven Cullison, EVP Coordinator

**Description:** This board report is intended to provide a status update on the development and management of the Edina Virtual Pathway Program. The report provides background information, a success metrics update, a description of some recent changes, and the next steps.

**Recommendation:** No recommendation is being made at this time. This item has been prepared for board discussion.

**Desired Outcome(s) from the Board:** Please be prepared with the initial reactions and questions you might have.

**Attachment(s):**

- See report below

The EVP update includes the following sections:

- Background Information
- Success Metrics
- Recent Changes
- Next Steps

### **Background Information**

EVP, like all schools in the district, exists to support the district's Mission and Vision and to further its Strategic Plan. The program uniquely contributes by providing instruction in a different setting and different modality than in-person schools, resulting in:

- Opportunities to advance critical thinking and student engagement to appropriately challenge every student (Strategy A).
- A differentiated educational experience (Strategy A).
- A learning environment that supports equity by eliminating structural barriers to success (Strategy B).
- Development of skills for students for healthy lifestyles including living effectively with technology and assured access to wellness programs (Strategy C).
- An environment that is conducive to learning (Strategy C).
- Responsiveness to enrollment trends while retaining current students (Strategy D).
- Strong financial stewardship through careful spending and student retention (Strategy E).

EVP serves fully online high school students who are seeking flexibility in their learning schedule combined with access to rigorous coursework. Whereas EVP previously also served EHS students seeking to take one or more online classes alongside their in-person studies, those classes are now provided under the Edina High School umbrella.

### **Success Metrics**

A number of metrics have been identified to evaluate the degree to which the Edina Virtual Pathway is providing a rigorous and engaging learning experience.

1. Retention of learners as monitored through enrollment patterns.
2. Academic achievement measured using grades, graduation rates, FastBridge assessments, and MCA scores
3. Satisfaction of stakeholders including students, families, and staff.
4. Fiscal responsibility.

## **Enrollment**

For the 2024-2025 school year, the secondary level has averaged about 72 comprehensive (full-time) students this year, an increase of about 25% year-over-year.

Of the 71 students enrolled at the end of semester one:

- 23% are district residents
- 77% are open enrolled
- 48% are returning EVP students
- 58% previously attended EHS. The opportunity to switch to EVP has helped the district to retain these 41 students.
- 30 of EVP's fully online students are new to the district

A high percentage of EVP's student body last year was comprised of seniors, who graduated. Rebuilding and expanding upon last year's numbers is a success story for EVP. Additionally, the classes are more balanced this year, which bodes well for further growth in 25-26.

Second semester enrollment is expected to grow to about 85 students.

## **Academic Measures**

Grades serve as perhaps the strongest predictor of success in post-secondary coursework. Research shows that graduation from high school correlates positively with nearly all measures of post-secondary success and well-being. Test score data helps educators and programs customize instruction and make adjustments in their work. Strong results, and constant improvement, in these areas are valuable indicators of a school's success in furthering the district's strategic plan.

### Grades

Students achieving passing grades in courses will have demonstrated proficiency in the associated graduation standards.

Grades:

- 2022-2023
  - Passing grades S1: 85% ; Passing grades S2: 95%
- 2023-2024
  - Passing grades S1: 93.6%; Passing grades S2: 92.9%
- 2024-2025
  - Passing grades S1: 83.4%

*Note: Grades for the first two years included supplemental students from EHS, as they were enrolled in EVP for their individual classes. As these classes are now built into their EHS*

*schedules and fall under the EHS umbrella, the 2024-2025 data draws entirely from the fully online student population of EVP.*

### Graduation Rates

EVP's reported graduation rate for Spring of 2023 was 62% (The n value of students has been excluded due to small cell size and being potentially identifiable.)

In the spring of 2024, the graduation rate improved to 81.8% (n=33) All students who entered EVP with sufficient credits to potentially qualify for commencement completed sufficient credits to do so.

Looking forward to June of 2025, EVP expects to have a senior class of 21 students. Its goal for the year is a grad rate of 90% or better, and we're confident of attaining better than 85%.

### MCAs

Rates of participation in the MCA test have historically been too low to provide a meaningful evaluation of student proficiency, and so it was a stated goal for EVP to increase participation rates. The number of tests administered was increased from 3 to 14, with a participation rate of 51.85%. Anecdotally, this appears to be a higher rate of participation than for many online programs. No individual test had more than 7 participants. Increasing the number of test administrations with an eye toward drawing useful data from MCAs will require not only continued efforts to increase participation rates, but also to increase enrollment overall.

### FastBridge

FastBridge aReading has been administered for students in English 9 and English 10. A low number of tests administered reduces the usefulness of the data on a programmatic level. In the recently concluded winter testing window, 7 out of 13 assessed students were at or exceeding the pace needed to meet their progress goals. Of those who are at risk of not meeting their goal, most demonstrated growth. Currently, where appropriate, results are shared with EL and SPED teachers to aid in their support of learners and are used to inform interventions for those students who are not making typical or aggressive growth. As EVP grows and the number of test participants grows, the data drawn from FastBridge testing will provide a greater understanding for any necessary programmatic changes to support the overall reading of our online readers.

### **Satisfaction of Stakeholders**

It is vital that programs incorporate stakeholder voices, and no measurement of Edina Virtual Pathway's progress or success could be complete without asking the students, families, and teachers for their perspectives.

In January 2025, 100% of EVP students communicated that they were satisfied or very satisfied with their experiences in EVP (n=9). Families reported at rates of 100% that they felt

their child's online education was rigorous and that they were satisfied with their child's online education, but participation numbers in the survey were low (n=6.)

In December of 2024, 89% of EVP staff reported that EVP successfully established a sense of belongingness for its staff. In the spring of 2024, 100% of staff indicated that they were provided with sufficient resources to do their work.

### **Financial Responsibility**

Edina Virtual Pathway contributes to the financial wellness of the district by attracting new enrollments and by helping to retain the enrollment of students who might otherwise leave the district to learn online elsewhere.

In the 2023-2024 school year, \$488,955 was spent on EVP. This is less than the amount which was budgeted, \$510,000. The school generated about \$903,707.00 in revenue. Overall, last year EVP contributed a significant amount toward the district's overall financial health.

For the 2024-2025 school year, \$578,967 has been allocated to EVP in the budget. Due to an increase in enrollment, revenue generation is projected at about \$976,000.00, once again leading to the significant contribution toward the district's overall financial health.

### **Recent Changes**

In the summer of 2024, EVP offered summer courses for the first time. In collaboration with EHS, EVP offered some of those classes that students most requested from outside online providers in previous summers, all in math and sciences. 24 students took coursework to advance to the next level in the fall, with 20 completing an entire year's worth of work in their selected course.

This year EVP and EHS have collaborated around transfer of responsibility for online courses for in-person students. Currently, these classes are considered EHS classes which are taught in an online modality. Students no longer require split enrollment between EHS and EVP to take an Edina online class. This was made possible by a change in guidance from MDE and provides numerous benefits, including cleaner reporting and easier tracking of student performance. With EHS' increased oversight of its online students, the EVP team has been able to focus its efforts on growing the program for fully online students, and on serving those students.

EHS and EVP have also collaborated around improved processes related to transfers of students between schools, ensuring that families who consider moving online are making fully informed decisions that lead to the best possible educational outcomes.

EVP has begun offering live, synchronous, study sessions for select classes. These offerings are, currently, optional, but serve as a pilot for potentially required online sessions in the future, while also providing additional support to aid in student learning.

In the spring of 2024, EVP hosted the first annual MN Online Educators Summit. Over 100 educators from 21 school districts participated. This year, the initiative is expected to grow. The Summit now also serves as the sponsor of the Minnesota Online Educator of the Year award, whose winner will be announced in February. The EVP Supervisor was also selected in 2024 to the Executive Committee which runs the Minnesota Online Educator Association and will present at several education conferences in 2025. EVP's prominent positioning as a leader in professional development for online educators serves a marketing purpose, helping to raise the profile and name recognition of the school.

### **Next Steps**

EVP is in discussions with neighboring districts around potential partnerships. Through tuition agreements, partner districts that lack online programs or whose online schools are closing would refer their fully online students to EVP. Such partnerships would aid in the school's efforts at growth and contribute to the district's financial health.

In the 25-26 school year, EVP will increase the number of live, synchronous, learning opportunities for fully online students. This is an opportunity that is expected to increase student learning and increase the desirability of EVP as a destination for learners while still maintaining flexibility.

EVP is in talks with a local college to offer dual credit (college and high school) courses that leverage virtual reality to provide career training. Most likely this would be an option beginning in the 26-27 school year.

Measurable goals for the future include the following:

1. Increased passing rates for classes to a minimum of 95%.
2. Increased graduation rate to 90% for 2025 and 1% increases each year following.
3. Increased test administration rates for MCA tests to at least 70% for each test.
4. Increased test administration rates for FastBridge assessments to at least 90% for each test.
5. Enrollment of at least 100 full-time students in 25-26 and at least 125 for 26-27.

EVP is well-positioned to meet these measures. Increased support for learners contributes to improved passing rates for classes, which in turn helps to drive a strong graduation rate. Increasing participation rates in assessments is challenging for all schools, but progress has been made, and increased enrollment will help in this area as well.

As is true for any school, Edina Virtual Pathway has an obligation to grow its ability to serve each and every student. That hard work continues. Successes over the past year give reason for excitement around the progress that will be realized in the coming school year.

III.B. Continuous School Improvement Plan (CSIP)  
Process Update

**Speaker (s):** Nate  
Swenson, Assistant  
Superintendent



**Board Meeting Date:** 2/18/25

**Title:** Continuous School Improvement Plan (CSIP) Process Update

**Type:** Discussion

**Presenter(s):** Nate Swenson, Assistant Superintendent; Dr. Amy Reed, Creek Valley Elementary Principal; and Lisa Masica, Cornelia Elementary Principal

**Description:** Each year, Edina Public Schools' principals and leadership teams partner to develop continuous improvement plans for their sites. The attached presentation and Board work session discussion will provide the School Board and community with additional information about how schools use their continuous school improvement plans to monitor progress toward goals and adapt if changes are needed during the year.

**Recommendation:** No recommendation is being made at this time. This item has been prepared for Board discussion.

**Desired Outcome(s) from the Board:** Please review the report and come prepared with questions and comments.

**Attachment(s):**

- [Slide Deck](#) for 2-18-25 Board Work Session
- Also, see the attached Board Presentation from 10-7-24, for additional background information related to developing CSIP plans at the sites: [Slide Deck](#).

III.C. Early Learning (and Family) Center  
Proposal

**Speaker (s):** Dr. Anne Marie Leland,  
Director of Community Education & Strategic Partnerships; and Kim Isley, Assistant Director of Early Learning



**Board Meeting Date:** February 18, 2025

**Title:** Early Learning (and Family) Center Proposal

**Type:** Discussion

**Presenter(s):** Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Kim Isley, Assistant Director of Early Learning; Mert Woodard, Director of Finance and Operations; Sal Bagley, Wold Architects; and Rod Peterson, Director of Buildings and Grounds

**Description:** This report outlines the comprehensive vision and proposed transformation of the Edina Early Learning Center (ELC) to the Early Learning & Family Center. Building upon our November 19, 2024 presentation, we have refined our approach based on Board feedback and developed a strategic framework focused on three essential questions: who we are, who we want to be, and what is our vision for the future. The proposal addresses current challenges while positioning the ELC to better serve our growing community's needs through enhanced facilities, expanded programming, and improved learning environments.

**Recommendation:** Decision for bond referendum recommendation.

**Desired Outcomes from the Board:** The proposed changes will address current challenges while creating a more inclusive, effective, and forward-thinking learning environment. We seek the Board's support to move forward with this vital initiative to better serve our community's youngest learners and their families. Please review the information and come prepared with your questions.

**Attachments:** [Early Learning and \(Family\) Center Slide Presentation](#)

## **Commitment to Early Learning and Family Programming**

The proposed transformation of the Edina Early Learning Center (ELC) to the Early Learning and Family Center represents more than just a name change – it reflects a recommitment to our core mission and community values. When our center transitioned from the Family Center to the Early Learning Center years ago, we inadvertently created a perception that diminished the vital role of family engagement in early childhood education. Today's proposal to restore "Family" to our name symbolizes our recognition that successful early learning is inherently intertwined with family partnership and support. This rebranding aligns with our comprehensive vision of being the destination where families can access integrated support services, from pre kindergarten classes to Early Childhood Family Education (ECFE) programming. Our

ThoughtExchange survey, which gathered over 750 ratings from 74 participants, revealed a strong community desire for more family-centered, accessible programming. By returning "Family" to our name, we signal our commitment to maintaining the excellent work of our ELC team while enhancing our identity as a welcoming hub for both early learning and family support services.

## **Current Assessment of Early Learning Center (ELC)**

### **Program Overview**

The Edina Early Learning Center currently serves as a dynamic learning community delivering educational excellence to our youngest learners and their families. Our current enrollment includes:

- 14 PreK classes serving 210 students
- Early Childhood Family Education (ECFE) programming with enrollment levels returning to pre-Covid numbers
- Comprehensive family support and special education services
- Early childhood screening

### **Recent Community Feedback**

A ThoughtExchange survey with 74 participants and over 750 ratings has provided valuable insights into community needs and preferences. Key findings include:

- Strong demand for extending options for two-year-old programming
- Need for enhanced marketing and community outreach
- Requests for more flexible scheduling options for working families
- Interest in sibling care options and program awareness

### **Current Transition to Program Integration and Enhancement**

We are currently in a transition period that maintains the excellent work of our ELC team while exploring strategic improvements in four key areas:

1. Program and Service Integration
  - Enhancing communication and student support teams
  - Ensuring consistent information flow across all stakeholders
  - Implementing comprehensive progress reporting to parents and families
  - Creating seamless connections between different programs and services
2. Inclusive Practice Development
  - Establishing co-teaching classrooms to implement best practice instruction
  - Maintaining peer integration as a priority for all students
  - Creating environments that support diverse learning needs
  - Developing staff expertise in inclusive education practices
3. Family-Centered Programming
  - Expanding full-day PreK options to meet community needs
  - Exploring flexible ECFE scheduling and programming
  - Revamping childcare services to create inclusive spaces
  - Improving facility flow and accessibility for families
  - Adapting services based on ongoing family feedback

#### 4. Community Presence Enhancement

- Building recognition as a premier early learning and family center
- Strengthening our position within the EPS K-12 continuum
- Developing community partnerships and engagement opportunities
- Creating a distinctive brand identity within the community

### **Fundamental Challenges - our current space and layout hinders and/or prohibits implementation of strategic improvements**

#### 1. Space and Growth Limitations

- No room for enrollment expansion
- Inequitable classroom spaces
- Disconnected flow of programming
- Limited collaboration spaces for staff

#### 2. Infrastructure Opportunities

- Enhanced safety features
- Lighting upgrades
- Designated STEAM learning spaces
- Optimization needed for fixture and equipment locations

#### 3. Learning Environment Issues

- Limited problem-solving spaces for students
- Lack of natural light
- Cluttered classrooms with structural impediments
- Adult-sized fixtures inappropriate for young learners

### **Vision of Early Learning and Family Center**

#### **Learning Neighborhoods Concept**

Our proposed transformation includes the development of specialized learning pods organized around a central lunchroom space, like successful models at Creek Valley and Concord Elementary schools. These neighborhoods will feature:

#### 1. Specialized Program Areas

- ECFE wing with front-facing parent rooms and screening facilities
- Dedicated PreK-4-year-old section
- Dedicated PreK-3-year-old section
- ECSE (Early Childhood Special Education) area
- Two-year-old program expansion space

#### 2. Professional Collaboration Spaces

- Dedicated PLC room with collaboration cubicles (accommodating 43-45 staff)
- Removal of offices from classrooms
- Centralized staff planning areas
- Integrated support service spaces

#### **Enrollment Growth Strategy**

Our enrollment projections reflect careful consideration of community needs and facility capacity:

#### Current State (2024-2025):

- 14 classes
- 210 students
- 74% current resident enrollment

#### Projected Growth (2028-2029):

- 17 classes
- 325 students
- 82% target resident enrollment
- 1 additional classroom to increase 2-year-old options

#### Strategic Instructional and Educational Priorities:

- Nature-based and STEAM
- Inclusivity and Co-Teaching
- Family outreach and wraparound support

## Facility Feasibility Analysis

#### Options for a refreshed or new Early Learning and Family Center:

- Renovate existing ELC space that would provide:
  - Community continuity and relationships
  - Possible operational benefits
  - Financial considerations
  - Sustainability of current footprint
  - Staged transition management
- Find new site location - same as the bullets for what to add in a renovation of the existing ELC that would optimize:
  - Intentional design
  - Expanded capabilities
  - New infrastructure
  - Location possibilities for families
  - Operational advantages

### **Option: Remodel Current Early Learning Center - Operational and Cost Estimates**

#### **Operational Costs Remodel ELC**

Personnel costs reflect FY 25 salary & benefits:

- 3.0 FTE PreK teachers - \$273,000
- 1.5 FTE ECSE teachers - \$177,000 (support for co-teaching)
- 4.5 FTE Instructional paraprofessionals - \$148,500
- 1.5 FTE Special Education paraprofessionals - \$53,250
- Curriculum and Materials - \$7,000
- **\*TOTAL - \$658,750**

**\*Revenue collected through tuition and scholarships will cover these costs.**

**NOTE: All the following timelines and estimates related to building costs have been provided by Wold Architects. Costs related to purchasing land and/or existing building are not included.**

**Timeline: Remodel ELC**

- Existing square footage used (including parts of building support like boiler, etc.) for 65,000-70,000 square feet
- Heavy renovation - reimagine layout to create neighborhoods and other proposed design elements.
- Timeline: 10 months for design; 16-24 months for construction depending on district tolerance for construction during school year (if low tolerance for construction during school year - would take three summers to complete renovation)

**Option: Cost Estimates: Remodel ELC**

- **Total Project Costs: ~28M (Current Market Rates)**
- Includes: General Conditions (Temp heat, barricades, energy, etc.), Site Services, Contingency
- **Excludes:** Land Acquisition, Asbestos / Abatement, Playground (Existing), Sitework, Storm Shelter (Existing Building)
- **Clarifications:** Add 10%-15% (5%-8% per year) for inflation.
- Timeline: 18-24 Months - This depends heavily on if work can be continuous or summers only. If summers only, this would increase overall timeline of completion

**Current Location Parking Lot Assessment and Plan**

Initial analysis by Buildings and Grounds Director Rod Peterson indicates:

- Central lot capacity can accommodate increased programming needs
- Sufficient overflow capacity in lower Southview Middle School lot
- Additional parking available in north lot
- Implementation would require strategic communication and behavior change management

**Option: New Building at the Same Size as Current ELC (“apples to apples”)**

**Estimated Timeline**

- Size: 65,000-75,000 Square Feet
- New Construction
- Timeline: 10 months for design; 16-20 months for construction

**Estimated Costs for 65,000-75,000 Square Feet**

- **Total Project Costs: ~41.5M (Current Market Rates)**
- Includes: Storm Shelter, Playground, Sitework, General Conditions (Temp heat, barricades, energy, etc.), Site Services, Contingency
- **Excludes:** Land Acquisition
- **Clarifications: Add 10%-15% (5%-8% per year) for inflation.**
- Timeline: 16-20 Months

## **Operational Costs for Same Size Building as Current ELC**

A new site would require custodial support as well as the personnel and materials to serve three additional classrooms:

- Total personnel and materials - \$658,750
- Ongoing maintenance and utility costs:
  - \$1.75 per square foot in utility costs (\$122,500)
  - \$0.25 per square foot in supply/chemical costs (\$17,500)
  - 1.0 FTE custodial staff (\$67,500)
- **\*TOTAL - \$866,250**

**\*Revenue collected through tuition and scholarships will cover the personnel and materials costs. - *Would require additional funding for ongoing maintenance and utility costs.***

## **Option: New Building at 80,000 Square Feet for Future Growth**

New Building @80,000 SF for Future Growth - Estimated Costs and Timeline

- **Total Project Costs: ~49.5M (Current Market Rates)**
- Includes: Storm Shelter, Playground, Sitework, General Conditions (Temp heat, barricades, energy, etc.), Site Services, Contingency
- **Excludes:** Land Acquisition
- **Clarifications: Add 10%-15% (5%-8% per year) for inflation.**
- Timeline: 16-20 Months

## **MN Department of Human Services Requirements for Early Learning**

Location requirements

- All programs for children must be on the first floor of the building
- If mixed-use building, must have dedicated entrance and separate from other businesses
- Classrooms can't be more than 2 feet below ground level
- All exits must lead directly to ground level

Space Calculations

- 35 square feet of usable indoor space per child
- 75 square feet of usable outdoor space per child
- Outdoor play space must be adjacent or within 1,500 feet of facility
- Fenced outdoor areas required for safety

Room Requirements

- Diaper changing areas with specific ventilation requirements
- Isolation area for ill children
- Kitchen facilities meeting health department standards
- Adult bathroom separate from children's bathrooms
- Drinking water must be readily available
- Storage space for bedding, supplies, and personal items

Additional Considerations

- Clear sight lines for supervision throughout spaces
- Natural light requirements for each classroom

- Proper ventilation systems
- Adequate storage for program materials
- Staff break room/workspace
- Parent conference/meeting space
- Administrative office space

### **Implementation Considerations**

The final location decision will be guided by:

- Board direction
- Community input
- Cost-benefit analysis
- Programming needs
- Long-term growth projections

### **Recommendations and Next Steps**

#### 1. Immediate Actions

- Board review and decision on proposed vision
- Formation of stakeholder input groups
- Development of detailed architectural plans

#### 2. Long-term Considerations

- Implementation timeline refinement
- Community engagement strategy
- Funding mechanism development

### **Suggested Implementation Timeline**

- February 2025: Board Presentation
- May 2025: Board Decision
- Post-Decision: Design Teams/Stakeholder Input
- Following Approval: Architect Plan Development

### **Conclusion**

The transformation of the Edina Early Learning & Family Center represents a significant opportunity to enhance early childhood and family education in our community. Through thoughtful planning and strategic implementation, we can create a facility that better serves our students, families, and staff while positioning Edina Public Schools as a leader in early childhood education.

III.D. Edina Transition Programming for Students  
18-22 Years Old

**Speaker (s) :** Jody  
Remsing, Director of  
Student Support  
Services; Carrie  
Carroll, Special  
Education Advisory  
Council Chair; and  
Mert Woodard,  
Director of Finance  
and Operations



**Board Meeting Date:** 2.18.25

**Title:** Edina Transition Programming for Students 18-22 Years Old

**Type:** Discussion

**Presenter(s):** Jody Remsing, Director of Student Support Services; Carrie Carroll, Special Education Advisory Council Chair; and Mert Woodard, Director of Finance and Operations

**Description:** District Administration will provide a detailed overview of special education transition programming and an overview of operational and facility costs for a district transition program. Overview is aligned with requests from SEAC and school board representatives.

**Recommendation:** Review the information to determine next steps with onboarding a transition program. This item has been prepared for board discussion.

**Desired Outcomes for the Board:** After reviewing the information in the report, please be prepared to share your reactions and questions for administration to determine next steps for a decision about the transition programming option.

**Attachments:**

[Edina Transition Programming Presentation](#)

**Summary:**

1. Transition Services Overview

Special education instruction and services must be provided for eligible students with disabilities from birth until the child with a disability is no longer in need of services or turns 22. (Minn. Stat. 125A.03) Special education transition services begin at age 14 and help a student with disabilities move from school to adult life with programming in the following areas: employment, recreation and leisure, home living, community participation, and post-secondary training and learning. (Minn. R. 3525.2810 and Minn. R. 2325.2900)

Transition programming is required for students with disabilities due to the discrepancy in post-school outcomes when compared with their non-disabled peers. These services maximize a student's capacity to live as independently as possible as an adult and meaningfully contribute to their communities. Programming provides hands-on, real-life, community-based opportunities through partnerships with vocational services and community employers and organizations.

2. Out-of-District Transition Programming

This school year, we have 39 students receiving transition services through Intermediate School District 287. Our students are served at West Education Center in Minnetonka and South Education Center in

Richfield. We also have five students placed with Bloomington Public Schools at the Bloomington Transition Center and six students with Eden Prairie Public Schools at the TASSEL Education Center.

Intermediate School District 287 serves 12 west metro districts, including Brooklyn Center, Eden Prairie, Edina, Hopkins, Minnetonka, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata, and Westonka. Edina Public Schools is the only member district that does not have its own transition program.

Some of our neighboring districts have recently made investments in transition programming. For 17 years, Minnetonka Public Schools partnered with St. Louis Park and Hopkins. In 2021, Minnetonka Public Schools launched their own transition program so that students could continue learning within their own community following high school. In 2019, Wayzata Public Schools created a transition program that utilized an existing district building. In 2024, Eden Prairie Public Schools purchased a new property for its well-established transition program. Edina Public Schools has a partnership through Project SEARCH at Fairview Southdale Hospital where we serve four students.

3. Community Support

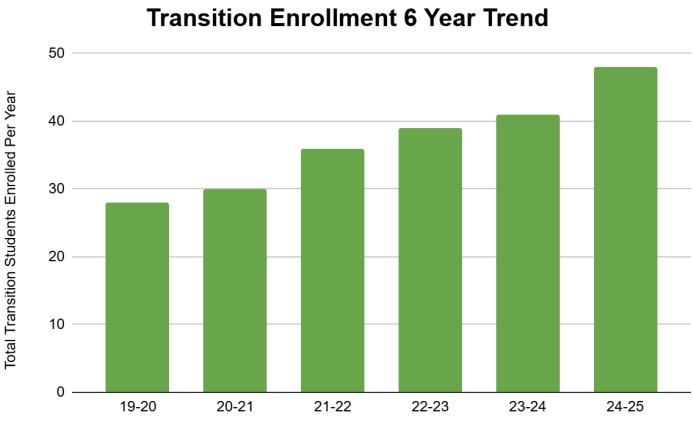
The Special Education Advisory Council (SEAC) provides input, advice, and insight to District leadership on special education. For several years, SEAC members have shared their desire to have a transition program within the Edina Public Schools district their children attend, many students since birth. It is important to SEAC that students with disabilities have the ability to continue their schooling in our district throughout their entire school career. Our parents and students want to work close to home, enjoy the recreation and leisure available within their community, continue to live in Edina after graduation, and develop the skills to participate within their home community.

In addition to support from SEAC, the District conducted a survey through the Morris Leatherman Company to measure broader community support for a transition program. Survey participants indicated that a transition program is a “very important” area of study for the district.

4. Transition Program Planning

The development of a transition program for our district takes place in six phases.

- Phase 1: Analysis of Transition Student Population



Our district transition student enrollment has steadily increased each year and should be large enough to serve up to 50 students.

- Phase 2: Space Procurement

To serve the transition needs of 50 students, we would need a building large enough to hold five classrooms, multiple breakout spaces, a health office, a student kitchen and laundry, student restrooms with space for an adult-sized changing table, staff office space, staff lunch space and coatroom, school office, vocational assessment, and a conference room. The estimated size of such a facility would be approximately 15,000 square feet.

- Phase 3: Building Design and Renovation

After an instructional space has been procured, the district will communicate the instructional space acquisition to the community and determine the opening date for the program. Community focus groups will take place to provide input on the design and renovation. The district's appointed architects will take the feedback from the focus groups into account as well as their professional expertise and will develop and bring forth designs and blueprints for consideration. Building designs will meet Americans with Disabilities Act (ADA) construction standards to ensure full accessibility for students with various disabilities. Planning for classroom furniture, technology, kitchen appliances, and safe food storage for student lunches will take place.

- Phase 4: Instructional Planning

The instructional needs of the students will determine how the new space is renovated to meet student learning needs. Community focus groups will take place to provide input on the program name, district branding, course offerings, and instructional space design. Staffing allocations will be finalized, positions will be posted, and hiring will take place in the spring before the start of the school year. Curriculum will be adopted through implementation science and technology will be purchased and installed. School day hours and a daily schedule will be created and community partnerships will be developed for work-based learning, post-secondary learning, community participation, and work experience. Transition programs frequently maintain partnerships with the following community partners: restaurants, grocery stores, city offices, nursing homes, child care centers, fitness facilities, local businesses, Vocational Rehabilitation Services, Metro Transit, Hennepin Technical College, Department of Vehicle Services, Social Security, and Hennepin County. Food service coordination with Chartwells will take place for student meals. Transportation will be coordinated for community-based learning opportunities and custodial service will be established.

- Phase 5: Student Planning

In the spring, before opening, students will have transition meetings where information will be gathered about student skills, interests, and needs. Based upon the information gathered the transition team will develop courses and a daily schedule to meet individual IEP goals and service minutes. When the program renovations are complete, student and family tours will be scheduled and staff will move into the new learning space.

- Phase 6: Programming

When the renovations are complete, an open house will take place in the fall for community members to tour the new instructional space and students will attend the first day of school.

## 5. Transition Program Costs

Operational costs - Currently, 43 District residents receive their services at Intermediate District 287 via tuition agreements. The students are served across four different tiers (Tiers 1-3 and Setting IV) at a **cost to the District of approximately \$1,782,400.00**

Were the students to be served at in-house programs, the District would save on the tuition costs however would incur the following, on-going program costs:

- 5.0 FTE licensed special education staff - \$590,000
- 15.0 FTE (6.0 hours per day) paraprofessional staff - \$530,000
- 1.0 FTE licensed work coordinator - \$118,000
- 1.0 FTE licensed social worker - \$118,000
- 1.0 FTE licensed special education facilitator - \$118,000
- **Total program staff costs of \$1,474,000.00**

In addition, an in-house program would **require one-time non-salary costs** that directly support programming:

- Two (2) electronic passenger lift vans with wheelchair lifts - \$360,000\*
- Classroom and staff furniture - \$82,372
- Health office supplies (lifts, changing tables, etc.) - \$15,000
- Instructional materials and curriculum - \$20,000
- **Total non-salary costs - \$477,372**

Finally, an in-house Transition program would require new facilities as the District does not currently have unused space in its portfolio to serve new programming:

#### Option 1 - Leasing Space

- School districts in Minnesota have authority to levy taxpayers for the lease of instructional space:
  - \$212 per adjusted pupil unit
  - Available revenue - \$2,011,327.00
  - Current obligations - \$1,874,402.00
  - Remaining capacity - \$136,925.00
  - Additional lease levy capacity in future years:
    - +\$144,063 in 2028
    - +\$189,902 in 2030
  - Cost per gross square foot of commercial real estate - \$20-30
    - 15,000 sq. ft. facility - \$300,000-450,000.00 per year

#### Option 2 - Constructing New Space

- School districts in Minnesota have the ability to access voter-approved monies to construct or acquire new facilities:
  - Estimated cost per square foot to acquire commercial space in the Edina area - \$650-1,000 per square foot.
    - 15,000 sq. ft. facility \$9,750,000-15,000,000.00
  - No impact to General Fund balance to acquire

Additional custodial/maintenance costs related to new square footage:

- Ongoing maintenance and utility costs:
  - ~\$1.75 per square foot in utility costs (\$26,250.00)
  - ~\$0.25 per square foot in supply/chemical costs (\$3,750.00)
  - 0.50 FTE custodial staff (\$33,750.00)

The Special Education Advisory Council, which includes school board representatives, has requested

that if the district decides not to move forward with a transition program a pilot transition program be considered. The pilot program would utilize existing district classrooms and offset staffing expenses and one-time non-salary costs that directly support programming with tuition that would otherwise be paid to partnering districts. This pilot would take place for a minimum of three school years to ensure that students can complete their transition experience without moving to a partner program to complete their education. Costs for a pilot program are detailed below.

Were the students to be served in a pilot transition in-house program, the District would save on the tuition costs however would incur the following, on-going program costs:

- 2.0 FTE licensed special education staff - \$236,000
- 4.0 FTE (6.0 hours per day) paraprofessional staff - \$140,000
- 0.5 FTE licensed work coordinator - \$59,000
- 0.5 FTE licensed social worker - \$59,000
- **Total program staff costs of \$494,000**

In addition, an in-house program would **require one-time non-salary costs** that directly support programming:

- Two (2) electronic passenger lift vans with wheelchair lifts - \$360,000\*
- Classroom and staff furniture - \$82,372
- Health office supplies (lifts, changing tables, etc.) - \$15,000
- Instructional materials and curriculum - \$20,000
- **Total non-salary costs - \$477,372**

The district may need to modify rooms to accommodate student instructional equipment (ex: washing machine and dryer, stove for kitchen, accessible bathroom remodeling). The district would finance \$100,000 for these items from its operating capital budget.

III.E. Interim Superintendent Search Update &  
Discussion

**Speaker (s) :**  
Governance Committee



**Board Meeting Date:** 2/18/2025

**Title:** Interim Superintendent Search Update & Discussion

**Type:** Discussion

**Presenter(s):** Governance Committee

**Background:** At the January 21st work session, the full board discussed the characteristics and leadership qualities desired in the interim superintendent candidate. Using feedback from the full board and input from internal and external partners, the governance committee developed the interim job posting.

In keeping with the timeline presented to the full board at the January 21st work session, the interim position was posted on February 5th and will stay open until February 21st.

**Description:** The purpose of this agenda item is for the full board to review the next two weeks of the interim superintendent selection process, including the board parameters provided to the governance committee for screening candidates to bring forward to the full board for consideration. Additionally, the board will discuss the structure of the interim interview, the expected timeline, and preparation for the interview process.

**Recommendation:** The board should review the attached timeline and interim job posting and be prepared to discuss the next steps in the selection process.

**Attachment(s):**

[Interim Superintendent Timeline 2/25](#)

[Edina Public Schools Interim Superintendent Job Posting](#)

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**