



School Board Special Meeting
Tuesday, February 16, 2021; 5:00 PM
Virtual Meeting

- I. **Determination of Quorum and Call to Order**
- II. **Modification of Agenda and Approval of Modified Agenda**
- III. **Action**
 - A. Superintendent Search Process and School Exec Connect (5:00–5:30PM) –*walked in*
Description: Since the last board meeting, the governance committee has met with School Exec Connect to discuss preliminary steps in the Superintendent Search process. We will update you on these steps as well as seek approval of the overview of the Superintendent Search Process. This approval includes approving a letter from the board to the community as well as a budget for advertising.
Presenter(s): Governance Committee and Dr. Kenneth (Ken) Dragseth
Recommendation: The Board Governance Committee recommends approval of the School Exec Connect Process Document.
 - B. Agreement with School Exec Connect (5:30–6:00PM) – *walked in*
Description: Since the last board meeting, the governance committee has met with School Exec Connect to discuss preliminary steps in the Superintendent Search process. We will update you on these steps as well as seek approval of the contract.
Presenter(s): Governance Committee and Dr. Kenneth (Ken) Dragseth
Recommendation: The Board Governance Committee recommends approval of the School Exec Connect Contract.
- IV. **Discussion**
 - A. Enrollment Update and Magnet School Programming (6:00-7:30PM) – *additional enrollment materials walked in*
Description: Periodic updating to programming is necessary in order to meet the needs of learners in the Edina Community. This report will highlight administrative proposals for program advancement aligned to strategic priorities.
Presenter(s): Hazel Reinhardt, Hazel Reinhardt Consulting Services, and Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; Chris Holden, Normandale Principal; Sean Beaverson, Elementary Digital Learning Specialist; Mike Walker, Secondary Digital Learning Specialist; Josh Jansen, Elementary EVA Coordinator; Andrew Beaton, EHS Principal; Michael Pretasky, EHS Assistant Principal, Val Burke, Director of Community Education
- V. **Action**
 - C. Technology Ballot Language (7:30-8:00PM) – *materials walked in*
Description: The 2021-2022 school year (PAY 21 Levy) marks the end of the ten-year technology levy. The funds from this levy allowed the district to upgrade technology and infuse technology into our instructional practices.
Presenter(s): John Toop, Director of Business Services, Steve Buettner, Director of District Media and Technology
Recommendation: Approve ballot language for May referendum

D. Bond Ballot Language – *materials walked in*

Description: The District is also recommending that we include a ballot option to include a \$7 million bond to expand the bus garage, improve bus loop and parking area at Creek Valley and improve parking area at Countryside.

Presenter(s): John Toop, Director of Business Services, Steve Buettner, Director of District Media and Technology

Recommendation: Approve ballot language for May referendum

E. Polling Places

Description: A correction needs to be made regarding the polling places for Precinct Nos.17 and 18 for City of Bloomington voters in the Edina School District. The polling place for the City of St. Louis Park voters in the Edina School District also needs to be corrected to reflect their polling place. These corrections were brought forward by the City of Edina's election clerk.

Presenter(s): John Toop, Director of Business Services

Recommendation: Approve the amended list of combined polling place changes of location.

VI. Board Chair Updates

VII. Superintendent Updates



Board Meeting Date: 2/16/2021 Board Meeting

TITLE: Approval of School Exec Connect Superintendent Search Process

TYPE: Action

PRESENTER(S): Governance Committee and Dr. Kenneth (Ken) Dragseth

BACKGROUND: Since the last board meeting, the governance committee has met with School Exec Connect to discuss preliminary steps in the Superintendent Search process. We will update you on these steps as well as seek approval of the overview of the Superintendent Search Process. This approval includes approving a letter from the board to the community as well as a budget for advertising.

RECOMMENDATION: Approve the School Exec Connect Process Document.

PRIMARY ISSUE(S) TO CONSIDER:

1. Approval of School Exec Connect Process Document (includes letter and advertising budget)
 - i. Includes approval of letter from the Board to the Community
 - ii. Focus Group list
 - iii. Advertising Budget

ATTACHMENTS:

1. Process Overview from School Exec Connect

SCHOOL EXEC CONNECT

Edina Public Schools
Edina, Minnesota
Planning Meeting

February 16, 2021

Agenda

1. Overview of the Process
2. Letter to School Stakeholders
3. Board Interviews/ Focus Groups
4. Establish Search Calendar
5. Advertising Campaign
6. Board Liaison for Communication
7. Compensation Guidelines
8. Other issues

February 22, 2021

Dear Edina Public Schools Stakeholders:

The Edina Public Schools Board of Education has contracted with *School Exec Connect*, a superintendent search firm, to assist with our search for a new superintendent. Board members want you to be informed of the process that we will be following as we conduct the search for a new superintendent. Additionally, we hope that you will give your input to assist us in making the best selection possible.

To begin the process, the *School Exec Connect* consultants - Dr. Kenneth (Ken) Dragseth, Dr. David Clough, Ms. Patty Phillips, and Ms. Lisa Anderson - will meet virtually with board members, district employees, parents, students and community members individually and in focus groups in the next two weeks. The purpose of the input is to determine the challenges, strengths, goals of our district and what characteristics or skills you believe are important in a superintendent. Additionally, our employees and community members will have the opportunity to give written feedback to the consultants via our website a link to a questionnaire in Survey Monkey. Using this information, we will develop a profile of the skills and characteristics desired in the next superintendent.

The position will be advertised, and candidates will be recruited from February 22 through April 20. On April 26, the Board and consultants will meet virtually or in person to review and select candidates to be initially interviewed. The Board will interview virtually or in person five to seven recommended candidates on April 27 and 28 and narrow the field to two or three finalists. The next round of individual, virtual or in person interviews will occur on May 3, May 4 and May 5. Each candidate will be invited for an all-day interview process including open virtual or in person forums that will be available to employees, students and community members and a final formal Board interview. Employees, students and community will be able to provide input by participating in an open question and answer session with each candidate and completing a feedback form to be shared with the Board. We plan to act on the new superintendent's contract in May.

You may choose to give your feedback to us by accessing the Edina Public Schools website at www.edinaschools.org and completing the Survey Monkey form. Please submit your feedback from February 22 to March 4.

Please feel free to contact Ken Dragseth (952-210-2790), David Clough (847-644-5556), Patty Phillips (651-357-0996) or Lisa Anderson (952-210-9865) if you have any questions regarding the search. We look forward to your assistance in this search process and believe that your input will help us make the best possible choice for your next superintendent.

Sincerely,

Board of Education, Edina Public Schools

SCHOOL EXEC CONNECT

Edina Public Schools New Superintendent Profile

Members of the School Board request your assistance in developing a leadership profile that will be used in the search for a new superintendent. If you have additional input you would like to give after your interview session, you can go on the district website www.edinaschools.org and complete the Survey Monkey form.

Which group do you represent? (circle as many as apply)

Teacher/Certified Staff Administrator Board Member Non-Certified Staff Parent Student Community

1. List the three most important goals for your school district to achieve in the next three years.
 - a.
 - b.
 - c.
2. List your district's three greatest strengths/attributes for achieving these goals.
 - a.
 - b.
 - c.
3. List your district's greatest challenges/barriers for achieving those goals.
 - a.
 - b.
 - c.
4. Describe the three most important characteristics/skills the next superintendent needs to possess to be successful.
 - a.
 - b.
 - c.
5. What questions/areas would you like the Board to ask the candidates as they select the superintendent?

SCHOOL EXEC CONNECT
GATHERING FEEDBACK FROM STAFF AND COMMUNITY

Dates: February 25 and 26, March 1, 2 and 3

- I. Three types of Input: Individual, Focus Groups, and Open Meeting (Virtual)
 - A. Individual Interviews: Appointments will be set individually with consultants:
 1. Board of Education Members (7 Board Members)
 2. Superintendent
 3. Teacher Union President
 4. Others designated by the Board
 5. Conducted by SEC consultants on February 25 and 26
 - B. Focus Groups:
 1. District Office Administrators (2 separate meetings)
 2. Union Leadership
 3. Building Administrators, Certified Staff, Non-certified Staff, Students, Parent Leaders, Community Leaders, other groups designated by the Board
 4. Invitations sent/people selected by the District
 5. Between 10-15 people per group
 6. About 45-60 minutes per group
 7. Conducted by SEC consultants on March 1, 2 and 3
 - C. Open Meeting(s):
 1. Meeting(s) held virtually
 2. Held late afternoon or early evening
 3. May include both special and general invitations
 4. Conducted by March 3
- II. People to Consider Including in Your Focus Group Sessions
 1. Early Childhood Family Education Parents
 2. Elementary Parents
 3. Middle School Parents
 4. High School Parents
 5. Families of Color
 6. Somali (with translator)
 7. South Asian (with translator)
 8. Latino (with translator)
 9. Parent Leadership Council
 10. Special Education Advisory Council
 11. Gifted Education Advisory Committee
 12. Students
 13. Lead Team 1: Tuescher, De St Hubert, Jorgensen, Roper
 14. Lead Team 2: Schandle, Woitte, Burke, Buettner, Toop
 15. Site Level Administrators
 16. Employees (e.g. teachers, non-licensed staff)
 17. Union leadership
 18. Community Leaders/Business Leaders
 19. Parents of Graduates and Broader Community (65+)
 20. Open community forum
- III. District needs to set schedules, issue invitations, and set up Zoom meetings for groups.

EDINA PUBLIC SCHOOLS SUPERINTENDENT SEARCH CALENDAR

- February 16 Meet with Board to establish search process (5 p.m.)
- February 22 Stakeholder letter/search calendar posted on website
- Feb. 22 – Mar. 4 Link to Online Feedback Survey posted on website
- Week of February 22 Board and individual interviews
- March 1 , 2 and 3 Focus groups with staff, students, parents, and community for input into the “New Superintendent Profile”
- March 8 Develop New Superintendent Profile based on input from focus groups. Survey results and individual interviews (7:30 p.m. meeting)
- Feb. 22-April 20 Candidate recruitment and vetting of applicants
- April 26 Slate of 5-7 highly qualified candidates presented to Board (5 p.m. meeting)
- April 27, 28 First Board Interviews (5:00 p.m., 6:15 p.m., 7:30 p.m. each night)
- April 28 Board narrows choice to two or three finalists
- May 3, 4, 5 Finalist all day interview process. Staff, students, parents, community interviews during the day with Board interviews in the evening
Choice narrowed to one finalist on May 4 or 5 depending on 2 or 3 finalists
- May Board negotiates contract
- May Board action on superintendent contract
- July 1, 2021 Superintendent assumes duties

INPUT PROCESS

Anticipated Focus Groups

1. Early Childhood Family Education Parents
2. Elementary Parents
3. Middle School Parents
4. High School Parents
5. Families of Color
6. Somali (with translator)
7. South Asian (with translator)
8. Latino (with translator)
9. Parent Leadership Council
10. Special Education Advisory Council
11. Gifted Education Advisory Committee
12. Students
13. Lead Team 1: Tuescher, De St Hubert, Jorgensen, Roper
14. Lead Team 2: Schandle, Woitte, Burke, Buettner, Toop
15. Site Level Administrators
16. Employees (e.g. teachers, non-licensed staff)
17. Union leadership
18. Community Leaders/Business Leaders
19. Parents of Graduates and Broader Community (65+)
20. Open community forum

Possible Individual Interviews

School Board Members (7)
Superintendent
Teachers Union President and Vice President
Assistant Superintendent

Advertising Options for Superintendent Search – Edina Public Schools

1. School Exec Connect (No Charge)
2. Minnesota Association of School Administrators (No Charge)
3. Minnesota School Boards Association (No Charge)
4. Education Week – 4 weeks online (\$395), Standard print 2” x 5” advertisement for one issue (\$1079.50)
5. American Association of School Administrators – 4 weeks online (\$409), 8 weeks online (\$649) and email blast to 5000 + superintendents (\$509 additional to basic posting)
6. National Alliance of Black School Educators – 30 days (\$250)
7. Association of Latin-American Superintendents – 30 days (\$150)
8. Other options

Board Liaison for Communication

Leny K. Wallen-Friedman



Board Meeting Date: 2/16/2021 Board Meeting

TITLE: Superintendent Search Update and Approval of School Exec Connect Agreement

TYPE: Action

PRESENTER(S): Governance Committee and Dr. Kenneth (Ken) Dragseth

BACKGROUND: Since the last board meeting, the governance committee has met with School Exec Connect to discuss preliminary steps in the Superintendent Search process. We will update you on these steps as well as seek approval of the contract.

The School Exec Connect contract has been reviewed by Nicole Tuescher and the Governance Committee. Both recommend approval of the contract as presented.

RECOMMENDATION: Approve the School Exec Connect Contract.

PRIMARY ISSUE(S) TO CONSIDER:

1. Approval of the School Exec Connect Contract
2. Discussion of next steps and broad timing of the entire process

ATTACHMENTS:

1. School Exec Connect Contract



805 W. Lake Street #301
Phone: 312-780-1462

Oak Park, IL 60301
www.schoolexecconnect.com

Letter of Agreement

Edina Public Schools Edina, MN

It is hereby agreed between **Edina Public Schools** Board of Education (hereinafter "Board") and the consulting firm, **SCHOOL EXEC CONNECT, INC.** (hereinafter "Consultants"), that the Superintendent search will be conducted as follows:

1. The general services provided by the Consultants are outlined in the *Superintendent Search Proposal*, dated February 9th, 2021, and are incorporated into this *Agreement* by reference. Should any conflict or inconsistencies exist, the terms of this *Letter of Agreement* shall prevail and control.
2. The search will open with the signing of this *Letter of Agreement* by both parties. One copy will be retained by the Board and one copy will be retained by the Consultants.
3. Dr. Kenneth Dragseth, Dr. David Clough, Ms. Patty Phillips, and Ms. Lisa Anderson will represent **SCHOOL EXEC CONNECT, INC.**, as independent consultants, for the **Edina Public Schools** Superintendent search.
4. The Consultants will conduct *Focus Groups* with stakeholders identified by the Board and create a *District-wide Survey* approved by the Board and distributed by the District. A *New Superintendent Profile* will be created from information derived from the *Focus Groups* and *District-wide Survey*. The *Superintendent Profile* will be presented for Board approval and will be used in screening candidates for the Superintendent's position.
5. The Consultants will advertise the vacancy through regional and national venues approved by the Board. The Consultants will make individual contacts to recruit qualified applicants to this position.
6. The Consultants will accept applications on their website, screen candidates, interview selected candidates face-to-face and present a slate of vetted candidates to the Board by a mutually agreed upon date.

7. The Consultants will provide information and training for the Board and for the Committee Interview Teams on items related to search protocols, questions and questioning techniques, interviewing of candidates, salary and compensation package recommendations, a possible site visit, and other matters related to the search process.
8. The fee for professional consulting services is \$19,500 plus actual expenses detailed below.
9. Expenses will not exceed \$1,900, unless authorized by the Board Chairperson in writing. Expenses include, but are not limited to, candidate travel and mileage, consultant travel and mileage, interviewing expenses, secretarial support, supplies, copying expenses and focus group expenses.
10. Advertising costs will be determined, approved and paid by the Board.
11. We have found the best method to communicate with a Board of Education is through a Board Liaison and District Staff Liaison. We use phone, email, scanning and texting. However, we will communicate in the way best for all Board members in your District. Our consultants are available to meet with the Board in person as often as requested. During the search, we provide updates and formal reports as needed and present the Slate of Candidates. We will recommend that the Search Process, Search Timeline, and original Profile Report be displayed on your District's website for all constituents, staff members, Board members and candidates to see. The Consultants will, at a minimum, provide the Governance Committee of the Board a weekly update on the recruitment process, including but not limited to: number of contacts with potential applicants, number of actual applicants and the general status of the search.
12. The Board will incur the costs of candidate interviews and related expenses, including without limitation all of its own legal expenses (e.g. contract review for superintendent), after the slate of candidates has been presented. Nothing in this paragraph negates the indemnification clause in paragraph 22.
13. All applications will be sent directly to the Consultants through School Exec Connect.
14. The Consulting Fee will be billed in two equal installments:
 - a. The first upon signing this Letter of Agreement that sets forth our agreement regarding the search process.
 - b. The second upon the execution of a contract between the Board and the new Superintendent.
15. Candidate and Consultant final expenses will be billed within 90 days of the completion of the search. The search shall be considered complete upon the execution of a contract between the new Superintendent and the Board.
16. The Consultants assume no responsibility for decisions the Board makes independently regarding this search.
17. The Consultants have been retained on the basis of their expertise and shall advise

- the Board in all necessary areas associated with the hiring of a Superintendent.
18. If the new Superintendent leaves for any reason within twenty-four months of commencing duties, the Consultants will conduct a new search for the Board at no additional cost to Edina Public Schools except for actual expenses, as enumerated in paragraph 9 above.
 19. School Exec Connect guarantees they will not recruit the Superintendent whom they place in Edina Public Schools for the duration of the Superintendent's first two contracts with the District.
 20. If the Board deems no final candidate can be chosen from those candidates presented on the slate, the Consultants will continue to present candidates for actual expenses only, as enumerated in paragraph 9 above, until the Board signs a contract with the new Superintendent. No consulting fee will be charged in addition.
 21. All documents produced and received by the Consultants will remain the property of the Consultants. Documents provided by the Consultants to Edina Public Schools may become public records to the extent provided by law. The Consultants shall turn over to Edina Public Schools copies of all documents relating to candidates recommended by the Consultants at the time such recommendations are made.
 22. The Consultants will comply with all applicable state and federal non-discrimination and recruiting laws, will adhere to federal and state data practices law, and will indemnify and hold harmless Edina Public Schools from any damages, costs, and expenses, including attorneys' fees arising from claims alleging violation of such laws in the recruitment and candidate screening process conducted by the Consultants.
 23. As a contractor with a public entity governed by the Minnesota Government Data Practices Act ("MGDPA"), the Consultants will comply with the MGDPA. All data created, collected, received, stored, used, maintained, or disseminated by the Consultants is subject to the requirements and protections of Minnesota Statutes, Chapter 13 and the Consultants will comply with those requirements as if it were a government entity.
 24. Rights of Assignment Clause. The Consultants may not assign, whether directly or indirectly, all or part of its rights or obligations under this Agreement without the prior written consent of the Board.
 25. Contract Entirety and Choice of Law Clause. This Agreement is the entire contract between the parties and supersedes any prior contract, commitments, and understandings between the parties and any other persons associated with the parties. This Agreement is governed by the laws of Minnesota applicable to contracts entered into and performed entirely within Minnesota. Any claim, dispute, or disagreement, which may arise out of this Agreement's interpretation, performance, or breach, will be subject to the appropriate courts in Minnesota.

Approved:

Ms. Erica Allenburg, Board Chair
Edina Public Schools
5701 Normandale Road
Edina, MN 55424

Date

Kevin J. O'Mara

Feb 12, 2021

Dr. Kevin J. O'Mara, President
School Exec Connect
805 W. Lake Street
#301
Oak Park, IL 60301



DEFINING EXCELLENCE

Board Meeting Date: February 16, 2021 Work Session

TITLE: Magnet Programming

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; Chris Holden, Normandale Principal; Sean Beaverson, Elementary Digital Learning Specialist; Mike Walker, Secondary Digital Learning Specialist; Josh Jansen, Elementary EVA Coordinator; Andy Beaton, EHS Principal; Mike Pretasky, EHS Assistant Principal, Val Burke, Director of Community Education

BACKGROUND: Periodic updating to programming is necessary in order to meet the needs of learners in the Edina Community. This report will highlight administrative proposals for program advancement aligned to strategic priorities.

RECOMMENDATION: Administration is recommending seven actions regarding the advancement of EPS Magnet programming. These recommendations are described in the overview section of the report. This report is for discussion only. No action by the board is being requested at this meeting.

PRIMARY ISSUE(S) TO CONSIDER: Consider how these proposed actions align to the strategic priorities put forth in the strategic plan.

ATTACHMENTS:

1. Report (next page)

Two goals of this proposal describe why Magnet programming should be considered by our school board:

- Retain the Edina resident student population in our schools via innovative, challenging, rigorous, engaging and research supported programming.
- Balance open enrollment with resident enrollment in order to efficiently utilize district learning spaces and provide continuity of staffing and services.

The following priority strategies from the district strategic plan addressed in this proposed include:

- A1: Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.
- A2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.
- B1: Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.
- B3: Support equity by identifying and eliminating structural barriers to success.
- C4: Create environments that are conducive to learning and facilitate constructive student interaction.
- D5: Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.
- E4: Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.

Long Term Enrollment Forecast

In a recent conversation with Edina Public Schools administration, demographer Hazel Rhinehardt shared that resident enrollment is predicted to slowly decline by 300-850 students over the next 10 years. The reasons for this decline include lower fertility rates in families and increased family school choices in or near Edina. For example, ISLA (International Spanish Language Academy) charter school has recently moved to Edina. Furthermore other districts in the state are applying to become accredited online providers - see database [here](#). One of the goals of this proposal is to retain our resident students and families by offering innovative, rigorous and engaging learning experiences in our curricular programming at the elementary, middle school and high school levels.

Program Proposal Overview

The following is a summary of requested board approval actions described in this report.

- Approve one additional K section of French Immersion for the Fall of 2021.
- Approve a request to design a Spanish Immersion program including the desired implementation year.
- Approve a request to prepare a board proposal for the expansion of STEAM and or other magnet programming options in elementary schools launching in the Fall of 2022.
- Approve a request for EHS to seek online provider accreditation with MDE
- Approve a request to maintain elementary EVA as a learning pathway in the fall of 2021 and beyond.
- Approve a request to begin a design process for a magnet program theme for Elementary EVA.

- Approve a request to explore the location of early learning services (pre-K) at the elementary sites.

French Immersion

Upon board approval, Normandale Elementary school will provide one additional section (~20-25 students) of Kindergarten in the French Immersion program for the 21-22 school year

Rationale: Community interest in Immersion has remained consistently high for many years. Physical space for one additional Kindergarten section is available in Normandale and this same proposal was approved by the board last year.

Spanish Immersion

Upon board approval EPS will begin planning for a Spanish Immersion program. This program would start small (2 sections, 40-50 K students) and grow one grade level with each successive year.

Rationale: Community interest in Immersion has been consistently strong. Bilingual and even multilingual skill sets are a valuable future competency for our Edina learners. Rich linguistic skills increase college, career and civic opportunities for students.

Considerations: Models under consideration are Full Immersion, Two-way, Bilingual Immersion and Trilingual Immersion. One section of students provides about \$100,000 of net revenue for the district. The program could begin on a small scale in either the fall of 2021 or 2022. The following table compares the pros and cons of beginning the program in either school year.

| | Pros | Cons |
|----------------------------------|---|--|
| Begin in the Fall of 2021 | <p>40-50 students would begin Spanish Immersion next fall.</p> <p>Net revenue of approximately \$200,000 would be realized in the first year.</p> | <p>The program may have to begin at the ECC in the first year with a study to identify the long-term location.</p> <p>The Lottery process will have to be reopened for Kindergarten families.</p> |
| Begin in the Fall of 2022 | <p>The lottery process would align with the K registration timeline.</p> | <p>One year of Immersion opportunity would be lost for 40-50 students.</p> <p>Edina Public Schools may lose a number of families to ISLA as a result of waiting one year to launch the program.</p> <p>Approximately \$200,000 of revenue would not be realized.</p> |

Potential Models:

- Full (One-way) Immersion: 90-100% of instruction is in Spanish. This model is intended for learners with limited to no Spanish speaking background, intentionally targeting one linguistic group.
- Dual (Two-way, Bilingual) Immersion: This model would bring together two distinct linguistic groups. 50% of the instruction would be in Spanish and 50% in English. The combination of participants should be 50% Spanish speaking and 50% non-Spanish speaking although 1/3 of either group is minimally recommended. Dual Immersion education programs often improve test scores and help to narrow the achievement gap,

- while building bilingual fluency in preparation for a diverse world.
- Trilingual Immersion: This model would add a third language for the Spanish Immersion program. 45% of the instructional day would be in Spanish, 45% in English, and 10% in a 3rd language (Ex. French, Chinese, etc.). This model is very intentional about developing multilingual proficiency. There are no known tri-lingual programs in MN, but this model is in other states and it is part of a growing national immersion trend. This model embraces multilingualism as a goal.
- Another national trend or model is to move the immersion into early childhood programming.

STEAM

Upon board approval a design team from Edina Public Schools will research and propose Magnet themes for elementary schools to launch in the fall of 2022. Potential themes could include curricular integration aligned to STEAM (Science, Technology, Engineering, Arts, and Mathematics). The following document provides examples of schools that have implemented STEAM themes. It also includes some information about why STEAM is an effective way to engage students, develop robust knowledge and skills, provide enriching experiences for learners and develop talents in all students to prepare learners for their future. [Why Steam?](#)

Examples of STEAM themes could include Environmental, Medical/Health, and Computer Science/Coding/Animation to name a few. Highlands elementary school has been piloting a Nature Based curriculum experience that utilizes the outdoors as an educational classroom connecting kids to standards. Community partnerships around these themes could greatly enhance the quality of the programming while providing real world examples and authentic learning tasks.

Other curriculum themes/ideas would be researched and vetted through feedback from stakeholders and a literature review.

EVA (Edina Virtual Academy)

Staff at Edina High School have reviewed the high school course offerings and determined which courses could be delivered through an online experience. These courses are listed in the 2021 registration guide as being available as either an in person learning option or an online learning option. If course registration numbers meet minimum requirements, students will be able to participate in a variety of in person and or online learning options starting in the fall of 2021. In addition, administration is seeking board approval to pursue accreditation for Edina High School to become a certified online learning provider.

During the middle school registration process families will be asked to share their level of interest in some online learning options. Interest forms will be collected with the intent to offer online learning options if enrollment is viable.

Upon board approval our elementary school principals will send a preference form to families with instructions to select either the EVA or the in person learning option for the fall of 2021. This form would be sent to families later this spring. The viability of EVA offerings at each grade level would be dependent upon family interest. A viable EVA model would require at least 22-25 students for a grade level. Additionally, upon board approval the administration will develop and present to the board a proposal for EVA to develop a Computer Science/Coding/Animation magnet theme.

Rationale for Online learning options: According to the Jan. 2021 Peter Leatherman survey of Edina Families, 12% of distance learning families reported that they are unlikely to return to the physical school sites post pandemic. This could equate to about 1000 EPS learners. Continuing to offer EVA K-12 would offer a pathway of flexibility for a number of Edina families. In addition,

Jeff Plamen, MDE Online Learning Specialist indicated that there has been a 15-fold increase in the number of school districts applying to become accredited online providers. This accreditation allows a school district to provide access to its online curriculum to open enrolled students. During the COVID-19 pandemic the accreditation requirement has been waived, but will be reinstated post pandemic.

Early Learning Center

Upon board approval, administration will research and present to the board a cost/benefit analysis of placement of preschool programming at the elementary sites. Data collection for this study would include stakeholder input.

Stakeholder Input

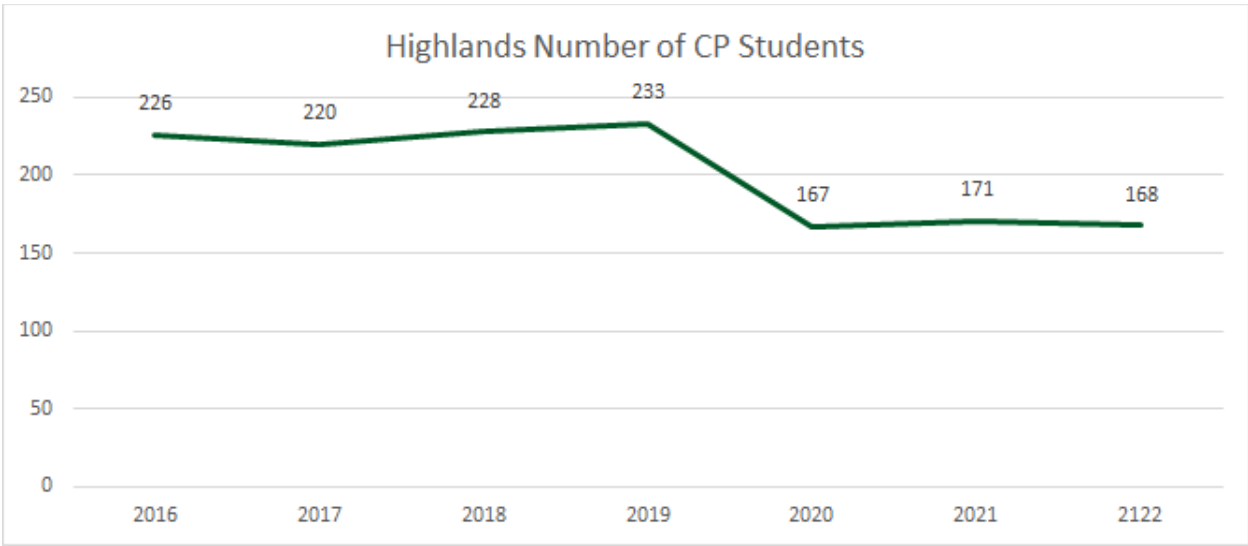
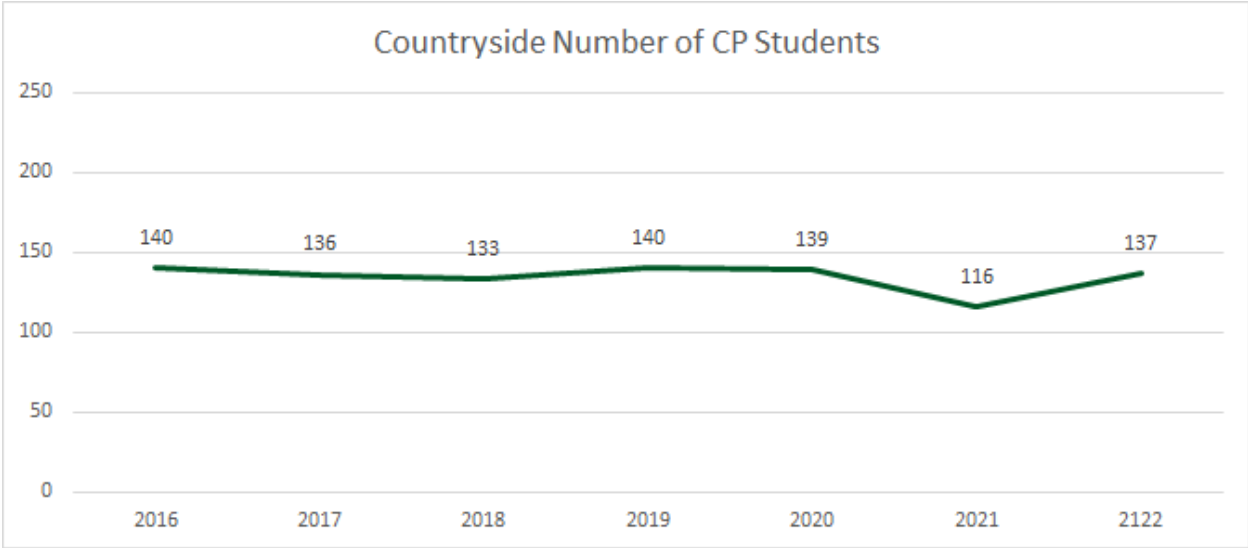
As part of the design process and proposals mentioned previously, stakeholders will have the opportunity to provide feedback on concepts and programming ideas via survey and small focus groups. This data would be shared with stakeholders and the school board at future board meetings where proposals are being presented.

Other Information about Elementary Programming

A 5-year enrollment trend for the Continuous Progress programs at Countryside and Highlands elementary schools are included in the Appendix. Next year's projections are also included. In addition, a 5-year enrollment trend for the Normandale French Immersion program is included in the Appendix, accompanied by a 21-22 projection.

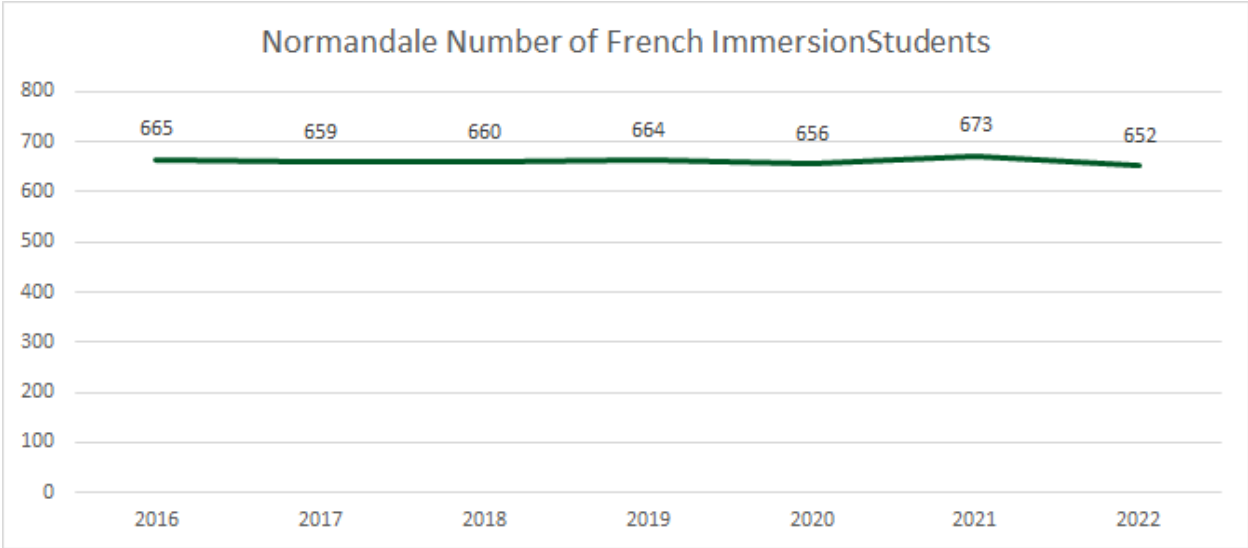
Appendix

5 Year Enrollment in CP Programs and 21-22 Projection



Note: CP programming shifted to start one grade later in 2019-20.

5 Year Enrollment in French Immersion Programming and 21-22 Projection



EDINA PUBLIC SCHOOLS ISD #273

RESIDENT ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

February 16, 2021

PROJECTION ENVIROMENT

- Challenges of projecting during COVID-19 Pandemic
 - What would 2020-21 resident enrollment have been without the Pandemic?
 - How many students who chose other educational options will return in fall 2021-22, assuming in classroom education delivery?
 - How many “red shirted” kindergarten-age students will enroll in EPS in 2021-22?
 - How many high school juniors and seniors will prefer virtual learning rather than returning to the classroom?

PROJECTION ENVIRONMENT

- Low fertility
 - Number of births decreasing in US and Minnesota
 - Consensus among demographers that Pandemic will result in fewer births for several years
- Less mobility
 - US fewer than 10 percent moved last year
 - Was 20 per cent per year since WWII
- Population aging
 - Different new housing mix
- Immigration from abroad slowed

PROJECTION ENVIRONMENT

- Minnesota population back to pattern of net out migration

EDUCATION CHOICES

2019-20

| | Minnesota | Edina |
|---------------------|-----------|-------|
| Nonpublic settings | 8.8% | 15.3% |
| Traditional schools | 6.7% | 15.0% |
| Home schools | 2.1% | 0.3% |
| Public Options | | |
| Open enrollment | 8.7% | |
| In | | 16.6% |
| Out | | 3.3% |
| Charter schools | 6.4% | 1.6% |
| Capture Rate | 76.6% | 79.6% |

ENROLLMENT CHANGE COVID-19 EFFECT

| ENROLLMENT OCTOBER 1 | | | | |
|-------------------------|---------|---------|--------|-------|
| | 2019-20 | 2020-21 | Change | |
| | | | # | % |
| Total | 8,337 | 8,238 | -99 | -1.2% |
| Resident | 6,927 | 6,641 | -286 | -4.1% |
| K-5 | 3,121 | 2,963 | -158 | -5.1% |
| 6-8 | 1,642 | 1,569 | -73 | -4.4% |
| 9-12 | 2,164 | 2,109 | -55 | -2.5% |
| Nonresident | 1,410 | 1,597 | 187 | 13.3% |

RESIDENT ENROLLMENT

- Enrollment decline concentrated in the elementary grades (K-5)
 - Typical in Minnesota, especially in the TC Metro Area

RESIDENT ENROLLMENT

- Fluctuated in past ten years, now is decreasing
 - Hovered around 7,100 for six years
 - Increased to 7,274 in 2017-18
 - Decreased by 633 in past three years
- Fluctuating kindergarten class size
 - Ranged from low of 454 in 2015-16 to high of 526 in 2017-18
- Now a smaller average grade size for K-5 than middle or high school grades, points to enrollment decline
- No net inflow at middle school or high school
- Moved from net in migration to net out migration

RESIDENT ENROLLMENT

| Grade | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| K | 507 | 468 | 482 | 517 | 486 | 454 | 515 | 526 | 506 | 502 | 469 |
| 1 | 532 | 542 | 484 | 507 | 545 | 482 | 484 | 551 | 526 | 524 | 496 |
| 2 | 568 | 544 | 562 | 509 | 510 | 573 | 530 | 501 | 551 | 521 | 494 |
| 3 | 547 | 572 | 550 | 572 | 518 | 528 | 592 | 522 | 505 | 528 | 504 |
| 4 | 571 | 556 | 577 | 552 | 590 | 514 | 533 | 596 | 539 | 545 | 522 |
| 5 | 551 | 569 | 561 | 592 | 557 | 590 | 540 | 530 | 590 | 501 | 478 |
| 6 | 547 | 575 | 571 | 564 | 594 | 578 | 594 | 536 | 542 | 548 | 523 |
| 7 | 550 | 551 | 580 | 575 | 572 | 617 | 578 | 579 | 518 | 572 | 541 |
| 8 | 557 | 538 | 548 | 579 | 583 | 574 | 600 | 592 | 566 | 522 | 505 |
| 9 | 524 | 552 | 547 | 544 | 566 | 593 | 595 | 599 | 546 | 518 | 500 |
| 10 | 238 | 523 | 563 | 549 | 532 | 551 | 577 | 584 | 586 | 551 | 534 |
| 11 | 525 | 542 | 530 | 546 | 520 | 544 | 556 | 589 | 553 | 539 | 529 |
| 12 | 505 | 530 | 536 | 540 | 534 | 527 | 545 | 569 | 583 | 556 | 546 |
| Total | 7,022 | 7,062 | 7,091 | 7,146 | 7,107 | 7,125 | 7,239 | 7,274 | 7,111 | 6,927 | 6,641 |
| Excludes Early Childhood | | | | | | | | | | | |

RESIDENT LIVE BIRTHS

| Years | Minnesota | Hennepin County | Suburban Hennepin County | Edina City |
|-------------|---------------|-----------------|--------------------------|------------|
| 2003 | 70,053 | 16,440 | 9,941 | 461 |
| 2004 | 70,617 | 16,718 | 10,258 | 454 |
| 2005 | 70,950 | 16,348 | 10,101 | 442 |
| 2006 | 73,515 | 16,780 | 10,223 | 435 |
| 2007 | 73,675 | 16,848 | 10,532 | 484 |
| 2008 | 72,382 | 16,566 | 10,212 | 413 |
| 2009 | 70,617 | 16,334 | 10,017 | 431 |
| 2010 | 68,407 | 15,955 | 9,854 | 425 |
| 2011 | 68,416 | 15,943 | 9,894 | 458 |
| 2012 | 68,783 | 16,345 | 10,294 | 481 |
| 2013 | 69,183 | 16,584 | 10,468 | 486 |
| 2014 | 69,916 | 16,770 | 10,536 | 468 |
| 2015 | 69,835 | 16,829 | 10,626 | 534 |
| 2016 | 69,746 | 16,485 | 10,400 | 461 |
| 2017 | 68,603 | 16,333 | 10,451 | 475 |
| 2018 | 67,348 | 15,844 | 10,152 | 498 |
| 2019 | 66,033 | 15,430 | 9,908 | n.a. |

RESIDENT KINDERGARTEN AS A PERCENTAGE OF SUBURBAN HENNEPIN KINDERGARTEN POOL

| Birth Years | Suburban Hennepin Pool | Percentage | Kindergarten Year |
|-------------|------------------------|---------------|-------------------|
| 2004; 2005 | 10,153 | 4.99% | 2010-11 |
| 2005; 2006 | 10,182 | 4.60% | 2011-12 |
| 2006; 2007 | 10,430 | 4.62% | 2012-13 |
| 2007; 2008 | 10,318 | 5.01% | 2013-14 |
| 2008; 2009 | 10,081 | 4.82% | 2014-15 |
| 2009; 2010 | 9,908 | 4.58% | 2015-16 |
| 2010; 2011 | 9,881 | 5.21% | 2016-17 |
| 2011; 2012 | 10,162 | 5.18% | 2017-18 |
| 2012; 2013 | 10,411 | 4.86% | 2018-19 |
| 2013; 2014 | 10,513 | 4.76% | 2019-20 |
| 2014; 2015 | 10,596 | 4.43% (4.93%) | 2020-21 |
| 2015; 2016 | 10,475 | | 2021-22 |
| 2016; 2017 | 10,534 | | 2022-23 |
| 2017; 2018 | 10,251 | | 2023-24 |
| 2018; 2019 | 10,037 | | 2023-24 |

2020-21 in parenthesis includes 54 "red shirted" resident kindergarten-age children

RATIO OF RESIDENT KINDERGARTEN TO BIRTHS

- Excluding the past year, relatively stable
- Averages of
 - Previous four years was 5.00 percent
 - Past five years including most recent year was 4.99 percent

KINDERGARTEN/BIRTH RATIOS

- Cohort survival method
 - Kindergarten assumptions
 - Low is 4.99 percent (four previous years)
 - High is 5.21 percent (the highest recent ratio)
 - Longer-term
 - In past 16 years, suburban Hennepin County resident births increased from 14.53 to 15.00 percent of Minnesota resident births. Average of past five years is 15.10 percent. Assumed suburban Hennepin County would be at 15.10 percent for the next several years

PROJECTED MINNESOTA 0-YEAR OLDS

| Year | Projected Number | Adjusted Number |
|--------------------|------------------|-----------------|
| 2017 Actual | 68,603 | |
| 2017 | 70,312 | |
| 2018 Actual | 67,348 | |
| 2018 | 70,395 | |
| 2019 Actual | 66,033 | |
| 2019 | 70,373 | |
| 2020 | 70,325 | 65,965 |
| 2021 | 70,274 | 65,917 |
| 2022 | 70,227 | 65,873 |
| 2023 | 70,191 | 65,814 |
| 2024 | 70,164 | 65,811 |
| 2025 | 70,161 | 65,811 |

Adjusted number is 93.8 percent of projected number

PROJECTED KINDERGARTEN POOL

| Year | Number |
|---------|--------|
| 2021-22 | 10,475 |
| 2022-23 | 10,534 |
| 2023-24 | 10,251 |
| 2024-25 | 10,037 |
| 2025-26 | 9,964 |
| 2026-27 | 9,956 |
| 2027-28 | 9,949 |
| 2028-29 | 9,943 |
| 2029-30 | 9,939 |
| 2030-31 | 9,938 |

These projections are sensitive to small changes in the assumptions

RESIDENT KINDERGARTEN PROJECTIONS

| Year | @4.99% | @5.21% |
|---------|--------|--------|
| 2019-20 | 500 | 500 |
| 2020-21 | 469 | 469 |
| 2021-22 | 565* | 588* |
| 2022-23 | 526 | 549 |
| 2023-24 | 512 | 534 |
| 2024-25 | 501 | 523 |
| 2025-26 | 497 | 519 |
| 2026-27 | 497 | 519 |
| 2027-28 | 496 | 518 |
| 2028-29 | 496 | 518 |
| 2029-30 | 496 | 518 |
| 2030-31 | 496 | 518 |
| Total | 5,082 | 5,307 |

Past ten years, excluding most recent, 4,963 Kindergarten students. *Addition of "red shirted" Ks

RESIDENT NET MIGRATION OCTOBER TO OCTOBER

| | 10 to 11 | 11 to 12 | 12 to 13 | 13 to 14 | 14 to 15 | 15 to 16 | 16 to 17 | 17 to 18 | 18 to 19 | 19 to 20 |
|-------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| K-5 | 58 | 52 | 77 | 63 | 38 | 128 | 46 | 15 | -8 | -126 |
| 6-8 | 11 | 13 | 2 | 18 | 46 | -13 | -5 | -19 | -8 | -52 |
| 9-12 | 8 | 12 | -5 | -66 | 14 | 11 | 13 | -96 | -87 | -21 |
| Total | 77 | 77 | 74 | 15 | 98 | 126 | 54 | -100 | -103 | -199 |

RESIDENT SURVIVAL RATES OCTOBER TO OCTOBER

| | 10 to 11 | 11 to 12 | 12 to 13 | 13 to 14 | 14 to 15 | 15 to 16 | 16 to 17 | 17 to 18 | 18 to 19 | 19 to 20 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| K to 1 | 1.069 | 1.034 | 1.052 | 1.054 | 0.992 | 1.066 | 1.070 | 1.000 | 1.036 | 0.988 |
| 1 to 2 | 1.023 | 1.037 | 1.052 | 1.006 | 1.051 | 1.100 | 1.035 | 1.000 | 0.990 | 0.943 |
| 2 to 3 | 1.007 | 1.011 | 1.018 | 1.018 | 1.035 | 1.033 | 0.985 | 1.008 | 0.958 | 0.967 |
| 3 to 4 | 1.017 | 1.009 | 1.004 | 1.031 | 0.992 | 1.009 | 1.007 | 1.033 | 1.079 | 0.989 |
| 4 to 5 | 0.997 | 1.009 | 1.026 | 1.009 | 1.000 | 1.051 | 0.994 | 0.990 | 0.929 | 0.877 |
| 5 to 6 | 1.044 | 1.004 | 1.005 | 1.003 | 1.038 | 1.007 | 0.993 | 1.023 | 0.929 | 1.044 |
| 6 to 7 | 1.007 | 1.009 | 1.007 | 1.014 | 1.039 | 1.000 | 0.975 | 0.996 | 1.055 | 0.987 |
| 7 to 8 | 0.978 | 0.995 | 0.998 | 1.014 | 1.003 | 0.972 | 1.024 | 0.978 | 1.008 | 0.883 |
| 8 to 9 | 0.991 | 1.017 | 0.993 | 0.978 | 1.017 | 1.037 | 0.998 | 0.922 | 0.915 | 0.958 |
| 9 to 10 | 0.998 | 1.020 | 1.004 | 0.978 | 0.973 | 0.973 | 0.982 | 0.978 | 1.009 | 1.031 |
| 10 to 11 | 1.007 | 1.013 | 0.970 | 0.947 | 1.023 | 1.009 | 1.021 | 0.947 | 0.920 | 0.960 |
| 11 to 12 | 1.010 | 0.989 | 1.019 | 0.978 | 1.013 | 1.002 | 1.023 | 0.990 | 1.005 | 1.013 |

PROJECTED SURVIVAL RATES

| Grade | Low (Recent) | High ("No" Mig) |
|----------|-----------------|--------------------|
| K to 1 | 1.018 | 1.000 |
| 1 to 2 | 0.995 | 1.000 |
| 2 to 3 | 0.983 | 1.000 |
| 3 to 4 | 1.034 | 1.000 |
| 4 to 5 | 0.960 | 1.000 |
| 5 to 6 | 0.999 | 1.000 |
| 6 to 7 | 1.013 | 1.000 |
| 7 to 8 | 0.993 | 1.000 |
| 8 to 9 | 0.932 | 0.948 |
| 9 to 10 | 1.006 | 1.000 |
| 10 to 11 | 0.942 | 0.962 |
| 11 to 12 | 1.003 | 1.000 |

RESIDENT ENROLLMENT PROJECTIONS

- In ten years (2030-31)
 - Resident enrollment projected to decrease
 - 2020-21 6,641
 - 2030-31
 - 6,366 to 6,642
 - Assumed that 61 resident K-11 not attending in 2020-21 will enroll in 2021-22 (Based on calculating 2020-21 expected students and estimating one-third would return and 78 percent of "red shirted" kindergarten-age students would enroll in EPS kindergarten)
 - Resident kindergarten projected to be larger than the previous year's resident Grade 12, which is a change from the recent past
 - Net out migration projected to continue but moderate

RESIDENT ENROLLMENT PROJECTIONS

| Year | Low K Recent Mig | Low K "No" Mig | High K Recent Mig | High K "No" Mig |
|----------------|------------------|----------------|-------------------|-----------------|
| 2020-21 | 6,641 | 6,641 | 6,641 | 6,641 |
| 2021-22 | 6,656 | 6,674 | 6,679 | 6,697 |
| 2022-23 | 6,586 | 6,624 | 6,633 | 6,670 |
| 2023-24 | 6,527 | 6,571 | 6,596 | 6,639 |
| 2024-25 | 6,490 | 6,547 | 6,581 | 6,637 |
| 2025-26 | 6,476 | 6,533 | 6,589 | 6,645 |
| 2026-27 | 6,428 | 6,485 | 6,563 | 6,619 |
| 2027-28 | 6,392 | 6,455 | 6,549 | 6,611 |
| 2028-29 | 6,402 | 6,470 | 6,581 | 6,646 |
| 2029-30 | 6,384 | 6,437 | 6,585 | 6,637 |
| 2030-31 | 6,366 | 6,421 | 6,587 | 6,642 |

RESIDENT ENROLLMENT PROJECTIONS

| Year | K-5 | 6-8 | 9-12 | Total |
|-------------------|--------------|--------------|--------------|--------------|
| 2020-21 | 2,963 | 1,569 | 2,109 | 6,641 |
| 2025-26 | | | | |
| Low K/Recent Mig | 3,105 | 1,488 | 1,882 | 6,476 |
| Low K/"No" Mig | 3,081 | 1,511 | 1,941 | 6,533 |
| High K/Recent Mig | 3,219 | 1,488 | 1,882 | 6,589 |
| High K/"No" Mig | 3,193 | 1,511 | 1,941 | 6,645 |
| 2030-31 | | | | |
| Low K/Recent Mig | 3,000 | 1,529 | 1,837 | 6,366 |
| Low K/"No" Mig | 2,978 | 1,539 | 1,904 | 6,421 |
| High K/Recent Mig | 3,133 | 1,596 | 1,858 | 6,587 |
| High K/"No" Mig | 3,110 | 1,606 | 1,926 | 6,642 |

RESIDENT ENROLLMENT PROJECTIONS

- First five projection years (2020-21 to 2025-26)
 - K-5 increases 118 to 256 students
 - 6-8 decreases 58 to 81 students
 - 9-12 decreases 168 to 227 students
- In ten years (2020-21 to 2030-31)
 - K-5 increases 15 to 170 students (all growth is in first five years. Later projection years effected by “flat” kindergarten projections)
 - 6-8 continues to decrease
 - 9-12 continues to decrease

TOTAL ENROLLMENT

- Can be managed to meet a targeted enrollment number
- To maintain enrollment at today’s level or higher, will need more nonresident students than in 2020-21

RESIDENT ENROLLMENT PROJECTIONS

What could make these projections

- Too high
 - Kindergarten lower than projected
 - More students select other education options
 - Nonpublic schools
 - Charter schools
- Too low
 - More kindergarten students than projected
 - Return to net in migration

RESIDENT PROJECTION COMPARISON

| | 2028-29 | | |
|-----------------|---------|-------|------------|
| | 2019 | 2021 | Difference |
| Low K/Low Mig | 7,393 | 6,366 | 1,027 |
| Low K/High Mig | 7,429 | 6,421 | 1,008 |
| High K/Low Mig | 7,464 | 6,587 | 877 |
| High K/High Mig | 7,499 | 6,642 | 857 |

WHY SO DIFFERENT

- Declining births
 - Ratio of resident kindergarten to the pool is comparable
 - But the pool got smaller
- Net migration or survival rates
 - The 2019 projections looked back on a time of net in migration and survival rates above 1.000
 - The 2021 projections see recent net out migration and survival rates below 1.000 with no evidence this will be reversed

EDINA PUBLIC SCHOOLS #273

RESIDENT ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

2/12/2021

EDINA PUBLIC SCHOOLS RESIDENT ENROLLMENT PROJECTIONS

Executive Summary

Since 2010-11

- Edina Public Schools enrollment (excluding Early Childhood) increased by 50 students or 0.6 percent
- Resident enrollment (excluding Early Childhood) decreased by 381 students or -0.05 percent
 - Resident enrollment experienced net out migration the past three years
- Nonresidents make up 19.4 percent of total enrollment in 2020-21

In ten years, that is, in 2030-31

- Edina Public Schools resident enrollment (excluding Early Childhood) is projected to range from 6,366 to 6,642, 2020-21 resident enrollment was 6,641
- Resident K-5 enrollment is projected to increase. Resident high school enrollment is projected to decrease
- Resident Kindergarten is projected to be larger than the previous year's resident Grade 12, which is a change from the past
- Resident net out migration is projected to continue but be less than the recent past

Factors pointing to decreasing resident enrollment

- Births are decreasing, which will result in fewer kindergarten students
- Current resident grade size shows K-5 to be smaller than upper grades, which unless there is significant net in migration, points to resident enrollment decline
- Increase in nonpublic enrollment among District residents
- An established language immersion charter school is relocating to Edina

RESIDENT ENROLLMENT PROJECTIONS

Introduction

Attending school is compulsory; therefore, the number of enrolled students is a demographic phenomenon. Public school enrollment is affected by the size of a school district's school age population and the education choices available to district residents. A district's school age population is closely related to other population characteristics of the district, especially the age of the district's population. For example, the age of adults, especially the number of women of prime childbearing age, effects the number of births, which translates into kindergarten classes five to six years later. The age of adults also effects population mobility because older people move less frequently than younger people. The movement of families with children under 18 years also effects enrollment and in a mobile society, enrollment changes throughout the school year as families with children move. While most population trends find expression in school districts, there is also change that is unpredictable and sometimes very local.

While population changes affect the total number of school age children residing in a school district, Minnesota students and their families have education choices. These choices also effect enrollment in a district's schools. Therefore, when analyzing public school enrollment, choice must be considered as well as population dynamics. Choice includes nonpublic schools, home schools, and the public options of open enrollment, charter schools and alternative schools. Two other choices exist: a) dropping out of high school, and b) delaying starting kindergarten (academic red shirting).

Making enrollment projections during the COVID-19 Pandemic adds another layer of challenges. What would 2020-21 resident enrollment have been if the Pandemic had not struck and 2020-21 had been a typical in-classroom school year? How many resident students who chose other educational options in fall 2020-21 will return to the Edina Public Schools in fall 2021-22 assuming it is a typical in-classroom year? How many "red shirted" resident kindergarten-age students will enroll in the Edina Public Schools as kindergarteners in 2021-22? How many high school juniors and seniors will prefer virtual school next year and beyond? Are there resident students not enrolled anywhere?

Enrollment Trends

Enrollment in the Edina Public Schools

Enrollment in the Past Year

To better understand what has happened in 2020-21, enrollment was divided into total enrollment, resident enrollment, and nonresident enrollment. While total enrollment decreased, it was resident enrollment that took a big decrease. Nonresident enrollment increased.

| ENROLLMENT CHANGE OCTOBER 1 | | | | |
|--------------------------------|---------|---------|--------|-------|
| | 2019-20 | 2020-21 | Change | |
| | | | # | % |
| Total | 8,337 | 8,238 | -99 | -1.2% |
| Resident | 6,927 | 6,641 | -286 | -4.1% |
| Nonresident | 1,410 | 1,597 | 187 | 13.3% |

Source: Edina School District

The Edina Public Schools has a long history of attracting nonresident students and in 2020-21, nonresidents make up 19.4 percent of total enrollment. Resident enrollment shows that like most other public schools, the COVID-19 Pandemic and the change in education delivery affected K-5 more than middle school or high school enrollment.

| RESIDENT ENROLLMENT CHANGE OCTOBER 1 | | | | |
|---|---------|---------|--------|-------|
| | 2019-20 | 2020-21 | Change | |
| | | | # | % |
| K-5 | 3,121 | 2,963 | -158 | -5.1% |
| 6-8 | 1,642 | 1,569 | -73 | -4.4% |
| 9-12 | 2,164 | 2,109 | -55 | -2.5% |
| Total | 6,927 | 6,641 | -286 | -4.1% |

To put these October 1 headcounts into a larger historical context, enrollment over the past ten years sheds light on existing and emerging trends.

Current Enrollment/Past Trends

Enrollment trends play out over extended periods of time. Over the past ten years, total enrollment increased and reached a high of 8,522 students in 2017-18 and then began to decrease. With the effects of the Pandemic, total enrollment is only 50 students larger in 2020-21 than it was in 2010-11. Total enrollment got a boost from an increase in nonresident enrollment, which increased from 1,166 to 1,597. In 2020-21 nonresidents make up 19.4 percent of total enrollment. The percentage of nonresidents was 14.2 percent in 2010-11.

| ENROLLMENT | | | | | | | | | | |
|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| 8,188 | 8,249 | 8,326 | 8,385 | 8,443 | 8,438 | 8,501 | 8,522 | 8,404 | 8,337 | 8,238 |

Source: Edina Public Schools, Fall Enrollment. Excludes Early Childhood

Resident enrollment numbers show the fluctuating nature of this enrollment. Between 2010-11 and 2015-16, resident enrollment fluctuated around 7,100 students. Then, between fall 2015-16 resident enrollment increased by 114 students. The next year (fall 2017-18) resident enrollment increase by another 35 students. However, since then, that is, for the past three years, resident enrollment has been decreasing showing a decrease of 633 students since a high of 7,274 resident students in 2017-18. Thus, to maintain total enrollment in the 8,200 to 8,300 range, Edina has had to enroll more nonresident students.

| RESIDENT ENROLLMENT | | | | | | | | | | |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| 7,022 | 7,062 | 7,091 | 7,146 | 7,107 | 7,125 | 7,239 | 7,274 | 7,111 | 6,927 | 6,641 |

Source: Edina Public Schools, Fall Enrollment. Excludes Early Childhood

The components of resident enrollment change provide some clues. Like all population change, school enrollment changes result from two different phenomena—natural increase/decrease and net migration. The difference between the size of the incoming kindergarten class and the previous year’s Grade 12, called natural increase or decrease, measures the change in past birth numbers or cohort change. For example, the Baby Boom (1946-1964) and the Baby Bust (1965-1976) set in motion cycles of rising and falling enrollment that are reflected as natural increase/decrease. As the next table shows, since 2010-11, Edina Public Schools’ resident Kindergarten classes were smaller than the previous year’s resident Grade 12 every year. Natural decrease reduced resident enrollment by 500 students since 2010-11.

| COMPONENTS OF RESIDENT ENROLLMENT CHANGE | | | | |
|--|-------|-------|----------------------------------|------------------|
| October To October | Total | | Natural Increase/ Decrease | Net Migration |
| | # | % | | |
| 2010 to 2011 | 40 | 0.6% | -37 | 77 |
| 2011 to 2012 | 29 | 0.4% | -48 | 77 |
| 2012 to 2013 | 55 | 0.8% | -19 | 74 |
| 2013 to 2014 | -39 | -0.5% | -54 | 15 |
| 2014 to 2015 | 18 | 0.3% | -80 | 98 |
| 2015 to 2016 | 114 | 1.6% | -12 | 126 |
| 2016 to 2017 | 35 | 0.5% | -19 | 54 |
| 2017 to 2018 | -163 | -2.2% | -63 | -100 |
| 2018 to 2019 | -184 | -2.6% | -81 | -103 |
| 2019 to 2020 | -286 | -4.1% | -87 | -199 |
| Total | -381 | --- | -500 | 119 |

The other phenomenon affecting school enrollment is migration, an indirectly derived estimate. Migration is the term used when people move across a boundary or border, in this case, the school district’s boundaries. Net migration is calculated by the progression from grade-to-grade of public-school students. For example, public school Kindergarten students are moved to Grade 1 in the following year, Grade 1 students to Grade 2, etc. Because the probability of death is exceptionally low among children, the same number of students is expected in the next higher grade the following year. Therefore, if the number of students changes, migration is assumed to have occurred. A positive number indicates a net flow into the public schools and a negative number reflects a net flow out of the public schools.

This method for estimating migration does not distinguish between physical movement across the district’s boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in a public school outside the district. Further,

students who move into or out of a school district but never enroll in the district’s public schools are not reflected in the migration numbers in this report.

Based on the described methodology, net migration added 119 students since 2010-11. Except for the past three years of negative net migration, resident net migration was positive averaging 75 students per year. The combination of net migration and natural increase/decrease is the change in enrollment. In the past ten years, resident enrollment decreased by 381 students because incoming resident kindergarten classes were smaller than resident grade 12 classes the previous year. However, a new trend seems to be emerging, that is, one of net out migration.

Student Choices in the Edina Public Schools

The number of education options available affects enrollment in a district's public schools. Nonpublic schools have been an option for many years. More recently, home schools became another option. Since their inception, public school options are attracting more students every year. Open enrollment allows residents of one district to attend the public schools in another district. Charter schools are another public option. **All these choices mean competition for students.**

Nonpublic Enrollment and Home Schools

Today, nonpublic enrollment falls into two categories—traditional nonpublic schools and home schools. Most traditional nonpublic schools are associated with religious institutions and many home school curriculums are faith based as well.

In Minnesota, 6.7 percent of all enrolled students were enrolled in traditional nonpublic schools and 2.1 percent of enrolled students were homeschooled in 2019-20. In the Edina School District, 15.0 percent of enrolled students were in traditional nonpublic schools. Homeschooled students accounted for 0.3 percent of all enrolled students.

| NONPUBLIC SETTINGS | | | |
|--------------------|-------------------------------|--------------|-------|
| Year | Traditional Nonpublic Schools | Home Schools | Total |
| 2010-11 | 1,099 | 34 | 1,133 |
| 2011-12 | 1,134 | 40 | 1,174 |
| 2012-13 | 1,157 | 24 | 1,181 |
| 2013-14 | 1,166 | 24 | 1,190 |
| 2014-15 | 1,295 | 25 | 1,320 |
| 2015-16 | 1,257 | 36 | 1,293 |
| 2016-17 | 1,241 | 37 | 1,278 |
| 2017-18 | 1,281 | 42 | 1,323 |
| 2018-19 | 1,255 | 29 | 1,284 |
| 2019-20 | 1,301 | 28 | 1,329 |
| 2020-21 | 1,460 | 30 | 1,490 |

The increase in traditional nonpublic enrollment between 2013-14 and 2014-15 may be a function of data sources

Source: Edina Public Schools

The proportion of ISD #273 residents in nonpublic settings is higher than the statewide percentages. Combining home school students and nonpublic students, 15.3 percent of Edina School District residents were in nonpublic settings. In Minnesota, 8.8 percent were enrolled in nonpublic settings. In the past ten years, traditional nonpublic enrollment decreased statewide while homeschooled children increased. **In the Edina School District, traditional nonpublic enrollment increased. However, the nonpublic enrollment increase in the past year is less than the decrease in Edina Public School resident students.** The number of homeschooled students fluctuated but was smaller in 2020-21 than in 2010-11.

Public Options

Open Enrollment. Open enrollment allows Minnesota students to attend public schools outside their district of residence. The application to open enroll is made by the student and his/her parents and families generally provide their own school transportation. No tuition is charged.

Some students attend public schools outside their home district because their home district enters into an agreement with another district, usually to provide specialized services. This is called a tuition agreement, but this arrangement is not technically a student choice.

Since its beginning, open enrollment has attracted more and more students statewide and among residents of the Edina School District. In 2019-20, 1,385 nonresident students enrolled into the Edina Public Schools while 285 district residents attended public schools elsewhere through open enrollment. In 2020-21, 1,597 nonresidents were enrolled in the Edina Public Schools while 237 residents (preliminary estimate) attended a public school elsewhere through open enrollment.

| PUBLIC OPTIONS | | | | | | |
|----------------|-----------------|--------------------|------------------|--------------------|-----------------|-------|
| Year | In | | Out | | | Net |
| | Open Enrollment | Tuition Agreements | Open Enrollment* | Tuition Agreements | Charter Schools | |
| 2010-11 | 1,166 | | 78 | | 54 | 1,034 |
| 2011-12 | 1,191 | | 78 | | 54 | 1,059 |
| 2012-13 | 1,235 | | 75 | | 106 | 1,054 |
| 2013-14 | 1,239 | | 73 | | 98 | 1,068 |
| 2014-15 | 1,336 | | 89 | | 95 | 1,152 |
| 2015-16 | 1,313 | | 118 | | 100 | 1,095 |
| 2016-17 | 1,262 | | 120 | | 53 | 1,089 |
| 2017-18 | 1,248 | | 126 | | 124 | 998 |
| 2018-19 | 1,293 | | 127 | | 130^ | 1,036 |
| 2019-20 | 1,385 | | 285 | 20 | 139 | 1,040 |
| 2020-21 | 1,597 | | 237* | 13 | 119* | 1,228 |

Minnesota Department of Education and Edina School District.

*2020-21 does not reflect all receiving schools

^Estimate

Source: Edina Public Schools

Nonresident students who enroll in the Edina Public Schools accounted for 16.6 percent of Edina’s total enrollment in 2019-20. Students leaving the district to attend public schools elsewhere through open enrollment represented 3.3 percent of the district’s school age residents. In 2019-20, 8.7 percent of Minnesota students chose open enrollment.

Charter Schools. Charter schools are another public education option. While 6.4 percent of Minnesota students attended charter schools in 2019-20, 1.6 percent of Edina School District residents attended charter schools.

As the education choice data show, in 2019-20, the District had a net gain of 1,228 students from other public options, excluding tuition agreements. However, other public options are capturing more students than in the past. Based on residents not enrolled in the Edina Public Schools, private and parochial schools are Edina Public Schools’ major competitors.

K-12 Market Share of District School Age Residents

Estimating market share requires an estimate of a school district’s school age population. The best estimate results from summing resident students in the district’s schools with district residents attending traditional nonpublic schools, residents being homeschooled and residents opting for open enrollment out, charter schools and other public options.

Based on 2010-11 and 2020-21, the estimated resident school age population increased from 8,287 to 8,500 students, an increase of 213 students or 2.6 percent. **However, the 2020-21 estimate of resident school age population is too low compared to previous years. This low number is in part the result of under reported public options students and “red shirted” resident kindergarten students. There is no creditable evidence that the District’s resident school age population is decreasing.**

| EDINA PUBLIC SCHOOLS ESTIMATED RESIDENT SCHOOL AGE POPULATION | | | | | |
|---|--|--------------------|----------------|--------|--------|
| Year | Edina Public Schools Resident Enrollment | Nonpublic Settings | Public Options | Other* | Total |
| 2010-11 | 7,022 | 1,133 | 132 | n.a. | 8,287 |
| 2011-12 | 7,062 | 1,174 | 132 | n.a. | 8,368 |
| 2012-13 | 7,091 | 1,181 | 181 | n.a. | 8,453 |
| 2013-14 | 7,146 | 1,190 | 171 | n.a. | 8,507 |
| 2014-15 | 7,107 | 1,320 | 184 | n.a. | 8,611 |
| 2015-16 | 7,125 | 1,293 | 218 | n.a. | 8,636 |
| 2016-17 | 7,239 | 1,278 | 173 | n.a. | 8,690 |
| 2017-18 | 7,274 | 1,323 | 250 | n.a. | 8,847 |
| 2018-19 | 7,111 | 1,284 | 257 | n.a. | 8,652 |
| 2019-20 | 6,927 | 1,329 | 444 | n.a. | 8,700 |
| 2020-21 | 6,641 | 1,490 | 369 | n.a. | 8,500^ |

*Other is students at Intermediate District #287, which are included in open enrollment out

^Number is low because of under reported public options students and “red shirted” students

Resident enrollment in the Edina Public Schools decreased by 381 students or -5.4 percent in the past ten years. The Edina Public Schools’ market share decreased, which is typical in Minnesota. Based on the estimated 2020-21 enrolled population of 8,500, the Edina Public Schools captured 78.1 percent of the district’s school age population. In 2010-11, market share was 84.7 percent.

History of Resident Enrollment by Grade

The history of resident enrollment contains several patterns with implications for future enrollment. First, resident kindergarten class size fluctuated between a low of 454 students in 2015-16 to a high of 526 students in 2017-18. The 2020-21 resident kindergarten class has 469 students, which makes it the third lowest resident kindergarten class since 2010-11 and the lowest kindergarten class since 2015-16. Of course, the 2020-21 resident kindergarten class is affected by the Pandemic. District records show 54 resident kindergarten aged students were “red shirted,” that is, they were kept at home attending no kindergarten.

The number of resident students per grade varies in the Edina Public Schools. A way of expressing the differences by grade is to look at the “average” number of resident students per grade. For example, in 2020-21, the average resident elementary grade (K-5) has 494 students. The average resident middle school grade (6-8) has 523 students, and the average resident high school grade is 527 students. There is no pronounced net in migration at the beginning of middle school or at the beginning of high school. The Pandemic affected K-5 resident enrollment more than resident middle school or resident high school enrollment. Based on current resident grade sizes, resident enrollment will decrease unless the net out migration returns to net in migration.

Minnesota's largest graduating high school class since 1978 graduated in 2009. Statewide, graduating classes will be getting smaller. Based on Edina’s resident enrollment history, Edina’s largest recent resident senior class graduated in 2019.

| RESIDENT ENROLLMENT | | | | | | | | | | | |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| K | 507 | 468 | 482 | 517 | 486 | 454 | 515 | 526 | 506 | 502 | 469 |
| 1 | 532 | 542 | 484 | 507 | 545 | 482 | 484 | 551 | 526 | 524 | 496 |
| 2 | 568 | 544 | 562 | 509 | 510 | 573 | 530 | 501 | 551 | 521 | 494 |
| 3 | 547 | 572 | 550 | 572 | 518 | 528 | 592 | 522 | 505 | 528 | 504 |
| 4 | 571 | 556 | 577 | 552 | 590 | 514 | 533 | 596 | 539 | 545 | 522 |
| 5 | 551 | 569 | 561 | 592 | 557 | 590 | 540 | 530 | 590 | 501 | 478 |
| 6 | 547 | 575 | 571 | 564 | 594 | 578 | 594 | 536 | 542 | 548 | 523 |
| 7 | 550 | 551 | 580 | 575 | 572 | 617 | 578 | 579 | 518 | 572 | 541 |
| 8 | 557 | 538 | 548 | 579 | 583 | 574 | 600 | 592 | 566 | 522 | 505 |
| 9 | 524 | 552 | 547 | 544 | 566 | 593 | 595 | 599 | 546 | 518 | 500 |
| 10 | 538 | 523 | 563 | 549 | 532 | 551 | 577 | 584 | 586 | 551 | 534 |
| 11 | 525 | 542 | 530 | 546 | 520 | 544 | 556 | 589 | 553 | 539 | 529 |
| 12 | 505 | 530 | 536 | 540 | 534 | 527 | 545 | 569 | 583 | 556 | 546 |
| Total | 7,022 | 7,062 | 7,091 | 7,146 | 7,107 | 7,125 | 7,239 | 7,274 | 7,111 | 6,927 | 6,641 |

Source: Edina Public Schools, Fall Enrollment. Excludes Early Childhood

Enrollment Projections

Projection Background

Some factors affecting future school enrollment are known. However, other crucial factors are less clear. The difficulty in quantifying the effect of these factors is a challenge. First, the trends around which there is confidence.

Trends Where Confidence is High

- **Aging.** The population in the U.S. and Minnesota is aging. By 2020, 16-17 percent of Minnesota's population will be 65 years old or older. In 2010, the elderly made up 12.9 percent of the population. Shortly after 2020, for the first time in history, Minnesota's 65+ population is expected to exceed the 5-17 population (K-12 population). There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce geographic mobility because older people move less frequently than younger people. Further, the percentage of households with school age children will decline.
- **Fertility.** Today, completed fertility (1.83) is below replacement level and there is little reason to think this will change. Completed fertility refers to the number of children born per woman throughout her childbearing years. In Minnesota, White non-Hispanic women have below replacement fertility. (Replacement is 2.11 children per female at the end of childbearing.) Fertility rates for Asian and Hispanic women are now near replacement. Black women (African American and African-born) have the highest fertility level, just below 3, that is, just less than 3 children per woman at the end of childbearing.

Unknowns

The unknowns reflect changes in the housing market, the economy and in international immigration.

- **Near term and long-term effects of the Covid-19 Pandemic and economic shutdown.** Unknown; however, unemployment has increased, and several economic sectors have been hit hard.
- **The housing markets.** Residential construction has been brisk. However, the number of single-family detached housing units, the units that produce the most school age children, is essentially fixed in the Edina School District. The number of apartment and condo units increased but yield few school-age children. A robust housing market results in more mobility and this can influence enrollment.
- **Immigration.** Both the economy and public policy affect international immigration. Future students from international migration are impossible to predict.

- Delay/postponement of childbearing. The Millennials are delaying marriage, childbearing, and home ownership. What the long-term effects of these delays mean is unknown. However, this delay will influence future school enrollment.
- Competition. The establishment of charter schools is hard to predict, and open enrollment continues to increase.

Cohort Survival Method

The most common and most robust model for projecting school enrollment is the cohort survival method. The first step in the cohort survival method is aging the population. In a standard cohort survival model, aging the population involves estimating the number of deaths expected in an age group before it reaches the next older age group. When the cohort survival method is used to project school enrollment, the first step is to move a grade to the next higher grade. Because mortality is so low in the school age population, the entire grade is assumed to “survive” to the next higher grade in the following year.

After aging the current enrollment, two key assumptions must be made. These assumptions concern the size of future kindergarten classes and the number of students who will move in or out of the district’s schools. Some of these students may physically move in or out of the district. Other students may transfer between the Edina Public Schools and other education options available to them. Both these phenomena effect the “survival rates.”

Once a grade or cohort has been “aged” to the next higher grade, net migration is added to or subtracted from that grade. Using survival rates accomplishes both “aging” and migration in a single step. Over time, the size of a cohort will increase or decrease because of migration as its progresses through the grades. For example, the 2010-11 resident kindergarten class had 507 members. This same cohort has 534 members in Grade 10 in 2020-21.

The future size of kindergarten classes is especially important in long-term enrollment projections because these students will be in school over the life of the projections. If a school census exists, it is a resource for short-term kindergarten projections, i.e., a couple of years. However, school censuses are notoriously inaccurate for children less than four years of age, in part, because the preschool population is more mobile than the school age population.

To project kindergarten, the best theoretical approach, but the least practical, is to project births based on the age of the female population. These birth projections then must be survived to age five and then adjusted for migration to yield kindergarten projections. Determining the age of females in a school district is the first challenge, and then many assumptions must be made, making this approach impractical.

A simpler approach is to use resident births as a proxy for kindergarten five to six years later. Of course, not every child born in the district will enter the district's kindergarten classes five to six years later. However, some "district born" children who move out before enrolling in kindergarten will be replaced by children born elsewhere who move in before entering kindergarten. If the number of "ins" and "outs" are equal, the net effect is zero and the kindergarten class would be 100 percent of resident births. However, no public-school system captures all the potential students. Some kindergarten students attend private schools or are homeschooled. Others may attend a charter school or open

enroll at another district. Therefore, a public school's kindergarten to birth ratio is expected to be less than 100 percent. If the ratio is 100 percent or higher, more preschool children are moving into the district or open enrolling into the district (in migration) than leaving (out migration).

If births are used as a kindergarten proxy, kindergarten projections are available for only a few years into the future. To extend kindergarten projections another five years, Edina Public Schools' resident kindergarten will be projected based on the Minnesota State Demography Center's projections of Minnesota 0-year-olds.

Resident Kindergarten Assumptions

After 1990, births fell in the U.S. and in Minnesota; however, from 2003 through 2007, births increased and in 2007, U.S. births were higher than at any time since 1964. In 2008, 2009, 2010 and 2011, births fell in the U.S. and Minnesota. These declines are attributed to the poor economy. Beginning in 2012, Minnesota resident births began to increase but they have not returned to the 2007 level. Further, after 2014 Minnesota resident births have decreased every year.

As the history of resident births shows, from 2004 to 2019, resident births in Minnesota decreased by 4,584 or -6.5 percent. Resident births in Hennepin County decreased -7.7 percent while resident births in Suburban Hennepin County decreased -3.4 percent.

About one-third (33 percent) of births occur between September 1 and December 31 every year. Therefore, about two-thirds of those eligible for kindergarten were born 5 years earlier and one-third were born 6 years earlier. Adjusting resident births to fit the school year will be referred to as the kindergarten pool.

| RESIDENT LIVE BIRTHS | | | | |
|----------------------|-----------|-----------------|--------------------------|------------|
| Year | Minnesota | Hennepin County | Suburban Hennepin County | Edina City |
| 2004 | 70,617 | 16,718 | 10,258 | 454 |
| 2005 | 70,950 | 16,348 | 10,101 | 442 |
| 2006 | 73,515 | 16,780 | 10,223 | 435 |
| 2007 | 73,675 | 16,848 | 10,532 | 484 |
| 2008 | 72,382 | 16,566 | 10,212 | 413 |
| 2009 | 70,617 | 16,334 | 10,017 | 431 |
| 2010 | 68,407 | 15,955 | 9,854 | 425 |
| 2011 | 68,416 | 15,943 | 9,894 | 458 |
| 2012 | 68,783 | 16,345 | 10,294 | 481 |
| 2013 | 69,183 | 16,584 | 10,468 | 486 |
| 2014 | 69,916 | 16,770 | 10,536 | 468 |
| 2015 | 69,835 | 16,829 | 10,626 | 534 |
| 2016 | 69,746 | 16,485 | 10,400 | 461 |
| 2017 | 68,603 | 16,333 | 10,451 | 475 |
| 2018 | 67,348 | 15,844 | 10,152 | 498 |
| 2019 | 66,033 | 15,430 | 9,908 | n.a. |

Suburban Hennepin County is Hennepin County minus Minneapolis City

Source: Minnesota Department of Health

The next table shows the Edina City and the Suburban Hennepin County kindergarten pools along with the percentage the Edina Public Schools' resident kindergarten was of each pool. Like many other percentages, the ratio of resident kindergarten students to the pools fluctuates. However, the percentages fluctuate more for the Edina City kindergarten pool than for the Suburban Hennepin County Pool. Therefore, the Suburban Hennepin County kindergarten pool will be used for the resident kindergarten projections. Typically, a more stable trend appears when rates are averaged. (Calculating an average of the kindergarten to birth ratio for two or more years smooth out annual fluctuations and produces a more "typical" ratio for that period.)

As the percentages show, except for the most recent Pandemic year, Edina Public Schools' resident kindergarten share increased slightly after 2015-16. Excluding the most recent year, the average of the ratios for the previous four years is 5.00 percent, while the average for the past five years including the most recent year is 4.99 percent. Based on these percentages, the average of the past five years' ratios (4.99 percent) will be used as the low kindergarten assumption and the highest ratio of 5.21 will be used as the high kindergarten assumption.

| EDINA PUBLIC SCHOOLS RESIDENT KINDERGARTEN AS A PERCENTAGE OF EDINA CITY AND SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOLS | | | | | |
|---|-------------------|------------|--------------------------|---------------|-------------------|
| Birth Years | Edina City | | Suburban Hennepin County | | Kindergarten Year |
| | Kindergarten Pool | Percentage | Kindergarten Pool | Percentage | |
| 2004; 2005 | 446 | 113.68% | 10,153 | 4.99% | 2010-11 |
| 2005; 2006 | 437 | 107.09% | 10,182 | 4.60% | 2011-12 |
| 2006; 2007 | 468 | 102.99% | 10,430 | 4.62% | 2012-13 |
| 2007; 2008 | 437 | 118.31% | 10,318 | 5.01% | 2013-14 |
| 2008; 2009 | 425 | 114.35% | 10,081 | 4.82% | 2014-15 |
| 2009; 2010 | 427 | 106.32% | 9,908 | 4.58% | 2015-16 |
| 2010; 2011 | 447 | 115.21% | 9,881 | 5.21% | 2016-17 |
| 2011; 2012 | 473 | 111.21% | 10,162 | 5.18% | 2017-18 |
| 2012; 2013 | 485 | 104.33% | 10,411 | 4.86% | 2018-19 |
| 2013; 2014 | 474 | 105.49% | 10,513 | 4.76% | 2019-20 |
| 2014; 2015 | 512 | 91.60% | 10,596 | 4.43% (4.93%) | 2020-21 |
| 2015; 2016 | 485 | | 10,475 | | 2021-22 |
| 2016; 2017 | 470 | | 10,534 | | 2022-23 |
| 2017; 2018 | 491 | | 10,251 | | 2023-24 |
| 2018; 2019 | n.a. | | 10,037 | | 2024-25 |

2020-21 percentage in parenthesis includes 54 "red shirted" resident kindergarten-age children

To extend kindergarten projections beyond 2024-25, projected Minnesota 0-year-olds will be used as a guide. In 2017, resident births were 1,709 births lower than the projected 2017 0-year-olds or 2.4 percent lower than the projected number. In 2018, births were 4.3 percent lower than projected 0-year-olds. By 2019, births were 6.2 percent lower than projected 0-year-olds. There is no reason to believe that births will increase to equal the projections of 0-year-olds. Therefore, the projected number of 0-year-olds will be adjusted to be 93.8 percent of the projected number. Note that the projections of Minnesota 0-year-olds are essentially flat between 2018 and 2025. (next table) Even

when extending the projections to 2050, the number of projected Minnesota 0-year-olds is essentially flat.

Even these projections of 0-year-olds may be too high if births fall because of the COVID-19 Pandemic as predicted by many demographers. Today, completed fertility is below replacement level and there is little reason to think this will change.

| PROJECTED MINNESOTA 0-YEAR OLDS | | |
|---------------------------------|------------------|-----------------|
| Year | Projected Number | Adjusted Number |
| 2017 Actual | 68,603 | |
| 2017 | 70,312 | |
| 2018 Actual | 67,348 | |
| 2018 | 70,395 | |
| 2019 Actual | 66,033 | |
| 2019 | 70,373 | |
| 2020 | 70,325 | 65,965 |
| 2021 | 70,274 | 65,917 |
| 2022 | 70,227 | 65,873 |
| 2023 | 70,191 | 65,814 |
| 2024 | 70,164 | 65,811 |
| 2025 | 70,161 | 65,811 |
| 2026 | 70,161 | 65,811 |

Source: Minnesota Demographic Center

| SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOL | |
|---|---------------|
| 2021-22 | 10,475 |
| 2022-23 | 10,534 |
| 2023-24 | 10,251 |
| 2024-25 | 10,037 |
| 2025-26 | 9,964 |
| 2026-27 | 9,956 |
| 2027-28 | 9,949 |
| 2028-29 | 9,943 |
| 2029-30 | 9,939 |
| 2030-31 | 9,938 |

Pool based on actual births bolded

In the past sixteen years, Suburban Hennepin County resident births increased from 14.53 percent of Minnesota births to 15.00 percent of Minnesota births in 2019. During this period, the percentages ranged from a low of 13.91 in 2006 to a high of 15.23 in 2017. The average of the past three years is 15.10 percent. If Suburban Hennepin County resident births are 15.10 percent of Minnesota’s 0-year-olds for the next several years, the kindergarten pool would be as shown above. Although the projections show how “flat” these numbers are likely to be, these numbers are sensitive to

small changes in the assumptions. Note, however, that the difference between 2024-25, based on actual births, and the years beyond, based on projected births, do not result in significantly different resident kindergarten projections.

Using the kindergarten to pool ratio estimated earlier, the following table shows resident kindergarten projections. Through 2024-25, the kindergarten projections are based on actual births. The lowest kindergarten projection (based on the 4.99 percent ratio) results in 5,082 resident kindergarten students over ten years while the highest kindergarten projection (5.21 percent ratio) yields 5,307 resident kindergarten students over ten years. This compares with 4,963 resident kindergarten students over the ten years prior to the most recent year. **The comparison to the ten years before this past year suggests that the low kindergarten assumption is probably closer to what resident kindergarten will be over the next ten years.** The last projection years will not have the same number of resident kindergarten students every year as projected below, but resident kindergarten is likely to fluctuate around these numbers.

| RESIDENT KINDERGARTEN PROJECTIONS | | |
|-----------------------------------|------------|------------|
| | @4.99% | @5.21% |
| 2019-20 | 500 | 500 |
| 2020-21 | 469 | 469 |
| 2021-22 | 565* | 588* |
| 2022-23 | 526 | 549 |
| 2023-24 | 512 | 534 |
| 2024-25 | 501 | 523 |
| 2025-26 | 497 | 519 |
| 2026-27 | 497 | 519 |
| 2027-28 | 496 | 518 |
| 2028-29 | 496 | 518 |
| 2029-30 | 496 | 518 |
| 2030-31 | 496 | 518 |
| Total | 5,082 | 5,307 |

Actual bolded
 *Assumed that 42 of the 54 “red shirted” resident kindergarten-age children would be in kindergarten in 2021-22

Resident Net Migration Assumptions

The method for calculating migration was explained earlier in this report. However, the limitations of the methodology are worth repeating. The method of calculating migration does not distinguish between physical movement across a district’s boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in another district’s public schools. Further, students who move into or out of a school district but never enroll in the district’s public schools are not reflected in the migration numbers in this report.

The next two tables show resident net migration in raw numbers. Except for the past three years, resident net migration has been positive every year. In the past five years, there was one large net in migration year (+126) and three years with net out migration (-100, -103 and -199).

The next table shows resident net migration for every grade transition. In the Edina Public Schools, except for the past three years, resident net migration is almost always positive between Kindergarten and Grade 1 and the numbers tend to be large. Most years, there is also a large inflow between Grade 1 and Grade 2 as well; however, this inflow stopped and then became negative in the past two years. This recent pattern suggests that either the movement of families with children in these grades has slowed dramatically in the past three years or families are choosing other education options for their children.

Unlike many other public schools, there is no consistent net inflow of residents at Grade 9, the beginning of high school. This pattern suggests that once families decide on nonpublic schools, they stay with that choice throughout their students’ K-12 years. In the past three years there has been resident net out migration between Grade 8 and Grade 9, which is also unusual. Like many other Minnesota schools, there is resident net out migration during the high school years, especially between Grade 10 and Grade 11 when some students transfer to Alternative Learning Centers or drop out of school.

| RESIDENT NET MIGRATION OCTOBER TO OCTOBER | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 10 to 11 | 11 to 12 | 12 to 13 | 13 to 14 | 14 to 15 | 15 to 16 | 16 to 17 | 17 to 18 | 18 to 19 | 19 to 20 |
| K to 1 | 35 | 16 | 25 | 28 | -4 | 30 | 36 | 0 | 18 | -6 |
| 1 to 2 | 12 | 20 | 25 | 3 | 28 | 48 | 17 | 0 | -5 | -30 |
| 2 to 3 | 4 | 6 | 10 | 9 | 18 | 19 | -8 | 4 | -23 | -17 |
| 3 to 4 | 9 | 5 | 2 | 18 | -4 | 5 | 4 | 17 | 40 | -6 |
| 4 to 5 | -2 | 5 | 15 | 5 | 0 | 26 | -3 | -6 | -38 | -67 |
| 5 to 6 | 24 | 2 | 3 | 2 | 21 | 4 | -4 | 12 | -42 | 22 |
| 6 to 7 | 4 | 5 | 4 | 8 | 23 | 0 | -15 | -18 | 30 | -7 |
| 7 to 8 | -12 | -3 | -1 | 8 | 2 | -17 | 14 | -13 | 4 | -67 |
| 8 to 9 | -5 | 9 | -4 | -13 | 10 | 21 | -1 | -46 | -48 | -22 |
| 9 to 10 | -1 | 11 | 2 | -12 | -15 | -16 | -11 | -13 | 5 | 16 |
| 10 to 11 | 4 | 7 | -17 | -29 | 12 | 5 | 12 | -31 | -47 | -22 |
| 11 to 12 | 5 | -6 | 10 | -12 | 7 | 1 | 13 | -6 | 3 | 7 |
| Total | 77 | 77 | 74 | 15 | 98 | 126 | 54 | -100 | -103 | -199 |
| Percent | 1.1 | 1.1 | 1.0 | 0.2 | 1.4 | 1.8 | 0.7 | -1.4 | -1.4 | -2.9 |

The next table summarizes resident net migration by aggregating net migration by the elementary grades (Kindergarten-Grade 5), the middle school grades (6-8) and the high school grades (9-12). Resident net migration was positive at K-5 until the past two years. This past year the large resident K-5 net out migration can be attributed to the Pandemic as some parents moved their children to schools offering in-classroom school or homeschooled them. At the middle school grades, resident net migration has been negative for the past five years. At the high school grades, resident net migration has been negative for the past three years.

| RESIDENT NET MIGRATION OCTOBER TO OCTOBER | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 10 to 11 | 11 to 12 | 12 to 13 | 13 to 14 | 14 to 15 | 15 to 16 | 16 to 17 | 17 to 18 | 18 to 19 | 19 to 20 |
| K-5 | 58 | 52 | 77 | 63 | 38 | 128 | 46 | 15 | -8 | -126 |
| 5-8 | 11 | 13 | 2 | 18 | 46 | -13 | -5 | -19 | -8 | -52 |
| 9-12 | 8 | 12 | -5 | -66 | 14 | 11 | 13 | -96 | -87 | -21 |
| Total | 77 | 77 | 74 | 15 | 98 | 126 | 54 | -100 | -103 | -199 |

Resident net migration numbers when compared to the number of resident students in a grade result in the percent of students retained, that is, survival rates. Survival rates are an effective way to analyze the number of students retained, added, or lost each year at each grade. For example, 1.000 indicates no change or 100 percent of the grade progressed to the next highest grade. Any number over 1.000 reflects the percentage increase while a number below 1.000 reflects the percentage decrease. For example, 0.98 indicates a -2 percent decrease.

| RESIDENT SURVIVAL RATES OCTOBER TO OCTOBER | | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 10 to 11 | 11 to 12 | 12 to 13 | 13 to 14 | 14 to 15 | 15 to 16 | 16 to 17 | 17 to 18 | 18 to 19 | 19 to 20 |
| K to 1 | 1.069 | 1.034 | 1.052 | 1.054 | 0.992 | 1.066 | 1.070 | 1.000 | 1.036 | 0.988 |
| 1 to 2 | 1.023 | 1.037 | 1.052 | 1.006 | 1.051 | 1.100 | 1.035 | 1.000 | 0.990 | 0.943 |
| 2 to 3 | 1.007 | 1.011 | 1.018 | 1.018 | 1.035 | 1.033 | 0.985 | 1.008 | 0.958 | 0.967 |
| 3 to 4 | 1.017 | 1.009 | 1.004 | 1.031 | 0.992 | 1.009 | 1.007 | 1.033 | 1.079 | 0.989 |
| 4 to 5 | 0.997 | 1.009 | 1.026 | 1.009 | 1.000 | 1.051 | 0.994 | 0.990 | 0.929 | 0.877 |
| 5 to 6 | 1.044 | 1.004 | 1.005 | 1.003 | 1.038 | 1.007 | 0.993 | 1.023 | 0.929 | 1.044 |
| 6 to 7 | 1.007 | 1.009 | 1.007 | 1.014 | 1.039 | 1.000 | 0.975 | 0.996 | 1.055 | 0.987 |
| 7 to 8 | 0.978 | 0.995 | 0.998 | 1.014 | 1.003 | 0.972 | 1.024 | 0.978 | 1.008 | 0.883 |
| 8 to 9 | 0.991 | 1.017 | 0.993 | 0.978 | 1.017 | 1.037 | 0.998 | 0.922 | 0.915 | 0.958 |
| 9 to 10 | 0.998 | 1.020 | 1.004 | 0.978 | 0.973 | 0.973 | 0.982 | 0.978 | 1.009 | 1.031 |
| 10 to 11 | 1.007 | 1.013 | 0.970 | 0.947 | 1.023 | 1.009 | 1.021 | 0.947 | 0.920 | 0.960 |
| 11 to 12 | 1.010 | 0.989 | 1.019 | 0.978 | 1.013 | 1.002 | 1.023 | 0.990 | 1.005 | 1.013 |

As the survival rate table shows, when compared to earlier years, more resident elementary grade survival rates were below 1.000 in the past two years. That Edina Public Schools would have resident survival rates hovering around 1.000 is not unusual given that the single-family detached housing stock, the housing type that yields the most students per unit, is essentially fixed. From fall 2017 to fall 2018, four of the five elementary grade transitions exceeded 1.000, however, from fall 2018 to fall 2019 only two of the five exceeded 1.000. This past year, five of the five were below 1.000. Is a trend emerging of more net out migration at the elementary grades?

The middle school grades show a fluctuating pattern, although the transition from Grade 6 to Grade 7 has survival rates below 1.000 three of the past four years. The transition from Grade 8 to Grade 9 has been below 1.000 seven of the past ten years, suggesting that survival rates below 1.000

are the norm. The survival rates of Grade 10 to Grade 11 have been significantly below 1.000 for the past three years and will probably continue to be below 1.000.

Because survival rates from 2019-20 to 2020-21 are affected by the Pandemic, they should be avoided when possible. Therefore, resident survival rates for the two previous years, that is, 2017-18 to 2018-19 and 2018-19 to 2019-20, were averaged. However, if the average of these two years was lower than the average of the past three years, which includes the most recent year, then the average of the past three years was used. Only two exceptions were made. The two exceptions were for Grade 3 to Grade 4 and for Grade 6 to Grade 7 where the three-year average was lower but looked more reasonable than the two-year average. Rates resulting from this logic will be called recent migration and will be used for the low resident migration assumption. Seeking a reasonable assumption with a little less net out migration, all survival rates were put at 1.000 except for Grade 8 to Grade 9 and Grade 10 to Grade 11 where the average of the past four years was used. This survival rate pattern will be used as the high migration assumption.

| PROJECTED RESIDENT SURVIVAL RATES | | |
|-----------------------------------|-------|-------|
| Grade | Low | High |
| K to 1 | 1.018 | 1.000 |
| 1 to 2 | 0.995 | 1.000 |
| 2 to 3 | 0.983 | 1.000 |
| 3 to 4 | 1.034 | 1.000 |
| 4 to 5 | 0.960 | 1.000 |
| 5 to 6 | 0.999 | 1.000 |
| 6 to 7 | 1.013 | 1.000 |
| 7 to 8 | 0.993 | 1.000 |
| 8 to 9 | 0.932 | 0.948 |
| 9 to 10 | 1.006 | 1.000 |
| 10 to 11 | 0.942 | 0.962 |
| 11 to 12 | 1.003 | 1.000 |

Excludes Early Childhood

The effect of these two survival rates can be seen in the projections below. By using the low kindergarten assumption, the number of resident kindergarten students is the same in both projections, so the differences are solely the result of the survival rates. The difference between the recent migration projection and the “no” net migration projection is 55 students with a difference of 67 students at 9-12. The recent migration assumption results in slightly more resident K-5 because that assumption has two elementary grade transitions above 1.000. For Grades 6-8, the “no” migration assumption projection is only 10 students larger than the recent migration projection in ten years.

| SUMMARY OF EFFECTS OF SURVIVAL RATES IN TEN YEARS WITH LOW KINDERGARTEN ASSUMPTION | | | | |
|--|-------|-------|-------|-------|
| Survival Rates | Total | K-5 | 6-8 | 9-12 |
| Recent Past | 6,366 | 3,000 | 1,529 | 1,837 |
| “No” Net Migration | 6,421 | 2,978 | 1,539 | 1,904 |

These two projections show that the recent tendency of net out migration results in only slightly fewer resident students in ten years than a migration neutral assumption. Small positive changes in the survival rates at the elementary and middle school grades would result in higher resident enrollment in ten years.

Resident Enrollment Projections

Estimating the Effect of the Pandemic on Resident Enrollment

Before making resident enrollment projections, assumptions must be made on what 2020-21 resident enrollment would have been absent the Pandemic. This is a challenge because resident enrollment in the Edina Public Schools was trending to net out migration since 2017-18 well before the Pandemic.

Some 2020-21 “missing” resident students will return to the Edina Public Schools in 2021-22 if education delivery is in-classroom because the motivating reason to enroll elsewhere was to have the student in a classroom full time or most of the time. For enrollment projections, the simplest way to deal with these students is to make assumptions about the percent who will return and then adjust the 2020-21 resident enrollment to reflect these “missing” students so they can “roll forward” to the next higher grade in 2021-22.

The “expected” number of 2020-21 resident students was estimated based on applying the averaged survival rates of fall 2017 to fall 2018 and fall 2018 to fall 2019 to the 2019-20 resident enrollment. This exercise produces reasonable estimates except for the transition from Grade 3 to Grade 4 and Grade 6 to Grade 7. For the transition between these grades the average of fall 2016 to fall 2017 and fall 2017 to fall 2018 was used. The average of these years lowered the survival rates for these two grade transitions. The results of these assumptions are shown as “expected” students in the next table.

| RESIDENT ENROLLMENT 2020-21 | | | |
|--------------------------------|--------|----------|----------|
| Grade | Actual | Expected | Adjusted |
| K | 469 | 504 | 480 |
| 1 | 496 | 509 | 500 |
| 2 | 494 | 518 | 502 |
| 3 | 504 | 519 | 509 |
| 4 | 522 | 556 | 533 |
| 5 | 478 | 481 | 479 |
| 6 | 523 | 535 | 527 |
| 7 | 541 | 564 | 549 |
| 8 | 505 | 518 | 509 |
| 9 | 500 | 476 | 500 |
| 10 | 534 | 548 | 539 |
| 11 | 529 | 503 | 529 |
| 12 | 546 | 555 | 549 |
| Total | 6,641 | 6,786 | 6,705 |

An “expected” 2020-21 resident kindergarten was estimated by assuming that 4.76 percent of the kindergarten pool, the same percentage as in 2019-20, would have enrolled in 2020-21. This assumption results in 504 resident kindergarten students not the 469 who enrolled.

Resident enrollment decreased by 286 students between 2019-20 and 2020-21. Estimating the “expected” 2020-21 resident enrollment makes it easier to estimate the effect of the Pandemic. The “expected” 2020-21 resident enrollment of 6,786 students implies an expected resident enrollment decrease of 141 students from the previous year (6,927 students). Therefore, an additional 145 resident student loss can be attributed to the Pandemic or about half the loss can be attributed to the Pandemic.

What percentage of 2020-21 “missing” students will return to the Edina Public Schools in 2021-22? For projection purposes, let us assume that one-third or 61 students will return (K-11). The result of this assumption is shown as the “adjusted” 2020-21 resident enrollment by grade. The adjusted number was used for the base year of the projections.

District records show 54 “red shirted” resident kindergarten-age students who present another projection challenge. If 78 percent of the “red shirted” students, Edina’s overall market share, enroll as kindergarten students in 2021-22, 42 additional students should be added to the 2021-22 resident kindergarten projections.

Projection Results

Four cohort projections are shown in the next table. In ten years, there is a 276-student difference between the lowest projection and the highest projection. The kindergarten assumptions account for a 221 resident student difference in the ten years. The migration assumptions account for a 55 resident student difference in ten years. These numbers show that the kindergarten assumptions account for more of the difference among the four projections than the migration assumptions.

The lowest projection is based on the low kindergarten and recent migration assumptions. In this projection, resident enrollment decreases by 275 students or -4.1 percent by 2030-31. In five years, resident enrollment is 165 students or -2.5 percent lower than today.

| RESIDENT ENROLLMENT PROJECTIONS | | | | |
|---------------------------------|---------------------|-------------------|----------------------|--------------------|
| Year | Low K Recent Mig | Low K “No” Mig | High K Recent Mig | High K “No” Mig |
| 2020-21 | 6,641 | 6,641 | 6,641 | 6,641 |
| 2021-22 | 6,656 | 6,674 | 6,679 | 6,697 |
| 2022-23 | 6,586 | 6,624 | 6,633 | 6,670 |
| 2023-24 | 6,527 | 6,571 | 6,596 | 6,639 |
| 2024-25 | 6,490 | 6,547 | 6,581 | 6,637 |
| 2025-26 | 6,476 | 6,533 | 6,589 | 6,645 |
| 2026-27 | 6,428 | 6,485 | 6,563 | 6,619 |
| 2027-28 | 6,392 | 6,455 | 6,549 | 6,611 |
| 2028-29 | 6,402 | 6,470 | 6,581 | 6,646 |
| 2029-30 | 6,384 | 6,437 | 6,585 | 6,637 |
| 2030-31 | 6,366 | 6,421 | 6,587 | 6,642 |

Excludes Early Childhood

The highest projection, based on the high kindergarten and “no” net migration assumptions, shows resident enrollment increasing by 1 student between 2020-21 and 2030-31. In five years, resident enrollment increases by 4 students. This projection shows “stable” resident enrollment.

In between the highest and lowest resident projections are two other projections. In 2030-31, these two projections differ by 166 students.

The projections from 2020-21 to 2030-31 reflect the following changes in the components of enrollment change. The Edina Public Schools will experience **natural increase**, that is, the incoming resident Kindergarten classes will be larger than the previous years’ resident Grade 12. This is a reversal of the pattern of the past ten years when natural decrease averaged 50 per year. In the next ten years, natural increase averages 17 to 29 per year in the low kindergarten projections and 40 to 51 per year in the high kindergarten projections.

| COMPONENTS OF PROJECTED RESIDENT ENROLLMENT CHANGE | | | | |
|--|-------|-------|----------------------------------|------------------|
| Oct. to Oct. 2020 to 2030 | Total | | Natural Increase/ Decrease | Net Migration |
| | # | % | | |
| Low K/Recent Mig | -275 | -4.1% | 286 | -561 |
| Low K/”No” Mig | -108 | -1.6% | 174 | -282 |
| High K/Recent Mig | -54 | -0.8% | 508 | -562 |
| High K/”No” Mig | 1 | 0.02% | 396 | -395 |

Excludes Early Childhood

Net out migration is projected to continue throughout the projection period. The projections show resident net out migration averaging -56 students per year in the recent migration projections and -28 to -40 per year in the “no” net migration projections. Net migration averaged 12 students per year in the past ten years but -134 per year in the past three years. **Therefore, projected net out migration is less than in the past three years.**

| RESIDENT ENROLLMENT PROJECTIONS | | | | |
|---------------------------------|--------------|--------------|--------------|--------------|
| | K-5 | 6-8 | 9-12 | Total |
| 2020-21 | 2,963 | 1,569 | 2,109 | 6,641 |
| 2025-26 | | | | |
| Low K/Recent Mig | 3,105 | 1,488 | 1,882 | 6,476 |
| Low K/”No” Mig | 3,081 | 1,511 | 1,941 | 6,533 |
| High K/Recent Mig | 3,219 | 1,488 | 1,882 | 6,589 |
| High K/”No” Mig | 3,193 | 1,511 | 1,941 | 6,645 |
| 2030-31 | | | | |
| Low K/Recent Mig | 3,000 | 1,529 | 1,837 | 6,366 |
| Low K/”No” Mig | 2,978 | 1,539 | 1,904 | 6,421 |
| High K/Recent Mig | 3,133 | 1,596 | 1,858 | 6,587 |
| High K/”No” Mig | 3,110 | 1,606 | 1,926 | 6,642 |

Excludes Early Childhood

Looking at the resident projections based on the elementary, middle school and high school grades is instructive. All four projections show resident K-5 increasing in the next five and next ten years. Resident K-5 enrollment is projected to increase by 118 to 256 students in the next five years and 15 to 170 students in ten years. For the first five projection years, the kindergarten students have already been born; therefore, the variation in resident K-5 projections is largely the result of the different assumptions about the percentage of the kindergarten pool attending the Edina Public Schools and the net migration assumptions. In ten years, the flat kindergarten classes lower K-5 resident enrollment.

In the first five projection years, resident middle school enrollment is 58 to 81 students lower than today. In the second five projection years, middle school enrollment increases. In the second five projection years, the kindergarten assumptions effect the middle school projections but in the first five years only the current grade size and the migration assumptions are affecting the size of the middle school grades.

Resident high school enrollment is projected to decrease 168 to 227 students in the first five projection years. In the second five projection years, resident high school enrollment continues to decrease. The high school projections are almost totally a result of the migration assumptions. The kindergarten assumptions have only a small effect on the high school projections. In 2030-31, the 2020-21 kindergarten class will be in Grade 10, which means that all the grades below Grade 10 are products of the projection assumptions.

Reasonableness of Resident Projections

The resident kindergarten projections look reasonable when compared to the past ten years. One caveat: With the International Spanish Language Academy (isla) moving its entire campus from Minnetonka to Edina, some Kindergarten and Grade 1 students may be lost to this charter immersion school in 2021-22. The school has announced it is opening another Grade 1 section this year and students do not need any background in Spanish to enroll. The presence of this K-6 charter school will have some effect on resident enrollment.

At this time, there is no evidence that net migration will change back to positive numbers, especially, relatively large positive numbers.

Several factors point to resident enrollment decline.

- Births are decreasing, which will result in fewer kindergarten students.
- Current resident grade size shows K-5 to be smaller than upper grades, which unless there is significant net in migration, points to resident enrollment decline.
- Increase in nonpublic enrollment among District residents.
- An established language immersion charter school is relocating to Edina.

Total Enrollment Projections

Edina Public School total enrollment can be managed to meet a targeted enrollment number by managing the number of nonresident students. Based on projected resident enrollment, to maintain total enrollment of around 8,400 students, more nonresidents will be required.

Comparison of 2019 and 2021 Projections

Resident enrollment projections made in 2019 (based on fall 2018-19 enrollment) and 2021 (based on fall 2020-21 adjusted) are wildly different. The 2021 projections are lower, ranging from 857 to 1,027 resident students lower in 2028-29. This is a substantial difference in two years. What happened to result in two such different sets of projections?

| COMPARISON OF ENROLLMENT PROJECTIONS 2028-29 | | | |
|---|---------------------|---------------------|------------|
| | 2019 Projections | 2021 Projections | Difference |
| Low K/Low Mig | 7,393 | 6,366 | 1,027 |
| Low K/High Mig | 7,429 | 6,421 | 1,008 |
| High K/Low Mig | 7,464 | 6,587 | 877 |
| High K/High Mig | 7,499 | 6,642 | 857 |

Declining Births

While the projected resident kindergarten classes are different, the percentage of the pool attending the Edina Public Schools remained essentially the same. The big difference is that over this short period of time it became clear that births are decreasing in the United States, Minnesota, and Hennepin County as the fertility rate decreases. This means the kindergarten pool becomes smaller. The 2019 projections were made without the benefit of knowing the number of 2017 births. Further, the consensus among demographers is that the COVID-19 Pandemic will lower births further in the next couple of years. While births may rebound slightly once the economy recovers, fertility is likely to remain well below replacement levels.

| RESIDENT KINDERGARTEN PROJECTIONS | | | | |
|-----------------------------------|--------------|---------------|--------------|---------------|
| Year | 2019 | | 2021 | |
| | Low 4.96% | High 5.02% | Low 4.99% | High 5.21% |
| 2021-22 | 526 | 532 | 565* | 588* |
| 2022-23 | 525 | 532 | 526 | 549 |
| 2023-24 | 525 | 531 | 512 | 534 |
| 2024-25 | 525 | 531 | 201 | 523 |
| 2025-26 | 524 | 531 | 497 | 519 |
| 2026-27 | 524 | 531 | 497 | 519 |
| 2027-28 | 524 | 531 | 496 | 518 |
| 2028-29 | 524 | 530 | 496 | 518 |

*Assumed that 42 of the 54 "red shirted" resident kindergarten age children would be in Edina's kindergarten in 2021-22

Net Migration or Survival Rates

The biggest change is in resident net migration in the Edina Public Schools. Projections made in 2019 were looking back on a long history of net in migration. That pattern changed in the past three years. When the 2019 projections were made, it looked like fall 2017 to fall 2018 might be an aberration. It was not. Of course, net migration could change and become positive again, which would make the 2021 projections too low.

| RESIDENT NET MIGRATION OCTOBER TO OCTOBER | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 10 to 11 | 11 to 12 | 12 to 13 | 13 to 14 | 14 to 15 | 15 to 16 | 16 to 17 | 17 to 18 | 18 to 19 | 19 to 20 |
| K-5 | 58 | 52 | 77 | 63 | 38 | 128 | 46 | 15 | -8 | -126 |
| 5-8 | 11 | 13 | 2 | 18 | 46 | -13 | -5 | -19 | -8 | -52 |
| 9-12 | 8 | 12 | -5 | -66 | 14 | 11 | 13 | -96 | -87 | -21 |
| Total | 77 | 77 | 74 | 15 | 98 | 126 | 54 | -100 | -103 | -199 |

The difference in survival rates between these two times is obvious in the table below.

| RESIDENT SURVIVAL RATES | | | | |
|-------------------------|---------------------|----------------------|-----------------|--------------------|
| Grade | 2019 | | 2021 | |
| | Low (past 5 yrs) | High (past 4 yrs) | Low (Recent) | High ("No" Mig) |
| K to 1 | 1.036 | 1.032 | 1.018 | 1.000 |
| 1 to 2 | 1.038 | 1.047 | 0.995 | 1.000 |
| 2 to 3 | 1.016 | 1.015 | 0.983 | 1.000 |
| 3 to 4 | 1.014 | 1.010 | 1.034 | 1.000 |
| 4 to 5 | 1.009 | 1.009 | 0.960 | 1.000 |
| 5 to 6 | 1.013 | 1.015 | 0.999 | 1.000 |
| 6 to 7 | 1.005 | 1.003 | 1.013 | 1.000 |
| 7 to 8 | 0.998 | 0.994 | 0.993 | 1.000 |
| 8 to 9 | 0.990 | 0.994 | 0.932 | 0.948 |
| 9 to 10 | 0.977 | 0.977 | 1.006 | 1.000 |
| 10 to 11 | 0.989 | 1.000 | 0.942 | 0.962 |
| 11 to 12 | 1.001 | 1.007 | 1.003 | 1.000 |

| Edina Resident Low K/Recent Mig K (+Hdcp) | | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | K-5 | 6-8 | 9-12 | K-12 total |
|--|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|------------|
| 2020-21 Adjuste | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 509 | 500 | 539 | 529 | 549 | 3003 | 1585 | 2117 | 6705 |
| 20-21 Cohort | 565 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 509 | 500 | 539 | 529 | 3089 | 1555 | 2077 | 6721 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 21-22 Proj | 565 | 489 | 498 | 493 | 526 | 512 | 479 | 534 | 545 | 474 | 503 | 508 | 531 | 3083 | 1558 | 2016 | 6656 |
| 21-22 Cohort | 526 | 565 | 489 | 498 | 493 | 526 | 512 | 479 | 534 | 545 | 474 | 503 | 508 | 3097 | 1524 | 2030 | 6651 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 22-23 Proj | 526 | 575 | 486 | 489 | 510 | 505 | 511 | 485 | 530 | 508 | 477 | 474 | 509 | 3092 | 1526 | 1968 | 6586 |
| 22-23 Cohort | 512 | 526 | 575 | 486 | 489 | 510 | 505 | 511 | 485 | 530 | 508 | 477 | 474 | 3099 | 1501 | 1989 | 6589 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 23-24 Proj | 512 | 535 | 572 | 478 | 506 | 490 | 505 | 518 | 481 | 494 | 511 | 450 | 475 | 3093 | 1504 | 1930 | 6527 |
| 23-24 Cohort | 501 | 512 | 535 | 572 | 478 | 506 | 490 | 505 | 518 | 481 | 494 | 511 | 450 | 3104 | 1512 | 1936 | 6553 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 24-25 Proj | 501 | 521 | 533 | 563 | 494 | 485 | 489 | 511 | 514 | 449 | 497 | 481 | 451 | 3097 | 1515 | 1878 | 6490 |
| 24-25 Cohort | 497 | 501 | 521 | 533 | 563 | 494 | 485 | 489 | 511 | 514 | 449 | 497 | 481 | 3109 | 1486 | 1941 | 6536 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 25-26 Proj | 497 | 510 | 519 | 524 | 582 | 474 | 485 | 496 | 508 | 479 | 451 | 468 | 483 | 3105 | 1488 | 1882 | 6476 |
| 25-26 Cohort | 497 | 497 | 510 | 519 | 524 | 582 | 474 | 485 | 496 | 508 | 479 | 451 | 468 | 3128 | 1455 | 1906 | 6490 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 26-27 Proj | 497 | 506 | 507 | 510 | 542 | 558 | 474 | 491 | 492 | 473 | 482 | 425 | 470 | 3120 | 1457 | 1850 | 6428 |
| 26-27 Cohort | 496 | 497 | 506 | 507 | 510 | 542 | 558 | 474 | 491 | 492 | 473 | 482 | 425 | 3058 | 1524 | 1873 | 6454 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 27-28 Proj | 496 | 506 | 503 | 499 | 527 | 558 | 480 | 488 | 459 | 476 | 454 | 426 | 426 | 3051 | 1526 | 1815 | 6392 |
| 27-28 Cohort | 496 | 496 | 506 | 503 | 499 | 527 | 520 | 558 | 480 | 488 | 459 | 476 | 454 | 3027 | 1558 | 1877 | 6462 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 28-29 Proj | 496 | 505 | 503 | 495 | 516 | 506 | 519 | 565 | 477 | 455 | 462 | 448 | 455 | 3021 | 1561 | 1820 | 6402 |
| 28-29 Cohort | 496 | 496 | 505 | 503 | 495 | 516 | 506 | 519 | 565 | 477 | 455 | 462 | 448 | 3011 | 1591 | 1841 | 6443 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 29-30 Proj | 496 | 505 | 502 | 495 | 512 | 495 | 506 | 526 | 561 | 444 | 457 | 435 | 450 | 3005 | 1593 | 1786 | 6384 |
| 29-30 Cohort | 496 | 496 | 505 | 502 | 495 | 512 | 495 | 506 | 526 | 561 | 444 | 457 | 435 | 3006 | 1527 | 1898 | 6430 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 30-31 Proj | 496 | 505 | 502 | 494 | 512 | 491 | 495 | 512 | 522 | 523 | 447 | 431 | 436 | 3000 | 1529 | 1837 | 6366 |

| Edina Resident Low K/1.000 Mig | | | | | | | | | | | | | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|------|-------|-----|------|------|------------|------|
| K (+Hdcp) | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | K-5 | 6-8 | 9-12 | K-12 total | |
| 2020-21 Adjuste | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 509 | 500 | 539 | 529 | 549 | 3003 | 1585 | 2117 | 6705 |
| 20-21 Cohort | 565 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 509 | 500 | 539 | 529 | 3089 | 1555 | 2077 | 6721 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 21-22 Proj | 565 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 483 | 500 | 519 | 529 | 3089 | 1555 | 2030 | 6674 |
| 21-22 Cohort | 526 | 565 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 483 | 500 | 519 | 3082 | 1539 | 2050 | 6671 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 22-23 Proj | 526 | 565 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 520 | 483 | 481 | 519 | 3082 | 1539 | 2003 | 6624 |
| 22-23 Cohort | 512 | 526 | 565 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 520 | 483 | 481 | 3085 | 1521 | 2011 | 6617 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 23-24 Proj | 512 | 526 | 565 | 480 | 500 | 502 | 509 | 533 | 479 | 500 | 520 | 464 | 481 | 3085 | 1521 | 1965 | 6571 |
| 23-24 Cohort | 501 | 512 | 526 | 565 | 480 | 500 | 502 | 509 | 533 | 479 | 500 | 520 | 464 | 3084 | 1544 | 1963 | 6591 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 24-25 Proj | 501 | 512 | 526 | 565 | 480 | 500 | 502 | 509 | 533 | 454 | 500 | 501 | 464 | 3084 | 1544 | 1919 | 6547 |
| 24-25 Cohort | 497 | 501 | 512 | 526 | 565 | 480 | 500 | 502 | 509 | 533 | 454 | 500 | 501 | 3081 | 1511 | 1987 | 6579 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 25-26 Proj | 497 | 501 | 512 | 526 | 565 | 480 | 500 | 502 | 509 | 505 | 454 | 481 | 501 | 3081 | 1511 | 1941 | 6533 |
| 25-26 Cohort | 497 | 497 | 501 | 512 | 526 | 565 | 480 | 500 | 502 | 509 | 505 | 454 | 481 | 3098 | 1482 | 1949 | 6529 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 26-27 Proj | 497 | 497 | 501 | 512 | 526 | 565 | 480 | 500 | 502 | 483 | 505 | 437 | 481 | 3098 | 1482 | 1905 | 6485 |
| 26-27 Cohort | 496 | 497 | 497 | 501 | 512 | 526 | 565 | 480 | 500 | 502 | 483 | 505 | 437 | 3029 | 1545 | 1927 | 6501 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 27-28 Proj | 496 | 497 | 497 | 501 | 512 | 526 | 565 | 480 | 500 | 476 | 483 | 486 | 437 | 3029 | 1545 | 1881 | 6455 |
| 27-28 Cohort | 496 | 496 | 497 | 497 | 501 | 512 | 526 | 565 | 480 | 500 | 476 | 483 | 486 | 2999 | 1571 | 1945 | 6515 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 28-29 Proj | 496 | 496 | 497 | 497 | 501 | 512 | 526 | 565 | 480 | 474 | 476 | 464 | 486 | 2999 | 1571 | 1900 | 6470 |
| 28-29 Cohort | 496 | 496 | 496 | 497 | 497 | 501 | 512 | 526 | 565 | 480 | 474 | 476 | 464 | 2983 | 1603 | 1894 | 6480 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 29-30 Proj | 496 | 496 | 496 | 497 | 497 | 501 | 512 | 526 | 565 | 455 | 474 | 458 | 464 | 2983 | 1603 | 1851 | 6437 |
| 29-30 Cohort | 496 | 496 | 496 | 496 | 497 | 497 | 501 | 512 | 526 | 565 | 455 | 474 | 458 | 2978 | 1539 | 1952 | 6469 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 30-31 Proj | 496 | 496 | 496 | 496 | 497 | 497 | 501 | 512 | 526 | 536 | 455 | 456 | 458 | 2978 | 1539 | 1904 | 6421 |

| Edina Resident High K/Recent Mig | | | | | | | | | | | | | | | | | |
|----------------------------------|-----------|-------|-------|-------|------|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|------------|
| | K (+Hdcp) | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | K-5 | 6-8 | 9-12 | K-12 total |
| 2020-21 Adjuste | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 509 | 500 | 539 | 529 | 549 | 3003 | 1585 | 2117 | 6705 |
| 20-21 Cohort | 588 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 509 | 500 | 539 | 529 | 3112 | 1555 | 2077 | 6744 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 21-22 Proj | 588 | 489 | 498 | 493 | 526 | 512 | 479 | 534 | 545 | 474 | 503 | 508 | 531 | 3106 | 1558 | 2016 | 6679 |
| 21-22 Cohort | 549 | 588 | 489 | 498 | 493 | 526 | 512 | 479 | 534 | 545 | 474 | 503 | 508 | 3143 | 1524 | 2030 | 6697 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 22-23 Proj | 549 | 599 | 486 | 489 | 510 | 505 | 511 | 485 | 530 | 508 | 477 | 474 | 509 | 3138 | 1526 | 1968 | 6633 |
| 22-23 Cohort | 534 | 549 | 599 | 486 | 489 | 510 | 505 | 511 | 485 | 530 | 508 | 477 | 474 | 3167 | 1501 | 1989 | 6657 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 23-24 Proj | 534 | 559 | 596 | 478 | 506 | 490 | 505 | 518 | 481 | 494 | 511 | 450 | 475 | 3162 | 1504 | 1930 | 6596 |
| 23-24 Cohort | 523 | 534 | 559 | 596 | 478 | 506 | 490 | 505 | 518 | 481 | 494 | 511 | 450 | 3195 | 1512 | 1936 | 6644 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 24-25 Proj | 523 | 544 | 556 | 585 | 494 | 485 | 489 | 511 | 514 | 449 | 497 | 481 | 451 | 3188 | 1515 | 1878 | 6581 |
| 24-25 Cohort | 519 | 523 | 544 | 556 | 585 | 494 | 485 | 489 | 511 | 514 | 449 | 497 | 481 | 3221 | 1486 | 1941 | 6649 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 25-26 Proj | 519 | 532 | 541 | 547 | 605 | 474 | 485 | 496 | 508 | 479 | 451 | 468 | 483 | 3219 | 1488 | 1882 | 6589 |
| 25-26 Cohort | 519 | 519 | 532 | 541 | 547 | 605 | 474 | 485 | 496 | 508 | 479 | 451 | 468 | 3263 | 1455 | 1906 | 6625 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 26-27 Proj | 519 | 528 | 530 | 532 | 565 | 581 | 474 | 491 | 492 | 473 | 482 | 425 | 470 | 3255 | 1457 | 1850 | 6563 |
| 26-27 Cohort | 518 | 519 | 528 | 530 | 532 | 565 | 581 | 474 | 491 | 492 | 473 | 482 | 425 | 3192 | 1546 | 1873 | 6611 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 27-28 Proj | 518 | 528 | 526 | 521 | 550 | 543 | 581 | 480 | 488 | 459 | 476 | 454 | 426 | 3185 | 1548 | 1815 | 6549 |
| 27-28 Cohort | 518 | 518 | 528 | 526 | 521 | 550 | 543 | 581 | 480 | 488 | 459 | 476 | 454 | 3161 | 1603 | 1877 | 6641 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 28-29 Proj | 518 | 527 | 526 | 517 | 538 | 528 | 542 | 588 | 477 | 455 | 462 | 448 | 455 | 3154 | 1607 | 1820 | 6581 |
| 28-29 Cohort | 518 | 518 | 527 | 526 | 517 | 538 | 528 | 542 | 588 | 477 | 455 | 462 | 448 | 3144 | 1658 | 1841 | 6644 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 29-30 Proj | 518 | 527 | 525 | 517 | 534 | 517 | 527 | 549 | 584 | 444 | 457 | 435 | 450 | 3138 | 1660 | 1786 | 6585 |
| 29-30 Cohort | 518 | 518 | 527 | 525 | 517 | 534 | 517 | 527 | 549 | 584 | 444 | 457 | 435 | 3139 | 1593 | 1920 | 6653 |
| Historical | 1.018 | 0.995 | 0.983 | 1.034 | 0.96 | 0.999 | 1.013 | 0.993 | 0.932 | 1.006 | 0.942 | 1.003 | 0 | 0 | 0 | 0 | |
| 30-31 Proj | 518 | 527 | 525 | 516 | 534 | 513 | 516 | 534 | 545 | 544 | 447 | 431 | 436 | 3133 | 1596 | 1858 | 6587 |

| Edina Resident High K/1.000 Mig | | | | | | | | | | | | | | | | | |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|------|-------|-----|------|------|------------|------|
| K (+Hdcp) | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | K-5 | 6-8 | 9-12 | K-12 total | |
| 2020-21 Adjuste | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 509 | 500 | 539 | 529 | 549 | 3003 | 1585 | 2117 | 6705 |
| 20-21 Cohort | 588 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 509 | 500 | 539 | 529 | 3112 | 1555 | 2077 | 6744 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 21-22 Proj | 588 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 483 | 500 | 519 | 529 | 3112 | 1555 | 2030 | 6697 |
| 21-22 Cohort | 549 | 588 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 549 | 483 | 500 | 519 | 3128 | 1539 | 2050 | 6717 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 22-23 Proj | 549 | 588 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 520 | 483 | 481 | 519 | 3128 | 1539 | 2003 | 6670 |
| 22-23 Cohort | 534 | 549 | 588 | 480 | 500 | 502 | 509 | 533 | 479 | 527 | 520 | 483 | 481 | 3153 | 1521 | 2011 | 6685 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 23-24 Proj | 534 | 549 | 588 | 480 | 500 | 502 | 509 | 533 | 479 | 500 | 520 | 464 | 481 | 3153 | 1521 | 1965 | 6639 |
| 23-24 Cohort | 523 | 534 | 549 | 588 | 480 | 500 | 502 | 509 | 533 | 479 | 500 | 520 | 464 | 3174 | 1544 | 1963 | 6681 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 24-25 Proj | 523 | 534 | 549 | 588 | 480 | 500 | 502 | 509 | 533 | 454 | 500 | 501 | 464 | 3174 | 1544 | 1919 | 6637 |
| 24-25 Cohort | 519 | 523 | 534 | 549 | 588 | 480 | 500 | 502 | 509 | 533 | 454 | 500 | 501 | 3193 | 1511 | 1987 | 6691 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 25-26 Proj | 519 | 523 | 534 | 549 | 588 | 480 | 500 | 502 | 509 | 505 | 454 | 481 | 501 | 3193 | 1511 | 1941 | 6645 |
| 25-26 Cohort | 519 | 519 | 523 | 534 | 549 | 588 | 480 | 500 | 502 | 509 | 505 | 454 | 481 | 3232 | 1482 | 1949 | 6663 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 26-27 Proj | 519 | 519 | 523 | 534 | 549 | 588 | 480 | 500 | 502 | 483 | 505 | 437 | 481 | 3232 | 1482 | 1905 | 6619 |
| 26-27 Cohort | 518 | 519 | 519 | 523 | 534 | 549 | 588 | 480 | 500 | 502 | 483 | 505 | 437 | 3162 | 1568 | 1927 | 6657 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 27-28 Proj | 518 | 519 | 519 | 523 | 534 | 549 | 588 | 480 | 500 | 476 | 483 | 486 | 437 | 3162 | 1568 | 1881 | 6611 |
| 27-28 Cohort | 518 | 518 | 519 | 519 | 523 | 534 | 549 | 588 | 480 | 500 | 476 | 483 | 486 | 3131 | 1617 | 1945 | 6693 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 28-29 Proj | 518 | 518 | 519 | 519 | 523 | 534 | 549 | 588 | 480 | 474 | 476 | 464 | 486 | 3131 | 1617 | 1900 | 6648 |
| 28-29 Cohort | 518 | 518 | 518 | 519 | 519 | 523 | 534 | 549 | 588 | 480 | 474 | 476 | 464 | 3115 | 1671 | 1894 | 6680 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 29-30 Proj | 518 | 518 | 518 | 519 | 519 | 523 | 534 | 549 | 588 | 455 | 474 | 458 | 464 | 3115 | 1671 | 1851 | 6637 |
| 29-30 Cohort | 518 | 518 | 518 | 518 | 519 | 519 | 523 | 534 | 549 | 588 | 455 | 474 | 458 | 3110 | 1606 | 1975 | 6691 |
| Historical | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0.948 | 1 | 0.962 | 1 | 0 | 0 | 0 | 0 |
| 30-31 Proj | 518 | 518 | 518 | 518 | 519 | 519 | 523 | 534 | 549 | 557 | 455 | 456 | 458 | 3110 | 1606 | 1926 | 6642 |



Board Meeting Date: 2/16/2021

TITLE: 2021 Technology Ballot Language

TYPE: Action

PRESENTER(S): Steve Buettner, Director of Media and Technology Services;
John Toop, Director of Business Services

BACKGROUND: The 2021-2022 school year (PAY 21 Levy) marks the end of the ten-year technology levy. The funds from this levy allowed the district to upgrade technology and infuse technology into our instructional practices.

RECOMMENDATION: Approve ballot language for May referendum

PRIMARY ISSUE(S) TO CONSIDER: The primary issue to consider is the ballot language as outlined in order to meet the statutory timelines for a May 2021 vote.

ATTACHMENTS:

1. Resolution and Ballot Language
2. Tax Impact Chart

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a special meeting of the School Board of Independent School District No. 273 (Edina Public Schools), State of Minnesota, was held in said school district on February 16, 2021, at 5:00 o'clock p.m. in person or by electronic means pursuant to Minn. Stat. § 13D.021 or any other law.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO APPROVING A CAPITAL PROJECT
LEVY AUTHORIZATION TO FUND TECHNOLOGY, AND CALLING
AN ELECTION THEREON**

BE IT RESOLVED by the School Board of Independent School District No. 273, State of Minnesota, as follows:

1. The Board hereby determines and declares that it is necessary and expedient for the school district to submit a capital project levy authorization for technology to the voters for their approval. The Capital Project Levy authorization will be in the amount of 5.932% times the net tax capacity of the school district. A portion of this new authorization would replace the school district's existing authorization which is scheduled to expire after taxes payable in 2021. The proposed capital project levy will raise approximately \$6,977,669 for taxes payable in 2022, the first year it is to be levied, and would be authorized for ten (10) years. The estimated total cost of the projects to be funded by the approved capital project levy authorization during that time period is approximately \$69,776,690. The additional revenue from the authorization will be used to provide funds for school district technology, including the acquisition, installation, replacement, support and maintenance of software, software licenses, computers, improved technology equipment, technology systems related to security and operations, and to pay the costs of technology related personnel and training. The question on the approval of the capital project levy authorization for technology shall be School District Question 1 on the school district ballot at the special election held to approve

said authorization.

2. The ballot question of the school district shall be submitted to the qualified voters of the school district at a special election, which is hereby called and directed to be held on Tuesday, May 11, 2021, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m. **This date is a uniform election date specified in Minnesota Statutes, Section 205A.05.**

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district polling places and combined polling places and the precincts served by those polling places, as previously established and designated by school board resolution adopted on December 14, 2020 (as amended on January 11, 2021) for elections held in 2021, is hereby designated for this special election. **School district voters in the City of St. Louis Park and the City of Bloomington, Precinct Nos. 17 and 18, will vote at combined polling places designated by the school district.**

The clerk is hereby authorized and directed to prepare a notice to any voters who will be voting at the combined polling places for this special election. The notice must be sent by nonforwardable mail to every affected household in the school district with at least one registered voter. The notice must be mailed no later than fourteen (14) days before the date of the election. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor. The notice must include the following information: the date of the election, the hours of voting and the location of the voter's polling place. This notice may be in the same form as the notice of special election to be published and posted.

4. The clerk is hereby authorized and directed to cause written notice of said special election to be provided to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education, at least seventy-four (74) days before the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said special election and to cause two sample ballots to be posted at the combined polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot.

The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the election.

The notice of election so posted and published shall state each question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct and combined polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in the combined polling place on election day.

The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this special election and generally to cooperate with election authorities conducting other elections on that date.

5. The clerk is further authorized and directed to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form and instructions as may be necessary to accommodate the use of an optical scan voting system:


[Form of Ballot Question on Following Page]

Special Election Ballot

Independent School District No. 273 (Edina Public Schools)

May 11, 2021

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1 Approval of Capital Project Levy Authorization for Technology

The board of Independent School District No. 273 (Edina Public Schools) has proposed a capital project levy authorization of 5.932% times the net tax capacity of the school district. A portion of this new authorization would replace the school district's existing authorization which is scheduled to expire after taxes payable in 2021. The additional revenue from the proposed capital levy authorization will be used to provide funds for school district technology, including the acquisition, installation, replacement, support and maintenance of software, software licenses, computers, improved technology equipment, technology systems related to security and operations, and to pay the costs of technology related personnel and training. The proposed capital project levy authorization will raise approximately \$6,977,669 for taxes payable in 2022, the first year it is to be levied, and would be authorized for ten years. The estimated total cost of the projects to be funded over that time period is approximately \$69,776,690.

Yes

Shall the capital project levy authorization proposed by the board of Independent School District No. 273 be approved?

No

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE
VOTING FOR A PROPERTY TAX INCREASE.**

Optical scan ballots must be printed in black ink on white colored material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

6. If the school district will be contracting to print the ballots for this special election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract exceeding \$1,000 is awarded for printing ballots, the printer, at the request of the election official, shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

7. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance by publishing the Notice of Testing once in the official newspaper and by causing the notice to be posted in the administrative offices of the school district, the office of the County Auditor and the office of any other local election official conducting the test.

8. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the places where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the election and in the newspaper of widest circulation once on the day preceding the election, or once the week preceding the election if the newspaper is a weekly.

9. As required by Minnesota Statutes, Section 203B.121, the Board hereby establishes a ballot board to process, accept and reject absentee ballots at school district elections not held in conjunction with the state primary or state general election or that are conducted by a municipality on behalf of the school district and generally to carry out the duties of a ballot board as provided by Minnesota Statutes, Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges trained in the handling of absentee ballots. The ballot board may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. The clerk or the clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The clerk or the clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as

other election judges; provided, however, if a staff member is already being compensated for regular duties, additional compensation shall not be paid for ballot board duties performed during that staff member's duty day.

10. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the polling places and combined polling places during the May 11, 2021 special election. The election judges shall act as clerks of election, count the ballots cast, and submit the results to the school board for canvass in the manner provided for other school district elections. The election must be canvassed between the third and the tenth day following the election.

11. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

12. If the capital project levy authorization proposed in School District Question 1 is approved, a capital project referendum account shall be created as a separate account in the general fund of the school district. All proceeds from the capital project levy must be deposited in the capital project referendum account. Interest income attributable to the capital project referendum account must be credited to the capital project referendum account. Money in the capital project referendum account may be used only for the costs of acquisition and betterment of the approved projects. As required by Minnesota Statutes, Section 123B.71, subdivision 8, the Board hereby determines and states that the funds approved by the voters for said authorization will only be used as authorized in Minnesota Statutes, Section 126C.10, subdivision 14. The funds in the capital project referendum account may be accumulated and not be expended until sufficient funds are available, may be accumulated and not be expended until additional funds from a bond issue are available, or may be expended on an ongoing basis for approved project costs. Any funds remaining in the capital project referendum account that are not applied to the payment of the costs of the approved projects before their final completion shall be transferred to the school district's debt redemption fund.

The motion for the adoption of the foregoing resolution was duly seconded by _____ and upon vote being taken thereon the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
) ss.
COUNTY OF HENNEPIN)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 273 (Edina Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to the calling of a special election of said school district, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this _____ day of February, 2021.

Clerk

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

OPTION 1

Edina Public Schools, ISD 273

February 13, 2021

**Estimated Tax Impact of Potential Referendum Question
May 2021 Election**

| Ballot Question | Question 1 | | |
|--------------------|------------------------------------|-----------------------------------|-------------------------|
| Description | Capital Project Levy | | |
| Annual Revenue | Expiring Authority -\$6,477,669 | Proposed Authority \$6,977,669 | Net Change \$500,000 |
| Year Taxes Payable | 2021 | 2022 | |

| Type of Property | Estimated Market Value | Estimated Annual Tax Impact * | | |
|---|------------------------|-------------------------------|-------|------|
| Residential Homestead | \$300,000 | -\$162 | \$173 | \$11 |
| | 400,000 | -223 | 238 | 15 |
| | 500,000 | -279 | 298 | 19 |
| | 600,000 | -349 | 373 | 24 |
| | 700,000 | -419 | 447 | 28 |
| | 800,000 | -489 | 522 | 33 |
| | 900,000 | -559 | 596 | 37 |
| | 1,000,000 | -629 | 671 | 42 |
| | 1,250,000 | -803 | 857 | 54 |
| | 1,500,000 | -978 | 1,043 | 65 |
| Commercial/ Industrial + | 1,750,000 | -1,153 | 1,229 | 76 |
| | 2,000,000 | -1,327 | 1,416 | 89 |
| | \$1,000,000 | -\$714 | \$762 | \$48 |
| | 2,000,000 | -1,456 | 1,553 | 97 |
| | 3,000,000 | -2,198 | 2,344 | 146 |
| Apartments and Residential Non-Homestead | 4,000,000 | -2,940 | 3,135 | 195 |
| | 5,000,000 | -3,682 | 3,926 | 244 |
| | \$1,000,000 | -\$699 | \$745 | \$46 |
| | 2,500,000 | -1,747 | 1,863 | 116 |
| | 5,000,000 | -3,493 | 3,726 | 233 |

* The amounts in the table are based on school district taxes for the proposed capital project levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net tax increase for many property owners.

+ For commercial-industrial property, the estimates above are for property in the City of Edina. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different, due to the varying impact of the Twin Cities Fiscal Disparities program.

NOTE: Tax Rate for Question 1 to Include on Ballot is 5.932%.





Board Meeting Date: 2/16/2021

TITLE: 2021 Bond Ballot Language

TYPE: Action

PRESENTER(S): John Toop, Director of Business Services

BACKGROUND: The District is also recommending that we include a ballot option to include a \$7 million bond to expand the bus garage, improve bus loop and parking area at Creek Valley and improve parking area at Countryside and Valley View.

RECOMMENDATION: Approve ballot language for May referendum.

PRIMARY ISSUE(S) TO CONSIDER: The primary issue to consider is the ballot language as outlined in order to meet the statutory timelines for a May 2021 vote.

ATTACHMENTS:

1. Resolution and Ballot Language
2. Tax Impact Chart
3. Review and Comment submitted to MDE

CERTIFICATION OF MINUTES RELATING

TO

SCHOOL BUILDING BONDS

ISSUER: INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
EDINA, MINNESOTA

GOVERNING BODY: SCHOOL BOARD

KIND, DATE, TIME AND PLACE OF MEETING:

At a special meeting held on February 16, 2021, at 5:00 o'clock p.m., in person or by electronic means pursuant to Minn. Stat. § 13D.021 or any other law.

MEMBERS PRESENT:

MEMBERS ABSENT:

Documents Attached: Extract of Minutes of said meeting.

**RESOLUTION RELATING TO APPROVING A NEW CAPITAL PROJECT LEVY
AUTHORIZATION, APPROVING THE ISSUANCE OF SCHOOL BUILDING
BONDS, AND CALLING AN ELECTION THEREON**

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS MY HAND officially as such recording officer this ____ day of _____, 2021.

School District Clerk

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 273
(EDINA PUBLIC SCHOOLS)
STATE OF MINNESOTA

HELD: FEBRUARY 16, 2021

Pursuant to due call and notice thereof, a special meeting of the School Board of Independent School District No. 273 (Edina Public Schools), State of Minnesota, was duly held in said school district on February 16, 2021, at 5:00 o'clock p.m., in person or by electronic means pursuant to Minn. Stat. § 13D.021 or any other law, for the purpose, in part, of calling an election to authorize the issuance of school building bonds.

Member _____ moved the adoption of the following Resolution:

**RESOLUTION RELATING TO APPROVING A NEW CAPITAL PROJECT LEVY
AUTHORIZATION, APPROVING THE ISSUANCE OF SCHOOL BUILDING
BONDS, AND CALLING AN ELECTION THEREON**

BE IT RESOLVED by the School Board of Independent School District No. 273, State of Minnesota, as follows:

1. (a) The Board hereby determines and declares that it is necessary and expedient for the school district to submit a capital project levy authorization for technology to the voters for their approval. The Capital Project Levy authorization will be in the amount of 5.932% times the net tax capacity of the school district. A portion of this new authorization would replace the school district's existing authorization which is scheduled to expire after taxes payable in 2021. The proposed capital project levy will raise approximately \$6,977,669 for taxes payable in 2022, the first year it is to be levied, and would be authorized for ten (10) years. The estimated total cost of the projects to be funded by the approved capital project levy authorization during that time period is approximately \$69,776,690. The additional revenue from the authorization will be used to provide funds for school district technology, including the acquisition, installation, replacement, support and maintenance of software, software licenses, computers, improved technology equipment, technology systems related to security and operations, and to pay the costs of technology related personnel and training. The question on the approval of the capital project levy authorization for technology shall be

School District Question 1 on the school district ballot at the special election held to approve said authorization.

(b) The board hereby finds and determines that it is also necessary and expedient for the school district to borrow money in an aggregate amount not to exceed \$7,000,000 and not to exceed any limitation upon the incurring of indebtedness which shall be applicable on the date or dates of the issuance of any bonds, for the purpose of providing funds for the acquisition and betterment of school sites and facilities, including the construction of parking lot improvements at Countryside Elementary School, parking lot improvements and upgrades to lighting at Valley View Middle School, parking lot and bus traffic flow improvements and upgrades to lighting at Creek Valley Elementary School, and the expansion of the bus garage facility? The question on the borrowing of funds for these purposes shall be School District Question 2 on the school district ballot at the special election held to authorize said borrowing. The passage of School District Question 2 shall be contingent upon approval by the voters of School District Question 1.

2. The actions of the administration in consulting with the Minnesota Department of Education, causing a proposal to be prepared for submission on behalf of the board to the Commissioner of Education for the Commissioner's Review and Comment and taking such other actions as necessary to comply with the provisions of Minnesota Statutes, Section 123B.71, as amended, are hereby ratified and approved in all respects. The actual holding of the special election on School District Question 2 specified above shall be contingent upon the receipt of a positive or unfavorable (provided applicable statutory requirements are met). Review and Comment from the Commissioner of Education on the projects included in that question.

The clerk is hereby authorized and directed to cause the Commissioner's Review and Comment to be published in the legal newspaper of the school district at least twenty (20) but not more than sixty (60) days prior to the date of the special election as specified in paragraph 3 of this resolution.

The school board must hold a public meeting to discuss the Commissioner's Review and Comment before the referendum for bonds.

3. The ballot questions specified above shall be submitted to the qualified voters of the school district at a special election, which is hereby called and directed to be held on Tuesday, May 11, 2021, between the hours of 7:00 o'clock a.m and 8:00 o'clock p.m. **This date is a uniform election date specified in Minnesota Statutes, Section 205A.05.**

4. Pursuant to Minnesota Statutes, Section 205A.11, the school district polling places and combined polling places and the precincts served by those polling places, as previously established and designated by school board resolution adopted December 14, 2020 (as amended on January 11, 2021 and February 16, 2021) for elections held in 2021 is hereby designated for this special election. **School district voters in the City of St. Louis Park and**

the City of Bloomington, Precinct Nos. 17 and 18, will vote at combined polling places in the City of Edina designated by the school district.

The clerk is hereby authorized and directed to prepare a notice to any voters who will be voting at the combined polling places for this special election. The notice must be sent by nonforwardable mail to every affected household in the school district with at least one registered voter. The notice must be mailed no later than fourteen (14) days before the date of the election. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor. The notice must include the following information: the date of the election, the hours of voting and the location of the voter's polling place. This notice may be in the same form as the notice of special election to be published and posted.

5. The clerk is hereby authorized and directed to cause written notice of said special election to be given to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education, at least seventy-four (74) days prior to the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election.

The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said special election and to cause two sample ballots to be posted in each polling place and combined polling place on election day. The sample ballots shall not be printed on the same color paper as the official ballot.

The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state each question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place and combined polling place on election day.

6. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election.

7. The clerk is further authorized and directed to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:


[Form of Ballot on the Following Page]

Special Election Ballot

Independent School District No. 273 (Edina Public Schools)

May 11, 2021

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1

Approval of Capital Project Levy Authorization for Technology

The board of Independent School District No. 273 (Edina Public Schools) has proposed a capital project levy authorization of 5.932% times the net tax capacity of the school district. A portion of this new authorization would replace the school district's existing authorization which is scheduled to expire after taxes payable in 2021. The additional revenue from the proposed capital levy authorization will be used to provide funds for school district technology, including the acquisition, installation, replacement, support and maintenance of software, software licenses, computers, improved technology equipment, technology systems related to security and operations, and to pay the costs of technology related personnel and training. The proposed capital project levy authorization will raise approximately \$6,977,669 for taxes payable in 2022, the first year it is to be levied, and would be authorized for ten years. The estimated total cost of the projects to be funded over that time period is approximately \$69,776,690.

Yes

No

Shall the capital project levy authorization proposed by the board of Independent School District No. 273 be approved?

**BY VOTING "YES" ON THIS BALLOT QUESTION,
YOU ARE VOTING FOR A PROPERTY TAX INCREASE**

School District Question 2
Approval of School District Bond Issue

Yes

No

If School District Question 1 is approved, shall the school board of Independent School District No. 273 (Edina Public Schools) also be authorized to issue its general obligation school building bonds in an amount not to exceed \$7,000,000 to provide funds for the acquisition and betterment of school sites and facilities, including the construction of parking lot improvements at Countryside Elementary School, parking lot improvements and upgrades to lighting at Valley View Middle School, parking lot and bus traffic flow improvements and upgrades to lighting at Creek Valley Elementary School, and the expansion of the bus garage facility?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

8. If the school district will be contracting to print the ballots for this special election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer, at the request of the election official, shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

9. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance by publishing the Notice of Testing once in the official newspaper and by causing the notice to be posted in the office of the County Auditor, the administrative offices of the school district, and the office of any other local election official conducting the test.

10. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the election and in the newspaper of widest circulation once on the day preceding the election, or once the week preceding the election if the newspaper is a weekly.

11. As required by Minnesota Statutes, Section 203B.121, the Board hereby establishes a ballot board to process, accept and reject absentee ballots at school district elections not held in conjunction with the state primary or state general election or that are conducted by a municipality on behalf of the school district and generally to carry out the duties of a ballot board as provided by Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges trained in the handling of absentee ballots. The ballot board may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. The clerk or the clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The clerk or the clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as other election judges; provided, however, if a staff member is already being compensated for regular duties, additional

compensation shall not be paid for ballot board duties performed during that staff member's duty day.

12. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the polling places and combined polling place during the special election. The election judges shall act as clerks of election, count the ballots cast and submit the results to the school board for canvass in the manner provided for other school district elections. The election must be canvassed between the third and the tenth day following the election.

13. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02 available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

14. If the capital project levy authorization proposed in School District Question 1 is approved, a capital project referendum account shall be created as a separate account in the general fund of the school district. All proceeds from the capital project levy must be deposited in the capital project referendum account. Interest income attributable to the capital project referendum account must be credited to the capital project referendum account. Money in the capital project referendum account may be used only for the costs of acquisition and betterment of the approved projects. As required by Minnesota Statutes, Section 123B.71, subdivision 8, the Board hereby determines and states that the funds approved by the voters for said authorization will only be used as authorized in Minnesota Statutes, Section 126C.10, subdivision 14. The funds in the capital project referendum account may be accumulated and not be expended until sufficient funds are available, may be accumulated and not be expended until additional funds from a bond issue are available, or may be expended on an ongoing basis for approved project costs. Any funds remaining in the capital project referendum account that are not applied to the payment of the costs of the approved projects before their final completion shall be transferred to the school district's debt redemption fund.

The motion for the adoption of the foregoing resolution was duly seconded by

_____. On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

OPTION 2

Edina Public Schools, ISD 273

February 13, 2021

**Estimated Tax Impact of Potential Referendum Questions
May 2021 Election**

| Ballot Question | Question 1 | | | Question 2 | Total, Q1 & Q2 |
|--------------------|---------------------------------------|--------------------------------------|----------------------------|--|-------------------|
| Description | Capital Project Levy | | | \$7,000,000 Building Bond | |
| Annual Revenue | Expiring Authority -\$6,477,669 | Proposed Authority \$6,977,669 | Net Change \$500,000 | | |
| Year Taxes Payable | 2021 | 2022 | | 2022 | |

| Type of Property | Estimated Market Value | Estimated Annual Tax Impact * | | | | |
|---|------------------------|-------------------------------|-------|------|------|------|
| Residential Homestead | \$300,000 | -\$162 | \$173 | \$11 | \$5 | \$16 |
| | 400,000 | -223 | 238 | 15 | 6 | 21 |
| | 500,000 | -279 | 298 | 19 | 8 | 27 |
| | 600,000 | -349 | 373 | 24 | 10 | 34 |
| | 700,000 | -419 | 447 | 28 | 12 | 40 |
| | 800,000 | -489 | 522 | 33 | 14 | 47 |
| | 900,000 | -559 | 596 | 37 | 16 | 53 |
| | 1,000,000 | -629 | 671 | 42 | 18 | 60 |
| | 1,250,000 | -803 | 857 | 54 | 23 | 77 |
| | 1,500,000 | -978 | 1,043 | 65 | 28 | 93 |
| Commercial/ Industrial + | 1,750,000 | -1,153 | 1,229 | 76 | 33 | 109 |
| | 2,000,000 | -1,327 | 1,416 | 89 | 38 | 127 |
| | \$1,000,000 | -\$714 | \$762 | \$48 | \$20 | \$68 |
| | 2,000,000 | -1,456 | 1,553 | 97 | 42 | 139 |
| | 3,000,000 | -2,198 | 2,344 | 146 | 63 | 209 |
| Apartments and Residential Non-Homestead | 4,000,000 | -2,940 | 3,135 | 195 | 84 | 279 |
| | 5,000,000 | -3,682 | 3,926 | 244 | 105 | 349 |
| | \$1,000,000 | -\$699 | \$745 | \$46 | \$20 | \$66 |
| | 2,500,000 | -1,747 | 1,863 | 116 | 50 | 166 |
| | 5,000,000 | -3,493 | 3,726 | 233 | 100 | 333 |

* The amounts in the table are based on school district taxes for the proposed capital project levy and bond issue only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net tax increase for many property owners.

+ For commercial-industrial property, the estimates above are for property in the City of Edina. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different, due to the varying impact of the Twin Cities Fiscal Disparities program.

NOTE: Tax Rate for Question 1 to Include on Ballot is 5.932%.



**Edina Public Schools
Independent School District #273**

2021 Referendum

REVIEW AND COMMENT SUBMITTAL

Presented to:

**Minnesota Department of
Education**

February 10, 2021





DEFINING EXCELLENCE

ADMINISTRATIVE OFFICES
5701 Normandale Road
Edina, MN 55424

(952) 848-3900

www.edinaschools.org

February 10, 2021

Mary Cathryn Ricker, Commissioner
Minnesota Department of Education
1500 Highway 36 West
Roseville, Minnesota 55113-4266

Re: Independent School District #273
Edina Public Schools
2021 Referendum

Dear Commissioner Ricker,

In accordance with M.S. 123B.71, Independent School District #273 is submitting this Review and Comment document for review for a proposed referendum project. The proposed work would expand the bus garage, improve the bus loop and parking area at Creek Valley Elementary and improve the parking area at Countryside Elementary in the District. These items were identified and developed through the District's internal review process related to the maintenance and physical needs of facilities. These projects all represent operational demands as opposed to educational adequacy or enhancements. The direction to proceed with the referendum is scheduled to be approved by the Board at the February 16th Board meeting. The proposed referendum is May 11, 2021. If the School Board does not approve proceeding with the bond referendum at the February 16th meeting, district administration will immediately notify MDE to discontinue the Review and Comment.

The amount of the proposed referendum is \$7,000,000 and it will be funded through voter approved bonding authority. Additional specific details involving the need for these projects is furnished in this report. We appreciate your review and subsequent comments on this important proposal and look forward to your reply.

Sincerely,

John Schultz Ph.D., Superintendent

cc: ISD #273 Board of Education
John Toop, Director of Business Services

TABLE OF CONTENTS

| | <u>Page</u> |
|--|-------------|
| Introduction / Key Information | 1 |
| ___ 1. Geographic Area and Population to be Served | 2 |
| a) PK-12 Enrollment History | |
| b) PK-12 Enrollment Projections | |
| ___ 2. List of Existing Facilities | 4 |
| a) Description of Existing Facilities | |
| b) Utilization / Uses | |
| c) Available Alternate Facilities | |
| ___ 3. Specific Deficiencies of the School Facilities | 5 |
| a) Demonstrating Need | |
| b) Process Used to Determine Deficiencies | |
| c) List of How Deficiencies will be Addressed | |
| d) Specific Benefits to Students, Teachers and Community | |
| ___ 4. Description of Proposed Projects | 7 |
| a) Site and Outdoor Acreage | |
| b) Square Footage Allocations | |
| c) Estimated Expenditures | |
| d) Schedule | |
| ___ 5. Financing the Project | 12 |
| a) Applicable Statutory Citations | |
| b) Scheduled Date and Required Notice | |
| c) Schedule of Bond Payments | |
| d) Property Tax Impact | |
| ___ 6. Obligating Documents | 17 |
| a) Governing Municipal Contracts | |
| b) Sustainable Design | |
| c) Commissioning | |
| d) Acoustical Performance | |
| e) State Fire Code | |
| f) Building Codes | |
| g) Consultation with Local Governments on Infrastructure | |

In accordance with Minnesota Statute 123B.71, the School Board submits the following educational facility proposal for Review and Comment. The projects presented are the result of extensive District review of facility conditions, programmatic inequities and deficiencies and capacity of buildings compared to enrollment projections. The specific information is as follows:

Key Information

- Address: **Independent School District #273**
Edina Public Schools
5701 Normandale Road
Edina, MN 55424
Contact: Dr. John Schultz, Superintendent of Schools
john.schultz@edinaschools.org
Phone: (952) 848-3900
Fax: (952) 848-3901

- School Board
Erica Allenberg, Chair
Lenny Wallen-Friedman, Vice Chair
Ellen Jones, Clerk
Mathew Fox, Treasurer
Owen Michaelson, Assistant Treasurer
Julia Greene, Assistant Clerk
Janie Shaw, Assistant Clerk

- Financing: **\$7,000,000 General Obligation Bonds**

- Referendum: **May 11, 2020**

- Architect/Engineer: **Wold Architects and Engineers**
332 Minnesota Street
Suite W2000
St. Paul, MN 55101
Contact: Vaughn Dierks, AIA
vdierks@woldae.com
Phone: (651) 227-7773

- Fiscal Consultant: **Ehlers**
3060 Centre Pointe Drive
Roseville, MN 55113
Contact: Jodie Zesbaugh, CIPMA
JZesbaugh@ehlers-inc.com
Phone: (651) 697-8522

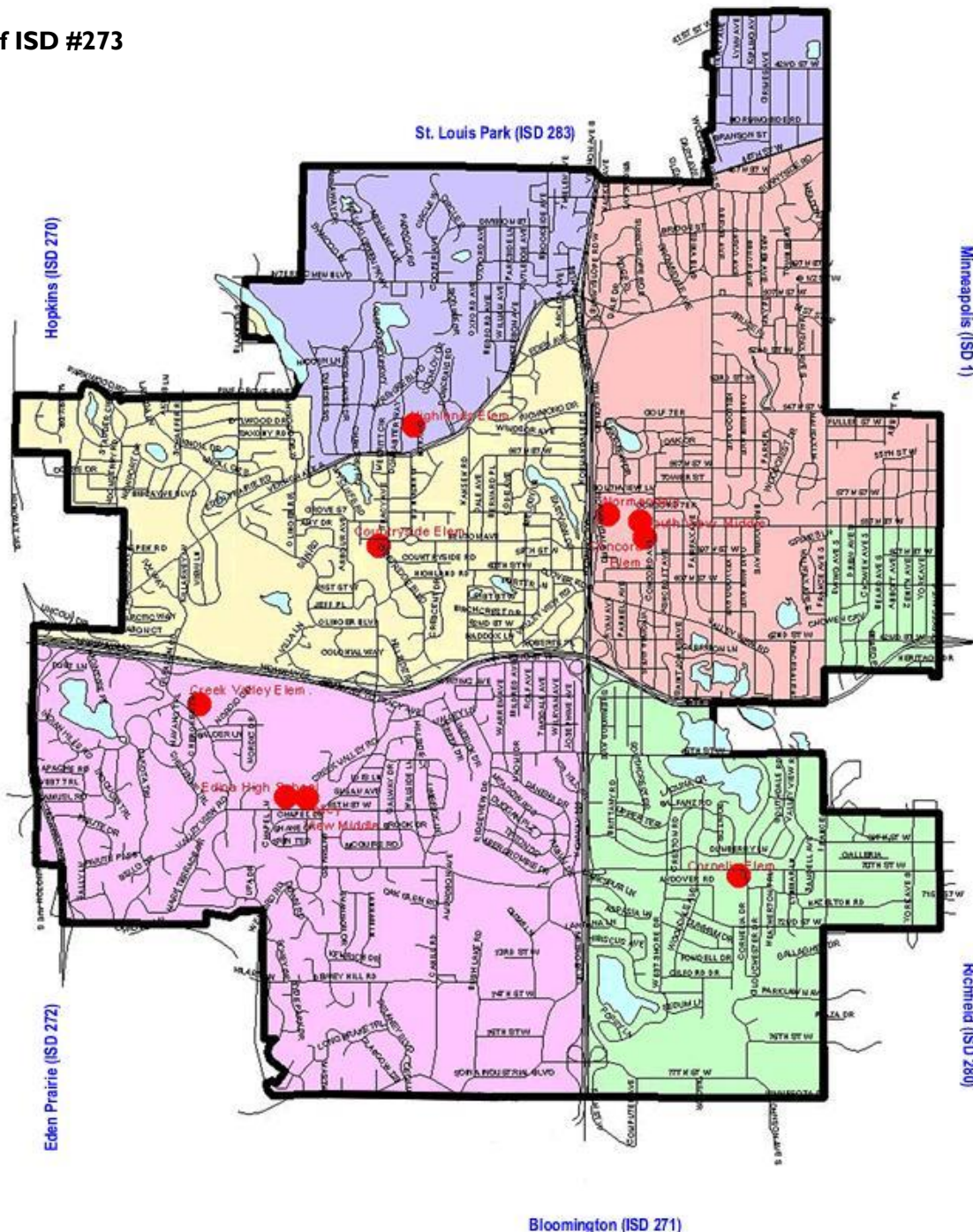
I. The Geographic Area and Population to be Served

- a) Preschool Through Grade 12 Student Enrollments for the Past Five Years,
- b) Current Year Student Enrollment and Student Enrollment Projections for the Next Five Years.

Geographic Area to be Served:

As of October 1 of the 2021-22 school year, the student enrollment was 8,332 students in programs from Kindergarten through 12th grade. These students are utilizing six active elementary schools, two middle school program buildings, one high school, and the Edina Community Center (ECC) for early childhood, special education and District Offices and programs.

Map of ISD #273



- Neighboring School Districts with contiguous borders include
 - SSD # 1 Minneapolis
 - ISD # 270 Hopkins
 - ISD # 271 Bloomington
 - ISD # 272 Eden Prairie
 - ISD # 280 Richfield
 - ISD # 283 St. Louis Park
- The population to be served by this project are the students, associated school district staff and community throughout the entire District boundary.
- K-12 student population in the Edina Public Schools has remained relatively stable over the past 5 years with a current enrollment of 8,332 students in the 2020-21 school year. Projections are for a slight annual increase of less than 1% annually for the projected 5 years.

K-12 Enrollments Past Five Years, Current Enrollment, and Projections

| Edina ISD #273 | Actual Enrollment | | | | | Current | Projected Enrollment | | | | |
|----------------|-------------------|----------|----------|----------|----------|------------|----------------------|----------|----------|----------|----------|
| | FY15-16 | FY16-17 | FY17-18 | FY18-19 | FY19-20 | FY20-21 | FY21-22 | FY22-23 | FY23-24 | FY24-25 | FY24-25 |
| ECSE | 57.67 | 55.46 | 56.97 | 53.87 | 58.34 | 53.87 | 53.87 | 53.87 | 53.87 | 53.87 | 53.87 |
| HK | 9.09 | 6.48 | 9.99 | 60.84 | 56.78 | Incl below | 61.77 | 61.77 | 61.77 | 61.77 | 61.77 |
| KG | 504.56 | 558.16 | 528.85 | 506.53 | 520.09 | 591.93 | 524.16 | 524.16 | 524.16 | 524.16 | 524.16 |
| 1 | 588.05 | 578.94 | 625.56 | 586.97 | 592.51 | 592.18 | 635.01 | 627.87 | 627.87 | 627.87 | 627.87 |
| 2 | 634.00 | 611.91 | 595.42 | 621.16 | 593.68 | 587.12 | 623.62 | 644.56 | 637.31 | 637.31 | 637.31 |
| 3 | 615.25 | 653.18 | 615.07 | 604.87 | 628.46 | 590.73 | 615.35 | 639.07 | 660.53 | 653.11 | 653.11 |
| 4 | 631.53 | 625.76 | 666.50 | 629.61 | 612.27 | 618.22 | 635.71 | 629.22 | 653.48 | 675.42 | 675.42 |
| 5 | 664.43 | 634.78 | 630.78 | 662.41 | 651.55 | 603.09 | 655.06 | 650.36 | 643.72 | 668.54 | 668.54 |
| 6 | 679.16 | 679.24 | 667.98 | 656.86 | 680.58 | 667.04 | 646.91 | 679.37 | 674.50 | 667.61 | 667.61 |
| 7 | 693.27 | 681.85 | 685.86 | 657.04 | 637.61 | 682.72 | 675.94 | 637.52 | 669.51 | 664.71 | 664.71 |
| 8 | 676.93 | 684.34 | 690.25 | 679.72 | 654.62 | 635.71 | 671.15 | 679.60 | 640.97 | 673.14 | 673.14 |
| 9 | 689.06 | 670.16 | 671.71 | 662.42 | 700.24 | 670.49 | 639.44 | 671.79 | 680.25 | 641.58 | 641.58 |
| 10 | 678.36 | 687.59 | 676.25 | 680.61 | 656.67 | 695.27 | 643.04 | 641.47 | 673.93 | 682.41 | 682.41 |
| 11 | 674.91 | 668.31 | 689.76 | 653.04 | 654.80 | 668.74 | 666.55 | 630.88 | 629.34 | 661.18 | 661.18 |
| 12 | 633.07 | 683.15 | 652.60 | 696.25 | 667.22 | 665.05 | 649.24 | 683.00 | 646.45 | 644.88 | 644.88 |
| Total | 8,429.34 | 8,479.31 | 8,463.55 | 8,412.20 | 8,365.42 | 8,322.16 | 8,396.82 | 8,454.52 | 8,477.66 | 8,537.55 | 8,537.55 |
| | | 0.59% | -0.19% | -0.61% | -0.56% | -0.52% | 0.90% | 0.69% | 0.27% | 0.71% | 0.00% |

2. A List of Existing School Facilities

- a) by year constructed,
- b) their uses, and
- c) an assessment of the extent to which alternate facilities are available within the school district boundaries and in adjacent school districts.

Description of Existing Facilities/Utilization

The Edina Public School District is currently operating six (6) active elementary school facilities, two (2) full middle school facilities, and one (1) high school facility. They also operate the Edina Community Center [ECC] and the Transportation Bus Garage.

| Elementary Schools | Grade Org. | Original Building | Additions | Site Size in Acres | Adjacent Public Acres | Building Area SF |
|---------------------------|-------------------|--------------------------|------------------------|---------------------------|------------------------------|-------------------------|
| Concord Elementary | K - 5 | 1950 | 1952, 2004, 2014, 2017 | 9.78 | 0 | 88,183 |
| Cornelia Elementary | K - 5 | 1962 | 1999, 2014, 2017 | 20.53 | 6.208 | 79,687 |
| Countryside Elementary | K - 5 | 1965 | 2017 | 13.38 | 11.686 | 69,952 |
| Creek Valley Elementary | K - 5 | 1968 | 2018 | 13.38 | 20.476 | 78,458 |
| Highlands Elementary | K - 5 | 1956 | 2001, 2018 | 9.86 | 29.131 | 73,202 |
| Normandale Elementary | K - 5 | (See ECC) | - | Shared w/ ECC, SV | - | (Within ECC) |

| Secondary Schools | Grade Org. | Original Building | Additions | Site Size in Acres | Adjacent Public Acres | Building Area SF |
|---------------------------|-------------------|--------------------------|------------------------|---------------------------|------------------------------|-------------------------|
| South View Middle School | 6-8 | 1954 | 1993, 2006, 2012, 2018 | 20.53 | 0 | 219,862 |
| Valley View Middle School | 6-8 | 1964 | 2006 | Shared w/ EHS | 0 | 200,573 |
| Edina High School | 9-12 | 1972 | 2006, 2017 | 55.22 | 44.474 | 554,617 |

| District Support Facilities | Grade Org. | Original Building | Additions | Site Size in Acres | Adjacent Public Acres | Building Area SF |
|------------------------------------|-------------------|--------------------------|------------------|---------------------------|------------------------------|-------------------------|
| Edina Community Center [ECC] | NA | 1948 | 1952, 1964, 2006 | 20.53 Shared w/ ECC | 0 | 385,082 |
| Transportation Bus Garage | NA | 2018 | NA | 9 | 0 | 63,365 |

Available Alternate Facilities

The current facilities within the District are at capacity at this time and cannot accommodate the additional student population. The district has reviewed the availability of other facilities both within and outside of the School District. No other facilities of significant size and adequate function have been identified to meet the needs of the District and/or to be available for use.

- 3. A List of the Specific Deficiencies of the Facilities**
- a) *Demonstrating Need*
 - b) *Process Used to Determine Deficiencies*
 - c) *List of How Deficiencies will be Addressed*
 - d) *Specific Benefits to Students, Teachers and Community*

Demonstrating of Need / How Deficiencies will be Addressed

Edina Public Schools is a District comprised of over 1.8 million square feet of facilities, the bulk of which were built during the post WWII boom of the late 50's and early 60's. As such, they are at a point where critical maintenance needs to occur on a planned and regular basis to continue their use. The District has developed a strong review process for the buildings, and looks at needed capital, operational, and educational needs on a regular and recurring basis. While the referendum of 2014 was focused on resolving the educational needs of that time, the current issues are related to basic maintenance needs. The projects identified are as follows:

Countryside ES Parking Lot Expansion

The current site integrates the bus arrival area with the parent drop-off and pick-up space, and is directly connected to the staff parking area. This creates vehicular safety issues in mixing all 3 of these functions. One of the primary reasons for this is the lack of available parking which forces the bus area to be used as temporary parking during the school hours. The proposed project would expand the parking area and create dedicated zones for all three functions to alleviate this congestion and improve vehicular, pedestrian, and bike safety.

Creek Valley ES Bus Loop and Lighting Upgrades

The current site integrates the bus arrival area with the parent drop-off and pick-up space which causes congestion. This creates vehicular safety issues in mixing these functions. One of the primary reasons for this is the lack of available parking which forces the bus area to be used as temporary parking during the school hours. The proposed project would expand the parking area and create dedicated zones to alleviate this congestion and improve vehicular, pedestrian, and bike safety. Additionally, it would replace site lighting that is deteriorated beyond useful life.

Valley View MS South Lot Reconstruction and Lighting Upgrades

VVMS and the HS share a common entry point to the campus, and the primary access is from a drive that is not aligned with City guidelines. This leads to traffic congestion issues at the entry point, as well as internally due to poor traffic circulation patterns. The reconstruction of the lot would address both existing physical deterioration as well as address circulation issues through a redesign of internal flow and entry sequencing. Additionally, it would replace site lighting that is deteriorated beyond useful life.

Expand Bus Storage at Transportation Building

While a new transportation facility was built in 2018, it did not accommodate all District vehicles at that time. The District has continued to lease facility space to accommodate that need. By expanding the Bus Storage area of the building, the District will be able to vacate the leased facility currently utilized for Special Education buses as well as centralize the vehicle maintenance and transportation staff for greater efficiency.

3. A List of the Specific Deficiencies of the Facilities (continued)**Process Used to Determine Need**

The District has a robust annual review process related to maintenance needs at all District facilities. Working closely with Wold Architects and Engineers, both a 2 and 10 year approach to capital planning needs has been developed to identify eligible projects through LTFM funding as well as potential capital projects at any given site.

The projects that have been included for this referendum were identified based on long term planning walkthrough studies during the facility analysis process and determined to require additional or supplemental funding beyond the LTFM program. These projects have been developed in collaboration with the District, Wold Architects and Engineers, and Bolton and Menk to ensure these are cost-effective approaches that meet the needs of the District. The projects have been discussed with the City of Edina where applicable.

Specific Benefits to Students, Teachers and Community

The proposed referendum will address traffic and pedestrian safety issues at multiple sites, creating safer conditions for all students, staff, and community members throughout the District. All District buildings and facilities are available to all for use.

4. A Description of the Project including:

- a) *Site and Outdoor Acreage*
- b) *Square Footage Allocations*
- c) *Estimated Expenditures*
- d) *Schedule*

Site and Outdoor Acreage

Each of the sites has been reviewed to confirm that the proposed expansions are possible on their sites. The schools are all adjacent to park land to increase available green space for use. The Transportation Facility was master planned for this expansion from the original design, and the industrial park it is located in accommodates the addition appropriately.

| Location | Site (acres) | Adjacent Public Land (acres) |
|-------------------------|---------------------|-------------------------------------|
| Countryside ES | 13.38 | 11.686 |
| Creek Valley ES | 13.38 | 20.476 |
| Valley View MS | 55.22 | 44.474 |
| Transportation Building | 9 | NA |

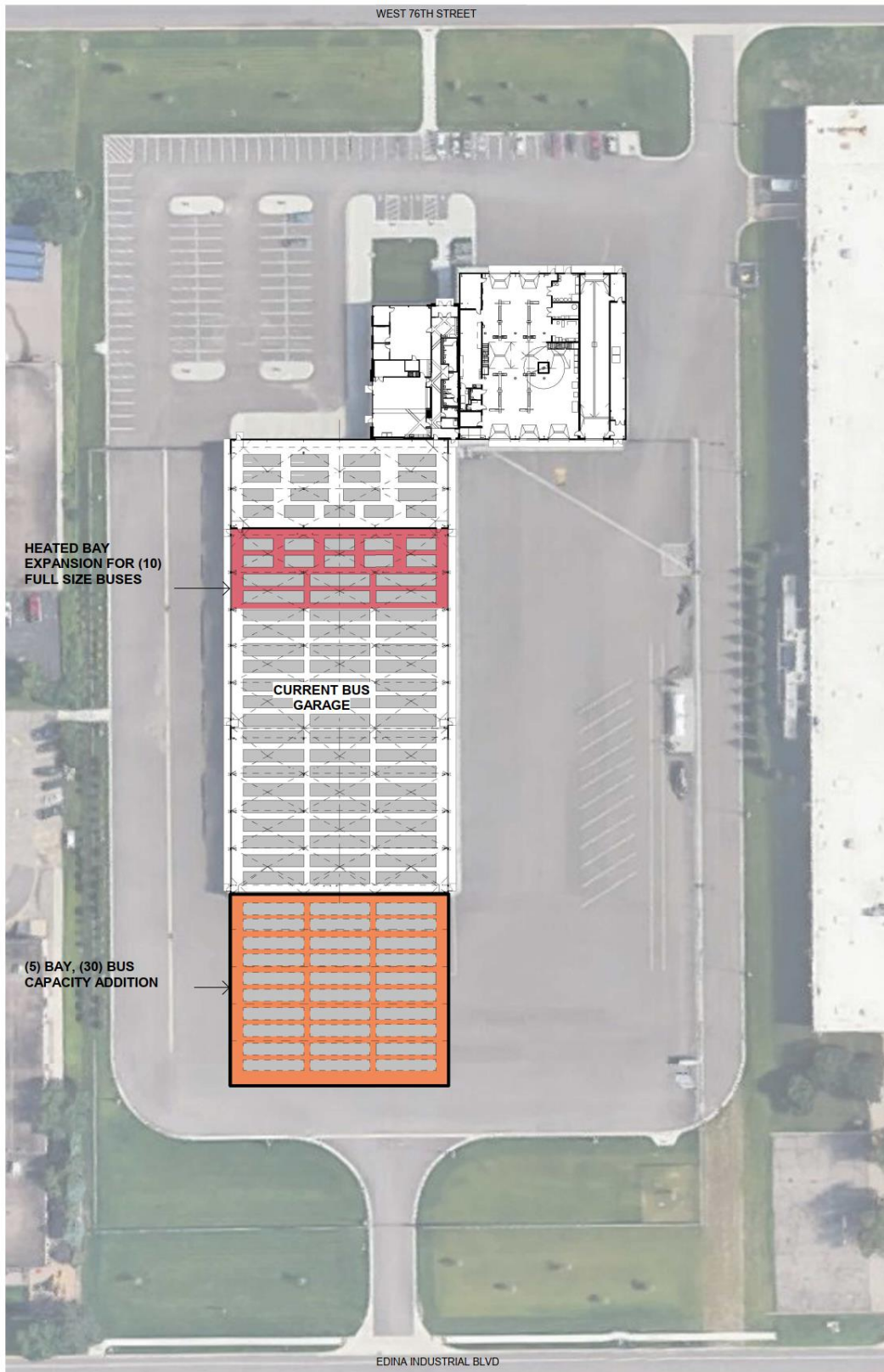
Square Footage Allocations

None of the school sites include building expansions. The information noted on page 4 of the Review and Comment is accurate.

The bus garage expansion is 19,200 SF of new space with a minimal net-to-gross based on no new additional circulation or mechanical space being required. Additionally, heating will be added to 7,800 SF of the existing bus storage area.

4. A Description of the Project (continued)

Transportation Facility Expansion Diagram



4. A Description of the Project (continued)

Project Scope

Expand Countryside Parking Lot

- Current Parking Count (within expanded lot): 66, including 3 ADA
- Expanded Parking Count (within expanded lot): 121, including 5 ADA
- ****Note:** there are 28 stalls for cars within the bus loop lot - existing parking count on the entire site is 94. Total parking count on site will be 149 upon project completion.

Creek Valley Bus Loop and Lighting Replacement

- Project separates bus drop-off from parent and visitor drop-off loops, and provides parking for (11) buses with a safe turnaround
- Buses will access off Gleason Road from a new curb cut/entry south of the current main entry drive
- Parent drop-off lane will be extended in length to provide additional queuing space and separate it from staff and visitor parking lots
- Minor additional site improvements including adding bike racks and relocation of some playground equipment to improve the site functionality and serve multiple modes of transportation
- Replace deteriorated site lighting at parking lot

Reconstruct VVMS South Lot and Lighting Replacement

- Based on previous agreements and coordination with the City of Edina and local watershed district, the additions and renovations to the High School constructed during 2017-2018 brought this building campus to the level where any additional site modifications or improvements would require upgrading the storm water system on the Valley View Middle School/Edina High School site. This project implements this work.
- Safer, improved traffic flow by simplifying an existing roundabout and related site obstructions that have been damaged by site traffic at the main performing arts entry to the high school.
- Per previous agreements with the City of Edina, the main site student, parent, and visitor access point from Valley View Road will be modified to comply with City recommendations and alignment with surrounding City streets and pedestrian paths.
- Valley View Middle School parking lot will be reconstructed to increase its durability and prolong its useful life.
- Replace deteriorated site lighting at parking lot

Expand Bus Storage

- Total New buses within expansion: 30 (5 bays)
- Total Gross expansion to existing facility: 19,200 SF
- Expanded heated stall area will accommodate 10 more full length buses, used primarily for Special Ed buses (7,800 SF)

4. A Description of the Project (continued)

Estimated Expenditures

Expand Countryside Parking Lot

- Construction Cost \$ 1,415,000
- Contingency \$ 70,000
- Project Soft Costs \$ 215,000
- **PROJECT BUDGET \$ 1,700,000**

Creek Valley Bus Loop and Lighting Replacement

- Construction Cost \$ 2,085,000
- Contingency \$ 105,000
- Project Soft Costs \$ 310,000
- **PROJECT BUDGET \$ 2,500,000**

Reconstruct VVMS South Lot and Lighting Replacement

- Construction Cost \$ 1,139,700*
- Contingency \$ 60,000
- Project Soft Costs \$ 180,000
- **PROJECT BUDGET \$ 1,379,700**

Expand Bus Storage

- Construction Cost \$ 1,853,000
- Contingency \$ 185,000
- Project Soft Costs \$ 262,000
- FFE NA
- **PROJECT BUDGET \$ 2,300,000**

** The VVMS Project will be the final project bid in this scope of work. It is anticipated that this project will be reviewed for inflation and final scope prior to bidding, and any additional construction funding will be supplemented utilizing applicable LTFM funding as required.*

Bond financing amounts are noted in Section 5 (page 12) of this Review & Comment, which bring the total proposed referendum amount to \$7,000,000.

Note: It is anticipated by the School Board that any surplus from the above noted projects (if any) will be used for yet unidentified capital expenditures or facility expansion as the need may arise.

4. A Description of the Project (continued)

Estimated Operational Expenditures

The District has reviewed the impact of the proposed additional square feet to buildings in relation to utility and facility expenses, operational staffing expense and any additional equipment required for the projects not allocated within the construction budgets. Anticipated costs are minimal and as follows:

Expanded Bus Garage: 19,200 SF

| | | | |
|-----------|-------|----|--------------|
| Custodian | 0 FTE | \$ | NA |
| Utilities | | \$ | 3,500 |
| Supplies | | \$ | NA |
| | | \$ | 3,500 |

The site projects should have no impact to District operational expenses. In the immediate future, staff will be relocated from other facilities based on a consolidated location for transportation. Additional custodial are not anticipated at this time, and any future FTE would be added annually to the budget as needed as is the current practice within the annual budgeting process. Utilities and supplies will be allocated accordingly as part of the District budget. It is anticipated that these operating costs, along with all other District operating costs, would be reviewed as part of future Levy considerations.

Preliminary Schedule

The District has studied the phasing of the proposed projects and the proposed schedule is as follows:

| | |
|---|--|
| Review and Comment Submittal to MDE | February 2021 |
| Review and Comment MDE Review | February-March 2021 |
| Referendum | May 2021 |
| Project Design & CD Preparation | May 2021-January 2022 |
| Project Construction Documents Issue | Varies – All projects bid by Spring 2022 |
| Project Construction | Summer 2022 |
| Commissioning, FF&E, Move-in (Bus Garage) | Summer 2022 |
| Project Completion | Fall for School Year 2022-23 |

5. A Specification of the Source of Project Financing including:

- a) *Applicable Statutory Citations*
- b) *Scheduled Date and Required Notice*
- c) *Schedule of Bond Payments*
- d) *The effect of a bond issue on local property taxes by property class and valuation*

Availability and Manner of Financing

Edina Public Schools ISD #273 proposes to obtain financing from the sale of General Obligation bonds. The School District would seek voter approval of a single ballot question on Tuesday, May 11, 2021, pursuant to Minnesota Statutes Chapter 475 which, if approved, would result in a bond issue totaling \$7,000,000. Underwriter’s discount and cost of issuance are estimated at \$144,200. The difference between the amount requested to be authorized by the voters, plus the estimated interest earnings in the construction fund of \$3,400 and minus the total estimated capitalized interest of \$59,500 and estimated costs of issuing this debt equals \$6,799,700, the amount the District expects to need for construction projects.

Ehlers has prepared the following schedules which have been included on the following pages of this document:

- 1) Estimated sources and uses of funds for the proposed bond issue
- 2) Estimated debt payment structure for the anticipated bond issue and estimated annual debt service property tax levies after accounting for the 105% levy requirement and (the district does not qualify for debt service equalization aid)
- 3) An analysis of the estimated tax impact on various values of residential, commercial, and apartments/residential non-homestead properties for the proposed bond issue

The election will include two questions. The first question will be for an operational levy increase. and the Bond Issue will be the second question on the ballot. The Bond Issue is contingent upon passage of Question 1.

**School District Question 2
Approval of School District Bond Issue**

| | | |
|-----------------------|------------|--|
| <input type="radio"/> | Yes | If School District Question 1 is approved, shall the school board of Independent School District No. 273 (Edina Public Schools) also be authorized to issue its general obligation school building bonds in an amount not to exceed \$7,000,000 to provide funds for the acquisition and betterment of school sites and facilities, including the construction of parking lot improvements at Countryside Elementary School, parking lot improvements and upgrades to lighting at Valley View Middle School, parking lot and bus traffic flow improvements and upgrades to lighting at Creek Valley Elementary School, and the expansion of the bus garage facility? |
| <input type="radio"/> | No | |

BY VOTING "YES" ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE.

5. A Specification of the Source of Project Financing (Continued)

Attachment I: Sources and Uses of Funds

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Edina School District No. 273

February 11, 2021

Estimated Sources and Uses of Funds
Possible General Obligation School Building Bonds
May 2021 Election

| | |
|---|--------------------|
| Bond Amount | \$7,000,000 |
| Number of Years (Tax Levies) | 15 |
| Election Date | 5/11/2021 |
| Dated | 8/1/2021 |
| Sources of Funds | |
| Par Amount | \$7,000,000 |
| Investment Earnings ¹ | 3,400 |
| Total Sources | \$7,003,400 |
| Uses of Funds | |
| Allowance for Discount Bidding ² | \$70,000 |
| Capitalized Interest ³ | 59,500 |
| Legal and Fiscal Costs ⁴ | 74,200 |
| Net Available for Project Costs | 6,799,700 |
| Total Uses | \$7,003,400 |
| Deposit to Construction Fund | \$6,796,300 |

¹ Estimated investment earnings are based on an average interest rate of 0.20% and an average life of 6 months.

² The allowance for discount bidding is an estimate of the compensation taken by the underwriter who provides the lowest true interest cost as part of the competitive bidding process and purchases the bonds. Ehlers provides independent municipal advisory services as part of the bond sale process and is not an underwriting firm.

³ Due to timing of the levy process, the District would not be able to make a tax levy to fund interest payments due on the new bonds during fiscal year 2022, so those payments would have to be made from bond proceeds.

⁴ Includes fees for municipal advisor, bond counsel, rating agency, paying agent and county certificates.



5. A Specification of the Source of Project Financing (Continued)

Attachment 2: Analysis of Possible Debt Structure

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Edina School District No. 273
Financing Plan for Future Projects

\$7,000,000 Voter Approved Bond Issue
2 Future Facilities Maintenance Bond Issues
May 2021 Election

Future Bond Issues

| Type of Bond | Amount | Dated | Int. Rate |
|------------------|--------------|----------|-----------|
| Fac. Maintenance | \$11,455,000 | 06/01/21 | 1.15% |
| Building Bonds | \$7,000,000 | 08/01/21 | 1.70% |
| Fac. Maintenance | \$2,625,000 | 05/01/23 | 2.50% |

February 11, 2021

| Levy | Est. Tax | | Debt Service Levies - Existing Bonds ² | | | | | Other Levies | | Potential Building Bonds | | | | Facilities Maintenance Funding | | | | Combined Totals | | | | |
|---------------|----------|----------|---|--------------------|-------------------|---------------------|--------------------|--------------|-------------------|---------------------------|------------------|---------------------|------------------|--------------------------------|--------------------|-------------------|----------------------|---------------------|-------------------|--------------------|-------|--|
| | Pay | Fiscal | Capacity | Building | Alt. Fac./FM | Est. Debt | Net | Tax | Lease | Capital | Principal | Interest | Addl. Debt | Net | General Fund | Principal | Interest | Addl. Debt | Debt | Total | Tax | |
| Year | Year | (\$000s) | % Chg | Bonds | Bonds | Excess ³ | Levy | Rate | Levy ⁴ | Project Levy ⁵ | | | Excess*** | Levy | Revenue | | | Excess ³ | Levy | Levy | Rate | |
| 2020 | 2021 | 113,566 | 3.4% | 12,963,570 | 2,385,574 | (772,133) | 14,577,011 | 12.84 | 774,080 | 6,277,203 | - | - | - | - | 8,954,454 | - | - | - | - | 30,582,748 | 26.93 | |
| 2021 | 2022 | 115,894 | 2.0% | 13,225,118 | 2,263,060 | (460,062) | 15,028,116 | 12.97 | 784,218 | 6,477,669 | - | 59,500 ⁶ | - | - | 9,932,766 | - | 87,822 ⁷ | - | - | 32,222,769 | 27.80 | |
| 2022 | 2023 | 118,791 | 2.5% | 13,293,630 | 2,215,093 | (1,020,354) | 14,488,369 | 12.20 | 784,218 | 7,045,664 | 55,000 | 119,000 | - | 182,700 | 9,820,807 | 150,000 | 131,733 | - | 295,819 | 32,617,577 | 27.46 | |
| 2023 | 2024 | 121,761 | 2.5% | 12,618,533 | 2,079,958 | (697,893) | 14,000,598 | 11.50 | 784,218 | 7,221,806 | 55,000 | 118,065 | - | 181,718 | 10,918,127 | 135,000 | 179,226 | - | 329,938 | 33,436,405 | 27.46 | |
| 2024 | 2025 | 124,805 | 2.5% | 6,851,145 | 6,279,853 | (661,432) | 12,469,566 | 9.99 | 784,218 | 7,402,351 | 360,000 | 117,130 | - | 500,987 | 11,461,769 | 1,440,000 | 194,080 ⁷ | - | 1,646,878 | 34,265,768 | 27.46 | |
| 2025 | 2026 | 127,925 | 2.5% | 6,964,808 | 8,167,753 | (590,895) | 14,541,666 | 11.37 | 784,218 | 7,587,410 | 485,000 | 111,010 | (22,544) | 603,266 | 9,453,643 | 1,940,000 | 177,520 | (74,109) | 2,149,287 | 35,119,489 | 27.45 | |
| 2026 | 2027 | 129,844 | 1.5% | 11,508,158 | 5,840,349 | (680,965) | 16,667,542 | 12.84 | 644,218 | 7,777,095 | 370,000 | 102,765 | (27,147) | 469,256 | 8,480,624 | 1,475,000 | 155,210 | (96,718) | 1,615,003 | 35,653,737 | 27.46 | |
| 2027 | 2028 | 131,791 | 1.5% | 11,712,120 | 6,115,764 | (780,683) | 17,047,202 | 12.93 | 644,218 | 7,893,751 | 370,000 | 96,475 | (21,117) | 468,682 | 8,509,813 | 1,470,000 | 138,248 | (72,675) | 1,615,985 | 36,179,651 | 27.45 | |
| 2028 | 2029 | 133,768 | 1.5% | 11,714,220 | 6,192,992 | (802,255) | 17,104,957 | 12.79 | 452,066 | 8,012,158 | 480,000 | 90,185 | (21,091) | 577,604 | 8,505,139 | 1,905,000 | 121,343 | (72,719) | 2,054,940 | 36,706,863 | 27.44 | |
| 2029 | 2030 | 135,775 | 1.5% | 11,717,370 | 6,198,347 | (805,825) | 17,109,892 | 12.60 | 452,066 | 8,132,340 | 490,000 | 82,025 | (25,992) | 574,634 | 8,758,684 | 1,965,000 | 99,435 | (92,472) | 2,075,184 | 37,102,801 | 27.33 | |
| 2030 | 2031 | 135,775 | 0.0% | 10,576,020 | 7,338,227 | (806,207) | 17,108,040 | 12.60 | 452,066 | 8,254,325 | - | 73,695 | (25,859) | 51,521 | 9,019,835 | 975,000 | 76,838 | (93,383) | 1,011,046 | 35,896,833 | 26.44 | |
| 2031 | 2032 | 135,775 | 0.0% | 10,579,380 | 4,753,704 | (806,141) | 14,526,943 | 10.70 | 452,066 | 8,254,325 | 1,965,000 | 73,695 | (2,318) | 2,138,311 | 9,288,821 | - | 65,625 | (45,497) | 23,409 | 34,683,876 | 25.55 | |
| 2032 | 2033 | 135,775 | 0.0% | 10,574,970 | 4,634,844 | (689,989) | 14,519,826 | 10.69 | 452,066 | 8,254,325 | 930,000 | 40,290 | (96,224) | 922,580 | 9,565,877 | 845,000 | 65,625 | (1,053) | 955,103 | 34,669,776 | 25.53 | |
| 2033 | 2034 | 135,775 | 0.0% | 10,573,080 | 4,628,151 | (684,442) | 14,516,789 | 10.69 | 452,066 | 8,254,325 | 795,000 | 24,480 | (41,516) | 818,938 | 9,851,244 | 725,000 | 44,500 | (42,980) | 764,995 | 34,658,357 | 25.53 | |
| 2034 | 2035 | 135,775 | 0.0% | 10,573,080 | 4,633,466 | (684,055) | 14,522,491 | 10.70 | 452,066 | 8,254,325 | 645,000 | 10,965 | (36,852) | 651,911 | 10,145,172 | 625,000 | 26,375 | (34,425) | 649,519 | 34,675,484 | 25.54 | |
| 2035 | 2036 | 135,775 | 0.0% | 10,343,340 | 3,266,130 | (684,295) | 12,925,175 | 9.52 | 452,066 | 8,254,325 | - | - | - | - | 10,447,918 | 430,000 | 10,750 | (29,228) | 433,559 | 32,513,043 | 23.95 | |
| 2036 | 2037 | 135,775 | 0.0% | 10,275,720 | - | (146,976) | 10,128,744 | 7.46 | 452,066 | 8,254,325 | - | - | - | - | 10,759,746 | - | - | - | - | 29,594,881 | 21.80 | |
| 2037 | 2038 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,080,930 | - | - | - | - | 19,787,320 | 14.57 | |
| 2038 | 2039 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2039 | 2040 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2040 | 2041 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2041 | 2042 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2042 | 2043 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2043 | 2044 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2044 | 2045 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2045 | 2046 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2046 | 2047 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2047 | 2048 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2048 | 2049 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| 2049 | 2050 | 135,775 | 0.0% | - | - | - | - | - | 452,066 | 8,254,325 | - | - | - | - | 11,411,748 | - | - | - | - | 20,118,139 | 14.82 | |
| Totals | | | | 186,064,260 | 76,993,266 | (11,774,601) | 251,282,926 | | 15,929,051 | 238,913,948 | 7,000,000 | 1,119,280 | (320,660) | 8,142,109 | 311,896,348 | 14,080,000 | 1,574,328 | (655,261) | 15,620,665 | 841,785,047 | | |

1 Tax capacity values include the actual value for taxes payable in 2020 and a preliminary estimate for 2021, with estimated percentage changes for later years as shown above.
 2 Initial debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year.
 3 The debt excess adjustment for taxes payable in 2020 is the actual amount and the estimate for 2021 is based on audited data. Estimates for future years are based on 4.5% of the prior years' total debt service levy.
 4 Lease levy amounts for future years are based on the best available estimates of future payments for all current and planned future leases.
 5 These estimates assume that the current Capital Projects Levy would be renewed at the same tax rate when it expires.
 6 Due to timing of the levy process, the district was not be able to make a levy for the interest payment due on the voter approved bond in FY 2022, estimated at \$59,500. The payment will be made from bond proceeds.
 7 For each of the Facilities Maintenance bond issues, interest payments due during the first year would be paid from funds on hand in the debt service fund or bond proceeds.

5. A Specification of the Source of Project Financing (Continued)

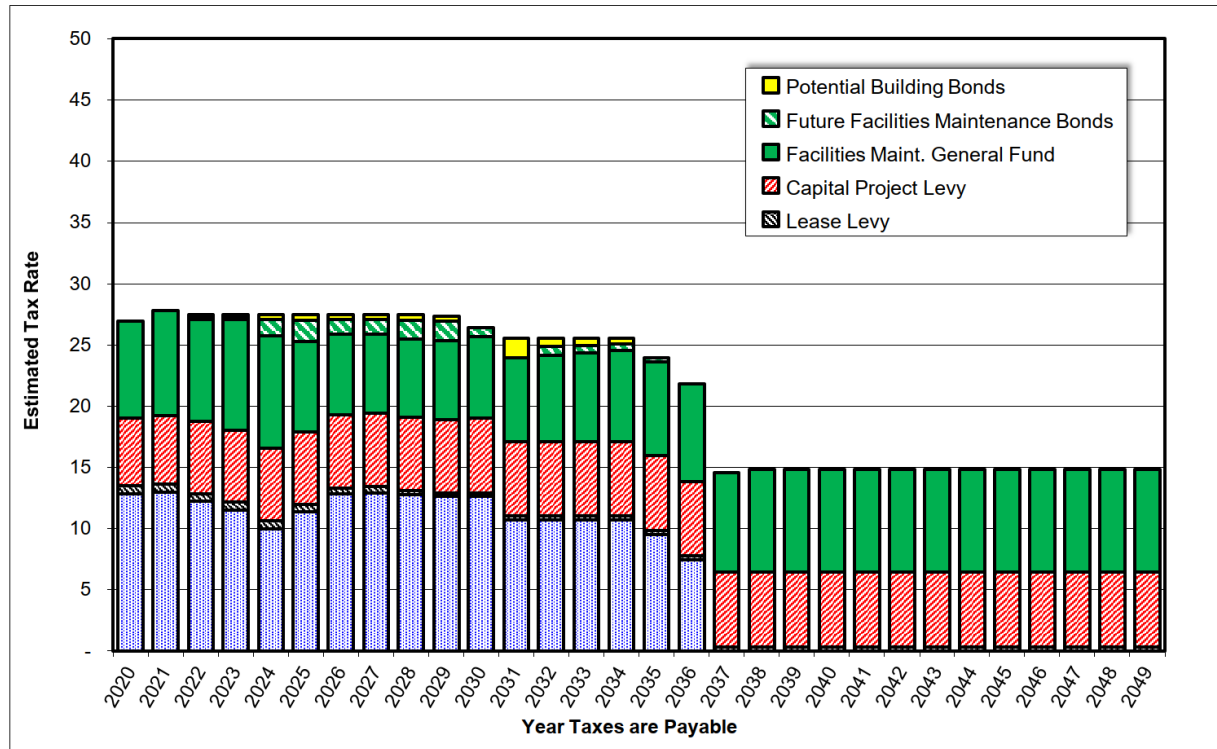
Attachment 2: Existing Commitments and Proposed New Debt

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Edina School District No. 273
 Estimated Tax Rates for Capital and Debt Service Levies

\$7,000,000 Voter Approved Bond Issue
 2 Future Facilities Maintenance Bond Issues
 May 2021 Election

Date Prepared: February 11, 2021



Debt Plan 21RC \$7m May Election & CPL

5. A Specification of the Source of Project Financing (Continued)

Attachment 3: Tax Impact

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Edina Public Schools, ISD 273

February 11, 2021

**Estimated Tax Impact of Potential Referendum Question
May 2021 Election**

| Description | | \$7,000,000 Building Bond |
|---|------------------------|--------------------------------------|
| Year Taxes Payable | | 2022 |
| Type of Property | Estimated Market Value | Estimated Annual Tax Impact * |
| Residential Homestead | \$300,000 | \$5 |
| | 400,000 | 6 |
| | 500,000 | 8 |
| | 600,000 | 10 |
| | 700,000 | 12 |
| | 800,000 | 14 |
| | 900,000 | 16 |
| | 1,000,000 | 18 |
| | 1,250,000 | 23 |
| | 1,500,000 | 28 |
| Commercial/ Industrial + | 1,750,000 | 33 |
| | 2,000,000 | 38 |
| | \$1,000,000 | \$20 |
| | 2,000,000 | 42 |
| | 3,000,000 | 63 |
| Apartments and Residential Non-Homestead | 4,000,000 | 84 |
| | 5,000,000 | 105 |
| | \$1,000,000 | \$20 |
| | 2,500,000 | 50 |
| | 5,000,000 | 100 |

* The amounts in the table are based on school district taxes for the proposed bond issue only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net tax increase for many property owners.

+ For commercial-industrial property, the estimates above are for property in the City of Edina. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different, due to the varying impact of the Twin Cities Fiscal Disparities program.



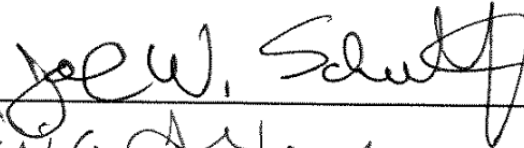
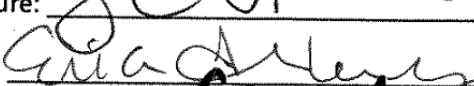

6. Documentation

Attachment 1
Review and Comment
Section #6 Documentation
(as amended by the 2014 Legislature)

Documentation obligating the school district and contractors to comply with items (i) to (vii) in planning and executing the project:

- (i) The school district will be in compliance with Minnesota Statute 471.345 governing municipal contracts issued for this project;
- (ii) The school district and the architects will include elements of sustainable design for this project;
- (iii) If the project installs or modifies facility mechanical systems, the school district, architect/engineers and contractors will be in compliance with school facility commissioning under Minnesota Statute 123B.72 certifying the plans and designs for the heating, ventilating, air conditioning, and air filtration for an extensively renovated or new facility meet or exceed current code standards, including the ASHRAE air filtration standard 52.1;
- (iv) If the project creates or modifies interior spaces, the district, architects/engineers and relevant contractors have considered the American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools on maximum background noise level and reverberation times;
- (v) The project will be in compliance with Minnesota State Fire Code;
- (vi) The project will be in compliance with Minnesota Statute chapter 326B governing building codes; and
- (vii) The school district and the architects/ engineers have been in consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit, and safe access for pedestrians and cyclists.

The school district and architect/engineers will maintain documentation showing compliance with these items upon and subsequent to project completion.

Superintendent Signature:  Date 2.10.21
Board Chair Signature:  Date 2.10.21
Architect/Engineer Signature:  Date 2.10.21



Board Meeting Date: 2/16/2021 Special Meeting

TITLE: Correction of Polling Place for Precinct Nos. 17 and 18 for City of Bloomington voters in the Edina School District, and correction of polling place for City of St. Louis Park voters in the Edina School District.

TYPE: Action

BACKGROUND: A correction needs to be made regarding the polling places for Precinct Nos. 17 and 18 for City of Bloomington voters in the Edina School District. The polling place for the City of St. Louis Park voters in the Edina School District also needs to be corrected to reflect their polling place. These corrections were brought forward by the City of Edina's election clerk.

RECOMMENDATION: Approve the amended list of combined polling place changes of location as follows:

1. For Residents of City of Bloomington Precinct No. 17

Previously Established Combined Polling Place:

Westwood Community Church
6301 Cecilia Circle
Bloomington, Minnesota

Corrected Combined Polling Place:

Cornelia Elementary School
7000 Cornelia Drive
Edina, Minnesota

2. For Residents of City of Bloomington Precinct No. 18

Previously Established Combined Polling Place:

Church of St. Edwards
9401 Nesbitt Avenue South
Bloomington, Minnesota

Corrected Combined Polling Place:

Cornelia Elementary School
7000 Cornelia Drive
Edina, Minnesota

3. For Residents of City of St. Louis Park

Previously Established Combined Polling Place:

Vista Lutheran Church
4003 Wooddale Avenue
St. Louis Park, Minnesota

Corrected Combined Polling Place:
Edina-Morningside Community Church
4201 Morningside Road
Edina, Minnesota

The City of Edina and the administration recommend approval of the change.

Attachments:

1. Amended Combined Polling Place Resolution
2. Exhibit A, 2021 Combined Polling places as amended

RESOLUTION ESTABLISHING COMBINED POLLING PLACES
FOR MULTIPLE PRECINCTS AND
DESIGNATING HOURS DURING WHICH THE POLLING
PLACES WILL REMAIN OPEN FOR VOTING
FOR SCHOOL DISTRICT ELECTIONS NOT HELD
ON THE DAY OF A STATEWIDE ELECTION

BE IT RESOLVED by the School Board of Independent School District No.273, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities for **2021**. (Exhibit A)

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. **Each combined polling place must be a polling place that has been designated by a county or municipality.** The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election: (Exhibit A)

Note: See Section 2.3.2 of the Election Manual regarding changing polling places in the case of an emergency or if the polling place is no longer available.

*3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7 o'clock a.m. and 8:00 o'clock p.m.

Note: See Section 3.6 of the Election Manual regarding certain restrictions on voting hours.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within thirty (30) days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

_____ Date _____

School Board Chair

_____ Date _____

School Board Clerk

Exhibit A

The polling places and combined polling places and the precincts served by those polling places shall be as follows:

| | |
|-----------------------------------|--|
| <u>Polling Place Precinct 1B:</u> | Chapel Hills Church 6512 Vernon Avenue Edina, Minnesota |
| <u>Polling Place Precinct 2:</u> | Highlands Elementary School 5505 Doncaster Way Edina, Minnesota |
| <u>Polling Place Precinct 3:</u> | Mercy Commons Covenant Church 4201 West 50 th Street Edina, Minnesota |
| <u>Polling Place Precinct 4:</u> | Edina-Morningside Community Church 4201 Morningside Road Edina, Minnesota |
| <u>Polling Place Precinct 5:</u> | Good Samaritan Church 5730 Grove Street Edina, Minnesota |
| <u>Polling Place Precinct 6:</u> | Countryside Elementary School 5701 Benton Avenue Edina, Minnesota |
| <u>Polling Place Precinct 7:</u> | Normandale Lutheran Church 6100 Normandale Road Edina, Minnesota |
| <u>Polling Place Precinct 8:</u> | South View Middle School 4725 South View Lane Edina, Minnesota |

Exhibit A, cont.

| | |
|---|--|
| <u>Polling Place Precinct 9:</u> | Concord Elementary School 5900 Concord Avenue Edina, Minnesota |
| <u>Polling Place Precinct 10:</u> | St. Alban's Church 6716 Gleason Road Edina, Minnesota |
| <u>Polling Place Precinct 11:</u> | New City Covenant Church 6400 Tracy Avenue Edina, Minnesota |
| <u>Polling Place Precinct 12:</u> | Arneson Acres Park 4711 West 70 th Street Edina, Minnesota |
| <u>Polling Place Precinct 13, 16, 17, & 18:</u> | Cornelia Elementary School 7000 Cornelia Drive Edina, Minnesota |
| <u>Polling Place Precinct 14:</u> | Edina Community Lutheran Church 4113 West 54 th Street Edina, Minnesota |
| <u>Polling Place Precinct 15:</u> | Church of St. Patrick 6820 St. Patrick's Lane Edina, Minnesota |
| <u>Polling Place Precinct 19:</u> | Calvary Lutheran Church 6817 Antrim Road Edina, Minnesota |

Exhibit A, cont.

CITY OF BLOOMINGTON VOTERS. Those School District voters residing in the City of Bloomington in Precinct 17 will vote at Cornelia Elementary School, 7000 Cornelia Drive, Edina, Minnesota. Those School District voters residing in the City of Bloomington in Precinct 18 will vote at Cornelia Elementary School, 7000 Cornelia Drive, Edina, Minnesota.

CITY OF ST. LOUIS PARK VOTERS. Those School District voters residing in the City of St. Louis Park will vote at Edina-Morningside Community Church, 4201 Morningside Road, Edina, Minnesota.