



School Board Work Session
Thursday, February 24, 2022; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Discussion

A. Proposed 2022-2023 Board Meeting Calendar

Description: The School Board holds regular meetings once a month, generally on the second or third Monday of the month, beginning at 7:00 PM in Room 349 of the Edina Community Center. Scheduled work sessions generally begin at 5:00 PM. Any changes or additions are made in accordance with District policy and are posted on the District website and the Edina Community Center district bulletin board.

Presenter(s): Erica Allenburg, School Board Chair

B. Proposed Preliminary 2022-2023 Budget

Description: The FY22-23 Preliminary General Fund Budget is presented for School Board review. Approval of budget parameters on January 10, 2022 has formed the basis for the preparation of the budget. The School Board will provide additional input, with final preliminary approval at the March School Board meeting. Approval of the preliminary budget allows administration to begin the staffing process for the next school year. Legislative changes that impact the FY22-23 budget will be incorporated in the Adopted Budget in June 2022.

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

C. Proposed Renaming of Transportation Facility

Description: Administration recommending name change for the Transportation Facility in honor of long-time employee.

Presenter(s): Dr. Stacie Stanley, Superintendent

D. Early Childhood Family Education (ECFE) Update

Description: The Edina Public Schools has always supported and partnered with our early learning programs for both children and their caregivers. The Edina Early Learning Center is a vital, important entry point for families in Edina to receive both parent/family education through the Early Childhood Family Education programs and receive a high-quality preschool education experience.

Presenter(s): Valerie Burke, Director of Community Education; and Julie Gabrielson, Coordinator of Operations

E. Change of April 18th to non-student day and Teacher Data day – *walked in*

Description: COVID has led to the need for teachers to be extremely agile with their response to student instructional needs. Throughout the school year, we've learned that the learning of some students was impacted due to the variety of learning modalities that they experienced during the 2020-2021 school year. The data day will provide the time needed to analyze students learning data to determine necessary targeted steps for successful learning through the end of the school year.

Presenter(s): Dr. Stacie Stanley, Superintendent; and Dr. Randy Smasal, Assistant Superintendent

III. Board Chair Updates

IV. Superintendent Updates

V. Adjournment



Board Meeting Date: 2/24/2022

TITLE: Board Meeting Dates, 2022-23

TYPE: Consent

PRESENTER(S): Erica Allenburg, School Board Chair

BACKGROUND: The School Board holds regular meetings once a month, generally on the second or third Monday of the month, beginning at 7:00 PM in Room 349 of the Edina Community Center. Scheduled work sessions generally begin at 5:00 PM. Any changes or additions are made in accordance with District policy and are posted on the district website and the Edina Community Center district bulletin board.

RECOMMENDATION: Adopt the attached meeting dates for the 2022-23 school year.

PRIMARY ISSUE(S) TO CONSIDER: Board members need to review proposed meeting dates and come prepared to discuss any potential conflicts before the calendar is added to the consent agenda at the March regular meeting.

ATTACHMENTS:

1. 2022-2023 Board meeting dates

School Board Meeting Dates

PROPOSED 2022-23

	1 st Work Session (5PM) and Regular Meeting (7PM) MONDAY	2 nd Work Session (5PM) TUESDAY
JULY	18	26
AUGUST	8	23
SEPTEMBER	19	27
OCTOBER	17	25
NOVEMBER	14	29
DECEMBER	12	<i>none</i>
JANUARY Organizational	Tues 3 (No WS; 7PM only)	<i>none</i>
JANUARY	9	24
FEBRUARY	13	28
MARCH	13	28
APRIL	17	25
MAY	15	23
JUNE	12	<i>none</i>

- ✚ No second work sessions in December or June.
- ✚ Avoids all major district, government and religious holidays, including specifically Eid al-Adha (July -13), MLKJ day (Jan 16), Spring Break (March 20-24)



Board Meeting Date: 2/24/2022

TITLE: FY22-23 Preliminary General Fund Budget

TYPE: Discussion

PRESENTER(S): Dr. Stacie Stanley, Superintendent; John Toop, Director of Business Services

BACKGROUND: The FY22-23 Preliminary General Fund Budget is presented for School Board review. Approval of budget parameters on January 10, 2022 has formed the basis for the preparation of the budget. The School Board will provide additional input, with final preliminary approval at the March School Board meeting. Approval of the preliminary budget allows administration to begin the staffing process for the next school year. Legislative changes that impact the FY22-23 budget will be incorporated in the Adopted Budget in June 2022.

RECOMMENDATION: Discussion

Desired Outcomes from the Board: Review the report and prepare questions to gain a better understanding of the FY22-23 Preliminary Budget.

ATTACHMENTS: See following report and listed attachments.

Board Meeting Date: 02/24/2022

TITLE: FY22-23 Budget Alignment Plan

TYPE: Action

PRESENTER(S): Dr. Stacie Stanley, Superintendent; John Toop, Director of Business Services

BACKGROUND: Budget analysis of enrollment (revenue), FY20-21 audit results, and FY21-22 Final budget adjustments has been done in the multi-year Budget planning model. Assuming no staff reductions and using an assumption that there will be approximately \$2,000,000 of unspent Federal stimulus funds available for spending in FY22-23, there remains a projected deficit of \$807,014. Administration is recommending use of part of the "Assigned for Literacy and Virtual Programming" assigned fund balance of \$1,738,818 to close this deficit, thus giving Edina Public Schools a maintenance year in FY22-23 with no programming reductions.

RECOMMENDATION: That the Edina School Board approve the FY22-23 Budget Alignment Plan.

RATIONALE: This budget is aligned with a multi-year budget plan using projected Fall of 21 enrollment to project enrollment for FY22-23, FY20-21 audit results, and the FY21-22 Final budget. The budget plan maintains a strong fiscal position with a minimum unassigned fund balance at 6% of expenditures.

There are numerous reasons the Edina Public Schools administration is recommending the above budget alignment plan. Most importantly, we believe it balances meeting the educational needs of all Edina Public Schools students while being fiscally responsible to the district students, staff and community. This proposed FY22-23 budget is being provided for preliminary approval. No additional funding from the Minnesota Legislature other than what is already in law is projected in this budget. Final approval will be sought on or before June 30, 2022. Federal and state legislation will be monitored through the Spring with budget adjustments being made in June or later.

As part of the annual budget process, the district develops a budget planning focus with budget parameters, including enrollment, revenue and expenditure assumptions. The parameters are developed to maximize resources to ensure successful, innovative and customized learning for all students, blending alignment of time, talent and funds. (See FY22-23 Budget Parameters, and Budget Projection Model attachments).

PRIMARY ISSUE(S) TO CONSIDER: FY22-23 Budget Plan for Edina Public Schools

ATTACHMENTS:

1. Report (next page)
2. Updated Budget Parameters, FY22-23
3. Basic Formula Allowance Increase History FY10 to FY23
4. FY20 School District Profiles Resource Comparison
5. FY20 School District Allocation to Instruction Comparison
6. Budget Summary Projection Numbers for FY22-23
7. Enrollment Projection by Grade using 5-year Avg. method
8. Enrollment Projection vs. Capacity by Building using FY22-23 Projected Enrollment

Program Background

Mission Statement:

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

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

Edina Public Schools continues to strive for this mission with a vision for each and every student to discover their possibilities and thrive. Edina students meet expectations set by the district's academic excellence and demonstrate their talents at a myriad of in-school and out-of-school academic and non-academic activities.

The COVID pandemic resulted in disruptions to student learning, to which educators adapted their instruction and activities to engage students in distance, hybrid and in-person learning. This budget assumes that students will be in-person for the full FY22-23 school year.

The FY22-23 budget will continue to provide high quality programming for student learning and achievement. This budget realizes that our students live in a diverse culture that is rich in information and with access to many changing technologies. Edina Public Schools will continue to offer its strong academic foundation for its learners at the elementary schools. Edina middle school students will continue to develop academic skills and begin to build knowledge in their interest areas. The high school budget will continue to offer resources to deliver a variety of academic opportunities. Surrounding the district curriculum and programs are resources that provide opportunities for students to fill in learning gaps through interventions and gifted and talented services and advanced courses. In this budget, Edina Public Schools will continue to provide a French Immersion program at Normandale Elementary and Valley View Middle Schools, as well as Continuous Progress programming at Highlands and Countryside Elementary Schools. It will also begin the process of offering a Dual Language Spanish Immersion program and expand on the online course offerings available for Middle School and High School students. Edina Elementary Virtual Pathway (EEVP) will also continue with its K-6 program.

The Edina Public Schools has a strong history of providing excellent educational opportunities for all students while maintaining a strong financial position. The district continues to maintain the highest bond rating available to school districts, as determined by Moody's Corporation. As with past budgets, this budget will ensure that funds are aligned to the district's mission of learning, while maintaining a strong fiscal position with a minimum unassigned fund balance at 6% of expenditures.

Fiscal Background

The district uses a multi-year Budget Projection Model (BPM) provided by our financial consultant, Ehlers & Assoc., as part of the financial projection process, which includes an enrollment projection model. The School Board gave guidance to select a 5 yr. avg. enrollment projection, resulting in a projected increase of 49.44 students for FY22-23. Board approved budget parameters (attached) have been entered in the model, with preliminary results showing a projected deficit of \$807,014. Administration is recommending that this deficit be covered by using part of the "Assigned for Literacy and Virtual Programming" assigned fund balance of \$1,738,818. Use of part of this assigned fund balance would result in no reductions for FY22-23, making this a maintenance year while continuing to implement the Comprehensive Literacy Program and its LETRS training for licensed staff. The Edina Public Schools works hard to maximize resources to ensure successful education for all students, blending alignment of time, talent and funds.

High-Level Budget Assumptions

- Federal stimulus carry in to FY22-23:

The estimated amount of Federal stimulus funding carryover into FY22-23 is \$2,000,000. The FY21-22 Final budget assumed revenue of \$3.7 million and expenses of \$3.7 million. Any unspent funds will carryover to FY22-23. Revenue is estimated at \$2 million for carryover, while expenses are brought forward at the same level as the FY21-22 Final Budget. This is a conservative estimate designed for flexibility.

- Special Ed State Aid:

FY20-21 Special Ed State Aid came in at \$14,364,250 vs. the end-of-year estimate of \$14,562,998. This requires a downward adjustment (already made) in the FY21-22 Final budget, as well as an adjustment to the growth factor for FY22-23. The new estimate for FY22-23 Special Ed State Aid is \$15,091,440 vs. the initial projection in the budget parameters of \$15,421,458. The difference is an adjustment downward of \$330,018.

- Licensed Retirees replacement savings:

Each year, the school district realizes the savings from retiring staff. Retirees with many years of experience have higher salaries than less experienced staff replacing those retiring from the profession. Historically there has been an average of about 11 licensed staff retiring in a given year. Last year we were slightly above that, with 15.02 teacher FTE's retiring. Presently, we are looking at about 26.8 licensed FTE retirees for next year. An assumption is made, at a replacement savings of \$30,000 per FTE, the district will realize \$804,000 of replacement savings for FY22-23, instead of the historical average of \$330,000.

- Edina Elementary Virtual Pathway (EEVP) staffing:

EEVP staffing at its current levels was included in the FY21-22 Final Budget at its current staffing levels, so those staffing levels are brought forward, with an inflation adjustment, into the FY22-23 projection. Additional staffing over and above what is currently in place would be an addition to FY22-23.

- Dual Language Spanish Immersion staffing:

Dual Language Spanish Immersion will have 2 classrooms in the ECC next year, with one less Kindergarten classroom at Countryside Elementary, for a net of one additional FTE. Equipping both classrooms will come out of the Operating Capital strategic plan contingency set-aside. The net cost of one classroom FTE and instructional supplies will be approximately \$125,000.

- EHS and MS Online staffing:

Online course offerings have an accompanying Memorandum of Understanding (MOU) linked to pay for teachers. At this time there is not a clear amount that this will cost the district, nor how much additional revenue it may bring into the district. This is being treated as a cost neutral item subject to additional analysis and School Board input.

- No school election in November 2022 savings:

The November 2021 School Board election total cost was just under \$160,000. Since there is no election in November 2022, we can reduce this cost to zero for the FY22-23 budget.

- Increase Marketing/Comm. Budget by an additional \$25,000

The recently approved FY21-22 Final budget allocated an additional \$25,000 for Marketing/Comm. for initial marketing of the Edina Online program. An additional \$25,000 is added for FY22-23, bringing the total budget for Marketing/Comm. for the Edina Online program to \$50,000 for FY22-23.

- All other assumptions used in the BPM to build FY22-23 projection:

Expenditure Inflation Factors:	Budget 2021-22	Projected 2022-23
Licensed Staff-Salary Schedule Change	Base year to project budgets	2.82%
Licensed Classroom Support Salaries		2.82%
Admin TRA Related Salaries		2.50%
Other Staff		2.50%
Health Insurance Benefits		1.00%
Purchased Services		1.00%
Utilities		3.00%
Supplies		1.00%
Other		0.00%

Meetings to date for FY22-23 Budget Development

Audit and Projected Budget Presented	Lead Team	December 13, 2021
Audit Approved	School Board	January 10, 2022
Budget Parameters Presented	Finance and Facilities	January 4, 2022
Budget Parameters Approved	School Board	January 10, 2022
Budget Proposal Presented	School Board	February 24, 2022

2022-23

BUDGET PARAMETERS

Edina Public Schools are well positioned

Strategic plan implementation	Stable enrollment
Strong financial management	Proactive process involving many stakeholders
Problem-solving administrative team	Communication to all staff/community

Budget Focus

to be used by the Board, administrators, sites, staff and community:

Maximizes resources to ensure successful education for all students, blending alignment of time, talent and funds

Finance

- Multiyear planning approach through the use of a long-range financial planning model.
- Fund balance to remain at 6% as per current board policy guidelines.
- Projected fund balance as of 6-30-22 is above 6%. Budget plan will include steps to maintain fund balance at the 6% level as of 6-30-2023.
- The 2022 Legislative session is a non-budget session. There may be slight increases to education funding, however, the State has already increased per pupil funding by 2% for FY22-23. Any new increases in revenue will probably be nominal and specific. The results of the legislative session will be incorporated into the budget in June 2022.
- Recommendations based on student achievement for all and fiscal integrity
- No new programs unless cost neutral
- No new staff unless cost neutral

Enrollment (ADM) Parameters

1. Four different enrollment projection calculations were presented to the School Board for their consideration. The selected projection method was a 5-year average, resulting a projected enrollment increase of 49.44 ADM. This enrollment is used to project our largest revenue source, basic state aid.

2. Pupil Unit Weighting Factors – Pre-Kindergarten (1.0), Kindergarten Handicapped (1.0), Grades K-6 (1.0) and Grades 7-12 (1.2).
3. Average Daily Membership (ADM) increase of 49 and Adjusted Pupil Units (APU) increase of 43 based on 5-year average enrollment projection method selected.

Revenue Budget Parameters

1. General Education Revenue (GER) amount per APU is at \$6,863 for 2022-23, an increase of 2.0% from 2021-22. The base assumption for 2023-24 and beyond is a 2.0% increase. The GER per student has increased by at least 2% each year for the past 9 consecutive years. A 1% increase in GER is approximately \$633,000. Most of the GER is for the general operation of the school district and is not designated by the State for a specific purpose. GER is funded by state aid.
2. Basic Skills Revenue – Basic Skills revenue includes the former compensatory, Limited English Proficiency (LEP), and LEP concentration revenues. While these revenues are combined into a single category, the funding available for Basic Skills revenue is based on existing formulas for the individual components. LEP Average Daily Membership is estimated to be 389. Compensatory revenue is based on October 1, 2021 free and reduced lunch counts. The combined revenue is estimated to be \$746,869.
3. Gifted and Talented revenue is \$13 per APU for 2022-23 which is estimated to be \$120,219.
4. Operating Referendum monies in the General Fund (after LOR subtraction) equal \$1,877 per APU.
5. Local Optional Revenue (LOR) equals \$724 per APU. The LOR is subtracted from the referendum allowance.
6. Equity revenue is calculated by a formula that evaluates the highest paid districts and the lowest paid districts in the state. It is estimated that the district will receive about \$69.55 per APU, or \$670,819 for 2022-23.
7. Operating Capital revenue has a component representing the former equipment formula (\$79 per APU), a component representing the former facilities formula (\$109 times the District's maintenance cost index, age of buildings), and a learning year rate (\$31 per APU). It is estimated that the district will receive about \$229.90 per APU, or \$2,136,011 for 2022-23.
8. Safe Schools revenue for EPS (\$36) and ISD #287 (\$15) is \$51 per APU for 2022-23 which is estimated to be \$471,748.
9. Special Education Revenue: In 2015-16, the state implemented new special education formulas. There are three calculations for state special education

aids using prior year data. The district receives the lesser of these calculations:

- a. "Old formula" calculations excluding transportation times .62
- b. Districts nonfederal special education expenditures excluding transportation times .50
- c. Census-based calculations times .56

Further, the 2019 Education bill increased funding by \$91 million (cross-subsidy reduction aid), began phase out and subsequent elimination of the state aid growth cap, and reduces the portion of unreimbursed special education costs the serving district can bill back to the resident district from 90% to 85% (FY20) to 80% (FY21 and later).

The estimated Special Education State aid that will be used for budgeting purposes is \$15,091,440, which represents a 2.5% increase from the estimated FY21-22 amount of \$14,723,356.

10. The district participates in the third-party billing program. The revenue from this program is estimated at \$50,000 and will pay for the costs of contracted services associated with the program and unreimbursed special education substitute costs.
11. The 2-year grant cycle for the Alternative Delivery of Specialized Instructional Services (ADSIS) program aid is for the 21-22 and 22-23 years. Budget parameters assume maintenance of the ADSIS funding and approval of another 2-year grant. If funding is not approved, appropriate adjustments will need to be implemented.
12. Literacy Incentive Aid estimate is \$515,471.
13. Federal aids are estimated to correspond to federal expenditures, except for Federal stimulus funds, which are projected to have a \$2,000,000 carry in to FY22-23.
14. Miscellaneous revenues will be approximately the same amount.
15. Gifts and donations revenue will equal gift and donation expense.
16. Interest revenue is based on current interest rates and available cash flow for investments.

Expenditure Budget Parameters

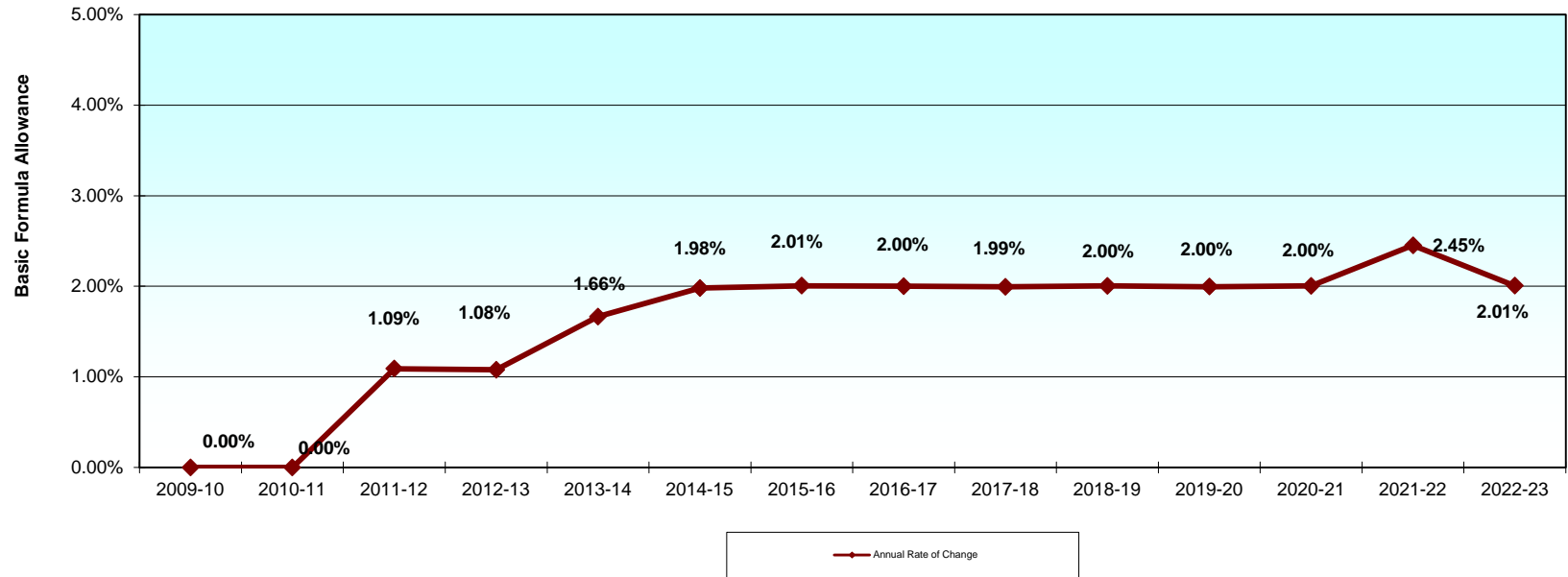
1. Staffing –The 2022-23 staffing base FTE was based on December 1, 2021, estimated ADM calculations. The current estimated actual ADM for 2021-22 was slightly higher than projected for the elementary, middle schools and the high school. Staffing may be adjusted according to the Board budget plan to

be approved in March 2022. The base long-range plan does not include staffing for enrollment growth.

2. Salaries and fringe benefits are actual amounts for settled contracts. An inflationary increase based on regional and historical trends is planned for non-settled contracts. Total projected salaries and benefits for all General Fund staff in 2022-23 is \$108,150,050. A 1% increase in employee compensation over what is already projected equals approximately \$1,081,505.
3. Lane changes are estimated at \$200,000, which is based on actual lane change numbers used in the EME settlement agreement.
4. Instructional contingency (Asst. Supt.) of \$50,000, strategic contingency (Supt.) of \$50,000 and special education contingency (Spec. Services Dir.) of \$50,000 to be used at the start of the school year to address student needs and class size concerns. Any additions funded with contingency funds will be for the 2022-23 year only.
5. A three-year history will be used to project gas and electricity costs with consideration given to current utilities rates. Utilities costs are allocated to Food Service and Community Service programs for the calculated portion of their usage. An additional amount of \$244,000 was added into the FY21-22 budget and carried forward into the FY22-23 due to higher prices for natural gas that is being experienced.
6. Supply allocations – Allocations are based on projected ADM for 2022-23 with a 1% inflationary increase. These budget allocations are based upon the projected ADM data as of January 1, 2022. Sites are to work with Principals and the Special Services Director to determine appropriate budget amounts for ELL, gifted, and special education at each respective site.
7. Equipment Allocations – Operating Capital allocations are based on projected ADM for 2022-23, building age and square footage.
8. Currently, the district is not anticipating the need to borrow for cash flow purposes. The district will continue to monitor state budget forecasts and legislative activity for potential impact to cash flow.
9. Purchased services and miscellaneous expenditures will increase by 1%.
10. Federal program, alternative compensation and integration expenditures equal appropriate program revenue.
11. Staff Development expenditures will equal 2% of GER.

12. Substitute budgets and overtime budgets are based on prior year's history of costs.
13. Annual Other Post Employment Benefit (OPEB) costs are estimated to be \$962,531 for FY22-23 based on updated GASB 75 actuarial valuation report from Hildi, Inc. (The last 2 years actual amounts have been \$915,707 and \$1,021,974.)
14. Reduction of one-time expenditures added in 2021-22 with contingency funds.
15. Reduction of one-time enhancements added in 2021-22.

**Edina Public Schools
Basic Formula Allowance per Student
and % Increase by Year
FY10 through FY23**



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Basic Formula Allowance Excluding Roll-ins	4,585	4,585	4,635	4,685	4,763	5,292	5,409	5,528	5,649	5,894	6,144	6,399	6,560	6,695
Annual Rate of Change	0.00%	0.00%	1.09%	1.08%	1.66%	1.98%	2.01%	2.00%	1.99%	2.00%	2.00%	2.00%	2.45%	2.01%
Basic Formula Allowance	5,124	5,124	5,174	5,224	5,302	5,831	5,948	6,067	6,188	6,312	6,438	6,567	6,728	6,863

Edina School District No 273

FY 2020 Resources Expended for District and Building Level Operations (Excluding Capital)

District	ADM	District Level Administration	Student Transportation	District Level Expenditures	School Level Administration	Regular Instruction	Career & Technical Instruction	Special Education	Student Activities & Athletics	Instructional Support Services	Pupil Support Services	Operation, Maintenance & Other	Building Level Expenditures	General Fund Operating Expenditures	Total Exp PP State Ranking
Edina	8,388.0	414 3.2%	643.0 5.0%	1,057 8.2%	384 3.0%	6,349 49.4%	50 0.4%	2,676 20.8%	324 2.5%	555 4.3%	519 4.0%	943 7.3%	11,800 91.8%	12,858 100.0%	95
Minnetonka	11,093.0	640 5.2%	485.0 3.9%	1,125 9.1%	407 3.3%	6,894 55.9%	80 0.6%	1,841 14.9%	314 2.5%	509 4.1%	382 3.1%	788 6.4%	11,215 90.9%	12,339 100.0%	130
Wayzata	12,216.0	621 4.8%	834.0 6.4%	1,455 11.2%	434 3.4%	6,166 47.6%	268 2.1%	1,782 13.8%	326 2.5%	1,239 9.6%	372 2.9%	910 7.0%	11,497 88.8%	12,950 100.0%	89
Hopkins	6,990.0	881 6.2%	937.0 6.6%	1,818 12.8%	537 3.8%	6,439 45.5%	188 1.3%	2,380 16.8%	246 1.7%	784 5.5%	486 3.4%	1,273 9.0%	12,333 87.2%	14,151 100.0%	42
Eden Prairie	8,895.0	763 5.8%	723.0 5.5%	1,486 11.2%	536 4.1%	6,036 45.7%	310 2.3%	2,383 18.0%	343 2.6%	779 5.9%	318 2.4%	1,019 7.7%	11,724 88.8%	13,209 100.0%	77
Bloomington	10,530.0	499 3.4%	717.0 4.9%	1,216 8.3%	567 3.9%	6,742 46.1%	134 0.9%	3,463 23.7%	276 1.9%	939 6.4%	466 3.2%	809 5.5%	13,396 91.7%	14,611 100.0%	29
St. Louis Park	4,644.0	928 6.5%	722.0 5.0%	1,650 11.5%	567 4.0%	6,506 45.5%	132 0.9%	2,559 17.9%	322 2.3%	857 6.0%	621 4.3%	1,089 7.6%	12,653 88.5%	14,303 100.0%	35
Orono	2,872.0	707 5.4%	678.0 5.2%	1,385 10.6%	403 3.1%	6,293 48.4%	112 0.9%	1,750 13.5%	445 3.4%	885 6.8%	326 2.5%	1,406 10.8%	11,620 89.4%	13,005 100.0%	87
Robbinsdale	12,252.0	590 4.3%	871.0 6.3%	1,461 10.6%	633 4.6%	6,168 44.7%	116 0.8%	2,702 19.6%	237 1.7%	745 5.4%	635 4.6%	1,099 8.0%	12,335 89.4%	13,796 100.0%	54
Group Wtg Avg		641 4.8%	737.9 5.5%	1,379 10.3%	502 3.7%	6,402 47.7%	159 1.2%	2,426 18.1%	302 2.3%	814 6.1%	461 3.4%	986 7.3%	12,052 89.7%	13,431 100.0%	
State Wtg Avg		580 4.6%	777 6.2%	1,357 10.9%	513 4.1%	5,530 44.3%	186 1.5%	2,481 19.9%	351 2.8%	683 5.5%	426 3.4%	952 7.6%	11,122 89.1%	12,479 100.0%	

Source: FY 20 School Profiles General Fund Expenditures Excluding Capital Expenditures

Building level costs include all expenditures directed to providing an instructional program at the building level. This includes not only classroom expenditures but expenditures needed to support the classroom such as building administration, operations and maintenance and instructional support services such as counselors, psychologists, social workers, health staff, and staff development expenditures.

Edina School District No 273

FY 2020 Allocation to Instructional Programs

District	Regular Instruction	Career & Technical Instruction	Special Education	Student Activities & Athletics	Instructional Support Services	Pupil Support Services	Percent Allocated to Instruction	District Level Administration	Student Transportation	School Level Administration	Operation, Maintenance & Other	Percent Allocated to Instructional Support	Total General Fund
Edina	49.4%	0.4%	20.8%	2.5%	4.3%	4.0%	81.5%	3.2%	5.0%	3.0%	7.3%	18.5%	100.0%
Minnetonka	55.9%	0.6%	14.9%	2.5%	4.1%	3.1%	81.2%	5.2%	3.9%	3.3%	6.4%	18.8%	100.0%
Wayzata	47.6%	2.1%	13.8%	2.5%	9.6%	2.9%	78.4%	4.8%	6.4%	3.4%	7.0%	21.6%	100.0%
Hopkins	45.5%	1.3%	16.8%	1.7%	5.5%	3.4%	74.4%	6.2%	6.6%	3.8%	9.0%	25.6%	100.0%
Eden Prairie	45.7%	2.3%	18.0%	2.6%	5.9%	2.4%	77.0%	5.8%	5.5%	4.1%	7.7%	23.0%	100.0%
Bloomington	46.1%	0.9%	23.7%	1.9%	6.4%	3.2%	82.3%	3.4%	4.9%	3.9%	5.5%	17.7%	100.0%
St. Louis Park	45.5%	0.9%	17.9%	2.3%	6.0%	4.3%	76.9%	6.5%	5.0%	4.0%	7.6%	23.1%	100.0%
Orono	48.4%	0.9%	13.5%	3.4%	6.8%	2.5%	75.4%	5.4%	5.2%	3.1%	10.8%	24.6%	100.0%
Robbinsdale	44.7%	0.8%	19.6%	1.7%	5.4%	4.6%	76.9%	4.3%	6.3%	4.6%	8.0%	23.1%	100.0%
Group Wtg Avg	47.7%	1.2%	18.1%	2.3%	6.1%	3.4%	78.7%	4.8%	5.5%	3.7%	7.3%	21.3%	100.0%
State Wtg. Avg	44.3%	1.5%	19.9%	2.8%	5.5%	3.4%	77.4%	4.6%	6.2%	4.1%	7.6%	22.6%	100.0%

Source: FY 20 School Profiles General Fund Expenditures Excluding Capital Expenditures

Edina Public School District No 273

Five Year General Fund Budget Projection

Excludes Capital Reserves

Date Prepared: 2/17/2022

Version: I -A

Definitions	Actual 2020-21	Budget 2021-22	Projected 2022-23	% Chg	Projected 2023-24	% Chg	Projected 2024-25	% Chg	Projected 2025-26	% Chg	Projected 2026-27	% Chg
Revenue	\$114,465,108	\$118,289,728	\$120,420,306	1.8%	\$120,159,546	-0.2%	\$122,722,485	2.1%	\$125,269,850	2.1%	\$127,715,357	2.0%
Expenditures	\$111,573,761	\$118,760,463	\$121,227,321	2.1%	\$124,636,177	2.7%	\$127,334,711	2.2%	\$130,746,205	2.7%	\$133,606,988	2.2%
Revenue Over (Under) Expenditures	\$2,891,346	(\$470,735)	(\$807,014)		(\$4,476,631)		(\$4,612,226)		(\$5,476,355)		(\$5,891,631)	
Fund Balance	\$16,456,401	\$15,985,666	\$15,178,652		\$10,702,021		\$6,089,795		\$613,440		(\$5,278,191)	
Assigned Fund Balance	\$7,395,342	\$6,867,900	\$6,060,886		\$6,060,886		\$6,060,886		\$6,060,886		\$6,060,886	
Unassigned Fund Balance	\$9,061,059	\$9,117,766	\$9,117,766		\$4,641,135		\$28,909		(\$5,447,446)		(\$11,339,077)	
Percent Unassigned	8.1%	7.7%	7.5%		3.7%		0.0%		-4.2%		-8.5%	
Unassigned Target Fd Bal. Percent	6.0%	6.1%	6.0%		6.0%		6.0%		6.0%		6.0%	
Minimum Unassigned Fund Balance*	\$6,694,426	\$7,273,639	\$7,273,639		\$7,478,171		\$7,640,083		\$7,844,772		\$8,016,419	
Fund Balance Over (Under) Target	\$2,366,633	\$1,844,127	\$1,844,127		(\$2,837,035)		(\$7,611,173)		(\$13,292,218)		(\$19,355,496)	

Entry linked to Summary Report enabling user to identify major assumptions used to make the projection.

Version I -A

	Actual 2020-21	Budget 2021-22	Projected 2022-23	% Chg	Projected 2023-24	% Chg	Projected 2024-25	% Chg	Projected 2025-26	% Chg	Projected 2026-27	% Chg
Key Projection Assumptions												
Basic Funding Formula	\$6,567	\$6,728	6,863.00	2.0%	\$7,000	2.0%	\$7,140	2.0%	\$7,283	2.0%	\$7,429	2.0%
Referendum + Local Optional Rev.	2,564	2,547	2,601	2.1%	2,646	1.7%	2,694	1.8%	2,744	1.9%	2,796	1.9%
Total Adj Pupil Units	9,034	9,255	9,298	0.5%	9,296	0.0%	9,337	0.4%	9,369	0.3%	9,385	0.2%
Per Pupil Revenue	12,671	12,781	12,951	1.3%	12,926	-0.2%	13,143	1.7%	13,370	1.7%	13,608	1.8%
Per Pupil Expenditures	12,351	12,832	13,038	1.6%	13,408	2.8%	13,637	1.7%	13,955	2.3%	14,236	2.0%

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Edina ISD #273	Actual Enrollment						Projected Enrollment					
2		FY15-16	FY16-17	FY17-18	FY18-19	FY19-20	FY20-21	FY21-22	FY22-23	FY23-24	FY24-25	FY25-26	FY26-27
3	ECSE	57.67	55.46	56.97	53.87	58.34	48.20	54.00	54.00	54.00	54.00	54.00	54.00
4	HK	9.09	6.48	9.99	60.84	56.78	72.98	73.00	73.00	73.00	73.00	73.00	73.00
5	KG	504.56	558.16	528.85	506.53	520.09	518.57	537.00	537.00	537.00	537.00	537.00	537.00
6	1	588.05	578.94	625.56	586.97	592.51	583.79	623.00	647.42	647.42	647.42	647.42	647.42
7	2	634.00	611.91	595.42	621.16	593.68	591.82	627.00	636.17	661.10	661.10	661.10	661.10
8	3	615.25	653.18	615.07	604.87	628.46	588.15	605.00	632.74	641.99	667.15	667.15	667.15
9	4	631.53	625.76	666.50	629.61	612.27	622.01	609.00	614.86	643.04	652.45	678.02	678.02
10	5	664.43	634.78	630.78	662.41	651.55	597.74	653.00	616.65	622.58	651.12	660.65	686.54
11	6	679.16	679.24	667.98	656.86	680.58	658.19	625.00	676.10	638.47	644.60	674.16	684.02
12	7	693.27	681.85	685.86	657.04	637.61	681.10	664.00	621.71	672.54	635.10	641.21	670.60
13	8	676.93	684.34	690.25	679.72	654.62	630.63	687.00	663.65	621.38	672.19	634.77	640.87
14	9	689.06	670.16	671.71	662.42	700.24	661.21	675.00	694.12	670.54	627.83	679.16	641.35
15	10	678.36	687.59	676.25	680.61	656.67	687.48	664.00	674.95	694.07	670.49	627.78	679.11
16	11	674.91	668.31	689.76	653.04	654.80	650.46	698.00	655.60	666.42	685.30	662.01	619.84
17	12	633.07	683.15	652.60	696.25	667.22	649.46	653.00	698.47	656.04	666.86	685.76	662.45
18													
19	Total	8,429.34	8,479.31	8,463.55	8,412.20	8,365.42	8,241.79	8,447.00	8,496.44	8,499.59	8,545.61	8,583.18	8,602.49
20													
21			0.59%	-0.19%	-0.61%	-0.56%	-1.48%	2.49%	0.59%	0.04%	0.54%	0.44%	0.22%
22													
23	ELL	270.73	261.28	340.52	362.47	383.25	374.45						
24													
25			-3.49%	30.33%	6.45%	5.73%	-2.30%						
26													
27	Total Resident Students	7,343.77	7,432.90	7,456.68	7,414.41	7,319.72	6,985.47						
28													
29			1.21%	0.32%	-0.57%	-1.28%	-4.57%						
30													
31	Res Served in District	7,095.36	7,177.43	7,177.66	7,096.00	6,961.78	6,615.47						
32													
33			1.16%	0.00%	-1.14%	-1.89%	-4.97%						

	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD
1	Edina ISD #273								Elementary			Middle		Middle & HS		Total
2			Concord	Cornelia	Countryside	Creek Valley	Highlands	Normandale	Total	SVMS	VVMS	Total	EHS	Total		ALL
3																
4	Instructional Spaces (IS)		30	24	23	24	23	26	150	53	54	107	114	221		371
5	Potential Rooms/Stations		1	2	2	2	1	6	5			5	5			11
6	Functional Capacity (FC)	Wold @ 85%	765	612	594	612	606	660	3,849	1,225	1,248	2,473	2,994	5,467		9,316
7																
8	District Maximum Capacity (MC)		790	662	594	662	606	714	4,028	1,380	1,285	2,665	2,889	5,554		9,582
9																
10	22-23 Projection		727	528	602	600	539	671	3,667	966	995	1,961	2,723	4,684		8,351
11																
12	FC/IS		25.50	25.50	25.83	25.50	26.35	25.38	25.66	23.11	23.11	46	26.26	72		98
13																
14	MC/IS		26.33	27.58	25.83	27.58	26.35	27.46	26.85	26.04	23.80	50	25.34	75		102
15																
16	Proj./IS		24.23	22.00	26.17	25.00	23.43	25.81	24.45	18.23	18.43	37	23.89	61		85
17																
18	Proj. vs. FC per IS		(1.27)	(3.50)	0.35	(0.50)	(2.91)	0.42	(1.21)	(4.89)	(4.69)	(10)	(2.38)	(12)		(13)
19																
20	Students to reach FC		38	84	(8)	12	67	(11)	182	259	253	512	271	783		965
21																
22																
23																
24	***The difference between the individual school projection and the total ADM projection is ECSE (53.87) and Tuition students (about 28.95)															
25																
26	Functional Capacity for Elementary is Instructional Spaces multiplied by the high end of the class size range for each grade x 85%															
27	District Maximum Capacity for Elementary is Instructional Spaces plus Potential Rooms at 25 students per room except Normandale is counted as 27 students per room															
28																
29	Functional Capacity for Middle School is Instructional Spaces multiplied by Max class size range of 27.2 x 85%															
30	District Maximum Capacity for Middle School is current stations plus potential stations multiplied by Max class size of 27.2 divided by 8 x 7															
31																
32	Functional Capacity for High School is Instructional Spaces multiplied by Max class size range of 30.9 x 85%															
33	District Maximum Capacity for High School is current stations plus potential stations multiplied by Max class size of 30.9 divided by 7 x 5.5															



Board Meeting Date: 2/24/2022

TITLE: Renaming of Transportation Facility

TYPE: Discussion

PRESENTER(S): Dr. Stacie Stanley

BACKGROUND: Per the EPS district Policy 808, the school board exercises approval authority for naming all facilities. Procedures for naming district property require the superintendent to forward to the school board, a facility for which a name is sought to be established. Naming in Recognition of outstanding service to the district while serving in an employment capacity or outstanding service to the Edina community is one of the criteria that allows the school board to name a building after an individual.

RECOMMENDATION: Review materials related to the renaming of the Transportation Facility to the David White Transportation Facility.

Desired Outcomes from the Board: Consider the renaming of the hub and have any questions you might have prepared.

ATTACHMENTS:

Recommendation Memo



To: Edina Public Schools Board of Directors
From: Dr. Stacie Stanley, Superintendent

Date: February 24, 2022

RE: Renaming of Transportation Facility

Per the Edina Public Schools District Policy 808, the school board exercises approval authority for naming all facilities. Procedures for naming district property require the superintendent to forward to the school board, a facility for which a name is sought to be established. Naming in recognition of outstanding service to the district while serving in an employment capacity or outstanding service to the Edina community is one of the criteria that allows the school board to name a building after an individual.

I recommend renaming the transportation facility after Mr. David White, Supervisor of Transportation. David will retire from Edina Public Schools after a 30+ year career in the transportation department where he has developed a department that represents the epitome of Defining Excellence. Mr. White has made outstanding contributions to the district. David led the efforts as the new transportation hub was constructed. His leadership continues to foster high morale, even during trying times of the pandemic. Most importantly, Mr. White's leadership has led to a transportation department that has a strong reputation for taking care of Edina Public Schools students at that highest level. This not only refers to the physical safety in the transportation of students, but also ensuring that EPS students begin and end their day on a positive note with staff members who care about them as a person.

Thank you for your consideration,

Dr. Stacie Stanley
Superintendent
Edina Public Schools



Board Meeting Date: 2/24/2022

TITLE: Edina Early Learning Center Data Sharing

TYPE: Discussion

PRESENTER(S): Director of Community Education Valerie Burke and Coordinator of Operations Julie Gabrielson

BACKGROUND: The Edina Public Schools has always supported and partnered with our early learning programs for both children and their caregivers. The Edina Early Learning Center is a vital, important entry point for families in Edina to receive both parent/family education through the Early Childhood Family Education programs and receive a high-quality preschool education experience.

RECOMMENDATION: Information

PRIMARY ISSUE(S) TO CONSIDER: Trends in enrollment data for our Early Childhood Family Education and preschool programs. This data includes resident and non-resident enrollment data. Consideration of space allocation, continuing construction, school start time change and other events impacting early learners and their families.

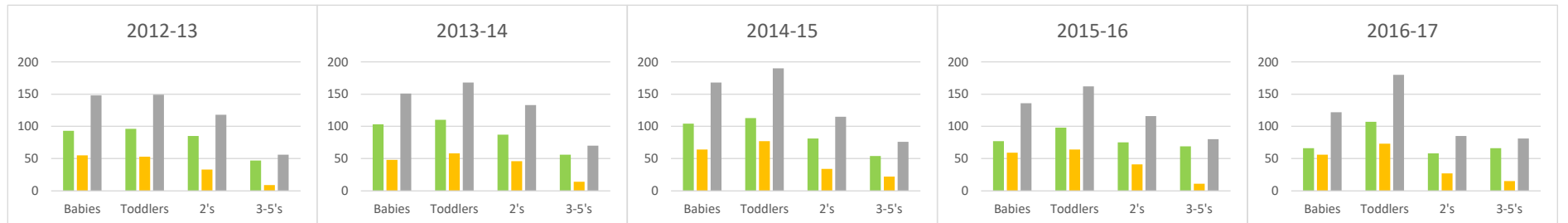
ATTACHMENTS:

1. Report (next page)

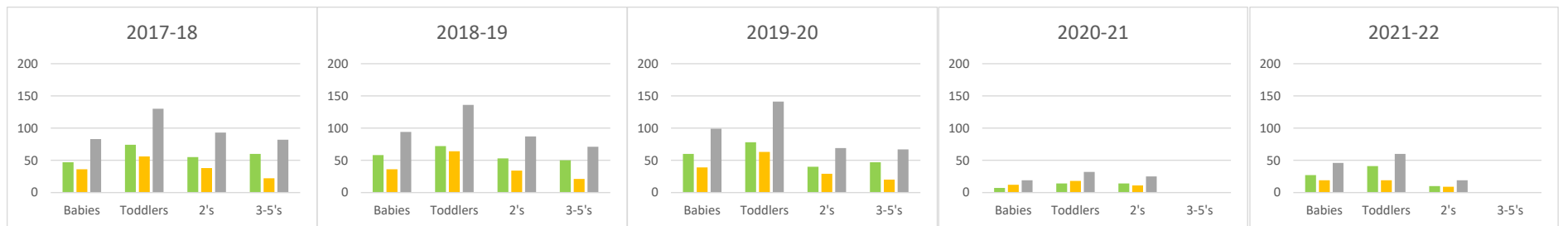
Early Learning Enrollment Trends | 2012-13 through 2021-22

Early Childhood Family Education (ECFE)

	2012-13			2013-14			2014-15			2015-16			2016-17		
	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total
	68%	32%		68%	32%		64%	36%		65%	35%		63%	37%	
Total	321	150	471	356	166	522	352	197	549	319	175	494	297	171	468
Babies	93	55	148	103	48	151	104	64	168	77	59	136	66	56	122
Toddlers	96	53	149	110	58	168	113	77	190	98	64	162	107	73	180
2's	85	33	118	87	46	133	81	34	115	75	41	116	58	27	85
3-5's	47	9	56	56	14	70	54	22	76	69	11	80	66	15	81



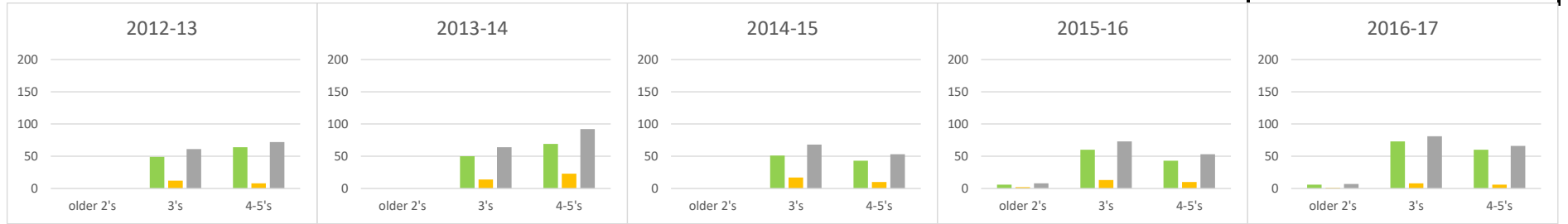
	2017-18			2018-19			2019-20			2020-21			2021-22 as of 2.1.22		
	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total
	61%	39%		60%	40%		60%	40%		46%	54%		62%	38%	
Total	236	152	388	233	155	388	225	151	376	35	41	76	78	47	125
Babies	47	36	83	58	36	94	60	39	99	7	12	19	27	19	46
Toddlers	74	56	130	72	64	136	78	63	141	14	18	32	41	19	60
2's	55	38	93	53	34	87	40	29	69	14	11	25	10	9	19
3-5's	60	22	82	50	21	71	47	20	67	0	0	0	0	0	0



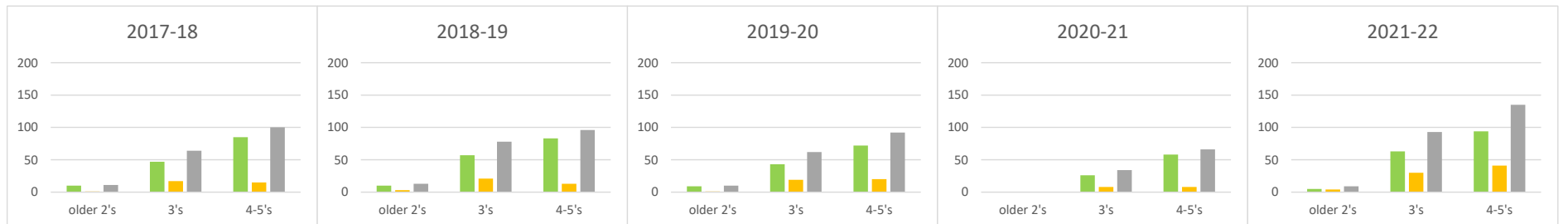
Early Learning Enrollment Trends | 2012-13 through 2021-22

Preschool

	2012-13			2013-14			2014-15			2015-16			2016-17		
	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total
	85%	15%		76%	24%		78%	22%		81%	19%		90%	10%	
Total	113	20	133	119	37	156	94	27	121	109	25	134	139	15	154
older 2's	0	0	0	0	0	0	0	0	0	6	2	8	6	1	7
3's	49	12	61	50	14	64	51	17	68	60	13	73	73	8	81
4-5's	64	8	72	69	23	92	43	10	53	43	10	53	60	6	66



	2017-18			2018-19			2019-20			2020-21			2021-22 as of 2.1.22		
	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total	Resident	NonResident	Total
	81%	19%		80%	20%		76%	24%		84%	16%		68%	32%	
Total	142	33	175	150	37	187	124	40	164	84	16	100	162	75	237
older 2's	10	1	11	10	3	13	9	1	10	0	0	0	5	4	9
3's	47	17	64	57	21	78	43	19	62	26	8	34	63	30	93
4-5's	85	15	100	83	13	96	72	20	92	58	8	66	94	41	135



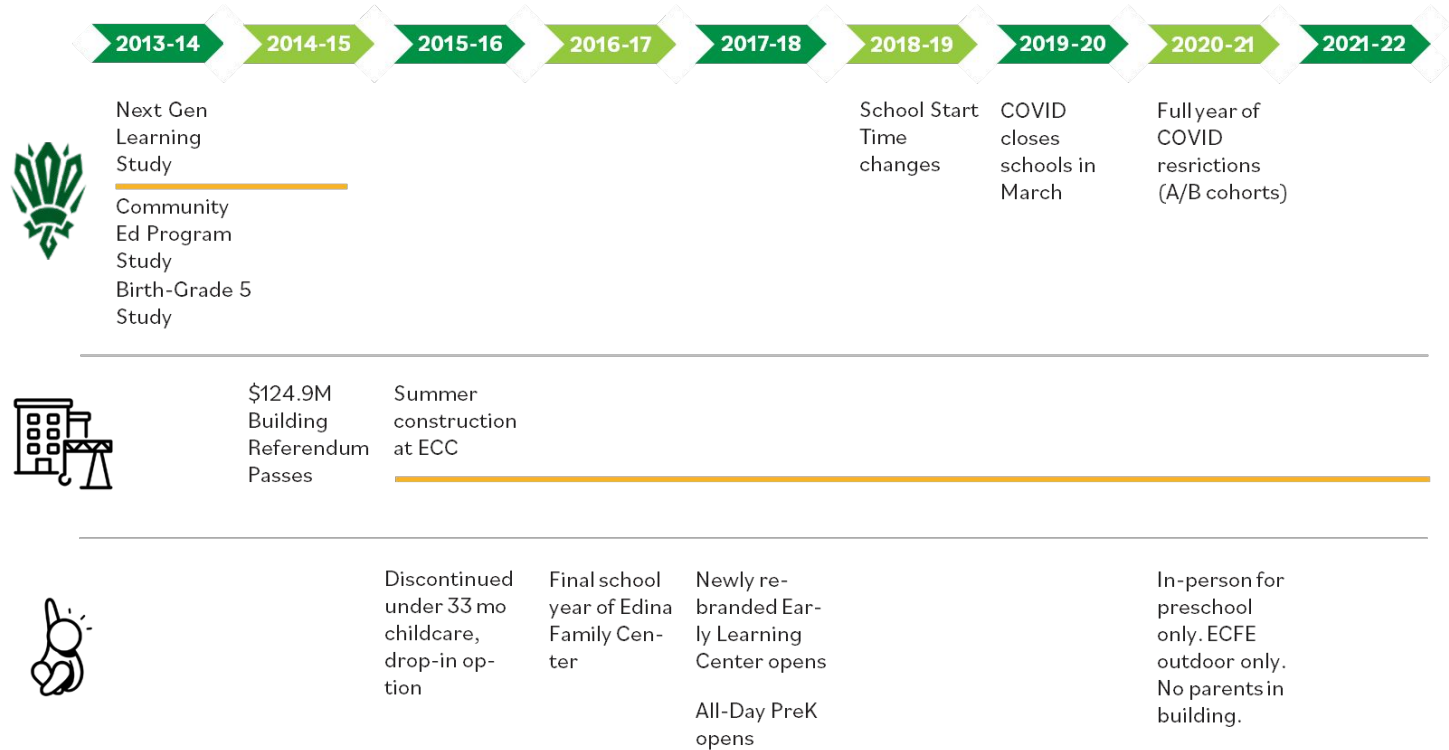
Early Learning Enrollment
Resident vs. Non Resident % by Program, Total

Year	ECFE		Preschool		Total	
	Resident	Non Resident	Resident	Non Resident	Resident	Non Resident
2012-13	68%	32%	85%	15%	72%	28%
2013-14	68%	32%	76%	24%	70%	30%
2014-15	64%	36%	78%	22%	67%	33%
2015-16	65%	35%	81%	19%	68%	32%
2016-17	63%	37%	90%	10%	70%	30%
2017-18	61%	39%	81%	19%	67%	33%
2018-19	60%	40%	80%	20%	67%	33%
2019-20	60%	40%	76%	24%	65%	35%
2020-21	46%	54%	84%	16%	68%	32%
2021-22	62%	38%	68%	32%	66%	34%

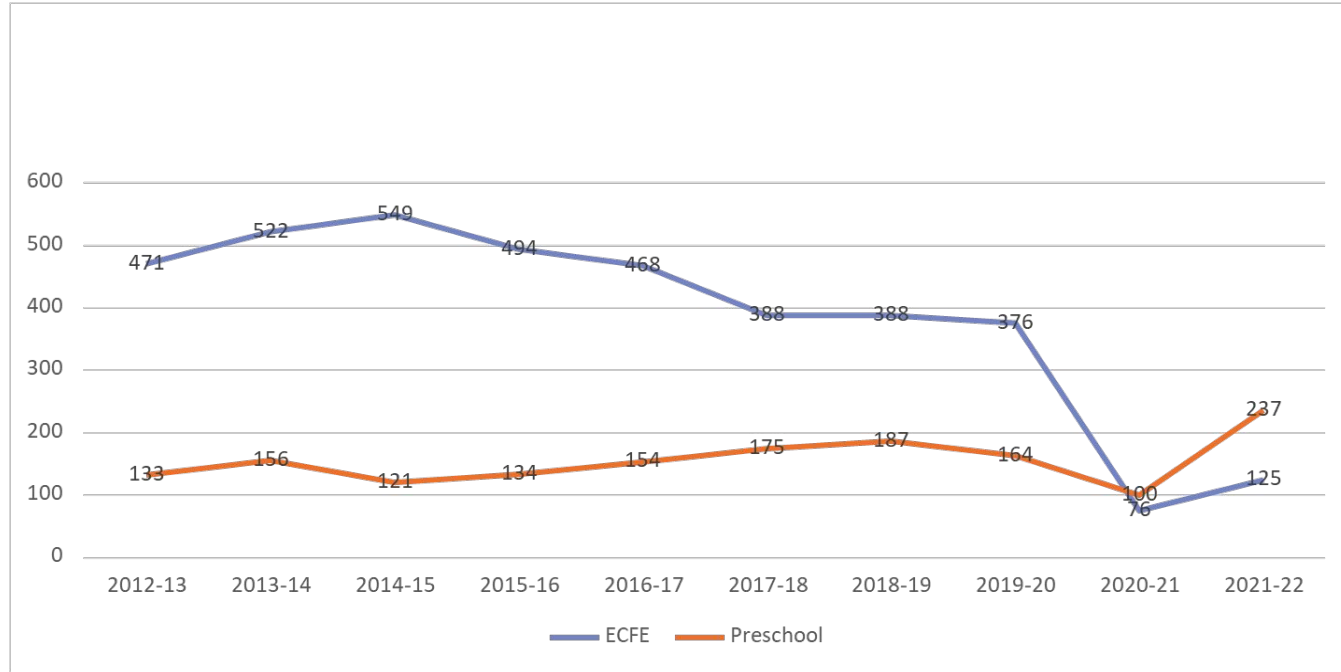
Edina Learning Learning Center

Enrollment Data, 2012-13 to 2021-22

Early Learning Center Notable Events



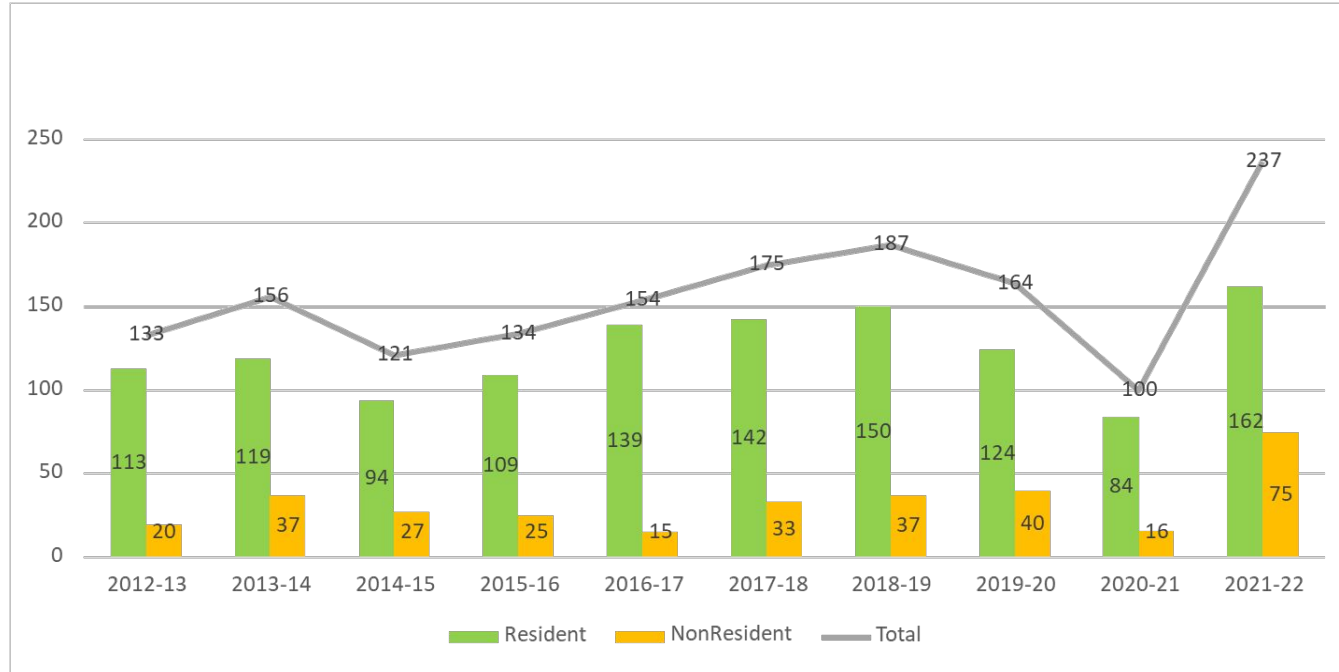
Early Learning Enrollment by Program



ECFE Enrollment: Total, Resident vs. Non Resident



Preschool Enrollment: Total, Resident vs. Non Resident



Questions?



Board Meeting Date: 2/24/2022

TITLE: Change of April 18th to non-student day and Teacher Data day

TYPE: Discussion

PRESENTER(S): Dr. Stacie Stanley, Superintendent; and Dr. Randy Smasal, Assistant Superintendent

RECOMMENDATION: Consider and dialogue about agenda item.

Desired Outcomes from the Board: Determination if this consideration should be moved to March 7th board meeting for action. Administration will have clarity about additional information that is needed at the March 7th meeting, should the item be moved forward for possible action.

ATTACHMENTS: None

COVID has led to the need for teachers to be extremely agile with their response to student instructional needs. Throughout the school year, we've learned that the learning of some students was impacted due to the variety of learning modalities that they experienced during the 2020-2021 school year. The data day will provide the time needed to analyze students learning data to determine necessary targeted steps for successful learning through the end of the school year.