



School Board Work Session
Monday, September 19, 2022; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Discussion

A. Update on Connect and Assess Days (K-9 Screening)

Description: The Edina Public School Board approved Connect and Assess days in K-5 as part of the 2022-23 and 2023-24 school calendar approval on October 11, 2021. The Connect and Assess days are set aside at the start of the school year to provide universal screening assessments and inventories used to help staff get to know their learners. The Connect and Assess days occurred for the first time this year on August 29th and 30th, 2022. In July, 2022 the Edina Public Schools School Board approved an updated assessment plan in alignment with the Edina Strategic Plan. This plan included an implementation of FASTBridge as the district-adopted universal screener. FASTBridge is a system of multiple measures in reading and math. The measures are all standardized and nationally and locally normed. The data collected from FASTBridge is efficient, informative and actionable. During the Connect and Assess days, staff screened just over 2,000 students using the FASTBridge Universal Screening measures for K-5. This data collected supported the goal of Connect and Assess days to build relationships while collecting learning data on each and every student.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning

B. 2022-2023 Board Overview

Description: In alignment with the Board and Superintendent goals for 2022-23, this calendar was created for the Board as a planning document that gives an overview of some of the items coming before the board in the 2022-2023 school year. As we've discussed in prior Board discussion, this calendar is not a comprehensive calendar for the full year as many topics are simply not scheduled yet. However, the attached calendar reflects annual and predictable agenda items that come before the board (i.e. yearly budget, enrollment, World's Best Workforce). It also includes some, but not all, of the items that are going to be presented and discussed by administration or the board.

Presenter(s): Erica Allenburg, School Board Chair; and Julie Greene, School Board Vice Chair

C. Concord and Countryside Building Addition Construction Bids

Description: On August 30, 2022, the District administration evaluated construction bids for the additions to Concord Elementary and Countryside Elementary. Due primarily to labor and raw material inflation, the aggregate construction value of the lowest responsible bidders was \$2.45 million in excess of pre-bid construction estimates. The District administration analyzed three options in response to the unfavorable bids: identify additional financing to fund the higher than expected bid, reduce the scope of both projects in a value equal to the bid excess, or postpone the addition to Concord.

Presenter(s): Mert Woodard, Director of Business Services

D. EPS Calendar Board Update

Description: The Calendar Committee has met three times this fall and is working to develop the calendar proposals for the 2024-25 and 2025-26 school years. The process started with a review of the Guiding Parameters approved by the school board on Aug. 8, 2022. As part of that process, the committee has identified several calendar concepts we would like to discuss with the board in order to complete the calendar proposals. A number of the calendar concepts are described below. The final calendar proposals would be presented to the school board in October of 2022 with board approval being requested for November of 2022.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Sonya Sailer, Director of Human Resources; Kate Strand, Early Childhood Special Education Facilitator

E. Kids Club Wage Discussion

Description: Increasing wages is a proposed effort to retain and hire Kids Club Rec Leaders and Lead Rec positions to maintain and increase school age care to families.

Presenter(s): Anne Marie Leland, Community Education & Strategic Partnerships

F. Daily Substitute Rate for Retired Teachers of Edina Public Schools

Description: With the exception of retired Edina teachers, all of our “daily” substitute teachers are now contracted through Teachers on Call (TOC). Beginning this school year, TOC substitutes are paid \$165.00 per full day of substitute services in our School District. The current School Board approved daily substitute rate for retired Edina teachers is \$145.00 per full day. In accordance with Education Minnesota Edina’s 2021-2023 contract, retired Edina teachers who provide long-term substitute services, defined as twelve continuous days or more for the same teacher, are paid an amount equal to the pro-rata daily rate based on the retired teacher’s step and lane at retirement.

Presenter(s): Sonya Sailer, Director of Human Resources

III. Board Chair Updates

IV. Superintendent Updates

V. Adjournment



Board Meeting Date: September 19, 2022

TITLE: Edina Public Schools Connect and Assess Update with K-9 Universal Screening

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent, Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning

BACKGROUND: The Edina Public School Board approved Connect and Assess days in K-5 as part of the 2022-23 and 2023-24 school calendar approval on October 11, 2021. The Connect and Assess days are set aside at the start of the school year to provide universal screening assessments and inventories used to help staff get to know their learners. The Connect and Assess days occurred for the first time this year on August 29th and 30th, 2022.

In July, 2022 the Edina Public Schools School Board approved an updated assessment plan in alignment with the Edina Strategic Plan. This plan included an implementation of FASTBridge as the district-adopted universal screener. FASTBridge is a system of multiple measures in reading and math. The measures are all standardized and nationally and locally normed. The data collected from FASTBridge is efficient, informative and actionable.

During the Connect and Assess days, staff screened just over 2,000 students using the FASTBridge Universal Screening measures for K-5. This data collected supported the goal of Connect and Assess days to build relationships while collecting learning data on each and every student.

RECOMMENDATION: There is no recommendation at this time.

DESIRED OUTCOMES FOR THE BOARD: Review in detail, have questions prepared, and provide feedback on the data provided.

BACKGROUND MATERIALS:

[Universal Screening Plan](#)
[2022-23 EPS Assessment Plan](#)

ATTACHMENTS:

Board Report (below)

Universal Screening in Edina Public Schools:

Edina Public Schools is committed to providing our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for the challenges and opportunities in the next phase of their learning and life. One critical tool in this mission is the acquisition and on-going use of valid and reliable data.

Universal Screening is a specific type of data that is used to inform instruction. Universal screening assessments are brief, reliable, and valid assessments conducted with all students from a grade level. The screening assessments help Edina educators understand and support the learning of all our students throughout the school year.

Screening tests occur three times each year. These tests help teachers see which students are likely to meet the end of year learning goals and which students might need additional support or enrichment.

Edina uses the following FastBridge Learning® assessments to screen students in Kindergarten through 9th grade. FASTBridge is a comprehensive assessment system used in over 200 school districts in MN. The data provides actionable plans that support Edina educators in making targeted and timely instructional decisions to ensure students are able to reach their full potential.

FASTBridge assessments are triangulated within the system. Through this triangulation, FASTBridge provides detailed, personalized plans matched to growth areas for students below benchmark. Edina teaching teams review the plans and determine the best course of action for ensuring students' needs are met using these detailed plans. Teams take careful consideration to layer support on top of the general instruction so students receive both core instruction and additional support using the FASTBridge data.

Connect and Assess Days:

Administering Universal Screening assessments takes time. Administering assessments in the most efficient and effective way is the priority. Given this, two priorities for the calendar committee were to

1. structure a calendar that would allow for building relationships and
2. ensure a more efficient structure of collecting learning data on students.

From these considerations Connect and Assess days for students in K-5 were recommended and approved by the Edina School Board.

The focus of this time on the district calendar provides teachers the opportunity to gain individualized knowledge about each student in their class that, in the past, would have occurred in the first weeks of school.

The time was structured to be a combination of connecting one-on-one and an opportunity for the teacher to complete reading and/or math Universal Screening. The goal was to begin building relationships in an environment that felt fun and personal.

Connect and Assess days have been put in place with the knowledge that getting to know the strengths and areas of growth of every Edina student allows each instructional team ***to tailor instruction as quickly as possible to start the year.***

What did we learn from the staff and family feedback about Connect and Assess days?

Knowing that each and every elementary learner is getting more targeted instruction at this early point in the 2022-23 school year across the entire continuum of learning, whether they are currently below grade level, at grade level, or above grade level indicates that we have accomplished our intended purpose with Connect and Assess days.

Teachers have also anecdotally communicated that Connect and Assess days have allowed them to have an incredibly successful start to the new school year.

In addition to anecdotal feedback, we have received from staff and families we did administer a more formal feedback form to staff and parents/guardians. Below is an executive summary of the data collected to date.

It should be noted that there are plans to gather additional feedback and set the conditions to outline areas for improvement for the 2023-24 Connect and Assess days and beyond.

| Questions on Feedback Form | Staff Response | Parent/Guardian Response |
|---|---|--|
| Conferences were accessible | 70% Yes 24% Unsure 6% No | 92.2% Yes 1.6% Unsure, 6.2% No **90% Yes, 5% Unsure, 5% No |
| Helped teachers build relationships with students | 88.6% Strongly Agree/Agree | 87% Strongly Agree/Agree **100% Strongly Agree/Agree |
| Helped collect important assessment information earlier | 79.9% Strongly Agree/Agree | 77.3% Strongly Agree/Agree **95% Strongly Agree/Agree |
| Parents/Guardians understand the purpose/benefit | 82.6% Strongly Agree/Agree | 86.1% Strongly Agree/Agree **100% Strongly Agree/Agree |
| Open House was redundant and should eliminate | 51.6% Yes 31% Keep Both 15.8% Undecided | 26.1% Yes 54.8% Keep Both 14.5% Undecided **5% Yes, 70% Keep Both, 5% Undecided |

** = Families responding to form in Spanish

Note: Feedback Form Demographics at end of Report

Suggestions for making Connect and Assess Conferences more accessible:

Staff:

- Have more evening time slots
- The first come/first served sign up left some with less desirable spots. Create a more equitable sign up.
- Make phone calls to families with less access prior to the first written communication to provide clarity of purpose and process and allow space for questions.
- The sign-up was not conducive for families with multiple kids. Coordinate this among staff and in a different way.

Parents/Guardians:

- Have more evening time slots
- Offer virtual sessions for families who are out of town
- Only one parent/guardian could realistically attend
- Had to take work off
- Were not allowed to reschedule
- First come/first served sign up left some with less desirable spots
- Time slots were too short, running behind schedule
- Evening sessions would have more relaxed pace, not trying to rush back to work
- More information ahead of time—expectations
- Would be helpful to have childcare options

How were relationships impacted?

Staff:

- It set a positive and intentional tone for the school year.
- It helped families to get their questions answered and kids get some relief on their anxiety of coming back to school.
- Teachers learned about students' interest and hobbies, and learning habits and preferences.
- We had FAR fewer worried kindergarteners or students that needed support finding their class.
- The first few weeks of school are always very busy- teachers are sharing routines and procedures, students are learning the schedule, etc. Connect and Assess allowed teachers to both assess their students in a comfortable setting, one on one with no distractions, and take away from the first day jitters. I feel like my class was very relaxed the first week of school.
- The time spent ensured that parents saw us as their partners.
- Engaging in PE related activities was a good opportunity to get kids excited about PE.
- I felt like I was weeks ahead - meeting the students, reading with them, one-on-one time chatting was invaluable.
- Open House occurred prior to Connect and Assess, which allowed families time to have an "in and out" experience to get generalized information about the building, their teacher, etc. Connect and Assess followed when families and students could connect on a deeper level prior to school starting in earnest. This allowed every family to have a POSITIVE connection with their teacher right away - sometimes the first interaction is negative if behaviors or other concerns manifest prior to fall conferences.

Parents/Guardians:

- Got to know the teacher
- Child is more comfortable to start the year, less fear, less anxiety, not nervous
- Teacher got a sense of my child's personality before school started
- It sets the students up for success
- We as parents feel more comfortable meeting teacher
- I feel more connected to my child's teacher this year, than I did after last year
- Just felt more personable
- More time would be helpful to deepen the relationships, too short
- It was very productive, I was able to talk to the teacher and she has all the information she needs to work with my son on my son's needs.

Feedback on the assessment experience:

Staff:

- I knew where to adjust instruction on Day 1.
- I know what my students are capable of by gaining an early understanding of their strengths.
- There is often a lot of interruption in the first weeks of school because of trying to complete assessments while monitoring an entire class. Having the assessments done at Connect and Assess day allows for far less interruption to whole group instruction.
- I am able to start interventions earlier than usual.
- The insight into the students as readers is invaluable and allows for me to begin small group instruction earlier in the year.

Parents/Guardians:

- Teachers had a sense of their skills
- Teachers know more personal information about my child
- Feel assessment was too short

- Seemed like an appropriate amount of time for both math and reading
- Would like to get feedback on my child's results and how teachers will use the data
- Would love to hear about assessment results
- Great to get these done so teachers can hit the ground running
- Teachers know the value of this better than I
- Such a great way to start the year
- No assessments were given during our conference
- My kid liked it

Other Benefits:

Staff:

- For new students with additional support, there was the opportunity to meet support staff and hold IEP meetings as applicable.
- It provided one-on-one time for families to ask questions.
- Specialists were available for check-in and the opportunity to provide child-care was invaluable for many.
- Families were able to bring back information forms from Open House which provided another data gathering point.
- The three day week to start the year with primary students is a strong development fit.
- We were able to be proactive with families that have special circumstances, while keeping confidentiality intact.
- It was able to give parents an opportunity to get to know the teacher and for them to share all the things they want to in a provided time.

Parents/Guardians:

- Confidence builder for kids
- Very welcoming
- Able to get our questions answered
- Little to no benefit for our child
- As a new family, we met everyone, even the nurse, lowered anxiety
- Able to connect with the teacher on personal concerns
- Calm, gentle introduction to the year
- Disappointment in Connect and Assess days
- Less chaotic than open house
- Coming from out of state we were blown away by the attentiveness, care, respect and passion of EPS
- Was able to communicate concerns and goals to my child's teachers
- Peace of mind knowing that the teachers strive to get to know each child individually

Suggestions for Improvements:

Staff:

- Rearrange the time structure of the days.
- More planning and intentionality of incorporating specialists and support staff.
- Rename to simply "Get Connected," consider the impact of the Assess focus.
- More clear communication to families about the purpose and structure of the day.
- More intentional planning on how to support ML families.
- Time felt short and rushed.
- Add picture day to the days.
- Provide lunches for families.
- Think through child care and offer in a different way.

Parents/Guardians:

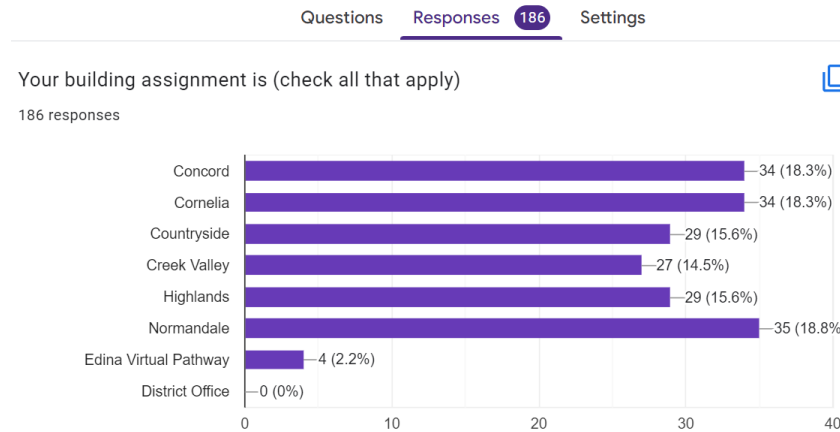
- None
- Tough for working families

- More evening time slots
- Put Open House and Connect and Assess in same week, but not on same day
- MS and HS kids couldn't help with daycare as they were already in school
- More communication ahead of time
- Share information about assessments and how teachers will use the data
- Offer virtual time slot options
- Have parents complete necessary school year paperwork while waiting (efficient)
- Eliminate open house
- Eliminate Connect and Assess
- Obstacle course in the gym got my students excited about starting the school year
- Do Connect and Assess during workshop week and start all kids on the same day (Monday)
- More time to meet with teacher
- None, it was wonderful
- Childcare is challenging
- Have different expectations for different students; new vs returning, K vs gr. 5

Feedback Form Demographics

Staff:

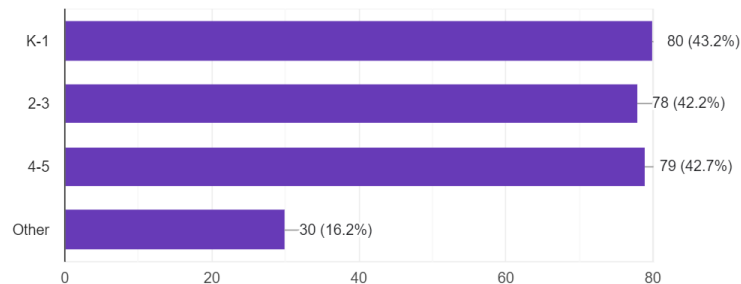
Response Rate: 186/



Your grade band assignments are (Check all that apply):

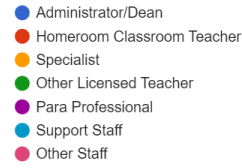
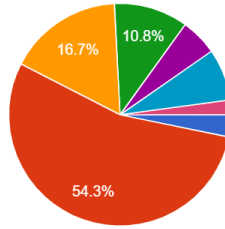
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185 responses



Your primary role is:

186 responses

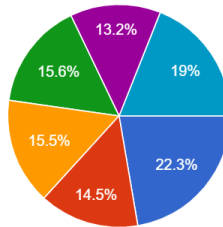


Parents/Guardians Response Counts

- **696 responses to English Version**
- **21 responses to Spanish Version**

Please select the K-5 site your child or children are enrolled in.

691 responses

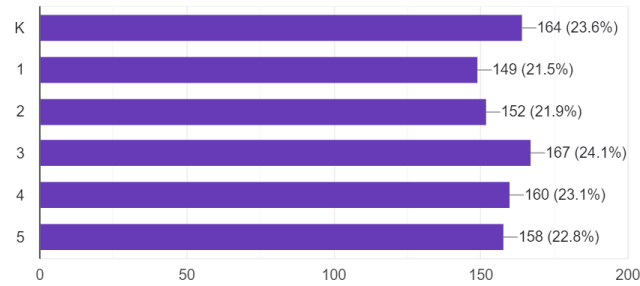


| Race/Ethnicity Participation | District Demographics K-5 | Feedback Form Participation |
|---|---------------------------|-----------------------------|
| Asian | 8.73% | 6.6% |
| American Indian or Native American | 0.13% | 0% |
| Black or African American | 8.2% | 1.5% |
| Hispanic/Latino | 6.9% | 4.7% |
| Native Hawaiian or Other Pacific Islander | .05% | 0% |
| Two or More Races | 7.16% | 5.6% |
| White | 68.83% | 83.7% |

Please select the grade(s) your child or children are in.



694 responses

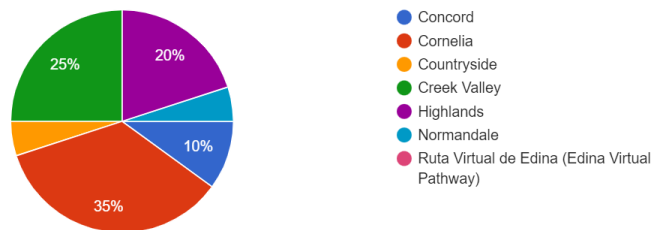


Spanish Version Demographics

Seleccione la escuela K-5 en la que su(s) estudiante(s) está(n) inscritos.



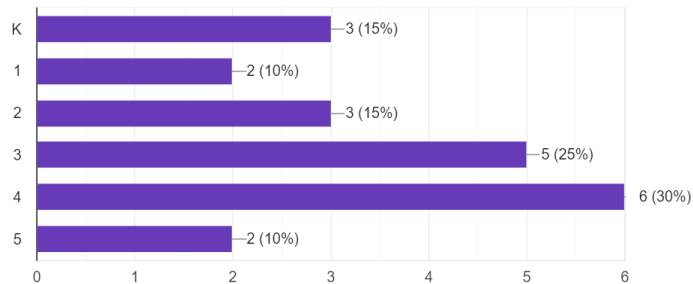
20 responses



Seleccione los grados en los que está(n) su(s) estudiante(s).




20 responses



What Universal Screening occurred for K-5 students during 2022-23 Connect and Assess days?

The highlighted FASTBridge assessments are administered one-on-one and were recommended for administration during Connect and Assess days. Time does not allow for staff to complete all FASTBridge assessments outlined on the Edina 2022-23 Assessment Plan during the Connect and Assess sessions. The screening window is thus open until the end of September to allow for all students screening to be completed within the designated and approved windows.

|  | Grades K-1 | Grades 2-3 | Grades 4-5 |
|---|---------------|-------------------|-------------------------|
| Reading Assessments | earlyReading | R-CBM aReading | AUTOReading aReading |

| | | | |
|------------------|-----------|-------------------|-------------------|
| Math Assessments | earlyMath | CBM Math aMath | CBM Math aMath |
|------------------|-----------|-------------------|-------------------|

*AUTOReading, aReading, CBM Math and aMath are most efficiently administered to the entire class at one time on a digital device. These assessments were not recommended to complete during Connect and Assess days due to the lack of efficiency. Grades 4 and 5 used the time to administer other relevant classroom assessments and curriculum reading inventories.

* Grades 2-3 administered a one-on-one time R-CBM FASTBridge fluency assessment.

* In grades K-1, the Connect and Assess days would allow time for EITHER the earlyReading OR the earlyMath.

Current, district-wide status of the Universal Screening Assessments:

In addition to collecting critical Universal Screening Data at Connect and Assess days for students in K-5, Edina Secondary Staff have also been administering Universal Screening for students in 6-9 to ensure that we are identifying strengths and needs across the system for our secondary students.

The window for the administration of the FASTBridge Universal Screener will close on September 30th.

At the time of this composition the following data has been collected:

91.9% of students have been assessed (6,158 students)

| Total number of students screened | Reading | Math |
|-----------------------------------|---------|-------|
| All | 5,065 | 4,576 |
| K | 538 | 490 |
| 1 | 498 | 618 |
| 2 | 391 | 310 |
| 3 | 523 | 460 |
| 4 | 559 | 581 |
| 5 | 580 | 578 |
| 6 | 535 | 590 |
| 7 | 482 | 472 |
| 8 | 299 | 473 |
| 9 | 640 | *2 |

*Math Bridge classes only are assessed in grade 9.

USING the Data:

The ultimate goal is not in administering the assessments, but rather in USING the assessment data to impact instruction. To date, every elementary and secondary site has had at least 1 data meeting to analyze the FASTBridge results and make instructional match plans for students.

Students at **all** levels benefit from teachers' review of the FASTBridge data. While instructional match plans occur only for students scoring below benchmark, growth, analysis and planning reports are valuable for all levels of learners.

At this time, themes of need for students scoring below benchmark have surfaced in the FASTBridge data. This is significant because it provides leaders the ability to reflect on curriculum and instruction to provide focused support. For example, the FASTBridge results show a need for targeted support in phonemic awareness and phonics in the primary grades for students scoring below benchmark. Fluency is a common area of need in grades 2-5. Vocabulary and fluency are a common theme for intervention in middle and high schools.

Math has similar themes for students scoring below benchmark. The themes are in the areas of number sense, place value and automaticity at this time.

What is next?

FASTBridge provides targeted interventions to address each theme. Teacher teams are *now* considering ways to group students together who have similar needs to teach the lessons provided in the given area of need. This is occurring outside of Tier 1 instructional time during What I Need time, Flex time, College Reading Readiness and Bridge classes.

Teachers will set up Progress Monitoring within the FASTBridge system to monitor the impact of the instruction. Teams will use this data during collaborative times to examine, adjust and celebrate the wins of the instructional matches provided by the Universal Screening practice.

In Summary:

Given the strong qualitative and quantitative data, administration recommends the use of Connect and Assess days and use of a Universal Screener continue into the future. Teams across the entire system will engage in continued data gathering and planning to improve the already strong practices occurring of connecting and assessing at all levels.



Board Meeting Date: 9/19/2022 Board Meeting

TITLE: 2022-2023 Board Overview

TYPE: Discussion

PRESENTER(S): Chair Erica Allenburg and Vice Chair Julie Greene

BACKGROUND: In alignment with the Board and Superintendent goals for 2022-23, this calendar was created for the Board as a planning document that gives an overview of some of the items coming before the board in the 2022-2023 school year.

As we've discussed in prior Board discussion, this calendar is not a comprehensive calendar for the full year as many topics are simply not scheduled yet.

However, the attached calendar reflects annual and predictable agenda items that come before the board (i.e. yearly budget, enrollment, World's Best Workforce). It also includes some, but not all of the items that are going to be presented and discussed by administration or the board.

RECOMMENDATION: No recommendation; will not come for action; for board reference.

PRIMARY ISSUE(S) TO CONSIDER:

1. None - for reference only

ATTACHMENTS:

1. 2022-2023 Board Work Calendar

**THIS IS A PLANNING DOCUMENT
ONLY IT DOES NOT REFLECT THE
CUMULATION OF THE DISTRICT'S
WORK FOR THE YEAR.**

**2022-2023
Board Work Calendar***

| Month | August | September | October | November |
|-----------------------------|--|--|--|---|
| Meeting Schedule | Mon, Aug 8 Board Work Session Mon, Aug 8 Board Regular Meeting Tues, Aug 23 Board Work Session | Mon, Sept 19 Board Work Session Mon, Sept 19 Regular Board Meeting | Mon, October 10 Board Work Session Mon, October 17 Board Work Session Mon, October 17 Board Regular Meeting Tues, October 25 Board Work Session | Mon, Nov 14 Board Work Session Mon, Nov 14 Board Regular Meeting Mon, Nov 29 Board Work Session |
| Board Events | Wed, Aug 24 District Wide Staff Kick-Off Event Thurs, Aug 25 25-Yr & Tenured Staff Lunch | | | Mon, Nov 14 National Merit Reception |
| Annual Agenda Items | Annual Policies for Review | Board Goals for 2022-2023 Year Superintendent Goals for 2022-2023 Year Preliminary Update on K-8 Student Screening | Yearly Enrollment Report Full Data Metrics Report District Financial Audit | World's Best Workforce |
| 2022-23 Agenda Items | | | 2020-2027 Strategic Plan Gantt Chart Update Comprehensive Literacy Plan Update School Choice Programming Update | Certify board election results Portrait of a graduate |

| | | | | |
|---|---|--|--|--|
| THIS IS A PLANNING DOCUMENT ONLY IT DOES NOT REFLECT THE CUMULATION OF THE DISTRICT'S WORK FOR THE YEAR. | | | | |
| 2022-2023 Board Work Calendar* | | | | |
| Month | December | January | February | March |
| Meeting Schedule | Mon, Dec 12 Board Work Session Mon, Dec 12 Board Regular Meeting | Tues, Jan 3 Board Organizational Meeting Sat, Jan 7 Board Retreat 1/2 day (target date) Mon, Jan 9 Board Work Session Mon, Jan 9 Board Regular Meeting Tues, Jan 24 Board Work Session | Mon, Feb 13 Board Work Session Mon, Feb 13 Board Regular Meeting Tues, Feb 28 Board Work Session | Mon, Mar 13 Board Work Session Mon, Mar 13 Board Regular Meeting Tues, Mar 28 Board Work Session |
| Board Events | | | Edina State of the City Presentation (TBD) | |
| | | | | |
| Annual Agenda Items | Board Holiday letters to all staff & community Board 2023 assignments & committees Board LAC priorities High school course proposals | Mid-Year 2022-2023 Budget adjustments 2023-2024 Budget development plan District Audit (target 1/7/23) | 2023-2024 Board Meetings Calendar 2023-2024 Budget update | |
| | | | | |
| 2022-23 Agenda Items | | Elementary science curriculum review | DEI plan update | |
| | | | | |

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CUMULATION OF THE DISTRICT'S
WORK FOR THE YEAR.**

**2022-2023
Board Work Calendar***

| Month | April | May | June |
|-----------------------------|--|--|---|
| Meeting Schedule | Mon, April 17 Board Work Session Mon, April 17 Board Regular Meeting Tues, April 25 Board Work Session | Mon, May 15 Board Work Session Mon, May 15 Board Regular Meeting Tues, May 23 Board Work Session | Mon, June 12 Board Work Session Mon, June 12 Board Regular Meeting Wed, June 14 Board Retreat 1/2 day (target date) |
| Board Events | | Dean's List Ceremony @EHS (TBD) Scholarship Awards Breakfast (TBD) | Tues, June 6 Edina High School Graduation |
| Annual Agenda Items | Lease Renewals for Board Approval | Board 'End of Year' letter to all staff & community | Board certification 2023 graduates (special meeting) 2023-2024 Budget for Board Approval |
| 2022-23 Agenda Items | Literacy plan update Choice programming update | | Strategic plan update |



Board Meeting Date: 9/19/2022

Title: Concord and Countryside Building Addition Construction Bids

Type: Discussion

Presenter(s): Mert Woodard, Director, Business Services

Background: On August 30, 2022, the District administration evaluated construction bids for the additions to Concord Elementary and Countryside Elementary. Due primarily to labor and raw material inflation, the aggregate construction value of the lowest responsible bidders was \$2.45 million in excess of pre-bid construction estimates. The District administration analyzed three options in response to the unfavorable bids: identify additional financing to fund the higher than expected bid, reduce the scope of both projects in a value equal to the bid excess, or postpone the addition to Concord.

Recommendation: Authorize the District administration to reject all construction bids, postpone the Concord Elementary building addition project, and re-bid the Countryside Elementary building addition project.

Attachment(s):

1. Recommendation to Reject All Construction Bids – Kraus-Anderson
2. Memorandum & Analysis – District Administration Recommendation to Postpone Concord Building Addition

August 30, 2022

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

**RE: Concord & Countryside 2023 Elementary Schools Additions
Contract Recommendation**

Dear Mr. Hamilton

This letter is concerning our recommendations for contract awards for the above referenced project that was bid on August 30, 2022. The estimated construction value for the project was \$13,715,415. The numbers that were received on bid day totaled \$16,165,456. This puts the construction value \$2,450,041 over the estimated construction value.

After reviewing with the project team, the team feels that there are 2 paths forward:

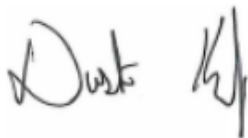
1. Edina Public Schools could allocate additional funding sources that would increase the overall budget value for construction or;
2. Reject all bids that were received 08/30/2022 and re-bid in September. The project could be easily re-bid by eliminating the Concord addition or bidding it as an add alternate.

Based on the assumption that additional funding cannot be allocated, Kraus-Anderson recommends that the bids received 8/30/22 be formally rejected at the 9/19/22 school board meeting and the project be re-bid as soon as possible with the elimination of the Concord addition.

If you have any questions regarding this information, please do not hesitate to contact me at (612) 554-9421.

Very truly yours,

KRAUS-ANDERSON® CONSTRUCTION COMPANY



Dustin Kempf
Project Manager, K-12/Government Business Units

CC: Shane Butler – Kraus-Anderson Construction Company
Scott Clancy – Kraus-Anderson Construction Company

To: Dr. Stacie Stanley, Superintendent of Schools
From: Mert Woodard, Director, Business Services
Date: September 2, 2022
Subject: Recommendation to Postpone the Addition to Concord Elementary

Dr. Stanley,

As you know, during the 2021-22 school year the School Board approved two major construction projects, additions to Concord Elementary and Countryside Elementary. The intention of this memo is to provide the rationale that supports the District administration's recommendation to postpone the addition to Concord.

The Projects

Of the two projects, the proposed addition to Countryside is the most robust in terms of scope and overall cost. The Countryside project would add approximately 24,000 square feet of additional space, yielding eight classrooms, one special education classroom, and one multi-purpose room. The additional classroom space is intended to house the District's new kindergarten through fifth grade Spanish dual language program, which will be housed exclusively at Countryside once construction is completed. The size of the addition will allow for adequate space for the dual language program to become viable from both a financial and programmatic perspective. Capacity within the program is expected to be reached by the fall of 2027, with one grade level being added each school year beginning with the fall of 2022.

The proposed Concord project was to add just over 4,000 gross square feet of new space, yielding one additional special education classroom and an additional flexible classroom. The need for the additional special education space was determined by previous administrators who

provided data indicating that 25-28% of incoming open enrolled students would require significant special education services. Concord was identified as a site that would require near-term capacity relief to best serve its special education population.

Project Financing

The District, in partnership with its construction partners, estimated that project costs would total \$17,297,749 with \$15,214,083 attributed to construction (Exhibit A). This pre-bid figure was the basis for calculating the cash required to finance the project. The primary source of funding for the project, approximately 85% of total costs, is lease levy authority. Provided by Minnesota Statutes, section 126C.40, subdivision I, school districts are authorized to levy for \$212 per adjusted pupil unit for expenditures and projects approved by the Minnesota Department of Education (MDE). The District received approval from the MDE to utilize lease levy authority for the Concord and Countryside projects. For taxes payable in 2023, which funds the 2024 fiscal year, the District's estimated maximum lease levy authority was calculated at \$2,007,004. This figure, less encumbrances of \$490,720, leaves the District with \$1,516,284 of remaining lease levy authority. In order to have sufficient cash on hand to meet construction costs, the District administration planned to issue certificates of participation (COP) maturing in 15 years against the remaining lease levy authority. The principal and interest payments of the COP were estimated by the District's municipal advisors to average approximately \$1,400,000 per fiscal year over the life of the debt, leaving the District with approximately \$116,284 of remaining lease levy authority.

Inflection Point – Bid Day

The District advertised a request for bids for the project and opened sealed bids on August 30, 2022. Total construction costs including contingency, per official bids, were estimated to be \$17,840,853, which is \$2,626,770 or 17.3% more than initial estimates (Exhibit A; "Bid Day Update" column). The District received a number of bids on the project and believes that the range of bids received indicates reasonableness by the respondents, which leads to the conclusion that the significant deviance from original estimates is attributable to inflation. Year over year percent increases to the Builders Cost Index (BCI) were as high as 15.4% in April 2022, underscoring the macro-economic effects of inflation as the world exits from the COVID-19 pandemic (Exhibit B). Diesel fuel prices, which impact construction costs, are also considerably higher. One gallon of diesel fuel was valued at \$3.35 in August 2021 compared to \$5.013 in August 2022, a 49.6% increase (Exhibit C). The administration also noticed that a neighboring district recently bid a

project of similar scope and received a low bid that was 20.4% more than their initial estimates.

Recommendation

After bids were received the District was left with a few basic options: accept the lowest bid and secure an additional \$2.6 million of financing, reject all bids and re-bid the project as currently designed, or reject all bids and re-bid the project with reduced scope in the amount of \$2.6 million.

The highly inflationary macro-level environment at the present time as well as the experience of other school districts, the District administration is confident that re-bidding the project with the same scope would not yield material savings to the overall cost of the project.

The first option analyzed by the administration was to identify a funding source that would yield the amount necessary to continue with the project as initially designed. Due to the District's current financial position, not to mention the fact that it is an ill-advised strategy, utilizing fund balances or other existing funds to make up the difference was not considered. The additional financing option that was given the strongest consideration was increasing the amount of COP issued. The limitation of that strategy is that it would completely maximize the District's lease levy authority for a number of years, leaving the District with greatly reduced ability to add space to buildings for several years into the future (Exhibit E). It is also important to consider that \$2.8 million of the total project costs are already committed to existing funding sources. If the project's contingency budget was not sufficient to meet overages, the District would have to finance the difference from existing funding sources.

The remaining viable alternative would be to re-bid the project with the scope reduced enough to yield \$2.6 million. The District administration believes that reducing scope from the smaller Concord project is inefficient and would not yield material savings, and that reducing scope from the Countryside project would greatly diminish the long-term viability and capacity of the dual language program. The primary reason for the addition at Concord was to ensure that there was enough space at the facility to properly serve its growing special education population while not interfering or restricting general education spaces. Per current enrollment, it has been determined that for the 2022-23 school year there are 13 fewer students with an individualized education program (IEP) than the prior year. Furthermore, Concord's kindergarten enrollment is stable and the 30 additional students that were expected did not materialize. This means that the special education space at Concord will be the same as it would have been with the addition, as the special education program will maintain the kindergarten classroom it would have otherwise lost.

After carefully considering all of the facts, the District's current and future financial position, and the impact on programming at both sites, the District administration recommends postponing the addition to Concord and re-bidding just the Countryside addition. Postponing the Concord addition is estimated to yield enough value to prevent the need to secure any additional financing and further obligate the District and future School Boards.

Please let me know if you have any questions regarding this matter or the methodology used to arrive at the recommendation.

Regards,



Mert Woodard
Director, Business Services

cc: Dr. Randy Smasal, Assistant Superintendent
Jody Remsing, Director, Student Support Services
Eric Hamilton, Director, Buildings & Grounds

EXHIBIT A

| Description | Countryside/Concord Elementary | | | |
|--|--------------------------------|------------------------|------------------------|--|
| | DD Estimate Update | CD Estimate Update | Bid Day Update | |
| Update Date | 5/02/2022 | 7/29/2022 | 8/30/2022 | Place Date in Update Column, Column K will autofill |
| PROJECT REVENUE / FUNDING | | | X | Mark w/ "X" to specify which update carries forward |
| Referendum | | | | Hard plug revenue sources and amount |
| Lease Levy | \$14,630,000.00 | \$14,630,000.00 | \$14,630,000.00 | Hard plug revenue sources and amount |
| PTO Playground Contribution | \$235,000.00 | \$235,000.00 | \$235,000.00 | Hard plug revenue sources and amount |
| Operating Capital | \$0.00 | \$0.00 | \$0.00 | Hard plug revenue sources and amount |
| Bond | \$1,412,000.00 | \$1,412,000.00 | \$1,412,000.00 | 7/29 - Estimate Remaining Funds from Bus Garage. CVE, VVMS 22' - Will be revised Jan 23' |
| LTFM FY2023 | \$1,320,500.00 | \$1,433,739.00 | \$1,433,739.00 | 7/29 - Updated per Kevin Marshall |
| LFTM FY2024 | | | | Hard plug revenue sources and amount |
| Reallocation of Revenue | | | | Adj. Revenue (Add/Deduct) via this line to track |
| TOTAL PROJECT REVENUE | \$17,597,500.00 | \$17,710,739.00 | \$17,710,739.00 | |
| <i>Project Revenue Proportions</i> | <i>50%</i> | <i>50%</i> | <i>50%</i> | <i>Estimate Update / Current Overall Budget</i> |
| PROJECT AREA BREAKDOWN | | | | |
| New Construction GSF - Countryside | 23,385 | 23,995 | | Edit Description as necessary |
| New Construction GSF - Concord | 4,020 | 4,050 | | Edit Description as necessary |
| Renovation GSF - Countryside | 2,840 | 8,720 | | Edit Description as necessary |
| Renovation GSF - Concord | 1,700 | 2,220 | | Edit Description as necessary |
| Renovation GSF - Countryside Lighting Upgrades | 58,181 | 62,585 | | Edit Description as necessary |
| Renovation GSF | | | | Edit Description as necessary |
| Total GSF | 31,945 | 101,570 | 0 | Formula |
| Site Area (Acres) - Countryside | 220,350 | 240,427 | | |
| Site Area (Acres) - Concord | 12,000 | 25,460 | | |
| CONSTRUCTION COSTS | | | | |
| Site | \$1,860,242.00 | \$1,922,710.00 | | Estimate or Bid Result |
| Additions - Countryside | \$7,225,077.00 | \$7,640,840.00 | | Estimate or Bid Result |
| Additions - Concord | \$1,655,407.00 | \$1,617,321.00 | | Estimate or Bid Result |
| Renovations | \$1,974,063.00 | \$2,284,544.00 | | Estimate or Bid Result |
| Value Engineering / Outstanding Scopes of Work | | | | See VE Sheet or Note Outstanding Scopes |
| Design Contingency | | | | Use here or w/in estimate, set % w/ design team |
| Total Bid Day | \$12,714,789.00 | \$13,465,415.00 | \$16,165,456.00 | Formula |
| Contingency | | | | |
| Remaining Contingency | \$635,739.45 | \$673,270.75 | \$600,000.00 | Contingency Budget / Remaining w/ Formula |
| Pending Changer Orders | | | | PCO Log Totals |
| Executed Change Orders | | | | Executed Change Orders |
| Construction Management | | | | |
| General Conditions | \$327,000.00 | \$327,000.00 | \$327,000.00 | |
| Site Services & Reimbursable | \$748,397.00 | \$748,397.00 | \$748,397.00 | Reference KA Contract |
| CONSTRUCTION COSTS SUB TOTAL | \$14,425,925.45 | \$15,214,082.75 | \$17,840,853.00 | |
| Construction Cost / GSF | \$451.59 | \$149.79 | - | Construction Costs Sub Total / Total GSF |
| Percent Construction Cost | 89% | 88% | 90% | Construction Costs Sub Total / Total Project Cost |
| SOFT COSTS | | | | |
| Design Fees and Reimbursable | | | | |
| A/E Fee - Wold Architects - Countryside | \$716,375.00 | \$716,375.00 | \$716,375.00 | 2022.03.14 - Wold Fixed Fee Confirmation |
| A/E Fee - Wold Architects - Concord | \$206,815.00 | \$206,815.00 | \$206,815.00 | 2022.03.14 - Wold Fixed Fee Confirmation |
| Other Consultant Fees | | | | TBD |
| Construction Management Fee | \$240,912.96 | \$254,075.18 | \$240,913.00 | x% of Construction; Formula |
| Permits, Plan Reviews & Fees | | | | |
| Building Permit & Plan Review | \$105,313.57 | \$105,313.57 | \$105,313.57 | Calculate via State/City Permit calculator |
| Plumbing Plan Review & Plumbing Permit | \$0.00 | \$0.00 | \$0.00 | Calculate via State/City Permit calculator |
| Dept. of Health (DOH) - Food Service Plan | \$0.00 | \$0.00 | \$0.00 | Calculate via State/City Permit calculator |
| City Project Review & Inspection Fee | \$2,500.00 | \$2,500.00 | \$2,500.00 | Calculate via State/City Permit calculator |
| State Surcharge | \$0.00 | \$0.00 | \$0.00 | Calculate via State/City Permit calculator |
| Metropolitan Council SAC | \$69,580.00 | \$69,580.00 | \$69,580.00 | Met Council Calculator Finds Online |
| WREC / WAC | \$0.00 | \$0.00 | \$0.00 | City Based Utility Costs |
| SREC / SAC | \$49,700.00 | \$49,700.00 | \$49,700.00 | City Based Utility Costs |
| Park Dedication Fee | \$0.00 | \$0.00 | \$0.00 | Reference City Planning / Permitting costs |
| Utilities - Connections | | | | |
| Power | \$0.00 | \$0.00 | \$0.00 | Estimate based on Previous Proj or Utility Proposal |
| Gas | \$0.00 | \$0.00 | \$0.00 | Estimate based on Previous Proj or Utility Proposal |
| Fiber | \$40,000.00 | \$40,000.00 | \$40,000.00 | Estimate based on Previous Proj or Utility Proposal |
| Phone | \$0.00 | \$0.00 | \$0.00 | Estimate based on Previous Proj or Utility Proposal |
| Pre-Construction Surveys & Studies | | | | |
| Site Survey | \$17,750.00 | \$17,750.00 | \$17,750.00 | Part of Design / Verify w/ Architect |
| Geotechnical Survey - Soil Borings | \$19,380.00 | \$19,380.00 | \$19,380.00 | Part of Design / Verify w/ Architect |
| Hazardous Material Survey | | | | Part of Design / Verify w/ Owner |
| Testing & Inspections | | | | |
| Construction Surveying | \$10,000.00 | \$10,000.00 | \$10,000.00 | KA to Solicited / Verify w/ Owner |
| Construction Testing & Inspections | \$60,000.00 | \$60,000.00 | \$60,000.00 | KA to Solicited / Verify w/ Owner |
| HVAC - Commissioning | \$75,000.00 | \$75,000.00 | \$75,000.00 | KA to Solicited / Verify w/ Owner |
| Bidding, Legal, Finance & Misc. | | | | |
| Bid Advertisement, Printing, Plan Distribution | \$1,000.00 | \$1,000.00 | \$1,000.00 | Verify w/ Owner |
| Bond Issuance Fees | \$0.00 | \$0.00 | \$0.00 | Verify w/ Owner |
| Legal Fee Allowance | \$0.00 | \$0.00 | \$0.00 | Verify w/ Owner |
| Builders Risk Insurance | \$15,000.00 | \$15,000.00 | \$15,000.00 | Verify w/ Owner |
| District Purchase Orders | | | | |
| Final Cleaning | \$67,594.50 | \$76,177.50 | \$76,177.50 | w/in construction? |
| Abatement | \$30,000.00 | \$30,000.00 | \$30,000.00 | Separate Budget? |
| Moving, Storage, Transition | \$30,000.00 | \$30,000.00 | \$30,000.00 | Verify w/ Owner |
| Misc. Owner Expenditure | \$70,000.00 | \$70,000.00 | \$70,000.00 | Verify w/ Owner |
| Playground | \$0.00 | \$0.00 | \$0.00 | Verify w/ Owner / Architect |
| Soft Cost Contingency | \$0.00 | \$0.00 | \$0.00 | x%; Verify with Owner; Formula |
| FF&E Expenses | | | | |
| Furniture Allowance/Costs | \$0.00 | \$0.00 | \$0.00 | Reference Past Proj. or Verify with Architect |
| Specialty Equipment (i.e.. Weight Rm) | \$0.00 | \$0.00 | \$0.00 | Reference Past Proj. or Verify with Architect |
| Equipment Allowance | \$0.00 | \$0.00 | \$0.00 | Reference Past Proj. or Verify with Architect |
| Technology Allowance | \$0.00 | \$0.00 | \$0.00 | Reference Past Proj. or Verify with Architect |
| Furnishings / Consultant Fees | \$0.00 | \$0.00 | \$0.00 | x%; Verify with AE |
| FFE Contingency | \$0.00 | \$235,000.00 | \$235,000.00 | PTO Playground Contribution Noted Above |
| SOFT COSTS SUB-TOTAL | \$1,826,921.03 | \$2,083,666.25 | \$2,070,504.07 | |
| Soft Costs / SF | \$57.19 | \$20.51 | - | |
| Percent Soft Costs | 11% | 12% | 10% | |
| TOTAL PROJECT COSTS | \$16,252,846.48 | \$17,297,749.00 | \$19,911,357.07 | Constr. Cost + Soft Costs |

EXHIBIT B:
Builders Cost Index History - Minneapolis

| Date | Year-Over- Year Increase |
|----------------|-------------------------------------|
| January 2020 | 1.00% |
| February 2020 | 0.60% |
| March 2020 | 0.80% |
| April 2020 | 1.00% |
| May 2020 | 1.70% |
| June 2020 | 2.50% |
| July 2020 | 2.40% |
| August 2020 | 1.40% |
| September 2020 | 2.00% |
| October 2020 | 2.50% |
| November 2020 | 3.80% |
| December 2020 | 4.00% |
| January 2021 | 3.40% |
| February 2021 | 3.70% |
| March 2021 | 5.00% |
| April 2021 | 5.60% |
| May 2021 | 7.40% |
| June 2021 | 8.00% |
| July 2021 | 10.40% |
| August 2021 | 12.70% |
| September 2021 | 14.60% |
| October 2021 | 12.90% |
| November 2021 | 11.60% |
| December 2021 | 11.00% |
| January 2022 | 13.00% |
| February 2022 | 14.70% |
| March 2022 | 15.40% |
| April 2022 | 15.40% |

Notes:

1) Above data from Engineering News Record database

EXHIBIT C:
United States Retail Diesel Fuel Price History

| Year | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1994 | | | NA | 1.107 | 1.1 | 1.103 | 1.11 | 1.123 | 1.125 | 1.122 | 1.131 | 1.113 |
| 1995 | 1.098 | 1.088 | 1.088 | 1.104 | 1.126 | 1.12 | 1.1 | 1.105 | 1.119 | 1.115 | 1.12 | 1.13 |
| 1996 | 1.145 | 1.145 | 1.183 | 1.275 | 1.273 | 1.201 | 1.176 | 1.201 | 1.265 | 1.323 | 1.323 | 1.309 |
| 1997 | 1.291 | 1.28 | 1.229 | 1.212 | 1.196 | 1.173 | 1.151 | 1.165 | 1.16 | 1.183 | 1.192 | 1.166 |
| 1998 | 1.12 | 1.084 | 1.063 | 1.067 | 1.069 | 1.041 | 1.029 | 1.007 | 1.024 | 1.039 | 1.022 | 0.973 |
| 1999 | 0.967 | 0.959 | 0.997 | 1.079 | 1.073 | 1.074 | 1.122 | 1.172 | 1.215 | 1.228 | 1.263 | 1.292 |
| 2000 | 1.356 | 1.461 | 1.479 | 1.422 | 1.42 | 1.421 | 1.434 | 1.466 | 1.637 | 1.637 | 1.621 | 1.565 |
| 2001 | 1.524 | 1.492 | 1.399 | 1.422 | 1.496 | 1.482 | 1.375 | 1.39 | 1.495 | 1.348 | 1.259 | 1.167 |
| 2002 | 1.153 | 1.152 | 1.23 | 1.309 | 1.305 | 1.286 | 1.299 | 1.328 | 1.411 | 1.462 | 1.42 | 1.429 |
| 2003 | 1.488 | 1.654 | 1.708 | 1.533 | 1.451 | 1.424 | 1.435 | 1.487 | 1.467 | 1.481 | 1.482 | 1.49 |
| 2004 | 1.551 | 1.582 | 1.629 | 1.692 | 1.746 | 1.711 | 1.739 | 1.833 | 1.917 | 2.134 | 2.147 | 2.009 |
| 2005 | 1.959 | 2.027 | 2.214 | 2.292 | 2.199 | 2.29 | 2.373 | 2.5 | 2.819 | 3.095 | 2.573 | 2.443 |
| 2006 | 2.467 | 2.475 | 2.559 | 2.728 | 2.897 | 2.898 | 2.934 | 3.045 | 2.783 | 2.519 | 2.545 | 2.61 |
| 2007 | 2.485 | 2.488 | 2.667 | 2.834 | 2.796 | 2.808 | 2.868 | 2.869 | 2.953 | 3.075 | 3.396 | 3.341 |
| 2008 | 3.308 | 3.377 | 3.881 | 4.084 | 4.425 | 4.677 | 4.703 | 4.302 | 4.024 | 3.576 | 2.876 | 2.449 |
| 2009 | 2.292 | 2.195 | 2.092 | 2.22 | 2.227 | 2.529 | 2.54 | 2.634 | 2.626 | 2.672 | 2.792 | 2.745 |
| 2010 | 2.845 | 2.785 | 2.915 | 3.059 | 3.069 | 2.948 | 2.911 | 2.959 | 2.946 | 3.052 | 3.14 | 3.243 |
| 2011 | 3.388 | 3.584 | 3.905 | 4.064 | 4.047 | 3.933 | 3.905 | 3.86 | 3.837 | 3.798 | 3.962 | 3.861 |
| 2012 | 3.833 | 3.953 | 4.127 | 4.115 | 3.979 | 3.759 | 3.721 | 3.983 | 4.12 | 4.094 | 4 | 3.961 |
| 2013 | 3.909 | 4.111 | 4.068 | 3.93 | 3.87 | 3.849 | 3.866 | 3.905 | 3.961 | 3.885 | 3.839 | 3.882 |
| 2014 | 3.893 | 3.984 | 4.001 | 3.964 | 3.943 | 3.906 | 3.884 | 3.838 | 3.792 | 3.681 | 3.647 | 3.411 |
| 2015 | 2.997 | 2.858 | 2.897 | 2.782 | 2.888 | 2.873 | 2.788 | 2.595 | 2.505 | 2.519 | 2.467 | 2.31 |
| 2016 | 2.143 | 1.998 | 2.09 | 2.152 | 2.315 | 2.423 | 2.405 | 2.351 | 2.394 | 2.454 | 2.439 | 2.51 |
| 2017 | 2.58 | 2.568 | 2.554 | 2.583 | 2.56 | 2.511 | 2.496 | 2.595 | 2.785 | 2.794 | 2.909 | 2.909 |
| 2018 | 3.018 | 3.046 | 2.988 | 3.096 | 3.244 | 3.253 | 3.233 | 3.218 | 3.262 | 3.365 | 3.3 | 3.123 |
| 2019 | 2.98 | 2.997 | 3.076 | 3.121 | 3.161 | 3.089 | 3.045 | 3.005 | 3.016 | 3.053 | 3.069 | 3.055 |
| 2020 | 3.048 | 2.91 | 2.729 | 2.493 | 2.392 | 2.408 | 2.434 | 2.429 | 2.414 | 2.389 | 2.432 | 2.585 |
| 2021 | 2.681 | 2.847 | 3.152 | 3.13 | 3.217 | 3.287 | 3.339 | 3.35 | 3.384 | 3.612 | 3.727 | 3.641 |
| 2022 | 3.724 | 4.032 | 5.105 | 5.12 | 5.571 | 5.754 | 5.486 | 5.013 | | | | |

Notes:

1) Above data from the U.S. Energy Information Agency:

<https://www.eia.gov/dnav/pet/hist/LeafHandler.ashx?n=PET&s=EMD EPD2D PTE NUS DPG&f=M>

EXHIBIT D:
Lease Levy Capacity by Fiscal Year

| Fiscal Year | Maximum Authority | Encumbrances | Remaining Authority |
|------------------------|------------------------------|---------------------|--------------------------------|
| 2024 | 2,007,004 | 1,893,245 | 113,759 |
| 2025 | 2,007,004 | 1,892,782 | 114,222 |
| 2026 | 2,007,004 | 1,893,407 | 113,597 |
| 2027 | 2,007,004 | 1,893,695 | 113,309 |
| 2028 | 2,007,004 | 1,753,632 | 253,372 |
| 2029 | 2,007,004 | 1,753,632 | 253,372 |
| 2030 | 2,007,004 | 1,561,480 | 445,524 |

Notes:

- 1) Maximum lease levy authority held flat for purposes of conservatism.
- 2) No inflationary increase applied to encumbrances.



Board Meeting Date: Sept. 19, 2022

TITLE: EPS Calendar Board Update

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Sonya Sailer, Director of Human Resources, Kate Strand, Early Childhood Special Education Facilitator

BACKGROUND: The Calendar Committee has met three times this fall and is working to develop the calendar proposals for the 2024-25 and 2025-26 school years. The process started with a review of the Guiding Parameters approved by the school board on Aug. 8, 2022. As part of that process, the committee has identified several calendar concepts we would like to discuss with the board in order to complete the calendar proposals. A number of the calendar concepts are described below. The final calendar proposals would be presented to the school board in October of 2022 with board approval being requested for November of 2022.

RECOMMENDATION: No Recommendation is being made at this time.

Desired Outcomes from the Board: Provide feedback on the calendar concepts so that the calendar committee can finalize the calendar proposals.

ATTACHMENTS:

1. [Guiding Change for the 2024-25 & 2025-26 EPS Calendars](#)

Summary of Calendar Concepts:

1. Placement of 11 Workshop/Professional Development/Conference and 3 Data Days days (Non Student Days) in the school calendar

- In order to balance services for families across the district, (i.e. ELC program services), workshop/professional development/conference and data days would be distributed as evenly as possible across each day of the week.
- Example
 - Semester 1 "No Students Days" = 1 Monday, 1 Tuesday, 1 Wednesday, 2 Thursdays, 2 Fridays
 - Semester 2 "No Students Days" = 3 Mondays, 1 Tuesday, 1 Wednesday, 0 Thursday, 2 Fridays

2. Balance the number of student contact days in Semester I and Semester II when possible.

This is most relevant for secondary courses. When 170 student contact days are divided evenly across semesters, each semester would be 85 days long. If the end of the semester falls in the middle of a week, the calendar committee has discussed moving the end of the semester to a friday.(See example below.) This would provide for a smoother transition time for secondary staff who are teaching new courses.

January 2025

| December '24 | | | | | | | February '25 | | | | | | |
|--------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | | | 1 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 29 | 30 | 31 | | | | | 23 | 24 | 25 | 26 | 27 | 28 | |

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|----------------------|----------------------|----------------------------------|---|---------------------------------------|----------|
| 29 | 30 | 31 | 1 No Students Winter Break | 2 No Students Winter Break | 3 No Students Winter Break | 4 |
| 5 | 6 Teacher Day 87 | 7 Teacher Day 88 | 8 Teacher Day 89 | 9 Teacher Day 90 | 10 Teacher Day 91 | 11 |
| 12 | 13 Teacher Day 92 | 14 Teacher Day 93 | 15 Teacher Day 94 | 16 Last Day of First Semester (86th Student Day) Teacher Day 95 | 17 No Students Teacher Data Day | 18 |
| 19 | 20 No Students | 21 Teacher Day 96 | 22 | 23 | 24 | 25 |

3. Breaks

2 day MEA break would continue

2 day week before Thanksgiving to continue (Attendance rates that week are typically no more than 5% out.)

Holiday break would be 2 weeks long

Spring break to fall between third week of March and first week of April (Historic parameter of community preference)

Discussion Questions for the Work Session:

1. Do the above Calendar Concepts align with the Guiding Change Parameters as approved by the school board on Aug. 8, 2022?

2. Do the above Calendar Concepts align with our Edina Vision and Mission?

Our Vision & Mission

The **Vision** of Edina Public schools is for Each & Every Student to Discover their Possibilities and Thrive

Mission of Edina Public Schools:

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 Culture that supports the Whole Student.

3. What other considerations would the board like the calendar committee to discuss?

Timeline Adjustment:

- Calendar Proposals will be presented to the School Board in October of 2022.
- School Board action will be requested for the Calendar Proposals at the November, 2022 regular board meeting.



Board Meeting Date: 09/19/22

TITLE: Kids Club Wage Discussion

TYPE: Discussion

PRESENTER(S): Anne Marie Leland, Community Education & Strategic Partnerships

BACKGROUND: Increasing wages is a proposed effort to retain and hire Kids Club Rec Leaders and Lead Rec positions to maintain and increase school age care to families.

RECOMMENDATION: Accept and approve the proposed wage scale for Kids Club Rec Leaders and Lead Rec positions. The following wage scale reflects an increase for both aforementioned positions that would be effective for the November 15, 2022 payroll:

| | Current 2022-23 Hourly Rate | Proposed NEW 2022-23 Hourly Rate |
|---|--------------------------------|-------------------------------------|
| 1 | 15.48 | 16.00 |
| 2 | 16.10 | 17.33 |
| 3 | 17.29 | 18.77 |
| 4 | 18.60 | 20.32 |
| 5 | 20.05 | 22.00 |

| | Current 2022-23 Hourly Rate | Proposed NEW 2022-23 Hourly Rate |
|---|--------------------------------|-------------------------------------|
| 1 | 17.53 | 19.00 |
| 2 | 18.82 | 19.50 |
| 3 | 20.14 | N/A |
| 4 | 21.37 | N/A |
| 5 | 22.97 | N/A |

Approximate increased costs = \$100,000

Desired Outcomes from the Board: Please review this information in detail and be prepared with your questions.

ATTACHMENTS: N/A



Board Meeting Date: September 19, 2022

TITLE: Daily Substitute Rate for Retired Teachers of Edina Public Schools

TYPE: Discussion

PRESENTER(S): Sonya Sailer, Director of Human Resources

BACKGROUND: With the exception of retired Edina teachers, all of our “daily” substitute teachers are now contracted through Teachers on Call (TOC). Beginning this school year, TOC substitutes are paid \$165.00 per full day of substitute services in our School District.

The current School Board approved daily substitute rate for retired Edina teachers is \$145.00 per full day. In accordance with Education Minnesota Edina’s 2021-2023 contract, retired Edina teachers who provide long-term substitute services, defined as twelve continuous days or more for the same teacher, are paid an amount equal to the pro-rata daily rate based on the retired teacher’s step and lane at retirement.

RECOMMENDATION: Increase the daily substitute rate for retired Edina teachers to match the TOC rate of \$165.00 per full day, effective at the beginning of the 2022-2023 school year.

PRIMARY ISSUE(S) TO CONSIDER: Consistency of daily rates for substitute teachers who work in our school buildings and recognition of prior service of retired Edina teachers.

DESIRED OUTCOME(S) FROM THE BOARD: Approval of recommended increase to the daily substitute rate for retired Edina teachers.