Work Session

Tuesday, May 19, 2026 5:00 PM
ECC 350, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**

School Board Work Session
Tuesday, May 19, 2026; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Year End Update: Elementary Acceleration Plan
B. Early Learning and Family Center Final Report
C. Workers' Compensation Renewal - Fiscal Year 2027
D. Property, Casualty, and Liability Insurance Renewal – Fiscal Year 2027
E. Long-Term Facilities Maintenance Update – Spring 2026

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

NOTE: School Board members may participate by interactive technology as permitted by Minnesota Statute 13D.02

III. **Discussion**		
III.A. Plan	Year End Update: Elementary Acceleration	**Speaker(s):** Jody De St. Hubert, Director of Teaching and Learning; and Deb Richards, Talent Development Coordinator

DEFINING EXCELLENCE

Board Meeting Date: May 19th, 2026

Title: Year End Update: Elementary Acceleration Plan

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; and Deb Richards, Talent Development Coordinator

Background: This report details the 2025–26 Elementary Talent Development Acceleration Review, an audit of math (grades 3–5) and reading (grades 4–5) practices aligned with the Edina Public Schools Strategic Plan 2020–2030. It reflects the district's commitment to ensuring every learner's strengths are recognized early, nurtured intentionally, and connected to meaningful opportunities for academic growth and social-emotional well-being.

Conducted during the 2025–26 school year, the review was designed to sustain excellence by identifying both strengths and opportunities for continuous improvement in elementary acceleration programming. It celebrates high student engagement and strong peer connections. It also identifies needs for improved communication, site-to-site consistency, increased rigor for grades 1–2, and social-emotional support during transitions related to accelerated programming.

In summer 2026, review team members will create a multi-year implementation plan with clearly outlined metrics for success, to address the review findings and return to the board during the 2026-2027 school year to provide updates on the progress of implementation. These efforts reaffirm our commitment to ensuring each and every learner's strengths are intentionally nurtured so that Edina students continue to thrive.

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

Desired Outcomes from the Board: Please bring questions you have for the presenters.

Attachment:

Executive Summary

Edina Public Schools
DEFINING EXCELLENCE

Defining Excellence: Elementary Acceleration

2025–2026



This action plan outlines Edina Public Schools' commitment to Academic Excellence with a focus on **Acceleration in Elementary Talent Development**

End of Year Update - April 2026 - Reconnecting to Our Vision

This report provides an update on the completion of the Elementary Talent Development Acceleration opportunity review. Elementary was selected for the review because the Secondary has more accelerated opportunities to access. The process began in the fall of 2025 and is designed to ensure continued excellence by guiding necessary adjustments and strengthening the program for the future. The Elementary Acceleration Review is an audit of current practices and a commitment to ensuring that each and every child's strengths are recognized early, nurtured intentionally, and connected to opportunities that enhance achievement, as well as social and emotional well-being. The review directly aligns with the 2020-2030 Edina Public School Strategic Plan, strategy A.2, "Articulate a system of flexible pathways that maximizes learner engagement to grow students' strengths and talents."

This review process of Elementary Acceleration was specifically designed to gather and use data for sustaining excellence. The review of Acceleration in Elementary Talent Development is completed and the focused areas for continuous improvement have been identified.

The What: Talent Development- Elementary Acceleration

The Elementary Acceleration learning opportunity is operating in the **full implementation stage** of the Edina Talent Development Framework. Talent Development is an **instructional framework for each and every**. While "Gifted Education" refers to identifying students who already demonstrate advanced academic abilities through test scores, **Talent Development in Edina is Gifted Education and MORE**. It takes a broader, more inclusive, and proactive approach to instructional excellence. *This more inclusive approach of Talent Development does not reduce or eliminate opportunities for advanced learners instead it expands opportunities for all.*

One of the four Talent Development learning opportunities is Acceleration. As part of the overall Edina Talent Development Framework, **Acceleration is for SOME** students and specifically supports students who are demonstrating advanced academic abilities. Elementary Acceleration includes compacted and faster-paced learning that happens outside of the homeroom classroom for math in grades 3-5 and reading in grades 4-5. The Curiosity Lab is a tool used to support students who are underrepresented in advanced programming to access possible future opportunities. In this report, the Curiosity Lab was not reviewed as part of accelerated programming.

Timeline: A Five-Phase Approach

The review was structured into five sequential and deliberate phases, of which **ALL have been completed** as of April 2026. This approach ensured that the final recommendations are comprehensive and community-informed. 90% of the Talent Development Elementary Acceleration Lead Team strongly agreed that the five phase approach was comprehensive, inclusive of many perspectives and effective in honoring the survey data.

Phase	Timeline	Status	Key Actions
One: Implementation	2021-2025	Completed	Moved the acceleration opportunity through the four stages of Implementation Science, resulting in the full implementation of the acceleration model for Math (grades 3-5) and Reading (grades 4-5).
Two: Planning for Review of Acceleration	Summer-Fall 2025	Completed	Created a plan for continuous improvement, including presenting a draft plan to the School Board on September 8, 2025.
Three: Engagement & Data Collection Preparation	Fall 2025 (September 18 - December 1, 2025)	Completed	Convened the internal lead team, defined the scope and process, and determined feedback tools for each focus area through multiple stakeholder meetings.
Four: Comprehensive Review	January-February 2026	Completed	Collected data across all four focus areas and stakeholder groups. This included reviewing demographics, growth metrics, and evidence of shared understanding of the program. The survey data was

			analyzed and validated with the Acceleration Lead Team, District MTSS Team, District, Talent Development Team, and the District Parent Advisory Council.
Five: Finalize Recommendations and Implementation Roadmap	March-April 2026 School Board presentation on 5-19-26	Completed	Recommendations were identified that align with the Edina Talent Development's Framework. Feedback was gathered by key stakeholder groups in order to create implementation options and begin creating a multi-year implementation plan. In partnership with the marketing team, elementary TD teachers, and elementary principals, the multi-year implementation plan will be created during the 2026 summer. The implementation will be phased with some action steps beginning during the 2026-2027 school year and others in the 2027-28 school year.

The Four Focus Areas: Our Throughline

All analysis and future design for the Elementary Acceleration Review is centered around four key themes. These themes align the review with the overall Talent Development Instructional Framework philosophy and vision of Edina Public Schools, for each and every student to discover their possibilities and thrive.

1. **Purpose & Vision for Acceleration:** This focus area seeks to clarify the definition of acceleration within elementary Talent Development for both internal and external audiences. It is currently framed as a learning opportunity that provides a strong instructional match for some students who need additional academic challenges.
2. **Inclusive & Consistent Approach to Nurturing Potential:** The goal is to determine if the district has broadened access to acceleration opportunities, moving beyond traditional identification methods to reach more students. This area also examines how consistency is ensured across all elementary sites.
3. **Right Instructional Match for Every Learner for Optimal Growth**: This theme focuses on how the program creates individualized learning experiences that directly respond to students' readiness levels. Metrics for success include placement accuracy, ensuring students meet individual growth targets, and

guaranteeing that acceleration provides meaningful challenge without consistent overwhelm or boredom.

4. **Integration of Social-Emotional Well-being:** This measure focuses on how acceleration influences students' social-emotional outcomes, including their sense of connection and confidence as learners.The review monitors whether students experience a healthy balance between challenge and manageable expectations, ensuring that academic acceleration strengthens, rather than compromises, their long-term well-being. In addition, this component will review how students move into and out of accelerated pathways to ensure that increased access does not unintentionally create stress, isolation, or barriers to belonging, and that students receive the support they need to thrive at each transition point.

Stakeholder Engagement for Data Collection

The Elementary Acceleration Review was grounded in broad stakeholder engagement. The process was designed to draw on formal feedback from a larger and more diverse group of students, families, and staff. 90 % of the Talent Development Elementary Acceleration Lead Team strongly agreed that the Review process was comprehensive in scope, thoroughly examining the existing barriers and opportunities within our elementary acceleration model.

Data was gathered from six distinct stakeholder groups using a variety of confidential methods, including surveys and focus groups, to ensure a comprehensive perspective:

- Students currently participate and participated in the last three years in acceleration opportunities
- Parents/Families of students who have participated in the past three years in accelerated opportunities
- Classroom Teachers (K-2 and 3-5)
- Talent Development Teachers
- Principals/Administrative Deans

Comprehensive Review Process (completed Winter 2026)

The review transitioned into the critical data collection and synthesis phases. Data was collected across all four focus areas and all stakeholder groups. The survey data was then analyzed and validated with the Acceleration Lead Team, District MTSS Team, Talent Development Team and the District Parent Advisory Council. Groups were given the following to analyze: the raw survey data for each stakeholder group,

a summary of the survey comments, a summary of the raw data broken up by focus area with strengths and areas for improvement identified for each focus area.

This is what we learned:

The survey data identified both strengths and areas for improvement in each focus area. Below are the consistent themes within the survey data:

Focus Area	Strength	Area for Improvement
Purpose & Vision for Acceleration	A strong internal understanding of how the district defines acceleration	Gap between district's "internal clarity" and the "external" experience
Inclusive & Consistent Approach to Nurturing Potential	Flexible grouping and student-belonging in Accelerated classes	Site program inconsistencies
Right Instructional Match for Every Learner for Optimal Growth	Over 90% of parents and students believe academic needs are being met in the accelerated course	Underserved grades 1-2 populations
Integration of Social-Emotional Well-being	Peer connections while in accelerated classes	Flexible grouping can produce anxiety

The summarized raw data is available in the appendix.

In addition to grounding our analysis in the survey data, the Elementary Acceleration Review also included a look at our neighboring school districts and their offerings for advanced learners. Districts generally fall into two different broad categories:

- Gifted and Talented (GT) Programs that most often follow an identification-first model. They use standardized testing and IQ scores to find students with high "natural" ability. Once identified, these students are placed in a separate school with an accelerated curriculum. The focus is on providing a specific environment for those who have already met a high performance threshold.
- Talent Development Programs that follow a development-first model. Rather than screening students, these programs provide high-level enrichment to all students. The goal is to nurture potential over time, assuming that with the right instruction and opportunities, more students can reach an advanced

level of learning. Most of the time these programs do not offer, or offer very limited, unique accelerated learning classes.

Edina Public Schools offers both approaches. We focus on cultivating talent through enrichment, extended learning and real-world opportunities. Edina Public Schools also focuses on finding excellence through acceleration opportunities.

The Talent Development program in Edina continues to earn significant acclaim, extending its reputation from local success to national recognition. Notably, Riverside Insights recently showcased the district's innovative application of the CogAT assessment, highlighting our commitment to identifying student reasoning strengths to directly inform and enhance classroom instruction for each and every student. This approach represents a pivotal shift in educational philosophy, moving away from a traditional deficit lens toward a proactive, asset-based framework that celebrates student potential. This momentum is further evidenced by our program coordinator's invitation to present at the annual Minnesota Educators of the Gifted and Talented (MEGT) conference. As school districts across the state increasingly look to Edina as a model for excellence, we remain dedicated to refining and sharing these impactful opportunities for our learners.

The Elementary Acceleration Review uncovered three opportunities that neighboring GT programs offer that Edina does not:

- Opportunities for primary (1st and 2nd grade) aged-students in Math and/or Reading
- Minnetonka's Ready-Start Kindergarten program: a Kindergarten program designed for children who may not be ready - socially or academically - for a traditional classroom. This is **a comprehensive Kindergarten program** that prepares students for first grade the following year. RSK was developed for families struggling over the decision to start Kindergarten or wait another year, a common discussion for children with summer birthdays.
- Wayzata's Rising K's, a, **full-day summer pre-kindergarten program** designed for children entering kindergarten in the fall, including those with summer birthdays. This program focuses on kindergarten readiness, featuring play-based, hands-on, and themed weekly activities to support the transition to elementary school.

  Based on direct conversations with families we know of eight (8) families who live in Edina that have enrolled in the Navigator Elementary Gifted Education specialized school in Minnetonka.

Recommendations (Spring 2026)

Teams synthesized the analysis of data, with a strong focus placed on areas for improvement. The synthesis guided final recommendations for continued improvement designed to sustain excellence. Recommendations were identified that align with the Edina Talent Development's Framework. Based on best practices and validated by our student survey data, four recommendations emerged.

Focus Area	Recommendation
Purpose and Vision for Acceleration	Standardize District and Site Communication
The Why: • This was the most frequently cited issue across all adult stakeholder groups. • There is a significant gap between the district's "internal" clarity" and the "external" experience (60% of families and 63.8% of K-2 teachers feel communication is ineffective).	
Inclusive Approach to Nurturing Potential	Audit Site-to-Site Consistency
The Why: • This is a major equity concern identified by four groups (Families, Principals, TD Teachers, and MTSS). • Stakeholders are concerned about class size limits, direct instruction, service minutes, the varying number of students being served, and the impact of choice programs.	
Right Instructional Match for Optimal Student Growth	Expand 1-2 rigor and determine the success of the Curiosity Lab
The Why: • The data shows an "underserved" population in early elementary and the need for expanded rigor in grades 1-2. • 70.2% of K-2 teachers report students needing more challenge, yet only 36% feel "highly able" to manage these needs	
Social-Emotional Well-being	Establish Flexing and Transition Protocols
The Why: • Data shows that flexible grouping can support strong instruction and growth. However, the transition and execution is a primary source of student anxiety. • It was identified as a major concern by four groups (Families, 3-5 Teachers, Students, and Principals). • The data shows flexible grouping can hinder student confidence.	

100% of the Talent Development Elementary Acceleration Lead Team strongly agreed that the methods used to conduct the Review (such as data collection and team collaboration) were effective in identifying the most critical areas for improvement. 100% of the team also strongly agreed that the recommendations will have a high impact on the quality and accessibility of elementary acceleration opportunities.

Next Steps: Transition and Readiness

Feedback was gathered by key stakeholder groups in order to create implementation options. This review affirms our commitment that each and every student deserves the right instructional match for optimal growth. By aligning acceleration with the Talent Development Instructional framework, we ensure that challenge and support are not mutually exclusive, but are essential components for enhanced achievement, as well as social and emotional well-being. The findings from this process will shape a stronger, more inclusive, and responsive acceleration program, ensuring students leave elementary school academically prepared, self-aware, and socially confident, in alignment with the Edina 2020-2030 Strategic Plan and the Portrait of a Well-Rounded Edina Graduate.

Next steps for each focus area are identified below, with the understanding that **a multi-year implementation plan will be drafted in the Summer of 2026 to intentionally move the work forward. The multi-year implementation plan will be shared with the Board in the fall of 2026. Success measures will be included in the multi-year implementation plan.**

Immediate actions taking place in the summer of 2026 while the multi-year implementation plan is being drafted are:

- Website revisions will clearly explain the purpose of acceleration, selection criteria, K-12 pathways, and site specific opportunities.
- In partnership with the Early Childhood leadership team, standardized communication regarding Talent Development opportunities will be created and shared with families who have students entering Kindergarten.
- In partnership with the Middle School leadership team, standardized communication regarding Talent Development opportunities will be created and shared with families who have students entering grade 6 for 2026-27.
- Elementary principals will review an audit of site-to-site consistency on June 11th and begin thinking about critical steps to address the inconsistencies.
- Elementary principals will meet on June 11th to review stakeholder feedback and identify the best option for expanding rigor in grade 1 and grade 2.

- Flexible grouping and transition protocols will be created in the summer with a representative group of Talent Development teachers. Flexible grouping begins mid-September in TD 3rd grade Math. A standardized approach will be used to inform families and students of the opportunity. It will include a common message to families and classroom teachers and a possible site meeting with families. An opt-in option is also being evaluated.

Appendix

Appendix A: Acceleration Raw Survey Data: Math Students

Appendix B: Acceleration Raw Survey Data: Reading Students

Appendix C: Acceleration Raw Survey Data: 3-5 Classroom Teachers

Appendix D: Acceleration Raw Survey Data: K-2 Classroom Teachers

Appendix E: Acceleration Raw Survey Data: Parents

Appendix F: Acceleration Raw Survey Data: Administrators: Principals and Deans

Appendix G: Acceleration Raw Survey Data: Talent Development Teachers

Appendix H: Talent Development Advisory Council Members

Appendix I: Talent Development Elementary Acceleration Lead Team Members

III.B.	Early Learning and Family Center Final Report	**Speaker(s):** Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Kim Isley, Assistant Director of Early Learning; and Laura Phongsavath, Early Learning Center Manager

Board Meeting Date: May 19, 2026

Title: Early Learning and Family Center Final Report

Type: Discussion

Presenter(s): Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Kim Isley, Assistant Director of Early Learning; and Laura Phongsavath, Early Learning Center Manager

Description: This presentation brings forward recommendations for School Board consideration that emerged from two years of imagining, researching, and collaborating have shaped this report and the vision it represents for a transformed Early Learning and Family Center. Along with a variety of ways in which we gathered stakeholder input, this report builds on a series of School Board presentations, November 2024, February 2025, September 2025, and January 2026 and brings that ongoing conversation to this moment.

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

Desired Outcomes from the Board: Please review the information and come prepared with your questions.

Attachments: May 19, 2026 ELFC Final Report

Early Learning & Family Center Final Board Report

May 2026



About this Document

Two years of imagining, researching, and collaborating have shaped this document and the vision it represents for a transformed Early Learning and Family Center. It builds on a series of School Board presentations, November 2024, February 2025, September 2025, and January 2026 and brings that ongoing conversation to this moment.

These findings are offered for discussion and reflection. The School Board is not being asked to act tonight. We are sharing the thinking behind this work, and where it could lead.

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Section 1: Our Journey

A Shared Commitment to Minnesota's Premier Early Learning Program

Two years ago, Edina Public Schools embarked on a journey to envision a transformed Early Learning and Family Center, reinforcing the district's commitment to premier E-12 education that truly begins at birth. Throughout this journey, one vision has remained constant: to position Edina as Minnesota's premier E-12 district by establishing the ELFC as a foundational cornerstone, a destination where excellence in early childhood education meets comprehensive family support in an intentionally designed environment.

If early childhood education is a garden, the curriculum is the seed, the teacher is the gardener, and the physical environment is the soil — it must be rich, supportive, and intentionally prepared. — Dr. Lilian Katz, Early Childhood Researcher

Key Milestones

November 2024	Initial vision shared with School Board; potential opportunities explored
February 2025	Proposed transformation framework developed and presented
August 2025	Community engagement strategy launched; ThoughtExchange generated 750+ ratings from 74 participants
September 2025	Action Plan presented to and adopted by School Board
December 2, 2025	First cross-functional team meeting: building leadership, teachers, support staff, PTO, district administrators, and architect
January 20, 2026	Second cross-functional meeting: learning neighborhoods, family engagement design, and future-proofing enrollment
April 2, 2026	Parent Leadership Council meeting; ELFC vision shared with broader community stakeholders
Spring 2026	Mid-year progress update shared with our School Board; Wold Architects advanced to preliminary space needs analysis
April 28, 2026	Final cross-functional meeting: Stakeholders affirmed design priorities and identified limitations a dedicated ELFC would address
May 19, 2026	Final report presented to our School Board

Section 2: The Case for Our Vision

Early Learning Is School

There is a persistent misconception that early childhood programming is a warm-up act, something children do before real learning begins in kindergarten. Research has dismantled this idea entirely. The years from birth through age five are the most neurologically significant period in a human life, the window during which the architecture of the brain is built, when language, social-emotional capacity, executive function, curiosity, and the ability to take risks as a learner are all established.



90% of brain development occurs before age five. The neural connections formed during early childhood establish the foundation for all future learning, behavior, and health.



Children who arrive at kindergarten prepared with strong language skills, executive function, and social-emotional regulation, maintain measurable academic advantages through elementary school and beyond. Quality preschool environments show statistically significant associations with language and math outcomes at kindergarten entry. [1]



Longitudinal studies show that high-quality early childhood experiences are linked to higher graduation rates, greater earnings, lower grade retention, stronger social skills, and better health outcomes in adulthood. These are not marginal differences. They compound over a lifetime. [2]



For children needing additional opportunities, quality early learning is even more consequential. It is the single greatest lever a school district can pull to close opportunity gaps before they open.

The Physical Environment as the Third Teacher

The research on physical learning environments is equally clear. The National Association for the Education of Young Children's (NAEYC) *Young Children* (Winter 2024) frames the constructed environment as the "Third Teacher," alongside family and educators, in a child's development. A supportive and inviting atmosphere is critical for development. [3]

When children have access to well-designed outdoor spaces with natural elements such as grass, plantings, varied terrain, and sensory materials, their mathematical reasoning, scientific inquiry, language development, and physical coordination all benefit. As NAEYC's *Young Children* notes, many programs fence in space that fences out all the natural elements. Children may be outside, but they are not in nature. The distinction matters enormously.[4]

NAEYC's landmark resource *The Great Outdoors: Advocating for Natural Spaces for Young Children* (Rivkin and Schein) provides the research and practical framework for nature access as a non-negotiable component of quality early childhood environments. Programs like the Thomas Irvine Dodge Nature Center in St. Paul demonstrate what is possible when outdoor space is designed with purpose. [5]





A Note on Language: Access to Nature

Following the April 2, 2026 community leaders meeting, it became clear that the phrase "nature-based" was creating confusion for some stakeholders, suggesting the ELFC might remodel itself entirely after programs like Dodge Nature Center Preschool. Our stakeholder's vision is to create intentional access to nature, outdoor spaces where children can explore, investigate, and learn, woven into a comprehensive, research-aligned program that serves the full spectrum of Edina families. The language in this report and in future communications uses "access to nature" and "nature-connected learning" to reflect this distinction accurately.

The E-12 Continuum Starts Here

Edina Public Schools takes pride in its E-12 commitment to excellence. But that commitment has a growth opportunity. The earliest years of a child's educational experience, the years when investment yields the highest return, are housed in a facility that does not reflect an optimal physical environment designed with children in mind.

When a child arrives in a kindergarten classroom, a teacher can see the difference. Children who have experienced rich, play-based early learning in well-designed environments arrive with stronger vocabulary, more confident self-regulation, and greater readiness to build relationships with peers. They know how to explore, how to try, how to ask for help. These are not innate traits. They are the outcomes of a high-quality early learning environment.

A new ELFC is the district's declaration that educational excellence begins at birth.

A Story Worth Telling

Imagine a child we'll call Mia. She is three years old, and she attends the ELFC. In a new building, she arrives each morning through a bright, welcoming entry filled with natural light. She hangs her coat in a cubby at the right height. She uses the bathroom in her classroom, on her own, with a fixture sized for her body. She steps outside into a sensory garden where she watches the seeds she planted three weeks ago now reaching toward the sun. Her teacher is nearby, in a collaboration zone connected to the outdoors. Mia is learning to regulate, to explore, to wonder. When she walks into kindergarten two years later, she will carry all of this with her, the curiosity, the confidence, the sense that learning is a place where she belongs. This is what the research describes. This is what a new ELFC would make possible for every child in Edina.

The Economics of Early Learning: Return on Investment (ROI)

The earlier the investment, the greater the return – James Heckman, Nobel Laureate in Economics

Investing in early childhood education is one of the most well-documented return-on-investment decisions in all of public policy. The research on this point spans decades, crosses disciplines, and comes from some of the most rigorous economists in the world with origins in Minnesota. Longitudinal studies have tracked children over decades measuring outcomes in health, education, employment, earnings, and reduced public costs:

With every $1 invest in early childhood education, $7-13 is returned in societal benefits, *Heckman, 2006 (Nobel Laureate in Economics) and Mississippi State University Social Science Research Center (2025, May). Investing in Early Childhood Education Pays Dividends.* These benefits include:

Reduced special education costs – Children who attend high-quality early learning programs are significantly less likely to require special education services, saving districts and families substantial resources.
Lower grade retention rates – Quality early learning reduces the likelihood of children repeating grades, which carries direct cost savings and improves long-term academic trajectories.
Higher graduation rates and lifetime earnings – Participants in quality early childhood programs complete more education and earn more over their lifetimes, generating greater tax contributions and reduced dependence on public services.
Two-generation economic benefits – When parents can access reliable, high-quality early childhood education, they can maintain or improve their workforce participation — increasing family income and economic productivity simultaneously.
Reduced crime and public health costs – Long-term studies, including Heckman's landmark Perry Preschool research (2010), show that quality early learning is associated with reduced rates of crime, incarceration, and public health burden decades later.

Anticipated Relevance for Edina and Alignment with Future Enrollment

- Higher kindergarten readiness, reducing the need for intervention and support services in early elementary grades
- Stronger E-12 enrollment retention, as families who have a positive early learning experience in-district are more likely to remain in Edina schools
- Parent workforce participation, supported by access to reliable, high-quality programming
- Community economic competitiveness, as quality schools and early learning facilities are a demonstrated factor in where young professional families choose to live
- Reduced burden on kindergarten teachers, who spend less time on foundational skill-building and more time on grade-level instruction when children arrive prepared

Section 3: Edina's Early Learning Landscape

Edina Families Are Making Choices Right Now

The ELFC stands out in our community as having exceptional licensed educators and specialists, a research-aligned curriculum, inclusive programming, and a community of families who deeply value what we offer.

However, every year families in Edina make decisions about where their youngest children will spend their days. They visit buildings. They look at classrooms. They see outdoor spaces. They imagine their child in the environment. In some cases, they choose a private early learning program because the ELFC's current facility does not have have internal or external curb appeal.

Understanding the Edina's Early Learning Options

Informed by stakeholder input gathered through the cross-functional planning process, the early learning landscape is more nuanced than a simple list of programs. Understanding all the options and for whom shapes both the facility vision and programming strategy. The table below presents realistic opportunities to recruit and retain students from our community ultimately, increasing our resident family enrollment.

Early Learning Type	Programs	Our Realistic Opportunity
Core Preschool Programs	Berry Patch (two Edina campuses), Creekside, and comparable play-based preschools	Primary opportunity to retain ECFE families and compete for play-based, family-engaged preschool enrollment. A facility upgrade directly targets this.
Full-Day and Child Care Programs	ELFC, Primrose, and other licensed childcare centers	With full-day programming and Little Kids Club expansion, families who need full-day care are often choosing these programs by default, not by preference.
Language Immersion Programs	ISLA and several other Spanish immersion preschools in and around Edina	If Spanish immersion is added. These families are also most likely to stay in-district for Kindergarten, making them a strategic enrollment priority.
Private E-12 Schools	Blake School, Our Lady of Grace, and similar independent programs	Families typically choose Blake for prestige and K-12 pathway, OLG for faith-based education. These are distinct value propositions and are not appropriate to replicate.

Strategic Insight:

The clearest enrollment opportunity lies with ECFE families who already know and trust the ELFC. Families are currently choosing full day programming with childcare by necessity rather than preference, and families seeking language immersion are also the most likely to stay in Edina for elementary school. A new facility, paired with expanded programming, directly targets all three of these audiences

Programming and Facility Must Move Together

A critical insight from stakeholder engagement – the facility vision and the programming vision must be presented together. A beautiful new building without compelling expanded programming will not, on its own, attract and retain families. And expanded programming without the facility to support it will not reach its potential. The two are inseparable.

Families considering the ELFC want to know what the building will look like and what their child's day will include. The programming vision including expanded two-year-old options, flexible scheduling, language immersion, nature-connected learning, intergenerational experiences, full-day school, and Little Kids Club options are as much a part of the case for investment as the facility plan itself.

The Landscape: Where We Are and Where We Can Lead

Current ELFC	New ELFC Vision
What families experience today	**What Edina families experience in the future**
• Outdated building not designed for early learning and non-contiguous early learning program spaces • Inequitable learning, bathrooms outside classrooms, and outdated play spaces • No dedicated nature-connected learning environment • Lack of cultural elements and family connection space • Multiple entry and exit points creating safety issues and concerns • Limited bus area for student drop-off and pick-up with inadequate parking within a multi-building campus creating safety issues	• Designed from ground up for children 0-5 • In-classroom bathrooms, sensory spaces, natural light, and equitable learning areas and play spaces • Nature-based outdoor learning with sensory gardens • Family Commons and multilingual resource center with language immersion programming • Safe, warm, and welcoming physical space that creates psychological safety and wellbeing • Parking lot and bus area that are universally designed for all families and children

What Inspires the Vision: Lessons from Exceptional Spaces

Stakeholders went on a virtual tour, visiting early learning centers around Minnesota, including one in South Dakota that are truly inspirational and designed to serve families with our earliest learners. Using examples from other early learning centers, participants experienced different approaches to space and layout. They saw what worked, what didn't, and most importantly, what might work for Edina's unique context. Every detail of these example centers communicates to a child that this space was designed with them in mind, that discovery lives around every corner, that being here is exciting. This is what inspiring early learning environments do. They are intentional. Natural light supports biological rhythms and signals welcome. Spaces designed at child scale build confidence and independence. Outdoor environments with plantings and sensory elements connect children to the living world.

What Makes the ELFC Standout

Here is what we do best: offer an exceptional E-12 experience. When a child attends the ELFC, they are already part of Edina Public Schools. Their teachers know what is expected in kindergarten. Their records travel with them seamlessly. Their developmental screenings are aligned with what their future teachers will need to know. The transition from the ELFC to kindergarten is not a leap between institutions, it is a step within one and the first important benchmark along our learners' journey to grade 12 graduation.

What Other Programs in Edina Offer	What the ELFC Can Offer
Purpose-built, inspiring indoor spaces	All of that , plus seamless E-12 curriculum alignment
Quality outdoor play environments	All of that, plus developmental screening integrated with district systems
Enrichment: music, language, arts	All of that, plus a public-school commitment to equity and access for every Edina family
Strong K-readiness programming	All of that, plus a transition to Edina elementary schools that is a step, not a leap
Family engagement and parent education	All of that, plus ECFE, ECSE, inclusive classrooms, and a full spectrum of family support services in one place
A welcoming, child-centered environment	All of that, plus a community hub serving all of Edina across generations

Section 4: Three Meetings, Three Layers of Insight

Over three cross-functional team meetings spanning December 2025 through April 2026, stakeholders representing building leadership, teachers, support staff, PTO, district administrators, and Wold Architects engaged in structured dialogue around the future of the ELFC. Four overarching principles surfaced and remained consistent across all three conversations.

December 2, 2025: Establishing Core Principles

The first meeting introduced the concept of the physical environment as the Third Teacher and invited participants to brainstorm across five areas: learning spaces, family connection, programs and services, practical priorities, and vision for the future.

1

Nature-Connected Learning

Intentional access to outdoor learning experiences as central to our early childhood philosophy, with natural materials throughout indoor and outdoor spaces, secured courtyards with meaningful plantings, and strong visual and physical connections between classrooms and the natural world.

2

Universal Design

Universally-designed from the first moment of arrival: zero-entry access points, generous and efficiently organized parking, wide corridors and doorways supporting diverse mobility needs, and flexible spaces that adapt to varied learning styles and abilities.

3

Family Partnership

A Family Commons area at the building entry where parents gather before and after programs; multi-purpose spaces for school-wide events; resource centers in multiple languages; adult-sized, culturally proficient spaces that honor families as first teachers.

4

Purposeful Design

Spaces designed from the ground up for children ages 0 to 5, not adult spaces adapted for small bodies: in-classroom bathrooms, quiet and sensory areas in every classroom, teacher collaboration zones adjacent to learning neighborhoods, and adequate organized storage built in from the start.

January 20, 2026: Deepening the Vision

The second meeting moved from broad principles to detailed design questions, exploring future stable and sustainable enrollment, translating the learning neighborhoods concept into design specifications, and positioning the ELFC as a true community hub.

- Pod-based learning neighborhoods organized by age group, with shared common spaces and motor rooms within each pod
- Flexible programming capacity to accommodate a broader age band and more scheduling options for working families
- Intergenerational programming connected to a Senior Center presence, with dedicated volunteer coordinator
- A community hub model extending beyond early learning hours, including parent education and co-location of community partners near the front entrance
- Language programming, including dual language options in French and Spanish, as a distinctive program offering

April 28, 2026: Affirming, Expanding, and Grounding the Vision

The final cross-functional meeting brought the same core group of stakeholders together for a focused conversation organized around four questions: what a dedicated space would make possible, who else could be served, what current limitations could be addressed, and what the ELFC is already doing well.





Section 5: Five Design Priorities

Combining research, three rounds of cross-functional team engagement, survey feedback from stakeholders, and architectural analysis from Wold Architects, five specific design priorities have crystallized for the vision of a new Early Learning and Family Center.

Learning Spaces That Inspire

Natural light will flow through all classrooms, supporting children's biological rhythms and creating spaces that feel alive and welcoming. Flexible furniture will support multiple learning configurations. In-classroom bathrooms with developmentally appropriate fixtures will support independence and dignity. Designated quiet and sensory areas in each classroom will provide regulation support, and teacher collaboration zones adjacent to learning neighborhoods will foster professional learning communities. Organized storage designed in from the start will eliminate the makeshift solutions that currently characterize too many early childhood classrooms.[3]





Nature-Connected Outdoor Learning

Quality outdoor space needs to be a core part of our programming. Outdoor environments rich in natural elements such as grass, plantings, varied terrain, and sensory materials that support math reasoning, scientific inquiry, language development, and physical coordination in ways indoor spaces alone cannot replicate. The vision for the ELFC includes outdoor classrooms designed with safety in mind, sensory gardens, raised garden beds, natural play elements, and spaces designed for both structured outdoor learning and child-directed exploration.[4]

Family Connection at the Heart

Universally-designed entries will create welcoming first impressions from the moment families arrive. Generous parking with efficient circulation patterns will accommodate the reality of early childhood programs and families juggling multiple drop-offs. The Family Commons area at the main entry will serve as the center's living room. Multi-purpose gathering spaces will host community events, and resource centers will provide multilingual family support materials.

Programming That Meets Families Where They Are

Enhanced nature-connected learning will position the ELFC as a leader in this research-backed approach. Expanded programming for two-year-olds will meet growing demand. Flexible scheduling for 3s and 4s programs will accommodate working families. Lunch bunch and enrichment options in language, art, music, and STEAM will extend learning opportunities. ECFE programming will be positioned as a community builder. Language immersion will attract a new audience of families who are also strong candidates to remain in-district for elementary school.

Practical Considerations That Enable Excellence

Security must be balanced with a welcoming atmosphere. Parking designed for staggered program schedules will prevent the congestion that currently creates transition stress and safety issues. True zero-entry access must be designed in from the beginning. Staff support spaces, including areas dedicated to professional development, recognize that excellent teaching requires time for collaboration.

Visionary Elements That Set Us Apart

Intergenerational programming could connect seniors and young learners in mutually enriching relationships. Community partnerships with retired volunteers, high school students, and pre-service teachers could expand capacity. Multilingual communication technology would ensure language is never a barrier. An early childhood screening suite would consolidate services. Co-location with Community Education programs would position the ELFC as a true hub for lifelong learning.





Section 6: Final Cross-Functional Meeting Findings

What a Dedicated Space Would Make Possible

A dedicated ELFC space was described not only as a facility improvement but as a statement of values: a clear signal to the community that Edina prioritizes early learning and community wellness. Specific program opportunities identified included:

- Intergenerational programming, including structured interactions between young learners and seniors
- Spanish and French language immersion programming
- Expanded class offerings and more sections of existing programs, currently constrained by space
- Drop-in childcare options for families who need flexible access
- Nature-connected outdoor learning environments with intentional design
- Community spaces and play spaces accessible to the broader Edina community
- Transition services and co-location with Community Education adult programming
- A resource center for community needs and co-located mental health services







What Current Limitations Could Be Addressed

Current Limitation	What a Dedicated Space Addresses
Parking, drop-off, and shelter at entry	Designed circulation and covered lobby space
Limited and inadequate outdoor space	Intentional playgrounds, green space, and nature access
Little Kids Club space constraints	Separate Little Kids Club space, attached but with its own amenities
Lack of natural light in classrooms and offices	Natural light designed in from the start
Age-appropriate bathrooms not connected to classrooms	In-classroom bathrooms as a standard feature
Insufficient storage throughout	Organized storage built into every space
No dedicated lunchroom	Centralized kitchen and dedicated dining space
Limited meeting and office space	Functional offices, IEP meeting rooms, collaboration zones
Safety concerns that conflict with openness	Security designed with welcome in mind from the beginning
Insufficient enrichment program space	More sections possible with more purposeful space
Limited space for summer programming	Dedicated spaces that function year-round
Special education transitions across spaces	Special Education presence in each pod, reducing unnecessary transitions

Section 7: Investing in Our Current Strengths

The April 28, 2026 conversation was notable for its balance. Stakeholders named, with genuine pride, what makes the ELFC a standout program worth the investment. These strengths are the foundation the new facility would be designed to sustain and grow.

What We Do Well	Why It Matters for the Future
Inclusivity and kindergarten transition support	A dedicated building would deepen and sustain this approach
Flexible programs meeting diverse family needs	More space enables more flexibility, not less
ECFE as family education and community building	A Family Commons and multi-purpose spaces amplify this role
Highly qualified and expert staff	Spaces honor and support expert teachers
Strong parent engagement and support	Family Commons and resource center
High-quality, EPS-aligned curriculum	Dedicated spaces allow curriculum fidelity
Play-based and age-aligned learning	Spaces designed for 0-5 make play-based learning more possible
In-house special education support	A pod model with Special Education presence reduces transitions and stigma
Welcoming environment for all families	Intentional zero-entry, multilingual, and culturally proficient design
Community support and pride for our youngest Hornets	A new facility would deepen community investment and identity
SEL and social-emotional supports	A sensory-rich, regulation-first environment

Strategic Insight:

The community is not asking for something entirely new. They are asking for a facility worthy of the exceptional program that already exists. The staff and families who show up every day desire a building that meets them at the level of their commitment.

Section 8: Architectural Planning Progress

Our collaboration with Wold Architects has advanced from conceptual discussions to preliminary space planning. The architectural team has conducted comprehensive site assessments, analyzed program requirements for each learning area, developed preliminary square footage ideas, explored multiple configuration options, and provided initial cost projections for various scenarios.

The comprehensive space analysis examines classroom square footage by age group and program type; support spaces including offices, staff rooms, and storage; family engagement areas and the Family Commons; multi-purpose and gathering spaces; a Senior Center area for intergenerational programming; specialized areas for STEAM, sensory experiences, and gross motor development; and service areas covering kitchen, maintenance, and building systems.

Section 9: Unresolved Design Tensions

Community conversations have surfaced important design tensions that will require thoughtful resolution as planning advances. Identifying these honestly is part of presenting credible, grounded recommendations.

- How do we balance security needs with openness and genuine accessibility?
- What is the right approach to child safety while still providing natural light through child-appropriate window access?
- Can we create appropriate building scale while maintaining the intimate, neighborhood feel that young children need?
- Where should the Family Commons be positioned to maximize accessibility while maintaining separation from classroom instruction zones?
- How do we design for the full breadth of programming vision including language immersion, intergenerational spaces, and community hub functions within realistic budget parameters?
- How do we ensure that a larger facility retains the warm, relational culture that makes the current program exceptional?
- What is the right sequencing between programming expansion and facility completion, and how do we communicate both with clarity to families and funders?





Section 10: Proposed Path for School Board Consideration

Two years into this journey, the district has moved from aspiration to actionable planning. The community has spoken clearly and consistently. The Early Learning and Family Center deserves a home that reflects the quality of its work and the breadth of its vision, one that competes confidently in the Edina early learning landscape, honors the E-12 promise the district makes to every family, and positions the ELFC as a community destination for generations to come.

Direction Brought Forward	Considerations for the Path Forward
Affirm the five design priorities as the guiding framework for a new ELFC facility	How our School Board would like to engage with the design priorities and what additional input is needed before the next phase
Continue collaboration with Wold Architects to advance from space analysis to schematic design	What parameters, including budget range and site considerations, should guide architectural development
Expand community engagement to reach stakeholders not yet deeply involved in this process	What form and timeline that engagement should take, and how findings will be reported back to our School Board
Develop a facilities financing roadmap in connection with the district's broader capital planning work	How and when our School Board would like to receive a financing analysis and timeline of options
Present programming vision alongside facility vision in all future stakeholder communications	How our School Board would like to receive updates on programming development as a companion to facility planning
Provide the Board with ongoing reporting on planning progress	How our School Board would like to receive implementation updates and what metrics would be most useful

The Early Learning and Family Center belongs to every family in Edina including current ELFC families, families whose children will one day walk through these doors, and community members who understand that investing in our youngest learners strengthens everyone. The garden we are preparing will nurture growth for generations to come.

Section A: Literature Review – Supporting Citations

The following sources support the research claims and framing in this report. All NAEYC sources are publications of the National Association for the Education of Young Children, the leading professional organization for early childhood education in the United States.

Early Learning Quality and Kindergarten Readiness

[1] Preschool Center Quality and School Readiness

Keys, T. D., et al. (2013). Preschool Center Quality and School Readiness: Quality Effects and Variation by Demographic and Child Characteristics. Child Development, 84(4). PMC4024382.

Findings: Quality in preschool center classrooms shows statistically significant associations with language and mathematics outcomes at kindergarten entry for children ages 3-5. Quality effects were consistent across demographic groups and entry skill levels.

[2] Longitudinal Outcomes of Early Childhood Quality

Vandell, D. L., et al. (2020). Quality of Early Childcare and Education Predicts High School STEM Achievement. PMC10524717. See also: Cognia (2021). Redefining the Measurement of Early Childhood Program Quality and Child Outcomes.

Findings: Higher quality Early Childhood Education is associated with math and reading achievement in elementary school, which in turn predicts high school STEM outcomes. Relations operate through skill-building foundations established in early childhood. Longitudinal outcomes include higher graduation rates, lower grade retention, and stronger adult earnings.

Physical Learning Environments

[3] A Supportive and Inviting Atmosphere: A Discussion About the Design and Function of the Physical Learning Environment

Ameley-Quaye, A. (2024). Young Children, Winter 2024, Vol. 79. National Association for the Education of Young Children. naeyc.org/resources/pubs/yc/winter2024/design-and-function-environment

Summary: An architect-turned-early-learning-environment specialist examines how the design and function of physical spaces act as the "Third Teacher" in early childhood settings. Explores how supportive and inviting spaces directly influence children's learning, interaction, and development. Featured in NAEYC's Winter 2024 issue on quality in early learning programs.

Nature-Connected Outdoor Learning

[4] Play in the Grass! Practical Considerations for Quality Outdoor Play

Smith, B. and Olsen, H. (2019/2021). Teaching Young Children, August/September 2019; reprinted Summer 2021. National Association for the Education of Young Children. naeyc.org/resources/pubs/tyc/summer2021/play-in-the-grass

Key finding: "Many programs have fenced-in space that fences out all the natural elements. Children may be outside, but they are not in nature." The article provides practical criteria for quality outdoor spaces, including natural elements, accessible design, shade, and direct curriculum connections. Aligned with NAEYC's 10 standards for early learning program accreditation.

[5] The Great Outdoors: Advocating for Natural Spaces for Young Children, Revised Edition

Rivkin, M. S. and Schein, D. National Association for the Education of Young Children. naeyc.org/resources/pubs/books/great-outdoors-revised-edition

Summary: A research-grounded advocacy resource for intentional outdoor spaces in early childhood settings. Includes examples of Minnesota-based nature-connected programs, including the Thomas Irvine Dodge Nature Center in St. Paul. Endorsed by Richard Louv (Last Child in the Woods) and Alice Honig (Syracuse University). Provides both the research rationale and practical applications for outdoor environment design.

[6] Using Principles of Nature-Based Preschools to Transform Your Classroom

Young Children, November 2018. National Association for the Education of Young Children. naeyc.org/resources/pubs/yc/nov2018/nature-based-preschools-transform-classroom

Summary: Explores how programs can integrate principles from nature-based preschools — including outdoor access, natural materials, and inquiry-based learning — without becoming exclusively nature-based. Directly relevant to the ELFC's approach of nature-connected learning within a comprehensive program model.

III.C. Workers' Compensation Insurance Renewal - Fiscal Year 2027	**Speaker(s):** Mert Woodard, Director of Finance and Operations

Board Meeting Date: 5/19/2026

Title: Workers' Compensation Insurance Renewal – Fiscal Year 2027

Type: Discussion

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

Description: Ahead of the 2026 fiscal year the District elected to switch workers' compensation insurance carriers from Dakota Truck Underwriters by and through Risk Administration Services (RAS) to State Fund Mutual (SFM). The District worked with its agent of record to obtain rates for the 2027 fiscal year and the renewal proposed by SFM is for a gross *decrease* of 3.85% or $21,286, with premiums going from $520,750 to $500,694. The net rate proposed by SFM for fiscal year 2027 is $0.497, a slight decrease over the fiscal year 2026 net rate of $0.530. The net rate in fiscal year 2020 was $0.600.

Due to the highly competitive renewal quote and recent switch of carriers, the District declined to seek quotes from other carriers.

The administration will recommend that the Board authorize the Director of Finance & Operations to execute all agreements necessary to accept SFM's renewal offer and bind coverage for fiscal year 2027.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Prepare to discuss the information regarding the District's workers' compensation renewal for fiscal year 2027.

Attachments:

1. Workers' Compensation Renewal Executive Summary – Fiscal Year 2027



Edina Public Schools
ISD 273

Executive Summary
07/01/2026 – 07/01/2027

Nick Lano | Area Senior Vice President
Nick_Lano@ajg.com | 952.358.7579

5/15/2026

Gallagher

Insurance | Risk Management | Consulting

Overview

On behalf of the Gallagher Public Entity Team, we would like to thank Edina Public Schools for the continued opportunity to serve the District. This Executive Summary is a shorter version of our proposal and is intended to summarize the renewal and outline our **CORE**360™ approach for the district. The intent of our **CORE**360™ approach is to help you optimize your total cost of risk and thereby improving the district's profitability to better serve the community. We highlight each **CORE**360™ cost driver, beginning with Insurance Premiums and ending with Contractual Liability. Highlighting each cost driver will not only summarize the key accomplishments but also ensure that we are deliberate in driving value to each of your six cost drivers which represent your total cost of risk.

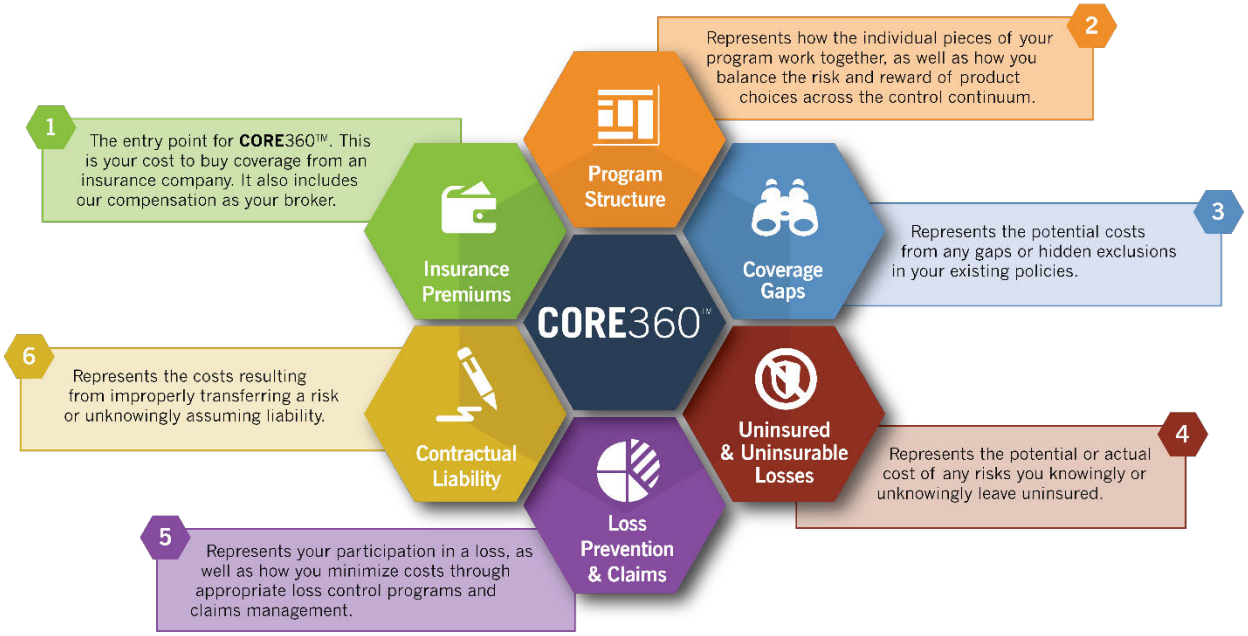
The Executive Summary also follows the decisions made and action items we discussed during our Strategic Review call on April 16th. During the discussion we established the following goals and objectives for 2026:

• Agreed to continue partnership with SFM at negotiated rate decrease.

• Continue to provide the greatest deliverable to ISD 273 – program stability and carrier partnership.

• Continue to provide extensive loss prevention services and claims advocacy to drive down the district's total cost of risk.

We believe we have delivered on these results and look forward to reviewing the Executive Summary in further detail. We know that you have a choice and we appreciate your business and continued support.



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2026 CORE360 Stewardship Scorecard

Your **CORE**360™ Stewardship Scorecard has been developed for you to get a quick snapshot of how we've impacted your total cost of risk over time, by monetizing the cost of risk changes by cost driver.

Insurance Premiums

- 2026 Premium decreased 6.7% while payroll increased 3.15%
- Experience Mod decreased from 1.06 to .89.
- 2026 Net Rate decreased 6.8% from $0.53 to $0.497.

Program Structure

- Total Payroll for the district increased 3.15% in 2026.
- Guaranteed Cost option provided by SFM in 2025
- Discussed 2-year retention program structure with SFM.

Coverage Gaps

- Our review revealed no actionable coverage gaps at this time.

Uninsured & Uninsurable Losses

- There have been no changes in our understanding of the district's uninsured or uninsurable risks since our last discussion.

Loss Prevention & Claims

- Coordinated RAS Loss Control
  - Ergonomic Evaluations
  - Reviewed Non-Critical Recommendations
  - Custodian Safety Training
- 2026 Experience Mod Analysis completed.

Contractual Liability

- Hidden risk transfers & unknown assumption of liability – Snow removal companies, General Contractors and Construction Managers (for example).

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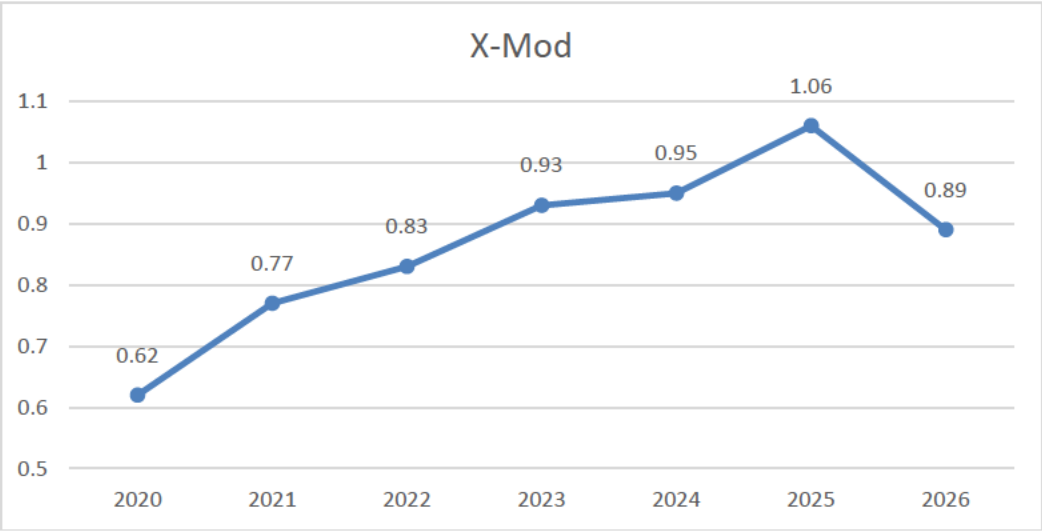
Historical Program Exposures

Historical Characteristics:

Class Code	Description	2020 – 2021 AUDITED	2021 – 2022 AUDITED	2022 – 2023 AUDITED	2023 – 2024 AUDITED	2024 – 2025 AUDITED	2025 – 2026 ESTIMATED	2026 – 2027 PROJECTED
7380	Chauffeurs & Helpers	$24,795	$24,704	$41,852	$58,235	$23,667	$46,474	$47,937
7382	Bus Co. All Other Employees	$1,345,763	$1,676,667	$2,034,831	$2,343,917	$2,575,382	$2,275,321	$2,346,945
8385	Bus Co. Garage Employees	$229,051	$230,979	$368,257	$558,430	$209,595	$797,046	$822,136
8868	College Professional Employee	$72,235,046	$77,070,867	$79,849,630	$84,635,203	$89,556,191	$90,401,785	$93,247,525
9101	College – All Other Employee	$3,523,256	$3,757,553	$3,737,279	$3,399,736	$3,049,497	$4,240,131	$4,373,605
Total		**$77,357,911**	**$82,760,770**	**$86,031,849**	**$90,995,521**	**$93,853,330**	**$97,760,757**	**$100,838,148**



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Workers' Compensation Claims Summary

HISTORICAL FOUR YEARS

WORKERS' COMPENSATION											
POLICY TERM	CARRIER NAME	IND / PD PAID	MED / BI PAID	EXPENSES PAID	TOTAL PAID	TOTAL RESERVES	TOTAL RECOVERIES	TOTAL INCURRED	# OF OPEN CLAIMS	# OF CLOSED CLAIMS	# OF CLAIMS
07/01/2021 to 07/01/2022	RAS	$46,136	$156,929	$15,816	$218,881	$0	$599	$218,282	0	70	70
07/01/2022 to 07/01/2023	RAS	$173,887	$211,115	$38,848	$331,692	$0	$0	$423,850	0	75	75
07/01/2023 to 07/01/2024	RAS	$26,258	$123,946	$10,605	$155,960	$43,628	$0	$204,436	2	84	86
07/01/2024 to 07/01/2025	RAS	$11,966	$56,690	$6,245	$15,806	$0	$0	$74,901	0	86	86
07/01/2025 to 07/01/2026	SFM	$6,768	$21,162	$148	$28,078	$82,697	$0	$110,773	13	27	40
TOTALS:		**$265,015**	**$569,842**	**$71,661**	**$905,519**	**$126,325**	**$599**	**$1,032,242**	**15**	**342**	**357**

- 2020 Total Claims - $213,093
- 2019 Total Claims - $394,804
- 2018 Total Claims - $134,620
- 2017 Total Claims - $73,908

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Workers' Compensation Claims Summary

LARGE LOSS HISTORY – CLAIMS OVER $25,000

POLICY TERM	LINE OF COVER	CLAIM / CASE #	LOSS DATE	CLAIMANT NAME	ACCIDENT DESCRIPTION / NARRATIVE	CLAIM STATUS	TOTAL PAID	TOTAL RESERVES	TOTAL RECOVERY	TOTAL DEDUCTIBLE	TOTAL INCURRED
WORKERS' COMPENSATION											
07/01/2021 to 07/01/2022	WORKERS' COMPENSATION	289259	07/30/2021	[redacted]		CLOSED	$39,754.39	$0.00	$0.00	$0.00	$39,754.39
	WORKERS' COMPENSATION	294808	09/30/2021			CLOSED	$97,786.30	$0.00	$0.00	$0.00	$97,786.30
	WORKERS' COMPENSATION	301241	12/10/2021			CLOSED	$37,750.93	$0.00	$0.00	$0.00	$37,750.93
Total for the Term 07/01/2021 to 07/01/2022							**$175,291.62**	**$0.00**	**$0.00**	**$0.00**	**$175,291.62**
07/01/2022 to 07/01/2023	WORKERS' COMPENSATION	330108	09/25/2022			CLOSED	$57,310.72	$0.00	$0.00	$0.00	$57,310.72
	WORKERS' COMPENSATION	333575	10/05/2022			CLOSED	$36,978.17	$0.00	$0.00	$0.00	$36,978.17
	WORKERS' COMPENSATION	340574	03/02/2023			CLOSED	$48,090.62	$0.00	$0.00	$0.00	$48,090.62
	WORKERS' COMPENSATION	345944	05/26/2023			CLOSED	$225,953.85	$0.00	$0.00	$0.00	$225,953.85
Total for the Term 07/01/2022 to 07/01/2023							**$368,333.36**	**$0.00**	**$0.00**	**$0.00**	**$368,333.36**
07/01/2023 to 07/01/2024	WORKERS' COMPENSATION	355461	11/29/2023			OPEN	$24,464.08	$41,927.50	$0.00	$0.00	$66,391.58
	WORKERS' COMPENSATION	359543	02/02/2024			CLOSED	$25,142.28	$0.00	$0.00	$0.00	$25,142.28
Total for the Term 07/01/2023 to 07/01/2024							**$49,606.36**	**$41,927.50**	**$0.00**	**$0.00**	**$91,533.86**
07/01/2024 to 07/01/2025	WORKERS' COMPENSATION	380450	02/04/2025			CLOSED	$38,425.64	$0.00	$0.00	$0.00	$38,425.64
Total for the Term 07/01/2024 to 07/01/2025							**$38,425.64**	**$0.00**	**$0.00**	**$0.00**	**$38,425.64**
07/01/2025 to 07/01/2026	WORKERS' COMPENSATION	916139	10/31/2025			OPEN	$8,868.00	$22,795.00	$0.00	$0.00	$31,663.00
	WORKERS' COMPENSATION	926615	02/18/2026			OPEN	$797.00	$27,853.00	$0.00	$0.00	$28,650.00
Total for the Term 07/01/2025 to 07/01/2026							**$9,665.00**	**$50,648.00**	**$0.00**	**$0.00**	**$60,313.00**
Total for All the Years							**$641,321.98**	**$92,575.50**	**$0.00**	**$0.00**	**$733,897.48**

ISD 273

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Workers' Compensation

EXPERIENCE MODIFCIATION VALIDATION

Mod Analysis for **Independent School District 273**

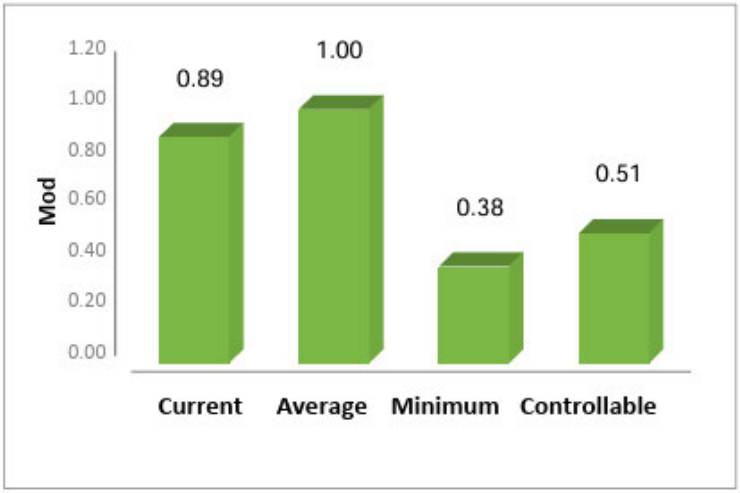
Mod Snapshot

Effective date: 7/1/2026

The Key Numbers

Total expected losses	$618,985
Total expected primary losses	$280,693
Total expected excess losses	$338,292
Total unlimited losses	$583,712
Total limited/adjusted losses	$500,828
Total actual primary losses	$237,239
Total actual excess losses	$263,589
Computed ballast value	55,380
Computed weighting value	0.40
Modification factor	**0.89**
ARAP factor	1.00

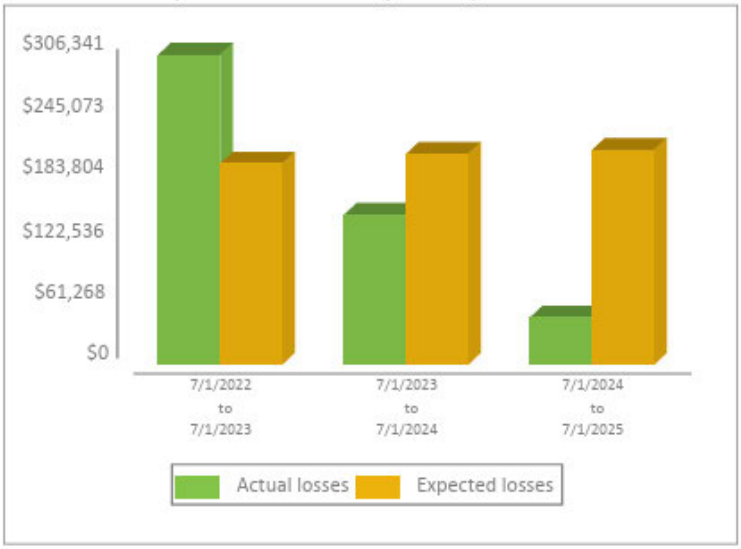
Mod Breakdown



Impact of Top Itemized Losses

State	Injury Date	Incurred Loss	Impact on Mod	Mod w/o Loss
MN	5/26/2023	$134,500	0.0962	0.7950
MN	9/25/2022	$56,722	0.0501	0.8411
MN	11/29/2023	$55,491	0.0494	0.8418
MN	3/2/2023	$47,092	0.0444	0.8468
MN	10/5/2022	$36,723	0.0382	0.8530
MN	2/4/2025	$35,540	0.0375	0.8537
MN	2/2/2024	$24,625	0.0311	0.8601
MN	1/24/2024	$20,234	0.0085	0.8827
MN	9/27/2023	$19,580	0.0281	0.8631
MN	2/20/2023	$19,295	0.0279	0.8633

Actual vs. Expected Losses by Policy Period



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2026 Strategic Review

RECAP OF EARLY RENEWAL RATE EXPECTATIONS AND RATE RESULTS

Coverage	Carrier	Rate Indication	*Rate Results*	Comments
Workers' Compensation	SFM	Initial renewal indication of $499,434 or 4% premium decrease after changes in payroll figures. New net rate of $0.495. • 2026 Payroll increase of 3%. • 2026 Experience Mod decreasing 16% - 1.06 to 0.89 • SFM underwriting to a 52% loss ratio.	Achieved goal of 6.8% premium decrease and net rate decrease of 6.8%. 2026 net rate is $0.497.	• 1 -year loss ratio - 50% • No change to program structure. • New partnership with SFM formed in 2025.

Pure Loss Rate

Independent School District 273 Edina

Based on the selected pure loss rate and the projected Payroll, here are the projected losses for the 7/1/2026 - 7/1/2027 period.

Computation of Projected Losses										
Selected Pure Loss Rate	X	Projected Payroll / $100	=	Projected Losses	➡	$ 0.27	X	$97,760,757 / $100	=	$ 263,954

- *2025 Loss Projection - $328,487*

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Renewal Premiums

2026 WORKERS' COMPENSATION RESULTS

	2025 Expiring	2026 Renewal
Carrier	**SFM**	**SFM**
Premium	$501,591	$484,556
Surcharges	$19,153	$16,138
Total Premium	**$520,750**	**$500,694**
Net Rate	$0.53	$0.497

Previous 2022 Marketing Results

- SFM – Declined due to loss history and not competitive at current rate structure.
- Employers – Declined, too large of a school account for them.
- United Heartland – Indicated above RAS renewal.

Notes:

- SFM option in 2025 underwritten to a 65% loss ratio (projected breakeven for the carrier).
- Maxed Scheduled Credit of 40% provided in 2021
- Scheduled Credit of 37% provided in 2022.
- Payrolls increased 7% in 2021 and 2.5% in 2022 and 3.6% in 2023.
- Expiring Premium in 2019 with SFM/Prior Broker - $476,151 ($0.60 net rate)
- 2025 RAS Renewal Option - $568,462

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Gallagher

Thank You for Your Business

On behalf of the Gallagher team, we would like to thank the district for the continued opportunity, partnership, support and confidence you have placed in us to handle the insurance program. We have enjoyed the partnership and look forward to continue earning the district's business year-over-year. We look forward to implementing the agreed upon renewal strategy in 2026 and thus reducing the district's total cost of risk. Thank you

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III.D. Property, Casualty, and Liability Insurance Renewal – Fiscal Year 2027	**Speaker(s):** Mert Woodard, Director of Finance and Operations

Board Meeting Date: 5/19/2026

Title: Property, Casualty, and Liability Insurance Renewal – Fiscal Year 2027

Type: Discussion

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

Description: In December 2015, the School Board awarded the District's property, casualty, and liability insurance contract to the Minnesota Insurance Scholastic Trust (MIST). MIST provides the benefit of self-insurance cooperative purchasing, with 31 school districts currently participating in the MIST program. The program allows the group to pool its total insurable values, making it more attractive in the marketplace and less sensitive to carrier dynamics, stabilizing premium increases. Any remaining funds at the end of a claim year are distributed among member districts.

The District's renewal for the July 1, 2026 to June 30, 2027 period is $1,099,030, a 13.75 percent ***decrease*** over the prior year, or a reduction of $175,137. During the District's initial budget development that took place in the fall of 2025, the administration assumed a 12.5 percent increase.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Discuss the MIST property, casualty, liability, and cyber insurance renewal for fiscal year 2027.

Attachments:

1. MIST Full Membership Renewal Presentation – Fiscal Year 2027 (forthcoming)
2. MIST Insurance Policy Pricing List – Fiscal Year 2027

Minnesota Insurance Scholastic Trust (MIST)

2026-2027 Member COST COMPARISON

Estimates Only – Invoice with Final Premiums to Follow

Edina Public Schools ISD #273

Coverage Description	2025 Expiring Costs	2026 Renewal Costs	% Change
Fixed Costs:			
Package Premium (includes surplus lines tax)	$302,800.44	$285,593.05	
actuarial debit/credit in [ ]	[15.00%]	[-13.11%]	
Excess Property (includes surplus lines tax)	$372,462.93	$251,433.46	
Boiler & Machinery	$18,285.00	included	
Cyber (includes surplus lines tax)	$49,078.98	$49,078.98	
Excess Cyber Liability	N/A	N/A	
Pollution Liability (includes surplus lines tax)	$14,709.14	$15,173.67	
Claims Administration Fee	$8,352.00	$6,042.00	
Loss Control Fee	$1,200.00	$1,218.00	
Operating Expense	$7,077.40	$14,515.00	
Gallagher/RPA Administration Fee	$35,609.88	$36,678.00	
Total Fixed Costs	**$809,575.77**	**$659,732.16**	
Variable Costs:			
Corridor	$27,804.00	$32,947.00	
Loss Fund - Package	$436,787.00	$406,351.00	
actuarial debit/credit in [ ]	[15%]	[-10.85%]	
Total Program Contribution on a Maximum Cost Basis	**$1,274,166.77**	**$1,099,030.16**	**-13.75%**

Statistical Information	2025 Expiring	2026 Renewal	% Change
Total Insurable Values	$714,819,233	$725,109,280	1.44%
Students	8,895	9,000	1.18%
Vehicles	93	93	0.00%

DO NOT PAY

*** Invoices to follow. Please hold payment until invoices are received.**

A new P.O. Box is being set up due to changes in treasury services. The invoice will have the new P.O Box listed.



Minnesota Insurance Scholastic Trust

MIST 2026-2027 Property & Casualty Renewal

Motion Required

Minnesota Insurance Scholastic Trust

Brokerage & Administration Team

RPA / Gallagher Team

Name/Title	Phone/Alt. Phone	Email
Jack Kurcab – Vice President, Program Administration & Brokerage	630-634-4036	Jack_Kurcab@rpadmin.com
Nick Lano – Area Vice President	952-556-6292	Nick_Lano@ajg.com
Samuel Ding – Program Director	617-678-5360	Samuel_Ding@rpadmin.com
Laura O'Malley - Executive Program Manager	630-228-6717	Laura_OMalley@rpadmin.com
Katie Navin- Senior Client Service Manager	630-228-6665	Katie_Navin@rpadmin.com
Marissa Hermle – Client Service Manager II	630-285-4252	Marissa_Hermle@rpadmin.com

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Minnesota Insurance Scholastic Trust

Renewal Statistics - Annualized

	2025-2026	2026-2027	% Change
Members	31	31	0%
Total Insured Values	8,531,001,068	8,585,861,159	0.6%
Student Count	98,050	97,233	(0.8%)
Vehicle Count	846	868	2.6%

Expiring exposure/premiums/loss funds are annualized in order to get a true comparison of the pool's renewal costs

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MIST Member Map

5 New Members Added since 2024



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MIST Net Position

Year-End Audited Financials

$1,825,901

As of June 30, 2024

$3,911,668

As of June 30, 2025

+$2,085,767

Retained Carrier Profit



State of the Insurance Market - Overall

× **Liability**
× **Auto**
× **Abuse**



Hard Market: Rates increasing, terms eroding, shrinking capacity. Market and loss history playing major factor.

– **Crime**
– **Pollution**
– **Property**



Challenging renewals: General rate increase to keep up with losses and inflation but options and coverage readily available.

✓ **Cyber**
✓ **Boiler**
✓ **Property**



Stable: Carriers compete for business. We can drive down rates and costs. In some cases, market is still hard but shows signs of improvement for proactive management.

MIST Renewal Strategy

- Explored alternative program structuring to decreased carrier fixed cost ✓
  - **Chubb & Munich Re** – served as great negotiation levers during marketing
- Marketed Boiler/Equipment Breakdown coverage ✓
- Prepared to offer higher cyber limits ✓
- Explore cutting edge loss control technologies → **MIST Water Sensor Program** ✓
- **Aggressively market MIST Property** Renewal to explore market options ✓
  - Utilize the softening of markets to spark market competition
  - **GovPro**, **Chubb**, **Travelers** as main market options for Excess

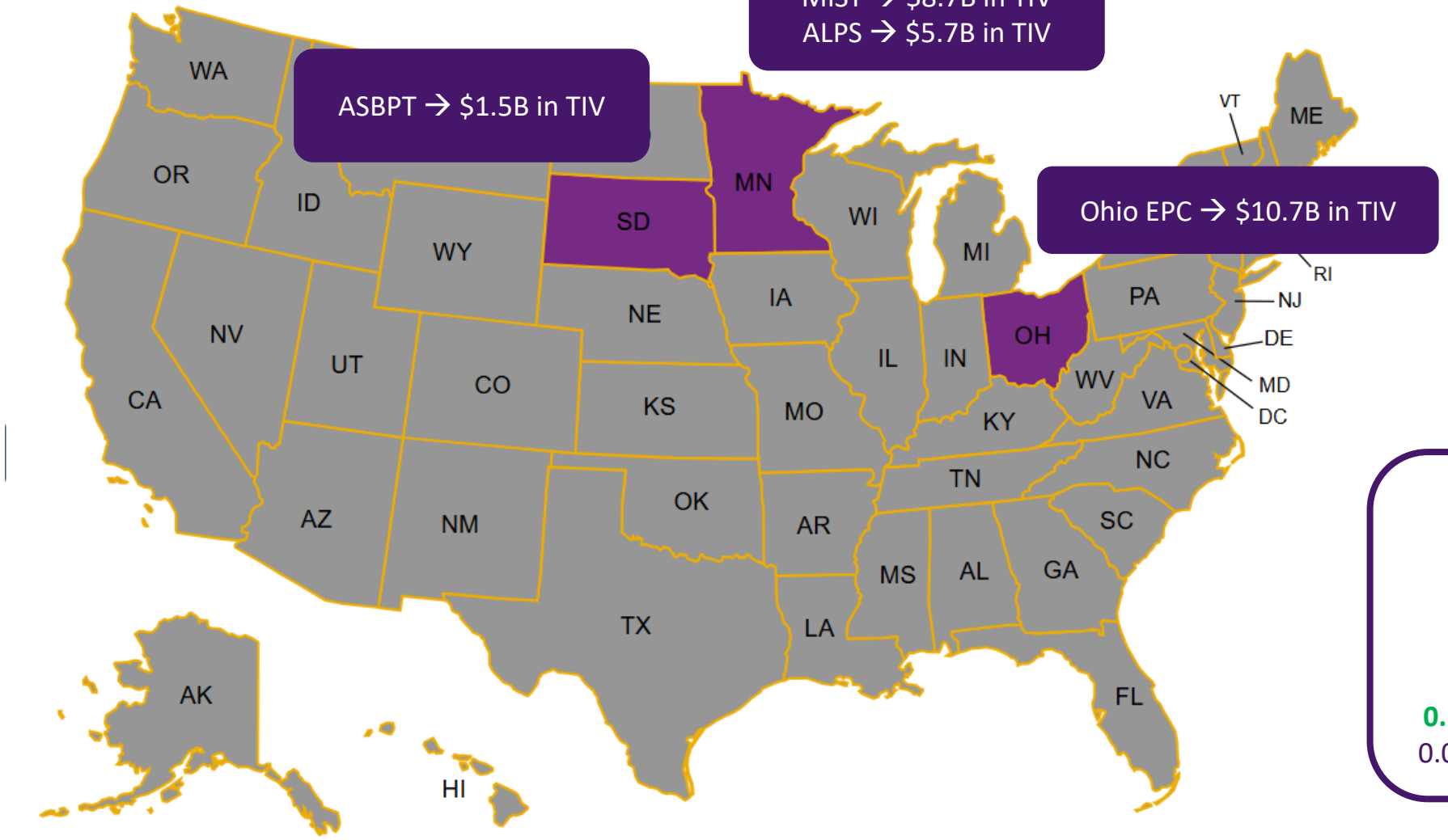
GovPro

Total Program TIV = $26.6 Billion

MIST → $8.7B in TIV
ALPS → $5.7B in TIV

ASBPT → $1.5B in TIV

Ohio EPC → $10.7B in TIV





Spread of Risk

Probable Maximum Loss (PML)

"Worst Case Scenario" out of 5 calculation methodology

1% chance in 100 years = $100M
0.10% chance in 1,000 years = $277M
0.01% chance in 10,000 years = $732M

Excess Property Program for Pools (no risk sharing)

2 out of 4 programs approved to enroll ★

Controlled exposure with hand-selected K-12 Programs

Proven success → Alternative to standard market

Gov Pro Benefits

- **Allows you to better take control from the standard market**
- **Brings competition to Travelers & Chubb – Keep them on their toes**
- **Increased insultation in changing markets**
    - Ex. Today vs Hard Market
- **Renewal stability**
    - **Diversified property program with broad market participation, not tied to one carrier.**
    - Direct, E&S, Bermuda & London
    - Keeps markets competitive in changing markets
- **MORE coverage, higher limits**
- **Homogenous group of Insureds (K12 Schools) with a good spread of risk (Ohio, SD, MN)**
- **Selective Underwriting – RPA programs only** vs.
    - single dictating market
    - **Gain Control**

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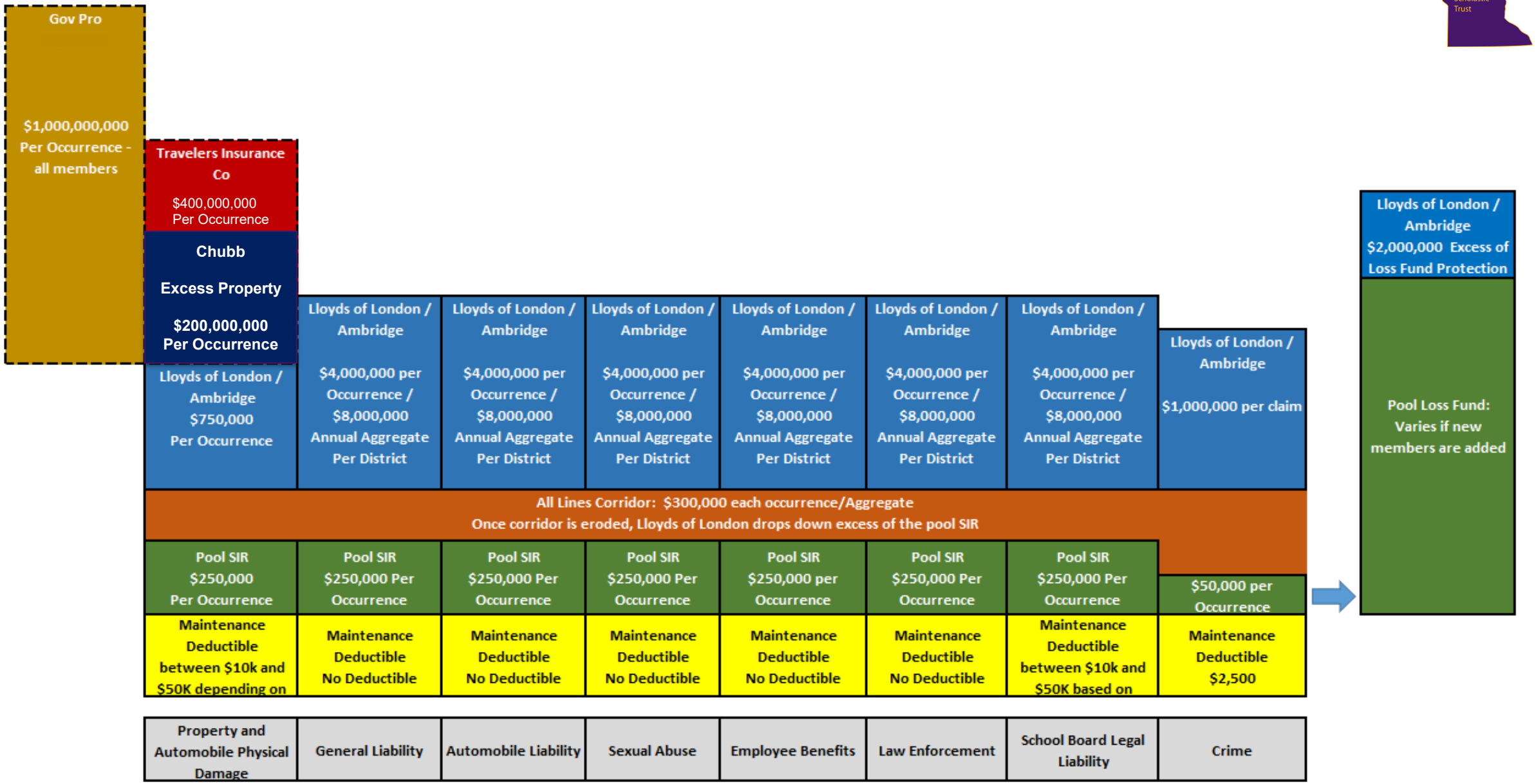
2026-2027 Program Structure



Gov Pro Coverage Highlights



Comprised of:

- Direct, admitted
- E&S
- Lloyds of London
- Bermuda

Sublimit Coverage	Expiring	GovPro
TOTAL LIMIT	$200M	**$1 Billion**
Flood - Low Hazard - Zone X	$25M	**$50M**
Flood - Moderate Hazard - Zones B, X-500	N/A	**$25M**
Earthquake	25M Annual Agg	**$50M Occ/Annual Agg**
Earthquake - New Madrid	Excluded	**$25M**
Business Income	$10M	**$50M**

Additional Highlights
1. No Margin Clause & Co-insurance included
2. Include 10% Swing Clause for TIV before endorsement
3. Scheduled assets are covered within SOV
4. Underground assets, pipes, fiber options are covered within 1000ft of covered location

Excess Property & Equipment Breakdown Renewal

Recommended

	2025-2026 Expiring	2026-2027 Option 1 - Renewal	% Change	2026-2027 Option 2 - Renewal	% Change	2026-2027 Option 3 - Renewal	% Change
Excess Property	**Travelers**	**Travelers**		**Chubb**		**GovPro***	
Loss Limit	$200,000,000	$400,000,000		**$200,000,000**		**$1,000,000,000**	
Total Insured Value	$8,531,001,068	$8,585,861,159	0.6%	$8,585,861,159	0.6%	$8,585,861,159	0.6%
Total Premium excluding Taxes	$4,314,007	$3,041,112	**-30%**	$2,464,837	**-44%**	$2,715,172	**-37%**
Rate/100 *excluding* taxes	$0.0506	$0.0354		$0.02871		$0.03162	
Total Premium including Taxes & Fees	**$4,445,152.79**	**$3,133,561.80**		**$2,464,837.00**		**$2,977,166.53**	
Equipment Breakdown	**Liberty**	**Chubb**		**Chubb**		**GovPro**	
Premium	**$217,273**	**$141,444**	**-35.3%**	**$141,444**	**-35.3%**	**Included**	
Rate/100 *excluding* taxes	$0.00258	$0.00167		$0.00167		n/a	
Total Premium with Taxes and Fees	**$4,662,425.79**	**$3,275,005.80**	**-30%**	**$2,606,281.00**	**-44%**	**$2,977,166.53**	**-36%**

*GovPro is a commission-based policy
*GovPro is a "Not-to-Exceed" amount

Losses to the Excess Property Layer

2016-2017 Hartford	2017-2018 Hartford	2018-2019 Hartford	2019-2020 Travelers	2020-2021 Travelers	2021-2022 Travelers	2022-2023 Travelers	2023-2024 Travelers	2024-2025 Travelers	2025-2026 Travelers
$546,435	$554,394	$549,172	$927,971	$1,848,589	$2,131,224	$2,586,375	$3,694,329	$3,694,329	$4,314,007
$0	$0	$0	$1,062,647	$0	$0	$0	$0	$0	$0
0.00%	0.00%	0.00%	114.51%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Loss ratio since pool inception: 4.8%

Losses to the Equipment Breakdown Layer

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
$89,131	$88,752	$87,809	$100,492	$114,679	$121,888	$138,654	$183,536	$194,949	$217,273
$176,433	$17,865	$7,531	$0	$46,868	$10,037	$777	$5,261	$0	$0
197.95%	20.13%	8.58%	0.00%	40.87%	8.23%	0.56%	2.87%	0.00%	0.00%

Loss ratio since 2016: 39.5%

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Losses to the Loss Fund

Policy Dates	Open Claims	Total # of Claims	Loss Fund	Paid Losses	Reserves	IBNR from 12/31/2025 Actuary Report	Total Incurred within SIR	Remaining Loss Fund	Corridor	Remaining corridor as of 12/31/2025	Losses to the aggregate Stop-Loss
2025-2026	51	81	$3,545,600	$827,945	$553,421	$330,910	$1,712,276	$1,833,324	$300,000	$79,000	
2024-2025	19	117	$2,896,416	$871,856	$154,118	$289,812	$1,315,786	$1,580,630	$300,000	$0	
2023-2024	15	133	$2,125,000	$1,551,704	$571,713	$1,583	$2,125,000	$0	n/a	N/A	
2022-2023	5	181	$1,815,922	$1,277,828	$162,396	$161,404	$1,601,628	$214,294	n/a	N/A	
2021-2022	5	167	$1,674,500	$1,674,500	$0	$0	$1,674,500	$0	n/a	N/A	$639,424
2020-2021	1	74	$2,118,123	$1,416,818	$19,148	$37,986	$1,473,952	$644,171	n/a	N/A	
2019-2020	0	87	$1,172,500	$1,131,208	$0	$0	$1,131,208	$41,292	n/a	N/A	
2018-2019	0	94	$930,000	$863,553	$0	$0	$863,553	$66,447	n/a	N/A	
2017-2018	0	119	$916,000	$653,773	$0	$0	$653,773	$262,227	n/a	N/A	
2016-2017	2	106	$797,000	$797,000	$0	$0	$797,000	$0	n/a	N/A	$241,190
2015-2016	0	74	$780,986	$421,970	$0	$0	$421,970	$359,016	n/a	N/A	
2014-2015	0	71	$542,060	$485,496	$0	$0	$485,496	$56,564	n/a	N/A	
2013-2014	0	28	$270,000	$184,643	$0	$0	$184,643	$85,357	n/a	N/A	
Totals	**98**	**1332**	**$19,584,107**	**$12,158,294**	**$1,460,796**	**$821,695**	**$14,440,785**	**$5,143,322**		**$79,000**	**$880,614**

All open years are still developing

Losses to the Package

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Includes Excess	Includes Excess	Includes Excess	Includes Excess	Excess Written Separately	Includes Excess	Includes Excess	Includes Excess	Includes Excess	Includes Excess
Premium Paid	$599,470	$567,695	$563,195	$679,691	$943,171	$1,383,365	$1,650,476	$2,029,601	$2,014,322	$2,413,046
Corridor									$300,000	$300,000
Remaining Corridor									$0	$79,000
Claims to Layer	$1,743,421	$488,986	$174,390	$3,199,194	$35,806	$333,283	$0	$516,792	$667,000	$421,000
Claims – Aggregate Stop Loss	$241,190	$0	$0	$0	$0	$639,424	$0	$0	$0	$0
Net Loss Ratio	331.06%	86.14%	30.96%	470.68%	3.80%	70.31%	0.00%	25.46%	33.11%	17.45%

Loss ratio since pool inception: 63.5%

Package Renewal

Lloyds of London / Ambridge

Package	2025-2026	2026-2027	% change
Property Pool Retention	$250,000	$250,000	
Property Member Deductible	Various by TIV	Various by TIV	
Liability Pool Retention	$250,000	$250,000	
Property Limit	$750,000	$750,000	
Liability Limits	$4M/$8M	$4M/$8M	
Aggregate Stop Loss	$2,000,000	$2,000,000	
•Total Package Premium (excl T/F)	**$2,413,046**	**$2,618,796**	**8.53%**
•Total Loss Fund	**$3,545,600**	**$3,700,000**	**4.35%**
•Corridor	**$300,000**	**$300,000**	
Total *including* Taxes/Fee & Corridor	**$6,334,212**	**$6,701,319**	**5.80%**

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Reminder:
Property Tiered Deductible based on district TIV

- Under 100M; $10,000
- 101-450M; $25,000
- 451M & above; $50,000

+0.6% in TIV
No changes to terms/conditions

Projected Losses at Various Confidence Levels

Losses limited to the indicated retentions provided by Casualty Actuarial Consultants, Inc. (CAC)

Confidence Level[1]	Estimated Retained Losses w/i 250K/50K Retention
Expected - 50%	$2,420,000
55%	2,535,071
60%	2,639,009
65%	2,764,592
70%	2,884,213
75%	3,025,214
80%	3,183,697
85%	3,374,132
90%	3,622,150
Aggregate (Approx. 91.6%)	3,700,000

Expected losses by CAC

Estimated high losses by CAC

Ambridge Loss Fund

MIST Cyber Renewal

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Premium Paid	$147,856	$131,186	$131,186	$139,043	$171,443	$390,000	$578,350	$608,300	$593,313	$616,149
Claims to Layer	$0	$31,063	$149,432	$50,790	$179,000	$3,259	$567,338	$191,748	$0	$0
Net Loss Ratio	0%	24%	114%	37%	104%	1%	98%	32%	0%	0%

Loss ratio since 2014: 31%

CFC	2025-2026	2026-2027	% Change
Total Premium excluding taxes and fees	$616,149	$611,099	
Total Premium including taxes and fees	$634,880	$634,880	0%

*Cyber moved to a Master Policy in 2025

MIST Optional Cyber

Why additional cyber:

- ✓ Ransomware attacks on educational institutions increased **23%** in early 2025, with average demand at **$556,000**
- ✓ K-12 schools averaged **4,388 cyberattacks** per organization **per week** in Q2 2025, making education the **"most attacked industry globally"**
- ✓ Education sector experienced **1,075 confirmed** security incidents and **851 data breaches** in 2025
- ✓ **Recommendation to take advantage of the currently stabilized cyber market**

Current: $2M total limit

Additional Option 1: $1M xs $2M = **$3M total limit**

Additional Option 2: $2M xs $2M = **$4M total limit**

Additional Option 3: $3M xs $2M = **$5M total limit**

- Westchester Insurance Company (Excess)
- CFC ($2M Primary)

Pricing options will be included in individual proposals

Pollution Liability

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Premium Paid	$71,840	$74,043	$75,156	$84,276	$90,217	$84,276	$90,217	$138,732	$146,386	$167,507
Claims to Layer	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Net Loss Ratio	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

	2025-2026	2026-2027	% Change
Total Premium excluding taxes and fees	$167,507	$173,592	
Total Premium including taxes and fees	$172,599	$178,869	3.6%

III.E. Long-Term Facilities Maintenance Update – Spring 2026	**Speaker(s):** Mert Woodard, Director of Finance and Operations; and Rod Peterson, Director of Buildings and Grounds

Board Meeting Date: 5/19/2026

Title: Long-Term Facilities Maintenance Update – Spring 2026

Type: Report

Presenter(s): Mert Woodard - Director, Finance & Operations
Rod Peterson – Director, Buildings & Grounds

Description: The District administration will update the Board and community regarding the following facility projects:

2026 – Edina High School re-roofing, Edina High School mechanical upgrades, Edina Community Center exterior stairs rehabilitation, Edina Community Center parking lot rehabilitation, Edina Community Center interior surfaces renovation (ELFC), Valley View Middle School plumbing and restroom renovation, Concord Elementary interior surfaces renovation,

2027 - Edina Performing Arts Center lighting and theatrical rigging, Edina Community Center elevator replacement, Cornelia Elementary parking lot rehabilitation and reconfiguration, Cornelia Elementary exterior surfaces, Cornelia Elementary gym floor, Cornelia Elementary interior surfaces, Creek Valley Elementary restroom and interior surface renovations (phase II), Highlands Elementary parking lot rehabilitation and site-work, Highlands Elementary gym floor, South View Middle School mechanical systems, re-roofing, and interior surfaces, district-wide interior surface renovations.

The projects will be included in the District's ten-year long-term facilities maintenance (LTFM) plan that is updated annually prior to approval by the Minnesota Department of Education (MDE). The District will present and seek approval of the updated LTFM revenue and expenditure budgets at a subsequent meeting of the Board. After the Board approval, the plan will be submitted to the MDE so that LTFM revenue is generated for taxes payable in 2027 (fiscal year 2028).

The projects were reviewed by the Finance & Facilities Committee at its April 2026 meeting.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Be prepared to discuss or inquire about current, planned, and potential facilities projects within the District.

Attachments:

N/A

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**