



School Board Special Meeting
Virtual Meeting
Monday, July 13, 2020, 5:00 PM

I. Determination of Quorum, Call to Order and Approval of Agenda

II. Discussion

A. New Pandemic Response Policy

- a. Description: This policy discussion is intended to ensure clear understanding of board and administrative roles during the management of the COVID outbreak and its impact on the district. Before discussing the policy itself, we will discuss the following two broad issues:
 - Reaffirm responsible party who will decide whether to implement an in-person, hybrid learning or distance learning scenario. Note: State or local public health officials may exercise authority to close schools.
 - Determine meeting, communication, and decision-making expectations and protocols between School Board and Administration.
- b. Presenter: Board Policy Committee

B. Fall Learning Plan

- a. Description: Guidance from the Minnesota Department of Education for the fall of 2020 includes preparation for three scenarios: Face to Face learning, Distance Learning and a Hybrid of the two. On June 3 a leadership team, in consultation with Teamworks International, began laying out a process for seeking input and making recommendations for fall programming and operations. This report will provide an update of current leadership challenges being addressed and those that still remain. This update is intended to provide the board with an preliminary information on the three different scenarios for fall planning. No scenarios are finalized, and this update is intended for information only. We would like to thank many teachers, staff, administrators, parents and students for their participation to date.
- b. Presenter: Dr. Randy Smasal, Assistant Superintendent; Steve Buettner, Director of District Media and Technology Services; Dr. John Schultz, Superintendent

C. District Priorities: Board and Superintendent Goals

- a. Description: Board members have been asked to rank district priorities for the 2020-2021 school year from the comprehensive list of issues provided.
- b. Presenter: Erica Allenburg, Board Chair; Dr. John Schultz, Superintendent

D. Board Liaison Appointments

- a. Description: This agenda item provides background when Board members assignments are made for Edina Public Schools committees. The Board will discuss this new schedule in this agenda item.
- b. Presenter: Erica Allenburg, Board Chair

III. Leadership Updates



Board Meeting Date: 7/13/2020 Work Session

TITLE: Pandemic Response Policy - New

TYPE: Discussion

PRESENTER(S): Board Policy Committee and Superintendent, John W. Schultz, Ph.D.

BACKGROUND: This policy discussion is intended to ensure clear understanding of board and administrative roles during the management of the COVID outbreak and its impact on the district. Before discussing the policy itself, we will discuss the following two broad issues:

- Reaffirm responsible party who will decide whether to implement an in-person, hybrid learning or distance learning scenario. Note: State or local public health officials may exercise authority to close schools.
- Determine meeting, communication, and decision-making expectations and protocols between School Board and Administration.

RECOMMENDATION: Discussion only; for Action in August.

PRIMARY ISSUE(S) TO CONSIDER: Policy related to the pandemic.

ATTACHMENTS:

1. Pandemic Response Policy - New

COVID-19 PANDEMIC RESPONSE (EMERGENCY POLICY IN EFFECT FOR ONE YEAR)

PURPOSE

This policy addresses the School District's process for protecting the health and safety of its students, staff, and community while in District facilities and programs during the current COVID-19 pandemic.

GENERAL STATEMENT

The widespread outbreak of this pandemic may necessitate that the District quickly modify District operations, including but not limited to:

- Student and staff attendance at school/work and program participation;
- Learning framework;
- Facilities management;
- Health and hygiene protocols;
- Community access; and
- Any and all other aspects of the District's functioning.

RESPONSIBILITY

The School Board hereby directs the Superintendent or their designee to develop and implement procedural requirements, plans, and/or standard protocols for student and staff participation and the overall management and functioning of the District during this pandemic. Prior to putting any such requirement, plan, or protocol in place, the Superintendent or their designee must notify the members of the School Board. The Superintendent or their designee must provide at least timely to the School Board regarding any such requirement, plan, or protocol, unless the School Board otherwise directs the Superintendent to provide fewer updates. If applicable, the School Board directs the Superintendent or their designee to incorporate and follow any Minnesota Department of Health ("MDH") or Centers for Disease Control and Prevention ("CDC") guidelines or plans that may be issued.

These requirements, plans, or protocols may be implemented by the Superintendent or their designee without the review and approval of the School Board, and will become immediately applicable to students, staff, and the community. The School Board recognizes the potential need for flexibility or to revise and adapt the requirements, plans, and protocols as additional information is gathered, and/or guidelines are provided by MDH. As such, the requirements, plans, or protocols may be revised by the Superintendent or their designee, as needed.

Any such requirements, plans, or protocols shall be attached to this Policy as an Appendix. The School Board may later review and provide input, revisions, and/or direction on the requirements, plans, and protocols. The School Board has the ultimate authority to fully adopt, overturn, or revise any such requirements, plans, or protocols. Until any such School Board action occurs, the requirements, plans, or protocols implemented by the Superintendent or their designee shall be fully enforceable.

Cross References:

Policy 810 (Safety and Security of Students, Employees, Visitors, Buildings and Grounds)
Policy 812 (Health and Safety Program)



Board Meeting Date: July 13, 2020 Work Session

TITLE: 2020-21 School Year Planning Update

TYPE: Report

PRESENTER(S): Dr. John W. Schultz, Dr. Randy Smasal, Jody De St Hubert, Steve Buettner, Leah Byrd, Lisa Masica, Shawn Dudley, Andy Beaton, Sean Beaverson, Mike Walker

BACKGROUND: Guidance from the Minnesota Department of Education for the fall of 2020 includes preparation for three scenarios: Face to Face learning, Distance Learning and a Hybrid of the two. On June 3 a leadership team, in consultation with Teamworks International, began laying out a process for seeking input and making recommendations for fall programming and operations.

This report will provide an update of current leadership challenges being addressed and those that still remain. This update is intended to provide the board with an preliminary information on the three different scenarios for fall planning. No scenarios are finalized, and this update is intended for information only. We would like to thank many teachers, staff, administrators, parents and students for their participation to date.

RECOMMENDATION: For School Board information

PRIMARY ISSUE(S) TO CONSIDER: Please consider how the Edina Fall Instructional and Operational Plans meet the needs of our Edina learners and families.

ATTACHMENTS:

1. Report (next page)

The Why

The Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH) have developed guidance around three scenarios to help plan for the 2020-21 school year:

- Scenario 1: In-person learning for all students
- Scenario 2: Hybrid learning with strict social distancing and capacity limits
- Scenario 3: Distance learning only

School districts and charter schools must adhere to the health requirements and recommendations in [MDH 2020-21 Planning Guidance for Schools](#) and should consult [MDE 2020-21 Planning Guidance for Minnesota Public Schools](#) as plans for each scenario are developed. Decisions around the fall may change as we learn more about which scenario will be in the best interest of public health, and specifically the health and safety of our school communities. -MDE, June 2020

MDE's next guidance will come on July 27, 2020. As a school district we recognize that a lot of planning and preparation is needed prior to this. Thus we have initiated data collection and analysis, instructional and operations planning. Design teams for each of these three areas have been created and we are working in partnership with our staff, students and community to flesh out the three scenarios offered from MDE to determine the impact and logistics of how those models could function in Edina Public Schools this fall.

As a school system we will continue to gather feedback on ideas and concepts and problem solve issues that are identified around these three scenarios.

Process

- A Leadership Planning Team (District and Site representative leaders) met on June 3rd to define the assumptions, desired results, unacceptable means and general parameters for the design work.
- The Data Team has been organizing data collection opportunities and analysis with staff and families and will continue this work.
 - Debriefed end of year DL successes and challenges with 115 teachers in early June
 - Parent Leadership Council shared their feedback.

- The Instructional Design Team consists of District leaders, PreK-12 Principals and Teacher Leaders and is providing oversight for the overall educational design models.
 - Four breakout Input Teams (ELC, Elem, MS, HS) have been seeking input and idea generation from staff and parents (Some of the google meets had as many as 100 participants from individual schools (HL))
 - Strengths, Challenges and Considerations were solicited for specific design ideas and concepts
 - Each of the Elementary schools divided further into 6 additional task forces to generate community specific feedback and reaction to some design concepts.
 - Model design concepts to include academic rigor, intentionality, safety, health, well-being, relationships, social emotional learning, choice and fluidity
- The Operational Design Team is studying the operations and logistics of operating schools given the three scenarios of face to face, hybrid or distance learning.
 - Weekly meetings to define the operational areas and gain feedback from the various grade levels, and departments
 - Taking direction from the Instructional team to understand the needs and how the operations can support the goals
 - Developing district level guidelines and practices for: hygiene, Social Distancing and Minimizing Exposure, Cloth Face Coverings and Face Shields, Protecting Vulnerable Populations, Cleaning and Materials Handling, Monitoring and Excluding for, Suspected or Confirmed Cases of COVID-19, physical plant, Water and Ventilation Systems, Transportation, and Support Mental Health and Wellness

The Models

Scenario 1: In-person learning for all students (Face to Face = F2F)

Scenario 2: Hybrid learning with strict social distancing and capacity limits (Hybrid)

Scenario 3: Distance learning only (DL)

Important considerations:

- F2F Model: Preferred by most
 - Benefits
 - Strongest model of learners with educators
 - Most consistent
 - Most supports families who are unable to work from home
 - Greatest support for dependent learners
 - Greatest support for whole child development, social-emotional wellness

- Challenges
 - Social Distancing in a school
 - Limitation of courses, activities, to minimize exposure
 - Puts adults and students at greatest risk for exposure
 - Busing students to school with transportation limitations
 - Still may not meet needs of families and staff; we anticipate some families and staff will still want DL for safety reasons.
- Hybrid model - 50% of students at site on any given day
 - ½ day model (Elem only)
 - Benefits
 - Consistent daily
 - Could focus F2F time on Math/Reading block
 - Challenges
 - Minimizing student movement to single classrooms when possible.
 - Child care for ½ of each day: How could kids club factor into this formula?
 - Mid-day cleaning time is limited
 - Additional busing costs
 - A hybrid configuration with less than 50% of students present is considerably more complex logistically
 - 2 days F2F, 3 days offsite (Elem, MS, HS)
 - Potential schedule
 - M/T- Group A full 2 days F2F, Group B combination of asynchronous and remote synchronous learning
 - W-deep clean sites, teacher collaboration and planning, asynchronous learning
 - Th/F-Group B full 2 days F2F, Group A combination of asynchronous and remote synchronous learning
 - Benefits
 - Two full days each week f2f
 - Provides two days per week for working adults to focus only on work
 - Provides ability to keep cohorts of learners separate and clean buildings between groups
 - Consecutive days allow for teacher follow up and to prepare students for online learning
 - Challenges
 - Minimizing student movement to single classrooms when possible.
 - Managing both in class and out of class students
 - Determination of who attends A days and who attends B days

- Scheduling families with children across multiple levels/sites for the same days for F2F and DL
 - Challenging for most dependent learners
 - Synchronous Remote Learning
 - Exploring the use of technology to live stream with students at home
 - Benefits:
 - Simplified delivery, free up some staff, could use for morning meeting, read aloud, math/reading block, science experiment at elem, similar at other levels
 - Live streaming would allow for the continuation of the sequence of instruction to remain the same for all learners and allow for a more fluid transition from all 3 scenarios.
 - It also allows the integrity of the elementary experience and solid teacher-student relationships as staying connected to your class as a whole through all 3 scenarios.
 - Challenges:
 - Teacher managing both in and out of classroom learners.
 - Cost to install and train staff
 - Childcare needs:
 1. What amount of space will be needed?
 2. How will F2F instruction work for teachers who can't come to school due to health conditions?
- DL
 - Benefits
 - Arguably the most safe for all
 - Consistent
 - Challenges
 - Most challenging for families due to employment outside of the home
 - Learning efficiency losses
 - Assessment of learning is most difficult
 - Social Emotional wellness and feelings of isolation; students miss each other and their teachers, coaches
- One asynchronous day per week for each model
 - Allocated to teacher collaboration, professional learning
 - Provide time to deep clean building
 - Weds or Friday

Remaining Problemtunities

- Coordination across levels
- Early Childhood service model
- Expectation TBD for daily synchronous activity if in full DL, or at times for hybrid.

- Ability to be nimble as a site or pod of students to be responsive to a changing set of conditions
- Special Ed services model needs to be aligned to the three scenarios
- Training and support for staff, families
- Staffing needs look different in the three scenarios
- Support for families who are unable to work from home, or support their child in the daily learning activities
- Some students are more dependent than others, (age, services), varies significantly by site
- Which of our staff will need childcare? Educators are Tier 1 workers and the state has required districts to provide free childcare for enrolled students 12 and under at no cost.
- Preference of families for am-pm session if that model advances
- In Elem. Music, PE and Art fell to a distant priority in many cases with DL
- Many logistical suggestions have been offered by staff and parents to date.
- Operational plans for
 - Getting to and From School
 - Creating “Bubbles” of students in order to minimize Social contact
 - Social distancing during arrival, dismissal, in classes and between classes
 - Food Service
 - Cleaning and disinfecting the protocols
 - Large class and extra-curricular activities
- Collection of representative feedback

Next Steps

- July 13th: Board Work Session
- July additional staff, community feedback
 - Family plans for fall
 - Staff concerns
 - Use feedback to refine the three models
- July 27th MDE additional guidance
- Aug 10th: Finalize and Launch EPS plan
- Aug.: Continue and expand training for staff, students, families

We would like to recognize all Edina staff, students, school board members and families for their amazing persistence, ideation, problem solving, creativity and grace as we proceed into a new school year.



Board Meeting Date: 7/13/2020 Work Session

TITLE: District Priorities, 2020-2021

TYPE: Discussion

PRESENTER(S): Superintendent Schultz and Chair Allenburg

BACKGROUND: Board members have been asked to rank district priorities for the 2020-2021 school year from the comprehensive list of issues provided.

RECOMMENDATION: Discuss district priorities.

ATTACHMENTS:

1. Report (next page)

Dear Board:

At our work session on the 13th, we are going to be discussing district priorities for the year, which will guide the development of Superintendent and Board goals. Attached you will see a fairly comprehensive list of district issues/priorities that are either in progress, that we know need to be worked on, or that have been mentioned as priorities in the past. We (John and Erica) went through an exercise to preliminarily rank them into four categories:

1. Required
2. Urgent
3. Moderate
4. Nice to Get Done

From a process perspective, we felt it would be a good idea for each board member to come into the meeting with a list of district issues they feel are urgent to get accomplished in the 2020-2021 school year. Keep in mind a few things:

1. What we are able to accomplish is going to be dictated in large part by our responsibilities in responding to the COVID crisis.
2. A lot of things listed are above and beyond what we have already committed in our strategic plan.

Ideally we will be able to come up with a prioritized list, and from this process, we will be able to sketch out not only a 2020-2021 priority list, but have some idea of what will be priorities for 2021-2022. From this we will also be able to have consensus on the development of Superintendent goals and Board goals.

If there are things that are not listed but you feel should be a district priority OR board goal, please bring those additional ideas to the meeting. Before we start the prioritization process, we will ask for all additional ideas.

Please call John with any questions.

Thank you,

John and Erica

District / Administration / Board Prioritization

- * *An asterisk indicates it is also listed as one of John's current goals.*
- + *A plus indicates it is also a suggested board goal.*

Required

1. ***Distance Learning Planning and Implementation:** Planning, evolving and implementing the district's learning plan will continue to take the bulk of the district's resources.
2. **Curriculum Roll-Outs - Science and Music/Art:** State-required due dates have not shifted, despite the challenges of testing and rolling out during a distance learning environment.
3. ***Tech Levy:** Must be renewed by next fall.
4. **World's Best Workforce:** State mandated planning and meetings, with required board approval.
5. **Teacher Contract:** Renewal this year.
6. **District Budget process:**

Urgent

1. **COVID resolutions:** What, if any, resolutions need to be passed for instruction and/or operation of the district for next year? Trevor is analyzing policies and providing recommendations.
2. **Market Share / Enrollment:** John has commenced a detailed market share/enrollment study to better understand trends in our district, and how this data and these trends can help us with decisions regarding program development within the strategic plan, especially with respect to any magnet program development.
 - a. **Magnet School:** Look into the development and timeline of a magnet school; what type and where.
3. ***Literacy work:** Kick-off the literacy work from the strategic plan ASAP.
4. ***Equity work:** Relook at equity work. Is what we have in the strategic plan adequate? What conversations do we need to have at the board level regarding equity leadership for the district?
5. ***Intervention programs:** Continue focus on improving intervention programs; increase focus on interventions at the secondary level.
6. **Bring individual schools into alignment:** Include best practice definitions of time, class, and other district defined looses and tights.
7. **Appropriate Technology Use Study:** District Media and Technology Services will begin its research on strategy C item 6, which calls for a research study on healthy habits around technology use and creating standards by age for Edina Schools.

Moderate

1. Profile of a learner
2. PLC / PTO / Ed Fund fundraising strategies
3. Social emotional skill work
4. Measures of success and key performance indicators
5. LA 10 - LA Curriculum Kick Off
6. Teaching and Learning Advisory Committee

Nice To Get Done

1. +Board roles on Legislative Action Committee and other committees
2. School Improvement Process
3. Dyslexia informational board work session
4. Class size discussion / strategy
5. Financial analysis of turf fields
6. Curriculum survey questions
7. Avid programming
8. Use of surveys; curriculum survey questions

Suggested Board Goals for 2020-2021

1. +Decide on and effectively monitor progress of the district's strategic plan.
2. Continue work on becoming more effective as a board. Understand our role, work within that role and follow board norms. Attend board training if available.
3. Identify similarly situated school districts within driving distance where we can have a joint school board meeting to discuss approaches to achievement/opportunity gap.
 - a. Perhaps have a national expert provide lecture/ideas?
 - b. Host a best practice equity seminar for boards.
4. Focus on ways to serve more students effectively.
5. General oversight of superintendent goals
6. Do a comprehensive review of board committees and board representation at outside committees and boards to determine effectiveness and opportunities for improvement. Committees to be included:
 - a. LAC
 - b. Representation to be reviewed: PTO's, Gifted and Talented, SEAC, PLC, Edina Ed Fund, Edina City Council, AMSD, MSBA, World's Best Workforce
7. Review board's process for creating superintendent goals and the superintendent review.
8. Identify governance data (data scorecard) and come up with a process to monitor progress of our district.
9. Student well-being
10. +Equity work for the district

For Reference Only

Proposed 2020-2021 Superintendent Goals

Below are proposed goals for the Superintendent's and District administration's work. These goals are presented in collaboration with the School Board, and can inform the goals of the School Board.

Distance Learning

As the State of Minnesota is currently telling districts to plan for curriculum to be delivered in a distance learning environment, the Superintendent will lead the planning that will ensure learning is engaging for all Edina Public Schools students for the 2020-2021 school year (June 2021).

Proposed Action Steps:

- Implement safety and educational protocols as directed by the Minnesota Departments of Education and Health
- Plan for improvements in current distance learning, including consistent delivery, student growth and engagement, and parent communication
- Manage programs and expenditures based on revenue realities established by the State of Minnesota
- Create plans for safe entry into, and establish social distance and cleaning protocols of, all school buildings
- Communicate effectively with parents and community on planning for the 2020-2021 school year
- Monitor and adjust programming and communications throughout the 2020-2021 school year to ensure all students are engaged
- Evaluate all fiscal and human resources in light of the needs of the teachers and students in a distance learning environment to ensure teachers and students meet standards and goals

Capital Projects Levy (Tech) Planning

Since the Capital Projects Levy (CPL) expires in FY2021, the Superintendent will prepare a plan for Board approval to initiate a referendum in 2021 to approve the capital projects levy (November 2021).

Proposed Action Steps:

- Review expenditures in current CPL and identify future needs from curriculum, media, and technology planning
- Review Winter, 2020 community survey perceptions and community's threshold for monthly increase in property tax, and further survey under current economic conditions to ascertain level of support for referendum
- Provide programmatic and legal information to School Board to call for the referendum
- Develop materials to inform the public about referendum

Strategic Plan

The Superintendent will begin the planning in those areas of priority for the 2020-2025 Strategic Plan. Strategic planning and implementation will be continually assessed with a lens on distance learning's impact to the school environment and available resources. *Text in italics references Strategic Plan Language.*

- **Begin the investigation of magnet programs (March 2021).**
Under A.1, Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth

- **Monitor, improve and build upon current intervention (December 2020).**
Under A.3, Provide expanded, timely and effective interventions for students based on data and individual needs, through all school phases, Pre-K-12 and throughout the school year, continue to monitor, improve and build upon the current intervention systems (June 2021).

- **Launch a Literacy Study for the purpose of developing a literacy plan (February 2021).**
Under A.4, Review, develop, and implement an improved literacy program at EPS PK-12, begin a literacy study that will provide recommendations to Superintendent January 2021).

- **Assess the needs for social emotional support by administering surveys of staff and students (February 2021).**
Under C.1, Ensure students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness, administer surveys to understand the Social Emotional Learning Needs of students and staff (March 2021).

- **Continue to refine key performance indicators developed and approved by the School Board (June 2021) (June 2021).**
Under E.6, Create assessment data dashboard

- **Launch a new district website (September 2021).**
Under E3, Ensure all students and their families are engaged and well-served by the communications and all other interactions with EPS, launch a new Edina Public Schools website by June 2021 (June 2021).



Board Meeting Date: 7/13/2020 Work Session

TITLE: Board Committee Appointment Schedule

TYPE: Discussion

PRESENTER(S): HR Committee and John W. Schultz, Ph. D., Superintendent

BACKGROUND: This agenda item provides background when Board members assignments are made for Edina Public Schools committees. The Board will discuss this new schedule in this agenda item.

RECOMMENDATION: It is recommended that the Board adopt the proposed committee assignment schedule.

PRIMARY ISSUE(S) TO CONSIDER: Committee/Liaison Assignment Times

ATTACHMENTS:

1. Committee/Liaison Assignment Times (next page)

Board Liaison Appointment Schedule

Terms are renewed at January Board organization meeting

- City Council
- Community Ed Services Advisory Council
- ISD 287

Suggested:

- Minnesota State High School League (MSHSL) (January)
- Insurance
- Park Board

Terms are renewed by June 30

- Association of Metropolitan School Districts (AMSD)
- Metropolitan School Board Association (MSBA)

Suggested:

- Gifted Services Advisory Council
- Mental Health and Wellness
- Student Activities Advisory Committee (SAAC)
- Student Services Advisory Committee (SEAC)
- World's Best Workforce (WBWF)
- Edina Education Fund
- Legislative Action Committee (LAC)
- PLC
- Early Childhood Special Ed (ECSE)
- Early Learning Center (ELC)
- Cornelia
- Concord
- Countryside
- Creek Valley
- Highlands
- Normandale
- Southview
- Valley View
- Edina High School

Board Liaison Reporting Schedule

	Regular Meeting	First Work Session of Month
January	EHS, Cornelia, ISD 287, MSHSL, Meet and Confer	Highlands, Countryside, ELC/ECSE, AMSD
February	VVMS, CV, Concord, CESAC, LAC, PLC	Ed Fund, Gifted Services, Mental Health and Wellness, Insurance
March	SVMS, Normandale, City Council, MSBA	Park Board, SAAC, SEAC, WBWF
April	Highlands, Countryside, ELC, AMSD	EHS, Cornelia, ISD 287, MSHSL, Meet and Confer
May	Ed Fund, Gifted Services, Mental Health and Wellness, Insurance	VVMS, CV, Concord, CESAC, LAC, PLC
June	Park Board, SAAC, SEAC, WBWF	SVMS, Normandale, City Council, MSBA
July - review timing	EHS, Cornelia, ISD 287, MSHSL, Meet and Confer	Highlands, Countryside, ELC/ECSE, AMSD
Aug - review timing	VVMS, CV, Concord, CESAC, LAC, PLC	Ed Fund, Gifted Services, Mental Health and Wellness, Insurance
September	SVMS, Normandale, City Council, MSBA	Park Board, SAAC, SEAC, WBWF
October	Highlands, Countryside, ELC, AMSD	EHS, Cornelia, ISD 287, MSHSL, Meet and Confer
November	Ed Fund, Gifted Services, Mental Health and Wellness, Insurance	VVMS, CV, Concord, CESAC, LAC, PLC
December	Park Board, SAAC, SEAC, WBWF	SVMS, Normandale, City Council, MSBA

Committee Liaison Time

GROUP	Avg Time	When Committee Meets	Notes
ISD 287			
Community Ed Services Advisory Council	2 hrs	Monthly	7:30-9:30AM; very limited addt'l time
City Council	1 hr	2 times a year	
Minnesota State High School League (MSHSL)			
Insurance			no mtgs yet this year
Metropolitan School Board Association (MSBA)	2 hrs	Monthly	alternates mtg @ 4:30-6:30pm or 12-2pm addt'l prep w/SEAC Chairs, 30 min/month
Student Activities Advisory Committee (SAAC)		2-4 times a year	early morning
Student Services Advisory Committee (SEAC)	2 hrs	Monthly	
World's Best Workforce (WBWF)	1.5 hrs	3 times a year	involves some time outside the mtgs for reading materials/further learning
Early Learning Center (ELC)	2 hrs	Monthly (ELC PTO mtg)	periodically meet w/ELC coordinator
Edina Education Fund	2-4 hrs	monthly	
Gifted Services Advisory Council	1.5 hrs	2 times a year	
Mental Health and Wellness	1-2 hrs	Quarterly or every other month	
Legislative Action Committee (LAC)	1.5 hrs	Weekly, Sept-Nov; Monthly, Dec-June, as needed	addt'l 6-8 hrs/month for prep, follow-up & output demands
Meet and Confer	2 hrs	Quarterly	
PLC	2 hrs	Monthly	minimal reading time outside the mtgs
Cornelia	2 hrs	Monthly	
Concord	1 hr	Monthly	some time emailing/checking in w/site leadership
Countryside	1-2 hrs	Every other month	
Creek Valley	2-3 hrs	monthly	
Highlands	2 hrs	Monthly	8-10AM
Normandale	2-3 hrs	monthly	
Southview	1 hr	Monthly	some time emailing/checking in w/site leadership
Valley View	2-3 hrs	monthly	
Edina High School	1 hr	1-2 times a month	