



**School Board Special Meeting**  
**Tuesday, May 18, 2021; 5:00 PM**  
**ECC Room 348 and Virtual**

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

**II. Action**

A. Certify Election Results (5-5:05)

**Description:** The Board needs to declare the Special Election and Return of Votes Cast.

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

**Recommendation:** Approve the motion.

B. Employment Agreement with Dr. Stanley (5:05-5:15)

**Description:** Dr. Stacie Stanley will replace Superintendent John Schultz, who will retire June 30, 2021. The agreement was negotiated on behalf of the school board by the Governance Committee. The total compensation package is within parameters discussed by the board. Dr. Stanley will be engaged in a leadership transition plan with Dr. Schultz, to ensure she is prepared to be fully engaged as the new superintendent on July 1, 2021.

**Presenter(s):** Chair Allenburg

**Recommendation:** Approve the Employment Agreement for Superintendent of Schools for Dr. Stacie Stanley for a 3-year period beginning July 1, 2021, and ending June 30, 2024.

**III. Information and Presentation**

A. EVA Elementary Celebration and Future Steps, and Presentation (5:15-6:05)

**Description:** The Spring 2021 Community Survey Data indicated a high level of interest in continuing online programming for elementary students for the 2021-2022 school year. Recognizing the survey was not completed by all community members and did not ask specific questions to gauge commitment, it was critical to gather more information. This was done via an additional survey sent to all elementary families, which included an overview of the design of the program. The online learning work group has reviewed these more detailed responses and created potential scenarios for moving forward with Elementary EVA programming.

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; Jody De St Hubert, Director of Teaching and Learning; Josh Jansen, Elem. EVA Coordinator; Sean Beaverson, Elem. Digital & Personalized Learning Coach, Elem. EVA Teachers

**IV. Presentation**

A. EHS Student Summit Results (6:05-7:20)

**Description:** Edina Public Schools' Strategic Plan directs us to listen to student voice to make schools more equitable and accessible for all students. High school staff and students participated in a summit where they came together to propose projects to make Edina High School more equitable. All projects provided great insight, and those being presented were chosen through a competitive process.

**Presenters:** Andrew Beaton, EHS Principal; Michael Pretasky, EHS Assistant Principal; Edina High School students

**V. Board Chair and Superintendent Updates**



**Board Meeting Date:** 5/18/2021 Special Meeting

**TITLE:** Canvassing Returns of Votes of School District Special Election

**TYPE:** Action

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

**BACKGROUND:** The School Board needs to declare the Special Election and Return of Votes Cast.

1. The School Board hereby finds, determines and declares that the Special Election of the voters of this school district held on May 11, 2021, was in all respects duly and legally called and held.
2. As specified in the attached Return of Votes Cast, a total of 5,448 voters of the District voted at said Special Election on the two-question ballot. The results of Question 1 (Renewal and increase of Capital Projects Levy (Tech Levy)) were 3,853 voting yes and 1,593 voting no with 2 under votes for a 70.75% passage rate. The results for Question 2 (\$7 million bond for 4 specific projects) were 3,825 voting yes and 1,617 voting no with 6 under votes for a passage rate of 70.29%. The City of Edina administered the election for the Edina School District and they have provided the necessary paperwork for the Edina School Board to certify the results of this election.
3. The clerk is hereby directed to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

The motion for the adoption of the foregoing resolution was duly made by Member

\_\_\_\_\_ and seconded by Member \_\_\_\_\_, and upon vote being taken

thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.



Precinct	CHAPEL HILLS CHURCH				HIGHLANDS ELEMENTARY SCHOOL				MERCY COMMONS COVENANT CHURCH				EDINA MORNINGSIDE CHURCH				GOOD SAMARITAN METHODIST CHURCH				COUNTRYSIDE ELEMENTARY SCHOOL				NORMANDALE LUTHERAN CHURCH				SOUTH VIEW MIDDLE SCHOOL			
City reference	1B				2				3				4 & SLP				5				6				7				8			
Candidates	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total
Yes	19	29	111	159	25	28	83	136	54	66	213	333	41	81	245	367	40	48	187	275	26	48	228	302	33	28	100	161	51	64	184	299
No	6	4	118	128	5	9	27	41	23	16	126	165	4	15	68	87	7	24	106	137	7	15	80	102	12	7	76	95	11	22	104	137
Overvote	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Undervote	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>25</b>	<b>33</b>	<b>229</b>	<b>287</b>	<b>30</b>	<b>37</b>	<b>110</b>	<b>177</b>	<b>77</b>	<b>82</b>	<b>339</b>	<b>498</b>	<b>45</b>	<b>96</b>	<b>313</b>	<b>454</b>	<b>47</b>	<b>72</b>	<b>293</b>	<b>412</b>	<b>33</b>	<b>63</b>	<b>309</b>	<b>405</b>	<b>45</b>	<b>35</b>	<b>176</b>	<b>256</b>	<b>62</b>	<b>86</b>	<b>288</b>	<b>436</b>

Total votes, all precincts	Absentee Mail	Direct Balloting	Polling Place	Grand Total
Yes	511	684	2658	3853
No	135	172	1286	1593
Overvote	0	0	0	0
Undervote	0	0	2	2
<b>TOTAL</b>	<b>646</b>	<b>856</b>	<b>3946</b>	<b>5448</b>

Precinct	CONCORD ELEMENTARY SCHOOL				ST ALBANS EPISCOPAL CHURCH				NEW CITY COVENANT CHURCH				ARNESON ACRES PARK				CORNELIA ELEMENTARY SCHOOL				EDINA COMMUNITY LUTHERAN CHURCH				CHURCH OF ST PATRICK				CALVARY LUTHERAN CHURCH			
City reference	9				10C				11				12				13,16,17,18 & BLM				14				15C				19C			
Candidates	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total
Yes	34	64	114	212	23	22	134	179	40	32	228	300	12	17	114	143	38	58	263	359	28	46	187	261	31	30	186	247	16	23	81	120
No	8	2	58	68	4	5	79	88	13	8	87	108	2	1	55	58	11	17	104	132	10	4	58	72	8	11	84	103	4	12	56	72
Overvote	0			0	0			0	0			0	0			0	0			0	0			0	0			0	0		0	
Undervote	0			0	0			0	0			0	0			0	0			0	0			0	0		1	1	0		0	
<b>TOTAL</b>	<b>42</b>	<b>66</b>	<b>172</b>	<b>280</b>	<b>27</b>	<b>27</b>	<b>213</b>	<b>267</b>	<b>53</b>	<b>40</b>	<b>315</b>	<b>408</b>	<b>14</b>	<b>18</b>	<b>169</b>	<b>201</b>	<b>49</b>	<b>75</b>	<b>367</b>	<b>491</b>	<b>38</b>	<b>50</b>	<b>245</b>	<b>333</b>	<b>39</b>	<b>41</b>	<b>271</b>	<b>351</b>	<b>20</b>	<b>35</b>	<b>137</b>	<b>192</b>

Precinct	CHAPEL HILLS CHURCH				HIGHLANDS ELEMENTARY SCHOOL				MERCY COMMONS COVENANT CHURCH				EDINA MORNINGSIDE CHURCH				GOOD SAMARITAN METHODIST CHURCH				COUNTRYSIDE ELEMENTARY SCHOOL				NORMANDEALE LUTHERAN CHURCH				SOUTH VIEW MIDDLE SCHOOL			
City reference	1B				2				3				4 & SLP				5				6				7				8			
Candidates	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total	Absentee Mail	Direct Balloting	Polling Place	Pct total
Yes	20	28	109	157	24	28	83	135	54	66	208	328	41	79	245	365	39	50	188	277	25	50	229	304	30	28	97	155	49	64	185	298
No	5	5	120	130	6	9	27	42	23	16	131	170	4	17	68	89	8	22	105	135	8	13	80	101	15	7	79	101	13	22	102	137
Overvote	0			0	0			0	0			0	0			0	0			0	0			0	0			0	0		0	
Undervote	0			0	0			0	0			0	0			0	0			0	0			0	0			0	0		1	
<b>TOTAL</b>	<b>25</b>	<b>33</b>	<b>229</b>	<b>287</b>	<b>30</b>	<b>37</b>	<b>110</b>	<b>177</b>	<b>77</b>	<b>82</b>	<b>339</b>	<b>498</b>	<b>45</b>	<b>96</b>	<b>313</b>	<b>454</b>	<b>47</b>	<b>72</b>	<b>293</b>	<b>412</b>	<b>33</b>	<b>63</b>	<b>309</b>	<b>405</b>	<b>45</b>	<b>35</b>	<b>176</b>	<b>256</b>	<b>62</b>	<b>86</b>	<b>288</b>	<b>436</b>

Total votes, all precincts	Absentee Mail	Direct Balloting	Polling Place	Grand Total
Yes	498	684	2643	3825
No	148	172	1297	1617
Overvote	0	0	0	0
Undervote	0	0	6	6
<b>TOTAL</b>	<b>646</b>	<b>856</b>	<b>3946</b>	<b>5448</b>

Precinct	CONCORD ELEMENTARY SCHOOL				ST ALBANS EPISCOPAL CHURCH				NEW CITY COVENANT CHURCH				ARNESON ACRES PARK				CORNELIA ELEMENTARY SCHOOL				EDINA COMMUNITY LUTHERAN CHURCH				CHURCH OF ST PATRICK				CALVARY LUTHERAN CHURCH			
City reference	9				10C				11				12				13,16,17,18 & BLM				14				15C				19C			
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Yes	34	64	115	213	22	22	132	176	40	32	225	297	11	17	115	143	37	59	260	356	28	44	184	256	28	30	184	242	16	23	84	123
No	8	2	57	67	5	5	81	91	13	8	90	111	3	1	53	57	12	16	105	133	10	6	61	77	11	11	85	107	4	12	53	69
Overvote	0			0	0			0	0			0	0			0	0			0	0			0	0			0	0			0
Undervote	0			0	0			0	0			0	0			0	0			0	0			0	0			0	0			0
<b>TOTAL</b>	<b>42</b>	<b>66</b>	<b>172</b>	<b>280</b>	<b>27</b>	<b>27</b>	<b>213</b>	<b>267</b>	<b>53</b>	<b>40</b>	<b>315</b>	<b>408</b>	<b>14</b>	<b>18</b>	<b>169</b>	<b>201</b>	<b>49</b>	<b>75</b>	<b>367</b>	<b>491</b>	<b>38</b>	<b>50</b>	<b>245</b>	<b>333</b>	<b>39</b>	<b>41</b>	<b>271</b>	<b>351</b>	<b>20</b>	<b>35</b>	<b>137</b>	<b>192</b>

CHAPEL HILLS CHURCH

Edina 1B

Special Election

5/11/2021

ABSENTEE STATISTICS WORKSHEET

Tuesday, May 11, 2021

Date Processed: 5/5

BALLOT ENVELOPE COUNT

Registered	<u>25</u>								
Unregistered									
Presidential									
UOCAVA, PCT									
UOCAVA, FED									
Safe at Home									
Sub-Total By Date	<u>25</u>								

Total all Dates	<u>25</u>
	<u>0</u>

DUPLICATED BALLOTS

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing								
Duplicated Ballots - Ballot Counter								
Sub-Total Duplicated Ballots	<u>0</u>							

0

SCAN ABSENTEE BALLOTS

Number of ballots counted on the ballot counter	<u>25</u>							
Cumulative total for all dates (must match Precincts Processed report from DS850)								

25

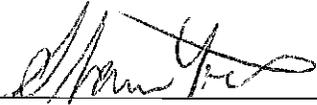
EXPLAINED DIFFERENCES (Supervisor use only)

Empty Ballot Envelopes								
Spoiled Ballots								

0

BALLOT BOARD CERTIFICATION:

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
Signature

  
Signature

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	26	4						
Unregistered	0	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
Sub-Total By Date	26	4						

Total all Dates	30
	0
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots -Envelope Processing	0	0						
Duplicated Ballots - Ballot Counter	0	0						
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	26	4						
Cumulative total for all dates (must match Precincts Processed report from DS850)		30						

30

**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	73	3						
Unregistered	1	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
Sub-Total By Date	74	3						

Total all Dates
76
1
0
0
0
0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing								
Duplicated Ballots - Ballot Counter								
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	74	3						
Cumulative total for all dates (must match Precincts Processed report from DS850)		77						

77

**EXPLAINED DIFFERENCES (Supervisor use only)**

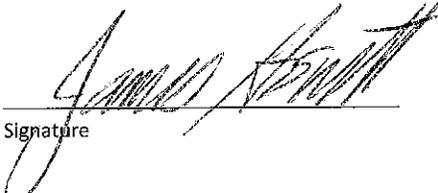
Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

EDINA MORNINGSIDES CHURCH  
 Edina 4 & SLP  
 Special Election  
 5/11/2021

**ABSENTEE STATISTICS WORKSHEET**

Tuesday, May 11, 2021

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	44	1						
Unregistered	0							
Presidential	0							
UOCAVA, PCT	0							
UOCAVA, FED	0							
Safe at Home	0							
Sub-Total By Date	44	1						

Total all Dates	45
	0
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing	0	0						
Duplicated Ballots - Ballot Counter	0	0						
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	44	1						
Cumulative total for all dates (must match Precincts Processed report from DS850)		45						

45

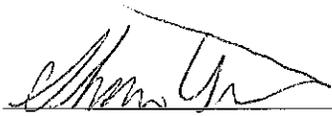
**EXPLAINED DIFFERENCES (Supervisor use only)**

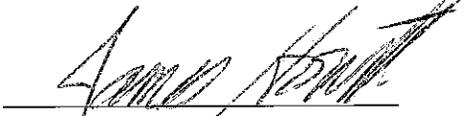
Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

GOOD SAMARITAN METHODIST CH  
Edina 5  
Special Election  
5/11/2021

**ABSENTEE STATISTICS WORKSHEET**  
Tuesday, May 11, 2021

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	44	2						
Unregistered	1	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
Sub-Total By Date	45	2						

Total all Dates
46
1
0
0
0
0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing	6							
Duplicated Ballots - Ballot Counter	0							
Sub-Total Duplicated Ballots	6	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	45	2						
Cumulative total for all dates (must match Precincts Processed report from DS850)		47						

47

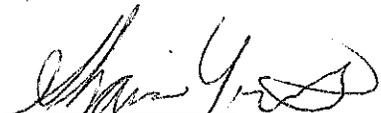
**EXPLAINED DIFFERENCES (Supervisor use only)**

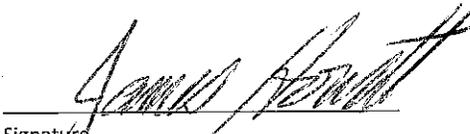
Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
Signature

  
Signature

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	29	4						
Unregistered	0							
Presidential	0							
UOCAVA, PCT	0							
UOCAVA, FED	6							
Safe at Home	0							
Sub-Total By Date	29	4						

Total all Dates	33
	0
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots -Envelope Processing	0							
Duplicated Ballots - Ballot Counter	0							
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	29	4						
Cumulative total for all dates (must match Precincts Processed report from DS850)		33						

33

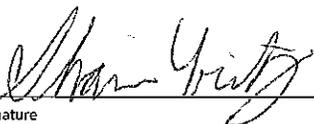
**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

**ABSENTEE STATISTICS WORKSHEET**

Tuesday, May 11, 2021

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	34	9						
Unregistered	2	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
Sub-Total By Date	36	9						

Total all Dates	43
	2
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing								
Duplicated Ballots - Ballot Counter								
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	36	9						
Cumulative total for all dates (must match Precincts Processed report from DS850)		45						

45

**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

Sharon Truitt  
 Signature

James Bennett  
 Signature

SOUTH VIEW MIDDLE SCHOOL  
 Edina 8  
 Special Election  
 5/11/2021

**ABSENTEE STATISTICS WORKSHEET**

Tuesday, May 11, 2021

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	60	2						
Unregistered	0	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
Sub-Total By Date	60	2						

Total all Dates	62
	0
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots -Envelope Processing	0	0						
Duplicated Ballots - Ballot Counter	0	0						
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	60	2						
Cumulative total for all dates (must match Precincts Processed report from DS850)		62						

62

**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

*Shirley Fritz*  
 \_\_\_\_\_  
 Signature

*Jana Smith*  
 \_\_\_\_\_  
 Signature

Date Processed: 5/5 9/11

**BALLOT ENVELOPE COUNT**

Registered	40	2						
Unregistered	0	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
<b>Sub-Total By Date</b>	<b>40</b>	<b>2</b>						

<b>Total all Dates</b>
42
0
0
0
0
0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing	0							
Duplicated Ballots - Ballot Counter	0							
<b>Sub-Total Duplicated Ballots</b>	<b>0</b>	<b>0</b>						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	40	2						
Cumulative total for all dates (must match Precincts Processed report from DS850)	<del>40</del>	42						

42

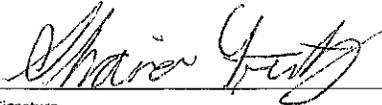
**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	21	6						
Unregistered		0						
Presidential		0						
UOCAVA, PCT		0						
UOCAVA, FED		0						
Safe at Home		0						
Sub-Total By Date	21	6						

Total all Dates	27
	0
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing		0						
Duplicated Ballots - Ballot Counter		0						
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	21	6						
Cumulative total for all dates (must match Precincts Processed report from DS850)		27						

27

**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	46	7						
Unregistered	0	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
<b>Sub-Total By Date</b>	<b>46</b>	<b>7</b>						

<b>Total all Dates</b>
53
0
0
0
0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing	0							
Duplicated Ballots - Ballot Counter	0							
<b>Sub-Total Duplicated Ballots</b>	<b>0</b>	<b>0</b>						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	46							
Cumulative total for all dates (must match Precincts Processed report from DS850)		53						

53

**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

*Cherie Fry*  
 Signature

*James [Signature]*  
 Signature

ARNESON ACRES PARK  
Edina 12  
Special Election  
5/11/2021

**ABSENTEE STATISTICS WORKSHEET**  
Tuesday, May 11, 2021

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	13	1						
Unregistered	0							
Presidential	0							
UOCAVA, PCT	0							
UOCAVA, FED	0							
Safe at Home	0							
Sub-Total By Date	13	1						

Total all Dates	14
	0
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing	0	0						
Duplicated Ballots - Ballot Counter	0	0						
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	13	1						
Cumulative total for all dates (must match Precincts Processed report from DS850)		14						

14

**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

*Sharon Yrout*  
Signature

*James Stewart*  
Signature

**ABSENTEE STATISTICS WORKSHEET**

Tuesday, May 11, 2021

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	45	4						
Unregistered	1	0						
Presidential		0						
UOCAVA, PCT		0						
UOCAVA, FED		0						
Safe at Home		0						
<b>Sub-Total By Date</b>	<b>45</b>	<b>4</b>						

<b>Total all Dates</b>
48
1
0
0
0
0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing								
Duplicated Ballots - Ballot Counter								
<b>Sub-Total Duplicated Ballots</b>	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	45	4						
Cumulative total for all dates (must match Precincts Processed report from DS850)		49						

49

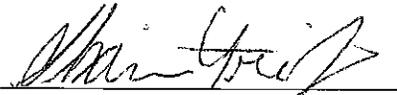
**EXPLAINED DIFFERENCES (Supervisor use only)**

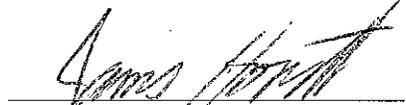
Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	35	3						
Unregistered	0	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
Sub-Total By Date	35	3						

Total all Dates	38
	0
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots -Envelope Processing	0							
Duplicated Ballots - Ballot Counter	0							
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	35	3						
Cumulative total for all dates (must match Precincts Processed report from DS850)		38						

38

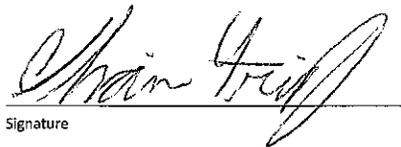
**EXPLAINED DIFFERENCES (Supervisor use only)**

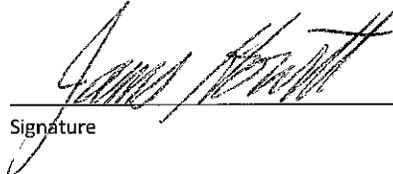
Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

CHURCH OF ST PATRICK  
 Edina 15C  
 Special Election  
 5/11/2021

**ABSENTEE STATISTICS WORKSHEET**

Tuesday, May 11, 2021

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	35	3							
Unregistered	0	1							
Presidential	0	0							
UOCAVA, PCT	0	0							
UOCAVA, FED	0	0							
Safe at Home	0	0							
Sub-Total By Date	35	4							

Total all Dates	38
	1
	0
	0
	0
	0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing								
Duplicated Ballots - Ballot Counter								
Sub-Total Duplicated Ballots	0	0						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	35	4						
Cumulative total for all dates (must match Precincts Processed report from DS850)		<del>39</del> 39						

39

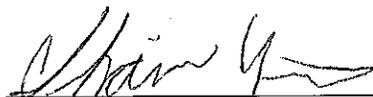
**EXPLAINED DIFFERENCES (Supervisor use only)**

Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

CALVARY LUTHERAN CHURCH  
 Edina 19C  
 Special Election  
 5/11/2021

**ABSENTEE STATISTICS WORKSHEET**  
 Tuesday, May 11, 2021

Date Processed: 5/5 5/11

**BALLOT ENVELOPE COUNT**

Registered	19	1						
Unregistered	0	0						
Presidential	0	0						
UOCAVA, PCT	0	0						
UOCAVA, FED	0	0						
Safe at Home	0	0						
<b>Sub-Total By Date</b>	<b>19</b>	<b>1</b>						

<b>Total all Dates</b>
20
0
0
0
0
0

**DUPLICATED BALLOTS**

Duplication Prefix	A	B	C	D	E	F	G	H
Duplicated Ballots - Envelope Processing		0						
Duplicated Ballots - Ballot Counter		0						
<b>Sub-Total Duplicated Ballots</b>	<b>0</b>	<b>0</b>						

0

**SCAN ABSENTEE BALLOTS**

Number of ballots counted on the ballot counter	19	1						
Cumulative total for all dates (must match Precincts Processed report from DS850)		20						

20

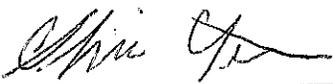
**EXPLAINED DIFFERENCES (Supervisor use only)**

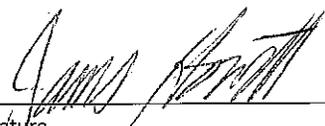
Empty Ballot Envelopes								
Spoiled Ballots								

0

**BALLOT BOARD CERTIFICATION:**

WE, THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ATTACHED RESULTS ARE A TRUE AND ACCURATE ACCOUNT OF THE BALLOTS COUNTED FOR THIS ABSENTEE PRECINCT.

  
 Signature

  
 Signature

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-01B  
 05/11/2021 20:15:00

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	25
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	25
		Blank Sheets Cast:	0

<b>Ballot Style</b>	<b>Ballots Cast</b>
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Seq:00001 Typ:01 Spl:01	25
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<b>Contest</b>	<b>Votes</b>
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**School District Question 1 Independent School District No. 273 (Edina Public ...**

(Vote For 1)

Yes	19
No	6
Over Votes	0
Under Votes	0
<b>Total</b>	<b>25</b>

**School District Question 2 Independent School District No. 273 (Edina Public ...**

(Vote For 1)

Yes	20
No	5
Over Votes	0
Under Votes	0
<b>Total</b>	<b>25</b>

# Detail Results By Precinct

Machine #: 8516020233  
ISD 273 EDINA P-02  
05/11/2021 20:15:00

Hennepin County, MN  
2021 ISD 273 Special Election  
05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	30
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	30
		Blank Sheets Cast:	0

**Ballot Style** **Ballots Cast**

Seq:00002 Typ:01 Spl:01 30

**Contest** **Votes**

## School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	25
No	5
Over Votes	0
Under Votes	0
<b>Total</b>	<b>30</b>

## School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	24
No	6
Over Votes	0
Under Votes	0
<b>Total</b>	<b>30</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-03  
 05/11/2021 20:15:02

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	77
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	77
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00003 Typ:01 Spl:01	77
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Contest	Votes
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## School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	54
No	23
Over Votes	0
Under Votes	0
<b>Total</b>	<b>77</b>

## School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	54
No	23
Over Votes	0
Under Votes	0
<b>Total</b>	<b>77</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-04, ST LOUIS PARK W-2 P-07  
 05/11/2021 20:15:03

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	45
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	45
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00004 Typ:01 Spl:01	45
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Contest	Votes
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## School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	41
No	4
Over Votes	0
Under Votes	0
<b>Total</b>	<b>45</b>

## School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	41
No	4
Over Votes	0
Under Votes	0
<b>Total</b>	<b>45</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-05  
 05/11/2021 20:15:03

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	47
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	47
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00005 Typ:01 Spl:01	47
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Contest	Votes
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## School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	40
No	7
Over Votes	0
Under Votes	0
<b>Total</b>	<b>47</b>

## School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	39
No	8
Over Votes	0
Under Votes	0
<b>Total</b>	<b>47</b>

# Detail Results By Precinct

Machine #: 8516020233  
ISD 273 EDINA P-06  
05/11/2021 20:15:04

Hennepin County, MN  
2021 ISD 273 Special Election  
05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	33
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	33
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00006 Typ:01 Spl:01	33
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Contest	Votes
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**School District Question 1 Independent School District No. 273 (Edina Public ...**

(Vote For 1)

Yes	26
No	7
Over Votes	0
Under Votes	0
<b>Total</b>	<b>33</b>

**School District Question 2 Independent School District No. 273 (Edina Public ...**

(Vote For 1)

Yes	25
No	8
Over Votes	0
Under Votes	0
<b>Total</b>	<b>33</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-07  
 05/11/2021 20:15:05

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	45
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	45
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
Seq:00007 Typ:01 Spl:01	45

Contest	Votes
<b>School District Question 1 Independent School District No. 273 (Edina Public ...</b> (Vote For 1)	
Yes	33
No	12
Over Votes	0
Under Votes	0
<b>Total</b>	<b>45</b>

<b>School District Question 2 Independent School District No. 273 (Edina Public ...</b> (Vote For 1)	
Yes	30
No	15
Over Votes	0
Under Votes	0
<b>Total</b>	<b>45</b>

# Detail Results By Precinct

Machine #: 8516020233  
ISD 273 EDINA P-08  
05/11/2021 20:15:05

Hennepin County, MN  
2021 ISD 273 Special Election  
05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	62
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	62
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00008 Typ:01 Spl:01	62
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Contest	Votes
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## School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	51
No	11
Over Votes	0
Under Votes	0
<b>Total</b>	<b>62</b>

## School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	49
No	13
Over Votes	0
Under Votes	0
<b>Total</b>	<b>62</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-09  
 05/11/2021 20:15:06

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	42
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	42
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
Seq:00009 Typ:01 Spl:01	42

Contest	Votes
<b>School District Question 1 Independent School District No. 273 (Edina Public ...</b> (Vote For 1)	
Yes	34
No	8
Over Votes	0
Under Votes	0
<b>Total</b>	<b>42</b>

<b>School District Question 2 Independent School District No. 273 (Edina Public ...</b> (Vote For 1)	
Yes	34
No	8
Over Votes	0
Under Votes	0
<b>Total</b>	<b>42</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-10C  
 05/11/2021 20:15:12

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	27
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	27
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00010 Typ:01 Spl:01	27
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Contest	Votes
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## School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	23
No	4
Over Votes	0
Under Votes	0
<b>Total</b>	<b>27</b>

## School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	22
No	5
Over Votes	0
Under Votes	0
<b>Total</b>	<b>27</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-11  
 05/11/2021 20:15:13

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	53
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	53
		Blank Sheets Cast:	0

**Ballot Style** **Ballots Cast**

Seq:00011 Typ:01 Spl:01 53

**Contest** **Votes**

**School District Question 1 Independent School District No. 273 (Edina Public ...**  
 (Vote For 1)

Yes	40
No	13
Over Votes	0
Under Votes	0
<b>Total</b>	<b>53</b>

**School District Question 2 Independent School District No. 273 (Edina Public ...**  
 (Vote For 1)

Yes	40
No	13
Over Votes	0
Under Votes	0
<b>Total</b>	<b>53</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-12  
 05/11/2021 20:15:15

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	14
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	14
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
--------------	--------------

Seq:00012 Typ:01 Spl:01	14
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Contest	Votes
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## School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	12
No	2
Over Votes	0
Under Votes	0
<b>Total</b>	<b>14</b>

## School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	11
No	3
Over Votes	0
Under Votes	0
<b>Total</b>	<b>14</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-13, P-16, P-17, P-18, BLOOM...  
 05/11/2021 20:15:16

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	49
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	49
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
Seq:00013 Typ:01 Spl:01	49

Contest	Votes
<b>School District Question 1 Independent School District No. 273 (Edina Public ...</b> (Vote For 1)	
Yes	38
No	11
Over Votes	0
Under Votes	0
<b>Total</b>	<b>49</b>

<b>School District Question 2 Independent School District No. 273 (Edina Public ...</b> (Vote For 1)	
Yes	37
No	12
Over Votes	0
Under Votes	0
<b>Total</b>	<b>49</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-14  
 05/11/2021 20:15:18

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	38
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	38
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00014 Typ:01 Spl:01	38
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Contest	Votes
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**School District Question 1 Independent School District No. 273 (Edina Public ...**

(Vote For 1)

Yes	28
No	10
Over Votes	0
Under Votes	0
<b>Total</b>	<b>38</b>

**School District Question 2 Independent School District No. 273 (Edina Public ...**

(Vote For 1)

Yes	28
No	10
Over Votes	0
Under Votes	0
<b>Total</b>	<b>38</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-15C  
 05/11/2021 20:15:19

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	39
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	39
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00015 Typ:01 Spl:01	39
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Contest	Votes
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## School District Question 1 Independent School District No. 273 (Edina Public ... (Vote For 1)

Yes	31
No	8
Over Votes	0
Under Votes	0
<b>Total</b>	<b>39</b>

## School District Question 2 Independent School District No. 273 (Edina Public ... (Vote For 1)

Yes	28
No	11
Over Votes	0
Under Votes	0
<b>Total</b>	<b>39</b>

# Detail Results By Precinct

Machine #: 8516020233  
 ISD 273 EDINA P-19C  
 05/11/2021 20:15:21

Hennepin County, MN  
 2021 ISD 273 Special Election  
 05/11/2021

First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	20
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	20
		Blank Sheets Cast:	0

Ballot Style	Ballots Cast
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Seq:00016 Typ:01 Spl:01	20
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Contest	Votes
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## School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	16
No	4
Over Votes	0
Under Votes	0
<b>Total</b>	<b>20</b>

## School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	16
No	4
Over Votes	0
Under Votes	0
<b>Total</b>	<b>20</b>

# Detail Results

Machine #: 8516020233

Hennepin County, MN  
2021 ISD 273 Special Election  
05/11/2021

05/11/2021 20:20:59

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First Ballot Date Time:	05/05/2021 09:47:26	Total Sheets Processed:	646
Last Ballot Date Time:	05/11/2021 14:06:06	Total Ballots Cast:	646
		Blank Sheets Cast:	0

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Contest	Votes
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### School District Question 1 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	511
No	135
Over Votes	0
Under Votes	0
<b>Total</b>	<b>646</b>

### School District Question 2 Independent School District No. 273 (Edina Public ...

(Vote For 1)

Yes	498
No	148
Over Votes	0
Under Votes	0
<b>Total</b>	<b>646</b>



**Board Meeting Date:** 5/18/2021 Special Meeting

**TITLE:** Employment Agreement for Superintendent of Schools

**TYPE:** Action

**PRESENTER(S):** Chair Allenburg

**BACKGROUND:** Dr. Stacie Stanley will replace Superintendent John Schultz, who will retire June 30, 2021. The agreement was negotiated on behalf of the school board by the Board Governance Committee. The total compensation package is within the parameters discussed by the school board. Dr. Stanley will also be engaged in a leadership transition plan with Dr. Schultz, to ensure Dr. Stanley is prepared to be fully engaged as the new superintendent on July 1, 2021.

**RECOMMENDATION:** Approve the Employment Agreement for Superintendent of Schools for Dr. Stacie Stanley for a three-year period beginning July 1, 2021, and ending June 30, 2024.

**ATTACHMENT:**

1. Employment Agreement

**EMPLOYMENT AGREEMENT  
for  
SUPERINTENDENT OF SCHOOLS**

The School Board of Edina Public School District 273 (“District”) enters into this Employment Agreement (“Agreement”) with Stacie Stanley (“Superintendent”), a legally qualified and licensed superintendent, who agrees to perform the duties of superintendent for the District.

The District and Superintendent intend that all terms and conditions of the Superintendent’s employment in the position of Superintendent are governed solely by this Agreement. This Agreement is entered into between the District and Superintendent in conformance with Minn. Stat. §123B.143, subd. 1.

The District and Superintendent agree as follows:

**I. LICENSURE AND DUTIES**

- A. The Superintendent must hold throughout the life of this Agreement a valid and appropriate license to perform duties as a superintendent in the State of Minnesota.
- B. The Superintendent has charge of the administration of the schools and district under the direction of the School Board. The Superintendent is the chief executive officer of the District. As its chief executive officer, the Superintendent’s duties include, but are not limited to: (1) directing and assigning all district employees under the Superintendent’s supervision; (2) selecting, and structuring the administrative and supervisory employees, including instructional and operational, as best serves the District, subject to the approval of the School Board; (3) suggesting district policies to the School Board; (4) serving as an ex-officio member of the School Board and a member on all School Board committees; (5) providing administrative recommendations on items before the School Board and its committees; (6) performing all duties incident to the office of the Superintendent; and (7) other duties as prescribed by the School Board. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings.
- C. The Superintendent must comply with all state laws, federal laws, and district policies, as established by the entity and as may be established or amended by the entity.
- D. Attendance is an essential job function of the position of the superintendent.
- E. The position of the superintendent has exempt status under the Fair Labor Standards Act.

**II. DURATION, EXPIRATION, TERMINATION**

- A. This Agreement is for a term of three years, commencing July 1, 2021 and ending June 30, 2024. This Agreement remains in full force and effect unless modified in writing by mutual consent of the School Board and the Superintendent, or unless terminated as provided herein.
- B. Subsequent Contract. The School Board will take action to determine whether to offer the Superintendent a subsequent contract no later than 6 months prior to the expiration of this Agreement and provide the Superintendent notice of its action.

C. Expiration. This Agreement expires at the end of the term specified in Paragraph A hereof. At the conclusion of its term, neither party has any further claim against the other, and the District's employment of the Superintendent ceases, unless a subsequent agreement is entered into by the parties, in accordance with Minnesota law.

D. Termination during the Term of the Agreement.

1. Termination for Cause. The Superintendent's employment may be terminated during the term of this Agreement only for cause, as defined in Minn. Stat. § 122A.40, subds. 9 or 13. Except for purposes of describing grounds for discharge, the provision of Minn. Stat. § 122A.40 is not be applicable to the Superintendent's contract, except as required therein. If the School Board proposes to terminate the Superintendent during the Agreement term for cause as described in Minn. Stat. § 122A.40, subds. 9 or 13, it shall notify the Superintendent in writing of the proposed grounds for termination. The Superintendent shall be entitled to a hearing before an arbitrator, providing the Superintendent makes such a request in writing within 15 calendar days after receipt of the written notice of the proposed termination. In such event, the parties will jointly petition the Bureau of Mediation Services ("BMS") for a list of 5 arbitrators. The parties select the arbitrator through the normal striking process as provided by BMS rules. The arbitrator conducts the hearing under normal arbitration procedure rules and issues a written decision. The arbitrator's decision is final and binding upon the parties, subject to normal judicial review of arbitration decisions as provided by law. The Superintendent may be suspended with or without pay pending final determination by the arbitrator. If the Superintendent fails to request a hearing as provided herein within the 15-calendar day period, it shall be deemed acquiescence by the Superintendent to the School Board's proposed action and the proposed action shall become final on such date as determined by the School Board, and the Superintendent has no further claim or recourse.

2. Termination by the Superintendent. If the Superintendent wishes to resign prior to the end of the term of this Agreement, the Superintendent must notify the School Board Governance Committee of the intent to resign at least 9 months prior to the proposed last day of employment. The Superintendent must formally submit to the School Board the resignation 6 months prior to the proposed last day of employment. These notification timelines may be waived by the School Board in its sole discretion. After providing such notice, the Superintendent must continue to provide full efforts to execute the duties of the position.

3. Termination by Mutual Consent. This Agreement may be terminated at any time by mutual consent of both the School Board and the Superintendent.

### **III. LEAVES, VACATIONS, AND DUTY YEAR**

A. The Superintendent's duty year is for the twelve-month duty year. The Superintendent performs services on those legal holidays on which the District is authorized to conduct school/business if the School Board so determines. The Superintendent remains on duty during any emergency, natural or unnatural, unless otherwise excused by the Chairperson of the School Board.

- B. Holidays. The Superintendent is entitled to those paid holidays each contract year as designated by the School Board, except as modified by Paragraph A hereof.
- C. Vacation. The Superintendent is entitled to use 25 days as paid vacation during each year of the Agreement. The Superintendent will request approval of vacation days by the Chairperson of the School Board and record vacation in accordance with District practices. The Superintendent may carry a maximum of 10 days of unused vacation forward into the first 6 months of the next contract year. At no time will the Superintendent's vacation balance exceed 35 days. At the conclusion of the Superintendent's employment with the District, the District will pay the Superintendent for earned, unused vacation days, not to exceed 30 vacation days, at the Superintendent's daily rate of pay.
- D. Basic Leave Allowance. The Superintendent receives an annual paid basic leave allowance of 15 days per contract year. Basic leave days may be used for the Superintendent's illness or injury, or other reasons enumerated below. Unused basic leave days are allowed to accumulate to a maximum of 60 days. Upon the conclusion of the Superintendent's employment for any reason, accrued and unused basic leave days are forfeited by the Superintendent and are not paid out by the District. The Superintendent will request approval of basic leave days by the Chairperson of the School Board and record basic leave in accordance with District practices.

- 1. Family Illness and Bereavement Leave. The Superintendent may use basic leave allowance provided for absences due to an illness or injury to the Superintendent's dependent child ("child") for reasonable periods as the Superintendent's attendance with the child may be necessary, on the same terms the Superintendent is able to use accumulated basic leave allowance for the Superintendent's own illness or injury.

For absence because of illness in the family, the Superintendent may deduct a reasonable number of days per incident from accumulated basic leave at no salary deduction.

For absence because of death in the family, the Superintendent may deduct a reasonable number of days per incident from accumulated leave at no salary deduction.

For absence because of the death of friends or relatives outside the family, the Superintendent may deduct a reasonable number of days from accumulated basic leave at no salary deduction.

Reasonability is determined by the School Board in consultation with the Superintendent.

- 2. Personal Business Leave. For absence required for the transaction of personal business that cannot be completed outside normal work hours, up to four days during a duty year may be deducted from accumulated basic leave. Requests for personal business leave must be submitted to the Chairperson of the School Board in writing at least three duty days in advance, except in cases of extreme emergency.

- E. Medical/Disability Leave. The Superintendent may be eligible for an unpaid leave of absence pursuant to federal and state law, including the Family and Medical Leave Act

("FMLA"), the Minnesota Parenting Leave Act ("MPLA"), and the Americans with Disabilities Act ("ADA").

- F. Jury Duty. If the Superintendent is called for jury duty, the Superintendent will be compensated for the difference between regular pay and pay received for the performance of such obligation.
- G. Workers Compensation. In accordance with Minnesota Statutes, Chapter 176, if the Superintendent is injured while performing duties for the District and qualifies for workers' compensation benefits, the Superintendent may draw from accumulated basic leave in order to make up the difference between her regular salary and the workers' compensation insurance payments she receives. The District will continue to provide benefits during the period of the Superintendent's receipt of worker's compensation benefits as were provided prior to the worker's compensation benefit.

**IV. INSURANCE BENEFITS**

The District provides its employees, including its Superintendent, with health and welfare benefits as described below. It is understood that the provisions described are general statements of the coverages provided and that the eligibility of the Superintendent for benefits is governed by the terms of the master insurance contracts between the District and the insurers providing coverage.

- A. Health Insurance. The District contributes the amount designated below toward the monthly premium of each of the health insurance coverages available. Any future yearly increases to the District contribution will be equal to the increase in the District's contribution for the District's leadership team.

**Health Insurance Contribution towards District's Insurance:**

Type of Coverage	Effective 07/01/21
Single	\$625.92
Single + One	\$1342.88
Family	\$1764.06

The Superintendent will contribute, through payroll deduction, any excess monthly premium remaining after the District's contribution toward the type of coverage for which the Superintendent is enrolled.

- B. Dental Insurance. The District contributes the amount designated below toward the monthly premium of dental insurance. Any future yearly increases to the District contribution will be equal to the increase in contribution for the District’s leadership team.

**Dental Insurance Contribution towards District’s Insurance:**

<b>Type of Coverage</b>	<b>Effective 07/01/21</b>
<b>Single</b>	\$40
<b>Single + One</b>	\$75
<b>Family</b>	\$121

The Superintendent will contribute, through payroll deduction, any excess monthly premium remaining after the District’s contribution toward the type of coverage for which the Superintendent is enrolled.

- C. Life Insurance Benefit. The Superintendent is eligible for basic group term life insurance coverage in whole thousands to an amount equal to three times the whole number of thousands of the Superintendent’s basic annual salary. The District pays the entire premium for this coverage.
- D. Income Protection Insurance. The District will provide the Superintendent coverage under the District’s income protection plan, at the expense of the District. If the Superintendent is receiving income protection insurance benefits, the Superintendent remains eligible for the District contribution for hospitalization-medical insurance and dental insurance.

**V. OTHER BENEFITS**

- A. Tax-Deferred Matching Contribution Plan, 403(b) Contribution. The District will make contributions to the Superintendent’s 403(b) deferred compensation plan in the form of a dollar-for-dollar match to the Superintendent’s elective contribution, up to a maximum of \$6500 per each duty year. Participation in any 403(b) plan is pursuant to District practices and subject to plan restrictions, the Internal Revenue Code, and other applicable state and federal laws, and the Superintendent has the sole responsibility for compliance.
- B. Post-Retirement Health Care; Contribution to Health Reimbursement Account (“HRA”)
  1. The District makes an annual contribution into an HRA in accordance with Schedule A for the first 10 years of District’s employment, with a maximum total District contribution of up to \$65,000 throughout the Superintendent’s career with the District.
  2. The District’s contribution to the HRA vests with the Superintendent after seven consecutive years of employment with the District. Upon the Superintendent’s departure from the District, contributions not vested revert back to the District.
  3. The District retains control of any HRA contributions on behalf of the Superintendent until those funds have vested. The District remains responsible to invest any funds and

pay associated fees until the funds vest with the Superintendent, at which point those responsibilities are transferred to the Superintendent.

4. The District deposits the below noted contribution into the Superintendent’s HRA by June 30 of the completed year of service.

<b>Schedule A</b>	
Year 1	\$2,500
Year 2	\$2,500
Year 3	\$2,500
Year 4	\$2,500
Year 5	\$5,000
Year 6	\$5,000
Year 7	\$10,000
Year 8	\$10,000
Year 9	\$12,500
Year 10	\$12,500

5. The District makes no contributions to the HRA after the Superintendent ceases to be employed by the District.

C. Professional and Civic Organizations. The District recognizes the importance of the Superintendent’s attendance and participation in professional growth and outreach. The Superintendent is encouraged to regularly attend appropriate professional meetings at the local, state, and national level as required, and consistent with the adopted budget.

When the District requests the Superintendent belong to a professional or civic organization, the District will pay said fee for membership.

The District will reimburse the Superintendent for necessary expenses incurred while attending authorized meetings representing the interests of the district.

D. Auto Allowance. The District pays the Superintendent a monthly allowance of \$500 for the use of the Superintendent’s personal automobile in the performance of the Superintendent’s duties in the position of Superintendent, pursuant to the Minn. Stat. §471.665, subd. 3.

E. Retention Incentive Pay. The Superintendent may receive retention incentive pay as outlined in this Agreement upon the conclusion of the Superintendent’s employment, unless the Superintendent is terminated for cause, based upon the table shown below:

Years of Service Completed	Total Days of Pay
7 years	20 days
10 years	An additional 25 days

The maximum days paid out under this retention incentive pay provision will not exceed 45 days.

If eligible, the Superintendent will receive any retention incentive pay in two equal installments over a two-year period. The first payment will be made one year after the last day of employment. The second payment will be made two years after the last day of employment. These payments will be made as mutually agreed to by the parties prior to the termination date consistent with state and federal law. To the extent permitted by the District's 403(b) plan and Internal Revenue Service Code, payments will be distributed to the District's 403(b) plan.

F. Outside Activities. While the Superintendent will devote full time and due diligence to the affairs and the activities of the District, the Superintendent may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the School Board, such activities do not impede the Superintendent's ability to perform the duties of the superintendency.

G. Indemnification and Provision of Counsel. In the event that an action is brought or a claim is made against the Superintendent arising out of or in connection with the Superintendent's employment, and the Superintendent is acting within the scope of employment, the District will defend and indemnify the Superintendent to the extent provided by law. Indemnification, as provided in this section, does not apply in the case of malfeasance in office, willful neglect of duty, or bad faith. The District's obligation to defend and indemnify the Superintendent is subject to the limitations stated in Minnesota Statutes, Chapter 466 and its interpretations.

## **VI. SALARY**

The Superintendent is paid an annual salary of \$225,000 for the 2021-22 school year; \$226,125 for the 2022-23 school year; and \$227,300 for the 2023-24 school year. This annual salary may be modified by action of the School Board, but not reduced, during the term of the Agreement. The salary is paid in accordance with the District's payroll practices in equal installments throughout the year.

Whenever it is necessary to calculate the Superintendent's daily rate of pay for purposes of this Agreement, such rates are determined by dividing the Superintendent's base yearly salary by the divisor of 260. This calculation does not include any other payments or benefits pursuant to this Agreement.

## **VII. EVALUATION**

The Superintendent's work objectives and evaluation instrument used for the contract year will be developed and agreed upon by the School Board no later than August 1 for the first year of the contract and July 1 for each year thereafter. In December and June of each contract year, the School Board will review the Superintendent's performance based upon the work objectives, evaluation instrument, and general job duties.

The December evaluation is informal and advisory only. The June evaluation is formal and becomes part of the Superintendent's personnel record. After completion of the June evaluation, the School Board will provide a written report to the Superintendent. The written report will include areas of success and recommendations for improvement in areas in which the School

Board deems the Superintendent's performance to be unsatisfactory. The School Board and Superintendent may alter the procedures and frequency for evaluation mutually by subsequent written agreement.

**VIII. ENTIRE AGREEMENT, WAIVER, AND SEVERABILITY**

This Agreement constitutes the entire agreement between the School Board and Superintendent relating to the District's employment of the Superintendent. Neither party has relied upon any statement or promises that are not set forth in this document. This Agreement supersedes any and all prior agreements between the parties. The Superintendent understands and agrees that any handbooks, manuals, policies, or procedures created by the District do not create an express or implied contract between the District and the Superintendent. No waiver of modification of any provision of this Agreement will be valid unless they are made in writing and executed by both parties.

The District and Superintendent intend that the benefits described within the Agreement comply with existing federal and state law. If the District or Superintendent believes that any such benefit does not so comply, it will promptly advise the other party and will negotiate in good faith to amend the terms of such benefit to ensure legal compliance. If any provision of the Agreement is held to be legally invalid, the remainder of the Agreement will not be affected thereby and will remain in full force and effect.

In Witness Whereof, Edina Public School District, Independent School District 273, and Stacie Stanley, have executed this contract on the respective dates set forth below.

For Superintendent

For Independent School District 273

\_\_\_\_\_  
Dr. Stacie Stanley

\_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**Board Meeting Date: May 18, 2021 Special Meeting**

**TITLE: EVA Elementary Celebration and Future Steps**

**TYPE: Information**

**PRESENTER(S):** Dr. Randy Smasal, Assistant Superintendent; Jody De St Hubert, Director of Teaching and Learning; Josh Jansen, Elem. EVA Coordinator; Sean Beaverson, Elementary Digital and Personalized Learning Coach, Elementary EVA Teachers

**BACKGROUND:**

The Spring 2021 Community Survey Data indicated that we had a high level of interest in continuing online programming for our elementary students for the 2021-2022 school year. Recognizing that the survey was not completed by all of our community members and that the survey did not ask specific questions to gauge commitment, it was critical to gather more information. Further information was then gathered in an additional survey sent to all elementary families. The communication included an overview of the design of the program and asked families to respond to a series of questions. The online learning work group has reviewed these more detailed responses and created potential scenarios for moving forward with Elementary EVA programming.

**PRIMARY ISSUE(S) TO CONSIDER:**

1. Are there scenarios that should be eliminated?
2. Are there scenarios that are preferred?

**Report Overview**

- EVA Elementary Successes
- Future of Elementary EVA

**EVA Elementary Successes**

- 33 teachers
- ~630 students (close to 800 during 1st semester)
- Support of six buildings pulling together to support each other and all EVA students
- Parent VIP established to build unique field trip offerings and support teacher needs
- Tools used to monitor learning

- Tracking learning performance- teacher input (Kristen Powell, Xan Converse, Donna Erstad)
- Use of IXL as online progress monitoring tool
- Personalized instruction and small group support opportunities

### Future of Elementary EVA

- Interest level in continuing in Elem. EVA (based on pandemic response design)

<i>Based on the information you have received about the elementary school online pathway, please indicate your interest level in moving forward with this option for your student.</i>	<i>Based on the information you have received about the elementary school online pathway, please indicate your interest level in moving forward with this option for your student.</i>		
<i>What grade will your student be in the 21-22 school year?</i>	I am interested in moving forward with this opportunity for my student.	I am interested in moving forward, but hesitant about some aspects of the online pathway.	Grand Total
1st Grade	10	7	17
2nd Grade	10	9	19
3rd Grade	9	13	22
4th Grade	15	14	29
5th Grade	16	9	25
Kindergarten	1	2	3
<b>Grand Total</b>	<b>61</b>	<b>54</b>	<b>115</b>

- Status of Legislation and Impacts for the fall
  - Both of the MN house and senate bills have reference to waiving the online accreditation requirement for one more year if not longer. If this proposal passes the legislative vote, then Edina would have a choice as to whether we offer online learning as a full time option in EPS next year. If this does not pass, EPS will not be able to offer a full time online option for next year.

- Potential Scenarios:
  - Scenario A:
    - Not enough registrations = no offering
    - Cost: TBD-- Students leaving the district for online programming options
      - Primary Considerations
        - Deciding on this scenario - If this is the direction decided upon, determining that soon will allow for us to begin to counsel families and work with staff to provide predictability to the fall.
        - Retaining Students - Due to the fact that we are not offering an online pathway at the middle level and a limited pathway at the highschool multi age families may make a decision to stay or go regardless of an elementary program. We may be able to provide a counter balance by highlighting predictability for the fall. All other online programs will still be relatively new and will be in a growth phase.
        - Long Term Impact - Ultimately an Online Pathway may become an expected option for families in any K-12 system. We would continue to explore this option in light of that and in relation to other magnet discussions.
  - Scenario B:
    - Partnership with other online organizations being explored
    - Cost: TBD
      - Primary Consideration
        - District 287 is exploring offering an elementary virtual school for its member districts. (Revenue for students would shift to 287)
        - Retaining Students: A partnership with 287 would create a revenue sharing agreement. We may have the option to provide an FTE to support the partnership which would impact any cost related to the partnership.
        - Long Term Impact: NSO (Northern Star Online) is a long established online provider. They have not provided support for elementary programs in the past, but have the experience and infrastructure to support a partnership. The long term benefit of a partnership may be our ability to focus on school based magnet programs.
  - Scenario C:
    - Collapse numbers to offer a multi-age section in grades 4-5, possibly in grades 2-3
    - Cost: 1-2fte or \$100,000-200,000
      - Primary Considerations
        - This could lead to increased student to teacher ratio, but with flexibility provided by an online option there is potential to manage this and provide individualized attention to students. We have experienced CP teachers that can help inform the approach so that it reflects the strengths of our current CP program. We are currently offering two CP sections in Elem. EVA, one for grades 4-5 and one for grades 2-3.

- Retaining Students: Because we have an established CP program we are able to describe how this would work in an online environment. The potential student experience may lead to increased interest in CP if families are relying on the online pathway only for safety concerns related to COVID-19.
  - Long Term Impact: CP is an innovative approach to personalizing instruction for students in a multi-age setting. An online pathway is a new innovation in elementary instruction. Combining our experience with CP as we explore new innovations provides a foundation of exploration that may be a benefit to an online program.
- Scenario D:
  - Pursue this model if directed to do so by the Governor/MDH/MDE.
    - Primary Consideration:
      - Current EVA staff could be relied upon to provide this response. This year's EVA was constrained by attempting to organize resources across six home schools.
      - Coordinating this offering with a parent elementary school may be beneficial in terms of logistics for needed student services.
      - Retaining Students: Enhancing EVA for next fall based on our earned experience this year would allow for us to clearly articulate what a program would look like. This clarity is an advantage if we are required to provide this pathway.
      - Long Term Impact: Another year providing a state mandated online pathway can be used to continue to explore the long term viability of this option beyond the emergency response.
- Scenario E
  - Pause offering for fall of 21 and explore as a future magnet theme (Computer Science, Coding, Animation, etc)
    - Primary Consideration:
      - As noted - an online pathway for families may be an expected option for K-12 systems after this emergency ends. Given space and time to research and compare this option among others will allow us to make an informed choice so that we are best positioned to continue innovating as a leader in the area.
      - Retaining Students: All districts will be under pressure to provide innovations in programming in order to retain and attract new students. By including the online pathway as an option for delivery may provide interesting flexibility when considering other magnet options.
      - Long Term Impact: A thorough investigation of an online pathway provides us the proper understanding of advantages and challenges this method of instruction offers.

Elementary Enrollment as of 5-13-2021

Grade Level	In Person Enrollment	EVA Enrollment
K	514	79
1	465	114
2	491	98
3	473	115
4	500	122
5	483	114

Total Elem EVA = 642

\*These number include CP students from two different classes

## Appendix A

### Edina Elementary School Online Pathway (This information was sent to families to determine level of interest in Elem. EVA for fall of 2021.)

#### Why am I receiving this information?

- In our spring survey, you indicated an interest in considering an online pathway for the 21-22 school year, should it become available.
- We are reaching out to share more details of what this online pathway might look like to ensure you would be interested in pursuing this opportunity.
- If we have enough formal commitment by families for this type of program, we will plan to offer this opportunity for your family and others with a similar interest.

#### Standard Aligned

Our Online Pathway will be aligned to the Minnesota State Standards and offer a variety of ways to meet those standards. Students will have guided instruction in all core content areas including specialis (Art, Music and Phy Ed).

#### Program Features

Developmentally we know that it is important for elementary age students to have real time access to instruction. We also know that developing independence and agency is one of the features of an online experience. The Edina Online Pathway would rely on a combination of in person and independent work.

##### **Morning Meeting & Daily Learning Launch** at a regularly scheduled time each day

- Social Skill Development
- Relationship & Community Building
- Peer to peer interaction

##### **Core Academic Instruction**

An additional 1-2 hours of synchronous time + 1-2 hours of independent asynchronous time throughout the day will be focused on integrated core academics. Students will engage in a balance of the following learning models:

- Whole Group Focused Instruction
- Small-Group Guided Instruction & Collaborative Learning
- Teacher Student conferring time
- Independent Learning with available support

##### **Specialist Instruction**

Daily specialist lessons rotating between Music, Art, and PE each day. Students will engage in a balance of the following learning models:

- Whole Group Focused Instruction
- Small-Group Guided Instruction & Collaborative Learning
- Teacher Student conferring time
- Independent Learning with available support

### What should I do next?

- Now that you have learned more about what Edina Elementary Online Pathway has to offer for your elementary age student, please take a moment to complete the form below.
- Please Note - A commitment to the Edina Elementary Online Pathway is for the full 2021-2022 school year, should you choose to move forward with this option at a later time. Completing the form below at this time is not making that full commitment right now. This form is to help us gather preliminary data.

[Click Here to complete the form in English](#)

[Click Here to complete the form in Somali](#)

[Click Here to complete the form in Spanish](#)



**Board Meeting Date:** 5/18/2021

**TITLE:** Student Solutions – Edina High School Summit Results

**TYPE:** Presentation

**PRESENTER(S):** Michael Pretasky, Assistant Principal Edina High School; Andrew Beaton, Principal Edina High School; Edina High School students and staff.

**BACKGROUND:** Edina Public Schools' Strategic Plan directs us to listen to student voice to make schools more equitable and accessible for all students. High school staff and students participated in a summit where students came together to propose projects to make Edina High School more equitable. All projects provided great insight. The projects being presented were chosen through a competitive process.

**RECOMMENDATION:** None – for information only.

**PRIMARY ISSUE(S) TO CONSIDER:** Student Projects and Listening to Student Voice

**ATTACHMENTS:** Student Projects



# Connectivity

By: Sreeyutha Ratala, Preeti Priyadarshini,  
Shriya Makham, Niveditha Sreekantan, and  
Akshana Jose

Student Equity Solutions Event

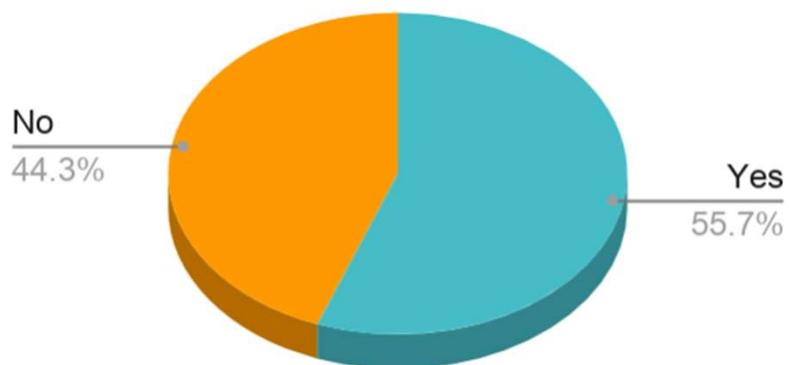
1

## Agenda

- ★ **Introduction**
  - What is connectivity?
- ★ **Main problems**
  - Difficulty in finding/accessing resources due to lack of exposure
  - Racial disparities in extracurriculars
- ★ **Solution**
  - Benefits
  - Implementation (Mock-up)
- ★ **Future plans**
  - OmnID Portal
  - Projected impact

2

Have you ever missed out on an opportunity or activity that you wanted to participate in (due to a lack of knowledge or misinformation)?



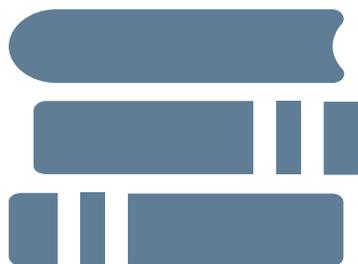
Survey Results

3

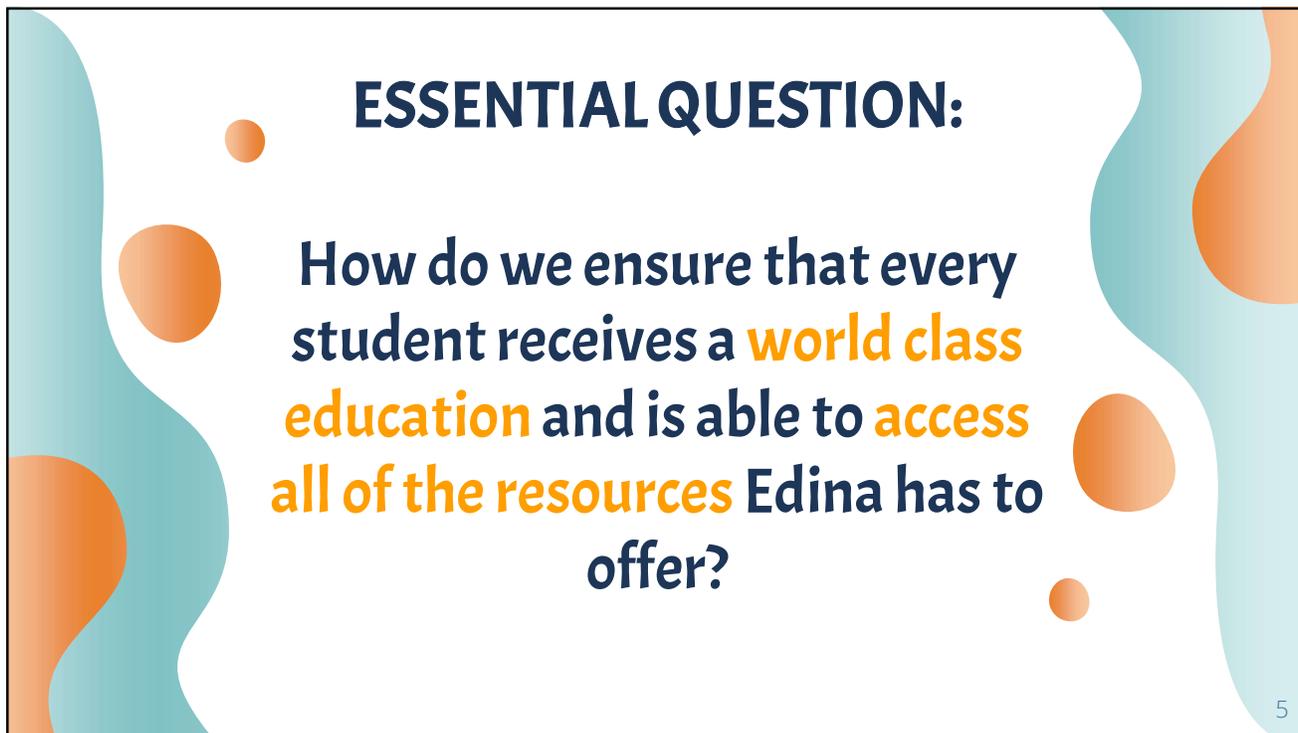
01

## INTRODUCTION

What is Connectivity?



4



**ESSENTIAL QUESTION:**

How do we ensure that every student receives a **world class education** and is able to **access all of the resources** Edina has to offer?

5



**02**

**MAIN PROBLEMS**

Easy Access to Resources and Racial Disparities -



6

- **Currently, Advisory is a **standard platform** that informs all EHS students about **opportunities and events** at EHS.**

**Drawbacks:**

- Monotonous - easy to miss out on information
- Difficult access to resources
  - Cannot easily view info at personal convenience

## Personal stories



## PROBLEM #1

Racial disparities in  
extracurriculars  
inhibit the  
development of a fully  
equitable  
environment

9

## Racial disparities

→ “60% of ECAs were more homogenous on race/ethnicity than the school” (Schaefer, pg. 18)

→ Are students utilizing extracurriculars to their potential or is an informational barrier inhibiting them from exploring different facets of our personalities?

→ Resources are not relayed equally.



10

## PROBLEM #2

(Survey Hypothesis)

Finding and Accessing Opportunities ends up being a difficult task.

11

### RELEVANT STATISTICS & ADVICE:



- ★ “Fewer than *half* of high school students across the country feel they’re ready for college and careers,” (Edsource).



- ★ “In a world-class education system [students] have a say in their own learning” (Robinson).
- ★ Exposure is most important for students to **develop passions and interests** in order to propel them to success in the future.

12

# RESOURCES



It is the **role of educators and the administration** to make sure **all information reaches students** in order to help them take advantage of the resources available to them and ultimately **develop their passions.**



13



**High School is obligated to help students discover opportunities they could potentially benefit from.**



“Here’s something no one tells you about your high school education: You’re in control. You’re in charge of what you do and how well you do. It’s up to you whether you treat high school as something imposed on you – something to simply get through – or as an experience you can use to figure out what you’re excited about”(College Board).

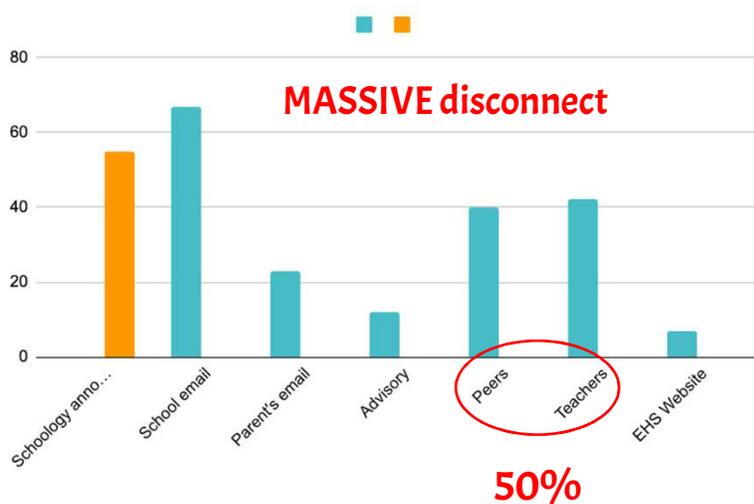
14

# Survey Results

(Support our hypothesis)

15

How do you receive most of your **valued** information about school opportunities and resources?



16

## Student Responses

There **isn't enough updates** and information that comes out about resources the school provides.

Sometimes things are set up in a **confusing way**

The school website is **hard to navigate** for me

I think the important opportunities should be broadcast to every student during a certain class period, instead of relying on students to check their email. I have been staying caught up with my email, but I would assume plenty of students rarely check their email and miss out because of it. So, if everyone could hear the information during school, everyone can stay informed either way.

17

## SURVEY CONCLUSION:

Students' **lack of exposure** to opportunities hinders their ability to **access resources** and find an interest.

18

## What we are missing (Recap):

- ★ The difficulty of finding/accessing resources leads to lack of exposure to interests
- ★ Racial disparities in extracurriculars

19

03

## SOLUTION

Benefits and Implementation



20

## Connectivity



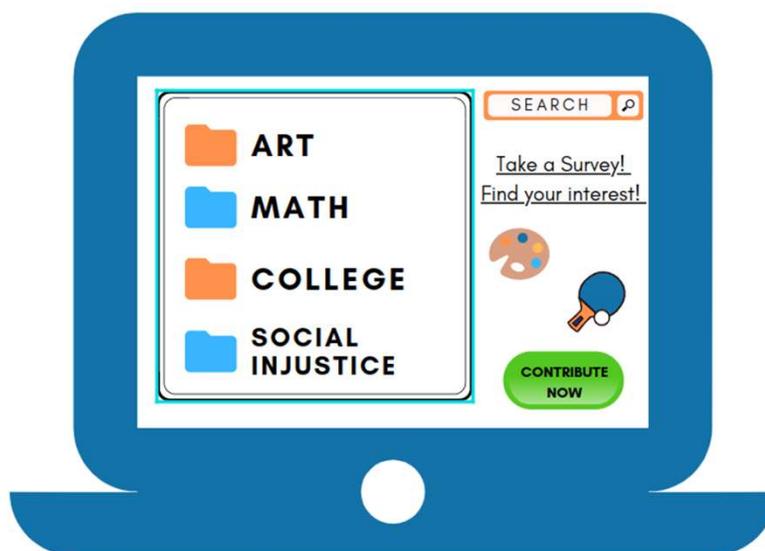
- ★ Separate schoology page
  - Access all resources
  - Push students to be leaders
  - Active participation



Our page would create a low-pressure environment where students display confidence and truly shine.

21

## Mock up “Connectivity” Schoology Page



22

## Student View of "Connectivity Schoology Page"

**Connectivity**  
**Spark-A-Thon! (Student Equity Solutions Event)**

**Type:** Team Competition

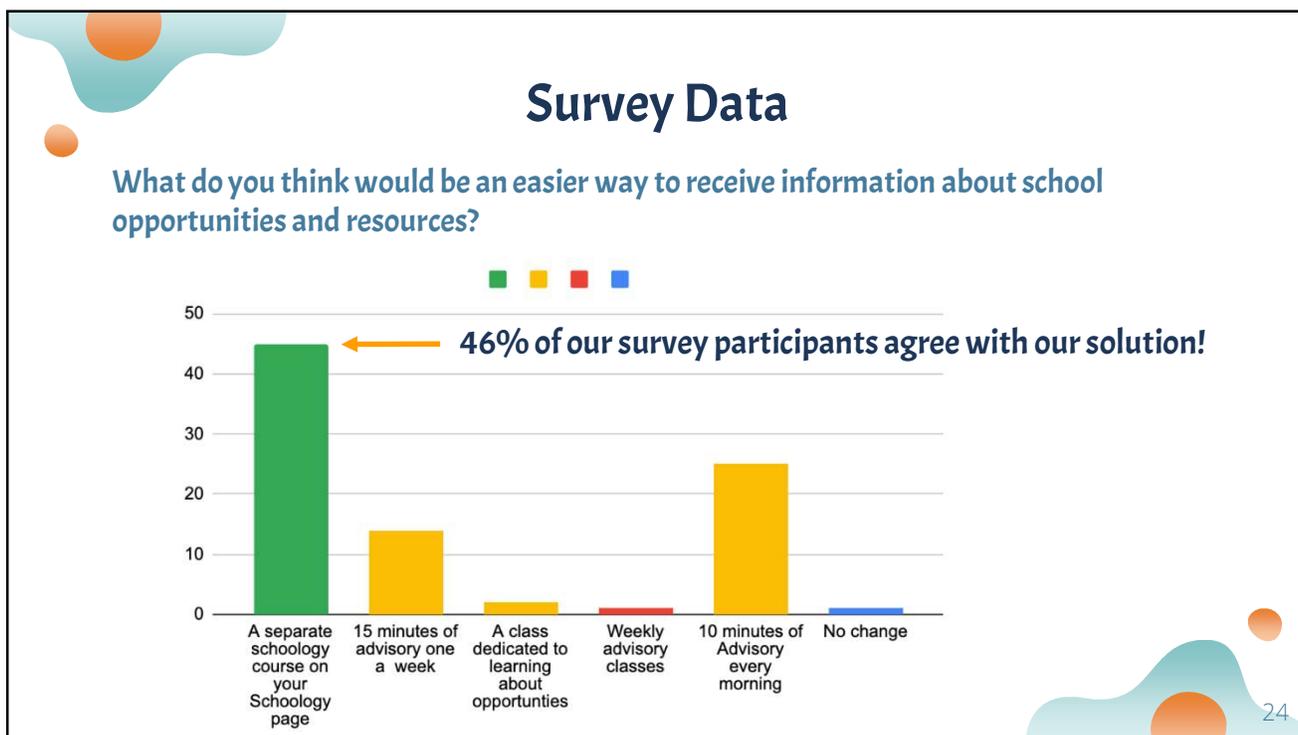
**Description:** EHS is hosting an idea competition that focuses on generating solutions to tough issues and leads to action. Edina High School will be holding a team event this winter and we are inviting students to form teams and participate. Student teams will research solutions to these questions and present them to a panel of stakeholders. The winning ideas will be shared with the school district leadership as well as the Edina community.

**DEADLINE:** wayyy too late

Show your interest by filling out this [form!](#)

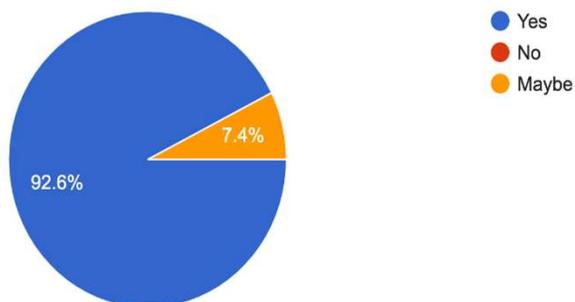
**Relevant Opportunities**

- lit + fix [Personalized Reading Recommendation Service](#)
- [Student Council Guest Speaker](#)
- [South Korea - EHS Exchange](#)
- [212 Leadership Group](#)
- [EHS Girls Varsity Hockey team Tournament](#)
- [AMC Math Competition](#)



## Survey Data

Would you find a page informing you of opportunities (For example: Summer internships or other college opportunities) useful?

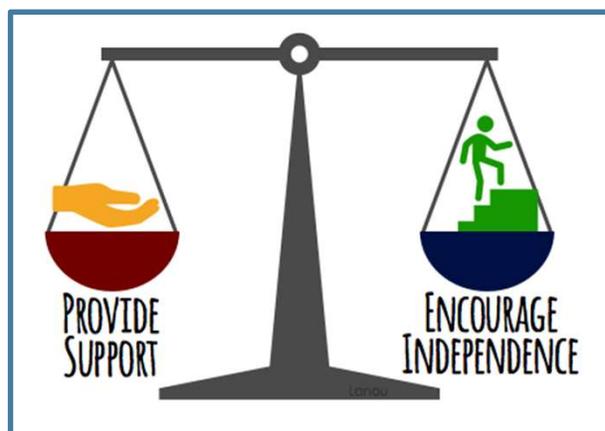


25

## Implementing Connectivity



- ★ 10 minutes of Advisory
  - Teacher present opportunities
  - Minimal students miss out on opportunities
  - Fuel passion among students



26

# Student and Staff Opinions on “Connectivity”

27

## Crowd Loop Feedback

64 upvotes

**David Boone:** How will the Schoology page be **managed and by whom** to protect against bad actors?  
\*edited for clarity

- ★ **Safety protocols**
  - **prevent abuse** of this valuable resource.
  - **“terms and conditions” form** or some other form of filter
  - **cautious** before making bad decisions
- ★ **Management and Regulation** (further discussion needed)
  - **Guidance** on how to **manage** and **handle** connectivity

We hope that others will believe in our project and work to improve upon it to make it something truly worthwhile!

28

## Crowd Loop Feedback (Continued)

**Madeline Hill:** Great idea! I often have a hard time finding activities that interest me and so this would really help.

**Heidi Mathers:** Looks like a great idea!

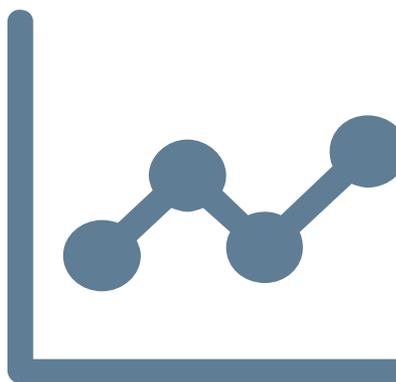
**Natalie Wu:** Interesting idea hope all goes well! ~

**Nancy Poulos:** I love this idea, especially including volunteer opportunities for students!

04

## FUTURE GOALS

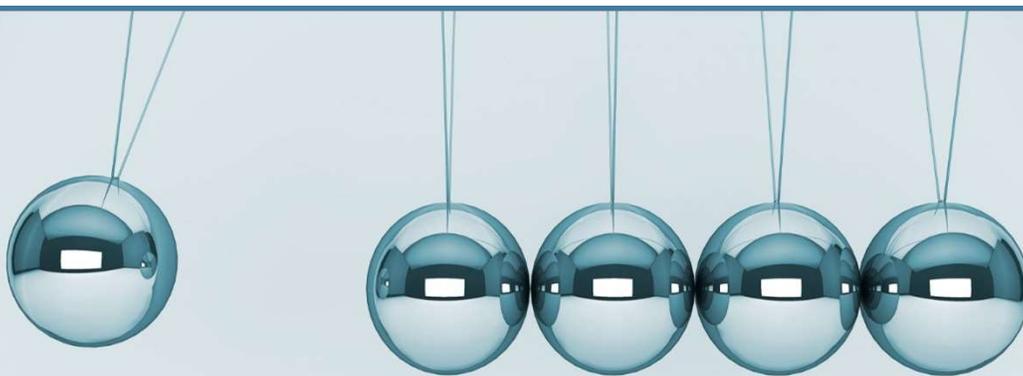
A Focus On World-Class Education



## Mock Up (Future Improvements)



## Projected impact



40%



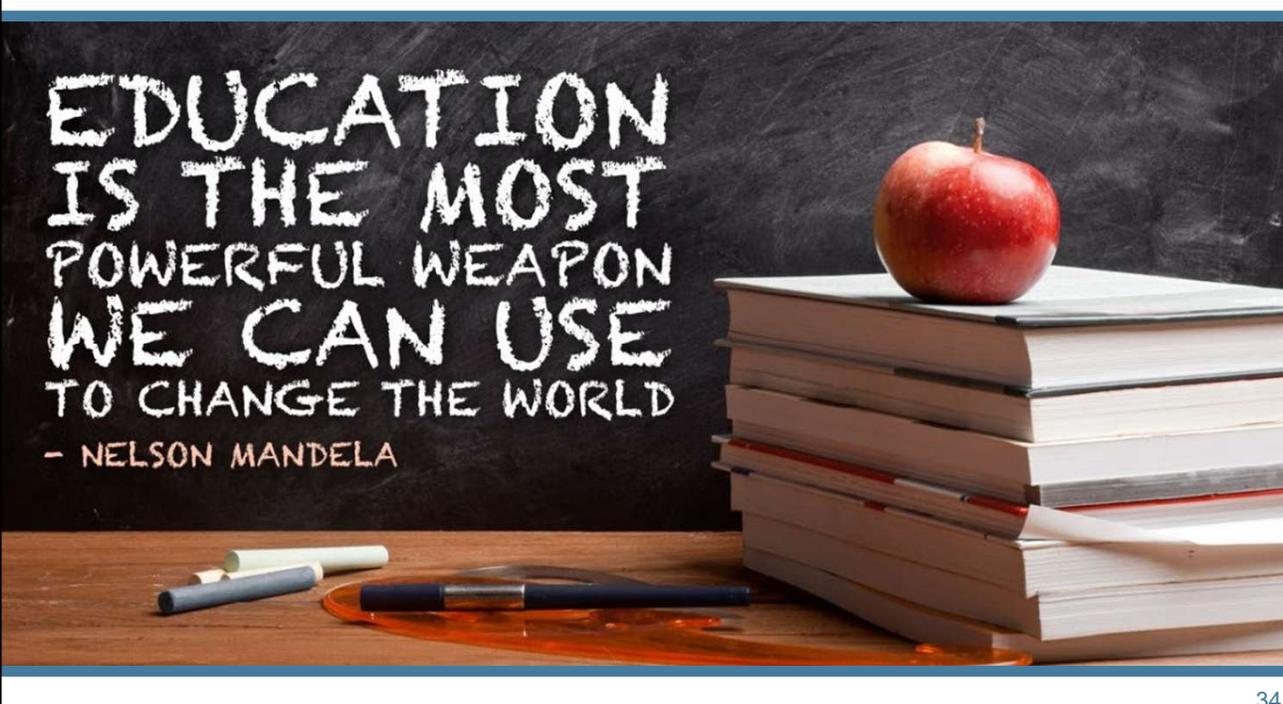


Thank you!

[Research page/sources](#)

33

This slide features a decorative header with a light blue wavy shape and orange circles. The main content includes the text 'Thank you!' in a large, dark blue font, accompanied by a cluster of four interlocking puzzle pieces in green, teal, orange, and blue. To the right, there is an illustration of a person in an orange shirt and dark shorts holding a camera, standing on a stylized landscape with orange circles. A link 'Research page/sources' is located in the bottom left, and the number '33' is in the bottom right.



EDUCATION  
IS THE MOST  
POWERFUL WEAPON  
WE CAN USE  
TO CHANGE THE WORLD  
- NELSON MANDELA

34

This slide features a chalkboard background with a quote by Nelson Mandela written in white chalk. The quote is 'EDUCATION IS THE MOST POWERFUL WEAPON WE CAN USE TO CHANGE THE WORLD - NELSON MANDELA'. To the right of the text is a stack of several books with a red apple resting on top. In the foreground, there are two markers and a pen on a wooden surface. The number '34' is in the bottom right corner.

## Contact Information

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## [Edina Student Solutions Project: Equity Through Elevated Opportunity](#)

### **Our Work**

Over the past couple of weeks, our project to find ways to improve educational equity at EPS was guided by the following questions:

How do we cultivate awareness of the inequities around us and create possible solutions to address them?

How do we ensure that every student receives a world class education and is able to access all of the resources Edina has to offer?

All students, families, and faculty deserve to have the best possible experience within Edina Public Schools. Both students and parents from all backgrounds must feel and know that EPS is there to support them on their education journey. In order to achieve this goal, Edina must provide teachers and coaches that are trained in the practice of equity and cultural awareness, must provide spaces for parents to form community and to express their opinion, and must provide opportunities for students to have positive experiences in extracurricular activities. By doing so, Edina Public Schools can become a model of a district that provides all students with an equal opportunity for success.

### **What We Learned**

We spoke with Donna Roper, Director of Research and Evaluation, who provided valuable information about the achievement gap. We learned the achievement gap is persistent due to non-academic factors such as race, ethnicity, income, or neighborhood. However, there are measures the district can take to meet these WBWF (World's Best Work Force) standards and give all students the support they need. For example, the district can close the gap between teacher and student perceptions, educate staff to reduce implicit and unconscious bias, and address providing accessible opportunities to all students. These pillars are what our plan stems from.

### **With Power Comes Responsibility**

As Edina educators, it's important to recognize the disparities in student circumstances that contribute to differences in student performance in the classroom. These include (but are not limited to):

- Cultural and ethnic background
- Socioeconomic standing

- English Language Learning
- Special Education Needs
- Extenuating Circumstances

It is imperative that EPS staff recognize and understand how to acknowledge and harness their students' differences to better personalize their learning. Teachers must recognize that all students have individualized needs.

## **Discrepancies in Teacher vs. Student Perceptions**

There is no "one size fits all" for the lives of Edina students. Too often, teachers, coaches, and other adults assume that Edina students all share wealthy, privileged backgrounds. However, that is not the case: Edina students come from a myriad of backgrounds, cultures, and experiences. Teachers and other staff members must be aware of the differences between their perception of students and the reality in order to change their understanding and make every student feel appreciated and valued. These gaps between student and teacher perceptions of student learning must be addressed. What goes on inside of the classroom is imperative to consider.

## **Examples of Discrimination Within the Classroom**

### **Scenario 1**

Because a teacher may not be aware of how to pronounce a student's name, said student is more likely to get called on less often. Moreover, the teacher may not address the student's name when calling on them. Even a simple action such as this contributes to gaps in the student-teacher relationship and the student's comfort level in the classroom.

### **Scenario 2**

Students may be expected to have materials printed for class or music rehearsal. When students show up to class without these printed materials, they may face consequences or be considered "lazy" or "unorganized" by teachers. However, not all students may have access to printers and other resources at home.

### **Scenario 3**

Teachers may change their language depending on the group of students they are teaching. One example we have encountered is when a teacher used a racial slur in a classroom with all-white

students. However, when teaching the same material in a class with students of color, the teacher omitted this word. Though slurs should not be used in any context, this is yet another example of inherent bias.

## Action items

These steps are recommended to be implemented in order to maximize staff understanding of student circumstances and close the gap between student and teacher perceptions.

### **Sport coach training in key questions**

One common misconception is that every player has readily available access to transportation and funds for sport related activities. To combat this, **coaches should be trained in key questions to normalize the variety of student circumstance that exists within Edina. These statements should include phrases such as "Does anyone need a ride to practice?" or "I know this is expensive, so let me know if you need financial help."** Students and their families should be made aware of the **opportunities they have to receive help through resources such as Edina Give & Go and the Edina Education Fund.** These resources should be covered in all parent meetings and conveyed to athletes and participants.

### **Equity training with an emphasis on action**

Cultural awareness cannot be acquired in a few hours' training, and [research](#) shows that **traditional anti-bias training doesn't necessarily yield long-term results.** As opposed to developing training as another form of professional development, **training should be embedded as a part of a broader effort to reform school policies and structures which inherently put BIPOC students at a disadvantage.** While teachers can play a significant role in lessening the opportunity gap, little can be done unless **the school administration leads by example in reviewing existing policies.** Including teachers and students within this process can also serve as an integral form of training in itself. **Faculty should approach training through a lens of applying it to current classroom and school practices.**

### **Uplifting student voices**

Halls of learning are ultimately built to serve students, and it's often students that suffer the most from inequities. For this reason, the **input of BIPOC students should be utilized in the creation of new trainings and organization of existing programs.** Edina students can offer firsthand accounts of what existing policies and teacher practices exacerbate inequitable structures. **Student speakers**

**and parents should be invited to speak at all teacher trainings** to provide their perspectives. Additionally, we propose **implementing a section on the Edina Public Schools website designated to be a place where students and families can submit their concerns**. A district representative should be in touch with families who have submitted a response to further address their concerns.

## Parents Support Parents

No one understands the struggle of another better than someone who is experiencing something similar. Creating parental support groups organized by culture, circumstance, or religion offers parents and guardians a unique outlet to voice their concerns and discuss school concerns with other parents in similar situations. By opening dialogue with the school administration, these parents can ensure that the needs of BIPOC students are not overlooked. [Research also shows](#) that the opportunity gap is reduced when families are more active in a student's learning.

## What We Learned

Family nights facilitate community bonding and understanding. Rather than forcing families to discuss a list of questions, facilitating a meal helps build bridges across divides.

### Greg Banko

As Edina Give and Go Executive Director, Maggie McCracken finds ways to accommodate low-income families within the district. In order to ensure families are aware of the options open to them, one part of the group's outreach endeavors is Family Nights with the Cultural Liaisons.

### Maggie McCracken

## Action Items

### Part 1

**Parent advisory groups** should be created across grade levels at Edina schools to ensure that personal connections are made between families. These should be aimed towards families of the same culture or ethnicity who speak the same language. **These meetings should include or have regular communications with a district cultural liaison who can report these concerns back to the district for appropriate action.** These families will come together to meet and connect with each other and discuss their concerns as a group. It is necessary to **accommodate** as many families as possible by ensuring there are few barriers to be able to attend family nights and conferences. Ways to combat this include **virtual options**.

## Part 2

Counselors and social workers from schools should visit communities that are home to a large number of families of color, such as Cedars of Edina or Parklawn. Visiting these places directly and building connections with families will provide ease of access and make families more comfortable to get involved in their student's learning. Families should be able to discuss their concerns with faculty at these community events.

### Equity = Opportunity

Edina athletics and extracurricular activities are a great source of pride for residents. With the competitiveness of popular sports, it is difficult for low-income students to jump into sports at the high school level and be able to perform at the same caliber when their peers have had years more of training. To combat this, the Edina Athletics and Activities department should update and compile information regarding the process of acquiring financial aid to participate in Edina activities. Additionally, a large variety of extracurricular opportunities should be offered to students from all backgrounds. It is imperative to come up with affordable and innovative programs that all students can participate in from a young age. These programs can also take place in school or at certain community centers such as Parklawn or Cedars of Edina, making them more accessible to students.

According to the 2019 Minnesota Student Survey, while 83% of White students participate in extracurricular activities at least 3 times a week, this only applies to 47% of Somali students, 66% of Hispanic students, and 55% of students on Free or Reduced lunch plans.

### Action Items

#### Streamlining Programs to Students

All families should be made aware of community athletics programs families can register for as well as financial aid options for these programs. We recommend sending out a monthly newsletter to families detailing extracurricular opportunities and access to financial aid.

#### In-School Programming

We recognize all students may not be able to participate in extracurriculars outside of school. In-school leadership teams such as the Student Leadership Team at Cornelia Elementary should be implemented at all elementary schools. Additionally, programming such as Dare 2 Be Real and

**SVTV**, both in-school programming at South View Middle School, should be implemented at elementary schools across the district and Edina High School.

### **Student-Led Programming**

We believe **students have the ability to shape effective programming for younger students**. Older students can share their talents and interests by working with younger students. **We propose encouraging and implementing a plan through which high school students can create and implement community programming reaching younger students**. One example of this is the Creative Writing Bowl, which was led by high-school students in collaboration with Edina Community Education.

### **Accessible Programming**

We propose bringing programming, particularly student-led programming, to communities with a higher number of students of color to provide for **ease of access**. **Students facing difficulties with access of transportation would be able to attend this programming if it was happening in their communities**, such as at Parklawn or Cedars of Edina.

# About

Students

**Dedeepya Guthikonda**

**Madeline Howard**

**Isadora Li**

**Isabelle Wagener**

We interviewed:

Edina High School Principal Andrew Beaton

Greg Banko at Southview Middle School

Troy Stein at Edina High School

Maggie McCracken at Edina Give and Go

Steven Cullison at Edina High School

Donna Roper at City of Edina

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# REALationships

Dia Jain, Kedar Simhadri, Ria Kaushal, Shayaan Gandhi, Izaan Rana, Ashlee Kalair

2021

Welcome! To start off we would like to share a quote that we thought really resonated with our project. Author Liz Fosslien states, "Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard." Over the last few weeks, our team has been spending a lot of time researching through discussions with a diverse group of people, from head directors of the district to the young pupils of Edina. From our research as well as our first-hand experience as students we were able to compile a list of core issues that we believe need to be addressed in order for everyone to feel not just included but belonged. As we came up with solutions for each of these issues we were able to categorize them into 4 separate sections, Representation, Education, Accessibility, and Leadership, an acronym for the word REAL. In this website we'll dive into each one, explaining the problems and solutions that fall under them. A community is based on the true relationships we have with one another and strengthening these relationships can guide us on the path to standing in unity. With our Student Solutions Equity Project, we hope to achieve a future in which our community is a place where each and every person feels as though they belong through their relationships with others.

## Why REALationships?

### What is a REALationship?

A REALationship is exactly what you think it would be, a REAL relationship. To have a REALationship everyone a part needs to feel like they can speak their mind freely and know that everyone else is listening to understand. This means you know where each other is coming from and how things like race, gender and socioeconomic status shape their perspective.

### Why are REALationships important?

- Students feel like they can ask for help when they need it.
- Students feel comfortable to share their experiences.
- Teachers know when each student needs help and are able to personalize their teaching in a way that is comprehensive to a student's perspective.
- Teachers know where a student is coming from and can see their point of view and students feel safe enough to explain those things.
- People can talk about problems they face and get proper help to address their situations.
- Allows for more conversations about difficult topics which can help get rid of single mindsets towards groups of people or cultures.
- People are more connected and thus informed about various opportunities.

## **Overview**

Problems and Solutions identified during research and multiple interviews with teachers and administrators throughout the Edina Public School District

### Representation:

Lack of Representation for Minority students in staff members  
Specifically Teachers  
Lack of Awareness of Cultural Traditions and Holidays

### Board of Education:

TPT Program

Encourages paraprofessionals (a more diverse group) to become teachers

### Schools:

Actively search for teachers of color that will help diversify schools  
Expose students to more cultural holidays and traditions

### Teachers:

More advanced pre-teaching to help teachers understand student situations

### Education:

At the elementary and middle school levels specifically

Lack of Flexibility in the Curriculum

Specifically about the incorporation of diverse material

Lack of Resources

Parent Involvement and Backlash

### Board of Education:

Funding for resources

Lack of up to date resources and materials in many schools statewide

Granting teachers more flexibility in terms of adding material to the set curriculum

### Schools:

Providing parents with the resources to engage and participate in teacher diversity and equity meetings.

### Teachers:

Making a bigger effort to engage both students and families in the curriculum plan, as well as addressing parental issues as well.

### Accessibility:

Lack of Communication

Harder to form relationships through an online setting.

Acknowledging and focusing on the language aspect

Lack of Technology

Some families of students lack proper internet or technology, which further disrupts communication.

Static Environment in Equity

### District Wide:

Taking the first step to reach out to low income and multilingual families so they don't have to.

### Schools:

Promote more clubs to spark discussion of equity and build relationships.

Individual Check-Ups

### Teachers:

Have multiple forms of communication through apps like Remind or Group Me for faster and efficient connections to students.

### Leadership:

Community divide

- Focus on diversification

Guest speakers need more diversity

- Change to the literature studied in class

More culturally involving clubs

Board of Education:

- Funding

Approach: Systematic implementation of rules + Inviting diverse guest speakers for EHS students

Teachers:

- Making an effort to apply new policies and invite diverse guest speakers

- Introduce kids to new clubs, new options

Families:

Be open minded toward different clubs and sports for their children. Work together with teachers.

Students: Participate in school activities and contribute to guest speakers

## **Representation**

The first step in creating relationships is to address the representation in Edina schools. First, we must look at our schools and the lack of representation in Edina staff, especially for teachers. In other words, the teaching population does not properly represent the student population.

Specifically for elementary school, a study by the National Bureau of Economic Research showed that having a teacher of the same race greatly improves your academic success. It stated that for black students, exposure to one black teacher before 3rd grade would increase chances of college enrollment by 13%. Increasing to just two black teachers meant that they were more likely to enroll in college by 32%. Though this study focused specifically on black student to black teacher relationships, the same concept can be used to increase the academic success of other discriminated peoples (different races, genders, sexual orientations, and disabilities).

One way to increase the diversification of teachers is to actively search for teachers. As Jody Desthubert, Director of Teaching and Learning, said in one of our interviews, "We need to take a more active role in finding teachers of color instead of waiting for them to come to us".

We can implement this by requiring schools to make an equal proportion of students of color to teachers of color at all levels of school. This will ensure that students will be introduced to teachers of color throughout their education. This solution will require minimal funds and can be implemented right away. Though it will take time for the teacher body to eventually diversify, these regulations will be necessary to ensure the same-race-teacher benefits.

Another way we can diversify our teacher body is by incorporating the TPT program. The TPT program is already incorporated into other Minnesota schools and can help encourage paraprofessionals within the school to further their education and become teachers. The reason this program could diversify the teaching staff is because a majority of paraprofessionals are people of color. It allows them to get their teaching license while still maintaining a steady source of income through their para jobs. Director of Human Resources and Administrative Services, Nicole Tuescher mentioned how this could greatly help our schools as it progresses towards becoming a place with better opportunities for everyone. This allows for immediate

support towards diversification in schools through diversifying the teacher workforce which recently received a second hearing.

Another place that Edina schools lack representation is with cultural holidays and traditions. With increased knowledge of these events, we can help students and teachers become more aware of other people's experiences and help Edina become a more friendly place for all.

More extracurricular clubs such as Mosaic can be formed to focus specifically on the organization and the content of fairs. These clubs can be formed with minimal effort and in a short amount of time so we can start working immediately. Exposing students to more cultural holidays and traditions through brief explanations in social studies classes and school wide fairs can help everyone develop a better understanding.

### **Education**

The education aspect of REALationships has been brought up during many of our interviews with teachers. One massive issue is the lack of access to resources, especially in elementary schools. In an interview with a teacher from Highlands Elementary School, we were told that the social studies books are outdated and fail to discuss issues such as slavery and colonization. Often only one paragraph is dedicated to talking about slavery.

To address this issue, the board of education should fund and require resources, such as textbooks, that talk about all aspects of history, especially for younger children, teaching them about inequality and racism from an early age.

Teachers also lack flexibility in their curriculum which leaves out topics like the effects of historical and present discrimination. By giving teachers flexibility not only can they talk about the hard issues but also personalize it to every student. In an interview with Jody Desthubert, Director of Teaching and Learning, it was communicated that with all curriculum, there is a review process, and every 7 years, the board goes over the standards, and then the district correlates with state standards. Seven years is far too long of a gap as many changes can occur, especially now with our ever growing community.

Our plan would cut the process down, as teachers would be able to request changes they want to make in their curriculum and submit them to the district board directly, who can then correlate them with state standards, and in turn, either accept or decline these changes.

Both of these problems play a role in one of the other major issues we've seen when trying to educate about these issues: parent backlash. So, when interviewing many of the teachers and administrators over the past couple of weeks, we began to notice a trend. Many parents have different viewpoints which leads to the backlash teachers get when trying to incorporate new material into the curriculum.

For example, problems that relate to the LGBTQ+ community, nation wide, are the least taught things in schools, often because of opposing viewpoints and parents not wanting their kids to learn about them as they feel it doesn't apply to their child.

In conclusion, all of these solutions are directly related to relationships, as in order to establish a safe environment for everyone, it is important to talk about tough topics and connect with families and the community.

### **Accessibility**

An important part of building relationships is communication and having conversations about the different types of inequalities that students, families, and faculty witness and go through. The

pandemic that we are living through has made it significantly harder to communicate amongst the community. While transferring to an online environment is hopeful, the physical engagement in classrooms is one thing that cannot be made up through any online platform. In an interview with Bradley Dahlman, a social studies teacher at Edina School, he mentions how this year has been incredibly hard to reach out to students who need help and give them access to any resources. This limitation makes it harder for teachers to develop unique relationships with their students.

For example, many students are not aware of the extra help they can get through programs within the school itself like the tutor center or access to internet and school computers. Those who are aware of these resources sometimes do not feel comfortable seeking for help, since there is a stigma behind it.

Researchers “suggest that children and adolescents are highly susceptible to stigma because they are at a stage when social interactions and peer acceptance are top priorities, and they worry a great deal about what others think about them. Thus, they may hide emotional and learning problems and not seek help.”

Another obstacle that we face is that multilingual families must have translation facilities that allow them to read the newsletters provided. We conducted an interview with Edina Public School's Director of Communication, Mary Woite, who further mentions how the programs the district use to mass send emails and messages, like Constant Contact, do not have translation services. Using services that have an option to translate the information being sent out can greatly benefit the families of Edina as 15% of Edina families speak languages other than English (according to the 2019 census). Even having a translator reach out to these families or specifically sending out emails in other languages is one thing our district and many more need to get better at. Since the majority of parents preferred communication through Emails, it is essential that we make the online newsletter system more efficient.

## **Leadership**

An important idea that goes into REALationships is the leadership not only within the school environment, but even outside of school. We feel like students should be given the opportunity to engage and gather leadership skills that can later be applied throughout school and the rest of their lives. It is important to think about how Edina is divided into cultural communities. For example, many Asians may stick to Asian neighborhoods, African Americans may stick with other African Americans, etc.

Izaan Rana, fellow high schooler at Edina High School, shares his perspective dealing with this issue in his own household. He says "Being an asian American myself with immigrant parents, my parents never grew up knowing what basketball or football is, the only familiar sport was soccer. My dad made me play soccer for a couple years with the other boys in our community but I never really had a fondness for soccer to begin with. Because of the cultural divide, I wasn't able to explore more choices and wasted a couple years that could've been better spent searching for a different sport of interest."

This leads to our largest problem, and that is the community divide in school, and even after school activities like sports and clubs. This is why we are offering a set of new policies, built to expand the horizon of opportunity in which kids can choose from. To further implement these ideas, we want teachers to play an active role in showing students different pathways to take so they can experiment with these interests and bring them home to discuss with parents. Because our essential goal is to expand comfort zones, families and students should be connected with our staff, club leaders, and sports teams, in order to fully gain the knowledge.

Another bolded problem is our lack of guest speakers. One of the best ways to get students connected is literature! As discussed before, we want diversity in our literature, but to go even further from a student point of view. We want them to take an active role in choosing books and authors, not only by race or gender, but by interest and passion.

Teachers should work with students and find some guest speakers from local authors that students have an interest in. Not only will this connect students with each other and develop a fondness for books, but it will have a positive side effect of connectedness of EHS and its local community.

The only problem with solutions to both of these is simply, funding. We believe that as attraction grows for many of the clubs and students begin to have a fondness for our speakers, much of the funding needed may come from the community itself, but this may not be enough. We hope that the board of education can supply some of the money needed to kick off these ideas at first.

Lastly and most importantly, staying connected and honing leadership within students can not be of more importance for the real world. That's why we want Edina Schools and districts state-wide to be recognized for creating leaders within the community.

## **Community Involvement**

### **Plan to develop REALationships:**

#### **1A - "Get to know you" assessments at the beginning of every course that ask the following questions:**

- What pronouns do you prefer if you feel comfortable sharing?
- How do you like to learn?
- What kinds of things do I need to do to make sure you feel accepted and heard in this class?
- What do you need to be successful in this class?

#### **1B - "Post-Learning" assessments at the end of every course that ask the following questions:**

- What did you wish you would have learned during this course?
- How well do think this course did at representing different opinions/views?

#### **2 - All teachers are accessible through platforms other than email like:**

- Group-me
- Remind
- etc.

#### **3 - Increase diverse guest speakers as role models to:**

- Encourage involvement in extracurriculars
- Encourage students to pursue different career paths
  - ex. BIPOC in STEM
- Increase representation of minority groups
- Deter harmful stereotypes from forming about certain groups

#### **4 - A blast email to all parents in multiple languages that includes:**

- List of clubs and activities for students and parents to join and connect with people in that way.
- Brief summary of what is being taught in each class and why.
- Includes a consolidated brief of the responses from Step 1.

## **How can we measure whether or not REALationships are increasing?**

### **A monthly survey to students with these questions:**

- Do you feel like you can speak freely in school? Why or why not?
- Do you feel accepted at our school? Why or why not?
- Do you feel like you are represented in your school? Why or why not?
- Do you feel like you have enough resources to learn? Why or why not?
- Do you feel encouraged by staff members and guest speakers to pursue your goals?
- Over the last month do you feel that you are being represented more?
- What do you believe the school can do better to further your education and exposure to other cultures?

### **A yearly census (can be a part of survey) that:**

- Takes the demographic make-up of all students and teachers and compares them.
- The goal is to have proportional representation between students and teachers.

## **Roles**

### **Teachers:**

- Accommodate teaching based on the results of step 1
- Do step 2
- Help create personal connections with students

### **Parents:**

- Read the blast emails with your student(s)

### **Administration:**

- Create the email detailed in step 4 with student and teacher input.
- Invite more diverse guest speaker in step 3

### **Students**

- Complete assessments in detail in step 1 with an open and productive mindset
- Be open to guest speakers from step 3 and get the most out of them

SAFE SPACES

SPARK DISCUSSION

SHARE PERSPECTIVE

SPREAD SUPPORT

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Mary Woite - Director of Communications

Jeff Jorgensen - Director of Student Support Services

Jody Desthubert - Director of Teaching and Learning

Nicole Tuescher - Director of Human Resources and Administrative Services

Tami Jo Cook - Vice Principal at South View Middle School

Shaun Pak - Instructional Dean of Students at Highlands Elementary

Caitlin Bailey - 8th Grade English Teacher at South View Middle School

Anna Jankowski - 8th Grade English Teacher at South View Middle School

Troy Beckman - 8th Grade Social Studies Teacher at South View Middle School

Elizabeth Hillstrom - English Teacher at Edina High School

Elizabeth Nimmo - Social Studies Teacher at Edina High School

Bradley Dahlman - Social Studies Teacher at Edina High School

\*Other individuals interviewed wished to remain anonymous\*