



**School Board Work Session**  
**Monday, June 21, 2021; 5:30 PM**  
**ECC Room 350**

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

**II. Reports and Discussion**

A. Magnet Programming (5:30-6:45)

**Description:** Periodic updating to programming is necessary in order to meet the needs of learners in the Edina Community. This report will outline a process for developing the next level of elementary program recommendations aligned to school board approved parameters. A guiding change document has been proposed and attached to guide design teams as they develop options for advancing elementary programming (Magnet Programming). In this report, the term “Magnet Programming” is used as a generic term to reflect programming that is attractive to residents and is a competitive option for open enrolled families.

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; Katie Mahoney, HL Elem. Principal; Kari Dahlquist, CV Elem. Principal; Mark DeYoung, CC Elem. Assistant Principal

**III. Board Chair Updates**

**IV. Superintendent Updates**



**Board Meeting Date: June 21, 2021 Work Session**

**TITLE: Magnet Programming**

**TYPE: Discussion**

**PRESENTER(S):** Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; Katie Mahoney, HL Elem. Principal; Kari Dahlquist, CV Elem. Principal; Mark DeYoung, CC Elem. Assistant Principal

**BACKGROUND:** Periodic updating to programming is necessary in order to meet the needs of learners in the Edina Community. This report will outline a process for developing the next level of elementary program recommendations aligned to school board approved parameters. A guiding change document has been proposed and attached to guide design teams as they develop options for advancing elementary programming (Magnet Programming). In this report, the term “Magnet Programming” is used as a generic term to reflect programming that is attractive to residents and is a competitive option for open enrolled families.

**RECOMMENDATION:** Administration is recommending a “Guiding Change” document to clarify the why, desired results and unacceptable means in the design process to advance elementary programming in Edina Public Schools.

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

- Consider whether the Guiding Change document clearly articulates the why/need to proceed with proposed advancements to elementary programming in Edina Public Schools.
- Consider whether the Guiding Change document sufficiently articulates the desired results from the design process to advance elementary programming.
- Consider whether the Guiding Change document sufficiently articulates what would be an unacceptable result(s) of the design process.

**ATTACHMENTS:**

1. Report (next page)

## **Overview:**

The following priority strategies from the district strategic plan addressed in this proposed include:

- A1: Design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth.
- A2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically.
- B1: Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.
- B3: Support equity by identifying and eliminating structural barriers to success.
- C4: Create environments that are conducive to learning and facilitate constructive student interaction.
- D5: Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.
- E4: Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.

## **Long Term Enrollment Forecast:**

In a recent conversation with Edina Public Schools administration, demographer Hazel Rhinehardt shared that resident enrollment is predicted to slowly decline by 300-850 students over the next 10 years. The reasons for this decline include lower fertility rates in families and increased family school choices in or near Edina. For example, ISLA (International Spanish Language Academy) charter school has recently moved to Edina. Furthermore other districts in the state are applying to become accredited online providers. One of the goals of this proposal is to retain our resident students and families by offering innovative, rigorous and engaging learning experiences in our curricular programming at the elementary, middle school and high school levels. Additionally the school district will remain a competitive destination for open-enrolled families.

## **General Timeline:**

- May 2021: Design Team established
- May 24, 2021: Research initiated
- June 21, 2021: Guiding Change (parameters) finalized
- July-August 2021: Research Magnet programs
- August-September 2021: Site Work teams define site proposals

- Stakeholder Input
  - As part of the design process and proposals mentioned previously, stakeholders will have the opportunity to provide feedback on concepts and programming ideas via survey and small focus groups. This data would be shared with stakeholders and the school board at future board meetings where proposals are being presented.
- October 2021: Present proposals to school board and community for review
- November 2021: Board approval for phase I of proposal (fall of 2022)
- December 2021: Prepare registration materials and complete registration for fall of 2021 for phase I
- January 2022: Begin registration process for phase I concepts.
- Jan.-Oct. 2022: Complete design process for phase II.
- October 2022: Present phase II proposals to school board and community for review.
- November 2022: Board approval for phase II of proposal (fall of 2023)
- December 2022: Prepare registration materials.
- January 2023: Begin registration process for phase II concepts.

**Design Options/Ideas will:**

- Advance the District Strategic Plan
- Align to Future Ready Skills development (The EPS Learner Profile)
- Provide a context to Integrate and implement new standards in Science, Language Art, Social Studies and the Arts
- Consider stakeholder feedback and research trends and patterns
- Advance the Talent Development Framework, MTSS plans and Comprehensive Literacy Plan
- Leverage staff talents and develop staff and community ownership
- Leverage and maximize the use of space, equipment and resources
- Promote vertical alignment K-12.
- Leverage community partnerships
- Be sustainable
- Positively support EPS enrollment patterns and trends
- Meet the needs of all learners in terms of engagement and relevance through rigorous learning experiences, and social-emotional development.

Additional Attachment: Guiding Change Plan for EPS Programming (Elementary)

**TOPIC: EPS Programming (Elem) Recommendations**

**BACKGROUND DOCUMENTS:**

- [District Strategic Plan](#)
- District Policies
- Oct. 27, 2020 School Board Enrollment Report

<b>GUIDING CHANGE DOCUMENT: EPS Programming (Elem.) Recommendations</b>		
<b>Context and Reality</b> <i>“The Why”</i>	<b>Unacceptable Means</b> <i>“The Not-How”</i>	<b>Results</b> <i>“The What”</i>
<p>1) The primary reasons for reviewing and refreshing elementary programming is to:</p> <ol style="list-style-type: none"> <li>a. Advance the district strategic plan:               <ol style="list-style-type: none"> <li>i. Advancing academic excellence, growth and readiness</li> <li>ii. Ensure an equitable inclusive school culture</li> <li>iii. Fostering a positive learning environment and providing whole student support</li> <li>iv. Developing leadership through the district</li> <li>v. Engaging parents, schools and community</li> </ol> </li> <li>b. Provide a context to integrate new standards (science, language arts, arts and social studies) in the most relevant and engaging ways in order to best position schools to close performance gaps and grow talent in all learners.</li> <li>c. Maximize opportunities for developing future ready skills (The Profile of an Edina Graduate)               <ol style="list-style-type: none"> <li>i. Global Competence</li> <li>ii. Responsible Engaged Citizen</li> <li>iii. Innovative Thinker and Creator</li> <li>iv. Healthy, Well-Rounded Person</li> <li>v. Motivated Life-long Learner</li> <li>vi. Effective Communicator and Collaborator</li> </ol> </li> <li>d. Be the school district of choice for residents</li> <li>e. Be competitive for open enrollment</li> <li>f. Language programming is desired by our community; there are more applicants than space available for French Immersion.</li> </ol> <p>Additionally:</p> <p>2) The District previously developed Birth to Grade 5 Study recommendations aligned to four core strategies:</p> <ol style="list-style-type: none"> <li>a. Global Awareness and Understanding</li> <li>b. Enhanced and Integrated Curriculum</li> <li>c. Student Wellness and Engagement</li> <li>d. Innovative Use of Time, Space and Talent</li> </ol> <p>3) District community places high value on neighborhood elementary schools</p> <p>4) Each school site has its own culture, unique talents, unique facilities and grounds.</p>	<ol style="list-style-type: none"> <li>1) Create additional inequities in services among schools and programs</li> <li>2) Develop educational goals, services and programs that are not coherent EPS grade E-12 system</li> <li>3) Exceed facility or grade level capacities</li> <li>4) Exceed available funding limits</li> <li>5) Recommendations developed without periodic school board updates</li> <li>6) Recommendations developed that require a shift in school boundaries</li> </ol>	<p>Develop recommendations for phased implementation of Elem. Programming that leverages standards to be adopted, strategic initiatives, the EPS learner profile, staff expertise, partnerships, and staff, family, community and board input in order to maximize student engagement and learning</p> <p>Develop metrics for assessing implementation process and program success.</p> <p>Articulates district standardization (tight) and school flexibility (loose) for Programming.</p> <p>Meets the needs of students including those with identified exceptional learning needs.</p> <p>Provides robust Talent Development opportunities at each site</p> <p>Supports a community-based culture for students, staff and families</p> <p>Provides an additional language program offering in Spanish</p> <p>Develops partner elementary schools to align STEAM themes and maximize efficiency in professional learning and overall implementation (for example no more than three types of programs in the district, one for every two schools).</p> <p>Review existing programs and align vertically with middle school programming.</p>

<p>5) Technology funding support is available from an approved Technology Levy</p> <p>6) Student enrollment demographics for 2020-21 is 70.1% white and 29.9% students of color, with 14.7% of students receiving free or reduced price meals (as of 6-1-21).</p> <p>7) The district implemented Continuous Progress (1990) at Highlands Elementary and Countryside Elementary and French Immersion (1991) at Normandale Elementary.</p>		<p>Identifies any space needs in alignment with growing space needs for Special Education programming.</p> <p>Utilize the following timeline:</p> <ul style="list-style-type: none"><li>● June 2021-October 2021 for options design to include financial implications</li><li>● October 2021-November 2021 community and board review</li><li>● December 2021 registration for fall 2022 for phase I recommended elem program changes.</li><li>● January 2021-August 2021: Preparation, curriculum review, recruitment, and training of staff</li><li>● August 2021: Launch of phase I program recommendations</li><li>● Phase II program recommendations presented to board in fall of 2022, for a 2023 launch.</li></ul>
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