



**School Board Work Session
Monday, October 11; 5:00 PM
ECC Room 350**

- I. Determination of Quorum and Call to Order**
- II. Report/Discussion**
 - A. Magnet Programming Proposal Status Update

Description: Periodic updating to programming is necessary in order to meet the needs of learners in the Edina Community. This presentation will provide an update on the K-12 Magnet Programming Design Process. 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; and Jody De St. Hubert, Director of Teaching & Learning
- III. Board Chair Updates**
- IV. Superintendent Updates**
- V. Information**
 - A. Superintendent 90 day Transition Update
 - B. Board Planning Document
- VI. Adjournment**



Board Meeting Date: Oct. 11th, 2021 Work Session

TITLE: Magnet Programming

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching and Learning; Elementary Principal Reps, Language Immersion Design Team Reps

BACKGROUND: Periodic updating to programming is necessary in order to meet the needs of learners in the Edina Community. This presentation will provide an update on the K-12 Magnet Programming Design Process. 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: There is no recommendation at this time.

PRIMARY ISSUE(S) TO CONSIDER:

- Consider the degree to which the K-12 Programming Design Process is engaging multiple stakeholders
- Generating direction aligned to the strategic plan
- Generating the opportunity for broader community partnerships

ATTACHMENTS:

1. Presentation slides
2. Previously approved [Guiding Change Document](#) for Elementary Programming

Overview:

The following priority strategies from the district strategic plan are being discussed and addressed in this proposed to 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:

The school district and the City of Edina will be partnering on a contract with Hazel Rhinehardt to provide an updated demography report to better forecast future enrollment in light of the COVID pandemic and changes to construction projects approved by the city of Edina.

One of the goals of examining magnet programming 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 a board update and later 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
- 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.

Elementary Magnet Programming Board Update

Oct. 11, 2021

Dr. Randy Smasal, Jody De St. Hubert



Overview of Magnet Programming Goals (Strategic Plan A.1)

Explore, develop, and establish a launch plan for additional PreK-12 programming that promotes authentic and engaging learning experiences **to meet the needs of future ready learners and provide attractive educational options for families**

- Provide direction and consultation on the magnet programming design process; ensuring that student and parent voice is engaged in the process.
- Ensure quarterly detailed updates are provided to the board of directors.
- Evaluate and monitor fiscal implications to ascertain programming is implemented within proposed timelines.
- Leverage partnership with city agencies and the business community to support PreK-12 program development.

Best
Practice

Magnet Programs



Overview of Magnet Programming Strategy to Obtain Goals:

1. Implementing S.T.E.A.M.
2. Adding Language Immersion

Additional Process Elements:

- Reviewing Existing Programming
- Ensuring Continuity: K-12 Pathways



ThoughtExchange

Timeline:

- Sept. 27th: Staff Video
- Oct. 4th and 7th: Community Live Virtual Presentations
- Oct 8th: VVMS Student Focus Group
- Oct. 11th: Magnet Program Update to the Board
- Week of Oct. 11th: SVMS Focus Student Group
- Oct. 14th: HS Student Focus Group
- Thought Exchange Closes Week of Oct. 11th
- Oct. 15th: Business Roundtable Community Event
- Oct. 19th: Present Phase 1 Magnet Recommendations for Fall 2022

S.T.E.A.M.

- Considerations

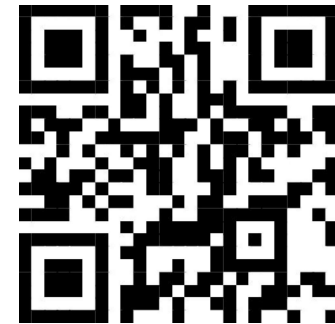
- Alignment to community strategic plan
- Current state standards under review for implementation
 - Science, Arts, Language Arts
- Research on future skills: Profile of a Learner
- Other school's programming
- Offering at all sites
- School wide themes
- K-12 Pathways
- Community partners
- Feedback on ThoughtExchange from staff, students and community



S.T.E.A.M.

- Next steps:
 - Present ThoughtExchange Findings
 - Finalize and Present recommendations and rationale
 - Develop a phase-in timeline
 - Instructional Resource Development
 - Training of staff

To learn more about STEAM education scan this QR code with your camera phone or simply click the link [here](#):



Language Immersion

- Considerations

- Alignment to community strategic plan
- Languages to offer
- Global Language Demand
- Staffing:
 - Licensure
 - Growth through attrition
- Instructional materials and resources
- Different types of models
 - One way dual immersion (ND)
 - Two way dual immersion (speakers inform each other)
 - Trilingual
 - Access
 - Leveraging Talents of Heritage Speakers
- Location
- Impacts on school demographics
- Feedback on ThoughtExchange from staff, students and community



Language Immersion

- Next Steps

- Present ThoughtExchange Input
- Finalize and Present recommendations and rationale
- Develop a phase-in timeline
 - Grade levels
 - Access/Registration
 - Staffing
 - Curriculum Development
 - Materials
 - Training of staff
 - Location of Programming



To learn more about Trilingual programming click [here](#) or use the QR code.



Existing Programming

Considerations:

- Major Innovations to programming:
 - Early 90's: Continuous Progress and French Immersion
- Current Demand:
 - Multi-age/Continuous Progress: Highlands and Countryside
 - French Immersion at Normandale Elementary School
 - Community Education Language Offering: Spanish after school
 - Community Partners Offer Language Saturday Schools for Japanese and Chinese
 - Elementary Edina Virtual Pathway: Hosted by Highlands



ThoughtExchange

Most Popular Thoughts:

- **Need a quality implementation, with proper training and support for staff, space**
- **Make programs as inclusive of all students**
- **Comprehensive Literacy Plan first then STEAM**
- **STEAM for all schools**

Edina K-12 Pathways



Thank you!

What questions do you have?



TOPIC: EPS Programming (Elem) Recommendations

BACKGROUND DOCUMENTS:

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

GUIDING CHANGE DOCUMENT: EPS Programming (Elem.) Recommendations		
Context and Reality <i>“The Why”</i>	Unacceptable Means <i>“The Not-How”</i>	Results <i>“The What”</i>
<p>1) The primary reasons for reviewing and refreshing elementary programming is to:</p> <ol style="list-style-type: none"> a. Advance the district strategic plan: <ol style="list-style-type: none"> i. Advancing academic excellence, growth and readiness ii. Ensure an equitable inclusive school culture iii. Fostering a positive learning environment and providing whole student support iv. Developing leadership through the district v. Engaging parents, schools and community b. Language programming is desired by our community; there are more applicants than space available for French Immersion. c. 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. d. Maximize opportunities for developing future ready skills (The Profile of an Edina Graduate) <ol style="list-style-type: none"> i. Global Competence ii. Responsible Engaged Citizen iii. Innovative Thinker and Creator iv. Healthy, Well-Rounded Person v. Motivated Life-long Learner vi. Effective Communicator and Collaborator e. Be the school district of choice for residents f. Be competitive for open enrollment <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"> a. Global Awareness and Understanding b. Enhanced and Integrated Curriculum c. Student Wellness and Engagement d. Innovative Use of Time, Space and Talent <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> <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>	<ol style="list-style-type: none"> 1) Create additional inequities in services among schools and programs 2) Develop educational goals, services and programs that are not coherent EPS grade E-12 system 3) Exceed facility or grade level capacities 4) Exceed available funding limits 5) Recommendations developed without periodic school board updates 6) Recommendations developed that require a shift in school boundaries 	<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 secondary school programming.</p> <p>Identifies any space needs in alignment with growing space needs for Special Education programming.</p>

<p>7) The district implemented Continuous Progress (1990) at Highlands Elementary and Countryside Elementary and French Immersion (1991) at Normandale Elementary.</p>		<p>Utilize the following timeline:</p> <ul style="list-style-type: none">● June 2021-October 2021 for options design to include financial implications● October 2021-November 2021 community and board review● December 2021 registration for fall 2022 for phase I recommended elem program changes.● January 2021-August 2021: Preparation, curriculum review, recruitment, and training of staff● August 2021: Launch of phase I program recommendations● Phase II program recommendations presented to board in fall of 2022, for a 2023 launch.
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Board Meeting Date: 10/11/2021

TITLE: Superintendent 90 Day Transition Update

TYPE: Information

PRESENTER(S): Dr. Stacie Stanley

BACKGROUND: As part of her 90 Day transition plan, the superintendent will provide a brief update on initial learning and visioning.

RECOMMENDATION: None

PRIMARY ISSUE(S) TO CONSIDER: Superintendent presences and interactions with internal and external stakeholders. Superintendent's role in executing the 2020-2025 Strategic Plan.

ATTACHMENTS:

None

PROPOSED BOARD CALENDAR: ITEMS LISTED POTENTIALLY WILL SHIFT DATES AND WILL FILL IN FOR LATER

***This calendar does not contain all board and administration agenda items, but is for board member planning; agenda items are intentionally left mostly blank for m

October				
	Week 1	Week 2	Week 3	Week 4
Regular Meeting		Preliminary presentation: student academic performance + COVID-19 Update - Testing		
Work Sessions		Magnet programming + Superintendent 90 day Transition Update	Metrics from summer - how did summer programming do? Strategic plan gantt chart Magnet programming/profile of a learner	
Policy				
Governance				Superintendent evaluation process Equity plan update and overview
Finance				
Teaching and Learning				

MEETINGS

meetings in the spring, as it is difficult to plan that far in advance.

November				
Week 1	Week 2	Week 3	Week 4	Week 1
	WBW and student academic performance Part 2			
	Student Academic Performance Mental Health Update EPS Metrics Plan Equity Plan Overview Enrollment Update	New course proposals LAC Officers and committees Assessment dashboard		
				Superintendent evaluation process Strategic plan oversight

December				January	
Week 2	Week 3	Week 4	Week 1	Week 2	
EVA Update Special Education Update Equity Plan Overview Literacy Plan update Truth in Taxation Hearing			Organizational meeting	Early learning and 6-12 literacy plan.	
				Review of Board Goals and Strategic Plan / Assessment of Realignment of Strat Plan Gantt Chart Budget	

January		February		
Week 3	Week 4	Week 1	Week 2	Week 3
		Board retreat: Board norms, communications, data requests, strategic plan oversight	Budget Board equity training	Budget proposal
Budget Discussion about Superintendent Evaluation Process			Superintendent mid-term evaluation Preliminary budget	

March				
Week 4	Week 1	Week 2	Week 3	Week 4
	ELC and ECFE Strategy			

April				
Week 1	Week 2	Week 3	Week 4	Week 1
	Panorama Survey Results			

