Edina Public Schools
DEFINING EXCELLENCE

School Board Work Session
Monday, November 8; 4:00 PM
ECC Room 350

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

II. **Discussion**
   A. Mandated Staff Vaccination and Testing
      Description: Resolution to Require vaccinations was previously approved by the school board on September 28,2021. Since this time additional information regarding state statute 181.61 has come forward. Also, U.S. Department of Labor/OSHA announced new emergency temporary standard.
      Presenter(s): Dr. Stacie Stanley, Superintendent

   B. Proposed District Metric Plan for 2022-2023
      Description: Monitoring academic and social emotional outcomes is critical for Edina Public Schools. Due the unique needs of learners, the proposed Data Metrics plan is outlined by grade bands: Pre-K, K-5, 6-8 and 9-12.
      Presenter(s): Dr. Stacie Stanley, Superintendent; Dr. Randy Smasal, Assistant Superintendent; and Jody De St. Hubert, Director of Teaching & Learning

III. **Board Chair Updates**

IV. **Superintendent Updates**

V. **Adjournment**

Board Meeting Date: 11/8/2021

TITLE: Mandated Staff Vaccination and Testing

TYPE: Discussion

PRESENTER(S): Dr. Stacie Stanley

BACKGROUND: Resolution to Require vaccinations was previously approved by the school board on September 28,2021. Since this time additional information regarding state statute 181.61 has come forward. Also, U.S. Department of Labor/OSHA announced new emergency temporary standard.

RECOMMENDATION: Discussion about resolution.

Desired Outcomes from the Board: (1) Review MN State Statute 181.61 and OSHA National News Release to prepare for discussion. (2) Come to meeting with questions prepared related to resolution, state statute and OSHA National News Release. (3) Make a determination on next steps with Resolution in light of the MN State Statute and OSHA National News Release.

ATTACHMENTS:

MN State Statute 181.61

OSHA National News Release

181.61 MEDICAL EXAMINATION; RECORDS, COSTS.

It is unlawful for any employer to require any employee or applicant for employment to pay the cost of a medical examination or the cost of furnishing any records required by the employer as a condition of employment, except certificates of attending physicians in connection with the administration of an employee's pension and disability benefit plan or citizenship papers or birth records.

History: *1951 c 201 s 2; 1Sp2001 c 9 art 15 s 32*

News Releases
/ US Department of Labor issues emergency temporary standard to protect workers from coronavirus

OSHA National News Release

U.S. Department of Labor

November 4, 2021

US Department of Labor issues emergency temporary standard
to protect workers from coronavirus
Increases protections for 84M private sector workers

WASHINGTON – The U.S. Department of Labor's Occupational Safety and Health Administration today announced a new emergency temporary standard to protect more than 84 million workers from the spread of the coronavirus on the job. The nation's unvaccinated workers face grave danger from workplace exposure to coronavirus, and immediate action is necessary to protect them.

Under this standard, covered employers must develop, implement and enforce a mandatory COVID-19 vaccination policy, unless they adopt a policy requiring employees to choose to either be vaccinated or undergo regular COVID-19 testing and wear a face covering at work.

Since 2020, the coronavirus has led to the deaths of 750,000 people in the U.S., and the infection of millions more, making it the deadliest pandemic in the nation's history. Many of the people killed and infected by this virus were workers whose primary exposures occurred at their jobs. OSHA estimates that this rule will save thousands of lives and prevent more than 250,000 hospitalizations due to workplace exposure to COVID-19 over the course of the ETS.

"COVID-19 has had a devastating impact on workers, and we continue to see dangerous levels of cases," said U.S. Labor Secretary Marty Walsh. "We must take action to implement this emergency temporary standard to contain the virus and protect people in the workplace against the grave danger of COVID-19. Many businesses understand the benefits of having their workers vaccinated against COVID-19, and we expect many will be pleased to see this OSHA rule go into effect."

The emergency temporary standard covers employers with 100 or more employees – firm or company-wide – and provides options for compliance. The ETS also requires employers to provide paid time to workers to get vaccinated and to allow for paid leave to recover from any side effects.

The ETS also requires employers to do the following:

- Determine the vaccination status of each employee, obtain acceptable proof of vaccination status from vaccinated employees and maintain records and a roster of each employee's vaccination status.
- Require employees to provide prompt notice when they test positive for COVID-19 or receive a COVID-19 diagnosis. Employers must then remove the employee from the workplace, regardless of vaccination status; employers must not allow them to return to work until they meet required criteria.
- Ensure each worker who is not fully vaccinated is tested for COVID-19 at least weekly (if the worker is in the workplace at least once a week) or within 7 days before returning to work (if the worker is away from the workplace for a week or longer).

- Ensure that, in most circumstances, each employee who has not been fully vaccinated wears a face covering when indoors or when occupying a vehicle with another person for work purposes.

The emergency temporary standard does not require employers to pay for testing. Employers may be required to pay for testing to comply with other laws, regulations, collective bargaining agreements, or other collectively negotiated agreements. Employers are also not required to pay for face coverings.

"While vaccination remains the most effective and efficient defense against COVID-19, this emergency temporary standard will protect all workers, including those who remain unvaccinated, by requiring regular testing and the use of face coverings by unvaccinated workers to prevent the spread of the virus," said Deputy Assistant Secretary of Labor for Occupational Safety and Health Jim Frederick. "As part of OSHA's mission to protect the safety and health of workers, this rule will provide a roadmap to help businesses keep their workers safe."

OSHA is offering robust compliance assistance to help businesses implement the standard, including a webinar, frequently asked questions and other compliance materials.

The ETS will cover two-thirds of the nation's private-sector workforce. In the 26 states and two territories with OSHA State Plans, the ETS will also cover public sector workers employed by state and local governments, including educators and school staff.

Leading companies, including major airlines, manufacturers and retailers, have taken similar actions in recent months – adopting vaccine requirements or regular testing as necessary measures to protect their workers and customers.

The ETS is effective immediately upon its publication in the Federal Register. Employers must comply with most requirements within 30 days of publication and with testing requirements within 60 days of publication.

The ETS also serves as a proposal for normal rulemaking for a final standard. OSHA is seeking comment on all aspects of this ETS and whether the agency should adopt it as a final standard.

OSHA will continue to monitor the status of COVID-19 infections and deaths, as the number of vaccinated people in workplaces and the general public increases and the pandemic evolves. OSHA will update the ETS should the agency find a grave danger no longer exists for the covered workforce (or some portion thereof), or new information indicates a change in measures is needed.

Under the Occupational Safety and Health Act of 1970, employers are responsible for providing safe and healthful workplaces for their employees. OSHA's role is to help ensure these conditions for America's workers by setting and enforcing standards, and providing training, education and assistance.

Learn more about OSHA.

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Media Contacts:

Mandy McClure, 202-693-4675, mcclure.mandy.c@dol.gov
Denisha Braxton, 202-693-5061, braxton.denisha.l@dol.gov

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DEPARTMENT OF LABOR

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Washington, DC 20210
📞 800-321-6742 (OSHA)
TTY
www.OSHA.gov

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TITLE: Proposed District Metric Plan for 2022-2023

TYPE: Discussion

PRESENTER(S): Dr. Stacie Stanley, Superintendent; Dr. Randy Smasal, Assistant Superintendent; and Jody De St Hubert, Director of Teaching & Learning

BACKGROUND: Monitoring academic and social emotional outcomes is critical for Edina Public Schools. Due the unique needs of learners, the proposed Data Metrics plan is outlined by grade bands: Pre-K, K-5, 6-8 and 9-12.

RECOMMENDATION: Receive and review the Data Metrics plan in preparation for approval at the December 13, 2021 school board meeting.

Desired Outcomes from the Board:

- Analysis of the proposed district metric plan
- Prepared with questions by grade band for administration
- Feedback for modifications to bring back to the school board for final approval

ATTACHMENTS:

Proposed District Metric Plan

Edina Public Schools Metric Plan

Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential. Through academics, activities and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

The **Vision** of Edina Public Schools is for Each and Every student to Discover their Possibilities and Thrive.

It is important for Edina Public Schools to use a comprehensive assessment monitoring plan that examines a variety of data points to determine if we are meeting our Mission, Vision and Strategic Plan priorities. The following information provides an overview of the proposed areas for assessment and *possible* assessment tools.

Framework of Metrics Plan:
- The metrics plan is organized by grade band. Each focus area is outlined with the reasoning, along with metrics, proposed data and methods that will be used to establish goals (final metric plan will include goals). Finally, a declaration for meeting goals will be declared to ensure that stakeholders are aware of progress.
- A variety of types of data are proposed including quantitative, qualitative, standardized and common assessments. This intentional decision honors the work that occurs in the classroom everyday and the need for standardized assessments to ensure that we have a well-rounded examination of the progress of our learners.
- ***All data points will be disaggregated by student group***

EPS Data Metrics Plan 21-22

Pre - K					
Focus Area	Reasoning	Metric	How will it be measured?	Goal	Goal Met (Y/N)
Edina ELC students are prepared for kindergarten.	Current research demonstrates that school preparedness is a key indicator of success in school and benchmarks such as on grade level literacy and numeracy skills.	Resident enrollment rate in Early Learning Center	Enrollment Report	Goals will be set based on baseline data collected	
		Social Emotional Learning	TS Gold (Identify specific benchmarks BIRS	Goals will be set based on baseline data collected	
		Fall Reading Benchmark	ELC enrolled student performance on fall literacy FAST Assessment	Goals will be set based on baseline data collected	
		Fall Math Benchmark	ELC enrolled student performance on fall math FAST Assessment	Goals will be set based on baseline data collected	
		Attendance	Attendance Rates	Goals will be set based on baseline data collected	
		ECFE Participation	Parent Participation	Goals will be set based on baseline data collected	

Grades K - 5

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goals Met (Y/N)
Edina students read well by the end of 3rd grade.	Reading at or above grade level by third grade is a key aspect of the World's Best Workforce Legislation. In addition, possessing sound foundational literacy skills is the gateway to higher level learning. As one measure cannot accurately assess all areas of foundational literacy skills, it is important to triangulate data.	Grades K-1	FAST Bridge Early Reading assessment	Spring 2022 data used to establish 2022-2023 goals	
		Grades 2-5	R-CBM fluency screener	Spring 2022 data used to establish 2022-2023 goals	
		Grade 3	Proficient in 2 of the three assessments (MAP/FASTBridge/MCA)	Spring 2022 data used to establish 2022-2023 goals	
		Grade K- 3 growth	FASTBridge or MAP (TBD)	Spring 2022 data used to establish 2022-2023 goals	
Focus Area	**Reasoning**	**Metric**	**How will it be measured??**	**Data**	**Goal Met (Y/N)**
Students meet learning targets based on MN state standards.	The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.	Grades K-3	Proficient in 2 of 3 assessments (Common Math Summative Assessments with Proficiency Scales, MAP/FASTBridge/MCA)	Spring 2022 data used to establish 2022-2023 goals	
Focus Area	**Reasoning**	**Metric**	**How will it be measured??**	**Data**	**Goal**

					Met (Y/N)
Students meet learning targets based on MN state standards.	The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.	Grades 4-5	Proficient in 2 of 3 assessments (Common Summative Assessments with Proficiency Scales, MAP/FASTBridge/MCA) for math & literacy	Goals will be set based on baseline data collected	
Focus Area	**Reasoning**	**Metric**	**How will it be measured??**	**Data**	**Goal Met (Y/N)**
Students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations.	Grades K-5 SEL	3-5 Panorama K-2 Other metrics for primary grades will be identified.	Questions will be identified & baseline data collected to establish 2022-2023 data	
Focus Area	**Reasoning**	**Metric**	**How will it be measured??**	**Data**	**Goal Met (Y/N)**
Talent Development	To ensure that each and every student has their learning needs met regardless of	Program participation by student group	Analysis of student enrollment in talent development programs (enrichment, extension, acceleration &	Enrollment Data	

	performance levels, and that barriers are eliminated across student groups.		authentic learning opportunities).		

Grades 6-8

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
6th grade students are reading at grade level.	As students transition from elementary to middle school the texts that they read become more complex and increasingly non-fiction. As a result, it is important to continue to monitor reading development.	6th grade reading proficiency	FASTBridge auto reading in grade 6 is used to screen for Dyslexia, readiness, and proficiency.	Spring 2022 data used to establish 2022-2023 goals	
Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Students meet their individual growth targets.	Student growth is an indicator for progress towards meeting grade level standards and learning targets. Growth measures take into account students who are performing in the higher and lower percentiles and allows educators to establish goals will meet the needs of students at both learning levels.	6-8 Growth in math and reading	FASTBridge or MAP (TBD)	Spring 2022 data used to establish 2022-2023 goals	
Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Students meet learning targets based on MN state standards.	The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12	Grades 6-8 math and literacy performance	Proficient in 2 of 3 assessments (Common Summative Assessments with Proficiency Scales, MAP/FASTBridge/MCA)	Spring 2022 data used to establish 2022-2023 goals	

			for math & literacy		
public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.		Learner Profiles	% of students who develop a complete portfolio	Baseline data will be collected to establish 2022-2023 goals	

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Students will pass Algebra I by the end of 8th grade.	Algebra I is a gateway course to higher level mathematics and science courses. Students who successfully complete Algebra I apply foundational math skills built in earlier grades, which allow them to refine problem solving and critical thinking skills.	Algebra I course completion	Percentage of students who successfully complete the Algebra I course by the end of 8th; earning a X grade or higher.	2021- 2022 course completion data used to establish 2022-2023 goals	

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Students acquire and apply the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student wellness.	Students with well developed social-emotional skills demonstrate the ability to persevere during situations of change and are more agile and flexible. They are able to develop healthy relationships, and better navigate peer pressure and unexpected situations.	Grades 6-8 SEL	Panorama questions TBD MN Student Survey questions TBD	Questions will be identified & baseline data collected to establish 2022-2023 data	

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Students have the opportunity to participate in robust extracurricular & co-curricular opportunities.	Involvement in extracurricular activities allow students to build increased self confidence. When middle school students are engaged in activities that they enjoy, find challenging and personally meaningful, the results include a greater sense of positive mental health and well-being, and greater executive management, all which can lead to better performance in the classroom and therefore better grades.	Student participation in extra/co-curricular activities	% of students participating in at least one extra-curricular activity and or service	Baseline data will be collected to establish 2022-2023 goals	
Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Talent Development	To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.	Program participation by student group	Analysis of student enrollment in talent development programs (enrichment, extension, acceleration & authentic learning opportunities).	Enrollment Data	

Grades 9-12

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Students meet learning targets based on MN state standards.	The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction.	Proficiency	Common Assessments & MCA Reading, Math & Science (specific courses to be determined)	Spring 2022 data used to establish 2022-2023 goals	

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Each student is future ready.	Edina Public Schools has a strong reputation for the preparation of students to go on to post-secondary learning. Post secondary education is directly attributed to the quality of life in areas such as health equity, housing sustainability, and income attainment	Microcredentials, Certifications and Seals earned by students	Number of students earning Bilingual Seals	Spring 2022 data used to establish 2022-2023 goals	
		ACT	Students Earning X on ACT composite ACT College Readiness score: English ACT College Readiness score: Mathematics	Spring 2022 data used to establish 2022-2023 goals	
		State Longitudinal Education Data System (SLEDS)	Students persisting with graduation from college in X years; X years	Spring 2022 data used to establish 2022-2023 goals	
		Selected end of course unit scores	Course completion with X grade	Spring 2022 data used to establish 2022-2023 goals	
		AP Test of 3+	% of students earning 3+	Spring 2022 data used to	

				establish 2022-2023 goals	
		National Merit scholars	PSAT Number of Students -Commended -Semi Finalist -Finalist	Spring 2022 data used to establish 2022-2023 goals	
		Alumni Survey	% of Alumni reporting well prepared for the rigor of post secondary learning	Baseline data collected from class of 2021 to establish goals.	
Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Each & Every student possesses the life skills needed to make positive contributions to the local, national and global community.	We believe that inspiring students to grow as critically-thinking collaborative learners will prepare them to be productive, accountable, self-motivated and responsible citizens. Monitoring this area ensures we are meeting our focus on whole student support.	11 grade MN Civics test	Number of students successfully passing at X grade or higher	Spring 2022 data used to establish 2022-2023 goals	
		9-12 SEL	Panorama questions TBD MN Student Survey questions TBD	Spring 2022 data used to establish 2022-2023 goals	
		Students enrolled in internships or apprenticeships	% of students in senior year internships/apprenticeships	Spring 2022 data used to establish 2022-2023 goals	
		Extra-curricular participation by each student group	% of students participating in at least one extra-curricular, leadership or service experience	Spring 2022 data used to establish 2022-2023 goals	
Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Talent Development	To ensure that each and every student has their learning needs met regardless of performance levels, and that barriers are eliminated across student groups.	Program participation by student group	Analysis of student enrollment in talent development programs (enrichment, extension, acceleration & authentic learning opportunities).	Enrollment Data	

K-12 Attendance + graduation rates

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Attendance	Consistent attendance is paramount to ensure that students are immersed in the instruction and additional support when necessary to demonstrate mastery of the MN State Standards. Students with consistent attendance succeed academically, are more likely to graduate and be better prepared for post secondary (college/career) experiences. The Minnesota Department of education deems consistent attendance as being in school for at least 90% of the time.	Percent In Attendance	Attendance rates by student group	Daily attendance rates	
Graduation Rates	Edina Public Schools is proud of its reputation for post secondary matriculation. A high school diploma serves as a pathway to greater levels of educational attainment. In addition, earning a high school diploma is directly correlated with income attainment, greater career opportunities, a healthier lifestyle, and self confidence.	4 & 7 year graduation rates	Graduation rates by student group	MDE graduation rates	

K-12 Special Student Groups

Focus Area	Reasoning	Metric	How will it be measured?	Data	Goal Met (Y/N)
Students with an individual education program (IEP) are making progress toward goals	The goals set in an IEP are aligned with state standards and are the foundation toward ensuring an excellent & developmentally appropriate education for students.	IEP Goals	% of students meeting special education IEP Goals	Baseline data to be collected	
Students in Multilingual Learner program are progressing towards English Proficiency	It is imperative to use an English Language development assessment in addition to academic assessments to ensure that multilingual students are making expected progress toward English Language Proficiency.	ACCESS Common Formative Assessments (TBD)	% of students making progress toward English Language Proficiency (ELP)	Baseline data to be collected	