



School Board Work Session
Tuesday, November 16; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Consent

- A. Guidebook Groups Settlement Packages

III. Discussion/Report

- A. Early Learning Curriculum Adoption Recommendation

Description: This report provides background information and a recommendation for the adoption of Creative Curriculum for students ages birth-5. The report includes information about the early childhood indicators of progress (ECIPs) the Minnesota Department of Education has passed into statute. In alignment with the district Comprehensive Literacy Plan, it also includes a summary of the Early Learning Curriculum Design Team process, including information on the early implementation pilot of the curriculum materials and the decision-making process that has led to the recommendation of Creative Curriculum for use with Edina's early childhood students ages birth-5.

Presenter(s): Jody De St. Hubert, Director of Teaching & Learning; Bethany Van Osdel, Assistant Director of Teaching & Learning; Elizabeth Denn, Literacy Coach; and Leah Byrd, Early Learning Center Coordinator

- B. COVID 19 Update

Description: Edina Public Schools developed a Return to School plan that included a layered approach to mitigation efforts of physical distancing, use of HEPA Filters in the classroom and cafeterias, quality hygiene protocols, daily cleaning of high touch surfaces, visitor safety protocol, quarantine protocol, universal masking, organization of vaccination clinics, and a COVID-19 coordinator at each site. Additional COVID-19 testing protocols were added in the fall to support the ability for students who were identified as close contacts to return to in-person learning as soon as possible. The superintendent provides a periodic update to the school board and Edina Public Schools community regarding the status of community transmission of COVID-19 and mitigation efforts.

Presenter(s): Dr. Stacie Stanley, Superintendent; Jeff Jorgensen, Director of Student Support Services; and Mary Heiman, Health Services Coordinator

- C. Legislative Action Committee (LAC) Update

Description: On Sept 13, 2021, the School Board approved Board Goals for the 2021-22 school year that include advocacy as a top priority. In addition, advocacy efforts on behalf of our schools also work to meet priorities outlined in the District's Strategic Plan Strategy E.

Presenter(s): Julie Greene, LAC Chair; Owen Michaelson, LAC Vice Chair

D. Assessment Dashboard Overview

Description: This report highlights how the data metrics that were discussed in draft form at the November 8, 2021, board work session will be visualized in a Data Dashboard for internal stakeholders.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Jody De St. Hubert, Director of Teaching & Learning; Natasha Monsaas-Daly, Director of District Media & Technology Services; and Greg Guswiler, Teaching & Learning Data Programming Analyst and Coordinator

IV. **Action**

A. Approve Masking for Athletics

Description: Administration is proposing an update to the masking guidance in the Edina Return to School plan in reference to athletic competitions.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Troy Stein, EHS Assistant Principal and Activities Director

Recommendation: Administration is asking the board to approve the masking update proposal.

V. **Board Chair Updates**

VI. **Superintendent Updates**

VII. **Adjournment**



Board Meeting Date: 11-16-2021

TITLE: Guidebook Groups Settlement packages

TYPE: Consent

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

BACKGROUND: Guidebook groups typically have been settled by conferring with representatives of the respective groups and listening to their requests. Following those meetings any requests are then costed to come to a reasonable increase in salary and benefits for the respective guidebook employees. Due to transitioning within the HR Dept. this process was not able to be followed this cycle. All of the proposed packages recommended by administration are within approved budget parameters.

RECOMMENDATION: Approve salary and benefit proposals for guidebook groups.

Desired Outcomes from the Board: Board members should have knowledge that the recommended settlement packages are within budget parameters and similar to other group settlements.

ATTACHMENTS: Guidebook Groups Settlement Packages Summary

	FTE
Confidential/Supervisors Guidebook (7/1/21 – 6/30/23)	40
<ul style="list-style-type: none"> • Settlement Package: \$207,633 (6.08%) • 2% and 1.5% on salary schedule, 5 % increase in health contribution Year 2 	
Non-Affiliated Guidebook (7/1/21 – 6/30/23)	11
<ul style="list-style-type: none"> • Settlement Package: \$79,875 (6.12%) • 2.5% and 2.5% on salary schedule, no increase in health contribution 	
EAC (Edina Administrative Council) (7/1/20 – 6/30/22)	17
<ul style="list-style-type: none"> • Settlement Package: \$125,340 (3.95%) • Initial settlement was \$58,144 (1.83%) • Increase salary schedule by 2.5% for 21-22 • New settlement number is \$125,340 (3.95%) 	
SAC (Supt.'s Advisory Council) (7/1/20 – 6/30/22)	9
<ul style="list-style-type: none"> • Settlement Package: \$69,535 (4.03%) • Initial settlement was \$31,798 (1.45%) • Recommendation: Increase salary schedule by 2.5% for 21-22 • New settlement number is \$69,535 (4.03%) 	
Community Ed Hourly (7/1/21 – 6/30/23)	232
<ul style="list-style-type: none"> • Settlement Package: \$222,873 (9.24%) • 1.3% and 1% on salary schedule (most advancing a step) • Health contribution incr. in Year 2 of \$75/month (S), \$50 (1+1) and F) 	
Community Ed Coordinators (7/1/21 – 6/30/23)	4
<ul style="list-style-type: none"> • Settlement Package: \$22,115 (4.58%) • 1.4% and 1% salary schedule increases • Health contribution incr. in Year 2 of \$66/month (S), \$100 (1+1), and \$200 (F) • Market Adjustment by dropping steps 1 and 2 and adding steps 7 and 8 	
Community Ed Salaried (7/1/21 – 6/30/23)	19
<ul style="list-style-type: none"> • Settlement Package: \$59,805 (4.63%) • 1.5% and 1.5% salary schedule increases • Health contribution incr. in Year 2 of \$75/month (S), \$109 (1+1), and \$90 (F) • Market Adjustment based on mid-range of Lake Conf. Supv. positions 	



Board Meeting Date: 11-16-21

TITLE: Early Learning Curriculum Recommendation

TYPE: Discussion

PRESENTER(S): Jody De St. Hubert, Director of Teaching and Learning; Bethany VanOsdel, Assistant Director of Teaching and Learning; Elizabeth Denn, Literacy Coach; and Leah Byrd, Early Learning Center Coordinator

BACKGROUND: This report provides background information and a recommendation for the adoption of Creative Curriculum for students ages birth-5. The report includes information about the early childhood indicators of progress (ECIPs) the Minnesota Department of Education has passed into statute. In alignment with the district Comprehensive Literacy Plan, it also includes a summary of the Early Learning Curriculum Design Team process, including information on the early implementation pilot of the curriculum materials and the decision making process that has led to the recommendation of Creative Curriculum for use with Edina's early childhood students ages birth-5.

RECOMMENDATION: This information is provided for discussion on November 8. We will ask the Board to approve the adoption of the Creative Curriculum for Edina's Early Learning Center at the December 13 meeting.

PRIMARY ISSUE(S) TO CONSIDER: Does the Board have questions regarding the proposal to adopt the Creative Curriculum in early learning?

ATTACHMENTS:

1. Report
2. Appendix items I
3. Appendix items II

Early Childhood Indicators of Progress (ECIPs): Minnesota’s Early Learning Standards

Resources:

[Minnesota Early Childhood Indicators of Progress \(ECIPs\)](#)

Information and Summary

The early childhood years are an important time of rapid growth and learning. Children’s brains are developing more quickly at this time than at any other. They are exploring what they can do with their bodies and creating relationships with loved ones. They are investigating how the world works and their place in the world. Because of this complex and rapid development in young children, a shared set of expectations of what children can know and do is necessary to build successful early childhood programs and supports.

In Minnesota, this set of shared expectations is called the Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards (ECIPs). The ECIPs, which are aligned with the K-12 Academic Standards, ensure equitable access to a robust education across programs for all children.

The areas of learning or domains included in the ECIPs are:

- physical and movement development
- language
- literacy and communications
- mathematics
- science
- social systems
- approaches to learning
- the arts
- social and emotional development.

School-based programs are required to use the ECIPs for planning curriculum, instruction and assessment. Please see below for an example from the subcomponent letter recognition.

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters	L6.1 Recognizes familiar faces	L6.2 Shows interest in familiar photos, pictures, and drawings	L6.3 Recognizes familiar photos, pictures, drawings	L6.4 Recognizes symbols, colors, and shapes	L6.5 Points to and names some letters (especially in their own name)	L6.6 Recognizes how features of a letter combine to make a specific letter L6.7 Differentiates between letters and other symbols	K 0.3.1.1.(d) Recognize and name all upper and lower case letters of the alphabet

ECIPS as a tool for alignment

The Early Childhood Indicators of Progress (ECIPs) are a shared set of expectations for what children can know and do during the early childhood years. This set of key expectations for children is the foundation on which the elements of the equitable, high-quality early childhood system have been built and ensure all children access to robust learning. Incorporating these expectations for the growth and development of young children into every area of the system ensures alignment throughout the system, always with the child at the center.

Continuity and Pathways: Transition to Kindergarten and K-12

The ECIPs were written using current research on children’s learning and brain development, and, as such, align with the Kindergarten Academic Standards. This alignment between ECIPs and kindergarten expectations contributes to a child’s seamless and coherent transition into kindergarten. As used by early childhood programs, the ECIPs can be an important contribution to children’s transition into kindergarten. It’s not hard to see how this continual alignment of knowledge and skills across early childhood into kindergarten, and continuing upward through third grade, with knowledge built upon knowledge, skill upon skill, is an important way to support children’s learning and mastery.

The ECIPs are a foundational building block of creating a high-quality early childhood through grade three system (P3). The ECIPs are a necessary tool when building collaborative programs that share the same goal: rigorous, high-quality learning and experiences for all children.”

Early Childhood Curriculum Review Process

Since August 2021, the Curriculum Design team, in partnership with the recently formed ELC Literacy Leadership Team, has been engaged in an abbreviated version of the [Edina Curriculum Review Process](#). Using a [Guiding Change Document](#) the team determined the expected results that would be accomplished through the decision making curriculum review process.

During the fall of 2021, the curriculum team created the [Early Childhood Guiding Principles](#) in addition to an [Early Childhood Criteria Rubric](#). The team used these documents as guides to move forward with curriculum evaluation. In addition, they engaged in discussions with surrounding districts, experts in the field and curriculum review sources.

Initial Exploration: Bridging Resources with Elementary Sites

The Curriculum Design Team initially examined early childhood materials from Sunday, Heggerty, and Fountas and Pinnell in an attempt to bridge resources with those already in place in the elementary buildings. We also interviewed the publishers of Collaborative Classroom, but they do not offer any materials geared specifically for early learning. While all of these publishers offer strong options, with regard to early childhood literacy learning specifically, they do not address the integrated and complex nature of emergent literacy learning from birth-age 5, and because of this, are only partially aligned with MN Early Childhood Indicators of Progress (ECIPs).

ECIP Alignment and KEP Approved Assessments

Initial research was done on assessment systems that were in alignment with the ECIPs and KEP approved. The curriculum team then worked backward to identify curricular resources that aligned with these assessment systems.

The assessment system currently in place at the Early Learning Center is The GOLD, published by Teaching Strategies. Given that the GOLD system was already in place, KEP approved and highly regarded by teaching staff and leadership, as well as sanctioned by MDE, the team then began to research possible curricular materials that are in alignment with the GOLD assessment.

Why is MDE supporting KEP-approved assessments?

Each of the KEP-approved assessments underwent a rigorous review to ensure that they are: (1) valid and reliable for use with kindergartners; (2) aligned with the [Early Childhood Indicators of Progress \(ECIP\)](#) and [Kindergarten Academic Standards](#); (3) represent a whole-child view of development and education; (4) provide real-time formative data that can be used to individualize instruction; and, (5) rely on authentic assessment. A teacher using one of the KEP-approved assessments will typically record their observations one to four times a year. Collecting information on children’s learning at multiple points during the year allows teachers to use data to inform their instruction throughout the year.

Early Learning Curriculum Pilot Information Gathering

Upon further clarification with ECIP alignment, Creative Curriculum, which shares the same publisher as our current GOLD assessment system, immediately became a program of interest. Creative Curriculum’s materials are integrated with the GOLD assessment system to ensure ongoing and embedded assessment. ELC staff engaged in reviewing Creative Curriculum resources, both online and with hard copy “starter packs”. Additional feedback concerning family engagement and the implementation of Creative Curriculum was captured from meetings with Edina’s Outreach coordinator, the Multilingual coordinator and the cultural liaisons. The feedback from these conversations and meetings is shared below in a table organized as pros and cons.

Pros	Cons
<ul style="list-style-type: none"> ● Easily integrated with the Pyramid Model ● There is a large bank of well organized resources/teacher friendly ● Alignment with our GOLD assessment easily integrates assessment with instruction and staff are already familiar with GOLD site ● Online lessons paired with appropriate assessment objectives from the KEP approved GOLD- all built into flow of lesson ● High quality, authentic literature where children see themselves reflected in the stories ● The materials are adaptable and flexible for veteran teachers while giving needed structure for new staff. ● Developmentally appropriate- materials geared to infant/toddler or 3s/4s ● Emergent literacy skills are embedded in all 5 of the learning domains: social, emotional, physical, cognitive and language ● Literacy objectives, instruction and assessment from birth - age 5 are explicit, systematic, sequential within the domains ● Targeted literacy instruction is offered through the intentional teaching component and the “mighty minutes” ● Hands-on materials are offered for exploration and inquiry learning ● The online PD component is strong and easily embedded into the existing PD framework ● Recertification training annually for GOLD assessment which is paired with CC curriculum ● Family Engagement component offers constant high quality feedback for families through the app, at home guided resources, digital library, and additional learning games ● Extensive Family Engagement materials give ECFE staff, in partnership with outreach coordinator and literacy coach, opportunities to explore additional family learning options ● Fidelity tools for administrators and teachers to support high quality implementation 	<ul style="list-style-type: none"> ● The 6 week studies can be perceived by staff as rigid ● Given that the ELC currently does not have a common curriculum, these resources would be new to both veteran staff and new teachers- high quality, embedded ongoing PD in how to implement materials with fidelity would be paramount ● The optional family engagement app (Tadpoles) would have overlap with SeeSaw which is already in place and broadly supported by both staff and families at the ELC ● Work would need to be done to align existing content/read aloud libraries with the Creative Curriculum studies.

- Adam (our sales rep) was very responsive and offered great customer support and help as was their help portal staff

In completing the Early Childhood Materials Criteria Rubric, teams objectively and individually reflected on the criteria within the Creative Curriculum materials. The feedback and multiple data points captured in every category reflected how Creative Curriculum closely aligned to the desired criteria defined in the rubric.

In addition to our internal review, the early learning literacy coach explored additional input often in the form of virtual or in-person meetings with:

Expert	Role/Speciality
Bethany Van Osdel	Edina Public Schools Assistant Director of Teaching and Learning specializes in implementation science
Sandi Harley, Patti Thomas and Karrie Duncan	Edina Public Schools Elementary Literacy Coaches specialize in literacy learning and staff development
Jessie Lindbergh & Andrea Benson	Edina Public Schools Literacy Specialists: Highlands and Concord Elementary Schools specialize in literacy intervention at the elementary level
Kate Erickson	Edina Public Schools Early Childhood Special Educator specializes in assessment and evaluation
Pam Muus	Edina Public Schools ECSE Speech Language Pathologist specializes in speech & language learning
Ann Hanson	Edina Public Schools Early Childhood Teacher specializes in 3 year old classroom
Joanna Taylor	Edina Public Schools Early Childhood Teacher specializes in preK classroom
Sarah Tuma	Edina Early Learning Center Social Worker specializes in social and emotional learning
Uli Rodriguez	Edina Public Schools Multilingual Coordinator specializes in language acquisition for early learners
Tabitha Denison	Edina Outreach Coordinator specializes in family engagement
Albert McGee	Edina Public Schools equity specialist
Blanca Diazdeleon, Abdikadir Ibrahim and Sayali Amarapurkar	Edina Public Schools cultural liaisons
Dr. Amy Schulting	Center for Behavior and Learning/specializes in Dyslexia/LETRS MDE trainer
Dr Sue Starks	Concordia University/MDE trainer in early childhood

	learning and Pyramid Model
Dr. Lori Helman	University of Minnesota- specializes in language and literacy acquisition for multilingual learners
Dr Alicia Wackerle-Holman & Kelsey Wills	University of Minnesota- IGDI Lab - specializes in research-based literacy assessments for early learning
Dr Olivia Christenson	University of Minnesota- specializes in play-based literacy and language acquisition/MDE trainer
Amy Warzybok	Director of Dodge Nature Center- specializes in nature-based literacy learning
Andrea Wright	Director- Lake Harriet Preschool- specializes in teacher created/ECIP aligned materials and portfolio assessment

Narrowing the Focus: Creative Curriculum learning objectives specific to emergent literacy in early childhood learners

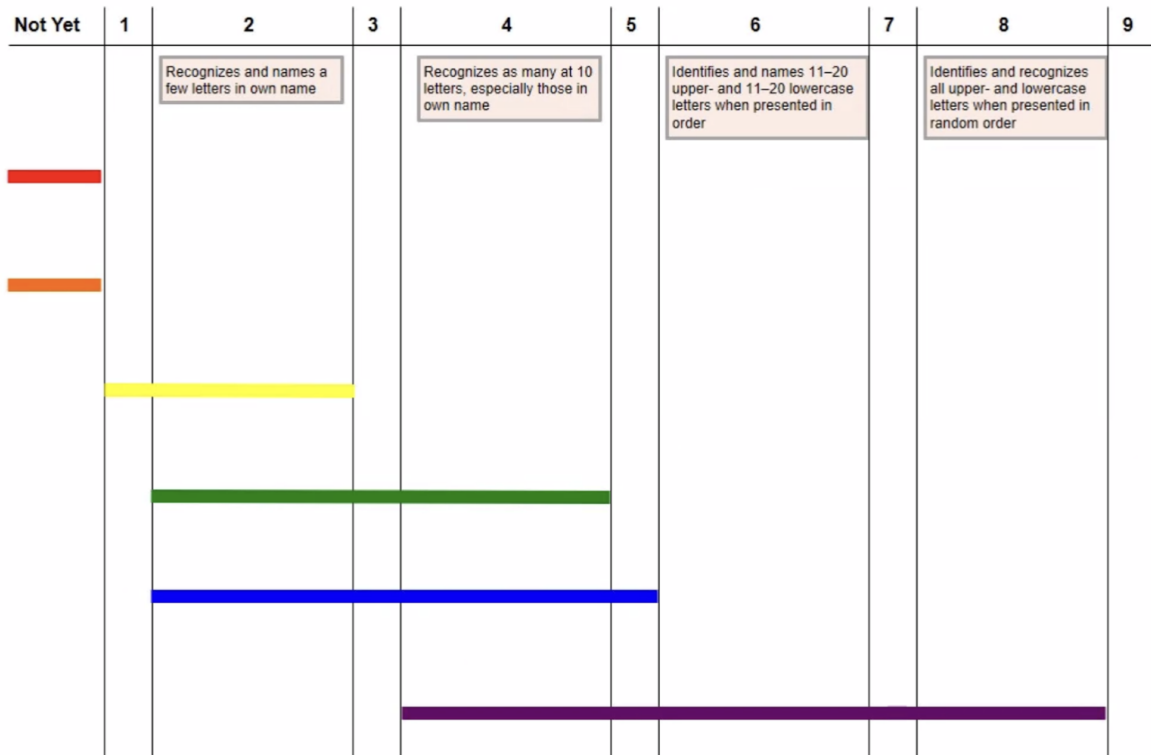
Explicit, systematic and intentional instruction and assessment in literacy begin in the Creative Curricular materials at age one with oral rhyme and alliteration.

Within the Creative Curriculum materials, the objectives below are taught and assessed simultaneously in a developmental progression highlighted by varying color bands.

Progressions for Development and Learning



For example, the rubric below demonstrates how explicit instruction and assessment in the objective “demonstrates knowledge of the alphabet” begins at age two (the yellow band) with recognizing and naming a few letters in their name. By kindergarten (the purple band), students range from (4) recognize as many as 10 letters, especially those in their name to (8) identify and recognize all upper and lowercase letters when presented in random order.



Below is an overview of the objectives specific to literacy in Creative Curriculum. These objectives not only align with MN ECIPs literacy domain, but also further break down what Lucy Hart Paulson and Louis Moats, the co-authors of LETRS for Early Childhood Educators, call the three essential components for early literacy: oral language, phonological awareness and print awareness.

<i>Oral Language</i>	<i>Phonological Awareness</i>	<i>Print Awareness</i>
Speaking and listening	Conscious awareness of and ability to manipulate the sound structures of spoken language	Print awareness concepts, alphabet knowledge and being a writer

Within the Creative Curriculum materials, literacy learning objectives are grouped under:

1. Phonological awareness, phonics skills and word recognition
 - Notices and discriminates rhyme
 - Notices and discriminates alliteration
 - Notices and discriminates discrete units of sound
 - Applies phonics concepts and knowledge of word structure to decode text
2. Demonstrates knowledge of the alphabet
 - Identifies and names letters
 - Identifies letter-sound correspondences
3. Demonstrates knowledge of print and it's uses
 - Uses and appreciate books and other texts
 - Uses print concepts

4. Comprehends and responds to books and other texts
 - Interacts during reading experiences, book conversations and text reflections
 - Uses emergent reading skills
 - Retells stories and accounts details from informational text
 - Uses context clues to read and comprehend text
 - Reads fluently
5. Demonstrates writing skills
 - Writes name
 - Write to convey meaning
 - Writes using conventions

Early Childhood Curriculum Recommendation: Creative Curriculum Early Implementation Pilot for B-PreK

General Overview:

Creative Curriculum is a comprehensive program that supports a nurturing environment in which each child's earliest learning experiences are encouraging and engaging. Teaching strategies integrates all four elements for a high quality early childhood education:

- Curriculum
- Assessment
- Professional Development
- Family Partnerships

Key highlights of Creative Curriculum include:

- Clear and well documented alignment with state ECIPs
- Developmentally appropriate and easily integrated into the current Pyramid Model (PBIS)
- Aligned with the research of Louisa Moats and Lucy Hart Paulson, co-authors of LETRS for Early Childhood Educators and therefore bridging the work elementary staff are doing in structured literacy
- Culturally and Linguistically Responsive
- Language survey for families and specific language acquisition objectives that help teachers narrow in on meeting language needs for all learners
- Extensive family facing resources including: at home guided learning plans, learning games, digital children's library, book discussion guides and family "mighty minutes".
- Embedded clearly defined assessment system- The GOLD- which is already in place at the ELC
- Inquiry based studies
- A high-quality digital children's literature collection— a wide range of genres. The books, available in English and Spanish, explore life in many cultures, celebrate diversity, spark curiosity, and inspire children's imaginations.
- Teacher friendly digital platform
- Supports in place for implementation with fidelity for teachers and administrators
- Ongoing embedded professional development included with curriculum licensing
- Supportive and responsive help portal

For a short Creative Curriculum overview visit:

[Creative Curriculum Home Page](#)

[Learning Objectives & Assessment](#)

Steps to Implementation

In acknowledging the many positive data points that support the recommendation of Creative Curriculum, there are additional steps to take to ensure an implementation that defines excellence. These steps include:

1. **Targeted and continued professional development on Creative Curriculum & the GOLD assessment system:**
 - **January 2022- March 2022:** Initial professional development in the Creative Curriculum materials, GOLD assessment system and fidelity tools.
 - **April 2022-May 2022:** Guided Exploration of Creative Curriculum materials
 - **August 2022 Fall Workshop:** Intensive extended training in the GOLD Assessment & Creative Curriculum.
 - **September 2022-May 2023:** ELC Staff will continue to receive training in family engagement, responsive planning and data storytelling with the Creative Curriculum materials
 - **September 2023:** ELC teaching staff will be required to take the interrater reliability certification annually as a way to keep assessment skills current. The building professional development team will ensure that ongoing training for Creative Curriculum and the GOLD assessment are incorporated into fall workshops and embedded into the yearly PD cycle. ELC Literacy leaders will also implement the Creative Curriculum Fidelity tool and the teachers will use the fidelity check lists in order to reflect on their practice and ensure that the materials are implemented with fidelity.
2. **Expanded LETRS training cohort for key Early Childhood literacy leaders**
 - **Fall 2021:** ELC literacy coach enrolled in LETRS for Early Childhood Educators.
 - **June of 2022:** Additional ELC literacy leaders will form a cohort with ELC literacy coach to continue the LETRS training.
 - **August of 2022:** LETRS cohort will begin to integrate their learning into ongoing ELC literacy practices and building professional development.
3. **Ensure alignment of instruction, assessments and pathways at the early learning center and the elementary level** as they continue their review and implementation process in alignment with the Comprehensive Literacy Plan (CLP).
4. **Assuring these materials are benefiting all students by:**
 - Continued partnership and planning between the Literacy Coach, Early Childhood Special Education Leadership, Outreach Coordinator, ELC Parent Education Team, Multilingual Coordinator, Equity Specialist, and Edina’s Cultural Liaisons to ensure full implementation in a way that supports learning for students and families, addresses barriers to success and is accessible to all.

We are currently positioned to move forward with each of these steps and our ELC Staff are ready to move forward with the Creative Curriculum early adoption pilot at this time. We are confident that Creative Curriculum has proven to meet the early childhood indicators of progress (ECIPs), as well as the additional needs of our ELC learners, families and staff.

Appendix I Creative Curriculum Adoption Preliminary Budget

Product	Price	Quantity	Total
Creative Curriculum	\$3100	2	\$6200

materials for infant, toddlers and twos			
Creative Curriculum Fidelity Tool for infant, toddlers and twos	\$210	2	\$420
Creative Curriculum materials for threes, fours and fives (preschool)	\$3500	12	\$42,000
Creative Curriculum Fidelity Tool for threes, fours and fives	\$210	2	\$420
Professional Development-Getting started with Creative Curriculum	\$2900	1	\$2900
Professional Development-Assessment	\$2900	1	\$2900
Professional Development-Investigations	\$2900	1	\$2900
Professional Development-Data Storytelling	\$2900	1	\$2900
Licensing fee for TSGold Assessment tool	\$1500	1	\$1500
Shipping & Handling			3010.80
Total Cost			65,150.80

Appendix II
Curriculum Review Resources:

[Minnesota Early Childhood Indicators of Progress \(ECIPs\)](#)

[Creative Curriculum Home Page](#)

[Learning Objectives & Assessment Alignment](#)

[Edina Curriculum Review Process](#)

[Guiding Change Document](#)

[Guiding Principles Early Childhood](#)

[Materials Criteria Rubric](#)

[ECIP & GOLD alignment crosswalk](#)

[KEP Approved Assessments \(MDE\)](#)

[NAEYC Position Statement](#)

[IDA Dyslexia Handbook](#)

[NAEYC Developmentally Appropriate Practice](#)

[LETRS for Early Childhood Educators](#)

[A Conversation about the Science of Reading and Early Reading Instruction with Louis Moats](#)



Board Meeting Date: 11/16/2021

TITLE: COVID-19 Update

TYPE: Report

PRESENTER(S): Dr. Stacie Stanley, Superintendent; Jeff Jorgensen, Director of Student Support Services; and Mary Heiman, Health Services Coordinator

BACKGROUND: Edina Public Schools developed a Return to School plan that included a layered approach to mitigation efforts of physical distancing, use of HEPA Filters in the classroom and cafeterias, quality hygiene protocols, daily cleaning of high touch surfaces, visitor safety protocol, quarantine protocol, universal masking, organization of vaccination clinics, and a COVID-19 coordinator at each site. Additional COVID-19 testing protocols were added in the fall to support the ability for students who were identified as close contacts to return to in-person learning as soon as possible. The superintendent provides a periodic update to the school board and Edina Public Schools community regarding the status of community transmission of COVID-19 and mitigation efforts.

RECOMMENDATION: Receive periodic report

Desired Outcomes from the Board: School Board members will have reviewed the information in detail and come prepared with questions related to the content of the information.

ATTACHMENTS:

COVID-19 Slide-deck

Executive Summary

Edina Public Schools

COVID-19 Update

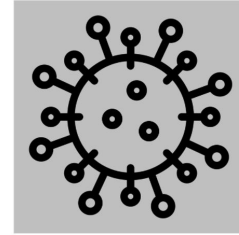
November 16, 2021

Current Community Context

- Edina City Case Rates
- Hennepin County Case Rates
- Minnesota State Case Rates

COVID-19 Monitoring Page

- Fully Vaccinated
- Confirmed Cases
- Quarantines



Student COVID-19 Testing

- Protocols Update
 - Symptomatic
 - Return to School
 - Asymptomatic

Vaccination Update

- 5-11 Clinics
- Participation
- Future Opportunities

Questions



Executive Summary of Vaccination Clinic Results and Symptomatic and Asymptomatic Testing Implementation Efforts

The intent of the executive summary to the board is to provide them with an update on the results of on-site vaccination clinics for students ages 5 to 11 and to provide updated information on the district's efforts to implement symptomatic and asymptomatic testing protocols with both staff and students.

Vaccination Clinic Results

Over the past week Edina Public Schools successfully partnered with local health professionals to take full advantage of a recent FDA decision to make the Pfizer vaccine available to children ages 5 to 11 years old. Previous district survey results indicated a high level of interest from parents who planned on accessing the vaccine for their children as soon as it became available. Utilizing the survey responses as a guide for planning, the COVID Vaccination Planning Team met numerous times to work through the logistics of offering a school-based clinic.

The team suggested three vaccination sites to deliver the vaccination to our students. The first clinic took place on November 9th at Valley View Middle School where there was a focused effort on students who had not yet received their first vaccination. In total, 120 students were vaccinated during a two hour window. The second two clinics took place on November 11th just after the end of the regular school day. Concord Elementary served as a site for a drive-through clinic that was specifically designed for students with unique needs that would have difficulty accessing a walk-in site. School staff were asked to identify students that would likely need additional support and invitations for the drive-through clinic were sent out to families to register for a specific time slot. In all, 97 students were vaccinated at the drive-through clinic. The final vaccination clinic site was located at South View Middle School and ran from 4:30 to 7:00. The South View site was intended to be the larger community clinic where the vast majority of students would be vaccinated. Planning efforts to manage a large population of students and family members were effective resulting in 1251 students receiving their first vaccination. In addition to the students 31 booster shots were administered to interested school staff and parents that expressed interest. The second round of vaccinations are scheduled to be delivered in a similar fashion on November 30th and December 2nd.

Symptomatic Testing Efforts

[The Symptomatic Testing Protocol](#) reviewed by the school board in October has been successfully implemented within the district. Currently all sites with the exception of South View Middle School have received their full shipment of BinaxNow Home OTC from the State of MN. According to the district's symptomatic testing protocol, if a student begins to demonstrate COVID-19 symptoms while at school, the parents will be contacted and the student will be sent home, health services will work with the family to determine need for a rapid test to be sent home, and then tested within the home environment utilizing the BinaxNow test kit provided by the district.

All sites are sending test kits home with students who are identified as symptomatic. In most circumstances, enough kits are being sent home so that every symptomatic family member can be tested. If a student becomes symptomatic at home, during the night for example, parents may call the health office and request a kit if it is needed. Schools then label a kit for pick up in the vestibule so no one who is symptomatic enters the school. Families are asked to share the results with the school and depending on the results, families are informed of when their student will be eligible to return to school.

- Following the protocol, students that test negative:
 - May return to school if there is notable improvement in their symptoms for 24 hours.
 - Must also be free of symptoms such as fever, vomiting and diarrhea for 24 hours prior to returning.
 - Siblings of students who are utilizing rapid tests are able to remain in school unless the student results are positive.
 - Siblings of symptomatic students that test negative are not required to quarantine and no contact tracing within the school environment will be required.
- Students test positive:
 - Must be isolated but may return to school on day 11 if symptoms improve.
 - Must be fever-free without fever-reducing medicine for 24 hours.
 - Siblings of students within the household are not required to quarantine if they are vaccinated but should be monitored for symptoms.
 - Unvaccinated siblings within the household would need to quarantine for 14 days prior to returning to school.

Asymptomatic Testing Overview

The school board approved the implementation of an [Asymptomatic Testing Protocol](#) in October to assist the district in its efforts to effectively screen students and staff members that were identified as close contacts to a positive COVID case but did not meet the threshold quarantine as defined by the CDC. At the time of that approval a number of tasks needed to be completed prior to the district being able to proceed. Those tasks included: ensuring the availability of testing materials, registering our school sites as lab facilities with the Minnesota Electronic Lab

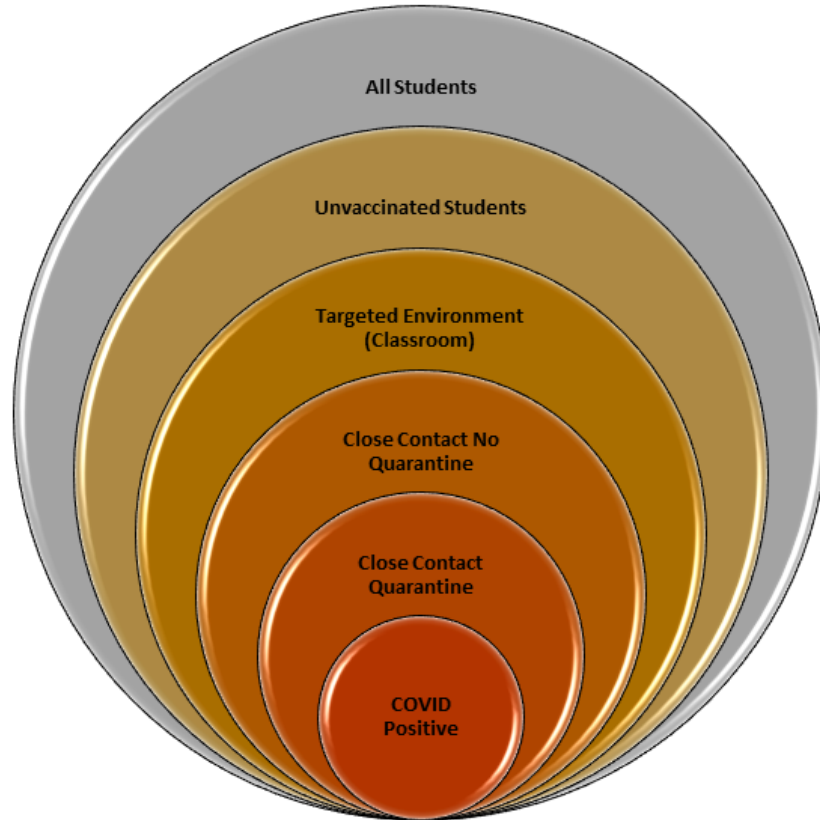
Reporting (ELR) system, ensuring staff are appropriately trained in test administration and data reporting and securing parental consent for testing.

The district has successfully accomplished several of these prerequisites and has started the asymptomatic testing process as defined in the protocol. A sufficient number of CUE tests have been acquired to begin testing small populations of both students and staff and since the time of our last update to the board, a supply of the BinaxNOW Professional has also become available. Each of our EPS sites has been registered with MDH as a provider lab for COVID-19 testing and schools are able to upload student results from either CUE tests or BinaxNOW Professional. Finally, consent forms have been developed for both staff and students to allow for the administration of these tests on the school premises.

Testing has taken place over the past few weeks at Edina High School and Normandale Elementary. 10 EHS staff participated in voluntary testing for COVID-19 on November 1st using the Cue Test. The staff were identified as close contacts of a student that was identified as COVID positive. Following the Asymptomatic Testing Protocol, staff were tested 6 days after their exposure date. This was the district's first time using the CUE test. The tests were administered by our licensed school nurses after training videos were reviewed. All staff provided written consent. After the consent was signed, the nurses explained the testing protocol followed by the nasal swab. Staff were able to return to their work as the sample was being processed. Results were emailed to the staff immediately as results became available. From beginning to end, the process took about 25 minutes per staff member. During this pilot, the nurses ran 3 tests at one time which reduced the wait time to 25 minutes for 3 staff. After the completion of the 10 tests, all results were submitted to the MDH re-portal, no tests came back positive. It is required that all test results are submitted to MDH within 24 hours of all tests completion.

The testing that occurred at Normandale Elementary School targeted a classroom of 5th grade students that fit the parameters of the Asymptomatic Testing Protocol. Of the 26 potentially eligible students, the school obtained consent to test 13 students. Running 6 tests simultaneously this process took approximately an hour and a half. No tests came back positive.

In October the board was provided an executive summary outlining a schoolwide Surveillance Testing model along with an estimate on the costs of such a testing program. The board asked the administration at that time to survey our EPS families to estimate the number of families that would be willing to participate in a surveillance testing program. Approximately 3,000 families responded to the survey with a generally even split between those being willing to allow their students to participate and those that would not be willing to have their students participate.



The district's current Asymptomatic Testing Protocol is represented in the visual above as the third ring entitled, "Close Contact No Quarantine". With the recent pilots conducted by our health care staff, according to the protocol, we have a good estimate of the time, resources and level of coordination that would be necessary to implement this model at each of our school sites. To expand past this level of testing we would need to multiply the costs identified by the pilot. The simplest and most impactful consideration is the amount of time necessary to conduct the testing. As mentioned above, each test takes approximately 25 minutes per test group. The district currently has the capability of operating 8 test units simultaneously so we could complete 8 students every 25 minutes. This means a classroom of 24 students would take approximately 75 minutes to complete. While this does not appear to be an unreasonable amount of time and effort, a more frequent testing schedule with a larger number of students will impact the flow of the school day and occupy a significant amount of our health professionals' time. The board should additionally consider the obstacle of securing parental consent, while approximately 1500 families expressed willingness to allow their students to participate in a regularly scheduled screening process, this amounts to only 17% of our K-12 population. 17% would not allow for a random sampling of students to take place at the level the CDC recommends for surveillance testing.

With broader surveillance testing not being plausible without a higher level of participation by our student body, the remaining rings of graphic above include: Targeted Environment

(Classroom) and Unvaccinated students. With the recent vaccination clinic the number of unvaccinated students has been greatly reduced. The remaining unvaccinated student could be encouraged to participate in a regular screening process but these efforts would be limited once again by parental willingness to allow their students to participate in such a screening process.

The Target Environment (Classroom) may be a more viable option to consider. This would allow for an expansion of the Asymptomatic Testing Protocol currently being piloted but as seen in the pilot at Normandale Elementary, even this targeted approach is limited by the level of parental consents received. This approach would allow a more vibrant response to outbreaks at specific school sites or programs.

In summary, the board needs to consider the cost and benefits of the current testing model and the potential for increasing the scope of testing to a larger population of students. The current Asymptomatic Testing Protocol has been piloted and has been shown to be a viable option.



Board Meeting Date: 11-16-21

TITLE: Board Legislative Action Committee (LAC) 2021-22

TYPE: Discussion

PRESENTER(S): Julie Greene, Chair; Owen Michaelson, Vice-Chair

BACKGROUND: On Sept 13, 2021, the School Board approved Board Goals for the 2021-22 school year that include advocacy as a top priority. In addition, advocacy efforts on behalf of our schools also work to meet priorities outlined in the District's Strategic Plan Strategy E. (referenced below).

School Board Goals (approved Sept 13, 2021)

1. Ensure the board and community are engaged in advocating for policies and laws that positively affect public school systems.

2. Ensure the board and community is advocating for effective Covid-19 management measures that positively impact our ability to manage the Covid-19 epidemic at EPS at the city and state level.

Edina Public Schools Strategic Plan 2020-2025 (approved Spring, 2020)

Strategy E | Engage Parents, Schools and Community

Edina Public Schools works in partnership with parents, students, staff, alumni and community to serve as a reflection of Edina's strong commitment to education.

4. Leverage partnerships with community groups, businesses, local and state government agencies and individuals to strengthen and foster relationships with EPS.

After two active years for the LAC, the Board temporarily paused LAC work for the 2020-2021 school year due to COVID. In August, 2021 and in conjunction with our Board goals, the Board voted to regenerate the LAC work and efforts for the 2021-22 school year. The Board also discussed evaluating parameters and operations of the LAC committee with the consideration of adjustments while keeping the original purpose and nature of the committee participation intact.

The following plan was drafted by Members Greene and Michaelson using resources that include feedback and insights from Superintendent Dr. Stacie Stanley, State Representative Heather Edelson (MN Education Policy Committee), Director Jeff Jorgenson of EPS Student Services, listening session on active legislation with collective state-wide Board/School/MDE representatives, AMSD (Association of Metro School Districts) resources and comparable districts, work completed by the LAC since its initiation, plus a review by Board Chair Allenburg.

PURPOSE: Discuss and garner feedback on the 2021-22 LAC plan from the Board.

Please note this plan does not include specifics on legislative priority recommendations. If this plan is approved by the Board, a draft of proposed legislative priority recommendations for Board discussion and approval would follow. This timing correlates with the AMSD legislative priorities due for approval, December, 2021.

RECOMMENDATION: Seek Board approval of 2021-22 LAC Plan and Revised BYLAWS at the December Board meeting.

- Recommended adjustments to the BYLAWS of Edina Public Schools Board Legislative Action Committee for Board consideration
- 2021-22 LAC Timeline
- Next Steps

PRIMARY ISSUES TO CONSIDER:

1. Reconsider how we identify yearly legislative priorities.
 - a. This plan changes the operating structure of LAC to move the identifying of key legislative priorities/issues for advocacy to a Board responsibility (working in collaboration with a District administrator(s)) replacing community members of the LAC drafting and developing priorities for the Board, District and LAC.
2. Include at least one District administrator on the LAC for collaboration and partnership of advocacy efforts.
3. Bring an important student voice to the LAC adding a minimum of two (2) EPS student representatives.
4. Reconsider commitment for LAC community and student members to encourage participation across multiple perspectives by asking for a yearly January - April Action Phase of LAC participation. This time-frame coincides with legislative activities at the State level and will create an efficient and effective actionable workload for all committee members

2021-22 Legislative Action Committee (LAC) Plan

1. BYLAWS of Edina Public Schools Board Legislative Action Committee

Please find the revised BYLAWS of the Edina Public Schools Board Legislative Action Committee below for Board feedback.

2. 2021-22 Timeline

The following timeline includes two phases of LAC work. Phase 1 focuses on planning, recruitment and prioritizing issues and is conducted by the Chair, Vice-Chair and District liaisons. Phase 2 moves the committee to action with outreach, event management and engagement.

Board Planning Phase/Recruitment and Prioritizing

Board Discussion of LAC 2021-22 Plan	NOV
➤ Board Approval of LAC 2021-22 Plan	DEC
Board Discussion of Legislative Priorities	DEC
➤ Board approval of Legislative Priorities	JAN
Recruit LAC Members	DEC
➤ Finalize LAC Membership	JAN

(Potential) Board and LAC Action Phase/Outreach and Events

Plan and Support LAC Events/Activities such as:	JAN-MARCH
➤ Pre-Session Meeting with LAC & Legislators	EARLY JAN
○ Ahead of first day of session/Jan 31st	
➤ Lunch & Viewing of Education Committee Hearing	FEB
○ Mon/Thurs 1-2:30pm Education Committee Meetings	
➤ Capital for the Day	MARCH

3. Immediate Next Steps:

Upon receiving Board approval of this LAC 2021-22 structure revisions and amendments to the BYLAWS, the following are next steps for the LAC Chair and Vice-Chair:

- Connect with District admin liaison for legislative priority alignment for draft development of priorities; bring to Board for discussion and approval
- Develop goals and potential outcomes for LAC efforts for 2021-22 (and 2022-23)
- Create LAC communication and engagement infrastructure with District communications team
- Develop and implement recruitment outreach plan for community and student participation; launch recruitment

BYLAWS of Edina Public Schools Board Legislative Action Committee

ARTICLE I: BOARD LEGISLATIVE ACTION COMMITTEE

The name of this organization will be the Edina Public Schools Board Legislative Action Committee (LAC). The LAC will assist the Edina Public Schools District (District) with various levels of advocacy efforts throughout the District. These bylaws pertain to the LAC as stipulated in the LAC Project Charter and approved by the Board.

ARTICLE II: PURPOSE

The purpose of the LAC is to assist the Edina Public Schools' School Board and EPS District Administration in advocacy for education-related legislation. The LAC coordinates these advocacy efforts throughout the District by supporting, and advocating for Board-approved legislative positions designed to advance the cause of excellent schools in Edina and Minnesota.

The activities of the LAC are subject to Board approval. To fulfill this purpose, the LAC's activities may include, but will not be limited to, the following: soliciting information on legislative activity that might affect the District; developing a work plan for advocacy of the approved positions; communicating with elected officials and running public informational events to assist the Board in increasing awareness of legislative issues throughout the District; communicating to the Board on a regular basis as to the progress of the LAC's work; and advocating at the local, state, and federal levels those positions identified by the LAC and approved by the Board.

ARTICLE III: POLICIES

A. LAC meeting dates and advocacy efforts will be available to the public on the District website.

B. The LAC will carry out its responsibilities as outlined in the LAC Policy on Membership and Conduct.

ARTICLE IV: MEMBERSHIP

A. All LAC members will abide by the LAC Policy on Membership and Conduct, which is part of these bylaws. All members of the LAC must sign the Policy on Membership and Conduct annually. All members must live in the District. Service on the LAC is a one-year commitment.

ARTICLE V: OFFICES AND DUTIES

A. Chair and Vice-Chair: One Board member will serve as chair of the LAC. The Board will designate a Vice-Chair who can be either another Board member or a community member of the LAC. ***ALL Board member designees serve at the discretion of the Board.*** The Chair, in collaboration with the Vice-Chair, will create meeting agendas and preside over meetings, communicate on behalf of the Board, generally oversee the activities of the LAC in representing the District and Board in advocacy efforts and serve as Board member liaison to the Association of Metropolitan Districts (AMSD).

B. Edina Public Schools Cabinet Member: At least one (1) designated EPS administrative liaison will serve on the LAC in collaboration with the Chair and Vice-Chair to represent the District in LAC priority development, advocacy efforts and communication efforts.

C. LAC Steering Committee: In addition to the LAC Chair, Vice-Chair and designated District cabinet member, the committee should include a maximum of nine community members and a minimum of two (2) EPS students comprise the Steering Committee. Members of the Steering Committee are selected by the LAC Chair and Vice-Chair for a term of one year. The Steering Committee supports the Board approved legislative platform and fulfills needed functions of the committee as identified by the LAC Chair and Vice-Chair. Responsibilities may include:

- Secretary (Record and distribute meeting minutes)
- Communications (Support and implementation of LAC communication efforts in coordination with the District communications team)
- Event Lead(s) (Organize and plan opportunities for LAC and community members including appearance at Minnesota State committee meetings, meeting and visits with legislators at the state Capitol, a LAC sponsored event at the District, etc.)

- Bill Tracker(s) (Follow bills through legislative process and provide ongoing updates)

ARTICLE VI: MEETINGS and EXPECTATIONS

A. The LAC meeting expectations include:

1) Planning phase (Sept - December) for LAC Chair, Vice-Chair and EPS Cabinet/District Liaison includes meetings, as needed.

2) Action phase (Jan-April) for all LAC members will meet monthly, as needed.

In addition, LAC members will be expected to attend legislators meetings at the Capitol, and other advocacy events sponsored by the LAC. Members should be prepared to attend at least one Education Committee hearing in either legislative body or legislative floor debate on a public education bill. In certain instances, an LAC member may be called upon to testify on behalf of Edina Public Schools at a legislative committee hearing.

3) In addition, the Chair may call special meetings, as necessary, to deal with such items as platform development or meetings with legislators.

B. LAC members will prepare for each meeting by reviewing the meeting minutes or agenda materials prior to each meeting, and will keep abreast of local, state, and federal public education issues.

C. Once the Board has approved the positions, priorities and communication guidelines for the LAC to support, each LAC member will agree to have his/her name included, as a member of the LAC, in any communications pertaining to those positions and priorities that are sent out on behalf of the LAC. This may include media outreach, letters to legislators or other elected officials.

D. Each LAC member must uphold and support the positions and priorities approved by the Board when communicating as a member of the LAC.

E. Members are asked to contact the Chair or Vice-Chair if unable to attend a meeting or event.

ARTICLE VII: AMENDMENTS

A. The Board needs to approve all actions of the LAC including amendments to these bylaws.

LAC Policy on Membership and Conduct

A. The LAC welcomes members of all backgrounds and identities. This includes, but is not limited to, members of any sexual orientation, gender identity and expression, race, ethnicity, culture, national origin, social and economic class, educational level, color, immigration status, sex, age, size, family status, political belief, religion, and mental and physical ability.

B. Attempts will be made to have committee membership reflect the demographic profile of the Edina Public Schools District (District). All members must live in the District.

C. The LAC will include up to two (2) Edina School Board members appointed by the Board, one District Cabinet Member/EPS Administrative liaison and should include a minimum of two (2) Edina Public School students.

D. LAC members must have a commitment to the Edina Public Schools' mission and the legislative positions adopted by the LAC and the Board.

E. LAC members must be interested in the legislative process, grassroots advocacy, be willing to compromise, and work well with other members.

F. The LAC will be noncommercial and nonpartisan. To maintain the non-partisan integrity of the LAC, any member who has filed or is a declared candidate for partisan office, or becomes a partisan office holder, or works as paid staff for a partisan campaign or partisan office holder, must resign from the LAC.

G. As a representative of the District, the LAC and its members must maintain a high level of professional conduct, including confidentiality, objectivity, respectful dialogue, and professional behavior.

H. All members of the LAC must sign the Policy on Membership and Conduct annually.

I. The LAC Chair, with Board approval, retains the authority to deny or dismiss LAC membership to those persons who are in violation of the LAC Policy on Membership and Conduct, Board policies, or the policy and mission of the District.

Signature of LAC Steering Committee Member



Board Meeting Date: 11.16.21

TITLE: Data Dashboard

TYPE: Information

PRESENTER(S): Randy Smasal, Jody De St. Hubert, Natasha Monsaas-Daly, and Greg Guswiller

BACKGROUND: This report highlights how the data metrics that were discussed in draft form at the November 8, 2021 board work session will be visualized in a Data Dashboard for internal stakeholders.

RECOMMENDATION: This report is for information, discussion, and feedback.

Desired Outcomes from the Board: Please come to the work session prepared with questions you have for administration about the Data Dashboard, its implementation and or use.

ATTACHMENTS:

- 1. Data Metrics Plan Overview and Next Steps**
- 2. Example [Tableau Software Visualizations](#)**
- 3. [Draft Data Metrics 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.

Edina Data Metrics Plan Overview:

At the November 8th Board Workshop session, a proposed Edina Data Metrics Plan was presented to the board for information, questions, and discussion. The report highlighted that it is important for Edina Public Schools to use a comprehensive assessment monitoring plan that examines a variety of data points to ensure we are meeting our Mission, Vision and Strategic Plan priorities.

The proposed Edina Data Metrics Plan was structured with the following key factors in mind:

- 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 articulate 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*

What are our next steps in ensuring that the data metrics are used effectively to ensure high levels of student engagement, achievement, and growth?

Organizing the data:

A critical next step in implementing a data metrics plan is to consider how the data that is collected will be organized. One key way to do this is in a data dashboard. Data dashboards allow organizations to display, track, and analyze data to provide a deeper understanding of progress towards the mission and vision and inform decision making in response. The most effective data dashboards incorporate a high level of visualization. Data visualization is the

graphical representation of data. This is important because the graphical representation not only organizes data in a user-friendly way but also ensures that a valid and reliable story is told with the data. Data dashboards empower both technical and non-technical users to understand strength areas and challenge areas to change outcomes.

After careful review throughout the summer of 2021 a decision was made that a change in our current Edina Data Dashboard, Learner's Edge, is necessary to meet the evolving needs of our data users. In addition a decision was made to move to using Tableau Software.

Tableau Software:

[Tableau Software](#) is an interactive data visualization software company focused on business intelligence. In short, it helps people see and understand data using dashboards converted to an interactive platform.

What is our timeline for implementation of Tableau Software?

Implementation with the district team begins the week of 12/12/21. The process to fully implement and begin utilizing our initial visualizations is approximately 90 days. During the spring of the 21-22 school year, the district implementation team will support principals and administrators in the use of this tool. By the fall of the 22-23 school year, we will begin training teachers and families on the use of Tableau.

Sample Tableau Visualizations: These are only examples in order to provide the board with an understanding of what visualizations can look like for the user.

Student Snapshot View Within Infinite Campus Staff, Parent and Student Tools:

Student Snapshot ☆

[Student Information](#) > [General](#) > Student Snapshot



Dylan Abegg
Grade: 11

Absences by Term		Attendance Rate	
SEM1	SEM2	SEM1	SEM2
5	7	91.54%	90.18%

Behavior Events by Term	
SEM1	SEM2
2	6

Course Grades					
Term Name	Course	Task Name	Score	Progress Score	
SEM2	Animal Science	Semester	B	100	
	AP Advanced Biology	Semester	B	83	
	English 11	Semester	B	85	
	Math B	Data Analysis	Met	Met	Abc
		Geometry	Met	Met	Abc
		Measurement	Exc	Met	Abc
		Number Sense	Met	Met	Abc
		Semester	B+	85	Abc
	Physical Education	Semester	A	A	Abc

Test Scores		
Subject	Year	Score
Lang Arts	2017	200
	2018	196
	2019	190
Math	2017	222
	2018	225
	2019	250

Term Name

 SEM1
 SEM2

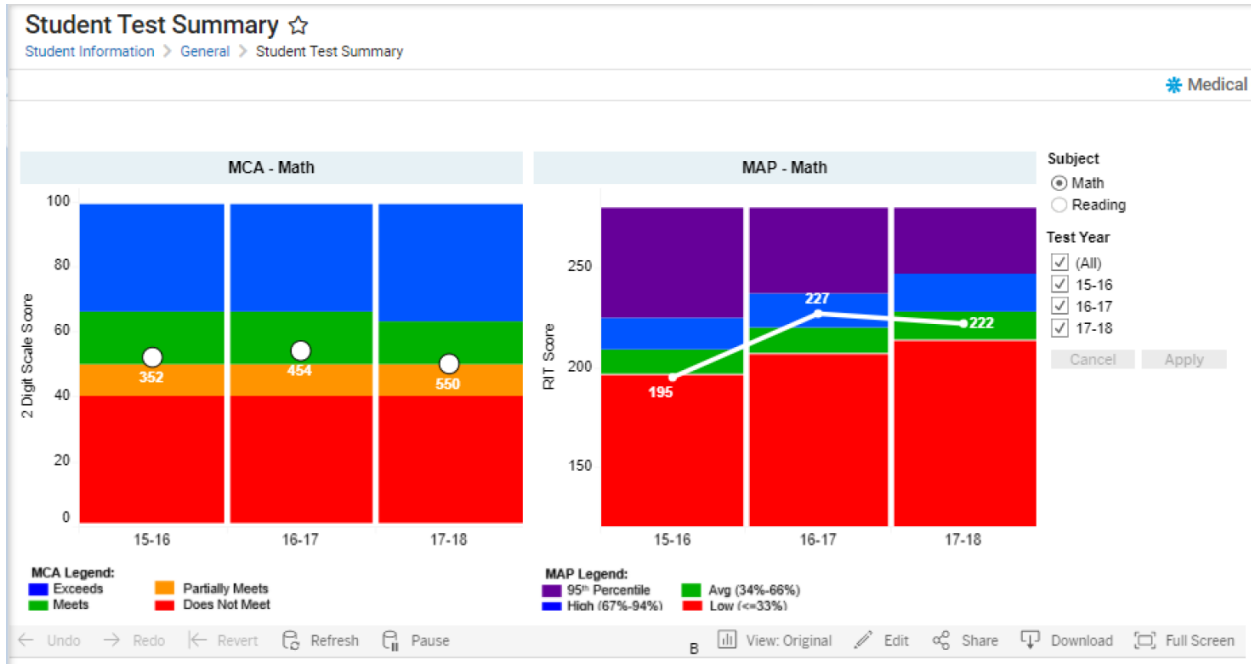
Subject

 Lang Arts
 Math

← Undo → Redo ⏪ Revert 🔄 Refresh ⏸ Pause

B View: Original ✎ Edit 🗨 Share 📄 Download 🖥 Full Screen

Student Assessment View Within Infinite Campus Staff, Parent and Student Tools:



College Readiness Student Profile

College Readiness - Student Profile

Composite - Anderson, Frederick N - 9123

Test Name	Grade	Test Year	Score
EXPLORE	08	2011-12	24
PLAN	10	2013-14	28
ACT	11	2014-15	33

English

Test Name	Grade	Test Year	Score
EXPLORE	08	2011-12	23
PLAN	10	2013-14	27
ACT	11	2014-15	34

Reading

Test Name	Grade	Test Year	Score
EXPLORE	08	2011-12	25
PLAN	10	2013-14	28
ACT	11	2014-15	36

Math

Test Name	Grade	Test Year	Score
EXPLORE	08	2011-12	21
PLAN	10	2013-14	29
ACT	11	2014-15	30

Science

Test Name	Grade	Test Year	Score
EXPLORE	08	2011-12	25
PLAN	10	2013-14	27
ACT	11	2014-15	30

Test Year: (All) 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16

Test Name: (All) EXPLORE PLAN ACT

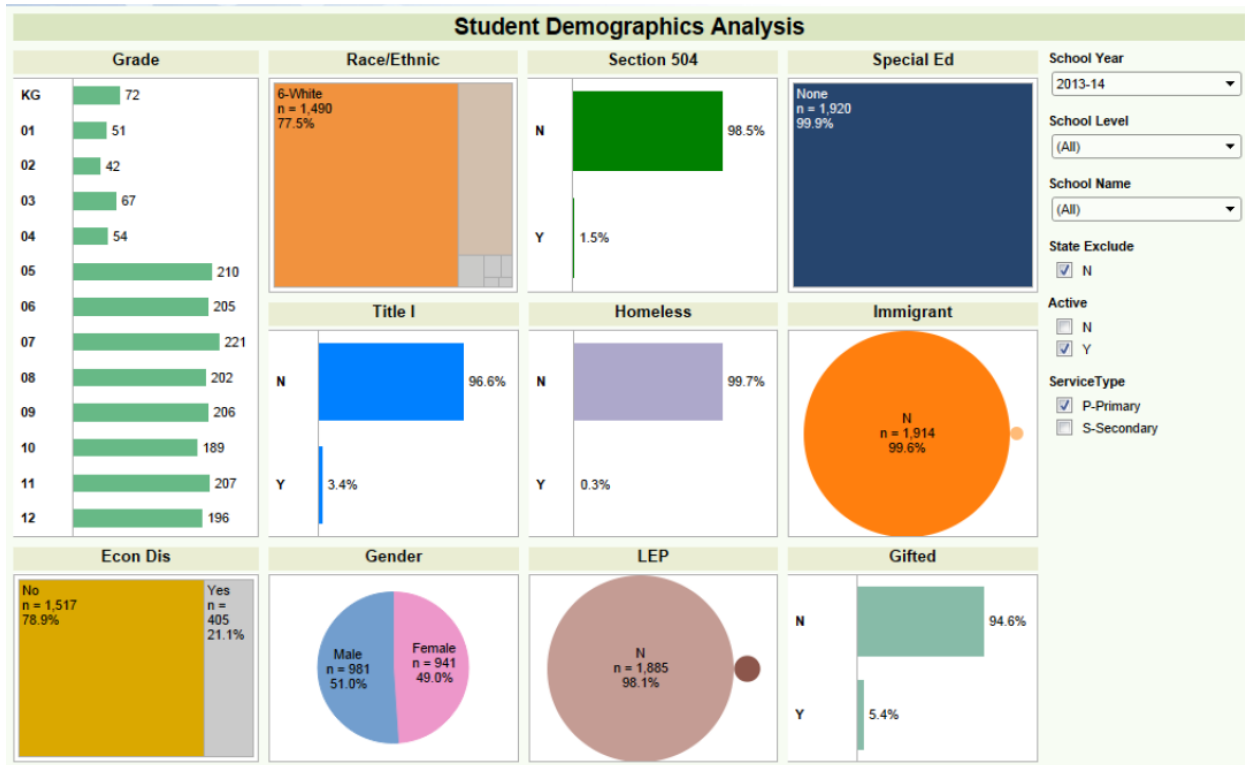
Current Grade: 12

Student - ID: Anderson, Frederick N - 9123

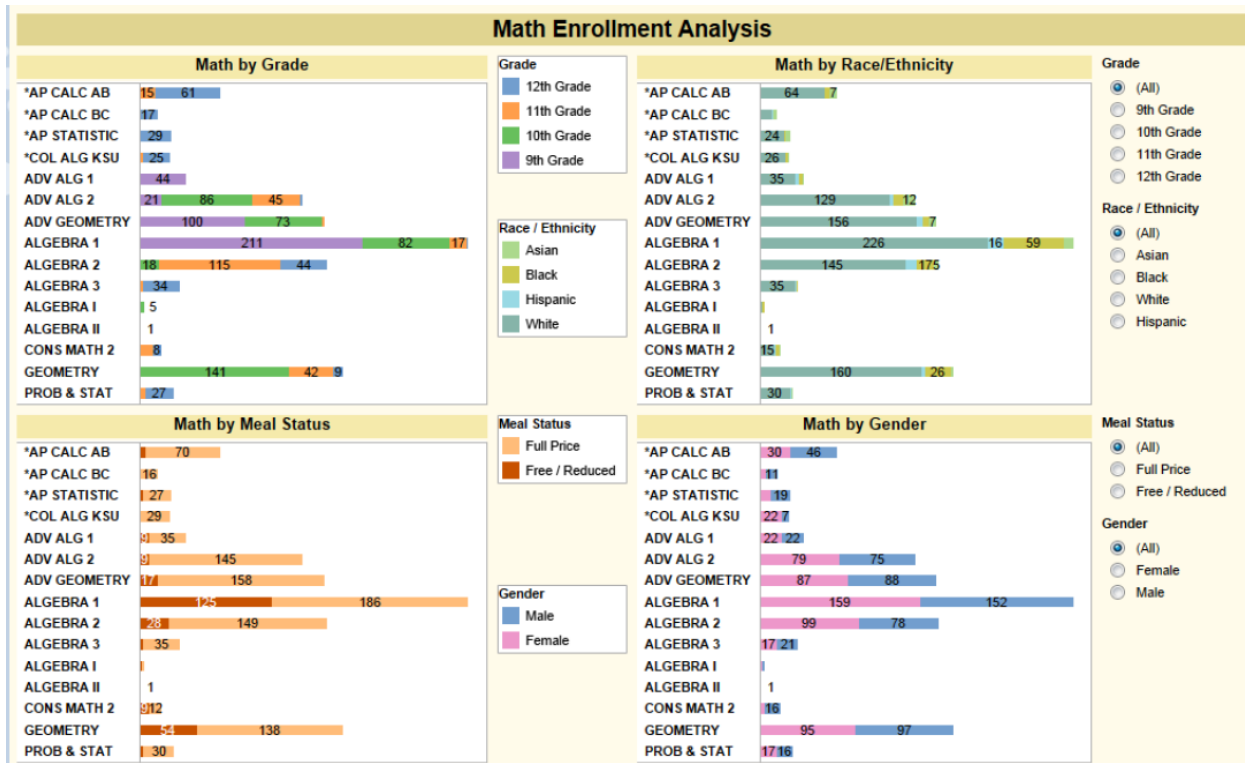
Student Detail - Anderson, Frederick N - 9123

Test Name	Grade	Test Year	CR Eng	CR Math	CR Read	CR Sci	CR Sub	Cm SS	En SS	En RS SS	En UM SS	Ma SS	Ma AL SS	Ma GE SS	Rd SS	Sc SS	Wr CO SS	Wr SU SS
EXPLORE	08	2011-12	CR	CR	CR	CR	4	24	23	10	12	21			25	25		
PLAN	10	2013-14	CR	CR	CR	CR	4	28	27			29			28	27		
ACT	11	2014-15	CR	CR	CR	CR	4	33	34			30			36	30	34	11

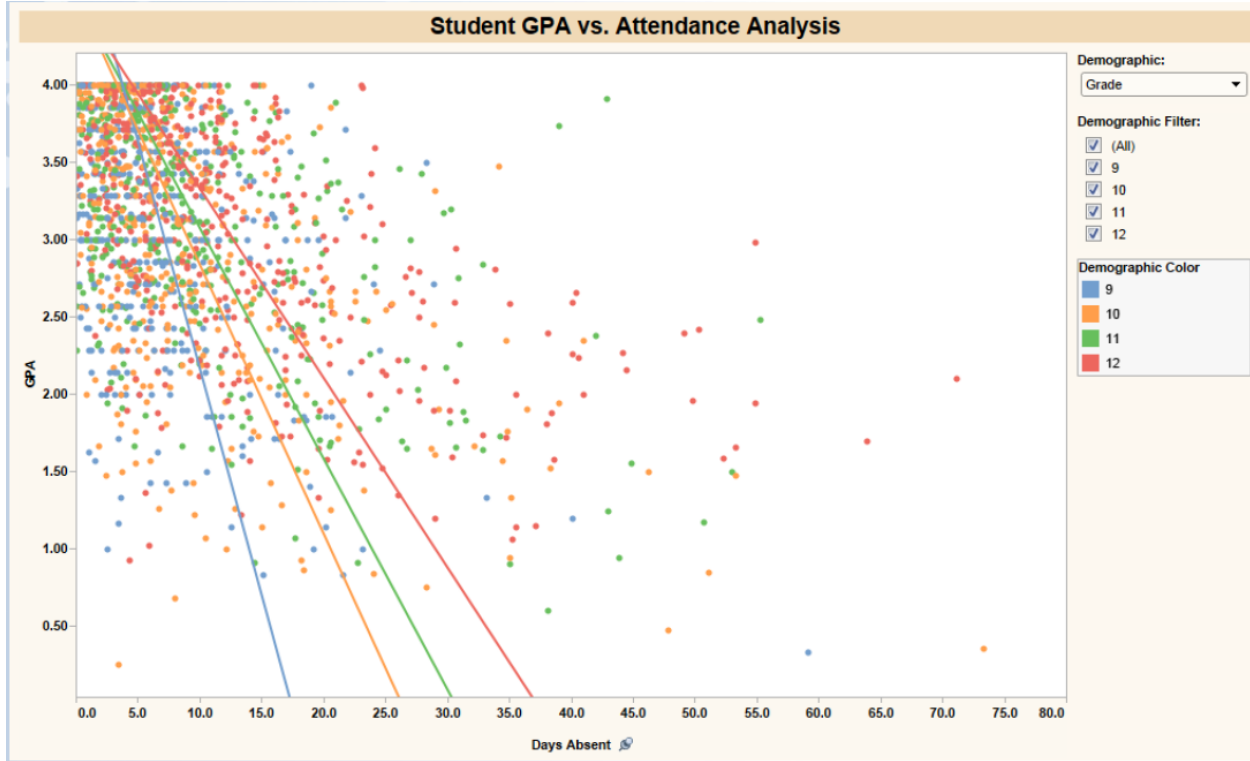
Enrollment in Student Programs



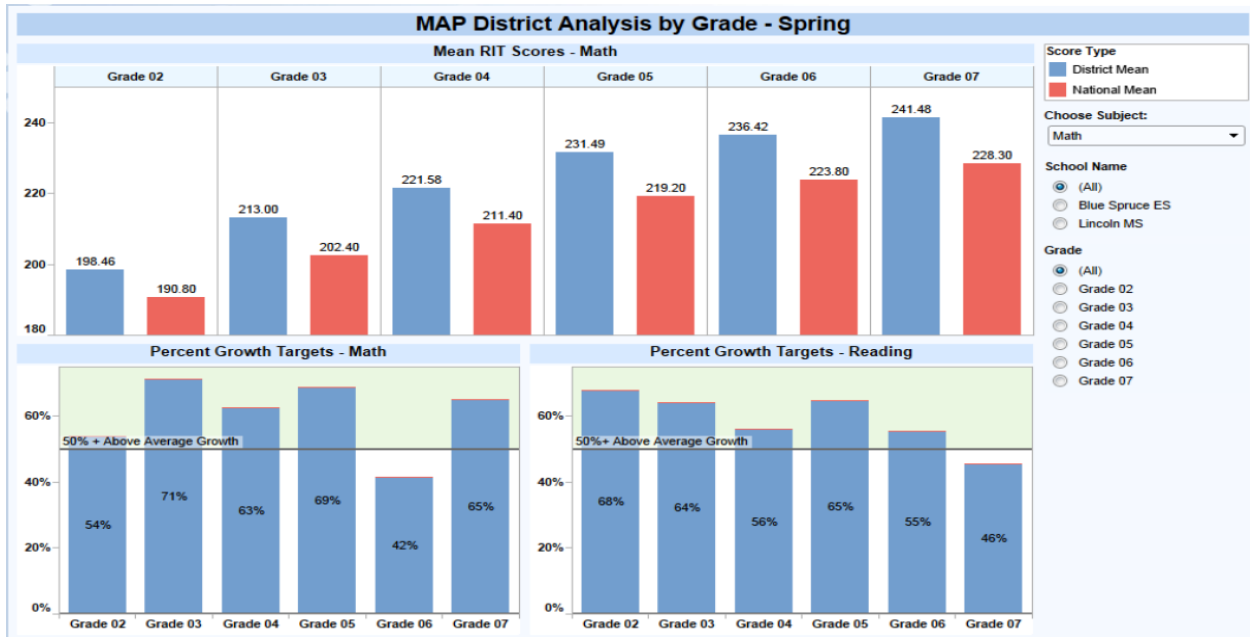
Student Enrollment View Within Infinite Campus Staff Tool:



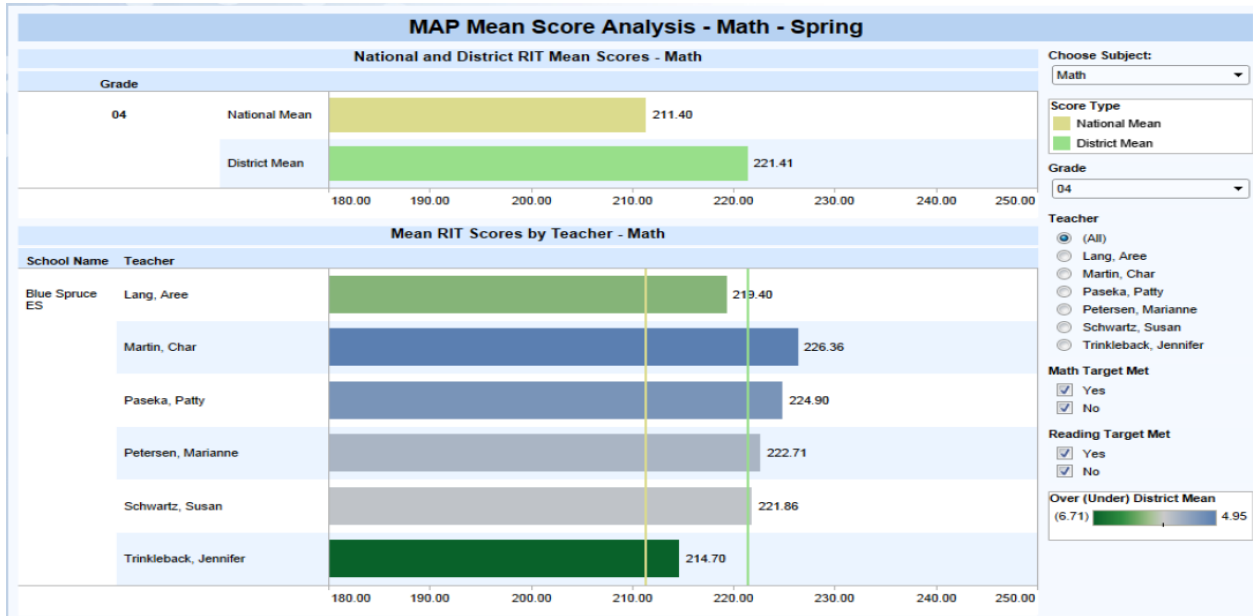
Attendance vs Student GPA Analysis



Grade Level Assessment View Within Infinite Campus Staff Tool:



Student Assessment Score Analysis





Board Meeting Date: 11-16-21

TITLE: Masking Update for Return to School Plan

TYPE: Action

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Troy Stein, EHS Assistant Principal and Activities Director

BACKGROUND: Administration is proposing an update to the masking guidance in the Edina Return to School plan in reference to athletic competitions.

RECOMMENDATION: Administration is asking the board to approve the masking update proposal.

Desired Outcomes from the Board: The desired outcome from the board is to understand the need for the masking change, be prepared with questions regarding the topic and make a decision about whether the proposed update is an acceptable change to the Return to School plan.

ATTACHMENTS: Proposed Edits Summarized Below

Edina Public Schools Activities and Athletics Mask/Face Covering Guidance

Transportation: All students and staff must wear masks/face coverings when riding EPS transportation.

Outdoor: Masks/face coverings are not required for students, coaches, and spectators at outdoor practices, activities or competitions.

Indoors: Masks/face coverings are required indoors in the following situations:

- For students involved in meetings, practices and competitions at any time when they are **NOT actively participating in practice or during in-game competition.** ~~practicing or competing~~ (this includes but is not limited to: ~~on the bench, on the pool deck,~~ classrooms, team rooms, locker rooms).
- For staff/coaches/advisors at all times.
- For **non-active** officials at all times. **(Officials physically participating in competition, i.e., basketball officials running down the court, do not need to wear a mask. Non-active officials such as judges, scorer's table workers, or any officials standing or sitting still will be required to wear a mask)**
- For spectators at all times.

Masks/face coverings are NOT required to be worn when indoor sports or personal wellness participants are actively practicing or competing.

Original Version from the Return to School Plan approved by the school board Aug. 17,2021, p. 14

Athletics and Activities

All students and staff must wear masks when riding EPS transportation.

Masks are not required for students, coaches, and spectators at outdoor practices, activities or competitions.

Masks are required indoors in the following situations:

- For students involved in meetings, practices and competitions at any time when they are not actively practicing or competing (this includes but is not limited to: on the bench, on the pool deck, classrooms, team rooms, locker rooms, etc).
- For staff/coaches/advisors at all times.
- For officials at all times.
- For spectators at all times.

Masks are NOT required to be worn when indoor sports or personal wellness participants are actively practicing or competing.