



**School Board Special Meeting Tuesday,
November 30, 2021; 6:00PM
ECC Room 350**

- I. Determination of Quorum and Call to Order**
- II. Closed Session**
 - A. Superintendent Review
Presenter(s): Erica Allenburg, Board Chair
- III. Consent**
 - A. Window Replacement for ECC
- IV. Discussion/Report**
 - A. Magnet Programming Recommendations
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; Jody De St. Hubert, Director of Teaching and Learning; Elementary Principal Reps; and Language Immersion Design Team Reps.
 - B. Updated Profile of an Edina Graduate
Description: Administration is proposing an update to the profile of an Edina Graduate. The profile will be used from the program level down to the individual classroom level. The Profile will serve as guiding parameters when refreshing curriculum, designing courses, units and projects. The profile was previously approved by the School Board to synthesize our expectations for learners when they leave Edina Public Schools and serves as a guidepost for families regarding how Edina scholars are preparing to be future ready.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Jody De St. Hubert, Director of Teaching and Learning
- V. Board Chair Updates**
- VI. Superintendent Updates**
- VII. Adjournment**



Board Meeting Date: November 30, 2021

TITLE: 2021-2022 Superintendent Goals – Midyear Review

TYPE: Discussion

PRESENTER(S): Stacie L. Stanley, Superintendent

BACKGROUND: Attached are the proposed 2021-2022 Superintendent Goals along with current status of each goal.

RECOMMENDATION: None - Discussion Only

Desired School Board Outcomes: Review thoroughly ahead of time and prepare comments and questions.

ATTACHMENTS:

1. Goals/ Status Report
2. Superintendent's Review Summary

2020-2021 Superintendent Goals and Current Status

Below are the goals and current status of the work being done by the Superintendent and District administration.

Proposed 2021-2022 Superintendent Goals are directly related to the return to in person learning and key aspects of the strategic plan.

Return to School Plan – Edina Public Schools will return to in person learning 5 days per week. The Superintendent will lead the implementation of the return to school plan including:

The superintendent presented a return to school plan on August 17, 2021 with goals to ensure EPS students moved to learn in-person 5 days a week, and with limited disruptions and quarantine. Students returned to school on August 31, 2021. Mitigation efforts including universal masking, physical distancing, the use of HEPA filters, hygiene protocols including handwashing, monitoring for symptoms, and daily or as needed cleaning of high touch surfaces.

Since the start of school, we have had a minimal number of full classes in quarantine, and as of Friday, November 19, 2021 there were 21 E-12 students quarantined due to close contact in the school setting or school sponsored activity and 69 students in quarantine due to close contact in the non-school setting.

Key benchmarks along with their status are outlined below.

- Collaboratively develop a comprehensive return to school plan that will support the return to in-person learning with limited learning disruptions.
 - Completed – plan approved 8.17.21
- Develop and monitor key set of metrics to determine degree of mitigation factors including a gauge to determine when the use of masks will be dialed back.
 - Completed and presented to school board during 10.11.21 School Board meeting
- Establish, publish, and maintain a dashboard to report aggregate district level COVID positive cases and quarantine data.
 - Completed – dashboard launched in September
- Continued partnership with City of Bloomington and public health and other stakeholders on the incident command team.
 - Received weekly debrief from Bloomington Public health, and held Incident Command Team meetings on 10.26.21 and 11.10.21
- Ensure student performance data is collected, reviewed, and used in each school to identify learning impact, if any, from the learning model shifts during the 2020-2021 school year.
 - Completed and overview provided to the school board on 10.11.21
 - Use of student performance data is on-going
- Provide an overview of current levels of student performance to the board of directors.
 - Completed and overview provided to the school board on 10.11.21.
- Ensure student health & well-being data is collected, reviewed, and used in each school to identify student mental health needs and establish targeted support plans as needed.

- Spring 2021 Panorama data used in MTSS process in the fall.
- Students continue to be monitored by site teams for mental health and well-being. Referrals for various supports handled accordingly.
- Panorama scheduled to be administered in early spring 2022
- Monitor teaching and learning efforts in the Edina Virtual Academy to ensure rigorous instruction and learning outcomes are in place and implemented throughout the school year.
 - Staff member designated with oversight in August
 - Updates provided to cabinet
 - Board update scheduled in December 2021
- Frequent, accurate and effective communication with families and community to maintain trust.
 - Various outreach methods used to communicate with stakeholders including:
 - Reports at school board meetings,
 - Use of recorded messages,
 - Update in fall Experience newsletter,
 - Buzz updates
 - Parent Leadership Council, and
 - Meetings with school PTOs

Magnet Schools (Strategic Plan A.1) - Explore, develop, and establish a launch plan for additional Early Learning Center -12 programming that promotes authentic and engaging learning experiences to meet the needs of future ready learners and provide attractive educational options

An update on exploration process for magnet programming was presented to the school board in October. Exploration included garnering input from stakeholders via small parent groups, ThoughtExchange, surveys, staff meetings at each elementary and meetings with school administration. The administrative team will present final recommendations to the school board or November 30, 2021.

Key benchmarks along with their status are outlined below.

- Provide direction and consultation on the magnet programming design process; ensure that student and parent voice is engaged in the process, and that the plan includes an analysis and revision of the Profiles of a Learner.
 - Initial report provided to the school board in October. Report included an overview of the design process conducted thus far, the engagement of stakeholders, and suggested magnet programming options.
 - Members of administrative team have continued to work with stakeholders along with key partnerships to develop final recommendations which will be presented to the school board on November 30, 2021.
- Ensure quarterly detailed updates are provided to the board of directors.
 - School Board update provided at October 2021 school board meeting.

- Final recommendations will be presented to school board November 30, 2021.
- Evaluate and monitor fiscal implications to ascertain programming is implemented within proposed timelines.
 - Reports received from planning team and included in report to school board in October 2021.
 - Fiscal implications provided in final recommendations, which will be presented at November 30, 2021 school board meeting.
- Leverage partnership with city agencies and the business community to support Early Learning Center -12 program development.
 - Partnership with Edina City Chamber to host business roundtable on October 15, 2021. Forty-eight business leaders representing many industries participated in the event. During this event, administration garnered feedback on the portrait of a learner, along with information related to the knowledge and skills needed to thrive in their industries.
 - Met with Edina Realtors on November 16, 2021 to share update on possible magnet programming.
 - Partnered with Edina League of Women Voters on November 12, 2021 to host a hybrid meeting where I was able to outline district efforts including possible magnet programming.
 - Met with various stakeholders throughout the fall including Rotary, Edina Education Fund, Edina Give and Go, and the city of Edina to share about district and possible magnet programming.

Comprehensive Literacy Plan (Strategic Plan A.3, A.4)

The comprehensive literacy plan was launched in September. Five thousand K-8th grade students were screened for dyslexia. Principals and teaching teams met to examine the data and instructional plans were created and have been implemented at each school. The Early Learning Center curriculum has been reviewed and the plan was presented to the school board and approved in November. The study of 6-12 curriculum recently began and will continue through the remainder of the school year.

Key benchmarks along with their status are outlined below.

- Provide direction and consultation to ensure the quality implementation of the board approved literacy plan, including the key component of critical thinking.
 - Literacy plan was presented and approved in July 2021.
- Work with the district administration team to establish a Gantt chart for implementation efforts to project proceeds according to timelines.
 - Gantt chart completed and presented to the school board in September.
- Establish a district instructional leadership team, that will provide monthly updates to the superintendent to monitor student performance data:
 - Team established and began meeting monthly in September.
 - Team analyzed data collected at the start of the School year and developed a presentation that was provided to the school board in October.

- Monitor implementation of training, and application in the classroom setting.
 - Team provides a monthly update on implementation efforts. Members receive feedback to ensure that deep implementation will continue.
- Provide direction in the development of assessment dashboard that will allow administrators, teachers, and other service providers to easily access student performance data that informs instructional practice to meet the learning needs for students performing at all percentile levels.
 - Worked with administration to data and assessment staffing to ensure we have programming expertise.
 - Guided the process in first moving to Tableau for analysis.
 - Draft of Assessment Dashboard presented to the school board in November 2021. Final recommendation will be presented at the December 13, 2021 school board meeting.
- *Development and approval of the Early Learning Center & 6-12 plan.*
 - Early Learning Center curriculum has been reviewed and plan was presented to the school board in November.
 - The study of 6-12 curriculum recently began and will continue through the remainder of the school year

Equity review and analysis (Strategic Plan Priority B)

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.

The administration has worked on a Guiding Change plan that will be presented at the December 2021 School board meeting. Since July, all cabinet members, school administration and teacher leaders have been trained in the Tools of Cultural Proficiency. This framework is used for organizational development and includes systems processes developed by Terry Cross, Chris Argyris, and Peter Senge. The framework takes an intercultural approach toward building equitable organizations.

Key benchmarks along with their status are outlined below.

- Direct and oversee an organizational scan to build baseline understanding of district needs.
 - Presentation on process scheduled at December 2021 school board meeting.
- Establish a plan for the implementation of systems-wide framework.
 - Presentation on guiding change framework scheduled for December 2021 school board meeting.
- Organize professional development for administration and teacher leadership to develop a train-the-trainer model and support long-term sustainability.
 - Cabinet and administrators trained in conceptual framework in August 2021.
 - Teacher leaders (coaches, equity leads, coordinators) trained in conceptual framework in November 2021.

- Organize training for the school board of directors to ensure common language and coherence throughout the school district.
 - Working with school board chair to finalize February training dates.
- Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences, and perspectives
 - Form partnerships with post-secondary institutions to create a pipeline for a diverse workforce.
 - Attended Normandale Black Male Teach program in September
 - Attended University of MN Teacher of color recruitment partnership meeting in October
 - Oversee the development of recruitment, hiring, and retention plan.
 - Plan will be presented at December 2021 school board meeting.
- Establish baseline metrics and develop 3-year goals.
 - Analysis of metrics scheduled for January 2022

Leadership Development (Strategy D)

Superintendent began her tenure by holding 1:1 meetings with all district directors and lead principals. Superintendent holds monthly 1:1 meetings (or more frequent if needed) with each cabinet member. Superintendent attends principal meetings facilitated by the assistant superintendent and other departmental meetings as needed.

Key benchmarks along with their status are outlined below.

- Reestablish goal setting, feedback, and evaluation system for cabinet level leadership.
 - Cabinet members established personal and professional goals. Met with superintendent in the fall and are scheduled to meet with superintendent for mid-year check-ins in January.
- Establish a department continuous improvement process to include goals, actions steps, key indicators of progress and evaluation metrics.
 - Cabinet members developed and have started to implement department improvement plans. Cabinet members provide bi-monthly updates on the plans.
- Build understanding & use of effective change management models for all district leaders.
 - Cabinet members participated in training on prevalent change management models.
 - Administrative team built micro-credential framework for principal and other districtwide leaders. Initial training for leaders occurred in November, and monthly training will be provided through May 2022.
- Establish student superintendent leadership teams.
 - Students are currently being recruited for superintendent leadership team. First meetings will be held on December 16th and December 17th.

Superintendent 2021-2022 Transition & Onboarding

Superintendent has engaged herself in the community in a variety of ways including meeting with key community stakeholders, attending community and school events, hosting community information events, meeting with Parent Leadership Council, Meeting with PTOs, serving as a member of Edina Chamber Board, sworn in as member of Edina Morningside Rotary.

Key benchmarks along with their status are outlined below.

- Develop a four-year Gantt Chart that outlines the implementation of Strategic Plan.
 - Draft of Gantt Chart was presented to school board in October 2021, and the finalized Gantt Chart will be presented at the December board meeting.
- Foster trusting, collaborative, and constructive relationships with the Edina Public Schools Board of Directors.
 - Held 1:1 onboarding meeting with each board member.
 - Co-planned & co-facilitated school board retreat.
 - Facilitated information sessions for potential school board candidates in July 2020.
 - Facilitated information sessions for school board candidates in October 2021.
 - Weekly agenda setting meetings.
 - Attend and actively participate in school board committee meetings.
 - Per school board norms, provide frequent updates to board.
 - Remain in contact with the board regarding any key district items.
- Foster trusting, collaborative, and constructive relationships with Edina Public Schools internal & external stakeholders.
 - Establish strong relationship with City of Edina.
 - Member of Edina Chamber of Commerce board.
 - Met with legislative representatives.
 - Attend many school events and met with students from clubs.
 - Support efforts of local non-profits.
 - Partner to host EPS Business Roundtable.
 - Sworn in as Edina Morningside Rotary member.
- Maintain a high level of trust with the Edina Public Community and stakeholders during a time of transition through quality communication and visibility.
 - Frequently attend school and community events.
 - Frequent communication with stakeholders using a variety of methods.
 - Use of social media outlets to engage stakeholders.
- Assess organizational coherence and effectiveness across key departments to support implementation of strategic plan and collaboratively defined outcomes.
 - Conducted a S.W.O.T. assessment and provided an overview to school board, and 90-day transition update at school board worksession.
- Build deep understanding and initial intra - district commitment to district vision, core values and core beliefs.
 - Met with all staff to provide an engage and build foundational understanding of EPS mission, Vision, Core Values and Beliefs
 - Met with all PTOs to engage and build foundational understanding of EPS Mission, Vision, Core Values and Beliefs.
 - Engaged Parent Leadership Council to build foundational understanding of EPS Mission, Vision, Core Values and Beliefs.
 - Partnered with League of Women Voters to provide a hybrid overview of district vision and programming.
- Strategically utilize community partnerships to champion excellence and value of education in EPS.

- Worked with administrative team to generate marketing materials to share with various stakeholders and business partners to foster an understanding of the Excellence of EPS programming. Requested that information in materials be used to champion the excellence that EPS has to offer.
 - Rotary
 - City of Edina (Fire, Police, City Government)
 - Chamber of Commerce
 - Edina Realty
 - Business community
 - Parent Groups
 - League of Women Voters
 - EPS Staff
- Convene a Core Planning Community Feedback team consisting of students, parents, licensed & classified staff, administrators, and school board directors to monitor yearly progress in implementation of the strategic plan.
 - Slated for development to begin in January 2021.
- Provide communication and information to school board candidates.
 - Weekly agenda setting meetings.
 - Attend and actively participate in school board committee meetings.
 - Per school board norms, provide frequent updates to board.
 - Remain in contact with the board regarding any key district items.
- Complete MSBA phases 1-3 with new school board members, along with key first quarter key decisions that will be made.
 - New and current interested board members will be registered sessions beginning on January 9, 2022.
 - Finalizing schedule for onboarding new school board members.
- Explore data request process to ensure efficiencies for the public
 - Administrative team working on processes and will bring to the school board in January 2022.

SUPERINTENDENT PERFORMANCE EVALUATION FORM

Name: Stacie L. Stanley, Ed.D.
Date: November 30, 2021
Evaluator: School Board
Appraisal Period: July 1 to November 30, 2021

Directions:

This form includes ten main performance topics common to the position of Superintendent and one open-ended evaluation question. A rating scale is provided to allow School Board members to rate the Superintendent's performance relative to each topic. School Board members should circle the appropriate response and use the space for comments which follows each main topic to further evaluate the Superintendent.

Please note: The evaluation codes are for Board discussion guidance only. We will use the discussion feedback from this form on the formal summarized Superintendent evaluation.

Evaluation Codes:

- 1 Indicates unacceptable performance
- 2 Indicates improvement needed
- 3 Indicates expectations have been met
- 4 Indicates very good performance
- 5 Indicates outstanding performance
- UA Unable to answer

Performance Indicators

1. Provides leadership for the School District's educational programs, and curriculum development to provide the best possible learning environment for the students.

1 2 3 4 5 UA

Comments:

2. Informs and advises the School Board about programs, practices, and problems of the School District and keeps the School Board informed of the activities operating under the School Board's authority.

1 2 3 4 5 UA

Comments:

3. Explains the educational needs of the School District to the School Board, recommending necessary new or revised policies and staffing changes for School Board action.

1 2 3 4 5 UA

Comments:

4. Acts as a liaison between the community and the School District and responds to concerns of parents, students, citizens, and staff to increase understanding of policies and practices and to keep them informed and involved with School District activities.

1 2 3 4 5 UA

Comments:

5. Oversees all financial operations of the School District and prepares, presents, and recommends the various budgets to the School Board.

1 2 3 4 5 UA

Comments:

6. Works effectively with employee groups and assists with contract negotiations. Recommends changes pertaining to working with employee groups.

1 2 3 4 5 UA

Comments:

7. Institutes and updates a comprehensive strategic planning process, including short-term and long-term planning, school improvement plans, School District goals, and instructional goals.

1 2 3 4 5 UA

Comments:

8. Establishes and maintains good relationships with personnel outside the School District to promote the best interests of the School District. (examples include City of Edina, Rotary, Associations, etc.)

1 2 3 4 5 UA

Comments:

9. Maintains and improves effective School Board-Superintendent relations and communications.

1 2 3 4 5 UA

Comments:

10. Provides leadership during COVID-19 (e.g. distance learning, graduation).

1 2 3 4 5 UA

Comments:

11. Any other comments

Comments:



Board Meeting Date: 11/30/2021

TITLE: ECC Window Replacement

TYPE: Consent

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

BACKGROUND: Attached is a list of contractors and their respective bids submitted on November 18th, 2021. Wold Architects and Engineers recommend the following low bidder base bid for the ECC Window Replacement. The project is funded through Long Term Facility Maintenance Funding. The District Finance and Facilities Committee, administration and architect teams are reviewing and prioritizing scope, spending and schedule of all projects in the ten year long term facility maintenance plan to ensure the district stays within budget.

| | |
|-----------|-----------|
| S&J Glass | \$932,000 |
|-----------|-----------|

RECOMMENDATION: Approve the contract as per the attached document from Wold Architects and Engineers for the ECC Window Replacement.

Desired Outcomes from the Board: Approve the ECC Window Replacement as described above.

ATTACHMENTS:

1. Recommendation (Wold letter)
2. Bid tab

November 19, 2021



John Toop
Independent School District #273
5701 Normandale Rd
Edina, Minnesota 55424

Re: Independent School District #273
2022 Edina Community Center Window Replacement
Commission No. 212013

Dear John:

We recommend the following be presented to the ISD #273 Edina Board of Education.

On Thursday, November 18, 2021 at 2:00pm, four (4) competitive bids were received from Glazing and General Contractors for window replacements at Edina Community Center. A bid tabulation is attached for your review. S & J Glass from Coon Rapids, Minnesota submitted the lowest base bid in the amount of \$932,000, which is within the overall project budget. We have confirmed S & J Glass is confident in their bid number, and recommend awarding them this project.

Sincerely,

Wold Architects and Engineers

Maria Kennedy

Enclosures

cc: Dr. Stacie Stanley, ISD #273 Superintendent
Eric Hamilton, ISD #273 Director of Building and Grounds
Ben Beery, Wold
Vaughn Dierks, Wold
Makayla Lakeman, Wold

SS/ISD_273/202013/crsp/nov21

Wold Architects and Engineers
332 Minnesota Street, Suite W2000
Saint Paul, MN 55101
woldae.com | 651 227 7773

**PLANNERS
ARCHITECTS
ENGINEERS**

**Project Name:**

Commission No.:

Date:

Time:

**Edina Community Center
Window Replacement**

212013

11/18/2021

2:00

BID TABULATION

Wold Architects and Engineers

332 Minnesota Street, Suite W2000

Saint Paul, Minnesota 55101

651.227.7773 Fax: 651.223.5646

| Bidders Name | Addendum Numbers | Bid Security | MN Responsible Contractor | Base Bid | | Remarks |
|---------------------------|---------------------|--------------|------------------------------|----------------------|--|---------------------|
| S & J Glass | 1,2 | x | x | \$ 932,000.00 | | Apparent Low |
| Murphy Window and Door | 1,2 | x | x | \$ 1,065,000.00 | | |
| Brennan Companies | 1,2 | x | x | \$ 1,908,000.00 | | |
| Construction Results Corp | 1,2 | x | x | \$ 1,749,380.00 | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |



Board Meeting Date: November 30, 2021 Special 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 including recommendations. In this report, the term “Magnet Programming” is used as a generic term to reflect programming that is attractive and competitive for both Edina Community residents and open enrolled families.

Desired Outcomes from the Board:

- Each board member will have reviewed the materials thoroughly ahead of the meeting, and come prepared with final questions, if any, that might still exist.

ATTACHMENTS:

1. Presentation [slides](#)
2. June 21, 2021 approved [Guiding Change Document](#) for Elementary Programming
3. Wold Architect Draft Construction Plans

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:

Cornelia Elementary school is projected to increase resident enrollment through 2024, thereby reducing available space for open enrollment (currently 17.4%). Creek Valley is projected to have stable resident enrollment (current at 77%, with 23% open enrollment. Recently, the City of Edina informed the school district that both Cornelia and Creek Valley will have additional construction projects producing additional residents attending their sites. Countryside Elementary school is projected to have stable resident enrollment (70%) and resident open enrollment (30%) through 2024. These enrollment projections suggest that Countryside Elementary school will have the most available space for a district magnet program (Spanish).

Study and Engagement Timeline:

- 2015: Birth to Grade-5 Study Recommendation: Add STEM/STEAM and Language Programming to Elementary.
- Sept. 2018: Morris Leatherman Community Phone Survey (Findings: Add STEM, Talent Development and Language Options to Elem).
- Feb. 2021: Board Presentation: Admin Recommendation to Pursue a Language program.
- May 2021: Design Team established.
- May 24, 2021: Research initiated.
- June 21, 2021: Guiding Change (parameters) finalized with the board.
- 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.

- Aug.-Oct. 2021: Language and STEAM Design Team meetings.
- October 2021: ThoughtExchange conducted with over 200 staff, 100 students and 100 parents, Student Focus Groups, School Board Presentation.
- October 11 2021: Present a board update on Elementary Magnet Programming process.
- October 19, 2021: Present recommendations for Elementary Magnet Programming.
- November 2021: Staff presentations of Design Team Findings at each Elementary school and ELC followed by Q and A.
- November 2021: Second Staff Meeting, Parent Leadership Meeting followed by Q and A.
- November 30, 2021: Seeking Board Approval for Elementary Magnet Programming Recommendations.
- December 2021: Prepare registration materials and complete registration for fall of 2021 for phase I.
- January 2022: Begin registration process for Spanish Language Program.
- Jan.-Oct. 2022: Complete design process for construction, hiring, materials review, staff training. Provide regular board updates on process.

Design Options/Ideas will:

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

Language and STEAM Programming: Board Presentation

Nov. 30th, 2021

Dr. Randy Smasal, Jody De St. Hubert, Chris Holden, Kari Dahlquist, Val Burke,
Blanca Diazdeleon, Uli Rodriguez, Leah Byrd, Dr. Amy Young-MDE

Overview of Magnet Programming Design Process

- Goals
- Process
- Recommended Strategies to Achieve Goals
 - Spanish Language Programming in Elementary
 - S.T.E.A.M. programming PreK-12

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.

The Top 10 Job Skills for 2025: Future Ready

- Analytical Thinking and Innovation
- Active Learning and Learning Strategies
- Complex Problem Solving
- Critical Thinking and Analysis
- Creativity, Originality and Initiative
- Leadership and Social Influence
- Technology Use, Monitoring and Control
- Technology Design and Programming
- Resilience, Stress Tolerance and Flexibility
- Reasoning, Problem Solving and Ideation

*Source: Future of Jobs Report, 2020,
World Economic Forum*

Design Process

Design Teams:

- Language Immersion: Assistant Superintendent, Normandale Elementary Principal, Cultural Liaison, Multilingual Program Coordinator, MDE Multi-Lingual and Immersion Consultant, HS Assistant Principal, Normandale Immersion Teacher, Early Learning Center Coordinator, Director of Community Education, EHS student
- S.T.E.A.M.: Assistant Superintendent, Elementary Principals, ELC coordinator, Director of Community Education, Director of Teaching and Learning, Elementary EEVP Administrator

Design Team Process Steps:

1. Research
2. Align Strategy to Goals
3. Collect Stakeholder Feedback on Design Concepts
4. Shared Findings/Recommendations with Community
5. Present Options to Elementary Sites for Language and S.T.E.A.M. programming
 - a. Collect Questions, Comments, Ideas from Staff
6. Analyze options for Elementary Language Programming primarily:
 - a. Model
 - b. Services
 - c. Physical Space
 - d. Transportation

Timeline of Study

- **2015:** Birth to Grade-5 Study Recommendation: Add STEM/STEAM and Language Programming to Elementary)
- **Sept. 2018:** Morris Leatherman Community Phone Survey (Findings: Add STEM, Talent Development and Language Options to Elem.)
- **Feb. 2021:** Board Presentation: Admin Recommendation to Pursue a Language program
- **June 2021:** Language and STEAM study parameters approved by Board
- **Aug.-Oct. 2021:** Language and STEAM Design Team meetings
- **Oct 2021:** ThoughtExchange conducted with over 200 staff, 100 students and 100 parents, Student Focus Groups, School Board Presentation
- **Nov. 2021:** Presentations of Design Team Findings each Elementary sites and ELC: Q and A
- **Nov. 2021:** Second Staff Meeting, Parent Leadership Meeting: Q and A
- **Nov. 2021:** Final Board Presentation

Recommendation 1: Implement a Spanish Magnet Program in the fall of 2022

- **Model:** Spanish, Two Way Language
- **Size:** 2 sections in grade K (44-48 students)
- **Location:** Edina Community Center as the Incubator Site for one year, Countryside Elementary starting in Fall of 2023.

Why Spanish and Why the Two Way Model?

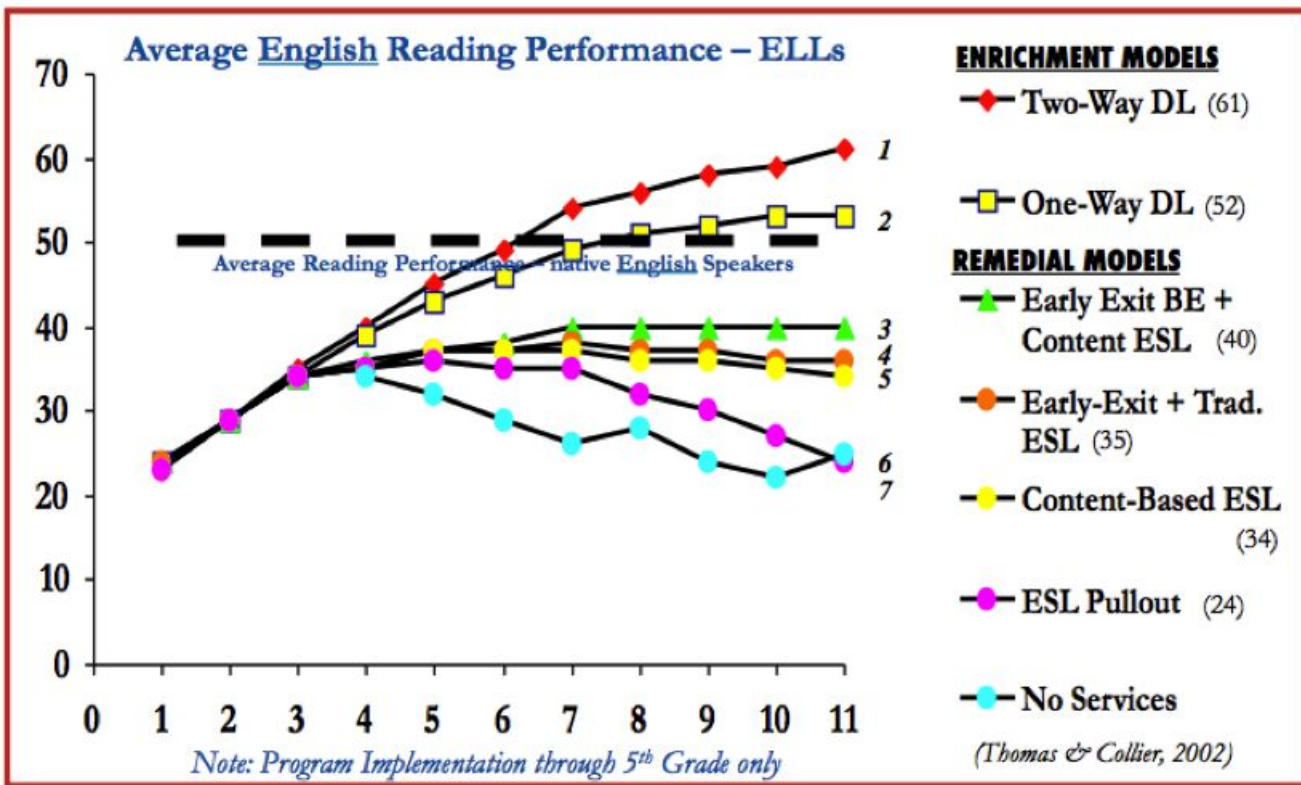
Spanish:

- 4th most spoken language world wide
- Curriculum resources, licensed staff
- Highest level of interest from Thought Exchange

Two-Way:

- PPS dual immersion students outperform their non-immersion peers in reading by fifth grade. (RAND Corporation study of Portland Public Schools, 2015)
- ML students have faster English Language Acquisition and Higher Academic Achievement (Miami School Readiness Project, 2020)
- Students attain higher academic achievement in reading and math (Miami School Readiness Project, 2020)
- Literature explanation for increased achievement:
 - Learning concepts in multiple languages equals deeper learning
 - Student language backgrounds support each other's learning of English and Spanish

PATTERNS OF LOW-SES ELLs' LONG-TERM ACHIEVEMENT IN ENGLISH READING ON STANDARDIZED TESTS (similar pattern for each SES group)



By Grade 7, English Language Learners are performing at the same level or above as their Native English Peers on English Reading Standardized Tests when participating in the Enrichment Model of Two Way Dual Language and to a lesser degree, One Way Dual Language.

Study included over 700,000 minority language students in 5 large districts across the country. Findings were validated by comparing to school systems in 26 states during the following 2 years.

Edina Community Center (ECC) as the Incubator Site for the 22-23 school year

- Provides for up to 48 spots for the two K sections
- Space is available at the ECC (Room 170, 172)
- This will not impact enrollment of the Early Learning Center Programming
- Allows for time to complete classroom construction at an elementary site

Considerations for School Placement for the 23-24 school year

- Current and future predicted enrollment
 - Resident
 - Open Enrollment
- Physical Space and Layout of building, parking and grounds
 - Is it expandable?
 - Construction of 6 additional classrooms (Lease Levy) in Spring/Summer of 2023.
 - Additional space for Special Education classrooms (Lease Levy)
- Demographics
 - Current patterns and trends
 - Location of Spanish Speaking Families
- CN, CS, CV as priority sites

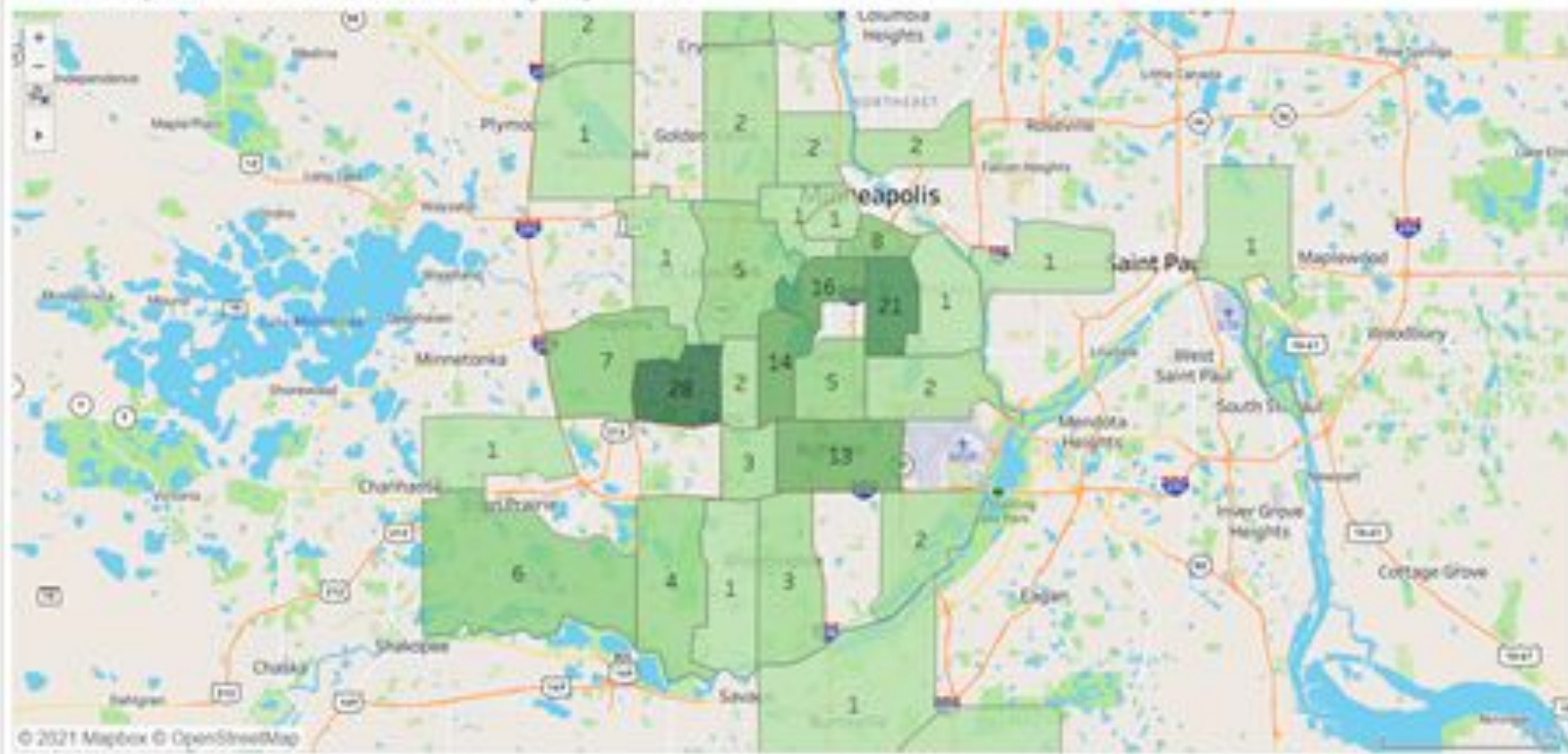
Site Recommendation: Countryside Elementary School

- Greatest amount of space (30% open enrollment)
- Expandable with construction
 - Six Classrooms to be added summer of 2023
 - Additional Special Education space added at the sites in 2023

Other Notes:

- Cornelia resident enrollment projected to increase thereby limiting future space for a district program
- Creek Valley option two, but more limited in space with smaller open enrollment at 23%

CS-HL Open Enrolled Students by Zip Code



Open enrollment at Countryside comes from many surrounding zip codes.

2022-2023 Program Schedule

The homeroom classroom will focus on Spanish language delivery for grade K.

- Spanish: Language Arts, Math, Science, Socials Studies
- Specials will be delivered in English or Spanish depending on staffing.
 - Art: 1 x week for 60 minutes (in classroom)
 - PE: 2 x week for 45 minutes a session (Gym)
 - Music: 2 x week for 45 minutes a session (Music Room)
 - Media: 1 x week for 45 minutes (Classroom/ND library)

Meals: Grab and Go for breakfast, Lunch in ND Cafeteria/170
Breakout

Recess: ELC courtyard and/or ND playground

Program Services

Students needing Special Education Services:

- In classroom support and service and/or pull out as designated by IEP (Conf. room)

Multilingual Students:

- Partner with Normandale for classroom space and/or use K partner classroom during specials

| School Year | Countryside Spanish Program Implementation |
|-------------|---|
| 2022-23 | 5 sections in K (The two Spanish sections at the ECC, 3 English at CS) 4 sections grades 1-5 |
| 2023-24 | 5 sections in each grade K-1 (Two sections of Spanish at each K-1 grade level) 4 sections grades 2-5 |
| 2024-25 | 5 sections in each grade K-2 (Two sections of Spanish at each K-2 grade level) 4 sections grades 3-5 |
| 2025-26 | 5 sections in each grade K-3 (Two sections of Spanish at each K-3 grade level) 4 sections grades 4-5 |
| 2026-27 | 5 sections in each grade K-4 (Two sections of Spanish at each K-4 grade level) 4 sections grades 5 |
| 2027-28 | 5 sections in each grade K-5 (Two sections of Spanish at each K-5 grade level) Full Implementation |

Note: 1 section = 1 homeroom classroom teacher

Spanish Two Way Language Implementation Timeline

- **Nov 30, 2021:** Board Vote (and if approved then....)
 - **Dec. 2021:** Parent Information Sessions
 - **Jan. 2022:** Parent K Registration and Lottery application completed
 - **Feb. 2022:** Lottery selection complete
 - **Feb. 2022:** Board update on long term implementation plans
 - **Spring and Summer of 2022:**
 - Hiring
 - Curriculum Development
 - Materials Review and Purchase
 - Teacher Training
 - 2021-22 planning/start up costs: \$50,000
- Quarterly Board updates on program implementation progress and monitoring



Spanish Two Way Immersion Implementation: Gantt Chart

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|---|---|---|-------------------------------|---------------|---------------|---------------|---------------|
| Spanish Language Students (2 sections/year) | Program Planning | K (44-48) | K-1 (88-96) | K-2 (132-144) | K-3 (180-196) | K-4 (230-250) | K-5 (280-304) |
| Additional Enrollment | | Minimum of 22-25 students per year up to 150 additional students by 2027-28 | | | | | |
| Location | | ECC | Countryside Elementary School | | | | |
| Construction | | None | Completed August 2023 | | | | |
| Busing Routes | | Use ND elem Routes | Additional Routes Needed | | | | |
| | | | | | | | |
| Resource Needs | Staffing, Training, Curriculum, Supplies/Technology, Furniture, Spanish Interns | | | | | | |

*Budget Note: \$47,000 start up costs for 21-22, Net positive thereafter.

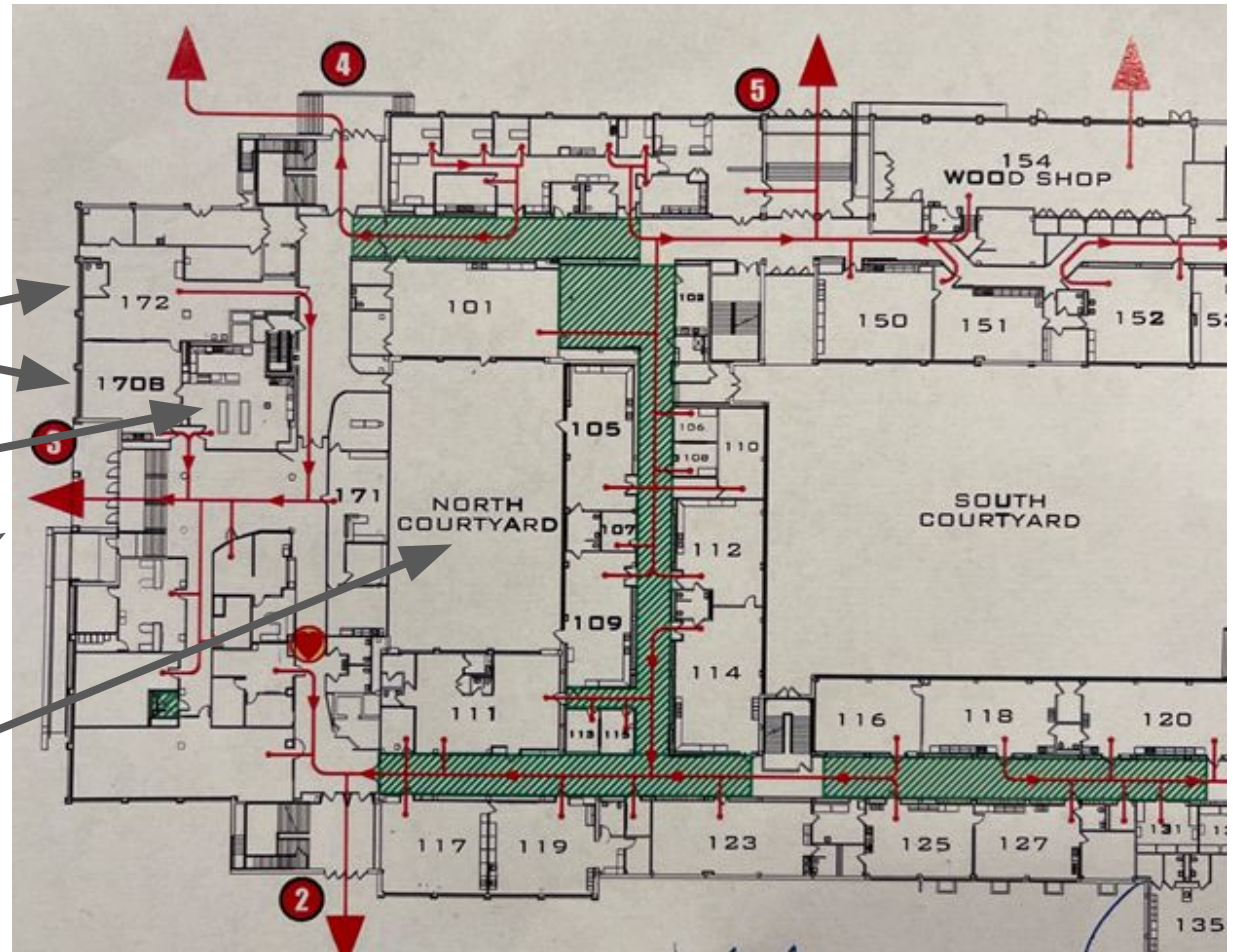
Edina Community Center: First Floor, North End

Classrooms

Lunch Room

Bus Drop Off

Recess



Implementation and Success Metrics: Spanish Two Way Language

Implementation Success Metrics:

- Full First Year Enrollment: 44-48 students
- Participation by Spanish Speaking Families (33-50% of enrollment)
- Project tasks completed on time:
 - Hiring
 - Curriculum Development
 - Materials Purchases
 - Teacher Training completed prior to start of school year
- Communication completed on time:
 - Family awareness and clarity regarding Spanish Two Way Language Program
 - Outreach for Hispanic/Latino/Latina families
 - Quarterly Board Updates

Program Success Metrics:

- Meeting academic benchmarks in Literacy and Math for K
- Meeting language proficiency targets
- Retention of students and families in program
- Satisfaction and engagement ratings; Family and student connections to school

Recommendation 2: Advance S.T.E.A.M. Programming PreK-12

What is S.T.E.A.M. and Why Advance this in Edina?

S.T.E.A.M. education provides an interdisciplinary learning model where students can apply content knowledge as well as key skills. High-quality STEAM education prepares graduates to face real-life problems with more creativity, critical thinking, and effectiveness. --XQSuperSchool.org

Interdisciplinary education provides learners a better opportunity to synthesize their learning by doing the following:

- *Making Connections Across Disciplines*
- *Taking Thoughtful Risks*
- *Engaging in Meaningful Learning Opportunities*
- *Becoming Resilient Problem Solvers*
- *Embracing and Appreciating Collaboration*
- *Working through the Creative Process*
- *Utilizing their Learning in Multiple Contexts*
- *Applying their Learning to Real World Challenges*

S.T.E.A.M. Examples

Elementary Example: Teachers integrate the outdoor garden into their science, math, writing, and art lessons. They pick vegetables from the garden, conduct science experiments, run calculations, draw pictures and write about the garden vegetables. Students learn about all of the factors impacting plant growth. Students share their learning at a fall harvest opportunity with parents.

Middle School Example: Students are presented with a school engineering challenge to design a locker organizer. They are able to use computer assisted drawing programs to design solutions, collect student feedback on the designs, refine their solutions, print the components using a 3D printer and utilize presentation tools to share the final designs with the student body..

High School Example: Students have identified a local stream that is deteriorating in quality. They interview local residents, partner with the watershed advisor and civil engineer to determine how to assess, improve and monitor the health of the stream. Students create a video to inspire the community to take on the challenge of local monitoring of the stream and present the solutions at a public meeting.


S.T.E.A.M. Examples

In addition to being incorporated into lessons and units in grade level or course level curriculum, S.T.E.A.M. experiences can also occur in clubs or through student internships.

Other secondary level pathways will involve students earning micro-credentials and industry certifications as they are exposed to experiences beyond the classroom.

Recommendation 2: Advance S.T.E.A.M. Programming PreK-12

| 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|---|---|---|---------|---------|---------|
| Formation of PreK-12 Design Team | | | | | |
| Identify Higher Ed Partners | Identify Partner Schools | | | | |
| Design Team Training | Training of Elementary Cohort 2 (60 teachers): \$22,000 | Training of Successive Elementary Cohorts (60 teachers/year): \$22,000/year | | | |
| Audit PreK-12 STEAM activities | | | | | |
| Design Team to Develop First PreK-5 STEAM Pilot Unit including needed materials | Develop common district and/or school wide themes | | | | |
| | Design Team Implement pilot units | Implement one new unit each year with classroom teachers | | | |
| | Design Team Refine pilot units | Refinement of new units | | | |
| | Design Team to Develop next unit | Develop one unit per year for classroom teachers | | | |
| | Unit Development Costs: \$50,000 per year | | | | |

Edina Public Schools
DEFINING EXCELLENCE

Recommendation 2: Advance S.T.E.A.M. Programming PreK-12

Implementation of STEAM in Edina Public Schools

| 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|--|---|---------|---------|---------|---------|
| 6-12 Design Team: Develop STEAM Pathways Map | Implement STEAM Pathways Map: Develop and or Refine Secondary Course Designs, Increase Clubs, specify Microcredentials, specify Certifications and Internship Opportunities in STEAM industries. | | | | |
| | *New Position: Coordinator of Strategic Business Partnerships (Grant Funded) Develop Strategic Partners Plan to support preK-12 STEAM, Begin recruiting business partners, mentors, and securing grants. | | | | |

*Budget Note: \$22,000 2021-22, Seek to secure Matching Grant Funding for Successive Years (\$72,000/year total).

Implementation and Success Metrics: S.T.E.A.M. programming

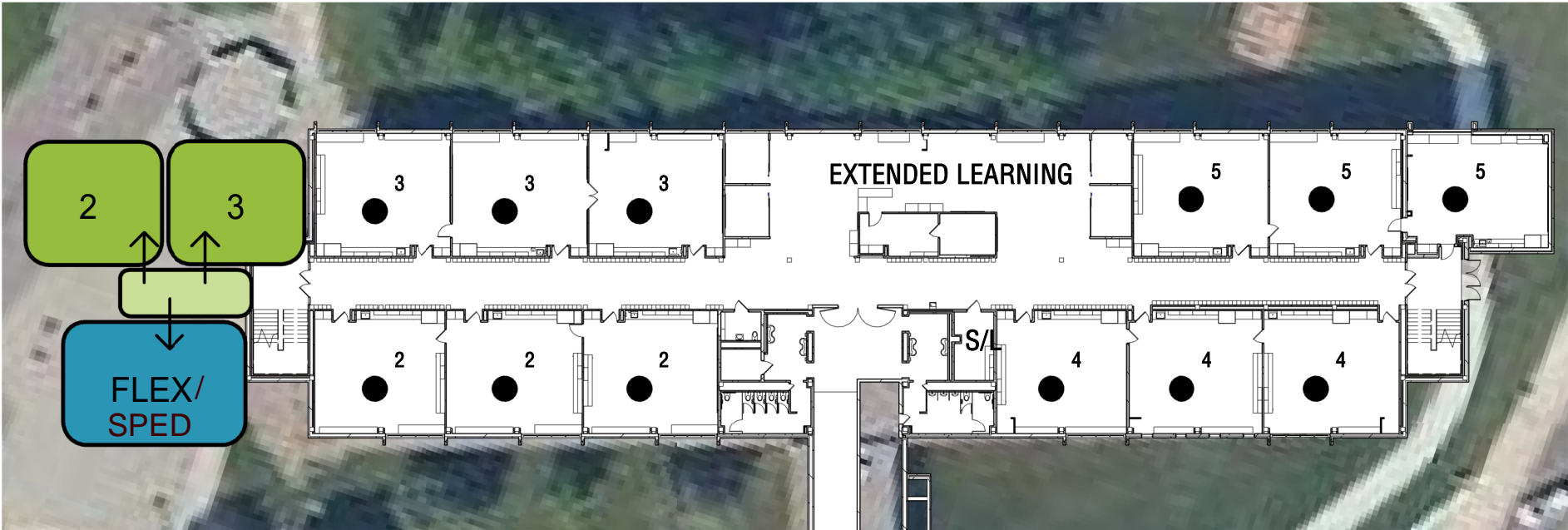
Implementation Success Metrics:

- Project tasks completed on time:
 - Curriculum Development
 - Materials Purchases
 - Teacher Training completed prior to start of implementation
- Communication tasks completed on time:
 - Family awareness and clarity regarding S.T.E.A.M. programming and opportunities for students
 - Quarterly Board Updates

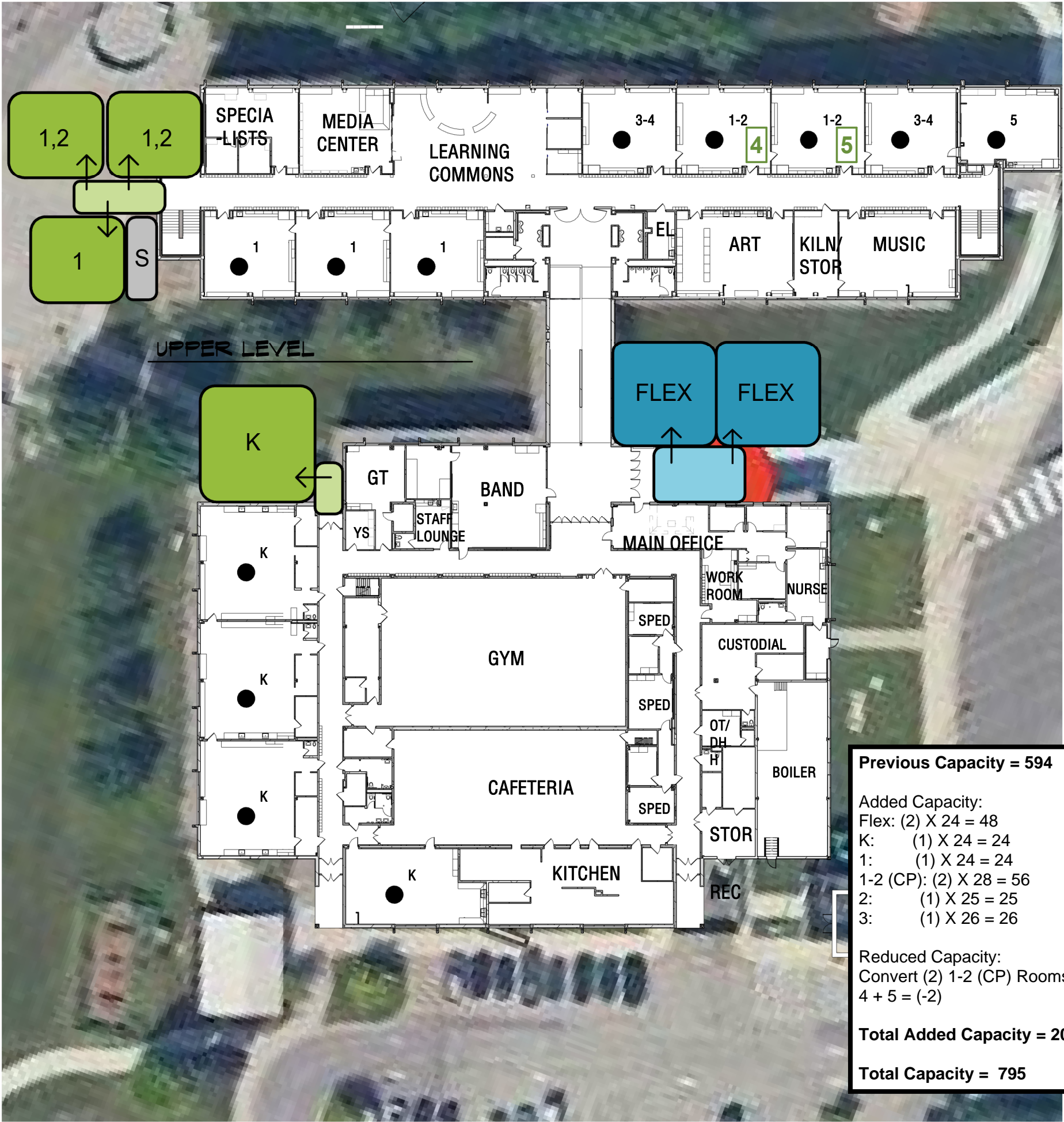
Program Success Metrics:

- Meeting academic benchmarks in Science, Technology, Engineering, Arts, Mathematics
- Satisfaction and engagement ratings

Thank you and Questions



LOWER LEVEL



MAIN LEVEL

| | |
|--|---------------|
| Previous Capacity = 594 | |
| Added Capacity: | |
| Flex: | (2) X 24 = 48 |
| K: | (1) X 24 = 24 |
| 1: | (1) X 24 = 24 |
| 1-2 (CP): | (2) X 28 = 56 |
| 2: | (1) X 25 = 25 |
| 3: | (1) X 26 = 26 |
| Reduced Capacity: | |
| Convert (2) 1-2 (CP) Rooms to 4 + 5 = (-2) | |
| Total Added Capacity = 201 | |
| Total Capacity = 795 | |



Board Meeting Date: 11/30/2021

TITLE: Updated Profile of an Edina Graduate

TYPE: Discussion

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

BACKGROUND: Administration is proposing an update to the profile of an Edina Graduate. The profile will be used from the program level down to the individual classroom level. The Profile will serve as guiding parameters when refreshing curriculum, designing courses, units and projects. The profile was previously approved by the School Board to synthesize our expectations for learners when they leave Edina Public Schools and serves as a guidepost for families regarding how Edina scholars are preparing to be future ready.

The updates to the profile were suggested edits from:

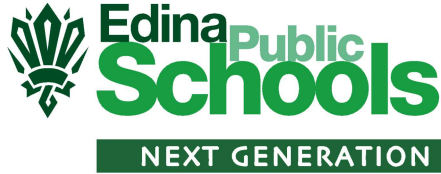
- Edina Business Roundtable meeting hosted by the Chamber of Commerce and Edina Public Schools (40 local business leaders, 25 EPS Administrators and Teachers, Oct. 15, 2021)
- Review by EPS Principals
- Review by the EPS Cabinet
- Review by the EPS Teaching and Learning Department

RECOMMENDATION: No decision is needed at this meeting. The administration will be seeking board approval at the December board meeting.

Desired Outcomes from the Board: The desired outcome from the board is to understand the proposed changes to the EPS Learner Profile and to be prepared with questions for the discussion.

ATTACHMENTS: Proposed Changes Summarized in Red and White text.

Note: This will be presented for school board review on Nov. 8th, 2021.



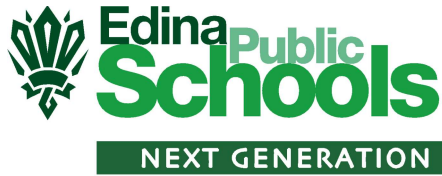
Through high expectations and access to diverse opportunities in academics, arts, extracurricular activities and community involvement, Edina Public Schools learners are academically prepared for **post secondary learning, career and life.**

EPS Profile of a Graduate: Academically Prepared and Future Ready

| | |
|--|---|
| Globally Competent Individual who | <ul style="list-style-type: none"> • Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures, and environmental conditions • Communicates effectively in at least two world languages, one of which is English • Embraces individual and cultural diversity and actively seeks multicultural interactions • Demonstrates Cultural Competence |
| Responsible, Engaged Citizen who | <ul style="list-style-type: none"> • Demonstrates a high level of integrity and ethical action • Applies knowledge and education for the good of the community • Demonstrates empathy, compassion and open-mindedness • Accepts responsibility for personal choices and actions, including impact on others and learns from mistakes |
| Effective Communicator and Collaborator who | <ul style="list-style-type: none"> • Communicates effectively as a listener, speaker, writer and responder through appropriate and timely communication platforms (digital, print, video and social media) • Possesses strong social and interpersonal skills, including verbal, nonverbal and conflict resolution skills • Works effectively with others in academic and social settings, both as a leader and a contributor |
| Innovative Thinker and Creator who | <ul style="list-style-type: none"> • Demonstrates academic preparedness in Reading, English Language Arts, Social Studies, Science, Technology, Engineering, the Arts and Mathematics • Thinks and produces creatively, both collaboratively and independently • Demonstrates intellectual curiosity by applying original solutions to problems or challenges • Critically analyzes and evaluates information sources • Can adapt to changing demands |
| Motivated Lifelong Learner who | <ul style="list-style-type: none"> • Understands personal interests and passions • Understands own needs as a learner and advocates appropriately • Persists when faced with challenge or adversity • Actively researches opportunities, sets personal learning goals, makes choices that support their long-term aspirations and successfully navigate transitions to the next level • Values continuous learning and seeks opportunities for growth |
| Healthy, Well-Rounded Person who | <ul style="list-style-type: none"> • Actively maintains a healthy, balanced lifestyle through informed choices • Adapts to new and challenging situations and environments • Commits to their own physical, social and emotional well-being • Demonstrates knowledge of essential life skills and resources |

The Previous Profile is attached below.

Note: This is a school board approved document.



Through high expectations and access to diverse opportunities in academics, arts, extracurricular activities and community involvement, Edina Public Schools learners are academically prepared for college, career and life.

Profile of a Next Generation EPS Learner

| | |
|--|---|
| Globally Competent Individual who | <ul style="list-style-type: none"> • Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures, and environmental conditions • Communicates effectively in at least two world languages, one of which is English • Embraces individual and cultural diversity and actively seeks multicultural interactions |
| Responsible, Engaged Citizen who | <ul style="list-style-type: none"> • Demonstrates a high level of integrity and ethical action • Applies knowledge and education for the good of the community • Demonstrates empathy, compassion and open-mindedness • Accepts responsibility for personal choices and actions, and learns from mistakes |
| Effective Communicator and Collaborator who | <ul style="list-style-type: none"> • Communicates effectively as a listener, speaker and writer • Possesses strong social and interpersonal skills, including verbal, nonverbal and conflict resolution skills • Works effectively with others in academic and social settings, both as a leader and a contributor |
| Innovative Thinker and Creator who | <ul style="list-style-type: none"> • Demonstrates proficiency in multiple literacies, including a variety of academic and technological disciplines • Thinks and produces creatively, both collaboratively and independently • Demonstrates intellectual curiosity by applying original solutions to problems or challenges • Critically analyzes and evaluates information sources |
| Motivated Lifelong Learner who | <ul style="list-style-type: none"> • Understands own needs as a learner and advocates appropriately • Persists when faced with challenge or adversity • Actively sets personal learning goals and self-monitors progress • Values continuous learning and seeks opportunities for growth |
| Healthy, Well-Rounded Person who | <ul style="list-style-type: none"> • Actively maintains a healthy, balanced lifestyle through informed choices • Adapts to new and challenging situations and environments • Commits to their own physical, social and emotional well-being • Demonstrates knowledge of essential life skills and resources |