



School Board Work Session
Monday, December 13, 2021; 5:00 PM
ECC Room 350 and Virtual*

I. Determination of Quorum and Call to Order

II. Discussion/Report

A. 2021-2025 DEI Plan Overview

Description: Strategy B of the strategic plan identifies areas of district focus that will support the growth of an equitable and inclusive school culture.

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

B. Holiday Letter

Description: This letter expresses the Board's gratitude and appreciation for Edina Public School's staff, administrators and educators.

Presenter(s): Erica Allenburg, Chair, Edina School Board

C. Committee assignments and board roles

Description: On January 4th, the Board will have its annual organizational meeting where members will be voting for board officers and other organizational details for the year. In preparation for that meeting, we will be discussing officers and board committees at the December 13th work session.

Presenter(s): Erica Allenburg, Chair, Edina School Board

III. Board Chair Updates

IV. Superintendent Updates

V. Adjournment

* One Board Member will be attending remotely, from Northwestern University Medical Center, 251 E. Huron, Chicago, IL 60611



Board Work Session Meeting Date: Dec. 13, 2021

TITLE: Diversity, Equity and Inclusion Plan 2021-25

TYPE: Discussion

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

BACKGROUND: Strategy B of the strategic plan identifies areas of district focus that will support the growth of an equitable and inclusive school culture. They include the following:

1. 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.
2. Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.
3. Support equity by identifying and eliminating structural barriers to success.
4. Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences and perspectives.

The DEI Guiding Change document outlines efforts to advance each one of the previously listed initiatives.

RECOMMENDATION: There is no decision needed at this time.

DESIRED OUTCOME FROM THE BOARD:

- Approval of the Guiding Change document to define parameters that will guide the advancement of initiatives listed under strategy B of the district strategic plan.

ATTACHMENTS:

1. [DEI Guiding Change Document](#)

TOPIC: DRAFT DEI Plan for 2021-2025

GUIDING CHANGE DOCUMENT: 2021-25 DEI Plan

Context and Reality	Unacceptable Means	Results
<p>Diversity</p> <ul style="list-style-type: none"> • The district has a draft hiring plan for increasing the diversity of the teacher workforce. This plan needs to be finalized. • 93.5% of EPS teachers are white; collectively 6.5% are Latino/Latina, Black, Asian, Native American/Pacific Islander, or Biracial • 70% of EPS students are white, 30% are Latino/Latina, Black, Asian, Native American/Pacific Islander, or Biracial <p>Equity</p> <p>Current Data for Academic Excellence:</p> <ul style="list-style-type: none"> • Achievement/Opportunity Gaps persist as examined by Race/Ethnicity and Free and Reduced Price Meal status, SPED, ML for major standardized assessments to include: FAST, MAP, MCA, ACT, and AP, PSEO • Gaps also persist in discipline data, i.e. suspensions by race/ethnicity <ul style="list-style-type: none"> ○ Example: The % of students getting 1 or more suspensions is higher among student minority groups than would be expected based on enrollment. • The district has several separate plans formulated to decrease achievement and opportunity gaps to include: <ul style="list-style-type: none"> ○ World’s Best Workforce Goals ○ Achievement and Integration Plan ○ Read Well by Third Grade Plan ○ Comprehensive Literacy Plan • The district is implementing a PLC Playbook designed to grow adult collaboration around student learning. • All sites have an equity lead teacher. • All sites have an equity leadership team. • A district DEI advisory team has started meeting quarterly to provide input on Policy changes and communication with families. 	<ol style="list-style-type: none"> 1. Create additional inequities in services among early childhood, elementary or secondary schools 2. Develop a plan that violates district policy, work agreements or state statute 3. Exceed available funding limits or 4-year budget plan 4. Recommendations developed without periodic school board updates 5. Recommendations that do not demonstrate best practices at a national level 6. Recommendations that negatively impact learning 7. Recommendations not inclusive to the cultures within the community 	<p>Develop 4 year DEI plan for the 2021-22 through the 2024-25 school years to implement strategy B: Ensure an Equitable and Inclusive School Culture</p> <ol style="list-style-type: none"> 1. 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. 2. Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility. <ul style="list-style-type: none"> • Complete a district equity scan of pre K-12 learning activities related to diversity, equity and inclusion. The scan will outline the current use of DEI learning activities in each grade across our system. This initial scan will be the foundation for developing a coherent horizontally, vertically, and developmentally appropriate DEI scope and sequence. 3. Support equity by identifying and eliminating structural barriers to success. <p>Clarify Key Metrics/baseline data to be able to monitor future success: (Mirror the data metrics plan)</p> <ul style="list-style-type: none"> • Asset Mapping: <ul style="list-style-type: none"> ○ Access and use of district support systems ○ Diversity of Staff ○ Enrollment Patterns • Inclusion and Engagement Data: SEL, Special Education, Multilingual Learners, Advanced Courses, SPED immersion in classes, extracurricular programming, persistence and graduation from college, enrollment in gateway courses such as physics, engineering, calculus, student leadership opportunities, affinity programming • Family Engagement in Early Childhood Family Programming • Readiness & Learning Growth

- Standardized Assessments
- Grade Distribution
- Student Access & Participation of advanced learning opportunities
- Targeted Services, SPED, ML, MTSS participation
- Graduation rates
- Review impact and future use of Equimetrics Tool
- Each EPS school and department will have DEI plans developed with SMART Goals, Key Indicators of Progress & Monitoring Metrics
- Feedback for improvements collected from students, staff, parents and community members

Align the annual improvement goals and actions in the DEI plan, the WBWF plan, the Read Well by Third Grade plan and the Achievement and Integration plan:

- Include Implementation of the Tools for Cultural Proficiency

Formalize District DEI advisory team to focus on:

- Monitoring of implementation of DEI plan Using the Tools of Cultural Proficiency
- Policy review using the Tools of Cultural Proficiency
- Implementation of the Tools of Cultural Proficiency with all employee groups
 - Establish a certified team of district trainers in the Tools for Cultural Proficiency. **See [Center for Culturally Proficient Educational Practices Certification Process](#)
 - Develop a phased in Microcredential (Training and Competency) for use of the Tools for Cultural Proficiency for all other staff

4. Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences and perspectives.

Finalize the EPS hiring and retention plan to include:

- Growth of EPS educator pathways for MS and HS kids.
- Growing our own talent
- Recruitment strategies
- Growth in Higher Education partnerships in diverse schools
- Offer professional enrichment, fellowship and mentorship activities to enhance retention of diverse staff
- Monitor our employees experiences
- Conduct exit interviews for departing staff
- 3-5 year goal: Employee groups to mirror student demographics

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General Process Timeline (DRAFT)

2021-22:

- DEI Guiding Change Draft reviewed by: Cabinet, Principals, DO Equity Team, District DEI Advisory Planning Team
- DEI Guiding Change presented to school board December 13, 2021
- Equity Scan completed by: Feb. 2022
- Draft DEI recommendations completed and reviewed by Cabinet, Principals, DO Equity Team, District DEI Advisory Team, March 2022.
- Present DEI plan: Recommendations, Goals and Actions to School Board, March 2022.
 - Equity Scan Results
 - Annual improvement goals and actions for the DEI plan aligned to the WBWF plan, the Read Well by Third Grade plan and the Achievement and Integration plan
 - DEI Metrics Dashboard with baseline metrics for monitoring impact
 - Training Plans to include Micro-credentialing in the Tools for Cultural Proficiency (Spring and Summer of 2022)
 - Train Cohort 1:
 - School Board
 - Cabinet
 - Principals
 - Assistant Principals, Deans
 - Equity Leads and Cultural Liaisons
 - T and L staff
 - Final Hiring and Retention Plan
 - Monitoring of DEI plan implementation by district DEI advisory team

2022-23

- Continue Training Plans for Micro-credentialing in the Tools for Cultural Proficiency
 - Train Cohort 2:
 - Classroom Teachers
 - New Admin
 - District Office Staff
- Department and School Actions plan for those who participated in Cohort 1
- DEI dashboard updated with progress toward outcomes

- Provide annual DEI plan board update with WBWF and A and I reports, Nov 2022

2023-24

- Continue Training Plans for Micro-credentialing in the Tools for Cultural Proficiency
- Department and School Actions plan for those who participated in Cohort 2
- Monitoring of Action Plans for those who participated in Cohort 1 + Symposium
 - Train Cohort 3:
 - New Teachers, Admin
 - Paras
 - Clerical
 - Custodians
 - Bus Drivers
 - Other Staff
 - Optional Student Credentialing program offered
- DEI dashboard updated with progress toward outcomes
- Provide annual DEI plan board update with WBWF and A and I reports, Nov 2023

2024-25

- Continue Training Plans for Micro-credentialing in the Tools for Cultural Proficiency
- Department and School Action plans for those who participated in Cohort 3
- Monitoring of Action Plans for those who participated in Cohort 2 + Metro Area Symposium or Edina Facilitated Conference
- Continue Training Plans for Micro-credentialing in the Tools for Cultural Proficiency
 - Ongoing Training
 - New Admin
 - New Teachers
 - New Staff
 - Optional Training continued for
 - Community members
 - Students
- DEI dashboard updated with progress toward outcomes
- Provide annual DEI plan board update with WBWF and A and I reports, Nov 2024



Board Work Session Date: 12/13/2021

TITLE: Board Holiday Letter

TYPE: Discussion

PRESENTER(S): Erica Allenburg, Chair, Edina School Board

BACKGROUND: This letter expresses the Board's gratitude and appreciation for Edina Public School's staff, administrators and educators.

DESIRED OUTCOMES FROM THE BOARD: Board members will be asked to approve and sign their name to the letter.

ATTACHMENTS: Board Holiday Letter

Dear Edina Public School Administrators, Educators and Staff,

As we rapidly approach the end of 2021, the School Board wanted to thank you for your enduring dedication to the students of the Edina Public School district and wish you a happy and restful winter break.

With the enduring pandemic, transitioning our buildings back to full time in-person learning, and the challenges that have been associated with this year, we would be remiss if we didn't acknowledge how stressful this year has been. We want to formally recognize the grace and fortitude for which you have all dealt head on with the challenges presented to you.

When living day-to-day, it is at times difficult to see progress and changes over time.

- This year we currently have almost 85% of our high school students fully vaccinated, 75% of middle school students fully vaccinated and 60% of elementary school students with one vaccine (the national average is 18%)! Last year at this time we didn't even have access to vaccines or even know when they'd be coming. A huge thank you to our health services staff, our custodians, our administrators and all others that made this possible.
- Last year we had educators teaching and prepping two distinct learning models and we were switching back and forth between distance learning and in-person learning. This year, although we still have students being quarantined at times, we have maintained in-person learning and our commitment to having only one learning model for our educators. Thank you to our educators, paraprofessionals and administrators for your hard work and endurance around this.
- Many of us were socially isolated from friends and family members, waiting for the time when we would be able to gather together again. We can now gather for concerts, socialize with colleagues and friends, and surround ourselves with family and loved ones.

As a board, we are grateful for each and every one of you and what you bring to our district.

We hope that you are able to have a wonderful and bucket-filling winter break. And that 2022 brings with it more answers than questions, more healing and grace, and the wonder and joy a new year can bring.

With Warmth and Gratitude,

Your Edina School Board



Board Meeting Date: 12/13/2021

TITLE: Committee assignments and Board roles

TYPE: Discussion

PRESENTER(S): Erica Allenburg, Chair, Edina School Board

BACKGROUND: On January 4th, we will be having our annual board organizational meeting where we will be voting for board officers and other organizational details for the year. In preparation for that meeting, we will be discussing officers and board committees at the December 13th work session. Attached is a spreadsheet for board members to guide our discussion on officer positions and/or committees.

DESIRED OUTCOMES FROM THE BOARD: Review prior to discussion.

ATTACHMENTS: 2021-22 Board roles, committees, liaisons, reps

ROLES	Term Renewed	FUNCTION	Current	Proposed	Proposed	Proposed	Proposed
Chair	January	Presides @ all board mtgs; countersigns allowable RFPs; district rep in all actions; performs all duties chair usually performs	Allenburg	Allenburg			
Vice Chair	January	Performs duties of chair in event of their temporary absence	Wallen-Friedman	Wallen-Friedman		Greene	Wallen-Friedman
Treasurer	January	Deposits funds in official depository; makes all reports called for by board; performs all duties treasurer usually performs	Fox	Birdman			
Asst. Treasurer	January	Assists treasurer	Michaelson	X			
Clerk	January	Keeps record of all mtgs	Jones	Greene	Shaw	Greene	
Asst. Clerk	January	Assists clerk	Shaw	X			
Asst. Clerk	January	Assists clerk	Greene	X			
COMMITTEES		Advisory only	Current	Proposed	Proposed	Proposed	Proposed
Finance/Facilities	January		Fox Michaelson Jones	Birdman* Arom Shaw			
Governance	January		Allenburg Wallen-Friedman Shaw	Allenburg* Wallen-Friedman Greene		Greene	Wallen-Friedman
Policy	January		Michaelson Allenburg Greene	Greene* Gabler Arom/Birdman/Allenburg		Greene	
T&L	January		Shaw Wallen-Friedman Jones	Shaw* Wallen-Friedman Gabler			Wallen-Friedman
LAC	January		Greene Michaelson	Greene* Arom		Greene	
ASSOCIATIONS and GROUPS		Advisory only		Proposed	Proposed	Proposed	Proposed

UPDATED June 2021	Term Renewed	FUNCTION	Current (alternate)	Proposed	Proposed	Proposed
ASSOCIATIONS		Advisory only				
AMSD	JUNE	AMSD advocates for metropolitan school districts and advances legislation supporting student achievement. The Bd of Directors, comprised of the superintendent & 1 school board member from each of the 44 member school districts, governs the association .	Greene			
MSBA	JUNE	Supports, promotes, enhances the work of public school boards and public education. Bd of Directftrs is comprised of 1 rep from each MSBA District. 6 divisions - Admin/Governance; Bd Devel/Training; Gov't Relations; Mgmt Svcs; Policy Svcs; PR/Communications.	Shaw			
GROUPS		Advisory only	Current (alternate)	Proposed	Proposed	Proposed
Ed Fund	JUNE	Independent non-profit organization dedicated to continued EPS academic excellence. Secures private, supplemental funding to support valuable education experiences & innovative projects. Funds raised augment school system revenues provided by taxes, state aid, and other parent and student led fundraising efforts.	Allenburg Greene			

Gifted Ed Advisory Cmte	JUNE	Incls Gifted Ed Coord, teaching specialists, a principal rep, two volunteer parent reps from each school. Provides network for communication, support, and accountability	Wallen-Friedman Shaw			
Legislative Action Cmte	JUNE		Greene			
PLC - Parent Leadership Council	JUNE	Edina PLC meets monthly from September through May, with speakers and discussions varying by agenda topic.	Wallen-Friedman Allenburg			
SAAC - Student Activities Advisory Cmte	JUNE	EHS driven		Arom		
SEAC - Special Services Advisory Cmte, and Mental Health & Wellness	JUNE	State required; promotes understanding of district-wide issues relating to education/welfare of EPS students. Incls reps of each school parent organization, EFC, PCN, Community Ed, & Ed Fund.	Shaw	Birdman - alternate?		
World's Best Workforce	JUNE	State required, T&L driven, to ensure every district is making strides to increase student performance.	Shaw			
Meet & Confer*	JUNE	HR driven	Allenburg/Wallen Friedman			
Mental Health/Wellness	JUNE	Student Support Svcs driven	Allenburg			
SCHOOL SITES		Advisory only	Current (alternate)	Proposed	Proposed	Proposed
ELC/ECSE	JUNE			Karen Gabler		
Concord	JUNE			Michael Birdman		
Cornelia	JUNE		Greene			

