



**School Board Work Session**  
**Monday, January 31, 2022; 5:00 PM**  
**ECC Room 350**

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

**II. Report/Discussion**

A. COVID Update

**Description:** EPS implemented a COVID Surge Plan on 1.11.22. This is an update on the surge plan.

**Presenter(s):** Dr. Stacie Stanley, Superintendent

B. ELC and 6-12 Literacy Plan

**Description:** The ELC - 5 CLP plan approved by the School Board on June 21, also had a Preliminary 6-12 Intervention portion to the plan. Under the section titled, Priority Action Steps Moving Into 2021-22 (pages 16-20), the action step for secondary implementation can be seen under Priority Goal Area 2, aligning secondary MTSS structure to elementary and secondary goals. MTSS is a Multi-tiered System of Support which is the system that ensures strong instructional matches for students. In addition the plan articulates the further development of the Secondary CLP in all other priority goal areas.

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; and Bethany Van Osdel, Assistant Director of Teaching and Learning

C. Proposal to include additional Special Education Classroom Space at Concord Elementary School

**Description:** The number of students requiring special education services within EPS is growing steady. Students with complex needs, requiring uniquely designed spaces to serve them appropriately, have also increased. These factors have precipitated the request to expand the current Magnet School building project to include additional special education programming space at Countryside Elementary and Concord Elementary.

**Presenter(s):** Jeff Jorgensen, Director of Student Support Services

**III. Board Chair Updates**

**IV. Superintendent Updates**

**V. Adjournment**



**Board Meeting Date:** 1/31/2022

**TITLE:** COVID-19 Surge Plan Update

**TYPE:** Discussion

**PRESENTER(S):** Dr. Stacie Stanley

**BACKGROUND:** EPS implemented a COVID Surge Plan on 1.11.22. This is an update on the surge plan.

**RECOMMENDATION:** Review PDF of slides and come prepared with any questions you might have.

**Desired Outcomes from the Board:** Receive information on current state of COVID Surge Plan

**ATTACHMENTS:**

PDF of slides

# **Edina Public Schools**

**COVID-19 Update**

**January 31, 2022**

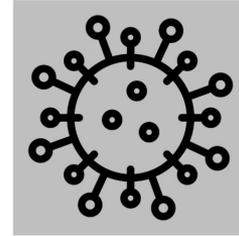
# Surge Plan Update

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- Appears Successful
  - No Schools in Virtual Learning
  - Staff absences
  - Student absences

# COVID-19 Monitoring Page

- Fully Vaccinated
- Confirmed Cases
- Quarantines



# Questions



**Board Meeting Date:** January 31, 2022

**TITLE:** ELC and 6-12 Comprehensive Literacy Plan Update

**TYPE:** Information

**PRESENTER(S):** Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning

**BACKGROUND:**

*Early Learning Comprehensive Literacy Plan:* The ELC - 5 CLP was approved by the School Board on June 21, 2021. Key areas of implementation for the Early Learning Center thus far have been the addition of the early learning literacy curriculum, family engagement, and culturally and linguistically responsive language and literacy resources. Updates have been provided to the board throughout the fall of 2021.

*6-12 Comprehensive Literacy Plan:* The ELC - 5 CLP plan approved by the School Board on June 21, also had a Preliminary 6-12 Intervention portion to the plan. Under the section titled, Priority Action Steps Moving Into 2021-22 (pages 16-20), the action step for secondary implementation can be seen under Priority Goal Area 2, aligning secondary MTSS structure to elementary and secondary goals. MTSS is a Multi-tiered System of Support which is the system that ensures strong instructional matches for students. In addition the plan articulates the further development of the Secondary CLP in all other priority goal areas.

**RECOMMENDATION:** There is no decision needed on the Early Learning Center CLP portion of the ELC - 5 approved CLP. There is no decision needed on the 6-12 CLP for this meeting.

**DESIRED OUTCOMES FROM THE BOARD:** Review in detail and have questions prepared for presenters. Listen to and provide feedback on Edina's progress on the Early Learning Center portion of the ELC - 5 CLP, progress on the 6-12 CLP, and next steps on the 6-12 CLP.

**ATTACHMENTS:**

**APPENDICES:**

PreK-5 Comprehensive Literacy Plan

**Early Learning Center - 5 Comprehensive Literacy Plan: Early Learning Center Update:**

*Curriculum Purchase:*

After engaging in a thorough Design Process, the Early Learning Center team recommended purchasing Creative Curriculum. On December 13th this recommendation was approved by the School Board. Hard copy resources were purchased for 12 preschool classrooms and 2 infant, toddler and two classrooms. In addition there are online resources that all teachers and support staff will have access to. The materials have arrived and professional development plans have been created to support implementation in collaboration with the Early Learning Literacy Leadership Teams.

*Family Engagement:*

The ELC literacy team is partnering with the EPS Outreach Specialist and ECFE staff to build family literacy events that will include family facing resources from the newly purchased curriculum. These weekly events will occur during the 2022-2023 school year and will rotate among several community sites.

*Culturally and Linguistically Responsive Language and Literacy Resources:*

EPS Equity and Inclusion Specialist is partnering with ELC Literacy Coach to submit a grant proposal to purchase additional high quality culturally and linguistically responsive read alouds for ELC classroom libraries.

EPS Multilingual Coordinator, in collaboration with the ELC literacy coach, has revised the ELC registration process to better identify multilingual families. In addition, they are teaming to offer resources in oral language development, phonological awareness and alphabet awareness for ELC staff.

## **6-12 Progress on Priority Goal Area 2: Multi-tiered Systems of Support:**

A Multi-tiered System of Support is about providing instructional matches for students based on diagnostic data. With the right data and response plan, teaching teams are able to ensure accelerated learning for students that are not meeting grade level standards.

At the Middle School level this year, all 6th grade students took a FASTTrack fall assessment. FASTTrack is broken down into two sections, AUTOREading and aReading. The FASTBridge system provides intervention plans for students when the assessments are done and the data is triangulated. The 6th grade teaching teams met with the Assistant Director of Teaching and Learning to go over the instructional match plans generated by this triangulated data in FASTBridge. Teachers are using the plans to identify opportunities to differentiate instruction in Tier 1, the core classroom. In addition, both Middle schools are using flex time, and reading classes to administer the targeted Tier 2 instructional matches that are in addition to core classroom instruction. A critical part of the Tier 2 instructional match plan includes frequent progress monitoring. This ensures that either accelerated growth is occurring for students. If it is not, then a change in the instructional match plan occurs.

In addition, the Middle School team is in the process of hiring a Middle School Literacy Interventionist. We have done one round of interviews and have reposted to try and find a stronger fit. When hired the Middle School Literacy Interventionist will be an additional resource to team with teachers to ensure instructional matches for students are created and progress is monitored on a frequent basis.

The High School started the year using an additional .3 FTE to offer a course titled College Reading Readiness. College Reading Readiness is a course for invited students in grades 9-12. It is currently offered as an elective class for each semester and will also be offered as a summer elective.

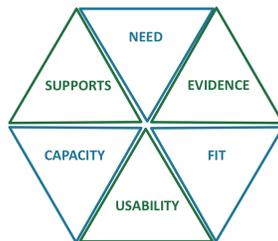
The instructional areas of focus for College Reading Readiness students are:

- Building Independent Reading Stamina and Motivation (engaging in daily independent reading)
- Expanding Background Knowledge (analyzing “Articles of the Week”)
- Developing Vocabulary (studying Latin and Greek roots and practice words that derive from them)
- Reading Critically (analyzing The New York Times “What’s Going On in This Picture”; and editorial cartoons)
- Improving Reading & Listening Comprehension Strategies (listening to a suspense novel)

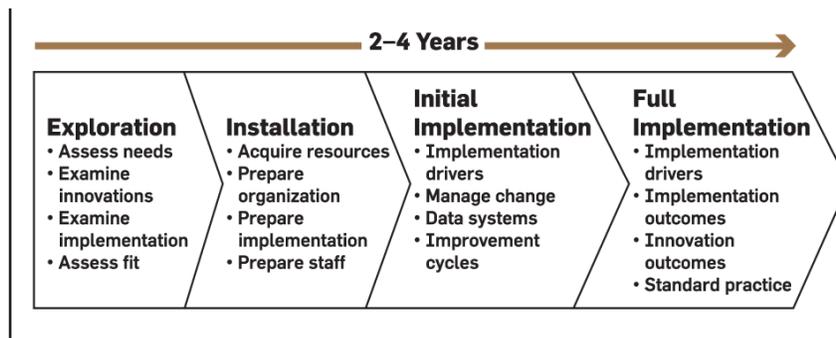
Recently, at the end of the first semester, a team was formed to review criteria to create the second semester roster. English department teachers were invited to make recommendations about students who would be a good fit for the course based on what they are seeing in the classroom. In addition, other names came up from meetings held through the 9th grade teaming model. The team then administered FASTBridge to those identified students in order to better determine whether the reading course is the most effective instructional match.

### **6-12 Next Steps of CLP Continued Action Steps:**

The 6-12 Secondary ELA Redesign team met for the first time on December 7th. The team is composed of teacher representatives from all 3 sites, administrative representatives, support staff and is facilitated by Bethany Van Osdel, Assistant Director of Teaching and Learning. The team will follow a 6 Phase Review Process tightly aligned to Implementation Science. The process will begin in the Exploration Stage in March of 2022. It is in this phase that the team will review the current realities of curriculum, instruction and assessment in the secondary ELA courses. The team will meet for one full day each month moving forward to establish clarity around current best practices in Secondary ELA, unpack the new ELA standards, capture stakeholder input and review data. This work is designed to support staff in fully defining the components in the hexagon illustration below:



The next steps in the process will be as follows:



## Approximate Timeline & Goals:

- 2021-2022:
  - The committee will unpack class/course structure and content, research current and enduring research and review data to get a full picture of the current reality.
  - Intervention Plans developed as part of the ELC -5 CLP will continue to be implemented, monitored, and refined.
- June 2022:
  - The committee will unpack new ELA standards and draft common formative and summative assessments
  - Intervention Plans developed as part of the ELC -5 CLP will continue to be reviewed and developed for the 2022-23 school year.
- 2022-2023:
  - Review materials/instructional enhancements for recommendation. If possible, the recommendation will be submitted in time for 2023-2024 course catalog approval.
  - Intervention Plans developed as part of June 2022 planning will be implemented, monitored, and refined.
- 2023-2024: early installation of changes

## Appendices:

[ELC-5 Comprehensive Literacy Plan](#) (with Secondary Intervention Action Steps) Approved June 2021

# Secondary Comprehensive Literacy Plan

January 31st Board Meeting:  
Jody De St. Hubert & Bethany Van Osdel

# ELC - 5 CLP and 6-12 Intervention Comprehensive Literacy Plan

## Continued Action Steps through 2022-2026 (page 20-25)

### Goal Area 2: MTSS 6-12

- Implementation of the aligned intervention structure for ensuring all students have supportive core instruction
- Implementation of the intervention structure for students in need of Tier Two and Three supports “in addition to” core instruction

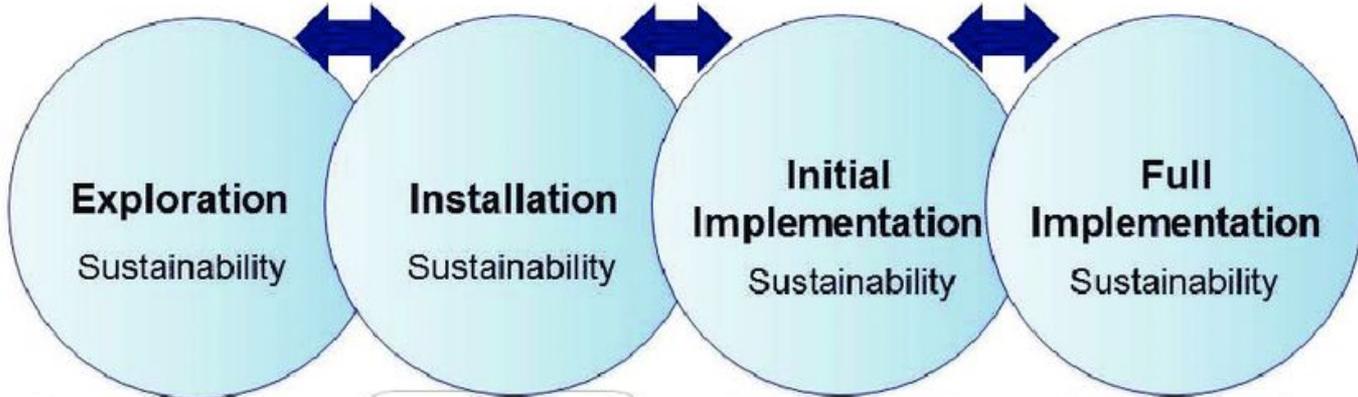
**EXCELLENCE IN ACTION**

## Approximate Timeline & Goals:

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- 2023-2024: early installation of changes

Implementation science is the study of the components necessary to promote authentic adoption of evidence-based interventions, thereby increasing their effectiveness.

# Implementation Stages



## Curriculum & Instruction Development Process

### Phase 1

#### Review of Current Program

- ❑ Establish expectations
- ❑ Feedback on Curriculum, Instruction & Assessment
- ❑ Review of Literature & Best Practice Research
- ❑ Analyze data

### Phase 2

#### Establishing Core Curriculum

- ❑ Identify Grade Level Guarantees
- ❑ Unpack the Standards
- ❑ Define Proficiency Rubrics
- ❑ Common Benchmark Assessments

### Phase 3

#### Instructional Materials Review & Recommendation

- ❑ Create Materials Rubric
- ❑ Gather instructional Resources
- ❑ Deep Review
- ❑ Recommend

## Curriculum & Instruction Development Process

### Phase 4

#### Implementation Pilot

- ❑ Implementation Pilot
- ❑ Alignment
- ❑ Pacing
- ❑ Implementation Guide

### Phase 5

#### Implementation & PD

- ❑ Installation
- ❑ Early implementation
- ❑ Full implementation

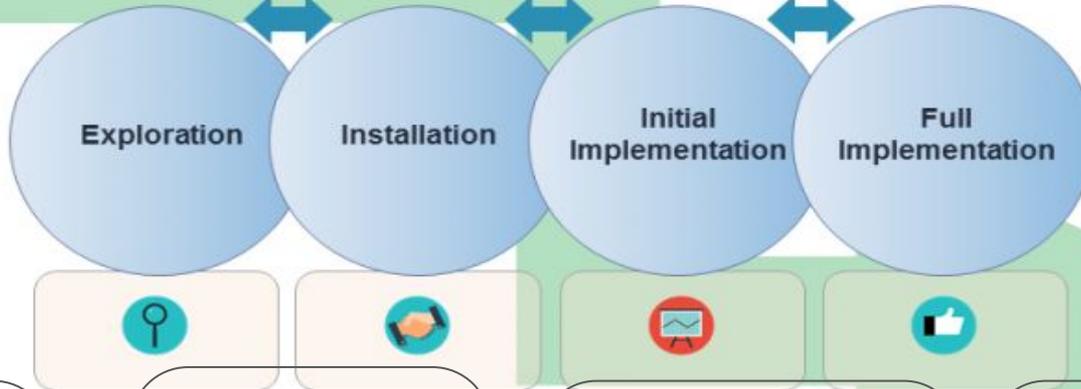
### Phase 6

#### Continuous Improvement

- ❑ Monitoring of curriculum implementation with Look Fors
- ❑ Application of Data analysis to determine if/when curriculum modifications may be needed.
- ❑ Need or alignment with CPSS Curric & Inst Rubric

2 - 4 Years

# Implementation Stages



## Phases 1-2:

Review current data and practices/courses  
Research  
Gather input from stakeholders

2022-2023

## Phase 3:

Submit recommendation  
Acquire materials and plan professional development

2023-2024

## Phase 4:

Implement changes - possibly with a group of early implementers.  
Review data, monitor and adjust.

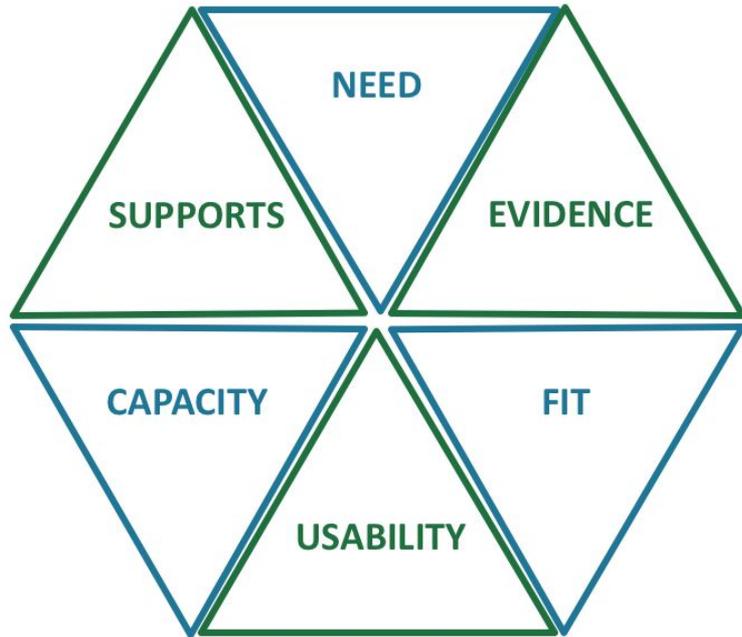
2024-2025

## Phases 5-6:

More than 50% of staff implementing **as intended**. Plan, do, study, act.

2025-2026

# Exploration: 2022-2023



- A team of teacher representatives, administrators, and support staff has been assembled.
- Team will meet 1x per month for a full day to engage in Phases 1-3.
- Goal to submit a recommendation for changes in next years' course catalog.

# Research Topics to include:

 Best Practices
 CLR and Equity
 Curriculum Design
 Meeting Notes
 Motivation and Engagement
 Reading Instruction
 Talent Development
 Writing Instruction
 2020 Minnesota English Language Arts Implementation Timeline ... 
 MDE English Language Arts Standards Draft #3 2020.pdf 

50+ research documents, articles and resources for review.

Stakeholder input will be captured and used to inform process along the way.

Data protocols woven throughout the process.



**Board Meeting Date:** 1/31/2022

**TITLE:** Proposal to Expand Current Building Proposal to Include Additional Special Education Classroom Space at Concord Elementary

**TYPE:** Discussion

**PRESENTERS:** Jeff Jorgensen

**BACKGROUND:** The number of students requiring special education services within EPS is growing steady. Students with complex needs, requiring uniquely designed spaces to serve them appropriately, have also increased. These factors have precipitated the request to expand the current Magnet School building project to include additional special education programming space at Countryside Elementary and Concord Elementary.

**RECOMMENDATION:** Consider and discuss the option of expanding the current Magnet School project to include needed instructional space for special education students.

**PRIMARY ISSUE(S) TO CONSIDER:** Need for additional special education programming space

**ATTACHMENTS:**

1. Narrative (next page)
2. Attachment 1 Concord Draft
3. Attachment 2 Concord Conceptual Cost Estimate
4. Attachment 3 Countryside Conceptual Cost Estimate
5. Attachment 4 Analysis of Tax Impact

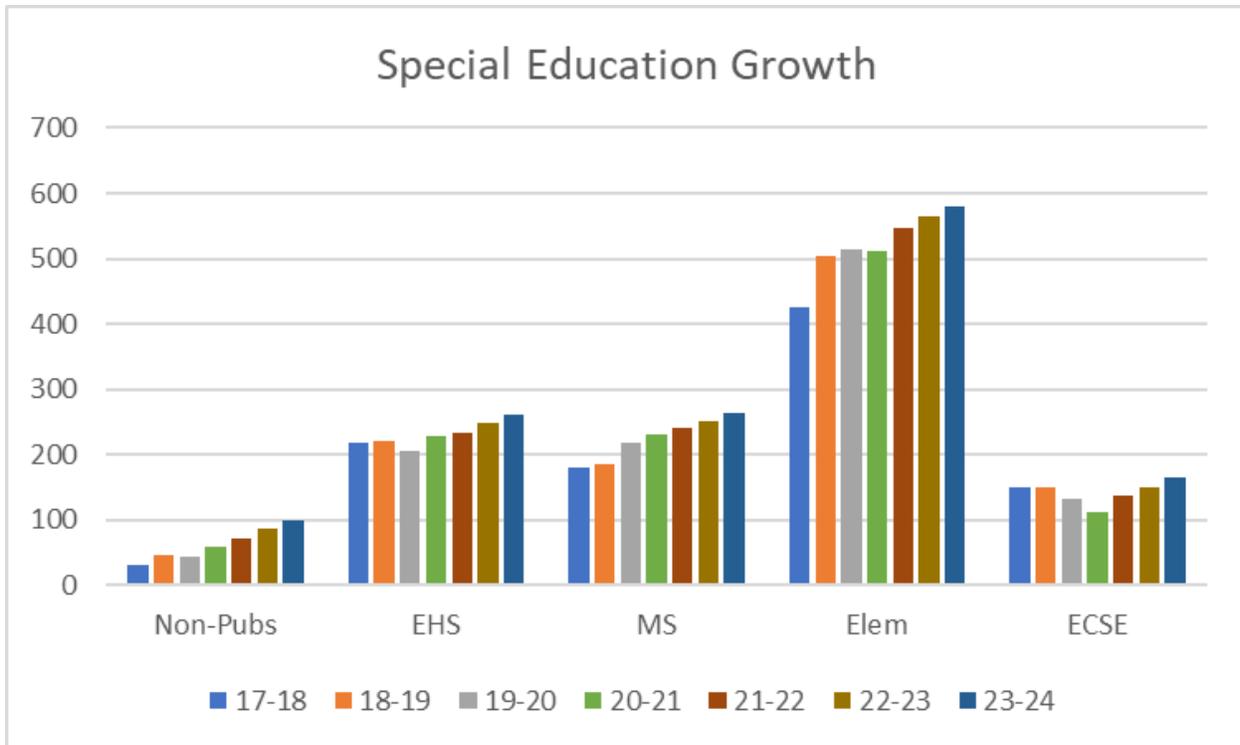


## **Proposal to Expand Current Building Proposal to Include Additional Special Education Classroom Space at Concord Elementary**

### **Background**

Special education programming within Edina Public Schools has long been perceived by our community and surrounding districts as exceptional. The Student Support Services Department has grown its capacity to serve an increasingly complex student population and has developed programming to effectively meet the requirements of our students with special needs. As a result of our success, families in neighboring districts are choosing to open-enroll their students into the Edina system. According to MN Statute 124D.03 Sub. 6, school districts may not apply caps to unique special education programs within the district if the building or district is not also closed to open enrollment.

COVID-19 mitigation efforts, while necessary, have hindered the district's early intervention efforts resulting in an increased number of referrals for special education evaluation. Students brought forward for evaluation have a high likelihood of becoming newly identified as students with special needs. This increase is over and above the growth pattern that the district has observed over the past 5 years. The greatest growth has been observed in the disability categories of Speech and Language, Autism Spectrum Disorders (ASD), Specific Learning Disabilities (SLD) and Emotional/Behavioral Disabilities (EBD).



School	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Non-Pubs	30	45	44	60	72	86	100
EHS	219	221	206	229	234	248	262
MS	181	185	219	232	241	252	263
Elem	425	504	513	511	547	564	581
ECSE	151	150	132	113	136	150	164

The chart above demonstrates the growth pattern the district has experienced in the area of special education and projects future growth based on the trend. It is important to note that non-public students are currently served off-site and have not been included in the consideration of need for additional space.

The total number of students requiring special education services is steadily increasing. Alongside that increase in number is the level of complexity that newly identified students are exhibiting. Student behavioral and social communication concerns have steadily risen in response to the COVID crisis, notably at the elementary level. This population of students often struggle in the large classroom setting, and as a result, they frequently require smaller, well designed, instructional spaces to access their learning.

Open enrollment within special education has also increased significantly accounting for approximately 21% of the total special education enrollment in January of 2021 increasing to 25% in January of 2022. The characteristics of this student population also demonstrates an increased level of need with 28% requiring special education service provision between 20 and 100 percent of their school day.

Increasing student numbers paired with the increasingly complex service requirements of many students has resulted in a critical need for additional, well-designed, programming space. The elementary schools, where the vast majority of special education identification occurs, will require additional programming space to sufficiently meet the needs of our most complex students.

### **Proposed Solution**

Administration proposes expanding on the recently approved Magnet School building project to include additional special education programming space at Concord Elementary (Attachment 1). This expansion would provide improved instructional space uniquely designed to meet the programming needs of our most involved students at the elementary level. The elementary space additions will be sufficient to meet the needs of our student population for the next several years if the trend lines remain consistent. Space at the middle schools and high school is currently sufficient but may need to be examined again in the foreseeable future.

### **Benefits**

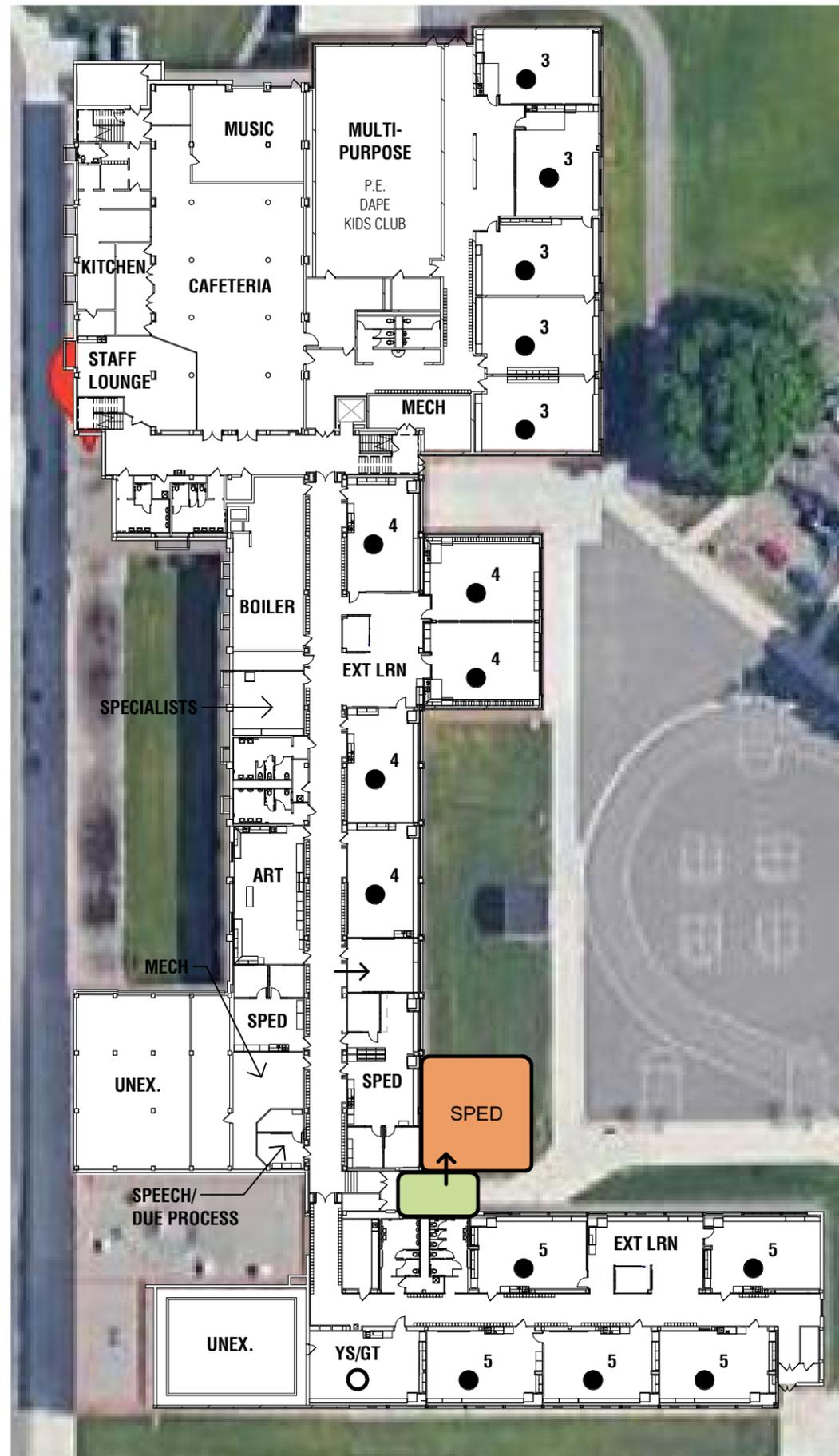
Sufficient instructional space that is uniquely designed to meet the presenting needs of a complex student group can greatly improve the educational outcomes for these students. Students with emotional and behavioral concerns require a more structured learning environment, with clear boundaries for each activity and additional space to move around. This ensures a comfortable distance between themselves and others, as well as a safe place to calm down. Students with social communication concerns need an easily-understood environment with a low level of distraction. Sensory spaces are available to reduce anxiety levels and safe places can be created to assist students in their efforts to learn self-calming techniques.

### **Cost Considerations**

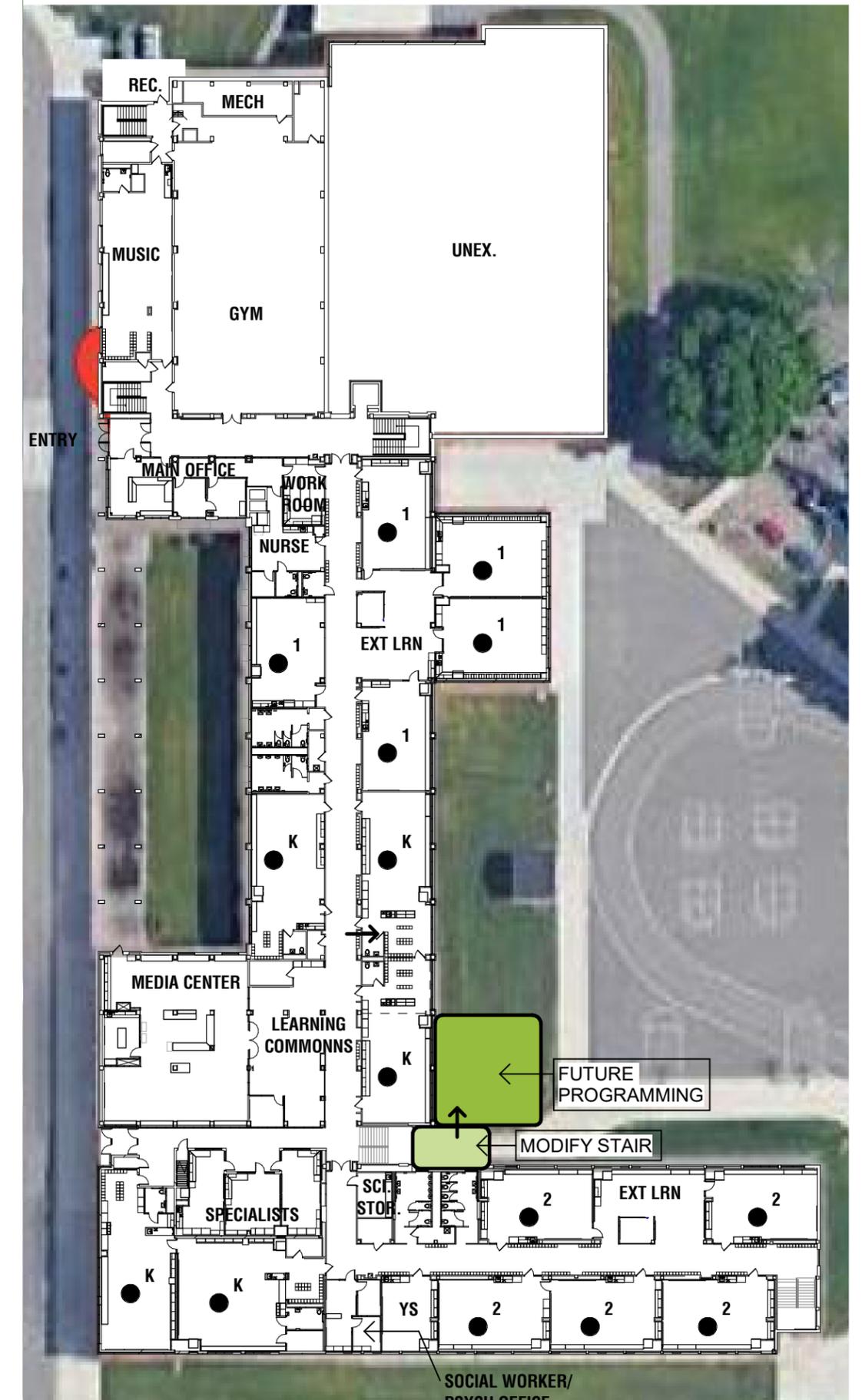
Increasing special education programming space at Concord Elementary sites will increase the total amount of the Magnet School building project from \$11,730,209 to approximately \$15,226,445 (Attachments 2 and 3). This dollar amount remains under the Lease Levy cap and will have an estimated tax impact as described in (Attachment 4).

# CONCORD ELEMENTARY

Attachment 1



LOWER LEVEL



UPPER LEVEL



# Attachment 3



Check Estimates	
Existing Number of Students	
Existing Building SF	

	Countryside (Conceptual)						
	Added Students	Added SF	Unit Cost	Total	Bond	LTFM	Remarks
<b>Construction Costs Budget &amp; Estimate</b>							
New Construction			\$300	\$0			
Construction Tie In		1	\$100,000	\$100,000			
Light Remodel			\$50	\$0			
Medium Remodel			\$125	\$0			
Heavy Remodel		1960	\$220	\$431,200			
Capacity Addition		14280	\$305	\$4,355,400			
Mechanical Remodel			\$65	\$0			
Electrical Remodel			\$30	\$0			
Multipurpose			\$325	\$0			
Furniture			\$5,000	\$0			
Other LTFM Work?			\$300,000	\$0			
Kitchen			\$400	\$0			
Storm Shelter		1	\$2,570,400	\$2,570,400			
Deferred Maintenance Priority 1				\$0			
Deferred Maintenance Priority 2				\$0			
Security				\$0			
Fire Separations for Code			\$250,000	\$0			
Site Work		1	\$500,000	\$500,000			
Asbestos Abatement				\$0			
Building Demo				\$0			
Project General Requirements				\$636,560			
Contingency				\$429,678			
<b>Total Construction Estimate</b>				<b>\$9,023,238</b>			
<b>Owner/Soft Cost Budget</b>				25%			
A/E Fees (Structural, Civil, Landscape, MEP)							
A&E Reimbursable							
CM FEE (Replace General Contractor)							
Building Permit/Plan Review							
Sewer and Water Charges							
Furniture and Equipment incl. Design							
Technology and Infrastructure incl. Design							
CM Site Services (On-Site Supervision and Mgmt.)							
Special Testing for City and Code Review							
Plan Productions/Distribution - Bidding							
Project Commissioning/Validation							
Storm Water Charges & City Development Cost							
Misc. Owner expenses							
Property Purchase							
Insurance							
<b>Total Soft /Owner Costs</b>				<b>\$2,255,809.50</b>			
<b>Total Project Cost</b>				<b>\$11,279,048</b>			
Inflation Rate %				1.04			
<b>Total</b>				<b>\$11,730,209</b>			

**PRELIMINARY INFORMATION - FOR DISCUSSION ONLY****Edina Public Schools, ISD 273**

January 26, 2021

**Analysis of Tax Impact for Possible Lease Levy****Elementary Addition Project**

<b>Estimated Project Costs to be Financed</b>	<b>\$17,391,421</b>
<b>Estimated Lease Levy</b>	<b>\$1,467,613</b>

<b>Type of Property</b>	<b>Estimated Market Value</b>	<b>Estimated Annual Tax Impact Taxes Payable in 2023*</b>
Residential Homestead	\$300,000	\$34
	400,000	47
	500,000	59
	600,000	74
	700,000	89
	800,000	103
	900,000	118
	1,000,000	133
Commercial/ Industrial **	2,000,000	292
	4,000,000	590
	5,000,000	739
Apartments and Residential Non-Homestead	\$1,000,000	\$148
	2,000,000	296
	4,000,000	591
	5,000,000	739

\* The amounts in the table are based on school district taxes for the possible lease levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Owners of homestead property may qualify for a refund, based on their income and total property taxes. This would decrease the impact of the proposed levy for those property owners.

\*\* For commercial-industrial property, the estimates above are for property in the City of Edina. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different due to the varying impact of the Twin Cities Fiscal Disparities program.