



School Board Work Session
Monday, April 11, 2022; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Report/Discussion

A. Portrait of a Graduate

Description: Administration is proposing an update to the Portrait of an Edina Graduate. The portrait 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): Jody De St. Hubert, Director of Teaching and Learning

B. School Board Elections Support and Coordination – 6:00 pm

Description: City staff have been invited to discuss the City's role in managing school district elections.

Presenter(s): Scott Neal, Edina City Manager; Lisa Schaefer, Assistant City Manager; and Sharon Allison, City Clerk

C. Resolution in Support of the Congressional IDEA Full Funding ACT

Description: In January 2022, the Board approved a three-year plan for the Legislative Action Committee (LAC) and a 2022 Legislative Platform of priorities for Edina Public Schools in line with Board Goals for the 2021-22 school year and priorities in the District's Strategic Plan Strategy E. As part of ongoing advocacy efforts by the LAC, this resolution aligns with our legislative priorities, uses MSBA recommended language and was reviewed by the LAC (Greene, Arom, Dr. Stacie Stanley and Director Jeff Jorgensen) for clarity and impact. This resolution addresses the significant funding gap in the district's cross-subsidy. As you may know, the 2022 legislative session is not a budget year, however, this issue is gaining consideration within the state's current surplus with companion bills from both the House and the Senate currently active at the Capitol that are working to help eliminate the special education cross-subsidy across the state.

Presenter(s): Julie Greene and Dan Arom, Legislative Action Committee

D. Closing of Open Enrollment in EPS

Description: The attached report articulates the need to close open enrollment in specific grade levels at certain Edina Schools.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent

III. Board Chair Updates

IV. Superintendent Updates

V. Adjournment



Board Work Session Meeting Date: 4/11/2022

TITLE: Portrait of a Graduate

TYPE: Discussion

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

BACKGROUND: Administration is proposing an update to the Portrait of an Edina Graduate. The portrait 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 portrait 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 with a lens towards deepening alignment to the Edina 2000 - 2025 Strategic Plan, as well as creating processes to ensure implementation meets the intended goals.

RECOMMENDATION: No decision is needed on this topic at the meeting. It is intended as a discussion. After the discussion on April 11th, our recommendation is for the administration to use the feedback provided to collaboratively work with stakeholders to continue editing the Edina Portrait of a Graduate as a clear statement of vision that encompasses each and every Edina student. In late fall of 2022 administration will again bring back the Edina Portrait of a Graduate to update the board on process and progress.

DESIRED OUTCOMES FROM THE BOARD: The desired outcome from the board is to review the purpose of a Portrait of a Graduate, understand the proposed changes and next steps in the implementation process, and to be prepared with questions and input for the discussion.

Portrait of a Graduate Overview:

In 2017 EdLeader21, now named [Battelle for Kids](#), engaged in the important educational initiative of designing the “Portrait of a Graduate.” The purpose of the educational initiative was to define the qualities that ensure students move successfully into the world and are able to positively contribute in careers of the future.

In the [Why, What, and How of a High School Portrait of a Graduate](#), Jenny Curtain, Senior Program Officer of Education for the Barr Foundation describes the purpose of the Portrait of a Graduate to serve as a “north star to drive transformation of traditional school models”

As a “north star” the portrait of a graduate should align the district vision to a tangible set of attributes and skills that students have the opportunity to develop in Early Learning through High School. The portrait of a graduate is intended to help communities create opportunities for all students to develop each component of the portrait in highly engaging and integrated pathways. It is not intended to look like traditional standardization. (Getting Smart Podcast, January 28th 2022, [Ken Kay and Yong Zhao on Beyond the Portrait of a Graduate](#)).

The Edina Public Schools Portrait of a Graduate defines who we really are in alignment with our mission, vision, and core values and beliefs and who we want our kids to be. On page 4 of the [Edina Strategic Plan Booklet](#), the Edina School Board states, “An Edina education provides them (students) with the foundation to move ahead in life, and also the skills to adapt to changes around them and in themselves, and to choose paths that lead to success and happiness.” This is the “north star” that the Edina Portrait of a Graduate will ensure we are guided by.

Portrait of a Graduate Examples From Other High Performing School Districts:

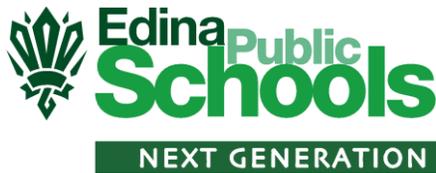
[Minnetonka Public Schools](#)

[Fairfax County Public Schools](#)

[Highland Park Independent School District](#)

Edina Portrait of a Graduate:

- Proposed Changes Summarized in Red and White text submitted on 11.8, 2021. Changes reflect feedback from the Business Roundtable.
- Proposed Changes Summarized in Green and Yellow submitted on 4.11.2022.
- Proposed Changes to further align the Portrait of a Graduate with the 2020-2025 Strategic Plan are *** in green submitted on 4.11.2022.



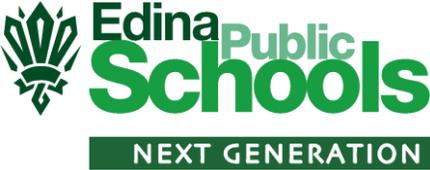
Through high expectations and access to diverse opportunities in academics, arts, extracurricular activities and community involvement, all Edina Public Schools learners are academically prepared and future ready for **post secondary learning, career and life.**

The EPS Profile-Portrait of a Graduate creates opportunities and pathways so that all Edina students become a: Academically Prepared and Future Ready

<p>Academically Prepared Person who</p>	<ul style="list-style-type: none"> ● Demonstrates <i>foundational academic preparedness</i> knowledge in Reading, English Language Arts, Social Studies, Science, Technology, Engineering, the Arts and Mathematics (added from below Innovative Thinker and Creator). ● Masters & applies learning of standards aligned to challenging and rich curricula. *** ● Identifies, understands, and solves complex issues ***
<p>Globally Competent Individual who</p>	<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 <i>the individual and cultural diversity—dignity of all people</i> and actively seeks multicultural interactions *** ● Demonstrates Cultural Competence
<p>Responsible, Engaged Citizen who</p>	<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, <i>including impact on others</i> and learns from mistakes
<p>Effective Communicator and Collaborator who</p>	<ul style="list-style-type: none"> ● Communicates effectively as a listener, speaker, writer <i>and responder through appropriate and timely communication platforms (digital, print, video and social media)</i> ● 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
<p>Innovative Thinker and Creator who</p>	<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
<p>Motivated Lifelong Learner who</p>	<ul style="list-style-type: none"> ● Understands personal interests and passions, while valuing continuous learning and seeking opportunities for growth. ● Understands own needs as a learner and advocates appropriately ● Persists when faced with challenge or adversity ● Actively <i>researches opportunities</i>, sets personal learning goals, <i>makes choices that support their long-term aspirations and successfully navigate transitions to the next level</i> ● 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 and intellectual needs ● Demonstrates knowledge of essential life skills and resources
---	--

The Previous Profile is below.

	<p>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.</p>
<p>Profile of a Next Generation EPS Learner</p>	
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

Recommended Next Steps:

After the discussion on April 11th, administration will use the feedback provided to collaboratively work with stakeholders to continue to edit the Edina Portrait of a Graduate as a clear statement of vision that encompasses each and every Edina student. This will include creating a high level instructional framework that provides examples to demonstrate opportunities that all Edina students will participate in to ensure they are academically prepared and future ready. It will also include the development of visual pathways that show how each and every Edina student can and will develop the attributes and skills of the Edina Public Schools Portrait of a Graduate. Finally, administration will partner with Marketing to enhance the current Edina Public Schools Portrait of a Graduate [webpage](#), as well as align completed documents with strategic plan branding.

Each critical phase of this work will be guided by our Edina Strategic Plan and the Edina Core Beliefs of:

- Equity
- Family, School and Community Collaboration
- Healthy Learning Environment
- Inclusion
- Life Skills
- Operational Excellence
- Professional Excellen



Board Work Session Meeting Date: 4/11/2022

TITLE: School Board Elections Support and Coordination

TYPE: Discussion

PRESENTER(S): Scott Neal, Edina City Manager; Lisa Schaefer, Assistant City Manager; and Sharon Allison, City Clerk

BACKGROUND: City staff have been invited to discuss the City's role in managing school district elections.

DESIRED OUTCOMES FROM THE BOARD: Be prepared to ask questions regarding the City's role in managing school district elections.

ATTACHMENTS:



Board Work Session Meeting Date: 4/1/2022

TITLE: Resolution in Support of the Congressional IDEA Full Funding ACT

TYPE: Discussion

PRESENTER(S): Julie Greene and Dan Arom, Legislative Action Committee

BACKGROUND: In January 2022, the Board approved a three-year plan for the Legislative Action Committee (LAC) and a 2022 Legislative Platform of priorities for Edina Public Schools in line with Board Goals for the 2021-22 school year and priorities in the District's Strategic Plan Strategy E.

As part of ongoing advocacy efforts by the LAC, this resolution aligns with our legislative priorities, uses MSBA recommended language and was reviewed by the LAC (Greene, Arom, Dr. Stacie Stanley and Director Jeff Jorgensen) for clarity and impact.

This resolution addresses the significant funding gap in the district's cross-subsidy. As you may know, the 2022 legislative session is not a budget year, however, this issue is gaining consideration within the state's current surplus with companion bills from both the House and the Senate currently active at the Capitol that are working to help eliminate the special education cross-subsidy across the state.

HF 2657 (House)

https://www.revisor.mn.gov/bills/text.php?number=HF2657&version=latest&session=92&session_number=0&session_year=2021

SF 4124 (Senate)

<https://www.revisor.mn.gov/bills/bill.php?f=SF4124&y=2022&ssn=0&b=senate>

With Board approval, this resolution will be distributed to members of Congress, join widespread advocacy efforts with the Minnesota School Board Association and other school boards passing similar resolutions across the state, posted on the district's LAC Webpage for community engagement, distributed to media, etc.

RECOMMENDATION: Approve the attached Resolution in Support of the Congressional IDEA (*Individuals with Disabilities Education Act*) Full Funding ACT

DESIRED OUTCOMES FROM THE BOARD: Please read the attached, consider the background info and approve the recommendation by the LAC of this Board resolution.

ATTACHMENTS: Resolution

Edina School Board Resolution in Support of the Congressional IDEA Full Funding Act

WHEREAS, the Edina Public School District recognizes the need for a strong investment in the Individuals with Disabilities Education Act (IDEA); and

WHEREAS, the Individuals with Disabilities Education Act was first enacted in 1975 to help ensure that all students with disabilities will have access to a free appropriate public education, the current federal investment in IDEA is less than 14 percent; and

WHEREAS, with the enactment of IDEA, the United States Congress committed to fund up to 40 percent of the additional cost of special education, thereby promising to provide up to 40 percent of the national average per pupil expenditure, which is currently estimated at \$13,828 by the U.S. Department of Education; and

WHEREAS, our nation's school districts face an increased demand for greater resources to fulfill the needs of students under IDEA, including those for students affected by multiple disabilities whose individual education programs require more resources; and

WHEREAS, with each increase in the IDEA child count, the Edina School Board and others throughout the country continue to adjust their general education budgets to accommodate this increased need and ensure that each child educated through IDEA receives the appropriate supports, with some school districts dedicating forty percent or more of their general education budgets to special education services; and,

WHEREAS, the Edina Public School district has a **\$7,726,224 cross-subsidy, \$843 per student**, for FY 20 ([Link to MDE Special Education Cross-Subsidy Report FY 2020](#)), which is one part of the statewide cross-subsidy that was more than \$673 million in FY 20, and is expected to grow to \$806 million in FY 25.

BE IT RESOLVED, that the Edina School Board supports the IDEA Full Funding Act that will help strengthen the federal investment in special education by authorizing a ten-year plan to fully fund the federal share of IDEA; and

BE IT RESOLVED, that the Edina School Board urges Congress' strong bipartisan support for and passage of the IDEA Full Funding Act; and,

NOW, THEREFORE BE IT RESOLVED that the Edina School Board remains committed to providing students with disabilities and their families the support they need to discover their possibilities and thrive.

#



Board Work Session Meeting Date: 4/11/2022

TITLE: Closing of Open Enrollment in EPS

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent

BACKGROUND: The attached report articulates the need to close open enrollment in specific grade levels at certain Edina Schools.

RECOMMENDATION: Approve the Administrative recommendation to close open enrollment in identified grade levels at specific sites as presented in Appendix I of the attached report. Also, approve the process for managing future open enrollment applications.

Desired Outcomes from the Board: Review the proposed administrative process to manage open enrollment applications.

ATTACHMENTS: See the attached report.

Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION LIMITING AND CLOSING OPEN ENROLLMENT

WHEREAS, Independent School District No. 273 is a school district that has an achievement and integration plan approved by the commissioner of education under Minnesota Statutes sections 124D.861 and 124D.862;

WHEREAS, Minnesota Statutes section 124D.03, subdivision 4(d), states that Minnesota Statutes section 124D.03, subdivision 2, applies to a transfer into or out of a district with an achievement and integration plan;

WHEREAS, Minnesota Statutes section 124D.03, subdivision 2, states that a school board may, by resolution, limit the enrollment of nonresident pupils in its schools or programs to a number not less than the lesser of: (1) one percent of the total enrollment at each grade level in the district; or (2) the number of district residents at that grade level enrolled in a nonresident district according to this section;

WHEREAS, Minnesota Statutes section 124D.03, subdivision 6, requires the School Board to adopt specific standards for acceptance and rejection of open enrollment applications, which may include the capacity of a program, excluding special education services; class; or school building but which may not violate minimum open enrollment standards established in Minnesota Statutes section 124D.03, subdivision 2; and

WHEREAS, the School Board has adopted District Policy 510, which states applications for enrollment "will be approved, provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that: (1) space is available for the applicant under class size guidelines established by school board policy or other directive; and (2) in considering the enrollment capacity of a grade level and/or school building, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the district; or (b) the number of district resident students at that grade level enrolled in a nonresident school district in accordance with state law."

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 273, as follows:

1. The District has limited the total enrollment of nonresident students to the lesser of: (a) one percent of the total enrollment of nonresident students at each grade level in the district; or (b) the number of district resident students at that grade level enrolled in a nonresident school district in accordance with state law. However, the District seeks to allow more open enrollment into the District, and to only limit or close open enrollment at a grade or school building when that building or grade level reaches capacity. Even with this limitation, the number of accepted nonresident students will be more than one

percent of the total enrollment of nonresident students at each grade level or the number of district resident students at that grade level enrolled in a nonresident school district.

2. The District shall reject an application for open enrollment into a specific school building if the capacity of a school building has been reached. The District has determined that the capacity of its school buildings is dependent on the number of students enrolled in certain grade levels at each school building. A grade level will be closed district-wide when the total capacity of that grade level is reached based on the total number of sections that are available for that grade level and the section capacity numbers outlined in this resolution.

3. The capacity of Concord Elementary, Cornelia Elementary, Countryside Elementary, Creek Valley Elementary, Highlands Elementary, and Normandale Elementary is limited to the number of students at each grade level as set forth below. Once capacity is reached, an individual grade level or school will be considered at capacity and will be closed to all open enrollment. The District retains the authority to assign open enrolled students to a specific school or building. If one school building or grade level at a school building is closed due to capacity, but space remains in the grade level for an applicant at another school, then the District shall accept the application and the student shall be assigned to an open building.

Capacity	Grade Level
24/section	K
24/section	1
25/section	2
26/section	3
27/section	4
27/section	5

4. The capacity of South View Middle School and Valley View Middle School is limited to the number of students at each grade level as set forth below. An individual middle school will be considered at capacity and will be closed to all open enrollment when all three grade levels served by a middle school reaches its capacity. The District retains the authority to assign open enrolled students to a specific school or building. If one school building or grade level at a school building is closed due to capacity, but space remains in the grade level for an applicant at another school, then the District shall accept the application and the student shall be assigned to an open building.

Capacity	Grade Level
336/site	6
336/site	7
336/site	8

5. The capacity of Edina High School is limited to the number of students at each grade level as set forth below. The high school will be considered to be at capacity and will be closed to all open enrollment when all four grade levels served by the high school reach their capacity.

Capacity	Grade Level
680	9
680	10
680	11
680	12

6. Due to the capacity limits set forth above and the present number of nonresident students enrolled in Edina Schools, which exceed the limit established in Paragraph 1, the School Board hereby closes new open enrollment applications as designated by the Open Enrollment Dashboard posted on the Enrollment Website for the remainder of the 2021–2022 school year and the 2022-2023 school year. (See Appendix I)
7. Parents may still apply to transfer to the District in accordance with Minnesota Statutes section 124D.03, subdivision 4(b). The District will deny any open-enrollment applications that are received seeking enrollment for the remainder of the 2021–2022 school year and the 2022-2023 school year based on available space as designated by the Open Enrollment Dashboard. However, when space becomes available, a lottery will be used to determine applicant placements that have been denied due to capacity constraints. The District will follow the lottery protocol outlined in District Policy 510 when space becomes available.
8. In accordance with Minnesota Statutes section 124D.03, subdivision 2(b), the Superintendent or her designee must report to the Minnesota Department of Education (MDE) the number of nonresident students who are denied admission as a result of the limitations established in this Resolution. The report must be submitted to the MDE by July 15 following the school year in which the student(s) were denied admission.
9. To the extent permitted by law, this Resolution does not impact the District’s right to accept or reject non-resident students who seek to enroll in the District pursuant to a non-resident tuition agreement and in compliance with Minnesota Statutes section 124D.08.

The motion for the adoption of this Resolution was duly seconded by _____ and upon a vote being taken, the following Board members voted in favor of this Resolution:

And the following Board members voted against this Resolution:

Whereupon this Resolution was declared duly passed and adopted.

Appendix I: Open Enrollment Dashboard to be posted on the Enrollment Website

2021-2022 Edina Public Schools Enrollment Capacity

Edina Public Schools Enrollment Status													
School	Grade												
	KG	1	2	3	4	5	6	7	8	9	10	11	12
Concord Elementary School	■	■	■	■	■	■							
Cornelia Elementary School	■	■	■	■	■	■							
Countryside Elementary School	■	■	■	■	■	■							
Creek Valley Elementary School	■	■	■	■	■	■							
Highlands Elementary School	■	■	■	■	■	■							
Normandale Elementary School	■	■	■	■	■	■							
Edina Elementary Virtual Pathway	■	■	■	■	■	■	■						
South View Middle School							■	■	■				
Valley View Middle School							■	■	■				
Edina High School										■	■	■	■

Enrollment Status
 ■ Accepting Open Enrollment Applications
 ■ Closed Building at Capacity

2022-2023 Edina Public Schools Enrollment Capacity

Edina Public Schools Enrollment Status by Building by Grade													
School	Grade												
	KG	1	2	3	4	5	6	7	8	9	10	11	12
Concord Elementary School	■	■	■	■	■	■							
Cornelia Elementary School	■	■	■	■	■	■							
Countryside Elementary School	■	■	■	■	■	■							
Creek Valley Elementary School	■	■	■	■	■	■							
Highlands Elementary School	■	■	■	■	■	■							
Normandale Elementary School	■	■	■	■	■	■							
Edina Virtual Pathway K-8	■	■	■	■	■	■	■	■	■				
South View Middle School							■	■	■				
Valley View Middle School							■	■	■				
Edina High School										■	■	■	■
Edina Virtual Pathway 9-12										■	■	■	■

Enrollment Status
 ■ Accepting Open Enrollment Applications
 ■ Closed Building at Capacity