School Board Work Session
Tuesday, May 17, 2022; 5:00 PM
ECC Room 350

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

II. **Discussion**

A. District Assessment Plan
Description: In accordance with Minnesota Statutes 120B.301, subdivision (c)) and ESSA (ESSA Section 1006 (e)(2)(b)) public school districts are required to post a comprehensive district testing calendar before the first day of the school year. In alignment with Policy 614 the Edina Public Schools Assessment Plan was collectively created using a Review Design Process throughout the 2021-22 school year. The proposed plan meets all state and local assessment requirements. It is also comprehensively structured to support the implementation of the Edina Early Learning-5 Comprehensive Literacy Plan.
Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Greg Guswiler, Teaching and Learning Data Programming Analyst and Coordinator; Bethany VanOsdel, Assistant Director of Teaching and Learning; and Leigh Ann Feily, Student Support Services Continuous Improvement Specialist and MTSS Coordinator

B. Proposal for Updated Superintendent Evaluation and Process
Description: The Superintendent Performance Review Process Document provides background information for the current superintendent evaluation process and recommendations for improvements in documentation and updates. This process and the proposed evaluation documents have been reviewed and approved by Superintendent Stanley. This process and these documents would have to be approved by the Board at the July board meeting and would not be utilized in this year's evaluation process.
Presenter(s): Governance Team

C. Board Appointee Criteria and Timeline
Description: On May 9, 2022, the Board accepted the resignation of Leny Wallen-Friedman at its regular meeting, effective May 31, 2022. State statute requires that Board vacancies "must be filled by Board appointment," until a special election is held. The Board has begun the process of deciding how to appoint a resident to fill that upcoming vacancy. To ensure a transparent and positive leadership transition that meets legal requirements and ensures the advancement of the district's mission, the Board considered best practice suggestions from MSBA (Minnesota School Board Association), and also used other districts and legal counsel as resources.
Presenter(s): Governance Team

III. **Board Chair Updates**

IV. **Superintendent Updates**

V. **Adjournment**

TITLE: Edina Public Schools Assessment Plan 2022-23

TYPE: Discussion

PRESENTER(S): Jody De St. Hubert, Director of Teaching and Learning; Greg Guswiler, Teaching & Learning Data Programming Analyst and Coordinator; Bethany VanOsdel, Assistant Director of Teaching and Learning; and Leigh Ann Feily, Student Support Services Continuous Improvement Specialist and MTSS Coordinator

BACKGROUND: In accordance with Minnesota Statutes 120B.301, subdivision (c)) and ESSA (ESSA Section 1006 (e)(2)(b)) public school districts are required to post a comprehensive district testing calendar before the first day of the school year.

The testing calendar must:
- Provide information about all tests administered, which includes both statewide assessments and any local assessments given. Provide the subject/domain for each assessment.
- Provide the purpose for which each assessment is used.
- The rationale for administering the assessment and the source of the requirement must also be included
- Include the amount of time students will spend taking the assessment.
- Post the specific dates when most students will be testing for each grade and subject at each school within the district
                    Source: Procedures Manual for Minnesota Statewide Assessments

In alignment with Policy 614 the Edina Public Schools Assessment Plan was collectively created using a Review Design Process throughout the 2021-22 school year. The proposed plan meets all state and local assessment requirements. It is also comprehensively structured to support the implementation of the Edina Early Learning-5 Comprehensive Literacy Plan.

RECOMMENDATION: This report is for discussion on the proposed 2022-23 Edina Comprehensive District Testing Calendar.

DESIRED OUTCOMES FOR THE BOARD: Review in detail and have questions and feedback. prepared.

ATTACHMENTS:
1. Edina Public Schools Assessment Calendar for 2022-23
2. Assessment Plan Presentation
3. Edina Early Learning - 5 Comprehensive Literacy Plan
4. FASTBridge Growth info

In alignment with Policy 614 the Edina Public Schools Assessment Calendar was collectively created throughout the 2021-22 school year using a Design Team following an Implementation Science Process. The proposed calendar meets all state and local assessment requirements. The calendar is structured to be linked on the Edina Assessment Webpage for all stakeholders to access when approved.

The recommended areas of change for the 2022-23 school year are aligned with the approved Edina Early Learning - 5 Comprehensive Literacy Plan. Priority Goal Area 2 of the CLP is Multi-Tiered Systems of Services (MTSS). **Multi-Tiered System of Services (MTSS)** is a systematic, continuous improvement, decision-making framework that supports educators in providing academic and behavioral matches for students. This framework utilizes data-based problem solving and decision-making across all levels of the educational system to determine need, create matches, and monitor progress (Edina Early Learning - 5 Comprehensive Literacy Plan, page 9).

A key component of MTSS is a clear and consistently implemented Universal Assessment Plan so that data-based problem solving and decision-making can occur. Priority Goal Area 3 of the CLP is **Purposeful Assessment and Data Systems**. Page 14 of the plan states that: **"**Assessment and data help teachers and students understand where they are, where they have been, and where they need to go in their learning."

Knowing that educators must have consistent and timely access to data to ensure instructional matches in all subject areas for all students, the Assessment Design Team began their work grounding in research and best practices including:
- MDE's MnMTSS Framework and Webinars
- U of M and the CAREI work from 2020-21
- St. Croix River Education District - leader in MTSS practices in MN

A brief summary of the research reviewed resulted in the following synthesis regarding best practices for universal screening:

Screening	Why Screening: ● Effectiveness of Tier 1 SEL and Academic	Descriptions of Screeners: ● Academic and behavior both	Protocols for Use: ● Clear definition of who, what,

	Needs ● Given 3x per year ● Looking for students who are not meeting benchmark ● Given to all students	screened ● Brief ● Efficient ● Repeatable ● Timed ● Standardized ● Clear cut scores ● Actionable	when, and why ● Data used consistently to make decisions

After completing research, the team then gathered feedback on the Edina system to determine the current reality. When reflecting on Universal Screening the current reality in Edina is that our 2021-22 assessment plan only requires consistent and timely Universal Screening in literacy and math for K-1. All other screening is required once a year.

A MTSS Universal Screening Rubric was then created utilizing the research to support the assessment materials review process. A snapshot of the rubric is included below.

100%	MAP/NWEA	Overall Score	0
		Ability to Progress monitor is present	FALSE
		Ability to to diagnostic assessment	FALSE
23%	**Tied to Norms and Standards**	**Category Weighted Score**	**0**
	Reflects understanding of Reading and Math		
	National norms		
	Based on state/national standards		
	Directly relates to Tier 1 instruction		
	Comprehensive		
	Classroom/Course/Grade Based		
19%	**Valid and Reliable**	**Category Weighted Score**	**0**
	Consistent		
	Accurate		
	Peer Reviewed		
	Measurable		
16%	**Culturally Competent**	**Category Weighted Score**	**0**
	Valid and Reliable for non-English speaking students		
	Ability to compare different normed groups		
	Culturally proficient		
	Multicultural		
	Designed with input from diverse communities		

	For all students for Tier 1		
13%	**Schedule of Response**	**Category Weighted Score**	**0**
	Tied to PD Time		
	Time for PD for teams		
13%	**Purpose**	**Category Weighted Score**	**0**
	Actionable (useful)		
	Strengths/Weaknesses		
	Identify Student Needs		
8%	**Ease of Use**	**Category Weighted Score**	**0**
	Efficient		
	Brief but detailed enough		
	Minimal time to give		
	Easy to Use		
	Easily Accessible		
4%	**Administration Time**	**Category Weighted Score**	**0**
	Timed		
	Timely		
3%	**Accessibility**	**Category Weighted Score**	**0**
	Easily communicated to stakeholders		
1%	**Incentives**	**Category Weighted Score**	**0**
	Incentives for completion		

The three assessment systems that were reviewed by the team included MAP, FASTBridge, and Panorama. These were reviewed since they are currently being used simultaneously within our system. Reviews took place via in-person or virtual meetings with product vendors. Individuals on the assessment committee completed the rubric, above, on which each topic was weighted utilizing an Affinity Process. For example, ratings in the "Tied to Norms and Standards" were weighted 23% of the overall score because this was an area that a majority of committee members endorsed as important based on the research review. The highest rating that could be achieved was a score of 100.

The results of the review are included here (note that the highest rating that could be achieved was a score of 100):

Assessment Tool	Overall Rating
Academic Screening Tools	
NWEA/MAP	62.34
FASTBridge (Math and Reading)	69.36

Social Emotional Screening Tools	
Panorama	45.21
FASTBridge (SAEBERS/mySAEBERS)	49.42

Based on outcomes of the review process, the MTSS Assessment Team recommends that FASTBridge be used as a Universal Academic Screener (reading and math) in Grades K-8 three times a year for all students. The team also recommends that FASTBridge Reading and Math be used three times a year for a select group of students in 9-12. For the 2022-2023 school year, all 9th grade students will be screened for reading in their 9th grade ELA class. Students who are a part of the Math Bridge intervention classes will also be screened in math three times per year. For students in grades 10-12 screening needs will be determined through the Student Support Team process. Students may be recommended for Student Support Team by a parent or teacher. Student Support Team is a well-established structure of the high school that allows for solution-focused discussions to take place when students are demonstrating academic or behavior/social/emotional needs at EHS. Rationale for utilizing the Student Support Team as a mechanism for determining screening need for 10-12 grade students included that for most 10-12 grade students teams already have access to a multitude of data that has been collected throughout the student's education. Additionally, by utilizing the Student Support Team to determine screening needs, the 2022-2023 school year can be used to determine what percentage of 10-12 grade students are in need of screening which can then be used to build capacity for screening at EHS for the 2023-2024 school year.
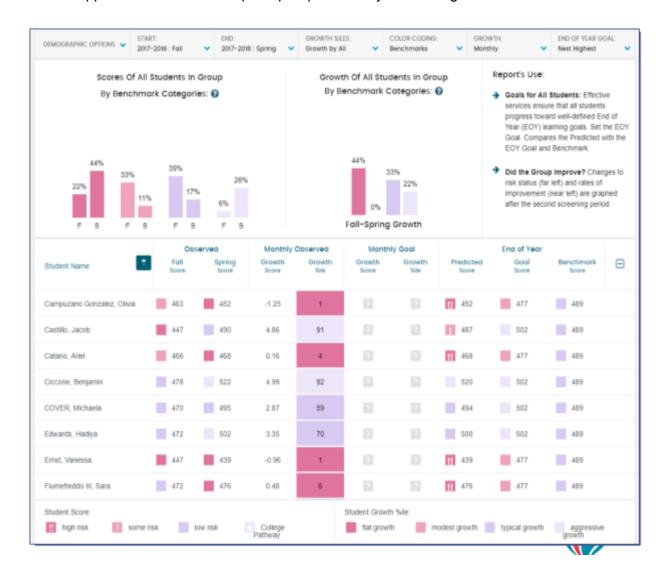
FASTBridge (FAST = Formative Assessment for Teachers) is a research-based, universal screening and progress monitoring tool for academics and behavior with built in intervention recommendations (FASTBridge Presentation, Michael Harris). FASTBridge universal screening for reading consists of adaptive reading measures that can be used for students in K-12. Also available for K-12 are autoreading assessments that measure reading automaticity. In grades PK-1 students can be assessed utilizing the early reading suite. For students grade 1-8, reading screening is available for oral reading fluency/accuracy and comprehension with recall. For students in grades 2-8, there is also an option for comprehension efficiency. FASTBridge universal screening for math consists of adaptive math measures that can be used for students K-12. The early math suite is utilized in PK-1 while measures of math automaticity (grades 1-3), math process (grades 2-6), and concepts and application (grades K-8) are also available.

Information presented by Michael Harris (FASTBridge Director of District Partnerships) to the MTSS Assessment Committee indicated the following information regarding FASTBridge's development, cultural competency, and reliability and validity:

- FASTBridge was developed from 10+ years of research from tier 1 research universities.
- All assessments are independently reviewed by subject matter experts
- Assessments were developed by item writers trained on the Common Core State Standards initiative to represent the skills, complexity, and cognitive demand defined by a given standard

- Analysis conducted in the 16-17 and 17-18 school year indicated that there is no or only negligible DIF (differential item functioning) for all items examined for all race/ethnicity comparisons. (Comparisons included White/Black, White/Hispanic, White/Asian, White/Native American)

When FASTBridge is given as a whole group screening assessment, teachers have access to a report called Group Growth. This report allows teachers to see each student's observed growth by testing window, monthly, or percentile. It allows teachers to help set goals for students based on monthly, predicted, or benchmark outcomes. It also outlines what growth is needed from students in order to meet their goals. Lastly, the report shows the distribution of the group by level of support needed. An example report provided by FASTBridge is included below.

After bringing the Assessment Design Team recommendations to cabinet the following is being proposed for Universal Screening for the 2022-23 Assessment Plan:

- PreK - Continue with TSGold

- FASTBridge Reading and Math 3x per year for all students K-8
- FASTBridge Reading and Math 3x per year for select students 9-12 with a clear and supported process for all students to access
- MAP continues as a diagnostic for students above a certain percentile (Talent Development identification) and for SUCCESS Center (Fall 2022 only)
  - 2022-2023 will be used to gather correlational data between MAP and FASTBridge
- Explore how Panorama and SAEBERS/mySAEBERS fit together for comprehensive SEL data gathering
  - Continue with Panorama and pilot SAEBERS/mySAEBERS in select areas

This plan is outlined in the broader Assessment Plan linked in the Attachments on the executive summary.

TITLE: Proposal for Updated Superintendent Evaluation and Process

TYPE: Discussion

PRESENTER(S): Governance Team

BACKGROUND: Attached is a document that has a background of our current superintendent evaluation process and recommendations for improvements in documentation and updates. This process and the proposed evaluation documents have been reviewed and approved by Superintendent Stanley. This process and these documents would have to be approved by our Board at our July board meeting and would not be utilized in this year's evaluation process. Please note that although this process was started for the purposes of evaluating and recommended updates to the superintendent evaluation process, it also recommends a change to the process of goal setting for both the board and superintendent in order to have consistency between goal setting and evaluation.

RECOMMENDATION: Board members review attached documents and the link to MSBA's "Goals and Standards Based Superintendent Evaluation." Come prepared with questions and the ability to discuss this recommendation.

PRIMARY ISSUE(S) TO CONSIDER: Whether or not to update the superintendent evaluation and goal setting process.

ATTACHMENTS:
1. Superintendent Performance Review Process Document

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Superintendent Performance Review Process
Governance Committee Recommended Updates

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Background

Edina Public Schools recognizes the importance of educational and operational leadership as a key component of student success within our district. As a Board tasked with the responsibility of managing and working with the Superintendent, a robust performance reviewal process is a key component to ensuring the Superintendent is meeting and exceeding the expectations of the Board and community, with the ultimate shared goal being student success.

One of the 2021-2022 Board Goals was to review our Superintendent evaluation process to ensure this process is thorough, repeatable and actionable and to support Strategy D of the Strategic Plan, "Edina Public Schools continuously develops innovative, committed, and exemplary leadership at all levels…"

The following process and evaluation are being recommended for implementation beginning July 1, 2022

Current Evaluation Process Background:

The current evaluation process is based on Superintendent performance. There is a mid-term discussion and a yearly Board evaluation that takes place in June. Both evaluations take place in a closed Board session because this is a private personnel issue and a verbal summary is shared with the public after feedback is given to the Superintendent. The two attached documents (appendix A and B) are the current evaluation forms.

Key Objectives:

It's important to identify clear expectations and understanding of this review process as it equates to accountability. The following key objectives are the guiding tenets of the Superintendent review process, implementation and outcomes.

1. To provide acknowledgement of achievements and successes.
2. To provide opportunities for professional growth and changes in professional behavior in order to achieve stated district and professional goals.
3. To measure the success of achieving the standards and goals for the Superintendent as identified by the Board and the Superintendent by gathering factual information and data about achievement of specific goals.
4. To maintain a positive working relationship with the Superintendent.
5. To provide the Board with accurate information to determine contract renewal and salary.
6. To assure that District policies are being effectively administered by the Superintendent.

Suggested New Performance Evaluation:

The Governance Committee reviewed the current evaluation process, other district practices and the MSBA's "Goals and Standards Based Superintendent Evaluation" (see link).

https://mnmsba.org/wp-content/uploads/2021/10/SuptEvalResourceGuide.pdf

The Governance Committee is recommending that we shift the current evaluation forms into evaluation forms modeled after some of the MSBA's Superintendent Evaluation forms. A sample of what this could look like based on 2021-2022 Superintendent Goals is modeled in Appendix 3.

The recommended process is:

1. **Step One:** Utilize Appendix 3. Form 1 at the beginning of the school year as part of the goal setting process to establish standards and goals for the Superintendent Evaluation.
2. **Step Two:** Have an informal mid-term evaluation/conversation based on progress towards goals to date. The mid-term evaluation/conversation would not use a formal evaluation form, but would refer to Form 1 for context. This mid-term review takes place in a Board closed session.
3. **Step Three:** Utilize Appendix 3, Form 2 for the Superintendent to report back to the Board year-end progress towards goals and standards set at the beginning of the year. This should be provided to the board not less than 10 days prior to the closed session the Superintendent review will be done.
4. **Step Four:** Each individual Board member will fill out Appendix 3, Form 3 and bring it to the Superintendent evaluation discussion. At this closed session meeting, an appointed Board member will summarize the Board's findings into a final evaluation (Form 3). This will be provided to the Superintendent for their files.
5. **Step Five:** A year-end verbal summary of the Superintendent evaluation will be provided publicly at an open meeting.

Performance Appraisal Process (proposed policy language):

1. The School Board will evaluate and assess in writing a formal performance appraisal of the Superintendent at least once each year.
   a. This appraisal should take place no later than June 30th of each year.
   b. This appraisal should include the evaluation, Superintendent self-evaluation and 360 review of the Superintendent.
   c. The School Board shall provide the Superintendent with a copy of a composite of Board Member performance appraisals subsequent to their July performance appraisal meeting. The performance appraisal is private personnel data.
   d. The School Board will provide the community a verbal summary of the Superintendent's performance appraisal at the July board meeting.

Recommended Next Steps:

1. Dialogue of new Superintendent Performance Review process at Board Work Session on 5/17; gather feedback and reach consensus from Board members
2. Board approval of new process at July Board regular meeting (Discussion at June Board regular meeting).
3. Policy Committee reviews and recommends changes or additions based on the new process to Policy 302.
4. 2022-2023 evaluation will utilize a new year-long process and will start with the Board and Superintendent goal setting exercise and outcome..

Appendix A

(CURRENT) SUPERINTENDENT PERFORMANCE EVALUATION FORM

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 evaluation of the superintendent.

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.

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:

Appendix B

(CURRENT) Superintendent/Board Goal Report Form

Assessment
- **District leadership will contact third party vendors to explore ways to analyze and interpret Edina student assessment results.**

On October 14, after the Superintendent and Teaching and Learning Committee contacted several data analysts, David Heistad was asked to discuss analyzing Edina assessment and demographic data to make comparisons to similar districts based on a Challenge Index. Mr. Heistad agreed to work with the School Board. The Teaching and Learning Committee agendas have not given Mr. Heistad the opportunity to begin the analysis.

Comments for Board Members:

Personalized Learning
- **Catalog personalized learning strategies at Early Childhood, Elementary, Middle and High School levels and describe how it impacts teaching strategies.**

The Teaching and Learning Department and site leaders presented the Edina Learning Framework. Definitions of the Learning Framework were presented. Through these, personalized learning definition and instructional practices were presented.

Comments for Board Members:

Appendix 3

New Superintendent Performance Evaluation: Sample Draft
*These goals and standards do not align perfectly since it was retro-fitted based on this year's goals but is simply an example of what the process would look like.

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

Goal 1: Provide leadership to improve and enhance student learning in Edina Public Schools.	**Evidence of Performance 1:** By September, a comprehensive return to school plan developed that will limit learning disruptions.
	Evidence of Performance 2: Explore, develop and launch a plan for additional elementary school programming to meet the needs of future ready learners and provide attractive educational opportunities. Programming will be ready to launch by X date and goal is to attract X resident enrollments to the program.
	Evidence of Performance 3: Provide leadership to ensure the quality roll-out of the board approved literacy plan. Goal is to have completed Gannt chart by X date. The ability to track student data by x date and provide the board with quarterly updates.

Standard 1: Governance Element 1.b. Goals and/or Strategic Plan			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals	Facilitates development of the school district's shortand long-term goals and recommends necessary financial strategies to meet goals	Goals have been developed but no overall plan or alignment of resources exists	Goals are not developed.

FORM TWO (2): YEAR-END RESULTS SUMMARY FROM SUPERINTENDENT

Goal 1: Provide leadership to improve and enhance student learning in Edina Public Schools.	**Evidence of Performance 1:**
	Evidence of Performance 2:
	Evidence of Performance 3:

FORM THREE (3): THE BOARD'S END-OF-YEAR SUMMATIVE EVALUATION

Please put one check in each row for each goal and one check for an overall rating.

	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
Goal 1: Provide leadership to improve and enhance student learning in Edina Public Schools.				
Goal 2: XXXX				
Standard 1. Governance Team				
Standard 1: Governance Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Ratings Goals and Standards (Combined)				
A. **For the goal and standards, which best illustrates the superintendent's greatest strength and why?**				
B. **For the goals and standards, which presented the superintendent with the greatest challenge and why?**				

C. How might the school board enhance the superintendent's strength and assist in overcoming challenges?
D. Overall Summary:

![Edina Public Schools - Defining Excellence]

TITLE: Board Appointee Criteria and Timeline

TYPE: Discussion

PRESENTER(S): Governance Team

BACKGROUND: On May 9, 2022, the Board accepted the resignation of Leny Wallen-Friedman at its regular meeting effective May 31, 2022. Minnesota Statute* requires that Board vacancies "must be filled by Board appointment," until a special election is held, and the Board began the <u>process of deciding how to appoint a resident to fill that upcoming vacancy.</u>

To ensure a transparent and positive leadership transition that meets legal requirements and ensures the advancement of the district's mission, the Board considered best practice suggestions from MSBA (Minnesota School Board Association), and also used other districts and legal counsel as resources.

On May 9, 2022, the Board agreed to utilize a process of <u>directly appointing an interim Board member who was a former Board member previously elected by the community</u>, if possible. If no former Board member candidate is chosen by the Board, the Board will then proceed to an open application process for interested community members. This reasons for this decision include, but not limited to, the following: 1) using a direct appointment process will be the quickest option for filling the seat for the short period of time in which this Board Member will serve; 2) an appointment process that does not include applications and interviews will be the least disruptive to Board operations and school district governance; 3) this allows the Board to seek individuals to fill specific gaps left by Vice Chair Wallen-Friedman's absence,most notably his financial and legal expertise; 4) seeking a former Board Member should lessen the need for significant training that would be required for an individual who had not previously served, and will lower the costs and time involved in getting a Board Member up to speed for the short period of time that they will serve; and 5) this keeps the Board neutral in the upcoming special election by appointing someone for the interim position who is not planning to run in the special election.

In addition, the Board asked the Governance committee to develop criteria in an evaluation rubric for selection of a former Board Member to be brought to the full Board for discussion at the May 17 Board meeting. Upon agreement, this rubric and timeline/next steps will guide the Board appointee process.

RECOMMENDATION: Review materials prior to Board work session and bring feedback for Board discussion.

DESIRED OUTCOMES FROM THE BOARD: The Board 1) discusses and agrees upon the criteria and evaluation rubric for the Board to use as a guideline for the appointee process and 2) confirms timeline and next steps of Board appointee process.

ATTACHMENTS:

1. Timeline and next steps
2. Proposed questionnaire
3. Rubric for appointment process

Attachment 1
Timeline and Next Steps

The following is the recommended timeline and next steps for the Appointee process:

- **5/17 Work Session**
  - Governance presents Appointee Evaluation Rubric, Questionnaire and timeline/next steps to Board for discussion and approval.

- **5/18-5/31: Questionnaire Available Online**
  - A questionnaire to solicit interest and feedback for the position will be available at the district website's board page for 10 days.

- **New work session early June**
  - Governance reviews applications and makes a recommendation to the Board of an appointee using the Board-approved Evaluation Rubric.
  - Board makes the appointment of an interim Board member to fill the vacancy via vote**.
  - If the Board does not choose a candidate from amongst the applicants, the Board will authorize a general posting to interested members of the community to apply for the interim position to be evaluated by the Governance Committee using the same rubric and questionnaire, minus the questions and preference for being a former Board Member.

- **6/20 Work Session**
  - Board discusses Board roles and committee assignments.

- **6/20 Regular Meeting**
  - Board votes on Resolution to approve interim Board member.
  - Mandatory 30-day waiting period begins before an interim Board member can begin a term of service.

- **7/26 Work Session**
  - Earliest date that the Interim Board Member could attend as an active member after the 30-day waiting period has ended.
  - Interim Board member takes the Oath of Office and is immediately seated without further action.

- **11/8 Election Day for Board Special Election**
  - After the election results are certified (approximately 14 days), the newly elected Board member will be seated and replace the Interim Board Member.

Minnesota Statute 123B.09, subdivisions 3 and 5b, which regulate this situation, states:

*Subd. 3.**Causes for school Board member vacancy.** A vacancy in any Board occurs when a member (a) dies, (b) resigns, (c) ceases to be a resident of the district, or (d) is unable to serve on such Board and attend its meetings for not less than 90 days because of illness or prolonged absence from the district.*

*Subd. 5b. **Appointments to fill vacancies; special elections.** (a) Any vacancy on the Board, other than a vacancy described in subdivision 4, must be filled by Board appointment at a regular or special meeting. The appointment shall be evidenced by a resolution entered in the minutes and shall be effective 30 days following adoption of the resolution, subject to paragraph (b). If the appointment becomes effective, it shall continue until an election is held under this subdivision. All elections to fill vacancies shall be for the unexpired term. A special election to fill the vacancy must be held no later than the first Tuesday after the first Monday in November following the vacancy. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the year in which the vacancy occurs, the special election must be held no later than the first Tuesday after the first Monday in November of the following calendar year. If the vacancy occurs less than 90 days prior to the first Tuesday after the first Monday in November in the third year of the term, no special election is required. If the vacancy is filled by a special election, the person elected at that election for the ensuing term shall take office immediately after receiving the certificate of election, filing the bond, and taking the oath of office.*

** If a qualified applicant is presented to the Board and the Board vote results in a tie for approval (3-3), the Board will have the option of discussing the relative merits but must again vote. If after three ballots to appoint the applicant the Board remains deadlocked, the Chair of the Board, acting on behalf of the Board, shall make the determination by lot. This will be recorded in the minutes as a majority voice vote or against the appointee. If approved, the appointee shall not be subject to a motion for reconsideration after the determining vote is made.

ATTACHMENT 2

DRAFT Appointee Questionnaire

Thank you for your interest in filling the interim board seat on the Edina School Board through November 2022. All information collected is public and is subject to data requests under the government data practices act.

Name:

Are you qualified to be a School Board Member in the State of Minnesota (At least 21 years old, an eligible voter, a district resident for at least 30 days prior to the appointment, not convicted of a felony)?

Are you available to serve from July (at the earliest) until the middle of November 2022 in a full Board capacity?

List your prior experience as a member of the Edina School Board:

Are you planning on running for School Board in the upcoming 2022 special election?

What particular experiences and expertise do you have in finance and/or legal matters related to school district governance?

Please share how you are familiar with the district's current strategic plan including the mission and vision of the Edina Public Schools.

What are your top three priorities for the Edina School District?

What is your definition of equity as it relates to educational policy?

ATTACHMENT 3

Appointee Evaluation Rubric

Below is a recommended Evaluation Rubric that highlights criteria to use as guidance in the Board appointee selection process.

REQUIRED BY STATE LAW

- At least 21 years and older.
- Eligible voter.
- A District resident for at least 30 days prior to election/appointment.
- Not convicted of a felony.

TIER 1 PRIORITY: BOARD EXPERIENCE

- Former Edina School Board Member elected by the community.
- Familiar with MSBA training and understands the responsibilities and legalities of School Board membership.

TIER 2 PRIORITY: AVAILABILITY

- Appointee is available and willing to serve the full term of the interim position (July - November, 2022).

TIER 3 PRIORITY: FINANCIAL AND/OR LEGAL EXPERTISE

- Understands budget, district finances and importance of a balanced budget.
- Is able to provide guidance on legal matters and contracts.

TIER 4 PRIORITY: PUBLIC EDUCATION AND BOARD LEADER

- Good faith supporter of the current EPS 2020-2027 Strategic Plan.
- Holds standards of EPS and excellence in education for all students.
- Values the diversity of cultures
- Familiar with education policy and the role of the school board in policy making.
- Understands the importance of engaging the community in the school board's decision-making process.
- Expects accountability.
- Brings pragmatic approach to board work and proven willingness to build consensus.