



School Board Work Session
Monday, August 8, 2022; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Discussion

A. Superintendent Goal Standards

Description: Dr. Stanley's goals were reviewed and discussed at the 7/25 board work session. This discussion tonight will be about the standards that have been added for which Dr. Stanley will be evaluated on. The standards are taken from the MSBA's "A Goals- and Standards-Based Superintendent Evaluation" and are intended to provide clear guidance and agreement for both the superintendent and board for how success is achieved.

Presenter(s): Governance Committee

B. Board Ad Hoc Communications Committee Update

Description: The board heard an update from the Ad Hoc Board Communications Committee on 5/31/22 with an update on work towards phase 1 goals. Tonight the board will be updated on the next set of goals and work agreed to at the board retreat in July.

Presenter(s): Janie Shaw, Julie Greene, and Michael Birdman

III. Board Chair Updates

IV. Superintendent Updates

V. Adjournment



Board Meeting Date: 8/8/22

TITLE: Standards for Superintendent Goals

TYPE: Discussion

PRESENTER(S): Governance Committee

BACKGROUND: Dr. Stanley's goals were reviewed and discussed at the 7/26 board work session. This discussion tonight will be about the standards that have been added for which Dr. Stanley will be evaluated on. The standards are taken from the MSBA's "A Goals- and Standards-Based Superintendent Evaluation" and are intended to provide clear guidance and agreement for both the superintendent and board for how success is achieved.

RECOMMENDATION: Discuss the proposed standards for Dr. Stanley's goals.

PRIMARY ISSUE(S) TO CONSIDER:

1. Do the standards provide a clear articulation of expectations to guide the superintendent and board?
2. Do the standards proposed align with the goals?

ATTACHMENTS:

1. 2022-2023 Superintendent Goals
2. Standards for Goals Document

Superintendent Stacie Stanley
2022-2023 Goals

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<p>Goal 1: Provide leadership to improve and enhance student learning in Edina Public Schools.</p>	<p>Evidence of Performance 1: Superintendent will work with cabinet members to enhance continuous school improvement plan</p> <ul style="list-style-type: none"> - Establish leadership training in August 2022 on the Plan/Do/Study/Act framework for continuous school improvement. - Establish leadership training in August 2022 for principal, APs, Deans, and district instructional support staff to develop working knowledge of the new Tableau data warehouse. - By October 1, 2022, will meet with Asst Superintendent and each principal to receive an overview of School Improvement Plans. - Monthly 1:1s with Asst Supt will include a standing agenda item on progress with School Improvement Plans. 		
	<p>Evidence of Performance 2: Superintendent will ensure benchmarks of the CLP are implemented in alignment with the strategic plan Gantt chart.</p> <ul style="list-style-type: none"> - Initial report on screening data provided in September 2022. - CLP implementation progress report provided in October and April 2022. - During the month of October 2022, the 2021-2022 data metric report will be presented. - Schedule and hold DILT monthly meetings with every other month agendas that focus on & monitor K-12 literacy & math instruction. - Reconvene Core Planning Team in January (virtually) and the Spring of 2023 (in person) to share progress and garner feedback. 		
	<p>Evidence of Performance 3: Superintendent will monitor the launch of DLI pathway and STEAM programming</p> <ul style="list-style-type: none"> - Monitor implementation during monthly 1:1's and cabinet meetings. - Conduct frequent school visits to observe implementation. - Progress report for DLI launch including enrollment, report on first quarter of learning (October) & 2nd semester update in April 2022. - Implementation progress reports on STEAM programming in October 2022 and April 2023. 		
Standard 6.a-e and Strategic Priorities A.1-5; D.1, D.2, D.4			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	Goals are not developed.

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<p>Goal 2: Provides oversight of ethical and inclusive leadership</p>	<p>Evidence of Performance 1: Superintendent will work with community partners to develop & execute the plan for inclusive communities.</p> <ul style="list-style-type: none"> - Continue to engage with the city, community foundation and chamber to host One Town, One Family meetings in September, November and January/February. - Ensure action plan and strategy work groups are developed in the fall of 2022. - During the 2022-2023 school year, engage with non-dominant community groups to ensure multiple perspectives are heard and strong relationships are established and maintained. - Schedule and hold quarterly student superintendent leadership team meetings (EHS, SVMS, VV) to ensure engagement of student voice. - Continue to engage Key Communicators stakeholder group to keep the general community informed. 		
	<p>Evidence of Performance 2: Superintendent will provide direction, coaching and consult to administrator project managers in the execution of DEI plan.</p> <ul style="list-style-type: none"> - DEI implementation report provided February 2023 - Monitor implementation during 1:1's and cabinet meetings - Beginning in September, 2022, schedule and hold monthly meetings with job embedded CP training for cabinet members. - Attend CP training(s) for staff to demonstrate commitment to our DEI plan. 		
<p>Standard 3a.-f & 8.b-f and Strategic Plan Priorities B.2, B.3 & E.4</p>			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	Goals are not developed.

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<p>Goal 3: Provide leadership to improve and enhance district culture and climate</p>	<p>Evidence of Performance 1: Superintendent will oversee and monitor efforts to support the emotional health and social needs of students and staff.</p> <ul style="list-style-type: none">- In the Summer of 2022, each school will set SMART goals to increase culture & climate.- In August 2022, all district administrators and administrative assistants will participate in an <i>effective communication seminar</i> that will focus on quality communication techniques to support strong staff engagement and trust.- By 9.30.22 the superintendent will develop a process for providing summary updates for staff on school board meetings to support strong staff engagement and trust.- By 10.1.22 the superintendent will work with cabinet members to develop plans to increase cabinet level presence in the buildings.- Superintendent will schedule and hold monthly DILT meetings with every other month agendas that focus & monitor culture & climate.- By February 2023, the administrative team will present a draft of a staff satisfaction survey that will be administered and used yearly in conjunction with the Panorama survey and other data impact points; allowing for triangulated data.- By the spring of 2023 district administrative leadership will engage in 5 training sessions (10 hours) designed to increase organization health.
	<p>Evidence of Performance 2: Superintendent will oversee and monitor efforts to ensure job embedded learning opportunities and monitoring of application change management strategies.</p> <ul style="list-style-type: none">- Establish leadership training in August 2022 on the W. Bridges & Marzano, McNulty & Waters change management models.- Ensure leaders are provided 3 additional training sessions during the 2022-2023 school year.- Survey leaders 3x to monitor growth in use of change models to support quality culture and climate.- In September 2022, the district will launch an EPS smartphone app to increase communication, allowing families to easily access important school information and receive important alerts.
	<p>Evidence of Performance 3: Superintendent will successfully Onboard new cabinet members and build a highly effective cabinet team.</p> <ul style="list-style-type: none">- Hold weekly 1:1's during the first 90 days to support new cabinet members with their 30-60-90 day onboarding plans.- Cabinet will develop working knowledge of Lencioni 4 disciplines through monthly team development experiences.- Establish job embedded training on DiSC styles and organizational effectiveness.- Establish monthly training on Tools of Cultural Proficiency.- Survey cabinet 3x during the 2022-2023 school year to monitor team effectiveness.

Standard 5.a, 5.c & 5.e; Standard 7.c & 7.g and Strategic Plan Priorities C.1,4; D.1-4; & E.1			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	Goals are not developed.

FORM ONE (1) : ESTABLISH GOALS AND STANDARDS

<p>Goal 4: Provide oversight in the development of strategy for enrollment management including resident student retention.</p>	<p>Evidence of Performance 1: Superintendent will provide direction, coaching and consultation to administrator project managers who will conduct a longitudinal review of enrollment data and patterns.</p> <ul style="list-style-type: none"> - Work with assistant superintendent and director of marketing and communications to review pertinent enrollment data and develop an executive summary of findings by 11.1.22.
	<p>Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers who will establish a marketing plan to support retention of resident students.</p> <ul style="list-style-type: none"> - Receive reports and monitor development of marketing plans that will be presented to the school board in December 2022. - Work with assistant superintendent and director of marketing and communications to review current plan for engaging with families who withdraw from EPS, determine if process modifications are needed, and monitor data for patterns and response on bi-monthly basis beginning November 1, 2022.

Standard 2.e and Strategic Plan Priorities D.5 & E.5			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district	Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals	Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities	Goals are not developed.

approved priorities and needs			
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Accompanying document to Dr. Stanley's goals

Standard 6.a-e and Strategic Priorities A. 1-5; D.1, D.2, D.4			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress; demonstrates knowledge and comfort with current instructional programs and seeks to communicate how the school district is implementing best practices and new initiatives; prioritizes and focuses on increasing student achievement, including reporting on student achievement metrics.	Ensures school improvement plans are in place at all buildings and align with school district-wide goals; demonstrates knowledge with current instructional programs and is able to discuss them; student achievement metrics are reported.	School improvement plans are in place at building level, but lack district-wide coordination; is somewhat knowledgeable of current instructional practices; relies on others for information/data.	School improvement efforts are limited; no comprehensive plan in place; is uninvolved in current instructional programs; is unaware of current instructional issues.
Standard 3a-f and 8 b-f and Strategic Plan Priorities B.2, B.3 and E.4			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures a coordinated, systemwide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities	Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to	A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds; reluctantly seeks some relationships with public or private	No plan to achieve equity has been developed; has no relationships with public and private sectors and shows no interest in pursuing partnerships

and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner; builds and sustains productive relationships with public and private sectors	close achievement gap, and providing professional development; creates relationships with public and private sectors	sectors	
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Standard 5.a, 5.c and 5.e; Standard 7.c and 7.g and Strategic Plan Priorities C.1,4; D 1-4; & E.1

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis; follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind; foster professional growth, leadership, and decision-making skills;	Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed; follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff; delegates responsibility to appropriate staff	Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed; plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently; is reluctant to place much authority or decision-making with key staff	No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist; no plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff; tightly controls decisions made within administrative team

Standard 2.e and Strategic Plan Priorities D.5 and E.5

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</p>	<p>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</p>	<p>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</p>	<p>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</p>



Board Meeting Date: August 8, 2022

TITLE: Board Ad Hoc Communications Committee Update

TYPE: Update

PRESENTER(S): Janie Shaw, Julie Greene, and Michael Birdman

BACKGROUND: The board heard an update from the Ad Hoc Board Communications Committee on 5/31/22 with an update on work towards phase 1 goals. Tonight the board will be updated on the next set of goals and work agreed to at the board retreat in July.

RECOMMENDATION: Board to hear update on the overall plan and engage in dialogue around the Board Member Best Practices: Communications document.

DESIRED OUTCOMES FROM THE BOARD: Board members to review documents and come prepared to discuss recommendations.

ATTACHMENTS:

1. Board Communications Plan - working document
2. Board Member Best Practices: Communications document

Draft Document

Value and Belief Statements:

- We believe it's important to have accessible, equitable and clear communication channels for Board operations.
- We believe a good communication structure builds trust, strengthens the Board's decision-making abilities and builds confidence in Board leadership.
- We believe strong and consistent communication is a tenet to operational excellence for high performance of governance, administration and partnerships.

Edina School Board Communication and Engagement Review 2021-2022

Identified Method	Communication and Engagement Goal
Educating the Community (School Community & Broader Community)	Board members and community members understand: 1) role of the school board 2) chain of communication 3) how to address the School Board with feedback and concerns 4) how to access meeting information
Board Member to Board Member	Board members understand: 1) communication protocol and policy for discussing all Board issues 2) importance of communicating committee work completed (Board packet)
Board Member to Superintendent	Board members and Superintendent understand: 1) communication protocol and policy for discussing all Board issues 2) chain of command 3) importance of communicating cabinet work completed (Board packet)
Board Member to Cabinet/Staff	Board members and cabinet understand: 1) communication protocol and policy for discussing all Board issues with Board members 2) chain of command

Draft Document

Board Member Response (Email, Phone, In-Person, Social Media)	Board and community members understand: 1) how to access Board and provide feedback 2) protocol, norms and process to provide feedback to Board members (individually and in full Board capacity) 3) open meeting law and its limitations on Board communications 4) community comments to Board opportunities 5) for the most accurate information regarding EPS, refer to district and school communication (social media private groups are not monitored by the district or by Board members)
Board Member Response (Media and Social Media)	Board members understand: 1) importance of using 'one voice' to speak of past decisions no matter the vote 2) chain of command for communication request and outreach 3) appropriate independent responses and channels
Board Member Committee Role Reporting	Board members and committee members understand: 1) relevant information from each committee is important to share 2) role as Board representation on committees is to represent the full Board and to share 2-way communication (opportunity for education to community and pertinent info to all Board members)
Board Calendar Communications	Board has most up-to-date info: 1) events, meetings throughout the district 2) out-of-district Board participation (District 287, MSBA opportunities, Board speaking engagements)
Board Goals	Board members are accountable: 1) Measurement of Board communication 2) By contributing and participating in agreed upon Board communication efforts

Potential Timeline:

Plan to Board: 3/14/2022 Work Session

Board Approval:

PHASE 1 completion date - May 1, 2022

PHASE 2 completion date - July 1, 2022

Draft Document

PHASE 3 completion date - December 1, 2022

Phase	Tactic, Approach and Timing <i>(CC = Communications Committee)</i>	Board Member Assigned		
1	Scan and update Website	Michael		
1	Update auto response email with relevant information about open meeting law (CC to draft for board approval)	Michael		
1	Create and implement common electronic signature verbiage for all board members (CC to draft for full board approval)	Michael		
1	Set universal template for Board packet cover sheets and email notification of posted materials (CC to draft plan for board and admin approval)	Janie		
1	Reevaluate approach to community response (Board vs. member representing Board)	Team		
1	Discuss relationship between Board and all media mediums - (CC to bring recommendation to board)	Julie		
1	Upon Board approval of Communication Plan, Policy committee to review and update board norms and policy to align with plan	Julie		
1	Discuss what Board wants to see and have included in Board calendar; implement plan (CC to implement for board)	Janie		
2	Create educational video about school board see link HERE for example	See link		
2	Develop measurable goals against Board communication and engagement plan	See Board Goals		
2	Create consistent communication plan (training and guidance) for Board members	See document		

Draft Document

	Collaborative message with Edina community partners		
Ongoing	Plan and implement yearly Board 101 communication calendar (road shows, video, FAQ on website)		
Ongoing	Build trust through consistent communication and education		
Ongoing	Build trust through consistent use of communication norms and tools		
Ongoing	Track and assess annually with potential bi-annual check-in		
Ongoing	Create clear path for board members to bring up communications issues		
Parking lot	Set dates on the work session calendar to dialogue about the following items. Tactics that are recommended out of these conversations will be added to the plan for approval.:		
	<ul style="list-style-type: none"> a) determine how we will share information and process within Open Meeting restrictions among Board members pertinent to Board issues b) review the role of Board Chair vs. Superintendent for full Board understanding c) open conversation re: best practices on Board to Superintendent communications d) assess desire for shared talking points for Board members to use for moments of engagement on specific or general issues e) review and discuss current practices of out-of-district Board participation and representation f) Discussion regarding how we can best meet needs of community in creating more equitable access for all to participate openly 		

BOARD MEMBER BEST PRACTICES: COMMUNICATION

*open meeting law

MEDIUM	RESEARCH & INFO	RECOMMENDATION
<p>Social Media Platforms (personal and district)</p>	<ul style="list-style-type: none"> - Board training and legal guidance relating to OML say it is high risk to use social media in a Board member capacity -Research on other Boards showed very few Boards with platforms; those that had them saw much scrutiny and distraction from Board work and operations -Individual Board members on other School Boards hold accounts in Board member capacity; receive scrutiny online 	<p>Recommendation is for all Board members to follow best practices:</p> <ul style="list-style-type: none"> - Board does not participate on any social media platforms re: district business - If you are posting in your Board member capacity attending an event or sharing info on a program, it would not be best practice to initiate a post to social media. Once you post as a Board member capacity on your personal social media account, you and your social media account are accountable to public meeting laws. - Sharing or commenting on a district initiated post may be appropriate.
<p>Traditional Media (newspapers, TV, radio)</p>	<p>Current process: -Send all requests</p>	<p>Best practice is all media requests are sent to the Superintendent.</p>
<p>EPS Publications (Established groups: Zephyrus, Whigrean, SV Podcast, Hornet newsletters, PTO newsletters)</p>	<p>Current process is not clear for Board members or school community</p> <p>Two different requests: - Board receives invitation to be interviewed;</p>	<p>Since these mediums are within our district, the following process is recommended:</p> <ul style="list-style-type: none"> -Create a Board request form that would be accessible on the School Board Website for

	<p>-Individual Board member receives invitation to be interviewed as a specific ask</p>	<p>interviews. All members send any requests to form.</p> <p>-Board members understand to direct all requests from EPS publications to online interview form.</p> <p>-Board members get trained on parameters for speaking on behalf of the Board.</p> <p>-Initiate a tracking mechanism to historically capture engagement for requests.</p>
<p>Edina Community, Civic and City Events and Groups (in-person attendance invitations to speak at/with city events, special interest groups, library events, 9/11 memorial day)</p>	<p>Equity throughout the community.</p> <p>Better management will result in improved access for all.</p>	<p>If Board members are invited to attend a community event, Board member can attend at their own availability*. (see calendar recommendation)</p> <p>Good faith effort to have Board representation (minimum of 1) at community events. *(see calendar recommendation)</p> <p>If an individual Board member receives an invitation to speak in Board capacity at a community event, community groups fill out the Board request form.</p> <p>Attending or volunteering at any event is individual discretion.</p> <p>Board members all attend State of the City.</p>

<p>EPS Event Invitations:</p> <p>Attend events:</p> <p>(music/theater performances, cake day, scholar event, school carnivals, fundraising events, Give & Go, Ed Fund events, science fair judges, history day judges)</p> <p>Speak at events:</p>	<p>Invitations received as a whole Board: - everyone receives invitation to attend an event</p> <p>-individual Board member receives invitation to attend an event</p> <p>What is our goal as a Board? Or, is it 100% up to Individual discretion?</p> <p>See proposed new process for discussion.</p>	<p>Not subjective. Goal: To inform Board</p> <p>Proposed process: Solicit input from Board on interest in speaking; Set goal and schedule for Board speaking engagements;</p> <p>Board Teacher Back to School (August) Graduation (June) Scholar Event at High School (May) Retirement Event (May) Dedication ceremonies Other (?)</p> <p>All Board members attend Graduation.</p>