



**School Board Special Meeting**  
**Wednesday, November 9, 2022; 5:00 PM**  
**ECC Room 350 and Virtual**

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

**II. Closed Session**

- A. Legal Issue. Pursuant to Minnesota Statutes Section 13D.05, subdivision 3(b), to engage in discussions with the School Board's legal counsel related to litigation that has been filed against the District in the case of Otto v. ISD 273, Court File No. 22-cv-00005-KMM-BRT. The Board seeks legal advice on the status of the matter, alleged claims against the District, the District Attorney's analysis of the same, and the District's options for the potential settlement of the matter.

**III. Discussion**

A. Countryside Programming Update

**Description:** On November 8th, 2021, the Edina Public School Board approved Two-Way/Dual Spanish Immersion to be placed at Countryside Elementary. This approval, along with the Elementary Guiding Change Plan for Edina Public Schools Programming, prompted the Countryside community to engage in a needs assessment. The purpose of the needs assessment was to gather data from all stakeholders in the Countryside community to describe what kind of community they could create with the addition of Two-Way/Dual Spanish Immersion programming. The needs assessment was reviewed by a Countryside Leadership team during three summer full day work sessions. The proposal from this team is that Countryside moves forward with all program offerings being known as "one Countryside." The building will focus planning on two language pathways - English and Spanish.

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; Karen Bergman, Principal of Countryside Spanish Dual Language; Caroline Linden, Dean of Countryside Spanish Dual Language; and Jody De St. Hubert, Director of Teaching and Learning

**IV. Leadership and Committee Updates**

**V. Superintendent Updates**

**VI. Adjournment**

\* One Board member will participate virtually from 3355 Las Vegas Blvd, Las Vegas, NV 89109



**Board Workshop Date:** November 9, 2022

**TITLE:** Countryside Programming Update

**TYPE:** Discussion

**PRESENTER(S):** Dr. Randy Smasal, Assistant Superintendent; Karen Bergman, Principal of Countryside Spanish Dual Language; Caroline Linden, Dean of Countryside Spanish Dual Language; and Jody De St. Hubert, Director of Teaching and Learning

**BACKGROUND:** On November 8th, 2021, the Edina Public School Board approved Two-Way/Dual Spanish Immersion to be placed at Countryside Elementary. This approval, along with the Elementary Guiding Change Plan for Edina Public Schools Programming, prompted the Countryside community to engage in a needs assessment. The purpose of the needs assessment was to gather data from all stakeholders in the Countryside community to describe what kind of community they could create with the addition of Two-Way/Dual Spanish Immersion programming. The needs assessment was reviewed by a Countryside Leadership team during three summer full day work sessions. The proposal from this team is that Countryside moves forward with all program offerings being known as “one Countryside.” The building will focus planning on two language pathways - English and Spanish.

**RECOMMENDATION:** The administrative recommendation is to phase out the Continuous Progress choice option at CS for new K students starting with the fall of 2024. Additional planning is needed to determine how the many current strengths of Continuous Progress and Neighborhood would be infused in program decisions for all 5 sections at each grade level going forward.

**DESIRED OUTCOMES FOR THE BOARD:** Review in detail, have questions prepared, and provide feedback on Countryside’s collective commitments and proposed next steps.

**BACKGROUND MATERIALS:**

[Guiding Change Document for EPS Elementary Programming](#)

**ATTACHMENTS:**

Board Report (below)

### **Needs Assessment:**

Angie Freese, founder and principal revivalist of Playmakers, LLC. was hired to collaborate with the Edina district office and the Countryside building administration in order to conduct a comprehensive needs assessment at Countryside Elementary. The following information are highlights taken directly from the Summary of Findings Prepared by Ms. Freese.

The focus of the needs assessment was relative to the inclusion of a Spanish dual language pathway at Countryside Elementary. The primary intent of the needs assessment was to gather questions, comments, and ideas from the stakeholders within the Countryside family in order to help describe what kind of school community they could create with the addition of this new learning opportunity. A secondary intent was to thwart misinformation, rumors, and speculation about decision-making processes thus far and interrupt unproductive tone or language by providing accurate, clear, and timely information. The following components were administered to seek information from the Countryside community:

- February 2022 Countryside staff meeting to provide an overview of the process
- April - May 2022 Administration of surveys, focus groups, and interviews with staff, students and parents to gather anecdotal feedback
- June and July 2022 Discussion of findings and action planning with members of the Countryside leadership team

### **April - May 2022 Data Gathering: Findings and Observations:**

*Emerging patterns of thought from families include:*

- We love Countryside!
- Excitement about Spanish immersion, but need to know the programming decisions moving forward (i.e. presence of CP or not)
- Desire to bring all families together / minimize the elitist feel of CP
- Desire for intentional ways to build community among students across the three pathways
- Need clear, transparent communication and timelines for when decisions will be made

*Emerging patterns of thought from staff include:*

- The decision-making process feels elusive; decisions were already made and the gathering of feedback is not authentic
- Communication has not been specific or timely
- Limited communication has contributed to staff and families leaving the Countryside community

- There is already divisiveness / feelings of elitism from the CP (continuous progress) program as compared to the neighborhood program; what will adding a third program do?
- There is an unspoken imbalance of “power” between staff that perpetuates the division
- There are inequities between neighborhood and CP (i.e. CP has full-time paras, CP staff get an extra stipend for their work) that need to be addressed; how will the addition of a third program impact these inequities?
- Families also use language that enables separation; students say, “I’m a CP kid” or “I’m a regular / neighborhood kid” instead of “I’m a Countryside kid”.
- Families from different programs do not generally interact at school-wide functions; noticeable groupings or “cliques” among the families
- Concerns about adding another program without adding administrative support
- Inconsistent implementation of / follow through with behavioral consequences for students

As a result of the data gathered, there are three major categories for consideration: a) restorative action to repair relationships between building and district level staff, b) review of the professional infrastructure within the Countryside staff community, and c) investment in students and families to foster connection and promote community.

*\*End of overview of Ms. Freese’s Summary of Findings.*

### **Collective Planning For Countryside Programming Findings:**

In June and July a team of Countryside staff and a few representative parents met with Ms. Freese, Principal Bergman, Jody De St. Hubert and Randy Smasal to:

- Review the Playmakers, LLC Summary of Findings
- Provide clarity on the process of study of Countryside programming in preparation for 2024-25 and building and district roles within this process
- Discuss next steps for Countryside Programming
- Determine next steps for overall direction
- Create a timeline for next steps
- Develop a communication plan to stakeholders for our current “place” in the process by determining what do we want everyone to know about where we are heading and the next steps we will take?

### **CS Leadership Team Proposal: “We are Countryside!”**

The team’s proposal developed through consensus (will of the group) is based on the needs assessment and engagement in summer planning to move forward as one Countryside Community - that is a 5-section building with 2 language pathways - Spanish and English.

The administrative recommendation is to phase out the Continuous Progress choice option at CS for new K students starting with the fall of 2024. Additional planning is needed to determine how the many current strengths of Continuous Progress and Neighborhood would be infused in program decisions for all 5 sections at each grade level going forward. The list below is what would be used as guiding factors for development:

### **What needs to be infused across all 5 sections?**

- Mental Health/SEL/BELONGING/COMMUNITY structures
- Supportive Leadership structures
- Consistency of Management/Discipline/Expectations
- Teaming across the community: teaming could include but is not limited to cross-grade level, vertical or horizontal, within grade level, instructional planning with freedom opportunity to team in different ways across the building
- Master Schedule with common prep times (might be in grade level or vertical)
- WIN: instructional match at all levels
- Multi-age presence WOULD BE maintained across all teams/levels
- Thoughtful conversations for student placement
- Family Partnerships
- Teacher Support/Professional Development/Time for program development

### **Next Steps:**

Based on the work in the spring and summer of 2022, the Building Leadership Team, in partnership with all staff/PLCs, have moved forward with the following plans:

- Implementation of Countryside Strong - based on Character Strong - to address the need for Belonging and Community across all teams/grade levels.
- Building-wide expectations and consistent staff responses. These have been developed and are connected to district policy and Rights and Responsibilities Handbook.
- PLC is scheduled for both Building Teams (grade levels) AND Vertical Teams to facilitate the development and growth of Multi-Age opportunities and the enhancement of the feeling of Belonging across the entire building.
- Next steps for Continuous Progress (CP) planning:
  - The leadership team is committed to infusing Multi-Age opportunities and strategies for all students, as well as continuity of offerings across the building.
  - The building needs direction from the district/Board level to move forward with this change.
  - The CS leadership team would create a transition plan for current CP students/families as they move through the system - and at the same time moving the great things about Countryside throughout all classrooms - whether it was initiated in CP or neighborhood, all the while building belonging for our Spanish Dual Language students.
  - A board approval of the above administrative recommendation would mean that new K students coming into Countryside in the fall of 2024 would no longer sign up for CP as a choice program at Countryside.

Current data on where our CS CP students are coming from:

- Total Number of CP students at CS for the 2022-23 school year: 125
  - Resident Students from CS neighborhood in CP: 69 (68%)
  - Resident students from non-CS neighborhood in CP: 32 (32%)
  - Open enrollment filling out remaining spots for CP: 24 (19% of total CP population)
- Work groups are being formed to investigate what components of Multi-Age programming are best to infuse/add/revise in the overall Countryside program moving forward.

**Tentative Class Section Phases:**

2022-23					
K	Neighborhood	Neighborhood	Neighborhood	Spanish	Spanish
1	Neighborhood	Neighborhood	Neighborhood	CP (1-2)	NA
2	Neighborhood	Neighborhood	Neighborhood	CP (1-2)	NA
3	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
4	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
5	Neighborhood	Neighborhood	Neighborhood	CP 5	NA

2023-24					
K	Neighborhood	Neighborhood	Neighborhood	Spanish	Spanish
1	Neighborhood	Neighborhood	CP (1-2)	Spanish	Spanish
2	Neighborhood	Neighborhood	Neighborhood	CP (1-2)	NA
3	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
4	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
5	Neighborhood	Neighborhood	Neighborhood	CP 5	NA

2024-25					
K	English	English	English	Spanish	Spanish
1	Neighborhood	Neighborhood	CP (1-2)	Spanish	Spanish
2	Neighborhood	Neighborhood	CP (1-2)	Spanish	Spanish
3	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA

4	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
5	Neighborhood	Neighborhood	Neighborhood	CP 5	NA

2025-26					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	Neighborhood	Neighborhood	CP (1-2)	Spanish	Spanish
3	Neighborhood	Neighborhood	CP (3-4)	Spanish	Spanish
4	Neighborhood	Neighborhood	Neighborhood	CP (3-4)	NA
5	Neighborhood	Neighborhood	Neighborhood	CP 5	NA

2025-26					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	Neighborhood	Neighborhood	CP (2-3)	Spanish	Spanish
4	Neighborhood	Neighborhood	CP (3-4)	Spanish	Spanish
5	Neighborhood	Neighborhood	Neighborhood	CP 4-5	NA

2026-27					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	English	English	English	Spanish	Spanish
4	Neighborhood	Neighborhood	CP (3-4)	Spanish	Spanish
5	Neighborhood	Neighborhood	CP (4-5)	Spanish	Spanish

2027-28					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	English	English	English	Spanish	Spanish
4	English	English	English	Spanish	Spanish
5	Neighborhood	Neighborhood	CP (4-5)**	Spanish	Spanish

\*\* may be a very large section in this school year

2027-28					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	English	English	English	Spanish	Spanish
4	English	English	English	Spanish	Spanish
5	Neighborhood	Neighborhood	CP (5) **	Spanish	Spanish

\*\* may need to pull some neighborhood students into this section

2028-29					
K	English	English	English	Spanish	Spanish
1	English	English	English	Spanish	Spanish
2	English	English	English	Spanish	Spanish
3	English	English	English	Spanish	Spanish
4	English	English	English	Spanish	Spanish
5	English	English	English	Spanish	Spanish