

Work Session

Monday, May 15, 2023 5:00 PM

ECC 350 and Virtual, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order



School Board Work Session
Monday, May 15, 2023; 5:00 PM
ECC Room 350 and Virtual*

I. Determination of Quorum and Call to Order

II. Report

A. Superintendent's Student Leadership Team Reports

Description: The Superintendent Student Leadership Teams regularly meet to work on areas important to them and provide student voice regarding district wide initiatives. This year teams decided to focus on student mental health. Students will report their findings.

Presenter(s): Superintendent's Student Leadership Teams

III. Discussion

A. Culture and Climate Board Update

Description: Strategy B of the Edina Public Schools Strategic Plan states that Edina Public Schools will ensure an equitable and inclusive school culture. A culture that welcomes, respects, supports, and values students and staff. In order to monitor the current state of our school culture and climate, we administered two surveys to staff and one to students this spring. The Panorama Climate and Wellness survey provided feedback on the Teaching and Learning Climate in our schools and was administered to students and licensed staff. The Employee Engagement survey provided information regarding the degree to which all staff are engaged and satisfied in their work as an employee of Edina Public Schools. The body of the report includes background information on the surveys, participation rates, data summaries, analysis and some next steps.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Leigh Ann Feily, Multi-Tiered Systems of Support (MTSS) Coordinator; and Sonya Sailer, Director of Human Resources

B. Secondary ELA Course and Resource Recommendations

Description: The Edina Comprehensive Literacy Plan K-12 has been developed in response to the Edina Public Schools 2020-2027 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all. The 6-12 Comprehensive Literacy Plan defines the unified commitments for secondary ELA programming in Edina Public Schools. In addition, it outlines the high level view of the structures and processes for decision making and implementation. The secondary ELA course and resource recommendation processes will use the 6-12 CLP as a guide. The processes for secondary ELA course and resource recommendations will also use the guiding change documents and timelines outlined in the following report as critical guides in the process.

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

C. Draft Election Cooperation Agreement - School Board Elections

Description: Draft elections cooperation agreement; reviewed by district legal counsel.

Presenter(s): City-Schools Committee

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

* One board member will participate virtually from 5310 North Lake Burkett Lane, Winter Park, Florida 32792

II. Report

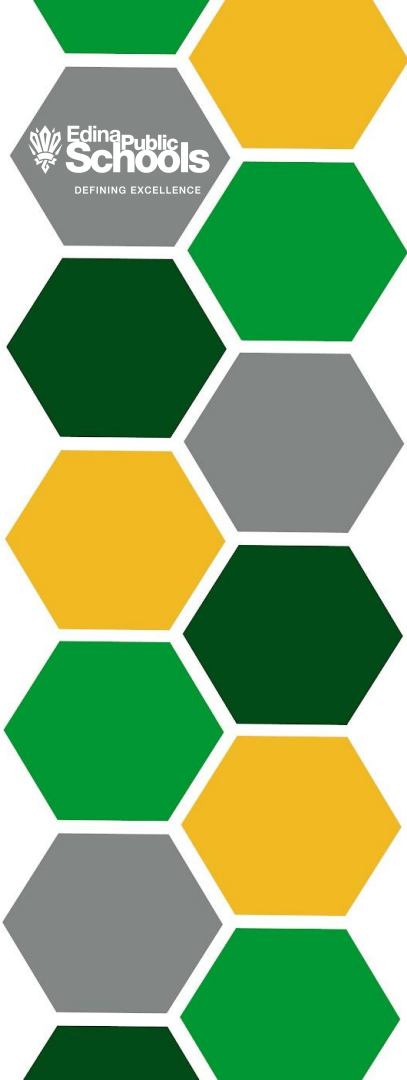
II.A. Superintendent's Student Leadership Team
Reports

School Board Presentation

South View Middle School

Miranda, Jacob, Olive, Abdurahman, Evie, Lincoln, Dakota, Nana, Tenzin

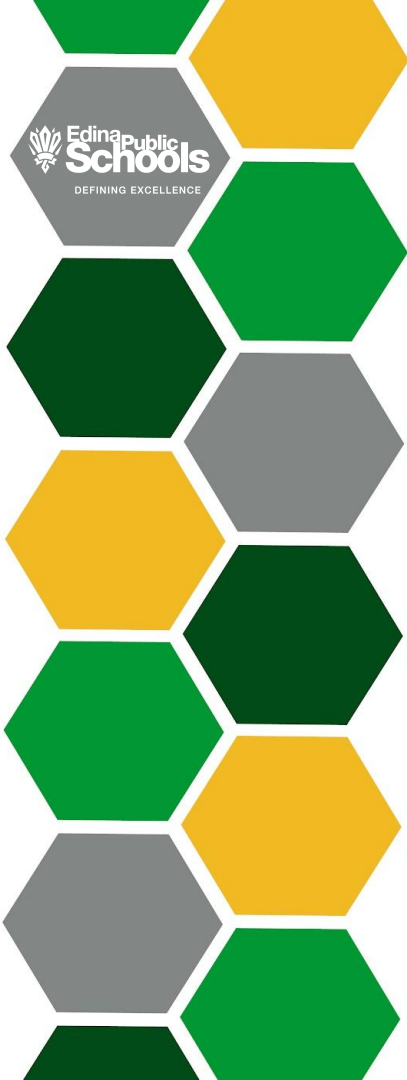




What is the purpose of the Superintendent's Leadership Team?

Dr. Stanley meets with students to gain the perspective we have to offer. Our goal is to improve South View for all learners. By amplifying the student voice, Dr. Stanley is not only getting great ideas but also building student leaders.





Our focus for this school year:

This year our focus was mental health and motivation. We chose these topics because we have seen that our peers need help with mental health and motivation especially during the last half of the year.

What has the Superintendent's Leadership Team accomplished this year?

- One way we tried to create a positive culture and improve mental health was putting motivational post it notes on lockers and around the school.
- One way we tried to motivate learners was adding all day "C" flex days after the all the MCA, instead of a normal C-day. This all day flex day motivates and give students a fun day to make connections, have shared experiences with peers and have some fun. We do this because of all the hard work the students have done to make South View a better place for all.
- The all day flex was also made to help are students mental health to try to eliminate the stress of work, and we hope to have more all day flex days next year.

Thu May 11

#1

Fri May 12

#2

Fri May 12

#3

Fri May 12

#4

Fri May 12

#5

Fri May 12

#6

Fri May 12

#7

Fri May 12

#8

Fri May 12

Math Games with First Graders! Part 1 of 2 — Mrs. Oberle

Location: 245

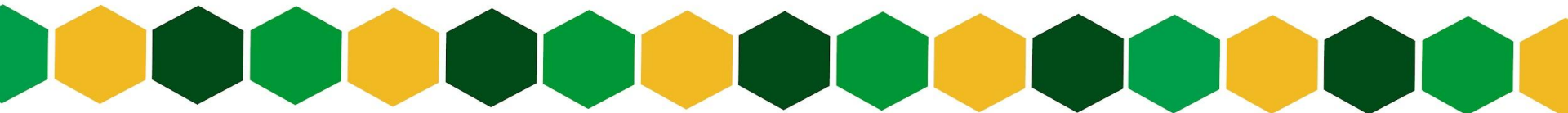
[Signed Up](#)

What has the Superintendent's Leadership Team accomplished this year?

This year we also focused on having the students input on ideas to make South View a better place.

- We have a system where our South View Spirit team goes around asking different advisories for song ideas to play over the loudspeakers in the morning. Every morning at 9:15, a song plays over the loudspeaker to tell students to start to head to their advisories. When this song plays, students get the hint that school is about to start. We use this method because it let students listen to some of their favorite songs.
- When the bell rings, one of our Admin goes on the loud speaker and gives a Joke of the Day, this gives people a good laugh before getting started for the day. This has really worked and made a change here at South View.

Date	Brainstormed message to read
5-11	<p>Greeting: Good Morning South View, this is</p> <p>Song: Today's song was Fabulous by Ryan and Sharpay, from High School Musical, requested by Caroline Mowery</p> <p>Joke of the day: What do you call an alligator in a vest? An investigator!</p> <p>All 6th grade band members should come to the auditorium during advisory and flex for rehearsal.</p>



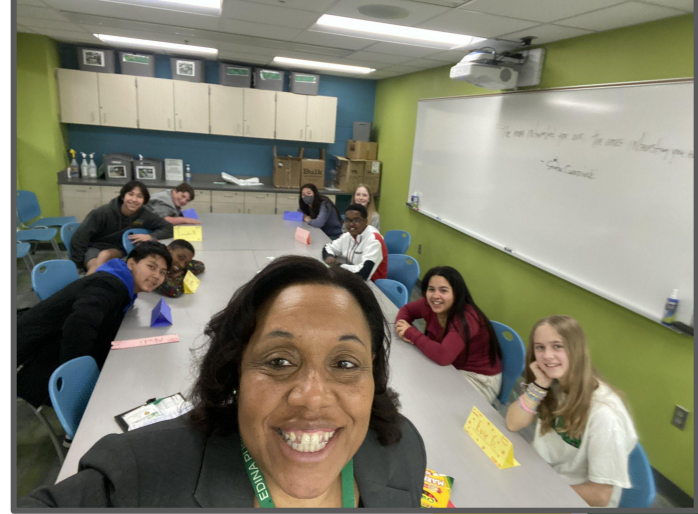
Spreading the Word

- ❖ We spread the word of our work through SVTV, which is a broadcast that students produce and show on Fridays.
- ❖ We meet with admin and share out ideas for them to help us spread it further.
- ❖ We also send out our work through emails.



Our hopes for next year

Next year we hope to increase students mental health and motivation even more. We hope that next year we can continue our all flex C days because we hope and believe that can help relieve students stress which can also help their mental health.



**Thank you for your
continued support to
student leadership
programs/groups such as
the Superintendent's
Student Leadership Team.**

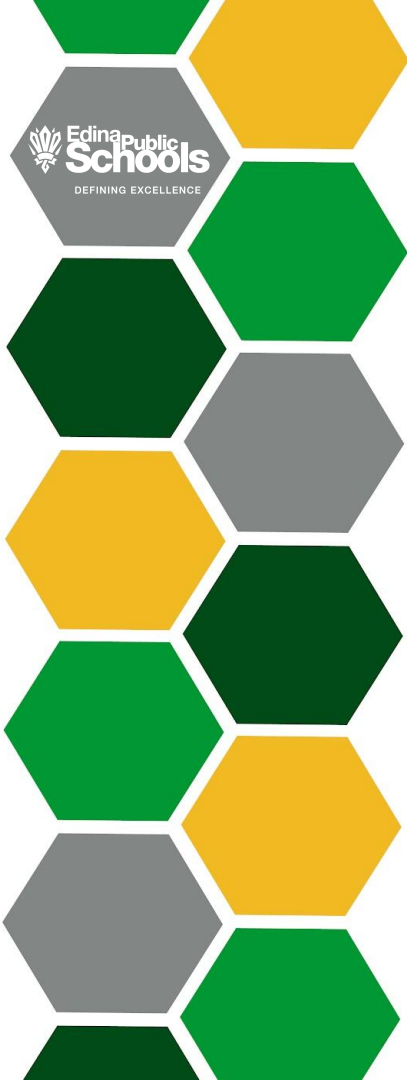


School Board Presentation

Valley View Middle School

Alex, Aayaan, Dylan, Hamza, Jayden, Julia, Nicole, Reese, Sebastian, Suhana





What is the purpose of the Superintendent's Leadership Team?

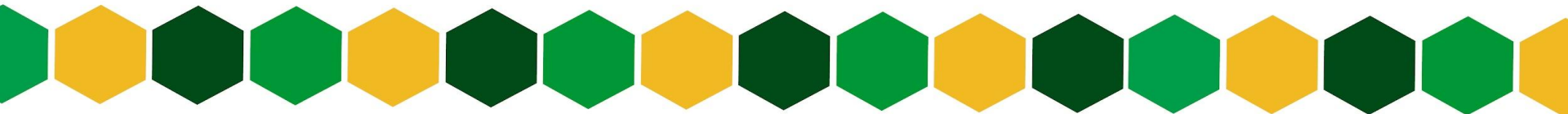
The Superintendent's Leadership Team allows students to have the opportunity to talk with Dr. Stanley. Students can share their thoughts and opinions about Valley View on what is going well and suggest improvements. It's important for students to have a platform like this to express themselves and be heard.



What has the Superintendent's Leadership Team accomplished this year?



This year the topic we chose to focus on was mental health. We believe mental health is important because it affects daily life. One thing we discussed is that it can sometimes be hard for students to talk to adults about how they feel and what they are experiencing. That's why we created a mental health support form that is linked on the VVMS social emotional wellness site in the portal. It gives students direct access to the school counselors without them having to talk in person at first.



Our Mental Health Support Form

This mental health support form enables students to receive the help they need without physically going to the counselors' offices. It also gives students several ways to receive help without direct counseling. Students can fill out the form, and then one of the school counselors will see their response so that they can either continue to email each other or schedule a time to meet in person.

The submissions are confidential only seen by Mrs. Brandt and Principal Pryor. Email address are collect to ensure counselors can follow up with students and to avoid false reporting.

First Name *

Your answer _____

Last Name *

Your answer _____

Grade *

6

7

8

What do you want your counselor to know in order to support you? *

Your answer _____

On a Scale of 1-4, how much is this problem affecting your day to day functioning? *

1-Not At All

2-Just A Little

3- Most of the time

4- All of the time

How would you like to connect with your counselor? *

Talking In person

Email to start

I'm looking for resources

Submit Clear form

Spreading the Word

Our form was launched through VVTV, one of the student leadership teams at Valley View. We utilized their platform to share our video and promote our project to the entire school, reaching all Advisory classes. This approach successfully got us increased interest and support.

In addition to the VVTV platform, we also used the P.A.W. newsletter, an email that goes out to all Valley View families bi-weekly. This let families know that if their kids were struggling there is another resource out there for them to access.



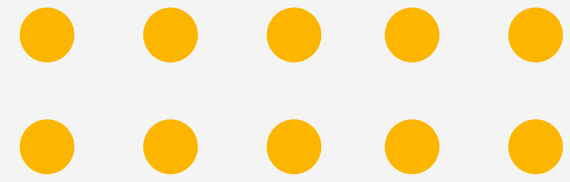
Our Hopes for Next Year

Our goal for the future is to increase the usage of our mental health support form to assist more students with feeling safer at school. To ensure that students don't forget about the resources available to them, we will consistently promote our mental health support form in future VVTV videos.



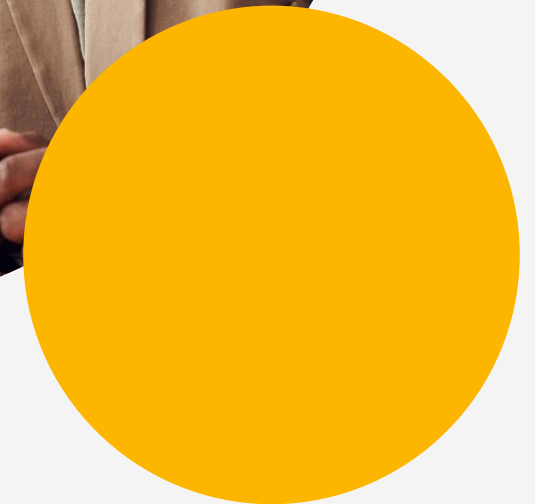
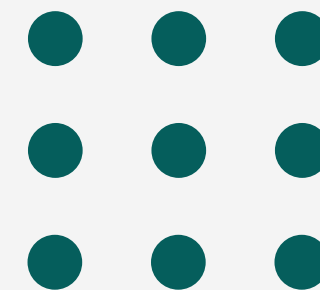
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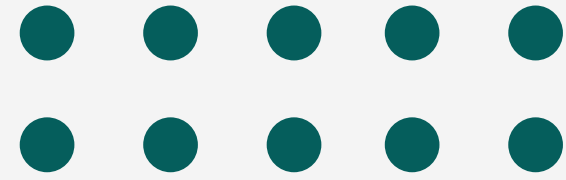




Increasing Engagement

by Dr. Stanley's Student
Leadership Team





1. Activities

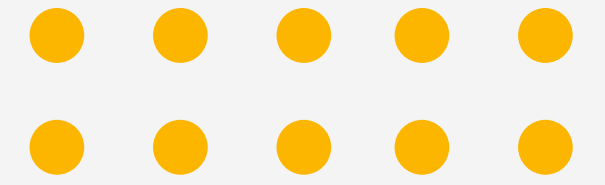
Many activities and opportunities for excellence, growth, and leadership at EHS go unnoticed. Here are our ideas to shine some light on them.

Activities that need more recognition

- **Leadership groups**
 - *Student Senate, 212, & more*
- **Edina Rotary & Global Scholars**
- **School travel trips**
- **Less popular sports**
 - *Synchro, Ultimate Frisbee*
- **Lesser known clubs & activities**



← Result



- **Potential growth passes by**

- **EHS students aren't fully represented**

- **Groups and activities suffer from limited engagement**



Our solutions



1



Multiple Activities Fairs

- 1-2 each semester



2



Advise sports teams to have a “trial day”

- No obligation to continue with sport if not interested



3

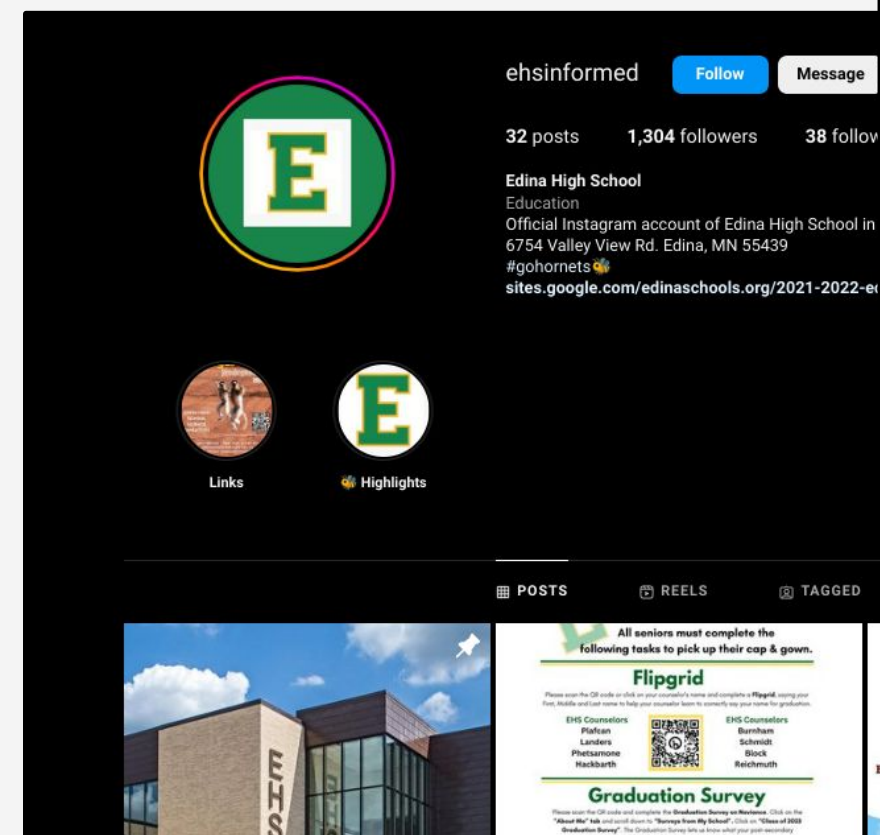


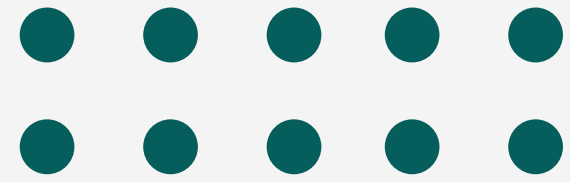
Advise activities to make an intro video

- Similar to teachers' intro videos during COVID

Specific Outreach Efforts

- **Brochure of available activities**
 - *similar to Course Catalog*
- **More use of @ehsinformed Instagram**
 - *Work w/ students to manage*
- **Encourage clubs to make posters**
 - *Hang up in school*
 - *Post in schoology*
- **Ads in Zephyrus**
 - *EHS student newspaper*





2. Mental Health Resources

Our two ThoughtExchanges in spring and winter 2022 showed that students requested more and easier access to these resources.

Opportunities to meet counselors



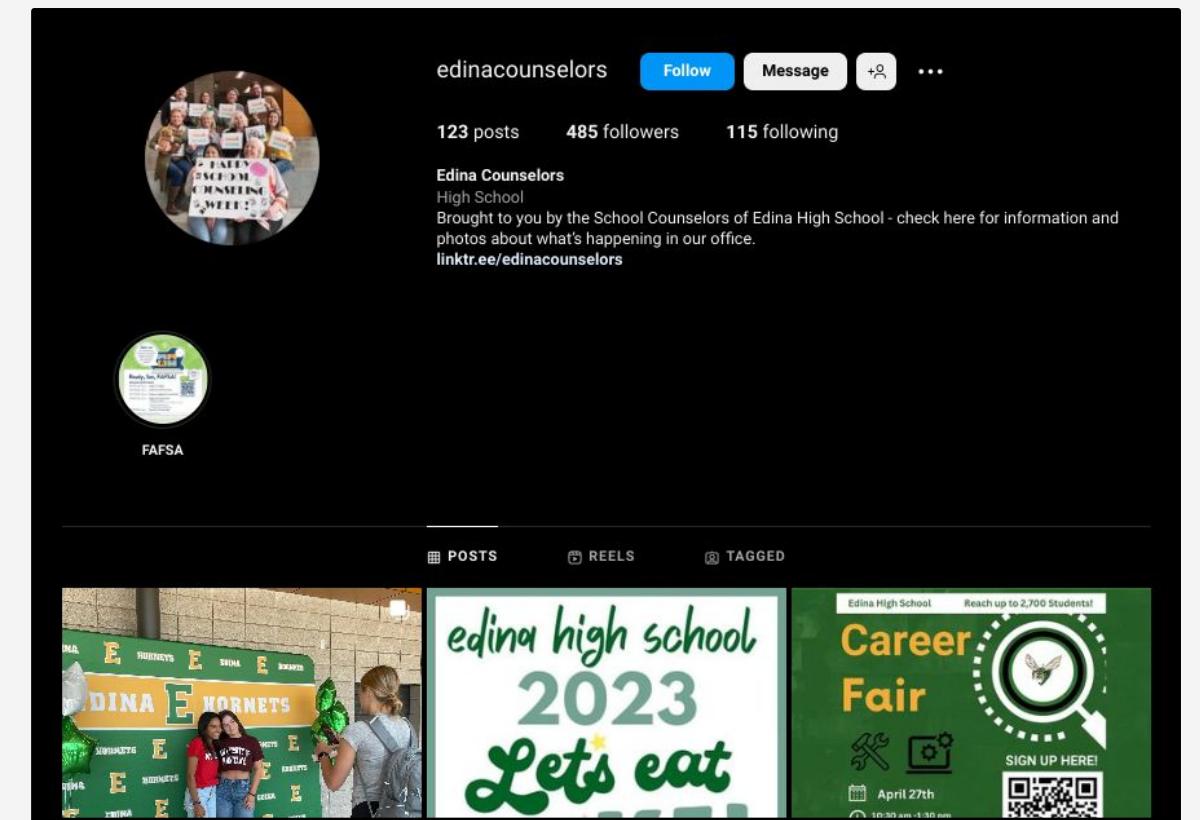
Open House / GCD

Meeting table for counselors



During advisory

Introduce themselves at the beginning of each year/semester



@EHSinformed

Add bios of counselors, therapists, and other professionals

Accessibility

- **Form to signal need for intervention**

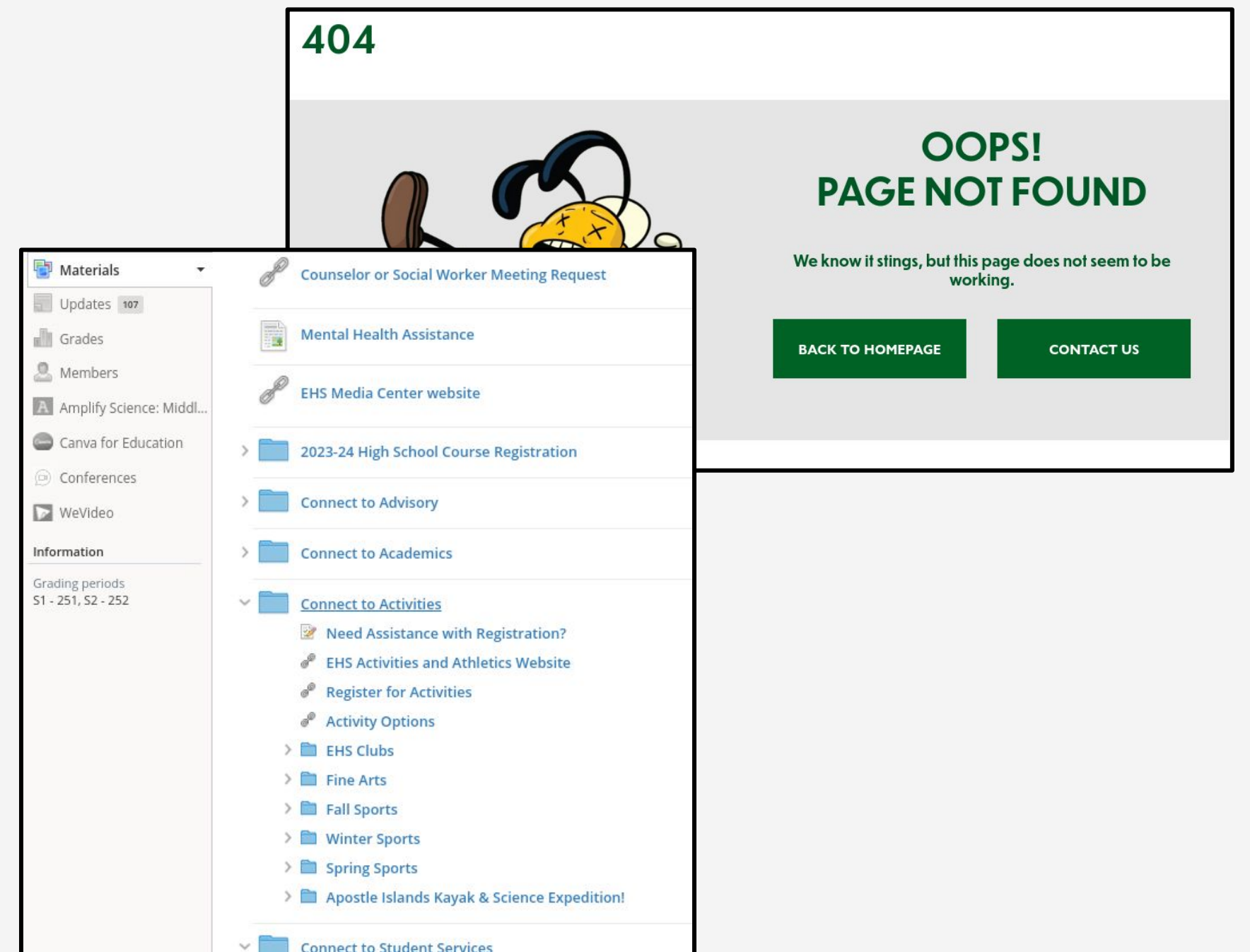
- *Wanted, but no crisis*
- *Moderate*
- *Immediate help*

- **Add appointment link to @edinacounselors LinkTree**

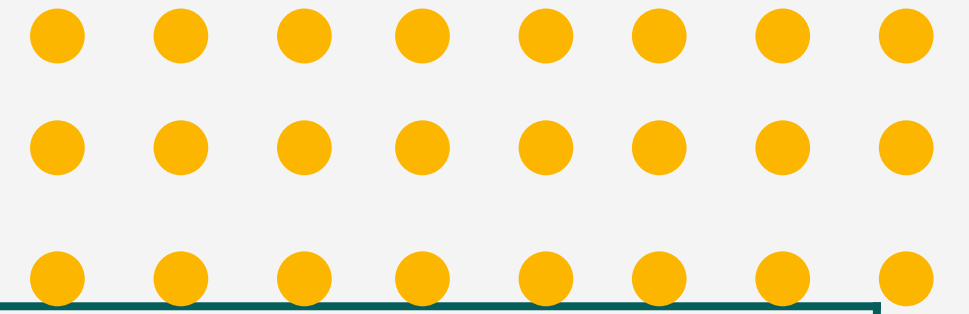
- *Advertise Instagram account more*
- *Add small biographies about staff in Student Services*

- **Via Schoology**

- *Ensure links work on Connections page*



Next Steps



Work w/ Mr. Stein in Activities Office to plan Activity Fairs, brochures, etc.

Provide specific suggestions of what could be posted onto SM

Get in touch w/ Student Services to promote more connection w/ students



III. Discussion

III.A. Culture and Climate Board Update



Board Meeting Date: May 15, 2023

Title: Culture and Climate Board Update

Type: Discussion

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Leigh Ann Feily, Multi-Tiered Systems of Support (MTSS) Coordinator; and Dr. Sonya Sailer, Director of Human Resources

Description: Strategy B of the Edina Public Schools Strategic Plan states that Edina Public Schools will ensure an equitable and inclusive school culture. A culture that welcomes, respects, supports, and values students and staff. In order to monitor the current state of our school culture and climate, we administered two surveys to staff and one to students this spring. The Panorama Climate and Wellness survey provided feedback on the Teaching and Learning Climate in our schools and was administered to students and licensed staff. The Employee Engagement survey provided information regarding the degree to which all staff are engaged and satisfied in their work as an employee of Edina Public Schools. The body of the report includes background information on the surveys, participation rates, data summaries, analysis and some next steps.

Recommendation: This report is intended to be an update to the school board. No recommendation is being made at this time.

Desired Outcome(s) from the Board: After reviewing the report, please consider what needs additional clarity and be prepared to share your questions with administration.

Attachment(s): See attached report

The Culture and Climate Board Update report includes the following sections:

- **Background Information**
- **Panorama Student Survey Questions**
- **Student Survey Participation**
- **Key Take-Aways, Celebrations and Areas for Improvement**
- **Panorama Staff Survey Questions**
- **Staff Survey Participation**
- **Themes and Frequency Counts for Open Ended Responses**
- **Panorama Staff Data Key Takeaways**
- **Employee Engagement Survey Background Information**
- **Employee Engagement Questions**
- **Employee Engagement Survey Participation Information**
- **Employee Engagement Data rated against 80% Target Benchmark**
- **Employee Engagement Findings: Celebrations and Opportunities for Improvement**
- **References**

Background Information:

The strategic action under C4 of Edina’s Strategic Plan states that we will create environments that are conducive to learning and facilitate constructive student interaction. Strategy B2 states that Edina Public Schools will create a school culture that enhances learning and fosters a sense of belonging for all students through our values of integrity, compassion, courage, commitment, appreciation, and responsibility. Data is needed in order to monitor the degree to which our culture creates a sense of belonging for students and staff, is a place where people can do their best work, and feel supported. The Panorama Climate and Wellness survey for students and staff was used to assess the current state of the Teaching and Learning climate in our schools. The Employee Engagement survey was used to generate feedback on the degree to which staff feel engaged in their work, connected to others at work, supported in their professional learning and growth, and motivated to do their best work.

Panorama Student Survey:

Edina Public Schools is in its third year of partnering with Panorama Education to administer a student survey. National norms are provided in the data analysis to help understand the context of the data and provide insights for what is going well and where opportunities for improvement exist. Site leadership teams use the data to understand the needs of students, set goals, and create action steps for improvement. The annual monitoring will provide feedback on the impact of the action steps. The specific questions on the student survey are listed in Table 1.0 below.

Table 1.0: Student Survey Questions

Topic Area:	Questions:
Challenging Feelings: how frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.	<ol style="list-style-type: none">1. During the past week, how often did you feel mad/angry?2. During the past week, how often did you feel lonely?3. During the past week, how often did you feel sad?4. During the past week, how often did you feel worried?

	<ol style="list-style-type: none"> 5. <i>During the past week, how often did you feel frustrated? (6-12 only)</i> 6. Thinking about everything in your life right now, what feels the hardest to you.
<p>Emotional Regulation: How well students regulate their emotions.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How often are you able to pull yourself out of a bad mood? 2. When everybody around you gets angry, how relaxed can you stay? 3. How often are you able to control your emotions when you need to? 4. Once you get upset, how often can you get yourself to relax? 5. When things go wrong for you, how calm are you able to stay? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. When you are feeling pressured, how easily can you stay in control? 2. How often are you able to pull yourself out of a bad mood? 3. When everybody around you gets angry, how relaxed can you stay? 4. How often are you able to control your emotions when you need to? 5. Once you get upset, how often can you get yourself to relax? 6. When things go wrong for you, how calm are you able to remain?
<p>Positive Feelings: How frequently students feel positive emotions over time</p>	<ol style="list-style-type: none"> 1. During the past week, how often did you feel excited? 2. During the past week, how often did you feel happy? 3. During the past week, how often did you feel loved? 4. During the past week, how often did you feel safe?* 5. <i>During the past week, how often did you feel hopeful? (6-12 only)</i> 6. Thinking about everything in your life right now, what makes you feel the happiest? <p>*Students who indicate they do not feel safe receive a follow up from a student support staff member</p>
<p>Supportive Relationships: How supported students feel through their relationships with friends, family, and adults at school</p>	<ol style="list-style-type: none"> 1. Do you have a teacher or other adult from school who you can count on to help you, no matter what? 2. Do you have a family member or other

	<p>adult outside of school who you can count on to help you, no matter what?</p> <ol style="list-style-type: none"> 3. Do you have a friend from school who you can count on to help you, no matter what? 4. <i>Do you have a teacher or adult from school who you can be completely yourself around? (6-12 only)</i> 5. <i>Do you have a family member or other adult outside of school who you can be completely yourself around? (6-12 only)</i> 6. <i>Do you have a friend from school who you can be completely yourself around? (6-12 only)</i> 7. What can teachers or other adults at school do to better support you?
<p>Engagement: How attentive and invested students are in class.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How excited are you about going to this class? 2. How focused are you on the activities in this class? 3. In this class, how excited are you to participate? 4. When you are not at school, how often do you talk about ideas from this class? 5. How interested are you in this class? <p>Grades 6-12</p> <ol style="list-style-type: none"> 1. How excited are you about going to your classes? 2. How often do you get so focused on activities in your classes that you lose track of time? 3. In your classes, how eager are you to participate? 4. When you are not in school, how often do you talk about ideas from your classes? 5. Overall, how interested are you in your classes?
<p>Belonging: How much students feel that they are valued members of the school community.</p>	<p>Grades 3-5</p> <ol style="list-style-type: none"> 1. How well do people at your school understand you as a person? 2. How much support do the adults at your school give you? 3. How much respect do students at your school show you? 4. Overall, how much do you feel like you belong at your school?

	<p>Grades 6-12</p> <ol style="list-style-type: none"> 1. How well do people at your school understand you as a person? 2. How connected do you feel to the adults at your school? 3. How much respect do students in your school show you? 4. How much do you matter to others at this school? 5. Overall, how much do you feel like you belong at your school?
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Student Survey Participation:

The Panorama Student Survey is broken down into two component areas; Student Competency and Well-Being Measures (Challenging Feelings, Emotional Regulation, Positive Feelings, and Supportive Relationships) and Student Supports + Environment (Engagement and Belonging). A breakdown of the student participation in the survey is shared in the table below. Participation rates were about 20% higher for both component areas as compared to last year’s survey participation.

	Total	Grades 3-5	Grades 6-12
Student Competency and Well-Being Measures	4,822 (72%)	1,708 (90%)	3,114 (66%)
Student Supports + Environment	4,461 (67%)	1,635 (86%)	2,826 (60%)

*Percentages represent percent of enrolled students

Grades 3-5 Key Takeaways - Celebrations

- Student participation in the survey increased by about 20% for grades 3-5.
- Students in grades 3-5 maintained similar levels of favorable responses in the areas of Supportive Relationships, Challenging Feelings, Emotion Regulation, and Engagement as last school.
- Baseline data collected about Sense of Belonging indicates that students in grades 3-5 reported favorable ratings at the 80th percentile nationally.

Grades 3-5 Key Takeaways - Areas for Improvement

- Students in grades 3-5 indicated a decrease in favorability in their ratings of Positive Feelings. This means that students in grades 3-5 report having feelings such as excitement, happiness, love, and safety at a lower level than last school year. However, it should be noted that student ratings were still within the 90th percentile nationally.

Grades 6-12 Key Takeaways - Celebrations

- Student participation in the survey increased by about 20% for grades 6-12.
- Students in grades 6-12 maintained similar levels of favorable responses in the areas of Positive Feelings and Engagement as last school year.

- Students in grades 6-12 reported increased favorable ratings in the areas of Supportive Relationships and Emotion Regulation.
 - An increase in the area of Supportive Relationships means that, compared to last school year, students in grades 6-12 reported feeling more strongly that they have adults and peers that they can count on for help and support.
 - An increase in the area of Emotion Regulation means that, compared to last school year, students in grades 6-12 reported feeling more strongly that they were able to maintain emotional control and regulate their emotions when needed.

Grades 6-12 Key Takeaways - Areas for Improvement

- Students in grades 6-12 reported decreased favorable ratings in the area of Challenging Feelings.
 - This means that students in grades 6-12 report having feelings such as anger, loneliness, sadness, worry, and frustration at a higher level than last school year. It should be noted, however, that student ratings are still within the 90th percentile nationally.
 - Baseline data collected about Sense of Belonging indicates that students in grades 6-12 reported favorable ratings at the 30th percentile nationally. This means that there is room for growth in ensuring students in grades 6-12 feel connected to school, respected, and that they matter at school.

Panorama Staff Survey:

The staff Panorama survey was administered to all EPS licensed staff from March 27 through April 8, 2023. The staff survey asked questions within the broad category of School Climate. New for 2023, staff also answered questions related to Belonging and the entire survey required about ten minutes to complete. More information about the topic areas that staff will be answering can be viewed below.

Table 2.0 - Questions:

Topic:	Questions:
<p>School Climate: Perceptions of the overall social and learning climate of the school.</p>	<ol style="list-style-type: none"> 1. On most days, how enthusiastic are the students about being at school? 2. To what extent are teachers trusted to teach in the way they think is best? 3. How positive are the attitudes of your colleagues? 4. How supportive are students in their interactions with each other? 5. How respectful are the relationships between teachers and students? 6. How optimistic are you that your school will improve in the future? 7. How often do you see students helping each other without being prompted?

	8. When new initiatives to improve teaching are presented at your school, how supportive are your colleagues? 9. Overall, how positive is the working environment at your school?
Belonging: How much faculty and staff feel that they are valued members of the school community.	1. How well do your colleagues at school understand you as a person? 2. How connected do you feel to other adults at your school? 3. How much respect do colleagues in your school show you? 4. How much do you matter to others at your school? 5. Overall, how much do you feel like you belong at your school?

Staff Survey Participation:

	2021 Total	2022 Total	2023 Total
Staff Climate and Belonging	Survey Not Given	397 (62%)	538 (77%)

*Percentages represent percent of licensed staff employed

Staff free responses to open ended questions categorized by theme:

- Leadership Concerns: Feeling Valued, Having a Voice, Trust, More Teacher Autonomy, Communication, Change Management
- Overwhelmed/Intense Workload: Student Attendance Issues and Student Behaviors; Smaller Class Sizes; Equity Concerns for Students; More Classroom Supports such as Paras, Interventions, Training; Fair Contract
- Positive Site Climate and Appreciation for my Principal

Panorama Staff Data Key Takeaways

- Staff reported increased favorable ratings in the area of School Climate compared to last school year however, ratings are still within the 20th percentile nationally
- Baseline data collected about Sense of Belonging indicates that staff reported favorable ratings at the 40th percentile nationally. This means there is room for growth in ensuring that staff feel connected to their colleagues, respected, and that they matter in their school buildings.

Employee Engagement Survey Background Information

A new survey was used this spring to measure employee engagement across all employee groups. The survey allowed for all employee groups to share their voices and provide feedback regarding their level of engagement, connection to colleagues, growth opportunities, and overall satisfaction from the work they do. The purpose of collecting this information was to measure

how engaged employees are with their work and within our school district as a workplace. This data will assist the school district to identify areas where it can improve as an employer and repeated annual collection of the data will help determine the effectiveness of applied strategies. By prioritizing employee engagement, the school district has aimed to create a more positive and productive work environment to both aid in the recruitment and retention of its valuable EPS team members.

Employee Engagement Survey Questions

The fifteen questions found on this survey centered on three key categories, which are detailed below:

Employee Connection to Mission and Their Job: Having the right resources, knowing what is expected of them, perception of others' commitment, and overall sense of engagement.
Feeling Connected: Feeling cared for, recognized for accomplishments, having a voice, and feeling connected to the team.
Opportunities to Learn and Grow: Frequent feedback, opportunity to do your best work, feeling of encouragement and support at work, and values employee development.

The questions were designed to be asked every year to provide a baseline for employee engagement levels.

Supporting Research

Studies show that engaged employees are happier, healthier, and more comfortable in their workplaces. They produce at a higher level than disengaged employees and experience lower absenteeism rates. Disengaged employees tend to lack any commitment to their workplace and often perform at a low level and rarely contribute in a positive way. According to Gallup's 2022 data collection, only 32% of employees are "actively engaged," which is defined to mean "involved in and enthusiastic about their work and workplace." Approximately 18% of employees are "actively disengaged" according to Gallup's research. Data gathered through the use of employee engagement surveys can be used to initiate conversations between employers and employees with the goal of improving engagement levels. Regularly gathering feedback from employees about areas where their needs are and are not being met provides an employer insight into common ways it might be able to maintain and improve the level of employee engagement.

Outcomes:

Employee Engagement Survey Participation

A total of 732 EPS employees completed the survey with representation from every employee group, which is approximately 55% of the district's 1,327 benefits-eligible employees. A breakdown of employee participation by employee group is listed below:

Employee Group	Number of Employee Participants
Administrative (EAC, Non-Affiliated, SAC)	34

Community Education	39
Custodial and Grounds	15
EPASS	30
Paraprofessional, Health Service Associates	89
Supervisory, Confidential, and Other Support Staff	29
Teacher (Classroom, Non Classroom, Non Community Education)	485
Transportation	10

Employee Engagement Data

Employee Engagement Questions (N=732)	Strongly Agree and Agree Responses (Desired Benchmark* = 80% or higher)
The vision and mission of Edina Public Schools makes me feel like my work is important.	80%
I enjoy working with my team.	90%
I have the resources I need to do my job well.	63%
I understand what is expected of me in my position.	89%
I get to use my best skills at work every day.	78%
In the last week, I have received recognition for doing good work.	51%
At least one person seems to care about me at work.	94%
There is someone at work who supports my professional growth.	77%
At work, my ideas are appreciated.	74%
My colleagues are committed to doing excellent work.	87%
I have a good friend at work.	81%
A colleague and/or supervisor at work has talked to me about my progress during this school year.	68%
Edina employees have shared their expertise and experiences with me during the past year.	83%
There is someone at work who supports my growth.	78%

I feel like I belong here.	78%
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**Benchmark of 80% based on Gallup's finding that 18% of employees are actively disengaged.*

Employee Engagement Findings - Celebrations to Highlight

I enjoy working with my team.	90%
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Ninety percent of EPS employees enjoy working with their teams.

Employees want to be part of a team composed of colleagues who are working for a common goal, each giving their best efforts to achieve quality work. Leaders are key to employee engagement. Creating and maintaining a trusting relationship built on mutual respect is imperative to employee engagement.

I understand what is expected of me in my position.	89%
---	-----

Eighty-nine percent of EPS employees report an understanding of what is expected of them in their position.

Knowing what is expected of them is fundamental to employees feeling competent and effective in their jobs. If uncertain about what is expected of them, employees cannot give their best efforts, often become frustrated resulting in lower productivity, and ultimately may leave the organization.

At least one person seems to care about me at work.	94%
---	-----

Ninety-four percent of EPS employees report at least one person cares about them in their workplace.

Employees need to know that someone cares about them in the workplace to feel safe and willing to put forth their best efforts. They are more likely to innovate, engage in creative thinking, and share their results with colleagues. They trust first and are prepared to give their supervisor and/or organization the benefit of the doubt when managing organizational change.

Employee Engagement Findings - Opportunities for Improvement

In the last week, I have received recognition for doing good work.	51%
--	-----

Forty-nine percent of employees reported they did not receive regular recognition for doing good work.

Employees who do not feel adequately recognized for their contributions are likely to leave the organization. Workplace recognition makes employees feel valued for the work they do and

motivates them to continue to perform at a high level. Recognition encourages other employees to perform as it sends a message about what success looks like in an organization.

A colleague and/or supervisor at work has talked to me about my progress during this school year.	68%
---	-----

Thirty-two percent of employees reported they had not received feedback about their performance this year.

Employees want feedback on how they perform their position duties and how their work is perceived by others. They want to learn ways to advance their skills and desire meaningful and frequent feedback.

I have the resources I need to do my job well.	63%
--	-----

Only sixty-three percent of employees reported they had the resources to do their jobs well.

Being asked to perform a job without all the necessary resources being made available causes job stress and frustration, which in turn can lead to burnout and a negative impact on employee engagement. The resources necessary are not limited to physical materials, equipment and supplies. Required resources also include information and time.

Sources:

Buckle, J. *Social-Emotional Learning (SEL): Everything You Need to Know*. Panorama Education. Retrieved on February 14, 2023 from <https://www.panoramaed.com/blog/social-emotional-learning-sel>.

Gallup. *What is Employee Engagement and How Do You Improve it?* Retrieved on February 15, 2023 from <https://www.gallup.com/workplace/285674/improve-employee-engagement-workplace.aspx>.

Gallup. *U.S. Employee Engagement Needs a Rebound in 2023*. Retrieved on February 17, 2023 from <https://www.gallup.com/workplace/468233/employee-engagement-needs-rebound-2023.aspx>.

Panorama Education. (2016). *Reliability and Validity of Panorama's Social-Emotional Learning Measures*. <https://panorama-www.s3.amazonaws.com/files/sel/SEL-Validity-Report.pdf>.



Culture and Climate Board Update

Leigh Ann Feily, Dr. Sonya Sailer, Dr. Randy Smasal

May 15, 2023



Presentation Outline:

- Panorama Student Survey Results and Analysis
- Panorama Staff Survey and Employee Engagement Survey Results and Analysis

Background on Panorama Survey

- Third year of Edina survey - began in March 2021 (Students)
- Survey includes national norms comparing EPS with data from other schools across the country
- National Benchmarks also include approximate national percentile (rounded to the nearest 10; e.g. 50th or 70th percentile)
- National Benchmarks include survey results from:
 - Three thousand schools
 - Two million students, teachers, and staff members
 - Various geographic areas, school types, and achievement levels

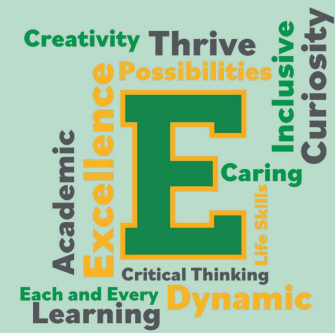


Background on Panorama Survey

- Gathering wellness data is aligned to our EPS vision and mission of supporting the whole child
- With this data we can help determine what types of district-wide initiatives to support and resources to allocate (i.e. Ed Fund Campaign for Mental Health)
- It's also important to remember that students' wellbeing is a partnership between school and home and that school resources are one piece in the support system of ensuring student wellbeing



Who Was Surveyed?



Students:

- Grades 3-12
- Student Competency and Wellbeing & Student Supports and Environment

Staff:




- All licensed staff EC-12
- School Climate and School Belonging

Who Completed the Panorama Survey?

	Total	Grades 3-5	Grades 6-12
Student Competency and Well-Being Measures	4,822 (72%)	1,708 (90%)	3,114 (66%)
Student Supports + Environment	4,461 (67%)	1,635 (86%)	2,826 (60%)
Staff Climate and Belonging	538 (77%)	NA	NA

*Percentages reflect percent of enrolled students or employed licensed staff

How Does Completion Compare to Years Prior?

	2021 Total	2022 Total	2023 Total
Student Competency and Well-Being Measures	5,016 (78%)	3,189 (50%)	4,822 (72%) 
Student Supports + Environment	4,742 (73%)	2,990 (46%)	4,461 (67%) 
Staff Climate and Belonging	NA	397 (62%)	538 (77%) 

*Percentages reflect percent of enrolled students or employed licensed staff

Multiple factors affected 2022 - timing of survey, Covid, time set aside to complete survey



Panorama Student Survey Results

Favorable response means the percent of respondents selecting the top two Likert scale response choices for questions in the category



What was Measured? (Students)

Challenging Feelings: How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.

Emotional Regulation: How well students regulate their emotions.

Positive Feelings: How frequently students feel positive emotions over time.

Supportive Relationships: How supported students feel through their relationships with friends, family, and adults at school.

Engagement: How attentive and interested students are in class.

Belonging: How much students feel that they are valued members of the school community.



Students






What Level of Growth is Considered Significant?

Sample Size (# of respondents)	Change (in % favorable)
3,500+	+/- 1%
900	+/- 2%
400	+/- 3%
220	+/- 4%
140	+/- 5%
100	+/- 6%
70	+/- 7%
60	+/- 8%
50	+/- 9%
40	+/- 10%

More info in [Panorama Academy](#)






District Wide Student Results Grade 3-5	2023 % Favorable Response	Range & Median % Favorable Responses
Supportive Relationships	90%	Range = 86% to 92%
Positive Feelings	75%	Range = 71% to 78%
Challenging Feelings	65%	Range = 64% to 67%
Emotion Regulation	53%	Range = 47% to 58%
Engagement	59%	Range = 53% to 64%
Sense of Belonging	72%	Range = 66% to 80%


District Wide Student Results Grade 3-5	National %tile Ranking	Range & Median National %tile
Supportive Relationships	80th	Range = 40th to 90th
Positive Feelings	90th	Range = 80th to 99th
Challenging Feelings	90th	Range = 90th to 99th
Emotion Regulation	80th	Range = 60th to 99th
Engagement	70th	Range = 60th to 80th
Sense of Belonging	80th	Range = 40th to 90th

District Student Results Grade 3-5	2021 % Favorable Response	National %tile Ranking	2022 % Favorable Response	National %tile Ranking	2023 % Favorable Response	National %tile Ranking	Change in % of Favorable Responses ('22 to '23)
Supportive Relationships	89%	80th	91%	90th	90%	80th	
Positive Feelings	77%	90th	77%	90th	75%	90th	
Challenging Feelings	67%	99th	66%	99th	65%	90th	
Emotion Regulation	54%	90th	54%	90th	53%	80th	
Engagement	62%	80th	59%	70th	59%	70th	
Sense of Belonging					72%	80th	Baseline

District Wide Student Results Grade 6-12	2023 % Favorable Response	Range and Median of % Favorable Responses
Supportive Relationships	87%	Range = 85% to 90%
Positive Feelings	66%	Range = 63% to 69%
Challenging Feelings	60%	Range = 55% to 66%
Emotion Regulation	54%	Range = 52% to 59%
Engagement	27%	Range = 25% to 32%
Sense of Belonging	50%	Range = 45% to 60%

District Wide Student Results Grade 6-12	National %tile Ranking	Range and Median of National %tiles
Supportive Relationships	90th	Range = 80th to 99th
Positive Feelings	90th	Range = 80th to 99th
Challenging Feelings	90th	Range = 70th to 99th
Emotion Regulation	90th	Range = 80th to 99th
Engagement	50th MS / 70th HS	Range = 50th to 70th
Sense of Belonging	75th MS/ 60th HS	Range = 60th to 90th

Student Results Grade 6-12	2021 % Favorable Response	National %tile Ranking	2022 % Favorable Response	National %tile Ranking	2023 % Favorable Response	National %tile Ranking	Change in % of Favorable Responses ('22 to '23)
Supportive Relationships	84%	80th	84%	80th	87%	90th	
Positive Feelings	67%	90th	66%	90th	66%	90th	
Challenging Feelings	60%	90th	63%	99th	60%	90th	
Emotion Regulation	51%	80th	52%	80th	54%	90th	
Engagement	23%	40th MS/ 60th HS	28%	50th MS/ 70th HS	27%	50th MS / 70th HS	
Sense of Belonging					50%	75th MS/ 60th HS	Baseline



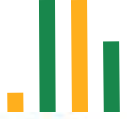
Panorama Free Response Questions

Grades 3-5

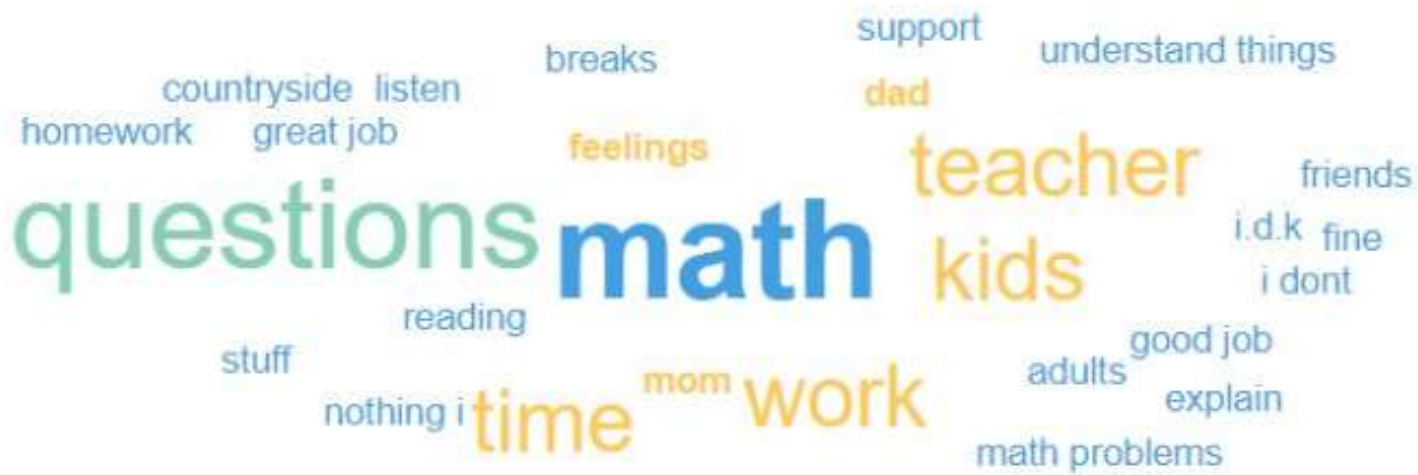



Thinking about everything in your life right now, what feels the hardest for you? ?





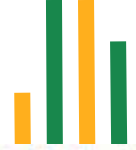
What can teachers or other adults at school do to better help you? ?





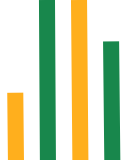
Panorama Free Response Questions

Grades 6-12

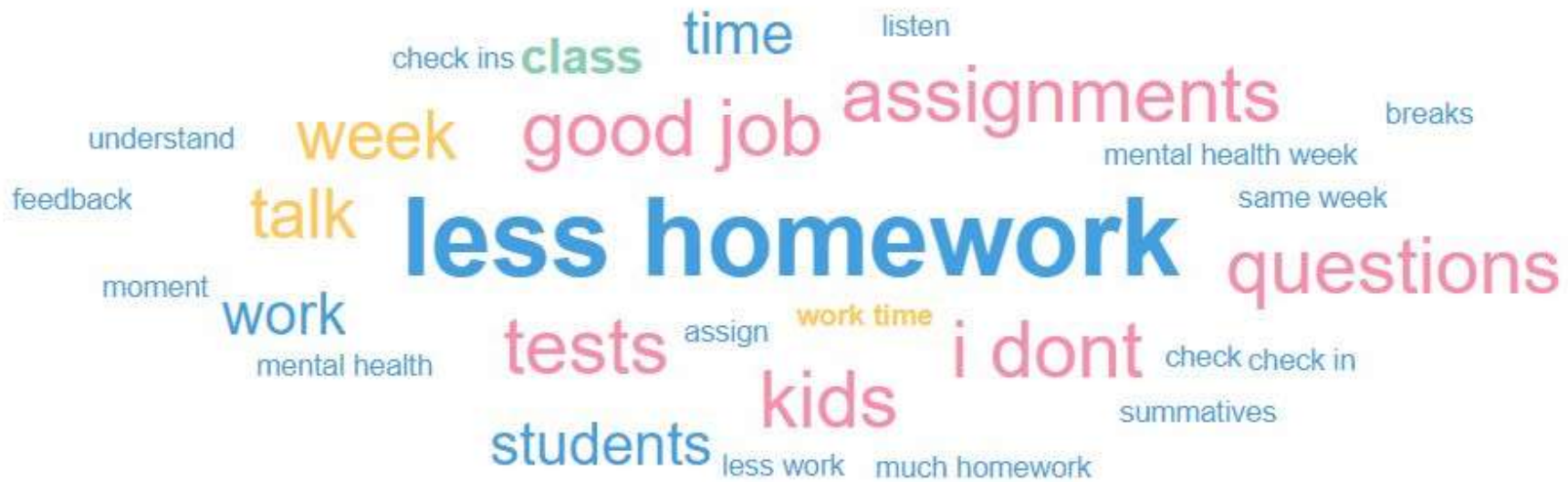


Thinking about everything in your life right now, what makes you feel the happiest? ?

girlfriend
gym friend video games basketball
hobbies
friends dogs family hockey summer
time
freinds happiest skiing spending time
parents food music weekends



What can teachers or other adults at school do to better support you? ?





School Level Student Data Celebrations

Concord ES	3% increase in favorable responses on Engagement
Cornelia ES	92% favorable responses on Supportive Relationships
Countryside ES	2% increase in favorable responses on Engagement & Emotion Regulation
Creek Valley ES	3% increase in responding favorably on the Challenging Feelings category
Edina ES Virtual Pathway	86% favorable responses in Supportive Relationships
Highlands ES	3% increase in favorable responses on Engagement & Supportive Relationships
Normandale ES	92% favorable responses on Supportive Relationships
Edina HS	Increased favorable responses on all topics including 8% increase in Positive Feelings
South View MS	5% increase in favorable responses on Supportive Relationships
Valley View MS	5% increase in responding favorably in the Challenging Feelings & Emotion Regulation categories



Student Climate Analysis

- **Celebrations**

- School Level Student Data Celebrations
- Principal Sharing Successful Strategies

- **Opportunities for Growth**

- All sites have reviewed their Panorama Student data and have been trained on how to access the Panorama Playbook.
- All sites will utilize their Panorama data to write Continuous School Improvement Plan goals for student culture and climate. Goals for each site will be shared at a fall school board meeting.
- SEL curriculum resources are available at all sites.



Panorama

Staff Survey Results

Favorable means the percent of respondents selecting the top two Likert scale response choices for questions in the category



What was Measured? (Staff)

School Climate: Perceptions of the overall social and learning climate of the school.

Belonging: How much faculty and staff feel that they are valued members of the school community.




Staff

What Level of Growth is Considered Significant?

Sample Size (# of respondents)	Change (in % favorable)
3,500+	+/- 1%
900	+/- 2%
400	+/- 3%
220	+/- 4%
140	+/- 5%
100	+/- 6%
70	+/- 7%
60	+/- 8%
50	+/- 9%
40	+/- 10%


More info in [Panorama Academy](#)



District Wide Staff Results	2023 % Favorable Responses (n=538)	Range and Median of % Favorable Responses
School Climate	53%	Range = 25% to 80%
Sense of Belonging	61%	Range = 44% to 74%



District Wide Staff Results	National %tile Ranking	Range and Median of % Rankings
School Climate	20th	Range = 10th to 90th
Sense of Belonging	40th	Range = 10th to 80th



District Wide Staff Results	2022 % Favorable Responses (n=397)	National %tile Ranking	2023 % Favorable Responses (n=538)	National %tile Ranking	Change in %tage of Favorable Responses ('22 to '23)
School Climate	40%	10th	53%	20th	↑
Sense of Belonging	NA	NA	61%	40th	Baseline

Panorama Staff Free Response Themes

Staff free responses to open ended questions categorized by theme:

- Leadership Concerns: Feeling Valued, Having Voice, Trust, More Teacher Autonomy, Communication, Change Management
- Overwhelmed/Intense Workload: Student Attendance Issues and Student Behaviors; Smaller Class Sizes; Equity Concerns for Students; More Classroom Supports such as Paras, Interventions, Training; Fair Contract
- Positive Site Climate and Appreciation for my Principal





Employee Engagement Survey Results



Background Information

- 732/1,327 Employee Respondents (55% Response Rate)
- 15 Research Based Employee Engagement Focused Questions
- Administered in April of 2023
- 8 Employee Groups Responded
 - 284 0-5 years in EPS
 - 111 6-10 years in EPS
 - 337 10+ years in EPS
- Target Benchmark is 80% Strongly Agree/Agree

Employee Engagement Survey Participation

Number of Respondents by Group

Please select your primary employee group.

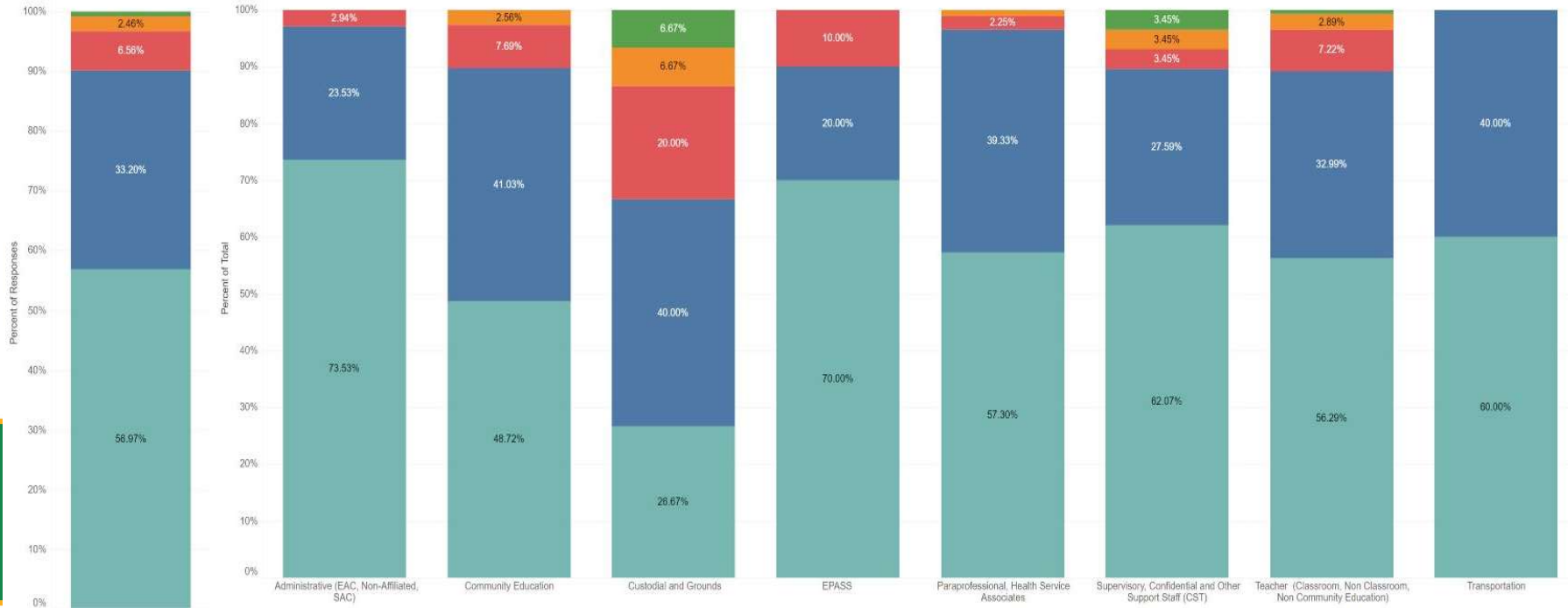
Administrative (EAC, Non-Affiliated, SAC)	34
Community Education	39
Custodial and Grounds	15
EPASS	30
Paraprofessional, Health Service Associates	89
Supervisory, Confidential and Other Support Staff (CST)	29
Teacher (Classroom, Non Classroom, Non Community Education)	485
Transportation	10



Employee Engagement Survey Dashboard

Employee Engagement Survey 2022-23
 Question 2 Percent: I enjoy working with my team.

I enjoy working with my team.
 Legend: Strongly disagree (Green), Disagree (Orange), Neutral (Red), Agree (Blue), Strongly agree (Teal)



Employee Engagement Survey Data

Employee Engagement Questions (N=732)	Strongly Agree and Agree Responses (Desired Benchmark = 80% or higher)
The vision and mission of Edina Public Schools makes me feel like my work is important	80%
I enjoy working with my team	90%
I have the resources I need to do my job well	63%
I understand what is expected of me in my position	89%
I get to use my best skills at work every day	78%



Employee Engagement Survey Data

Employee Engagement Questions (N=732)	Strongly Agree and Agree Responses (Desired Benchmark = 80% or higher)
In the last week, I have received recognition for doing good work	51%
At least one person seems to care about me at work	94%
There is someone at work who supports my professional growth	77%
At work, my ideas are appreciated	74%
My colleagues are committed to doing excellent work	87%



Employee Engagement Survey Data

Employee Engagement Questions (N=732)	Strongly Agree and Agree Responses (Desired Benchmark = 80% or higher)
I have a good friend at work	81%
A colleague and/or supervisor at work has talked to me about my progress during this school year	68%
Edina employees have shared their expertise and experiences with me during the past year	83%
There is someone at work who supports my growth	78%
I feel like I belong here	78%





Panorama Staff Climate Analysis

- **Celebrations**
 - Data Highlights
 - Panorama School Climate Responses improved from 40% Favorable in Spring of 2022 to 53% Favorable in Spring of 2023
 - Principal Sharing
 - Successful Strategies
- **Opportunities for Growth**
 - Staff desire a higher level of partnership/voice/value in direction of the site/district
 - Deepen best practices in change management
 - Increase strategies to enhance staff belonging
 - Explore ways to streamline workflow with staff/enhance collaboration
 - Continue leadership training/support, data collection and reflection



Employee Engagement Analysis

- **Celebrations**

- Ninety percent of EPS employees enjoy working with their teams
- Eighty-nine percent of EPS employees report an understanding of what is expected of them in their position
- Ninety-four percent of EPS employees report at least one person cares about them in their workplace

- **Opportunities for Growth**

- Forty-nine percent of employees reported they had not received regular recognition for doing good work
- Thirty-two percent of employees reported they have not received feedback about their performance this year
- Only sixty-three percent of employees reported they had the resources to do their jobs well



Next Steps

- All sites have reviewed their Panorama Staff data and Employee Engagement Data
- All sites will utilize their Panorama and Employee Engagement data to write Continuous School Improvement Plan goals for staff culture and climate. Goals for each site will be shared at a fall school board meeting.



What questions do you have?

III.B. Secondary ELA Course and Resource
Recommendations



Board Workshop Date: 5.15.2023

Title: Secondary ELA Course and Resource Recommendations

Type: Discussion

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

Description: The Edina Comprehensive Literacy Plan K-12 has been developed in response to the Edina Public Schools 2020-2027 Strategic Plan's call to review, develop, and implement a continuous improvement plan for literacy, readiness, and rigor for all. The 6-12 Comprehensive Literacy Plan defines the unified commitments for secondary ELA programming in Edina Public Schools. In addition, it outlines the high level view of the structures and processes for decision making and implementation. The secondary ELA course and resource recommendation processes will use the 6-12 CLP as a guide. The processes for secondary ELA course and resource recommendations will also use the guiding change documents and timelines outlined in the following report as critical guides in the process.

The guiding change documents were co-created by a variety of design teams throughout the last three years. The combination of the previously approved K-12 Comprehensive Literacy Plan Guiding Change document and the Secondary Comprehensive Literacy Plan CPSS continuum were synthesized to create the guiding change documents included in this report. The Tier 1 Secondary ELA Design Team will be meeting on Wednesday, May 17th. They will be updated on board input and collaborate on any final edits.

K-12 Comprehensive Literacy Plan Initial Development Team:

- Paul Domer - Concord Elementary, Principal
- Lisa Masica - Cornelia Elementary, Principal

- Jeff Jorgensen - Previous Special Education Director
- Bonnie Houck - Previous Literacy Coordinator
- Laura McLuen - Previous Special Education Coordinator
- Leigh Ann Feily - Continuous Improvement Specialist
- Jessie Lindberg - Highlands Elementary, Learning Specialist
- Lisa Hawthorne - Early Learning Center & Special Education Assistant Director
- Deb Richards - Talent Development District Coordinator
- Jenn Carter - Edina High School, Assistant Principal
- Shaun Pakenham – Highlands, Dean
- Tami Jo Cook – South View, Assistant Principal
- Mark Carlson - Curriculum Coordinator
- Donna Roper - Previous Director of Research & Evaluation
- Melisa (Missy) Zenner - Valley View, Coach

Supportive District Leaders:

- Randy Smasal - Asst. Superintendent
- Jody de St Hubert - Director of T & L

Tier 1 Secondary Comprehensive Literacy Design Team (this list is also included in the 6-12 CLP on page 3):

- Emily Olsen - Valley View, 6th Grade Teacher
- Eli Michelson - South View, 7th Grade Teacher
- Margaret Smith - Valley View, 8th Grade Teacher
- Ana Jankowski/Julia Mason - South View, 8th Grade Teachers
- Kari Discher - Edina High School, 10th Grade Teacher
- Sarah Burgess - Edina High School, 9th and 11th Grade Teacher (College Reading Readiness)
- Sarah Hinson - Edina High School, AVID Site Coordinator & 11/12 Elective Teacher and Reading & Intervention Teacher
- Tess Bademan - Edina High School, 10th Grade Teacher
- Sara Swensen - Edina High School, Media Specialist
- Robert Diehl - Valley View, Media Specialist
- Mike Walker/Matt Flugum - District Instructional Technology Coordinator
- Bethany Van Osdel - Assistant Director of Teaching and Learning, Team Facilitator

Tier 2 and 3 Secondary Comprehensive Literacy Design Team (this is also listed on page 3 of the 6-12 CLP):

- Sarah Burgess - Edina High School, 9th and 11th Grade Teacher (College Reading Readiness)
- Kristin Wetzell - Edina High School
- Leah Jones - Edina High School, Multilingual Learner teacher
- Anna Wise - Edina High School, Special Education teacher

- Kathryn Gimse - Valley View, Multilingual Learner teacher
- Sam Jung - Valley View, Special Education teacher
- Katie Higgins - Valley View reading intervention and coach
- Jennifer Harrits - Southview, Reading intervention teacher
- Gretchen Lund - Southview, Multilingual Learner teacher
- Emily Larson - Southview, Special Education teacher
- Tricia Pettis - Southview, dean
- Facilitators
 - Bethany Van Osdel, Assistant Director of Teaching and Learning
 - Leigh Ann Feily, MTSS Coordinator

Recommendation: This report is for discussion. There is no recommendation at this time.

Desired outcomes from the board: Review in detail and provide questions and feedback.

Background Materials:

Approved [PreK-5 and Preliminary 6-12 Comprehensive Literacy Plan Approved Spring 2021](#) (Guiding Change on page 28)

Proposed [Secondary Comprehensive Literacy Plan](#) (CPSS continuum on page 13-15)

Attachments:

Secondary Course Recommendations Guiding Change Document
Secondary Resource Recommendations Guiding Change Document
Timeline for Secondary Course and Resource Recommendations

Secondary Course Recommendations

To include input on the following for 6-12:
 Standard courses (enrichment for all)
 Intervention courses (Tier 2 and/or Tier 3)
 Honors/enrichment courses (extended)
 AP/CIS courses (accelerated)

Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> ● EPS has a strong education tradition with a culture of innovation, academic excellence, and high achievement. ● Earned Honors is a class that was innovated and introduced as a pilot at EHS in 2018. There has been a review of Earned Honors in 2022-23 and an update to the board on next steps will occur in June 2023. ● Staff are professional, committed life-long learners who are the reason for the Edina tradition of excellence. ● The implementation timeline for Minnesota ELA Standards is for full adoption to occur in 2025-26. ● The literacy development of all learners is prioritized in Strategic Plan A.4. ● ??? & of students are meeting proficiency targets. Will add when we have spring data. ● ??? & students are meeting their growth targets. Will add when we have spring data. ● There are predictable, yet unacceptable achievement gaps impacting students of certain demographics. ● Gaps in necessary foundational skills are present across all populations for some students at all levels in the Edina secondary system. ● Leadership has varying levels of experience, knowledge surrounding literacy. ● Staff have varying levels of experience & instructional styles. ● Technology is expanding as a resource for the delivery and support of literacy. ● There are resource challenges including funds and time. 	<ul style="list-style-type: none"> ● Develop course offerings that are not coherent or consistent with the Edina Public Schools strategic plan, mission, vision, core values and beliefs. ● Create differences, thus inequities, in course offerings across secondary sites that result in opportunity gaps for the unique needs of each and every Edina learner across the entire spectrum of learning differences from learners who are demonstrating a need for additional support to learners who are demonstrating a need for acceleration. ● Create misalignment across the Edina MTSS system by making decisions about core classes, intervention classes, and accelerated classes in isolation. ● Develop a plan that does not align with district policy, MN State Standards or state statute. ● Exceed available funding limits. ● Course recommendations are developed without periodic school board updates. ● Course recommendations do not reflect best practices. ● Created courses negatively impact learning for any student. ● Courses are not inclusive of all cultures nor grounded in the Culturally Proficient School Systems Framework. ● Recommend course offerings negatively impact staffing in our existing buildings. ● Recommended course offerings are designed so that meeting the needs of each and every student is difficult to attain in application. 	<ul style="list-style-type: none"> ● All Edina students are College, Career and Civic Ready. ● All Edina students experience a dynamic learning community that prepares them to realize their full potential. ● Every student meets proficiency and growth targets, at a minimum. ● All students have access to foundational literacy and language skills if and as needed through course planning. ● All courses provided students an opportunity to develop rich vocabulary, as well as communication and comprehension skills and strategies necessary to engage in high levels of critical thinking across all literacy modalities & content areas. ● Edina ELA courses offer a breadth of opportunity and choice for all students to access rigorous content as they read, write, & communicate. ● Each and every student knows where and how to access AND be escorted through an open door to rich & rigorous reading and writing opportunities. ● Every course option is challenging and incorporates creativity, curiosity and higher order thinking skills for each and every student. ● Course offerings will be comprehensive of a clear, aligned Multi-Tiered System of Service (MTSS: as defined in the Secondary CLP pages 16-22). ● Learners move from needing high support to participating in the most challenging courses over their academic career.

<ul style="list-style-type: none"> ● There is a lack of alignment across the district in terms of systems, resources, and instruction. ● The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system. ● Vertical and horizontal alignment is improving and can continue to improve. 	<ul style="list-style-type: none"> ● Professional development and support resources are not provided during implementation. ● Diverse stake-holders are not included in the decision making process. ● Course recommendations do not align with strategic plan strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically. ● Course recommendations do not align with Policy 603, Curriculum and Program Review and Development. 	<ul style="list-style-type: none"> ● Opportunities for support are in place systematically and within individual classrooms and are regularly evaluated for effectiveness. ● Courses ensure students are increasingly aware of their learning, opportunities for growth and their developing agency. ● As part of the implementation process, courses are regularly examined using data and stakeholder feedback to improve outcomes for students.
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Secondary Resource Recommendations

To include input on the following for 6-12:
 Standard courses (enrichment for all)
 Intervention courses (Tier 2 and/or Tier 3)
 Honors/enrichment courses (extended)
 AP/CIS courses (accelerated)

Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> ● EPS has a strong education tradition with a culture of innovation, academic excellence, and high achievement. ● Staff are professional, committed life-long learners who are the reason for the Edina tradition of excellence. ● The implementation timeline for Minnesota ELA Standards is for full adoption to occur in 2025-26. ● The literacy development of all learners is prioritized in Strategic Plan A.4. ● ??? & of students are meeting proficiency targets. Will be added with the completion of spring data. ● ??? & students are meeting their growth targets. Will be added with the completion of spring data. ● There are predictable and unacceptable achievement gaps impacting students of certain demographics. ● Gaps in necessary foundational skills are present across all populations for some students at all levels in the Edina secondary system. 	<ul style="list-style-type: none"> ● Resources create additional inequities in services across secondary sites. ● Resources do not align with district policy, work agreements, state standards or state statute. ● Resource purchases and professional development exceeds available funding limits. ● There is no professional development or professional development offered is not aligned with best practices in literacy instructional pedagogy and best practices in adult learning. ● Resource recommendations are developed without periodic school board updates. ● Resource recommendations are not aligned with best practices. ● Resource recommendations are not inclusive of a variety of perspectives or cultures. ● Diverse stake-holders are not included in the decision making process. 	<ul style="list-style-type: none"> ● Resources are distributed equitably and designed to help students discover their possibilities and thrive. ● Resources are accessible to all students, and promote the exchange of ideas, allowing students the support needed for access and intellectual development. ● Resources allow all students to view themselves in a way that empowers them AND allows them to see the power in others. ● Resources are continuously evaluated. ● There is cohesive 6-12 vertical and horizontal alignment of expectations for resource implementation. ● There is pre-implementation training and ongoing professional development to support instruction of the standards through use of the resources. ● There is vertical & horizontal communication among

<ul style="list-style-type: none"> ● Leadership has varying levels of experience and knowledge surrounding literacy. ● Staff have varying levels of experience & instructional styles. ● Technology is expanding as a resource for the delivery and support of literacy. ● There are resource challenges including funds and time. ● There is a lack of alignment across the district in terms of systems, resources, and instruction. ● The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system. ● Vertical and horizontal alignment is improving and should continue to improve. 	<ul style="list-style-type: none"> ● Resource recommendations do not align with Policy 603, Curriculum and Program Review and Development. 	<p>staff and with families.</p> <ul style="list-style-type: none"> ● All teachers successfully implement the non-negotiables and the curriculum. ● School Media Centers and Classroom Library texts reflect the current needs of students, as well as culturally and linguistically responsive and relevant texts that interest and motivate students to sustain interest and motivation to read, and enhance Edina students' literacy experience.
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Secondary Course and Resource Recommendations Timeline

The following timeline is organized using a MTSS model as a framework (in depth information on MTSS can be found in the [Secondary CLP on pages 16-22](#)). Minnesota Multi-Tiered System of Support (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. MTSS provides access to layered tiers of instruction using culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. In Edina MTSS is intentionally designed to meet the unique needs of each and every Edina learner across the entire spectrum of learning differences, from learners who are demonstrating a need for additional support to learners who are demonstrating a need for acceleration. This aligns with our Edina vision that each and every student will discover their possibilities and thrive.

<p style="text-align: center;">Timeline</p> <hr/> <p>Page 36 on the Board Copy of the Comprehensive Literacy Plan</p>	<p style="text-align: center;">2022-2023</p> <hr/> <p style="text-align: center;">EXPLORATION STAGE</p>	<p style="text-align: center;">2023-2024</p> <hr/> <p style="text-align: center;">INSTALLATION STAGE</p>	<p style="text-align: center;">2024-2025</p> <hr/> <p style="text-align: center;">EARLY IMPLEMENTATION STAGE</p>	<p style="text-align: center;">2025-2026</p> <hr/> <p style="text-align: center;"><i>*MN State ELA Standards must be implemented.</i> FULL IMPLEMENTATION STAGE</p>
<p style="text-align: center;">Tier 1: All students receive</p>	<ul style="list-style-type: none"> ● Design team in Exploration Phase ● Guiding Change completed ● Resource Review begins ● Course review continues <p style="background-color: yellow;">No new curriculum maps and/or resources or courses implemented.</p>	<ul style="list-style-type: none"> ● Differentiation and Vocabulary focus across all schools and all content areas. ● Resource Recommendation and Course Recommendations made and finalized <p style="background-color: yellow;">Decision made on curriculum maps and/or resources AND courses. Students should be able to register for the NEW courses in 24-25.</p> <p style="background-color: yellow;">No new resources or courses implemented.</p>	<ul style="list-style-type: none"> ● Early implementation of the district-adopted/defined curriculum <p style="background-color: yellow;">New curriculum maps and/or resources AND new courses implemented.</p>	<ul style="list-style-type: none"> ● Full implementation of the district-adopted/defined curriculum <p style="background-color: yellow;">New curriculum maps and/or resources or courses implementation deepens and MN State Standards are intentionally implemented.</p>
<p style="text-align: center;">Tier 2 and 3: Some students receive (based on need as evidenced by data)</p>	<p>Tier 2 and 3 Design Team in Exploration of reading intervention resources.</p> <p style="background-color: yellow;">FASTBridge interventions implemented.</p> <p style="background-color: yellow;">Reading intervention</p>	<p>Specified training on the Science of Reading in secondary and in intervention programs and data use.</p> <p style="background-color: yellow;">FASTBridge interventions continue.</p> <p style="background-color: yellow;">Reading intervention programming for high risk,</p>	<p>Early implementation of the district-adopted/defined curriculum</p> <p style="background-color: yellow;">FASTBridge interventions continue.</p> <p style="background-color: yellow;">Reading intervention</p>	<p>Full implementation of the district-adopted/defined curriculum</p> <p style="background-color: yellow;">FASTBridge interventions continue.</p> <p style="background-color: yellow;">Reading intervention</p>

	programming for high risk, non-special education students recommended. (Resource for Reading Interventionists and Reading Bridge, only).	non-special education students early implementation. (Resource for Reading Interventionists and Reading Bridge, only).	programming for high risk, non-special education students early implementation. (Resource for Reading Interventionists and Reading Bridge, only).	programming for high risk, non-special education full implementation. (Resource for Reading Interventionists and Reading Bridge, only).
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III.C. Draft Election Cooperation Agreement -
School Board Elections



Board Meeting Date: 5/15/2023

Title: Draft Election Cooperation Agreement - School Board Elections

Type: Discussion

Presenter(s): City-District Committee

Description: Please review this draft elections cooperation agreement and come to the work session with any questions or comments. This has been reviewed by district legal counsel.

Recommendation: The board approves this cooperation agreement.

Desired Outcomes from the Board: Clarity around board thoughts regarding cooperation agreement.

Attachment(s): Draft election cooperation agreement

ELECTION COOPERATION AGREEMENT

This Election Cooperation Agreement (“Agreement”) is entered into between Independent School District No. 273, Edina Public Schools (“District”) and the City of Edina, Minnesota (“City”) to memorialize an understanding of the parties regarding cooperative efforts to carry out the District’s odd-year election activities.

Scope of Agreement

This Agreement applies to District elections and election-related activities during the District’s odd-year elections. This Agreement will remain in effect until a formal contract is agreed upon, but may be terminated by either party by giving written notice to the other party at least ninety (90) days before the date of termination.

Responsibilities to be Determined:

The city and school district will work together to establish a mutually beneficial plan for all related election-judge expenses.

District Responsibilities

The District agrees to incur the following responsibilities under this Agreement:

- The District will provide election ballots and supply the consumable materials necessary to facilitate the District’s election activities.
- The District will provide, manage, and compensate professional support staff required by the District to carry out election activities (*e.g.*, information technology, human resources, legal, and communications professionals).
- Other than those directly through city communications channels, the District is responsible for all communications to the public, media, or election-authorities related to the District’s election activities.
- The District is responsible for all candidate filings and campaign finance disclosures.
- The District is responsible for ensuring that residents of local healthcare centers have access to the District’s elections.
- The District is responsible for complying with federal, state, and local election laws related to the District’s elections.

City Responsibilities

The City agrees to incur the following responsibilities under this Agreement:

- The City will make available sufficient physical space and access to parking at Edina City Hall for the District to complete absentee voting and early voting for District elections and other election-related activities, at no cost to the District.
- The City will make election day precinct voting locations available and accessible for District elections and other election-related activities, at no cost to the District.
- The City will supply furniture, fixtures, and equipment for the District to carry out elections and other election-related activities, at no cost to the District, and will ensure that these materials are delivered to and collected from precinct voting locations.
- The City will supply polling technology and equipment for the District to carry out elections and other election-related activities, at no cost to the District, and ensure that these materials are delivered to and collected from precinct voting locations.
- The City will provide the technical equipment and technology necessary for the District to carry out election activities including items such as: internet access, electronic poll books, DS200 ballot scanner and vote tabulators, voting booths, at no cost to the District.
- The City will conduct required pre-election testing and post-election audits of voting technology and equipment.
- The City will maintain custody of ballots during early, absentee, and election day voting.
- The City is responsible for ensuring that its polling places comply with the applicable federal, state, and local voting-place accessibility requirements.

Joint Responsibilities

The parties agree to share the following responsibilities under this Agreement:

- The parties will work together to recruit election judges to carry out the District's election activities.
- The parties will work together to train election judges through training offered by Hennepin County.
- The parties agree that the data they each maintain is governed by the Minnesota Government Data Practices Act ("MGDPA") and other federal, state, and local laws related to elections. The parties each agree to comply with applicable data privacy laws that are implicated by this Agreement.
- The parties agree that this Agreement does not create a partnership or joint venture between them. Each party is responsible for its own acts and omissions, and the acts and omissions of its officials, employees, and agents to the extent authorized by law.

General Provisions

- Each party agrees to defend, indemnify, and hold harmless the other party from and against all claims, demands, liabilities, causes of action, costs and expenses (including reasonable attorneys’ fees) arising out of the acts and omissions of its own officials, employees, and agents. This provision survives the termination of this Agreement.
- The parties agree that this Agreement is governed by the laws of the State of Minnesota. If any part of this Agreement is deemed unenforceable or in violation of law, the remaining portions of the Agreement will remain in full force and effect.
- This Agreement is the entire agreement between the parties. No waiver or modification of any provision of this Agreement is valid unless it is in writing and signed by both parties.
- This Agreement may be signed in counterparts, and a copy or electronic reproduction of this Agreement will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown below.

I.S.D. NO. 273, EDINA

CITY OF EDINA

By: _____
School Board Chair

By: _____
City Manager

By: _____
School Board Clerk

By: _____
City Clerk

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**