

Work Session

Monday, September 9, 2024 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order

II. Approval of Agenda



School Board Work Session
Monday, September 9, 2024; 5:00 PM
ECC Room 350

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
 - A. Overview of next phase District Strategic Plan Visioning work
Description: During the August 2024 school board retreat, Dr. Stanley provided the school board with a high-level overview of the next phase of EPS strategic plan visioning work. Dr. Stanley is providing a timeline for the detailed reports that will come to the school board for discussion.
Presenter(s): Dr. Stacie Stanley, Superintendent
 - B. Electronic Communication Devices
Description: The purpose of the discussion is to provide a summary of what will be brought to the Board in November regarding the implementation progress of the updated K-12 cell phone (Electronic Communication Device) protocols and procedures.
Presenter(s): Nate Swenson, Assistant Superintendent
 - C. School Board Cultural Proficiency Training
Description: The board has set as one of their 2024-2025 goals to continue to participate in regular cultural proficiency training to ensure that board practices and decisions align with current best practices. This training will build off of Patrick Lencioni's Working Genius model and David Webb's IROD model, both of which the board has engaged with in previous training.
Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
- IV. **Leadership and Committee Updates**
- V. **Superintendent Updates**
- VI. **Adjournment**

III. Discussion

III.A. Overview of next phase District Strategic Plan Visioning work **Speaker (s)**: Dr. Stacie Stanley, Superintendent



Board Meeting Date: 9/9/2024

Title: Overview of next phase District Strategic Plan Visioning work

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent

Description: During the August 2024 school board retreat, Dr. Stanley provided the school board with a high-level overview of the next phase of EPS strategic plan visioning work. Dr. Stanley is providing a timeline for the detailed reports that will come to the school board for discussion.

Recommendation: No recommendation at this time.

Desired Outcomes from the Board: Please review the timeline and next phase strategic priority programs, systems, and processes and come with questions that you might have.

Attachment(s): None

Overview:

Our current strategic plan is the culmination of 22 months of listening, research, discussing and planning from 2018-2020. The perspectives and ideas of a host of stakeholders were used to create a set of actionable strategic priorities that allow Edina Public Schools to grow and improve.

Since then, Edina Public Schools has sought to bring the benchmarks of the plan to fruition in several ways, including: (1) through the development of a district level data metrics plan that monitors student performance across a holistic set of data points and (2) the creation and implementation of a comprehensive literacy plan that allowed Edina Public Schools to be at the forefront of the science of reading efforts in Minnesota public schools.

In addition, Edina Public Schools expanded its school choice programming by adding a Spanish Dual Language Program at Countryside Elementary. An extensive K-5 Marquee STEAM program has been designed and is slated for initial implementation in the upper elementary grades during the 2024-2025 school year.

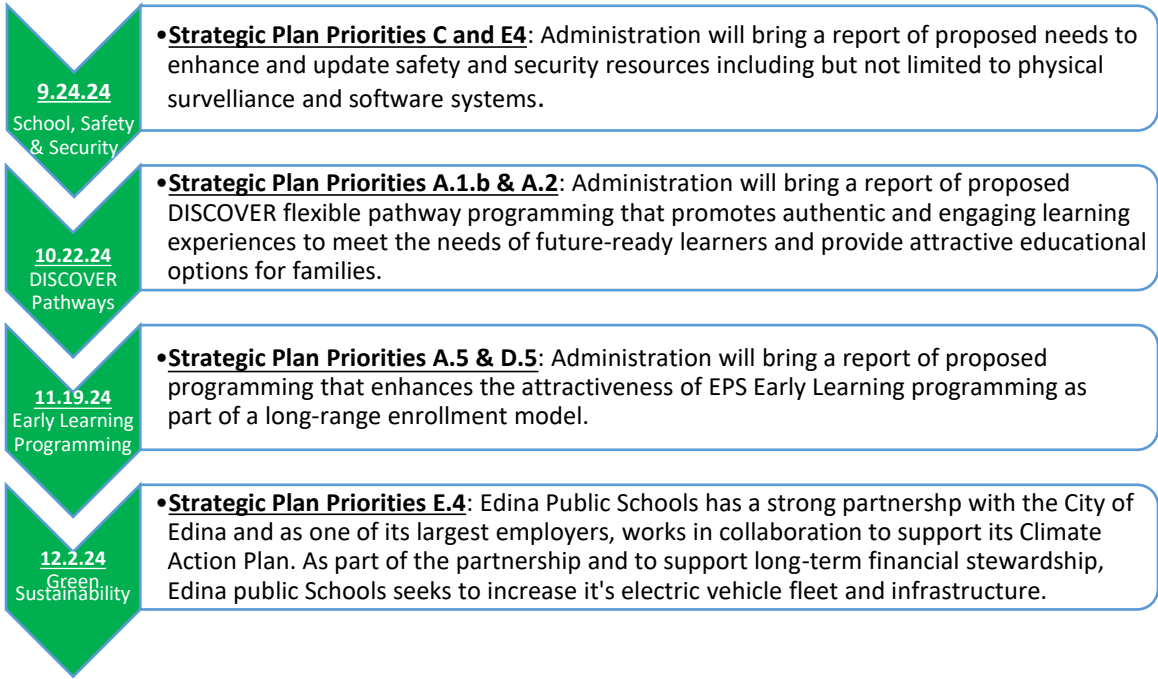
A strong community partnership with the Edina Education Fund has helped support our focus on student and staff mental wellness, including co-located mental health services, a staff wellness committee, and intentional continuous school improvement planning with targeted data to

support a positive school culture and climate. During this same time, the school district has worked to increase student leadership experiences that include legislative leadership on the Legislative Action Committee (LAC), active involvement in the hiring process for school principals, and advisement to the superintendent via her superintendent student leadership teams at each of our secondary schools.

For a comprehensive review of the work completed since 2021, our stakeholders can review our yearly strategic plan monitoring reports via these links [2022](#) [2023](#) [2024](#)

Edina Public Schools continues to build out programs, systems, and processes that allow us to meet the benchmarks of our strategic plan. In this next phase, we will focus on our safety and security efforts, expanded flexible pathways, robust early childhood education and extending our green sustainability efforts. Over the next few months, administration will provide reports on these foci, allowing the school board to analyze options and consider necessary financial commitments to bring forward the proposed programs, systems, and processes.

Timeline for Reports:



III.B. Electronic Communication Devices

Speaker (s) : Nate Swenson, Assistant Superintendent



Board Meeting Date: 9.9.24

Title: Electronic Communication Devices

Type: Discussion

Presenter(s): Nate Swenson, Assistant Superintendent

Description: The purpose of the discussion is to provide a summary of what will be brought to the Board in November regarding the implementation progress of the updated K-12 cell phone (Electronic Communication Device) protocols and procedures.

Recommendation: No recommendation is being asked of the Board at this time.

Desired Outcome(s) from the Board: Please bring forth questions you may have of the presenter.

Attachments: IROD discussion

D	7.			
	8.			
	Decision:			

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III.C. School Board Cultural Proficiency
Training

Speaker (s) : Dr.
Frannie Becquer,
Director of
Achievement Equity
and Multilingual
Learner Programming



Board Meeting Date: 9/9/2024

Title: School Board Cultural Proficiency Training

Type: Discussion

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: The board has set as one of their 2024-25 goals to continue to participate in regular cultural proficiency training to ensure that board practices and decisions align with current best practices. This training will build off of Patrick Lencioni's Working Genius model and David Webb's IROD model, both of which the board has engaged with in previous training.

This work supports a 2024-25 board goal as well as the Edina Public Schools Strategic Plan, specifically Strategy D: Developing Leaders Throughout the District.

Recommendation: None

Desired Outcomes from the Board: Come prepared ready to engage in learning and discussion around how our individual Working Genius and IROD preferences shape our work as a board, both collectively and as individual board members.

Tools of Cultural Proficiency

Sept 9th - Board Work Session



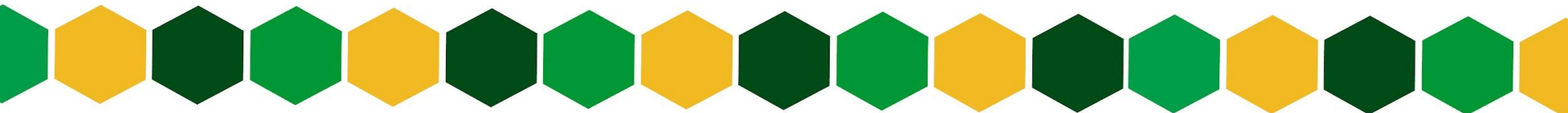
Outcomes and Agenda

Outcome:

To understand how the 6 Working Geniuses and IROD frameworks can work together with the Tools of Cultural Proficiency to create a culture of belonging in which each and every student, staff and community member is able to discover their possibilities and thrive.

Agenda:

- Explore the definition of Culture
- Understand the Belonging Matrix
- Understand how the tools of Cultural Proficiency, Robert Dilts Logical Levels of change, the 6 Working Geniuses and IROD work together to create spaces of inclusion
- Time to continue action planning



Culture

Edward Taylor's definition serves as the foundation for most sociological and anthropological ideas about culture

“That complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.” Taylor 1871

Material Culture
Concrete and tangible

Non-Material Culture
Consists of the words people use; habits they follow; ideas, customs and behaviors

Race/Ethnicity vs. Culture

Ethnicity is the fact or state of belonging to a social group that has common national or cultural tradition

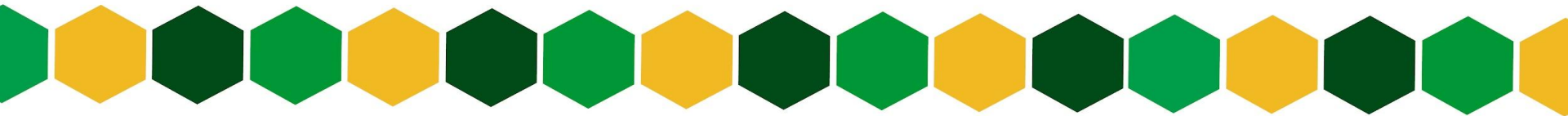
Race is related to biological variation of mankind and can sometimes be determined by physical appearance

Ethnicity is biologically inherited

Culture is the ideas, customs, and social behavior of a particular group of people

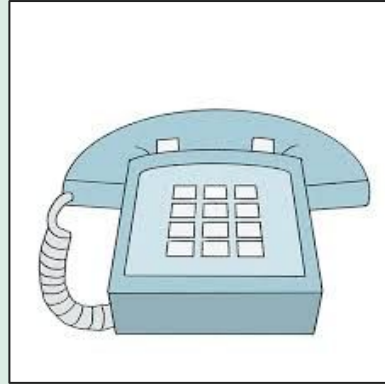
Culture can not be identified based on appearance. It is represented mostly in material items and non-material behaviors

Culture is socially acquired

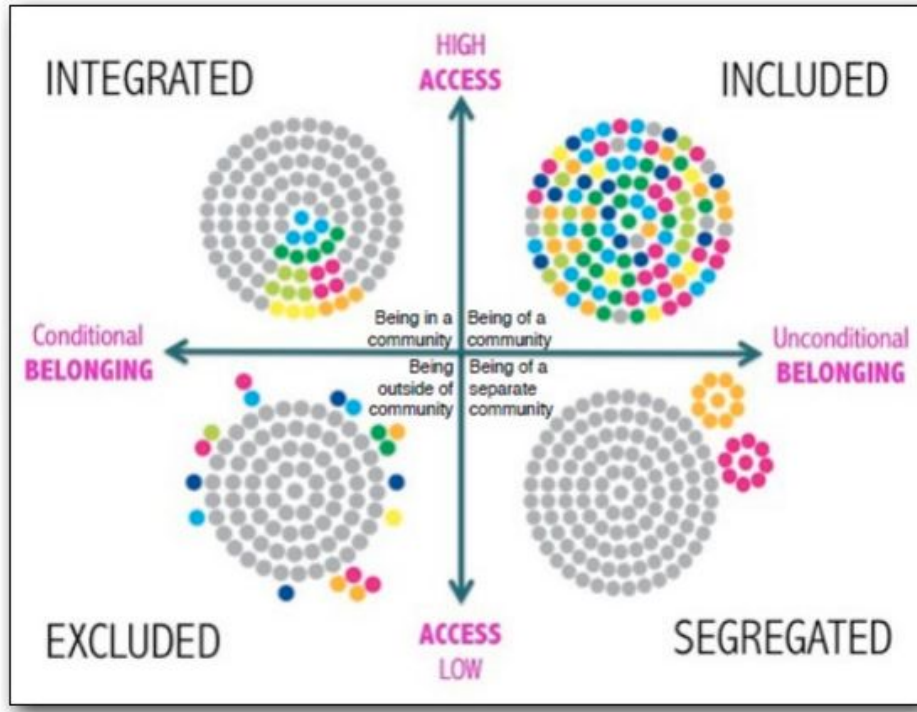


Normative Culture

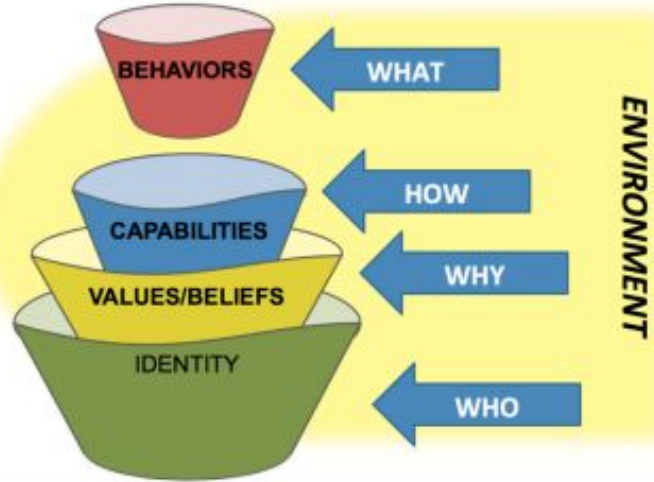
The prevailing set of values, beliefs, practices, and norms that hold the most influence within a society shaping expectations; it is widely accepted and considered the norm.



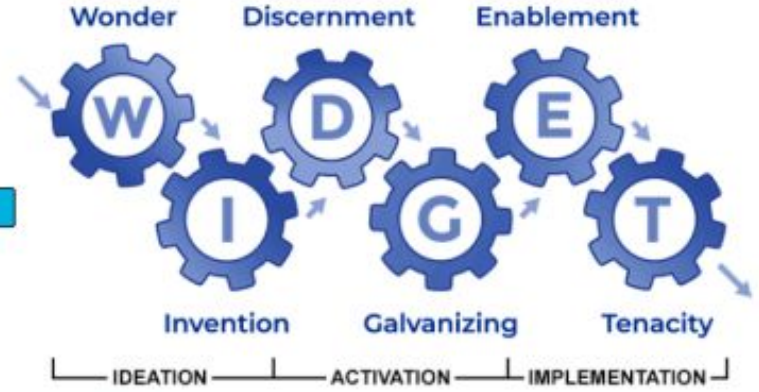
Belonging and Inclusion Matrix



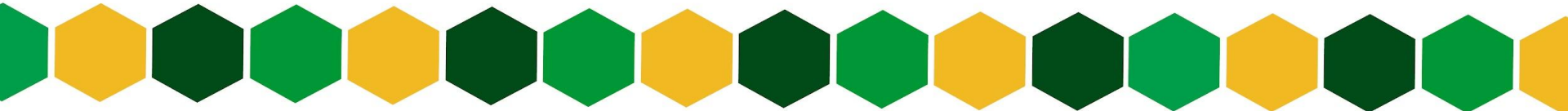
NESTED LEVELS OF LEARNING

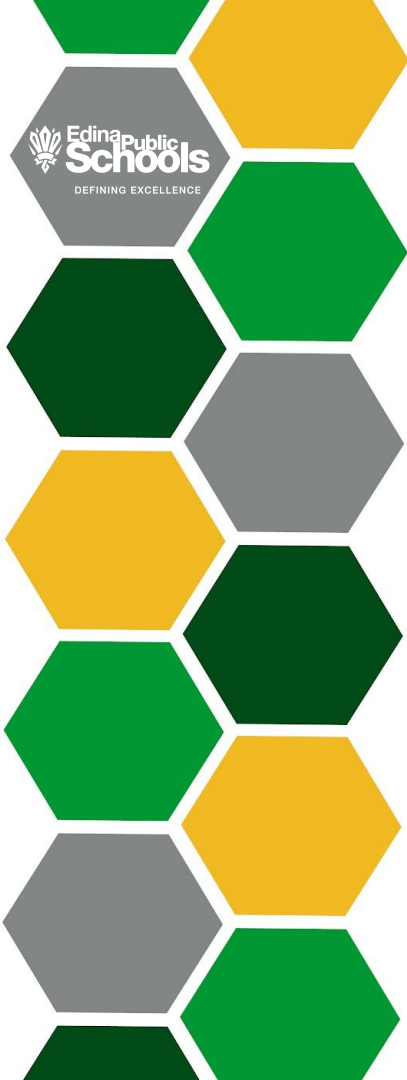


The 6 Types of Working Genius



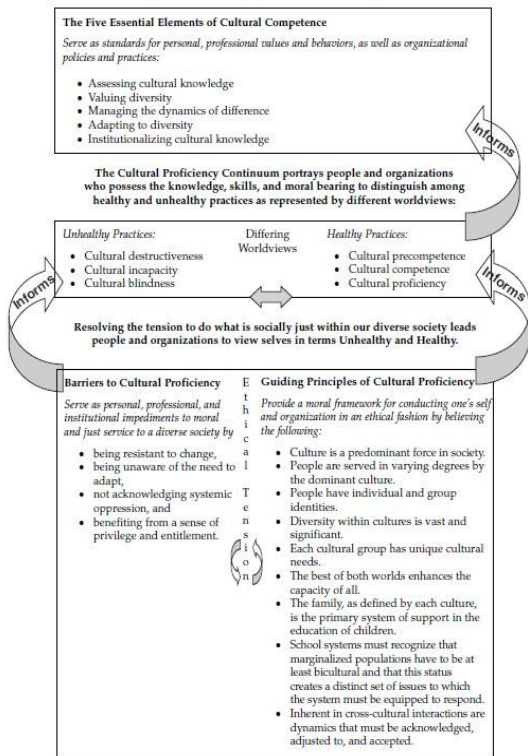
LEADERSHIPNOW ©2022 The 6 Types of Working Genius by Patrick Lencioni





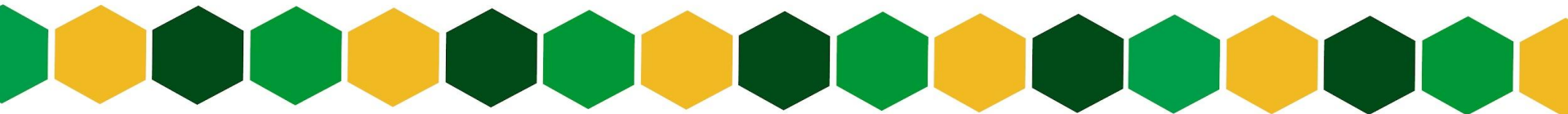
Robert DILTS levels of Learning and Change	5 Geniuses	Levels of Change	Guiding Question
Identity	Ideation	Transformation	Who are we: Edina Schools - Defining Excellence
Values & Beliefs			What do we believe: Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their potential and learn
Capabilities	Activation		How will we develop and use the skills we have
Behaviors	Implementation	Doing	In what specific behaviors will I engage
Environment			What do we need to begin

Table 4.2 The Conceptual Framework for Culturally Proficient Practices



I R O D		Anything Else? Right now each level uses something different based on the level of detail needed for action steps.
		Anything Else?
		Anything Else?
		Anything else?

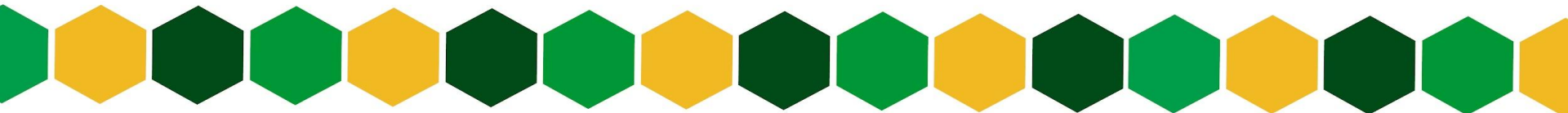
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4 Unique Tools - The Barriers

Caveats that assist in responding effectively to resistance to change.

- *Being Resistant to Change,*
- *Being unaware of the need to adapt*
- *Not acknowledging systemic oppression, and*
- *Benefiting from a sense of privilege and entitlement*



4 Unique Tools - The Guiding Principles

Underlying values of the approach.

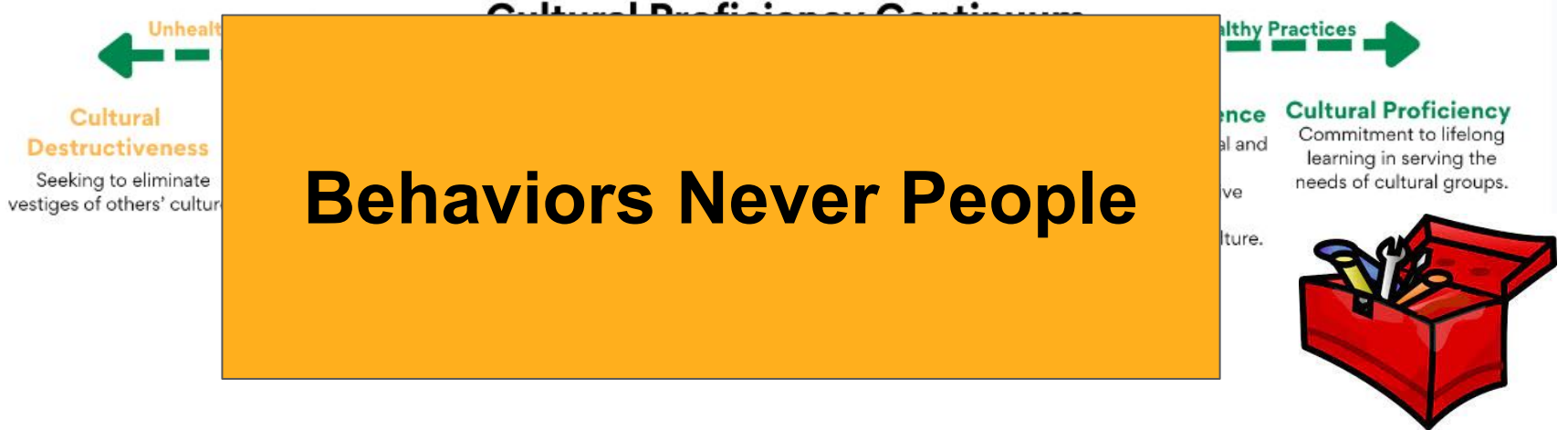
- Culture is a predominant force in society.
- People are served in varying degrees by the dominant culture.
- Diversity within cultures is vast and significant.
- Each cultural group has unique cultural needs.
- The best of both worlds enhances the capacity of all.
- The family, as defined by each culture, is the primary system of support in the education of children

- School systems must recognize that marginalized populations have to be at least bicultural and that this status creates a distinct set of issues to which the system must be equipped to respond.
- Inherent in cross-cultural interactions are dynamics that must be acknowledged, adjusted to, and accepted.



4 Unique Tools - The Continuum

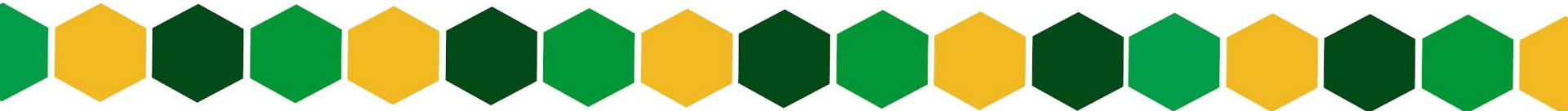
- Language for describing both healthy and non-productive policies practices and individual behaviors.



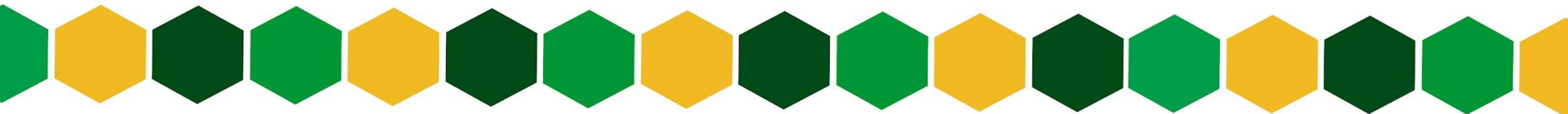
4 Unique Tools - The Essential Elements

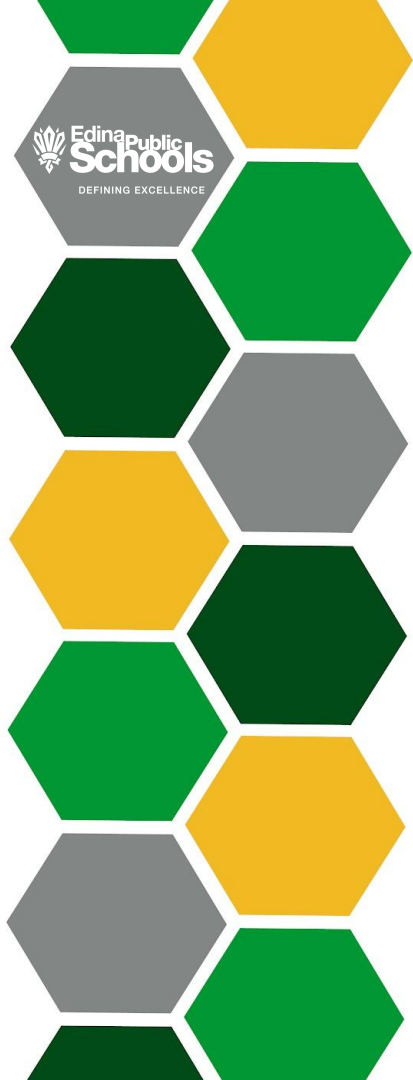
Five behavioral standards for measuring and planning for growth toward cultural proficiency.

- *Assessing Cultural Knowledge*
- *Valuing Diversity*
- *Managing the Dynamics of Difference*
- *Adapting to Diversity*
- *Institutionalizing Cultural Knowledge*



IROD	Tools of Cultural Proficiency
I	Presentation of Facts
R	Barriers and Guiding Principles
O	The Continuum
D	The Essential Elements





Nate and Frannie's Action Plan

<p>Specific: What exactly do you want to achieve? We will equip principals/leaders with the skills necessary to take ownership of CPSS in their respective buildings.</p>
<p>Measurable: How will I track progress? We will administer a pre and post-reflection to all instructional leaders. The depth of reflection will demonstrate how school leadership can change culture and prioritize changing adult practices.</p>
<p>Achievable: Is the goal realistic within your timeframe and resources Monthly instructional leadership meetings. Created teacher and principal rubric. Most principals have received initial training on CPSS. Cultural competence will be braided into the leadership skill sets principals already have.</p>
<p>Aligned: Identify one or more of the Leadership Behaviors</p> <p>The leader proactively manages, leverages, and facilitates productive dialogue across diverse perspectives to resolve conflict, drive innovation, and forge new, complex agreements to transform the organization.</p> <p>The leader cultivates a culture of belonging that leads to continuous improvement characterized by systemwide accountability, rigorous standards-based instruction, and equitable outcomes for all students.</p>
<p>Time-Bound: When will you complete this action item? Set a specific deadline. <input type="text"/></p> <p>(set a realistic and achievable timeframe) <input type="text"/></p> <p>Dates for Instructional meetings</p>
<p>Action Items: What's the first concrete step you'll take to get started (a specific action you'll complete by a certain date)</p> <ol style="list-style-type: none"> 1. <i>Sept 3rd - introduce the action plan, principals complete pre-assessment</i> <ol style="list-style-type: none"> a. <i>Round 1 Coaching 10/10 through 11/1</i> b. <i>Round 2 Coaching 11/11 through 12/20</i> c. <i>Round 3 Coaching 2/10 through 2/28</i> d. <i>Round 4 and Final Coaching 3/17 through 4/25</i>

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**