

Work Session

Monday, November 4, 2024 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order

II. Approval of Agenda



DEFINING EXCELLENCE

**School Board Work Session
Monday, November 4, 2024; 5:00 PM
ECC Room 350**

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Discussion**
 - A. DISCOVER in Edina Public Schools

Description: We will be providing an overview of the vision for DISCOVER in Edina Public Schools.

Presenter(s): Dr. Stacie Stanley, Superintendent; Nate Swenson, Assistant Superintendent; Anne Marie Leland, Director of Strategic Partnerships; Jody De St Hubert, Director of Teaching and Learning; and Paul Paetzel, Edina High School Principal
 - B. Board Legislative Action Committee (LAC) 2025 Legislative Platform Discussion

Description: The School Board approved board goals for the 2024-25 school year that include legislative advocacy as a priority. This work aligns with advocacy priorities outlined in the district's [2020-2030 Strategic Plan, Strategy E: Engage Parents, Schools and Community](#).

Presenter(s): Legislative Action Committee
 - C. Electronic Communication Devices

Description: The discussion's purpose is to summarize the implementation progress for the updated K-12 cell phone (Electronic Communication Device) protocols and procedures.

Presenter(s): Nate Swenson, Assistant Superintendent; Patrick Bass, Principal, Valley View Middle School; Chris Holden, Principal, Normandale Elementary School; and Jenn Carter, Assistant Principal, Edina High School
- IV. Leadership and Committee Updates**
- V. Superintendent Updates**
- VI. Adjournment**

III. Discussion

III.A. DISCOVER in Edina Public Schools

Speaker (s) : Dr. Stacie Stanley, Superintendent; Nate Swenson, Assistant Superintendent; Dr. Anne Marie Leland, Director of Community Education and Strategic Partnerships; Jody De St Hubert, Director of Teaching and Learning; and Paul Paetzel, Edina High School Princi



Board Meeting Date: 11/4/2024

Title: DISCOVER in Edina Public Schools

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent; Nate Swenson, Assistant Superintendent; Anne Marie Leland, Director of Strategic Partnerships; Jody De St Hubert, Director of Teaching and Learning; and Paul Paetzel, Edina High School Principal

Description: We will be providing an overview of the vision for DISCOVER in Edina Public Schools.

Recommendation: No recommendation is being made at this time. This item has been prepared for board discussion.

Desired Outcome(s) from the Board: Please review the full report of information and come prepared with your initial reactions (comments/questions).

Attachment(s): [Slidedeck](#)

Introduction

In today's rapidly evolving world, the DISCOVER program represents our commitment to excellence in Edina Public Schools. This innovative option creates a more relevant, engaging, and effective learning experience that equips our students for success in their future careers and lives. To fully realize this vision, adequate and appropriate learning spaces are essential - spaces that mirror real-world environments and support the hands-on, specialized instruction these learning experiences require.

Personalized Learning and Industry Integration

DISCOVER recognizes each student's unique interests and aspirations, offering personalized learning experiences that connect directly to real-world experiences and applications. By bridging the gap between education and industry, we provide students with practical skills, knowledge, and industry-relevant experiences that prepare them for both higher education and direct career entry.

Community Impact and Lifelong Learning

The program strengthens ties between our school district and local business industries, addressing economic needs by developing a skilled local workforce. Moreover, DISCOVER instills crucial 21st-century skills, promoting adaptability and self-directed learning, ensuring our students are prepared for lifelong personal and professional growth.

Expanding Opportunities

By advancing and expanding our district's educational offerings, DISCOVER provides diverse pathways for both college-bound and career-focused students. This comprehensive approach not only attracts and retains students but ensures every learner finds a path aligned with their individual goals - what administration sees as the epitome of our mission for students to *Discover Possibilities and Thrive*.

In essence, DISCOVER is a transformative approach to learning that prepares our students for the complexities of the modern world, shaping future leaders, innovators, and contributors to our society.

DISCOVER in Edina Public Schools

DISCOVER is an innovative career exploration and preparation program designed to equip our students for success in both higher education and the workforce. The program name is an acronym that encapsulates its core elements:

- **Defining Interests:** Helping students identify their passions and strengths
- **Shaping Careers:** Providing students with opportunities to explore and engage in potential career paths
- **Opening Vistas:** Exposing students to new possibilities, opportunities, mentors and networks
- **Empowering Resilience:** Building skills to overcome challenges, adapt to change, and support the whole student

Strategic Priorities

Strategy A: Advance Academic Excellence, Growth and Readiness

1. Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.

Strategy B: Ensure an Equitable and Inclusive School Culture

2. 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.

Strategy C: Foster Positive Learning Environment and Whole Student Support

4. Create environments that are conducive to learning and facilitate constructive student interaction.

Strategy D: Engage Parents, Schools and Community

5. Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.

Strategy E: Engage Parents, Schools and Community

1. Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.

Key Features

Comprehensive Career Preparation: DISCOVER offers three distinct options aligned with high-demand industries:

a) **Aviation/Aeronautics** (Aviation Pilot 9-12):

- Prepares students for careers in private and commercial aviation, military aviation, or aerospace engineering
- Includes preparation for the FAA Private Pilot written exam

b) **Finance** (Securities & Investments 9-12):

- Focuses on financial markets, instruments, and cutting-edge topics like financial technology and cryptocurrency
- Provides a foundation for careers in investment banking, financial planning, and asset management

c) **Health Sciences** (EMT 9-12):

- Prepares students for careers including nursing, physician, physician assistant, and Emergency Medical Technicians
- Students can sit for the NREMT exam upon program completion
- Offers forensics, comparative anatomy, and human anatomy courses

Specialized Learning Environments: DISCOVER programs require purpose-built spaces that reflect industry standards. Examples include:

a) Aviation/Aeronautics:

- Dedicated space for flight simulators
- Laboratory space for aeronautical principles demonstration

b) Finance:

- Trading floor simulation space
- Conference areas for industry mentorship meetings

c) Health Sciences:

- Clinical simulation labs
- Emergency response training areas
- Anatomy and Physiology lab space
- Medical equipment storage and practice areas

Hands-On Learning: DISCOVER incorporates practical, real-world experiences such as clinical experiences, investment simulations, and flight simulator training.

Industry Certifications: Students can earn recognized certifications, including CPR, Basic Life Support, and preparation for NREMT and FAA exams.

Community Partnerships: Collaborations with local entities like the Edina Fire Department provide invaluable real-world exposure.

College Credit Potential: Partnerships with higher education institutions may offer college credit opportunities, particularly in the Health Sciences.

Educational Value

1. Aligns with our district's commitment to articulate a system of flexible pathways that maximizes learner engagement to grow students' strengths and talents.
2. Emphasizes STEM education across all DISCOVER options
3. Supports personalized learning by helping students explore individual interests
4. Develops crucial 21st-century skills, including resilience and adaptability
5. Prepares students for diverse post-secondary paths, including both college and direct career entry

Program Strengths

1. Addresses high-growth, high-demand career sectors
2. Combines academic rigor with practical skill development
3. Fosters community connections and mentorship opportunities
4. Supports both college-bound and career-focused students
5. Enhances our district's educational offerings, potentially attracting and retaining students
6. Purpose-built learning environments that mirror industry settings, preparing students for real-world work environments.

Next Steps

1. Develop curriculum details and resource requirements for each DISCOVER option
2. Establish necessary partnerships with local businesses and higher education institutions
3. To fully realize this vision, adequate and appropriate learning spaces are essential - spaces that mirror real-world environments and support the hands-on, specialized instruction these learning experiences require. As such, we will assess and plan for space requirements, including potential new construction needs and/or renovation of existing spaces
4. Develop a timeline for program implementation
5. Create a strategy for student recruitment and selection
6. Design an evaluation process to measure program effectiveness and student outcomes

The EPS DISCOVER program represents a significant step forward in our commitment to preparing students for future success. It aligns with educational best practices and addresses the evolving needs of our students and the broader economy.



DISCOVER in EPS



DEFINING EXCELLENCE





For *each and every student* to
DISCOVER their possibilities
and thrive





EDINA PUBLIC SCHOOLS

is a *dynamic* learning community
delivering educational *excellence*
and preparing all students to
realize their full potential





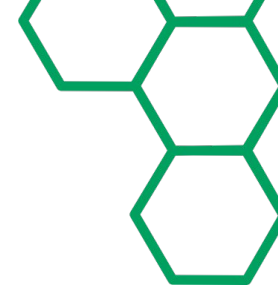
Our **MISSION**

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.



Edina Strategic Initiatives



Strategy A: Advance Academic Excellence, Growth and Readiness

1. Provide a coherent and differentiated educational experience that effectively engages, and appropriately challenges every student academically.

Strategy B: Ensure an Equitable and Inclusive School Culture

2. 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.



Edina Strategic Initiatives



Strategy C: Foster Positive Learning Environment and Whole Student Support

4. Create environments that are conducive to learning and facilitate constructive student interaction.

Strategy D: Develop Leadership Throughout the District

5. Provide strategy and direction for predicted enrollment and demographic trends while retaining current students.

Strategy E: Engage Parents, Schools and Community

1. Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.



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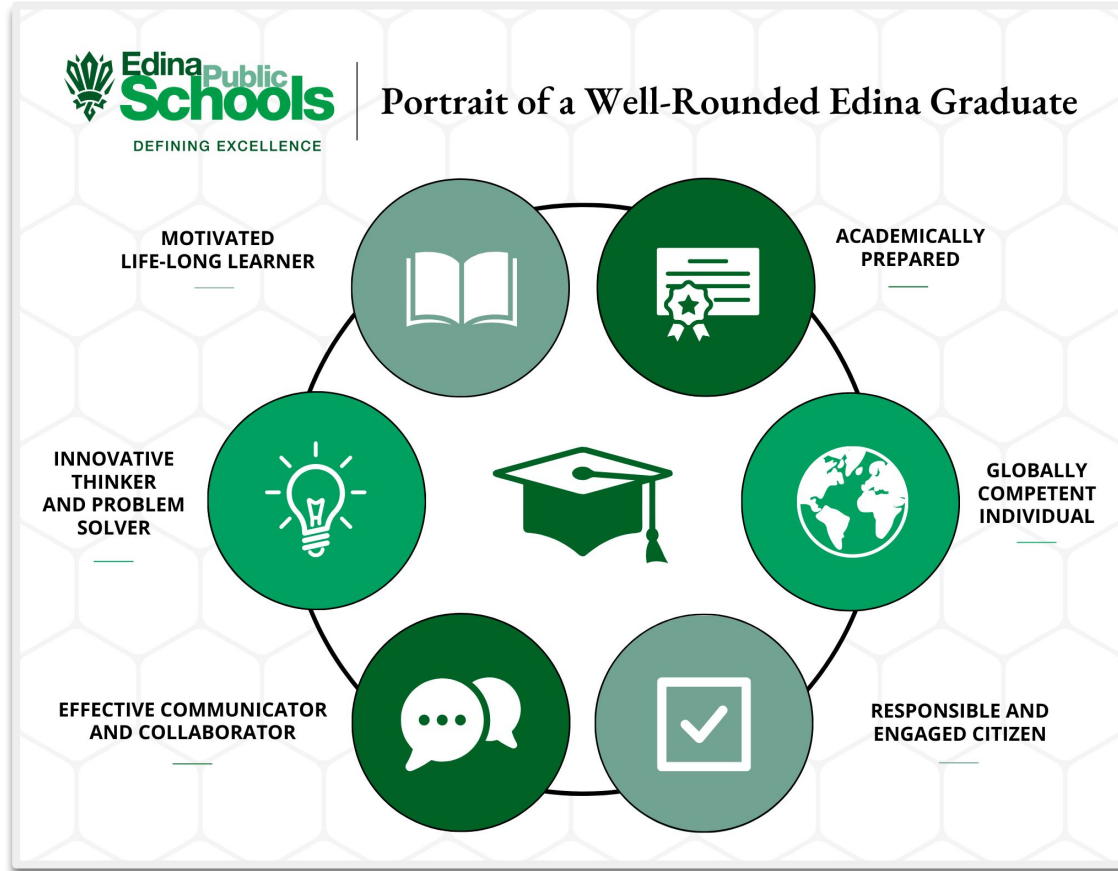
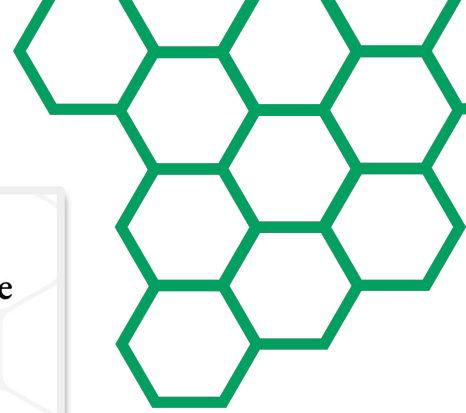




**Vision, Purpose, &
DISCOVER Defined**



Vision





Vision 2030

Every Edina High School graduate has had the **opportunity** to explore career options through:

Sequence of Coursework + Career Experience + Credentialing





DISCOVER

is designed to engage students by offering specialized, career-focused or interest-based education that align with their future goals, whether that be college, or entering the workforce or both.

DISCOVER aims to make education more meaningful, exciting, and engaging, helping students build skills for the next phase of their lives while staying motivated during high school.





2022 MN Student Survey: Student Voice *Relevance*

Protective Factors	Statewide	Metro	Rural	Edina
Safe neighborhood	95.3	95.6	95.0	97.34%
Safe at school	87.5	87.9	87.0	92.29%
Safe at home	97.2	97.4	96.9	97.51%
Positive student teacher relationships	85.0	86.7	83.1	90.45%
Social emotional health	80.5	83.7	76.8	89.28%
Engaged in studies	83.4	85.5	81.0	89.82%
Empowered by self of others	69.9	71.8	67.2	77.68%
Identity and control over future	64.2	65.4	62.8	70.85%
Adults care about them	31.4	32.9	29.7	42.1%
Had an adult at school help them think about their education options after high school	65.2	64.8	65.7	60.58%



2024 EHS Panorama Results *Relevance*

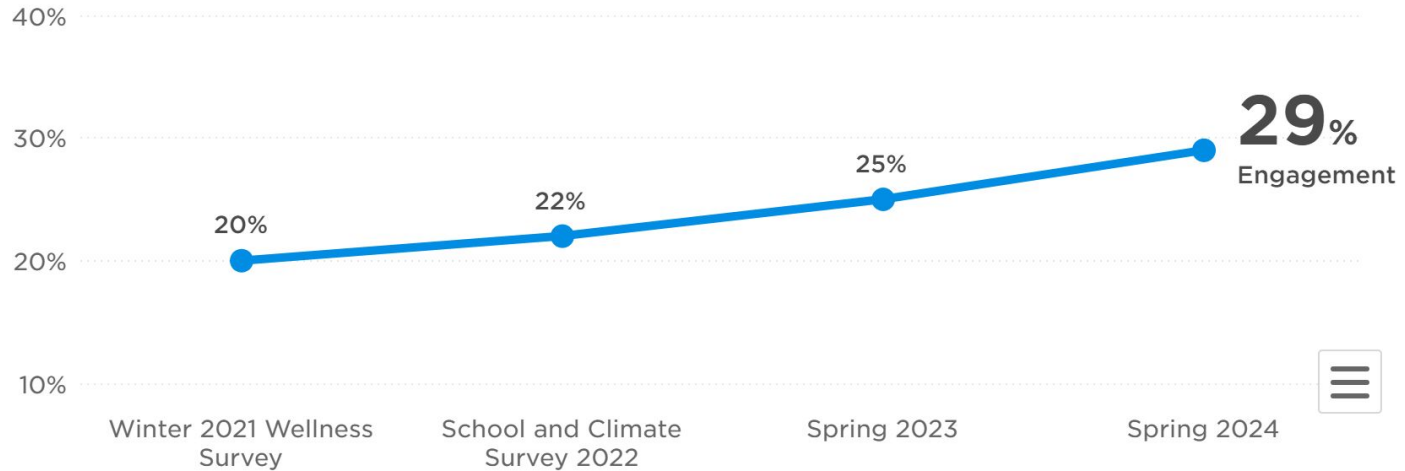
Engagement

Based on **1,069** responses

How attentive and invested students are in class.

How have results changed over time?

Percent Favorable



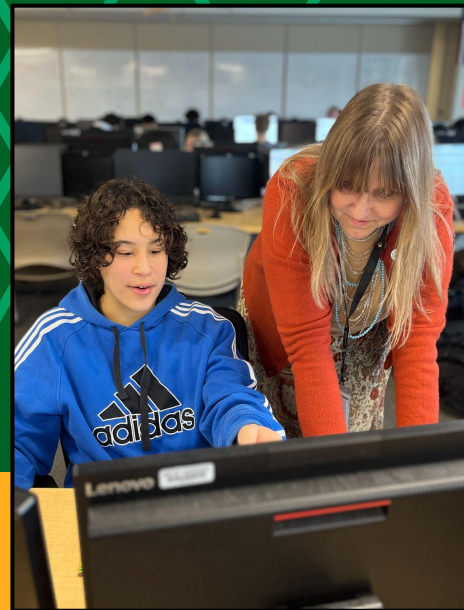
Exploring Possibilities Innovation Lab





DISCOVER

1. **Defining Interests:** Helping students identify their passions and strengths
2. **Shaping Careers:** Providing students with opportunities to explore and engage in potential career paths
3. **Opening Vistas:** Exposing students to new possibilities, opportunities, mentors and networks
4. **Empowering Resilience:** Building skills to overcome challenges, adapt to change and support the whole student





**Aviation &
Aeronautics**

Finance

**Health
Sciences**

**More to
Come...**

DISCOVER *Launch*



DISCOVER *Layered System*

9

Transition

10

**Defining
Interests**

11

**Opening
Vistas**

12

**Empowering
Resilience &
Shaping Careers**





Sequence of Coursework



Aviation & Aeronautics

DISCOVER Aviation & Aeronautics introduces students to aviation and aerospace industries through *authentic* and *integrated* learning experiences.



STEM FOUNDATIONS

- Physics*
 - Flight, aerodynamics, force
- Mathematics*
 - Algebra, geometry, calculus
- Computer Science*
 - Coding, simulators
- Engineering Fundamentals*
 - Mechanical, electrical, aerospace

**Current learning offered at EHS*





FLIGHT SPECIFIC TRAINING

- Principles of Flight*
- Navigation & Meteorology
- Aviation Safety & Regulations
- Aircraft Systems
- Flight Training
- Ground School

**Current learning offered at EHS*



TECHNICAL SKILLS

- Mechanics & Maintenance
- Electronics & Avionics
- Automation & Robotics





INDUSTRY EXPOSURE

- Flight Simulation
- Private Pilot Flight Training Hours
- Airport Internships: Ground Crew Activities or air traffic control
- Drone Simulations and/or Repair
- Volunteering at Aviation events or museums





CAREER POSSIBILITIES

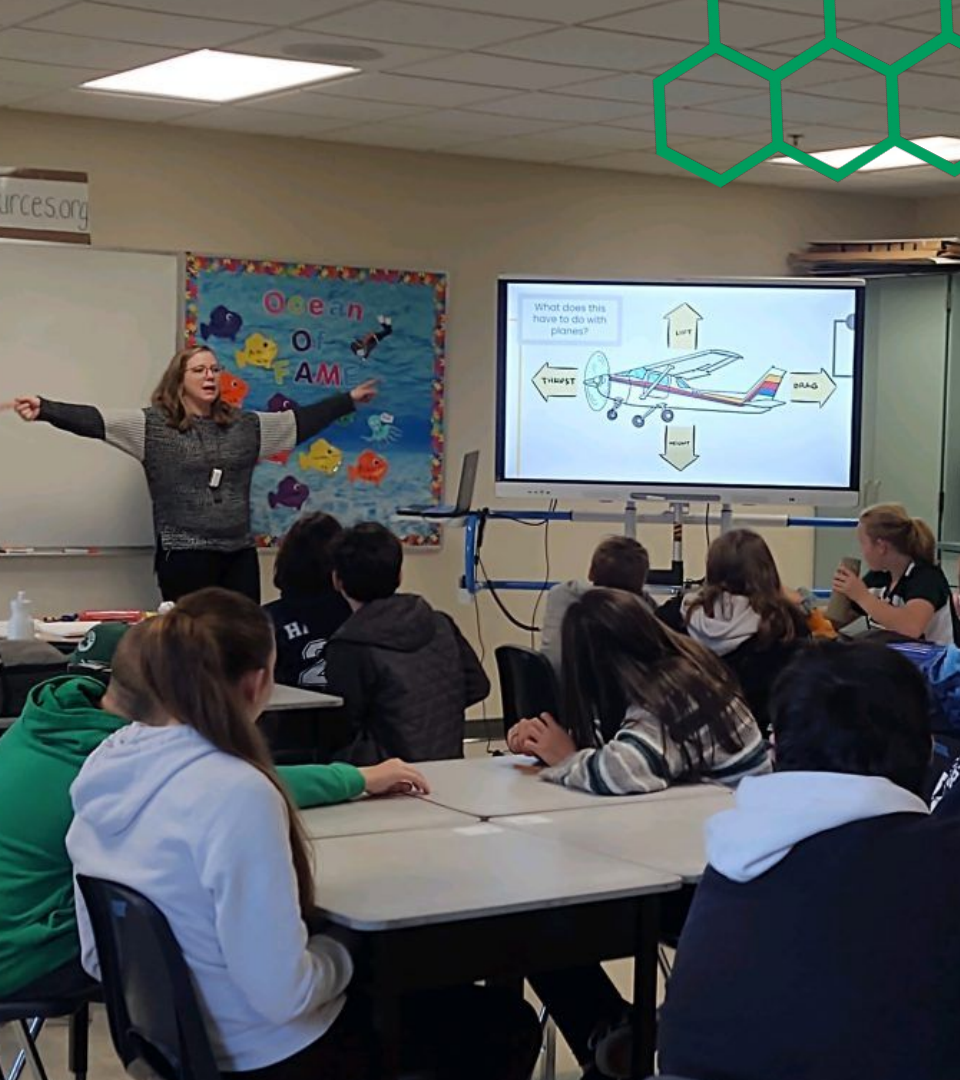
- Private Pilot
- Air Traffic Control Specialists and Controllers
- Aircraft Mechanic
- Aircraft Dispatch
- Avionics (Air Carrier and General Aviation)
- Aerospace Engineering
- Mechanical Engineering
- Systems Engineering
- Drone (UAS) Operator





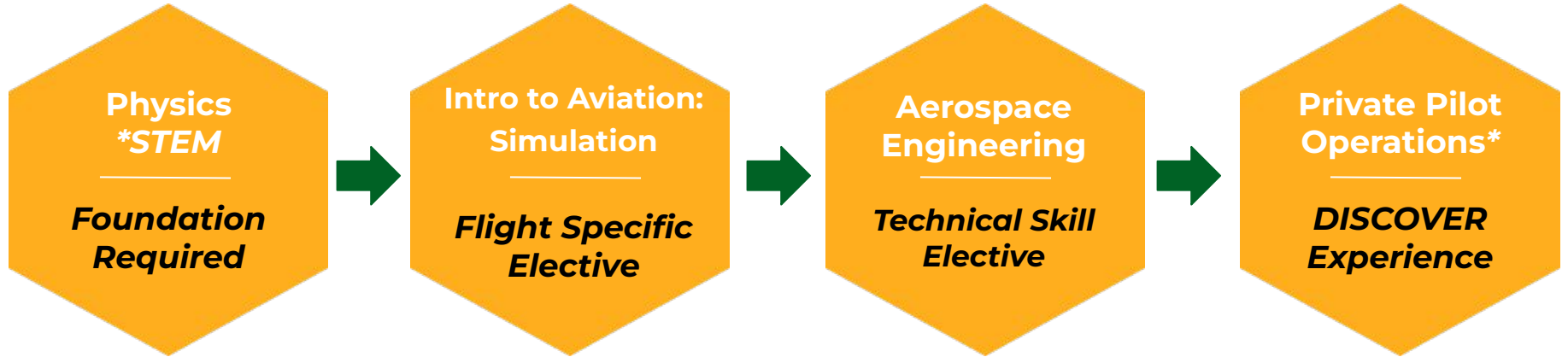
FOUNDATIONAL CLASSES currently at EHS

- Intro to Engineering
- Principles of Engineering
- Aerospace Engineering
- Digital Electronics
- Physical Earth Science
- Physics Sequence
- Algebra
- Geometry
- Calculus





DISCOVER *Aviation and Aeronautics*



DISCOVER Aviation and Aeronautics sample student experience



Finance

DISCOVER Finance opportunities introduce students to finance and business industries through the following *authentic* and *integrated* learning experiences:



FINANCE

CORE ACADEMICS

- Personal Finance*
- Economics*
- Statistics*

****All courses currently offered at EHS***





FINANCE

FINANCE SPECIFIC LEARNING

- Accounting
- Business Math
- Investments and Securities
- Entrepreneurship and Business Planning *

****All courses currently offered at EHS***





TECHNICAL SKILLS

- Data Analysis
- Budgeting
- Risk Management
- Tax Planning and Management
- Financial Reporting
- Financial Software Proficiency





INDUSTRY EXPOSURE

- DECA*
- Investment Simulations
- Shark Tank*
- School-Based Enterprises*
- Finance Field Internships
- Investment Clubs*

**All learning currently offered at EHS*





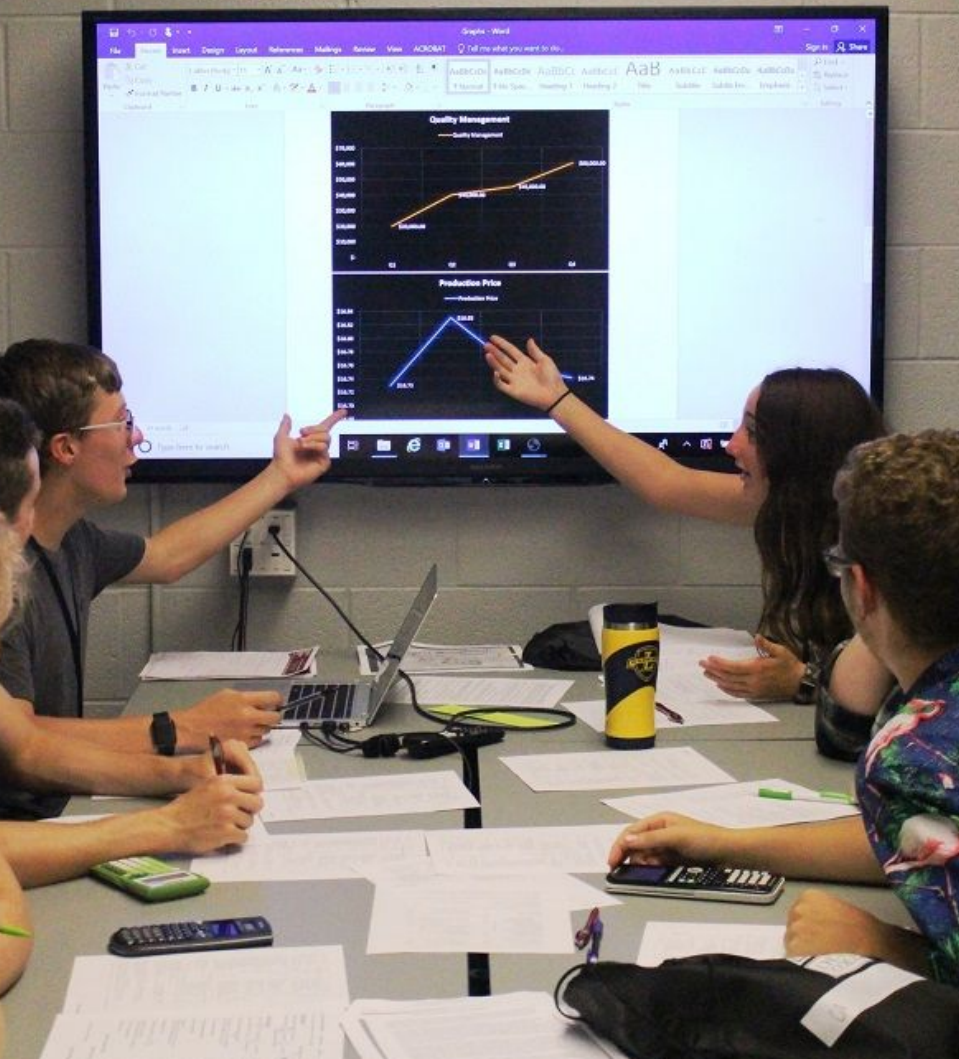
CAREER POSSIBILITIES

- Financial Analyst
- Investment Banker/Manager
- Securities, Commodities, and Financial Services Sales Agent
- Accountant
- Foreign Exchange Trader
- Personal Financial Planner/Advisor
- Personal Banker
- Chief Financial Officer
- Financial Software Developer





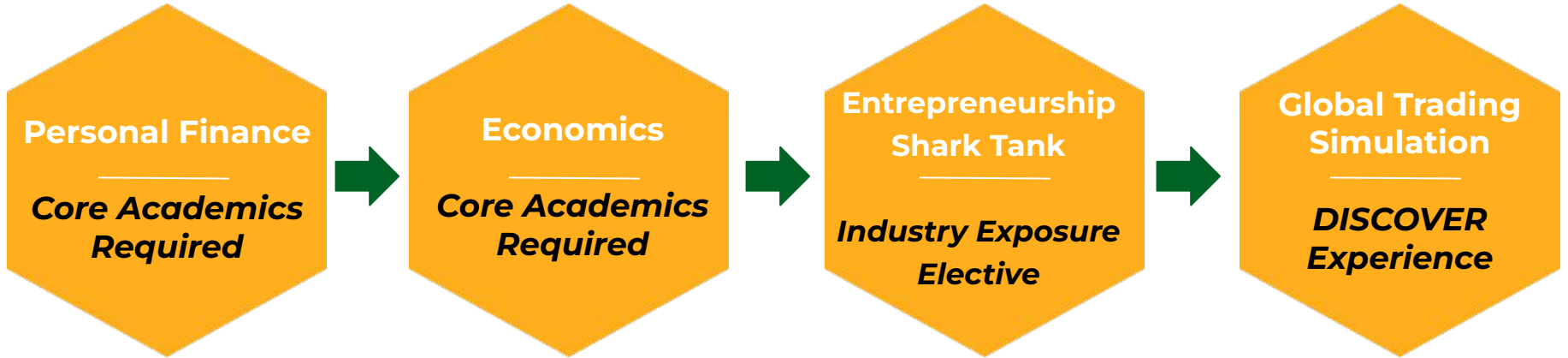
FOUNDATIONAL CLASSES currently at EHS



- Marketing with DECA
- Advance Marketing with DECA
- Entrepreneurship
- Personal Finance
- Economics
- AP Economics
- AP Statistics
- Discrete Math Concepts
- Discrete Math Applications
- Investing 101: Stocks, Bonds, and Mutual Funds (EVP)



DISCOVER *Finance*



DISCOVER Finance sample student experience



Health Sciences

DISCOVER Health Sciences opportunities introduce students to health and healthcare industries through the following *authentic* and *integrated* learning experiences:



ACADEMIC FOUNDATIONS

- Biology and Life Sciences*
 - Anatomy, physiology, genetics, microbiology, biochemistry
- Chemistry*
- Mathematics*
 - Algebra, statistics, calculus
- Health Science Terminology

**All courses currently offered at EHS*





HEALTH
SCIENCES

HEALTH SPECIFIC LEARNING

- First Aid and CPR Certification
- Clinical Skills
- Laboratory Techniques
- Ethics in Healthcare
- Psychology and Sociology*

****All courses currently offered at EHS***





TECHNICAL SKILLS

- Health Informatics
- Medical Equipment
- Basic Coding & Data Analysis*

**All courses currently offered at EHS*





INDUSTRY EXPOSURE

- Sports Medicine Club
- Participation in Athletics*
- First Aid and CPR training
- Job Shadowing with Edina Fire Department
- Internship at Fairview Southdale

**Experiences currently available at EHS*





CAREER POSSIBILITIES

- Physician
- Physician Assistant
- Emergency Medical Technician
- Healthcare Administration
- Clinical Research Coordinator
- Public Health Specialists
- Occupational Therapist
- Athletic Trainer
- Physical Therapist
- Nurse
- Surgeon





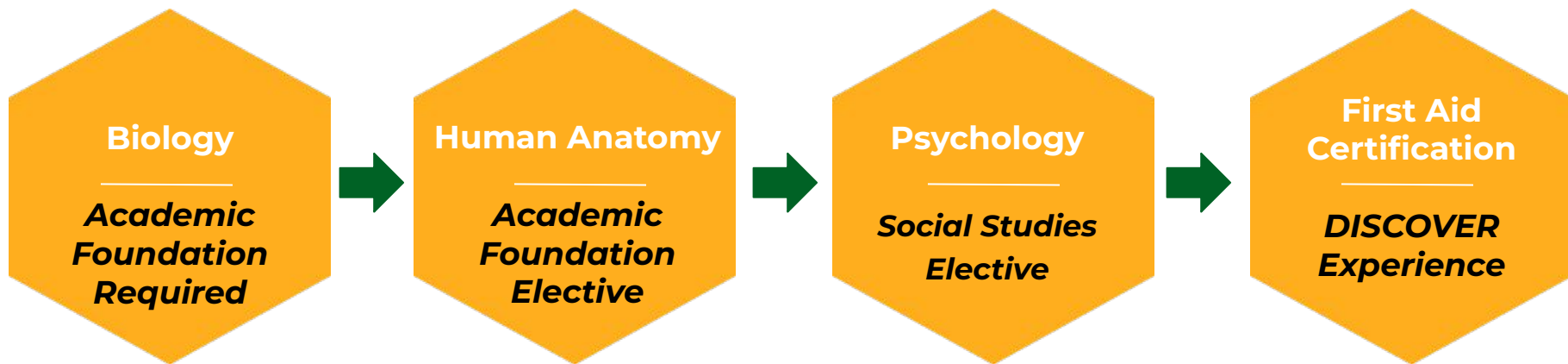
FOUNDATIONAL CLASSES currently at EHS

- Chemistry (Enriched and AP)
- Biology (Enriched and AP)
- Comparative Anatomy
- Forensics
- Human Anatomy
- Organic Chemistry
- Psychology
- Personal Fitness Trainer Certification (EVP)





DISCOVER *Health Sciences*



DISCOVER Health Services sample student experience



**DISCOVER
18-22
Unified Transition**



Transition Programming

- Hands on learning takes place within the community where students live
- Students have opportunities to volunteer, job shadow and get paid work experiences
- Maximize student's capacity to live as independently as possible

EXAMPLE: When eligible, students have access to Project SEARCH at Fairview Southdale Hospital



Transition Programming



- Focus on independent living skills, employment readiness, and community integration
- Partnership between education, vocational services, and community organizations
- Career exploration and job sampling



Credentialing



Micro-credentialing

Aviation: Aviation Safety, Aviation Weather, Drone Operation Basics

Health Sciences: Basic Vital Signs, Infection Control, Medical Terminology Basics

Finance: Personal Budgeting, Investment Basics, Tax Prep Fundamentals



Credentialing

Aviation (Pilot): FAA written knowledge exam, Practical flight test, Medical exam

Health Sciences (EMT): First Aid & CPR, EMT, passing cognitive / psychomotor exams

Finance (Financial Literacy or Entrepreneurship): Financial Literacy Certification, ie. National Financial Educators Council, Entrepreneurship and Small Business (ESB) certification



Credentialing

Aviation & Aeronautics

- Aviation Safety
- Aviation Weather
- Drone Operation Basics
- FAA written knowledge exam
- Practical flight test
- Medical exam

Finance

- Personal Budgeting
- Investment Basics
- Tax Prep Fundamentals
- Financial Literacy Certification
- Entrepreneurship and Small Business (ESB) certification

Health Sciences

- Basic Vital Signs
- Infection Control
- Medical Terminology Basics
- First Aid and CPR certifications
- EMT certifications



Guest Speakers

Chief Slama

Vlad Griskevicius

Jarod Olson





Guest speaker questions

1. Introduce yourself, name, position and background related to the DISCOVER area
2. What are some experiences that you and your organization could provide our students in DISCOVER that align with coursework, career experiences, and credentialing?
3. In what ways does DISCOVER align with what you know about the job demand in your industry?



DISCOVER *Next Steps*

1. Develop curriculum details and resource requirements for each DISCOVER option
2. Establish necessary partnerships with local businesses and higher education institutions
3. To fully realize this vision, adequate and appropriate learning spaces are essential - spaces that mirror real-world environments and support the hands-on, specialized instruction these learning experiences require. As such, we will assess and plan for space requirements, including potential new construction needs and/or renovation of existing spaces
4. Develop a timeline for program implementation
5. Create a strategy for student recruitment and selection
6. Design an evaluation process to measure program effectiveness and student outcomes



Thank you!
Edina Public Schools





QUESTIONS?

Edina Public Schools



III.B. Board Legislative Action Committee (LAC)
2025 Legislative Platform Discussion

Speaker (s) :
Legislative Action
Committee



Board Meeting Date: November 4, 2024

Title: Board Legislative Action Committee (LAC) 2025 Legislative Platform Discussion

Type: Discussion

Presenter(s): Legislative Action Committee: Dan Arom, Chair; and Cheryl Barry, Board Member

Description: The School Board approved board goals for the 2024-25 school year that include legislative advocacy as a priority. This work aligns with advocacy priorities outlined in the district's [2020-2030 Strategic Plan, Strategy E: Engage Parents, Schools and Community](#).

Recommendation: Review and be prepared with questions and feedback on the 2025 Legislative Platform.

Desired Outcomes from the Board: Board reaches consensus through discussion to move LAC 2025 priorities and plan forward for Board approval in January.

Attachment(s): 2025 LAC Legislative Platform DRAFT

For Board Review and Discussion:

Below please find the 2025 Draft Legislative Platform for initial Board consideration, review and discussion:

1) 2025 LAC Legislative Platform

The LAC is proposing the attached 2025 legislative platform for Board consideration. These priorities are in development but are grounded in the Board's legislative priorities that build off of prior year's platforms and potential items to be developed in collaboration with district leadership, Dr. Stacie Stanley, Jody Remsing, Director of Student Services and Special Education, Mert Woodard, Director of Finance & Operations and partner organizations including AMSD, MSBA, MASE and additional aligned organizations as references.

2) LAC Goals and Action Plan

The LAC sets goals and builds a calendar of LAC efforts in collaboration with Superintendent, Dr. Stacie Stanley and Director of Student Services and Special Education, Jody Remsing. These goals reflect hopeful outcomes of the LAC work this year. The committee meets on a monthly basis.

➤ **LAC Goals**

- 1) *Advocacy efforts lead to priorities being realized at legislative session;*
- 2) *New and current relationships with all EPS legislative representation are developed and strong;*
- 3) *Community gains better understanding of legislative priorities, the impact on students and engages in LAC advocacy efforts with student voice amplified;*
- 4) *Collaboration with aligned partners proves an effective tactic of advocacy efforts.*
- 5) *Implementation of LAC action plan is effective (committee engagement, capacity, admin support, event success)*

➤ **LAC Action Plan**

Through events, engagement, communication and community outreach, the LAC plans to advocate through a variety of means including, but not limited to, the following:

- Ongoing conversations with current and new local and national legislators in effort to build strong relationships
- Host pre-session legislative event to communicate priorities to legislators and larger community
 - 100% participation from local representative and at least one national representative
 - Attendance includes school board, community members and student representation outside of LAC, district admin and city leadership
- Continue to build communication base for info sharing and outreach
 - Revitalize social media platforms to welcome students and the Edina community to participate in planned LAC efforts
 - Focus on traditional media efforts targeted to students (Zephyrus) and community (Sun Current, Star Tribune), as appropriate
- Track and support legislative bills and their development at local and national level to help identify opportunities for advocacy outreach
- Engage in AMSD and MSBA legislative efforts related to 2024 priorities with participation in meetings and advocacy opportunities; identify additional partnership alignment opportunities for synergy in efforts (MACE, MDE, National PTA, AAP, etc)
- Collaborate with neighboring school districts' LAC efforts and activities for shared practices and synergy opportunities
- School board actively participate in planned LAC activities
- Attend at least 1 MN education related Committee meetings related to 2025 priorities
- Participate in at least 1 day of advocating at state capitol
- Secure at least 1 student testimony during legislature session

Edina Public Schools | 2025 LEGISLATIVE PLATFORM IDEAS FOR DISCUSSION

Below are discussion starting points for potential platform components and will be further refined based on discussion and collaboration.

STABILIZE EDUCATION FUNDING	INCREASE AND DIVERSIFY TEACHER WORKFORCE	MENTAL HEALTH SUPPORT FOR STUDENTS AND STAFF
SAFE, SUSTAINABLE, AND MODERN SCHOOL FACILITIES	STRENGTHEN AND SUPPORT SPECIAL EDUCATION PROGRAMS	LIMIT UNFUNDED MANDATES
LOCAL CONTROL		

References:
In development

III.C. Electronic Communication Devices

Speaker (s) : Nate Swenson, Assistant Superintendent; Patrick Bass, Principal, Valley View Middle School; Chris Holden, Principal, Normandale Elementary School; and Jenn Carter, Assistant Principal, Edina High School



Board Meeting Date: 11.4.24

Title: Electronic Communication Devices

Type: Discussion

Presenter(s): Nate Swenson, Assistant Superintendent; Patrick Bass, Principal, Valley View; Chris Holden, Principal, Normandale; Jenn Carter, Assistant Principal, Edina High School

Description: The discussion's purpose is to summarize the implementation progress for 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 review the full report of information and come prepared with your initial reactions (comments/questions).

Attachments: [Slide Deck](#)

Introduction

As a follow-up to our previous discussions on Electronic Communication Devices in our schools, I am pleased to present an update on our progress and outline the steps that have been taken to prepare for this Board report.

Since implementing our updated K-12 cell phone protocols and procedures, we have been diligently working to gather feedback and data from various stakeholders to assess the impact of these changes. Our approach included surveying families, administrative assistants, staff members, and students to ensure we captured a wide range of perspectives. Additionally, we consulted with our Emergency Management Safety Coordinator to review the protocols through a safety lens.

Importantly, we have also identified several assistive technology implications that need to be considered in policy development. These include the use of cell phones for monitoring medical conditions and controlling assistive devices for students with special needs. As we move forward, we will need to carefully balance these essential uses with our overall goals for managing electronic devices in our schools which is to support the mental health and well-being of our students while also increasing engagement in the classroom.

To complement these qualitative insights, we also collected quantitative data on cell phone infractions throughout the school year. This data provides us with a system-wide view of adherence to the new protocols and helps us identify any necessary adjustments.

We aim to use this comprehensive feedback to help inform your development of a robust Electronic Communication Device policy that serves the best interests of our students, staff, and the broader school district community. We believe this multi-faceted approach will give us a thorough understanding of the impact and effectiveness of our current protocols.

In the presentation, we will delve into the specifics of our data collection methods and the initial insights we've gathered. We welcome your initial reactions (comments, questions) as we continue to analyze and if necessary, refine our approach.

Cell Phone Presentation

Presenters:

Nate Swenson, Assistant Superintendent

Patrick Bass, Principal

Chris Holden, Principal

Jenn Carter, Assistant Principal

Cell Phones in EPS



- 
- TOPIC 1:** Mission/Vision & Strategic Initiatives
 - TOPIC 2:** Feedback from Stakeholders
 - TOPIC 3:** Assistive Technology
 - TOPIC 4:** Safety Considerations
 - TOPIC 5:** Infraction Data



**Vision/ Mission &
Strategic Initiatives**



For *each and every student* to
DISCOVER their possibilities
and thrive





EDINA PUBLIC SCHOOLS

is a *dynamic* learning community
delivering educational *excellence*
and preparing all students to
realize their full potential



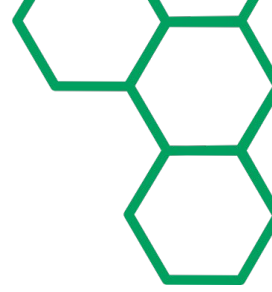


Our **MISSION**

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Edina Strategic Initiatives



Strategy B: Ensure an Equitable and Inclusive School Culture

2. 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.

Strategy C: Foster Positive Learning Environment and Whole Student Support

4. Create environments that are conducive to learning and facilitate constructive student interaction.

Strategy E: Engage Parents, Schools and Community

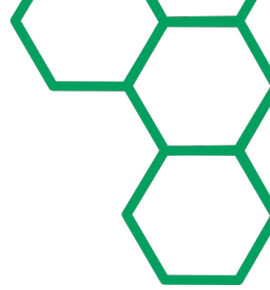
1. Provide engagement opportunities and information about Edina Public Schools to the community so that all community members feel connected and know how to contribute to our collective success.



Feedback from Stakeholders

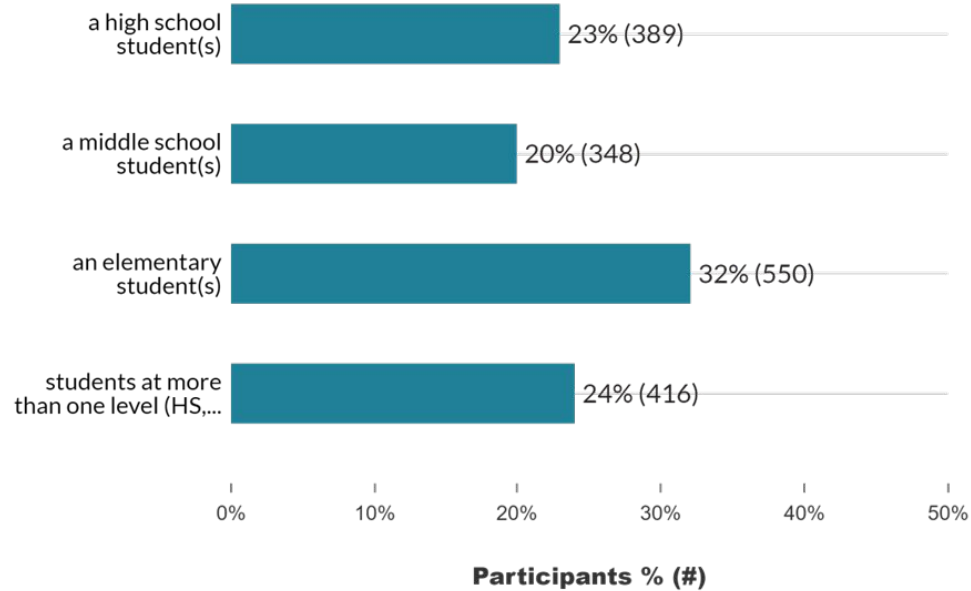
Survey Details - response rate

- 1) 1729 responses from families (~ 33%)
- 2) 466 responses from staff members (~ 29%)
- 3) 9 responses from Administrative Assistants (100%)
- 4) 541 responses from EHS students (~20%)
- 5) 1580 responses from MS students (~78%)
- 6) 476 responses from Elem students - grades 4 & 5 ONLY (~36%)



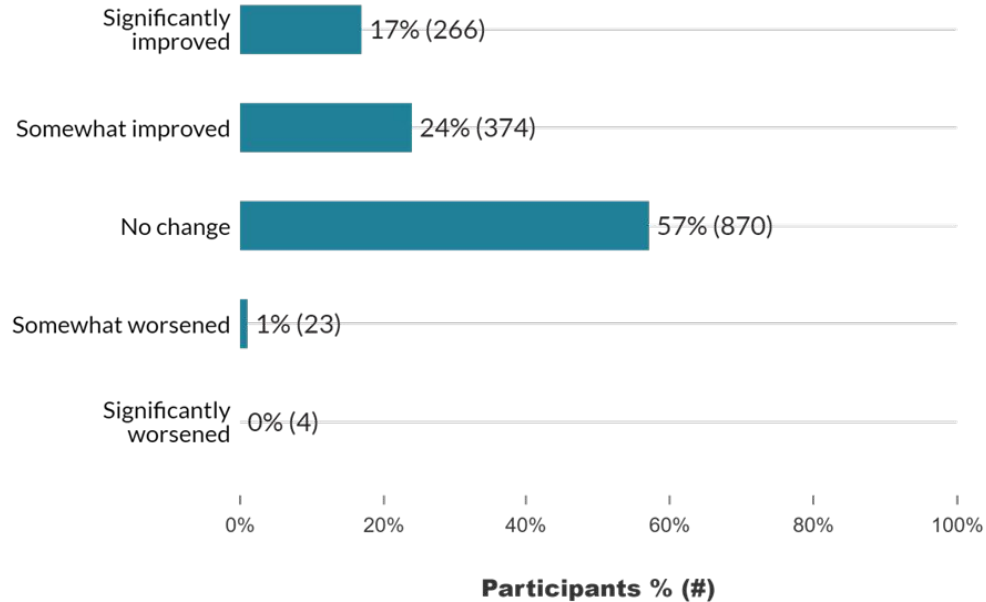
Feedback from Families

I am participating as a parent/guardian of:



Feedback from Families

How has the new cell phone policy affected your child's focus in school?

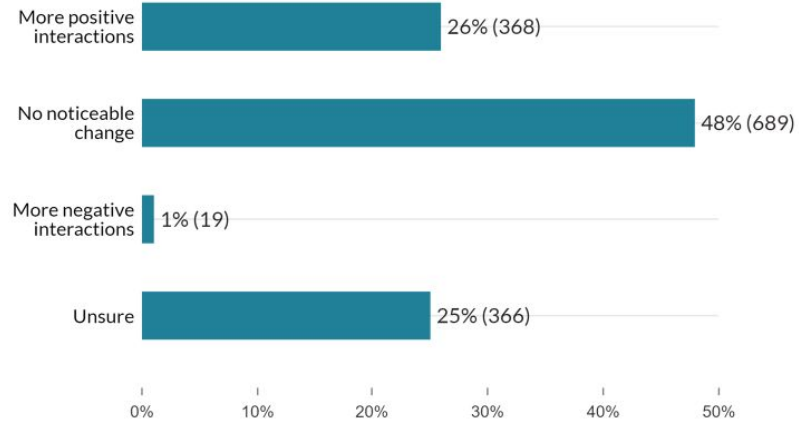


Feedback from Families



PARTICIPATION Breakdown of Participation

What changes, if any, in your child's social interactions at school have you noticed since the new protocols were implemented?

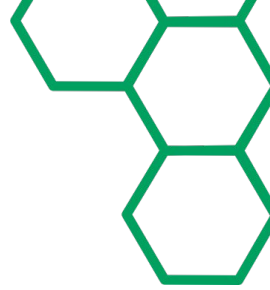
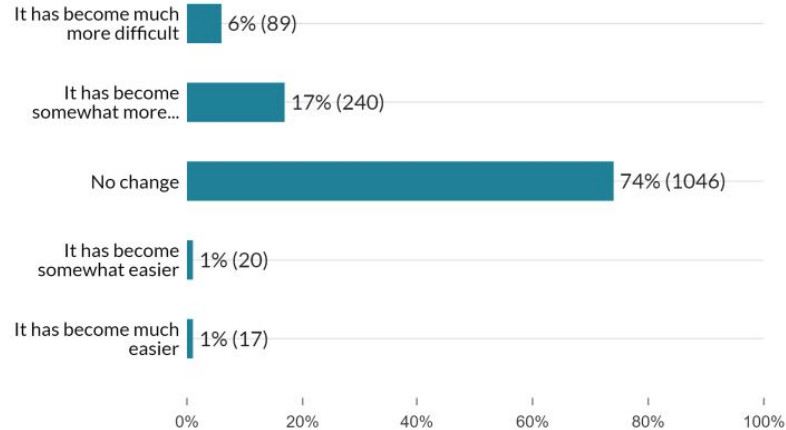


Feedback from Families



PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your ability to communicate with your child during school hours?

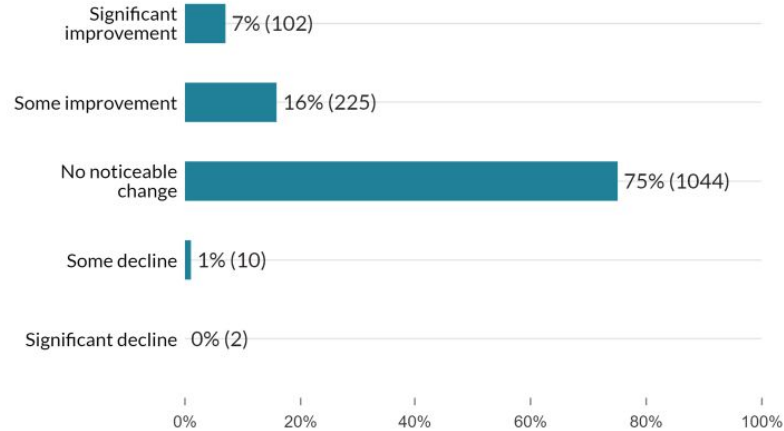


Feedback from Families



PARTICIPATION Breakdown of Participation

Have you noticed any improvements in your child's academic performance since the implementation of the new protocols?

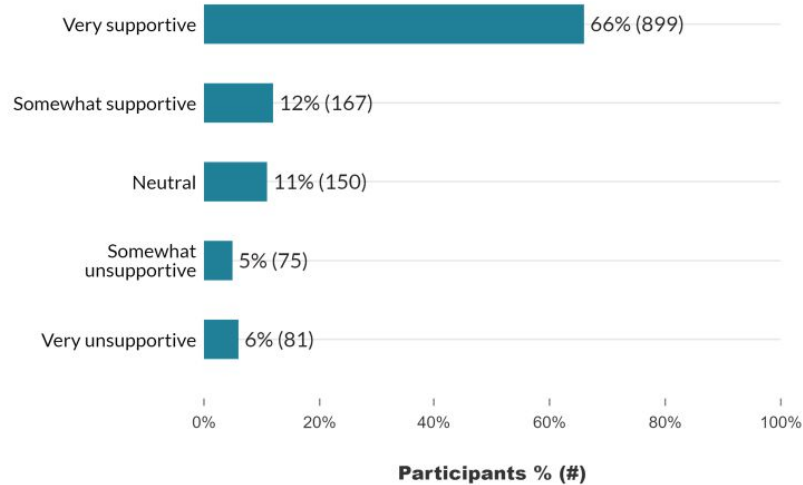


Feedback from Families



PARTICIPATION Breakdown of Participation

Overall, how supportive are you of the new cell phone protocols?



Feedback from Families




PARTICIPATION Breakdown of Participation

How do you primarily communicate with your student(s) during school hours now? (Select all that apply)



1365
Responses

%		Answer <i>(Multiple select)</i>
31%	(426)	Through the school office
33%	(444)	Via email (student's school email account)
23%	(315)	Through a teacher or staff member
61%	(827)	We wait until after school hours to communicate
17%	(238)	Other



Feedback from Families



Do you have any suggestions for improving our cell phone protocols?

Overall Support:

The majority of respondents strongly support the new cell phone protocols.

Many parents appreciate the focus on reducing distractions and improving learning environments.

Implementation and Enforcement:

Some report inconsistent enforcement across schools and teachers.

Requests for stricter and more uniform enforcement, especially at the high school level.

Suggestions to remove enforcement burden from teachers.

Policy Scope:

Many support even stricter policies, including complete bans during school hours.

Some suggest extending restrictions to other devices like laptops and Chromebooks.

Debate over allowing phones during lunch or passing periods.

Smart Watches:

Mixed opinions on smart watch restrictions, especially for younger students.

Some parents want allowances for watches in "school mode" for safety and after-school communication.

Communication Concerns:

Some parents worry about emergency communications.

Requests for clearer protocols on how parents can reach students during school hours.

Positive Impacts:

Reports of improved focus, social interactions, and reduced peer pressure.

Appreciation for creating phone-free environments, especially in middle schools.

Feedback from Families



Do you have any suggestions for improving our cell phone protocols?

Suggestions for Improvement:

Consider using lock pouches or central collection points for phones.

Provide more education on responsible technology use.

Improve school-to-parent communication systems.

High School Concerns:

Many feel the high school policy isn't strict enough or noticeably different from before.

Debate over whether high schoolers need more access for real-world preparation.

Policy Awareness:

Some parents are unclear about the specifics of the new policy.

Requests for more regular communication about the policy and its implementation.

Long-term Vision:

Strong support for continuing and potentially expanding the policy.

Calls for Edina to be a leader in creating phone-free learning environments.

Top Response(s) - Support Current or Stricter Policy: 248 responses & Allow Limited Emergency/Parent Communication: 52 responses

Overall, while there is significant support for the new protocols, the feedback indicates a desire for clearer communication, more consistent enforcement, and consideration of age-appropriate policies across different grade levels.

Feedback from Administrative Assistants

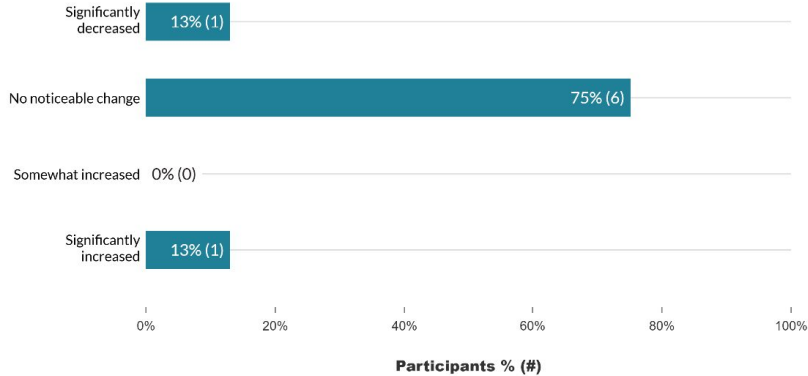
Likert Scale

Q1 How has the volume of phone calls you handle changed since the implementation of the new cell phone protocols?

Answered: 8

Not answered: 1

BAR PIE



Favorability score

Out of 8 people, this is how many participants voted for **Significantly decreased**



Significantly decreased

Feedback from Administrative Assistants

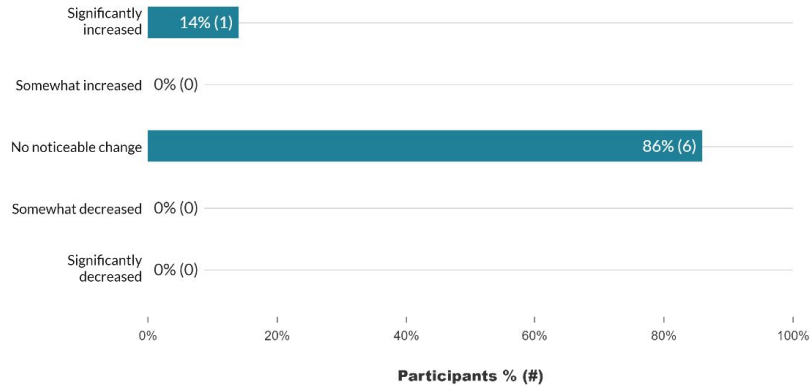


Single select

Q4 How have the new cell phone protocols affected your daily workload?

Answered: 7

Not answered: 2




Feedback from Administrative Assistants

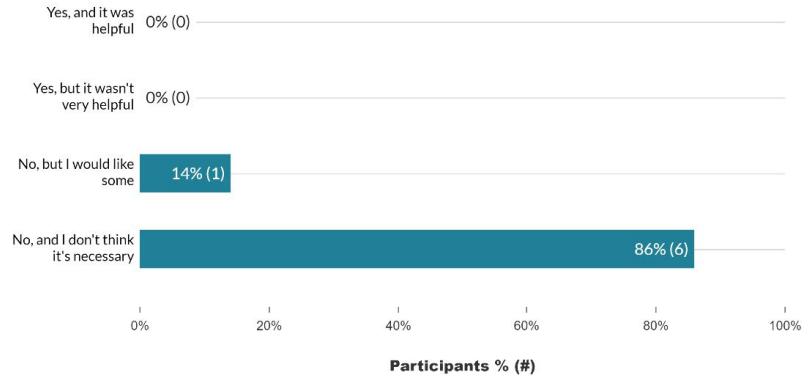


Dropdown

Q6 | Have you received any training or resources to help manage the potential increase in phone traffic?

Answered: 7

Not answered: 2 



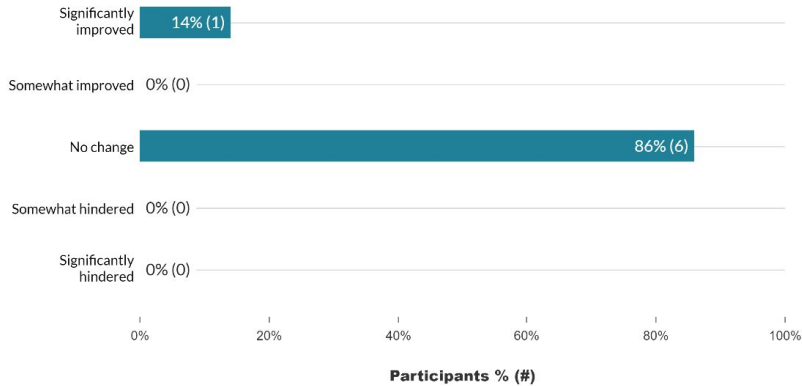
Feedback from Administrative Assistants

Likert Scale

Q8 How have the new cell phone protocols affected your ability to get other work done?

Answered: 7

Not answered: 2



Favorability score

Out of 7 people, this is how many participants voted for **Significantly improved** and **Somewhat improved**.



Significantly improved, Somew...



Feedback from Administrative Assistants

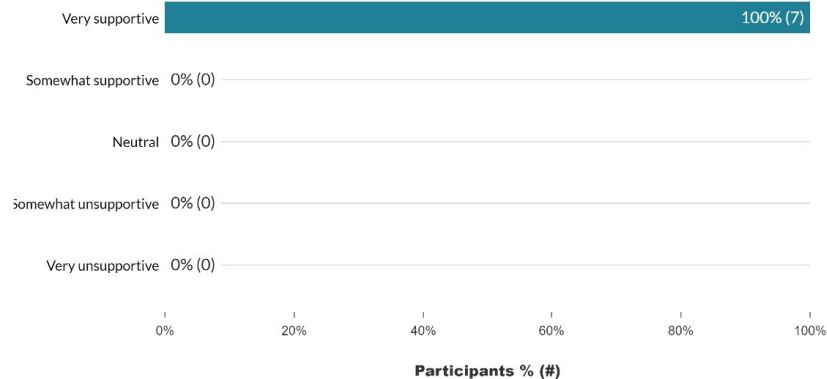
Likert Scale

Q9 Overall, how supportive are you of the new cell phone protocols?

Answered: 7

Not answered: 2

BAR PIE



Favorability score

Out of 7 people, this is how many participants voted for **Very supportive** and **Somewhat supportive**.



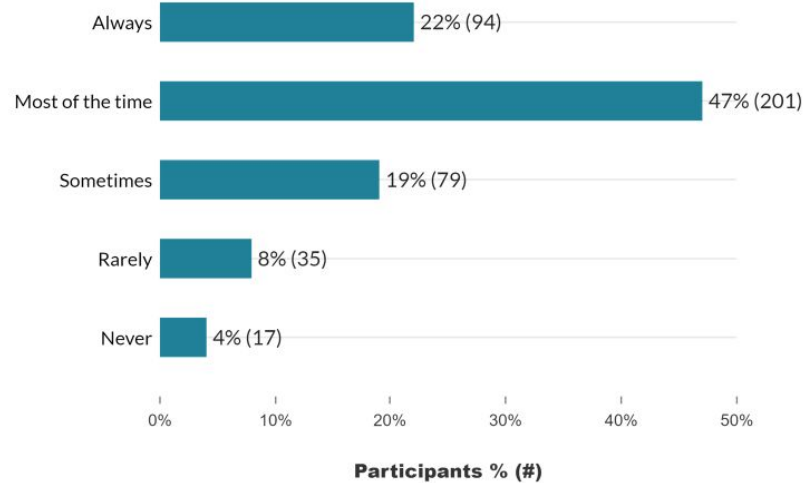
Very supportive, Somewhat sup... ?

Feedback from EHS Students



PARTICIPATION Breakdown of Participation

How often do you follow the new cell phone protocols?

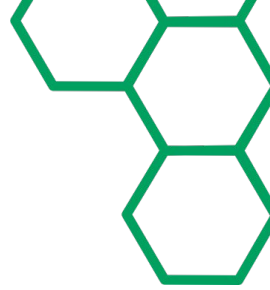
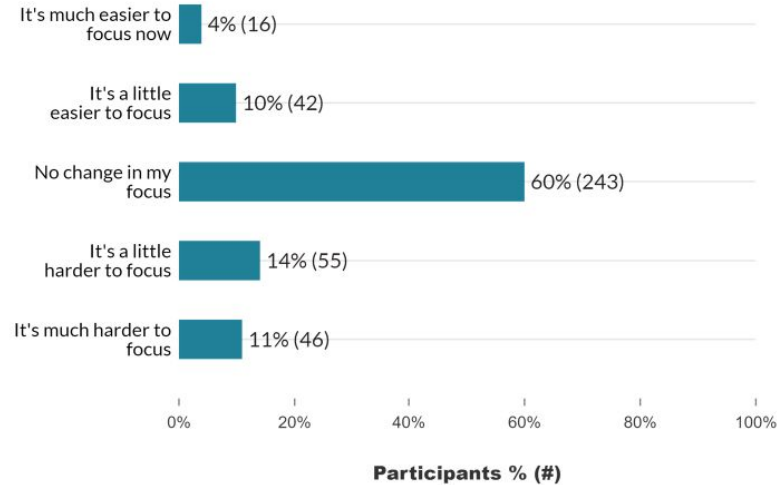


Feedback from EHS Students



PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your ability to focus in class?

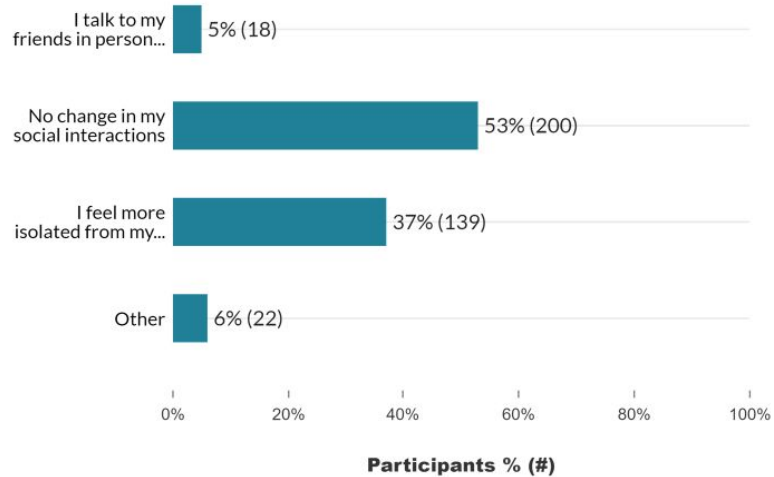


Feedback from EHS Students



PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your social interactions at school?

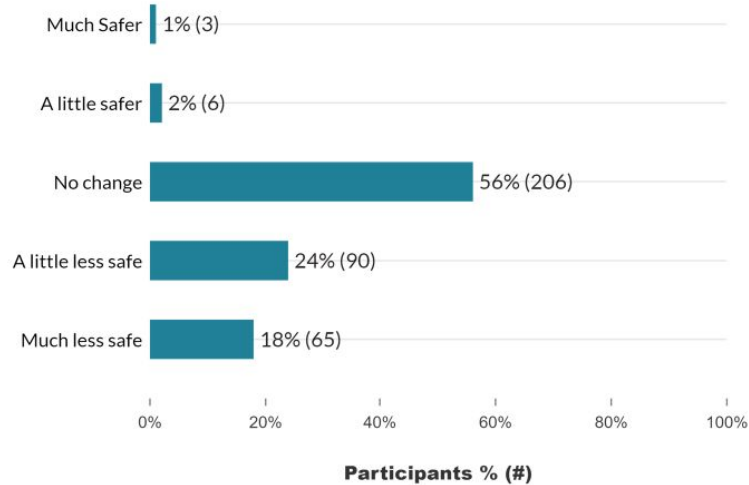


Feedback from EHS Students



PARTICIPATION Breakdown of Participation

Do you feel safer or less safe at school with the new cell phone protocols?



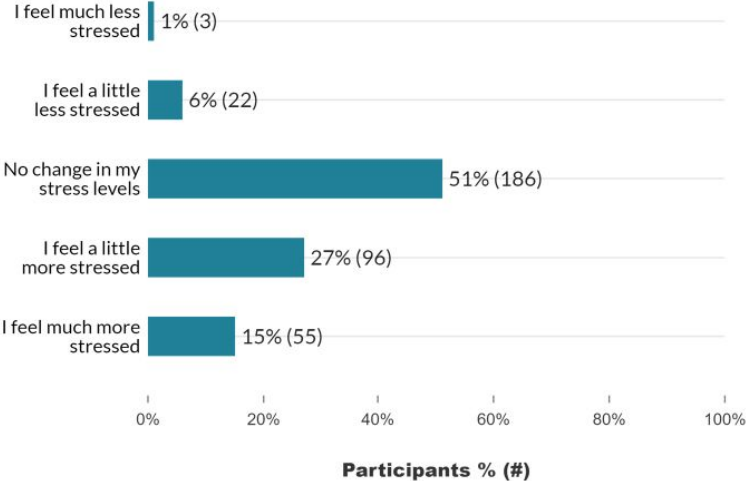
Feedback from EHS Students



PARTICIPATION Breakdown of Participation



How have the new cell phone protocols affected your stress levels at school?

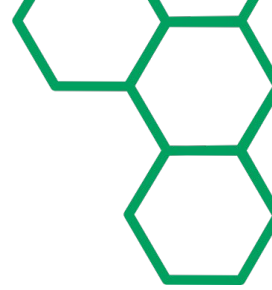
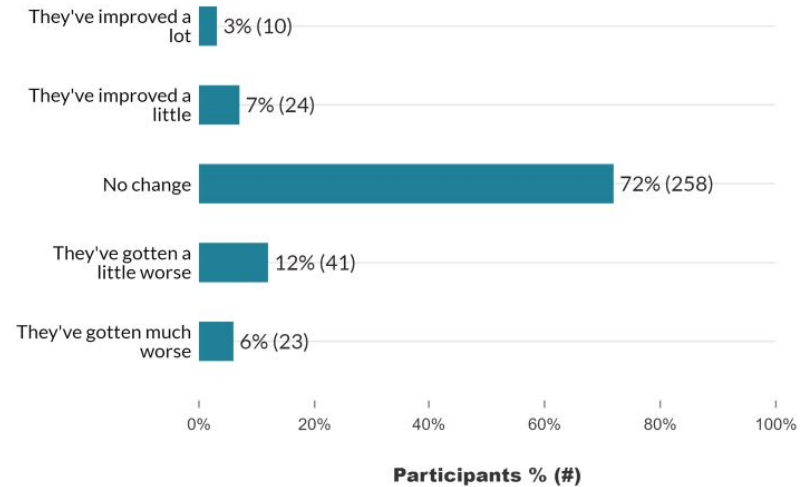


Feedback from EHS Students



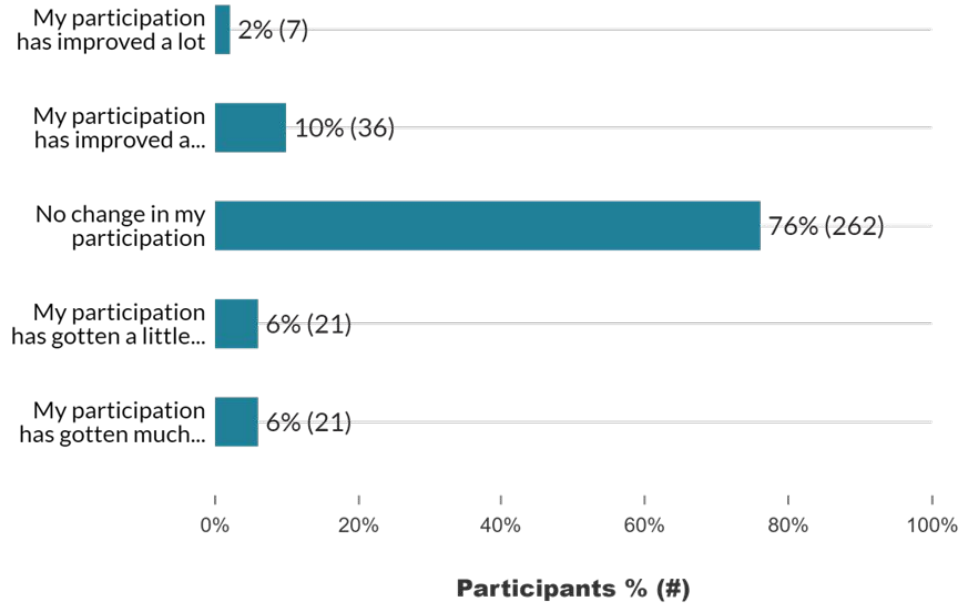
PARTICIPATION Breakdown of Participation

Have your grades changed since the new cell phone protocols started?



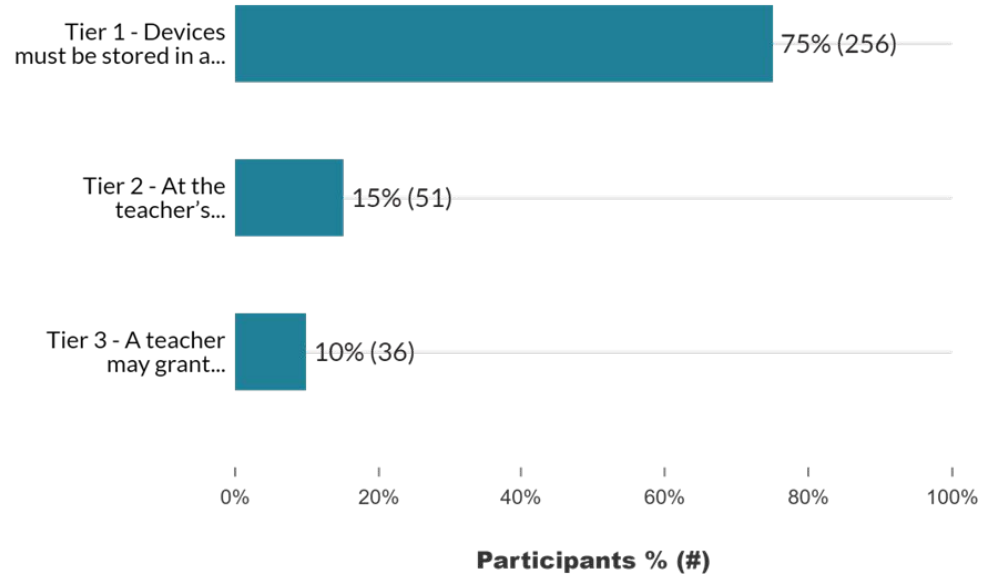
Feedback from EHS Students

Has your class participation changed since the new cell phone protocols started?



Feedback from EHS Students

Of the three tiers, which is most often implemented in your classes?



Feedback from EHS Students



If you could change one thing about the cell phone protocols, what would it be?

Desire for More Lenient Policies:

- Many students want more flexibility in phone use, especially during work time or after completing assignments.
- Some suggest allowing phones for music during individual work to aid concentration.

Criticism of Tier System:

- Several students find the tier system confusing or ineffective.
- Suggestions to simplify or eliminate tiers, with some preferring teacher discretion instead.

Concerns About Strict Enforcement:

- Some feel the policy is too harsh, especially regarding immediate confiscation.
- Requests for more warnings before escalating to parent involvement.

Preference for Personal Responsibility:

- Many argue that high school students should have the autonomy to manage their own device use.
- Some believe consequences of phone misuse (like poor grades) should be enough deterrent.

Emergency Access Concerns:

- Several students want to keep phones accessible for emergency communications with family.

Suggestions for Improvement:

- Allow phone use during passing periods or lunch.
- Implement a short daily period for checking messages.
- Differentiate policy based on student behavior or academic performance.

Feedback from EHS Students



If you could change one thing about the cell phone protocols, what would it be?

Support for Stricter Policies:

- A minority of students support stricter enforcement or complete bans.
- Some suggest harsher punishments for repeat offenders.

Inconsistency in Implementation:

- Reports of varying enforcement levels among teachers.
- Confusion about when different tiers apply.

Specific Use Cases:

- Requests to allow phones for educational purposes or as learning tools.
- Desire to use phones when finished with work, even if others aren't done.

Complete Removal of Policy:

- A significant number of students suggest removing the policy entirely.
- Some prefer reverting to last year's less restrictive approach.

Top Response(s) - Eliminate Policy: 32 responses & Less Restrictive Policy: 28 responses

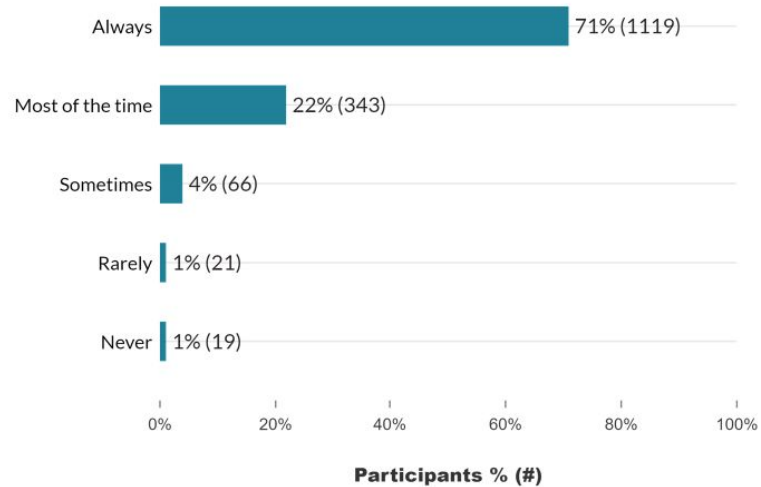
Overall, while there's a range of opinions, most student feedback leans towards desiring more lenient policies or complete removal of restrictions. Many emphasize the need for trust, personal responsibility, and recognition of phones as potential learning tools when used appropriately.

Feedback from MS Students



PARTICIPATION Breakdown of Participation

How often do you follow the new cell phone protocols?

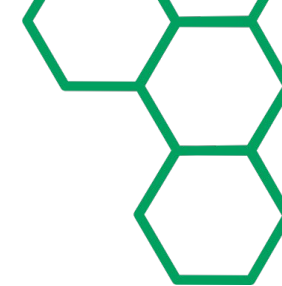
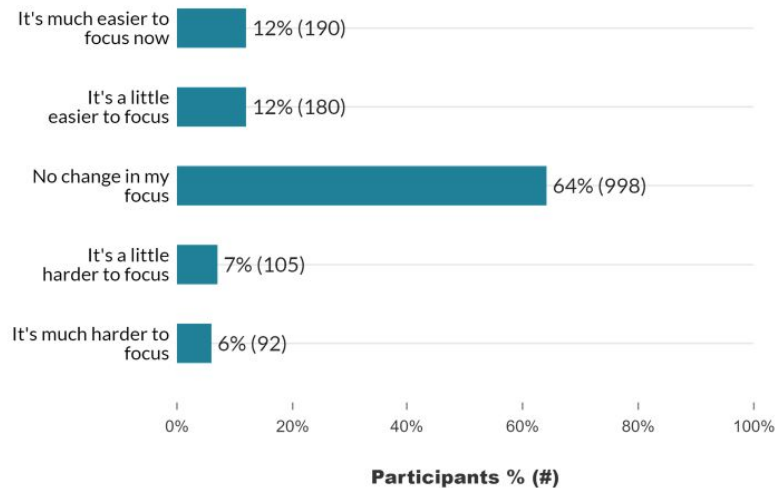


Feedback from MS Students



PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your ability to focus in class?



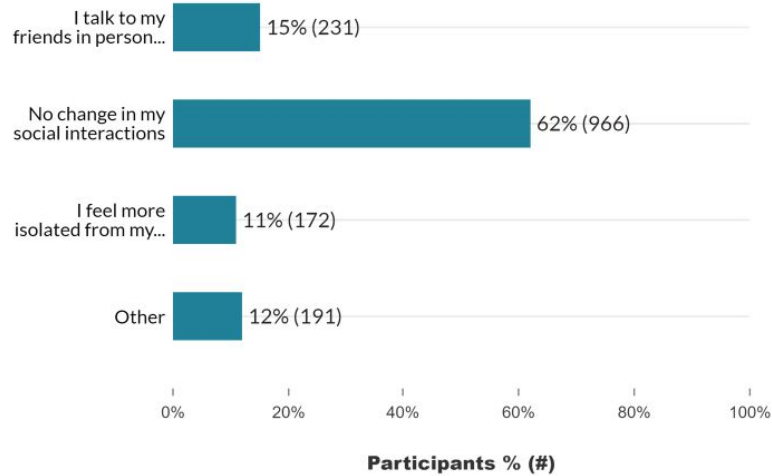
Feedback from MS Students



PARTICIPATION Breakdown of Participation



How have the new cell phone protocols affected your social interactions at school?

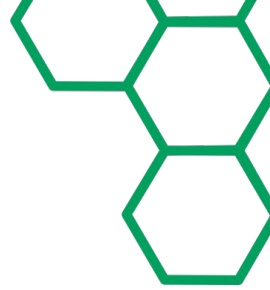
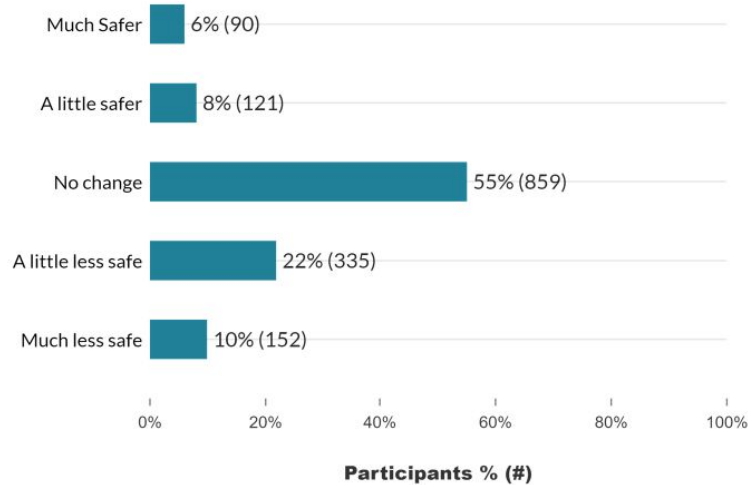


Feedback from MS Students



PARTICIPATION Breakdown of Participation

Do you feel safer or less safe at school with the new cell phone protocols?

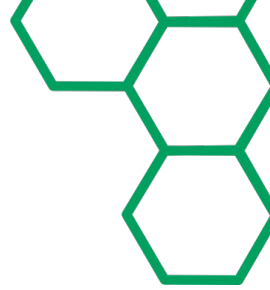
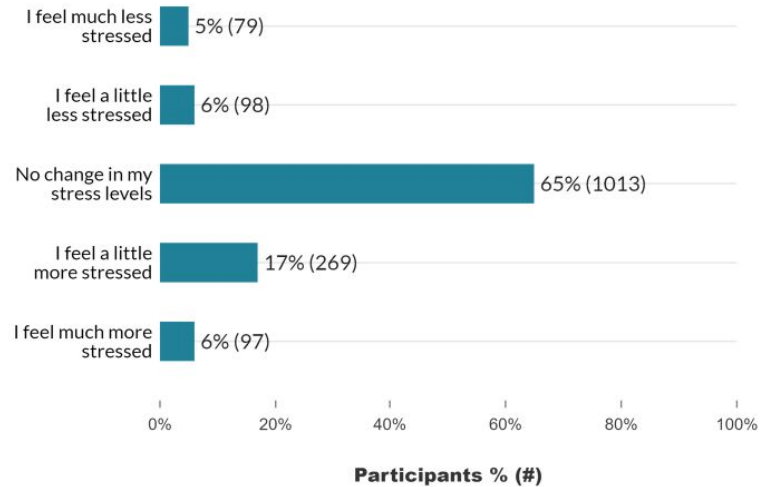


Feedback from MS Students



PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your stress levels at school?

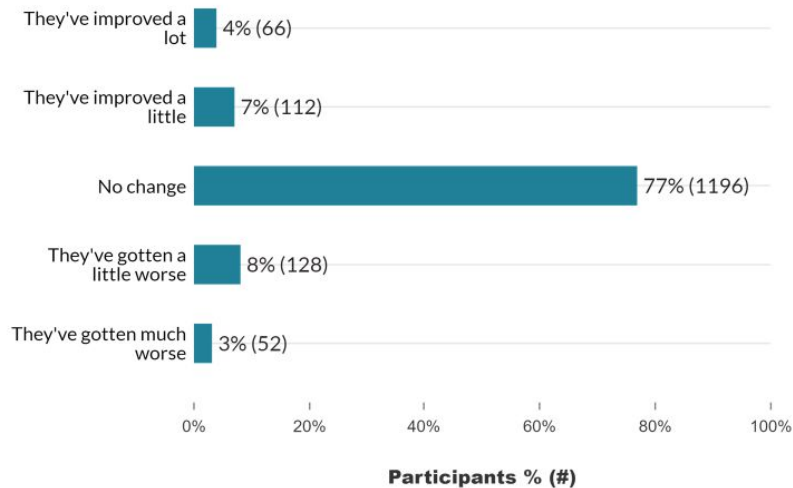


Feedback from MS Students



PARTICIPATION Breakdown of Participation

Have your grades changed since the new cell phone protocols started?



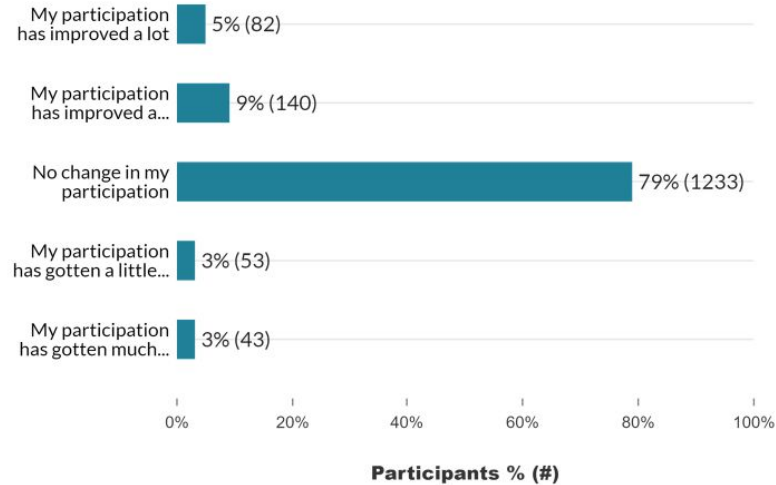
Feedback from MS Students



PARTICIPATION Breakdown of Participation



Has your class participation changed since the new cell phone protocols started?



Feedback from MS Students



If you could change one thing about the cell phone protocols, what would it be?

Allow Limited Use Times:

- Many students suggest allowing phone use during lunch, passing times, or before/after school hours.
- Some propose short designated "phone breaks" during the day.

Restore Smart Watch and Earbud Use:

- Significant demand for allowing smart watches, especially in "school mode" for time-checking.
- Requests to permit wireless earbuds or headphones, particularly for music during individual work time.

Emergency Communications:

- Strong desire for ability to contact parents in emergencies or for important communications.
- Suggestions for a system to allow brief parent communications with teacher permission.

Graduated Warning System:

- Many students feel immediate confiscation is too harsh.
- Proposals for multiple warnings before phone confiscation.

Situational Allowances:

- Requests to use phones for educational purposes (e.g., transferring photos to Chromebooks for projects).
- Suggestions to allow phone use after completing all work.

Relax Restrictions in Non-Academic Times:

- Calls to allow phone use during recess, advisory periods, or free time.
- Suggestions for more lenient policies outside of core class times.

Personal Responsibility Approach:

- Some students argue for trusting high schoolers to manage their own device use.
- Proposals for consequences only if phone use becomes disruptive.

Feedback from MS Students



If you could change one thing about the cell phone protocols, what would it be?

Consistency and Clarity:

- Requests for clearer, more consistent enforcement across teachers and classes.
- Some confusion about current policy details.

Maintain or Increase Restrictions:

- A minority of students support maintaining or increasing current restrictions.
- Some suggest stricter enforcement or complete bans.

Alternative Storage Methods:

- Suggestions for phone storage solutions that don't involve sending devices to the office.
- Ideas like classroom phone caddies or teacher-held storage during class.

Top Response(s) - Allow Usage During Specific Times/Places (especially lunch, passing time, emergencies): 172 responses & Allow Watches/AirPods/Wireless Devices: 89 responses

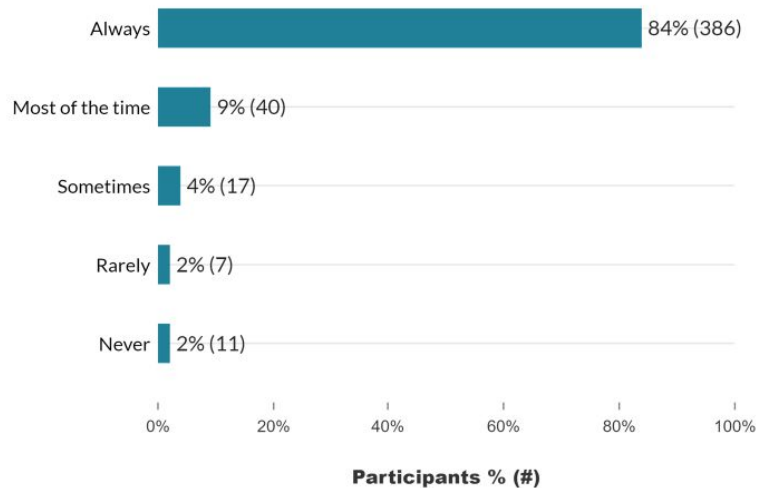
While opinions vary widely, the most common themes center around allowing some limited phone access during the day, especially for parent communication, and relaxing restrictions on watches and earbuds. Many students express a desire for a more nuanced policy that allows for responsible use in certain situations.

Feedback from Elementary Students



PARTICIPATION Breakdown of Participation

How often do you follow the new cell phone protocols?

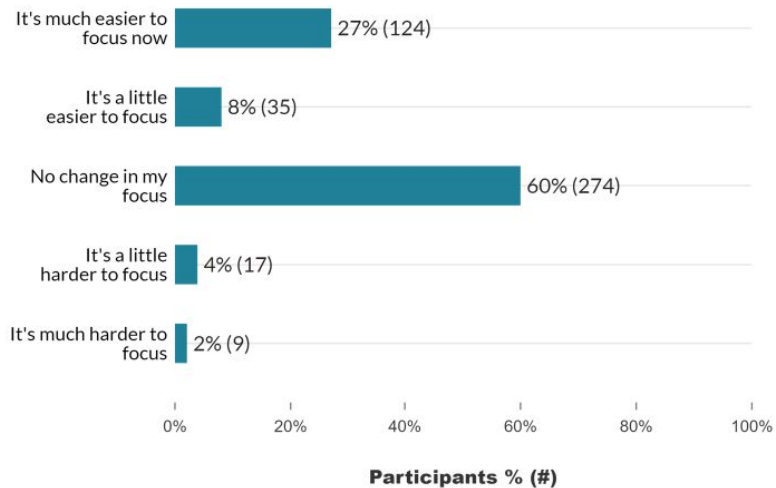


Feedback from Elementary Students



PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your ability to focus in class?

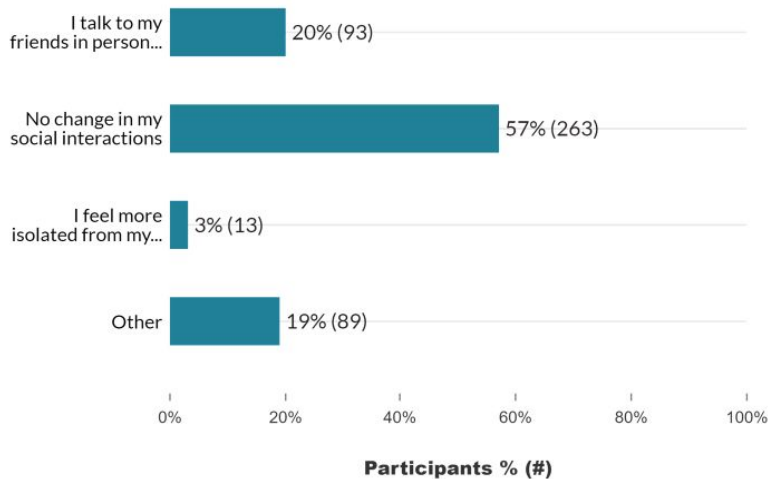


Feedback from Elementary Students



PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your social interactions at school?

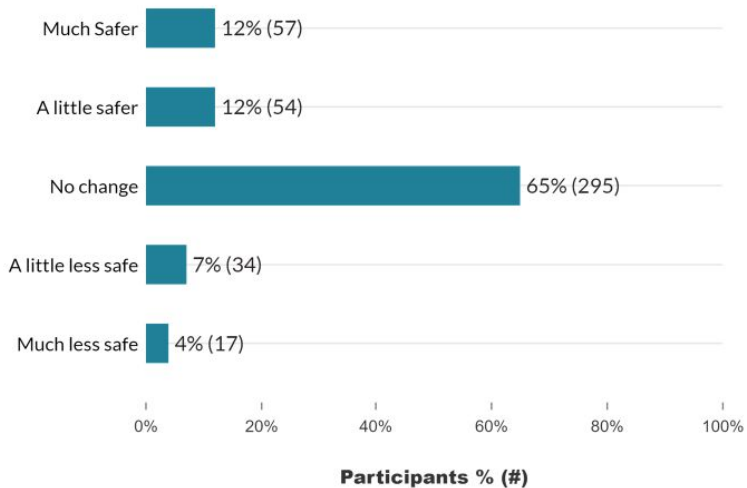


Feedback from Elementary Students



PARTICIPATION Breakdown of Participation

Do you feel safer or less safe at school with the new cell phone protocols?

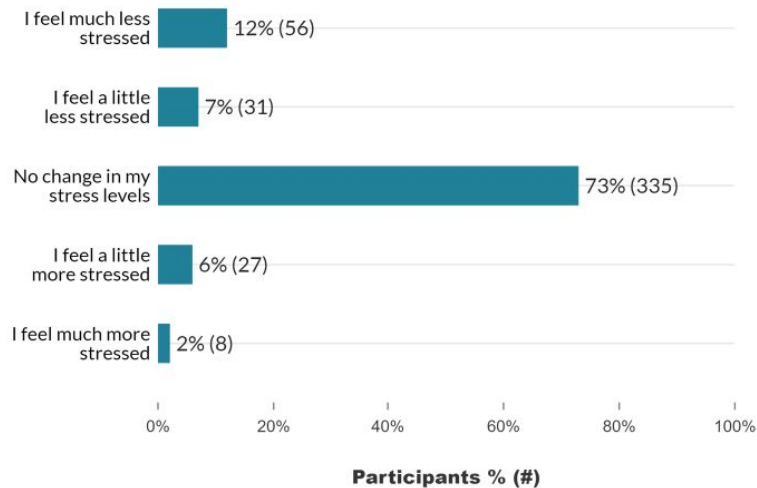


Feedback from Elementary Students



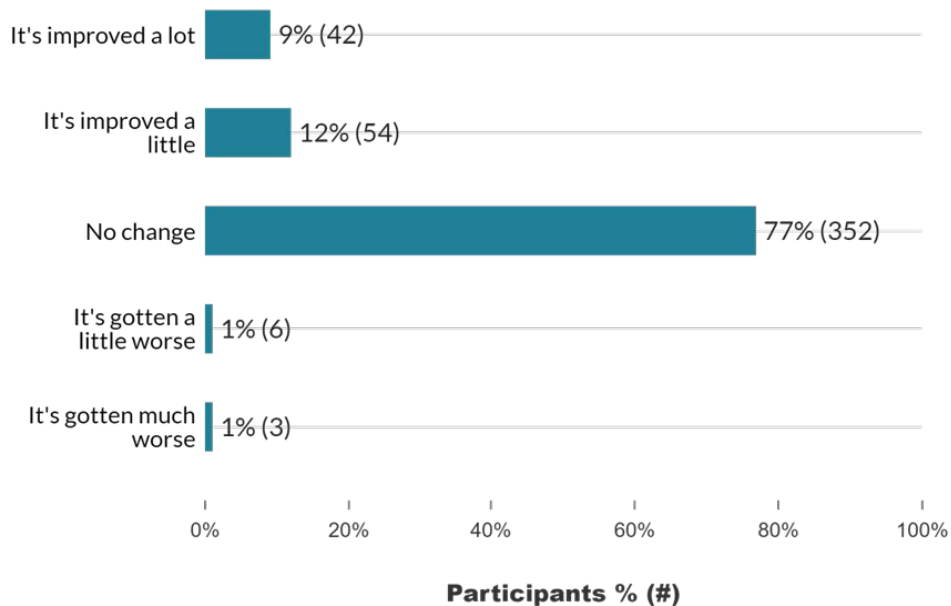
PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your stress levels at school?



Feedback from Elementary Students

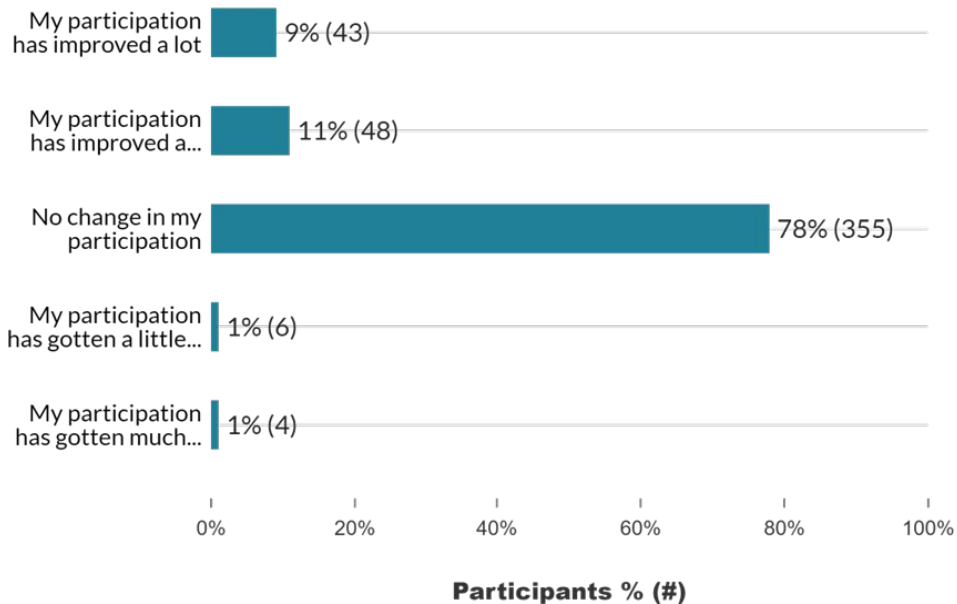
How has your performance in school changed since the new cell phone protocols started?



Feedback from Elementary Students



Has your class participation changed since the new cell phone protocols started?



Feedback from Elementary Students



If you could change one thing about the cell phone protocols, what would it be?

Maintain Current Policy:

- A significant number of students expressed satisfaction with the current policy, stating they wouldn't change anything.
- Many indicated they don't have phones, so the policy doesn't affect them.

Smart Watch Allowances:

- Frequent requests to allow smart watches, especially if set to "school mode" or used only for time-checking.
- Some suggested allowing watches but not phones.

Limited Use Times:

- Suggestions to allow phone use during specific times like recess, lunch, or before/after school.
- Some proposed allowing use on school buses or during transitions between classes.

Emergency Use:

- Many students expressed a desire to have phones available for emergencies or to contact parents if needed.
- Suggestions for designated "emergency only" use policies.

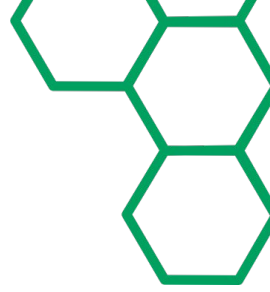
Classroom Storage Solutions:

- Ideas for in-class storage options, such as phone caddies or designated areas to keep devices during class time.

Gradual Introduction:

- Some suggested introducing phones or allowing more usage as students get older or enter middle school.

Feedback from Elementary Students



If you could change one thing about the cell phone protocols, what would it be?

Responsible Use Policies:

- Proposals to allow devices if used responsibly or to implement warning systems before confiscation.

Specific Restrictions:

- Suggestions to allow phones but restrict certain features (e.g., no games, only time-checking).
- Ideas about keeping phones in lockers or backpacks during the school day.

Complete Removal:

- A minority of students suggested stricter policies or complete removal of all devices from school.

Lack of Awareness:

- Some students indicated they weren't aware of the current policy or didn't understand what was being asked.

Top Responses - No Change/Nothing/I Don't Know: 184 responses & Allow Limited Usage (specific times/places - especially recess and emergencies): 58 responses

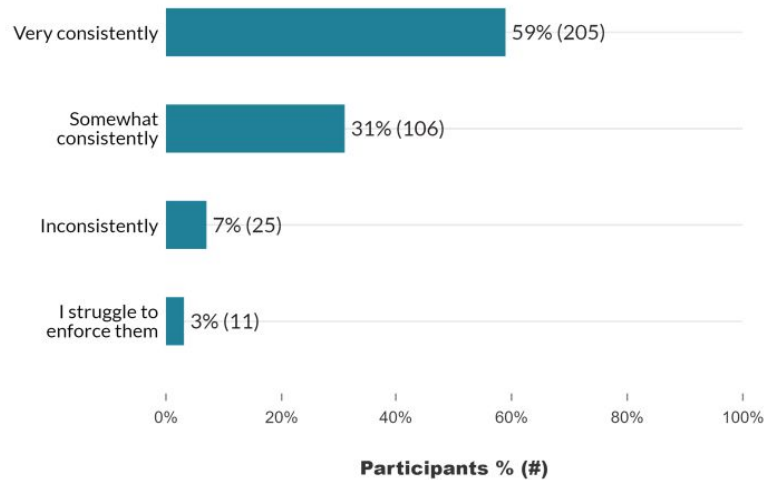
Overall, while many younger students seem content with the current policy or unaffected by it, there's a notable desire for some allowances, particularly for smart watches and emergency communications. The feedback suggests a need for clear, age-appropriate policies that balance safety concerns with the realities of modern technology use.

Feedback from Staff



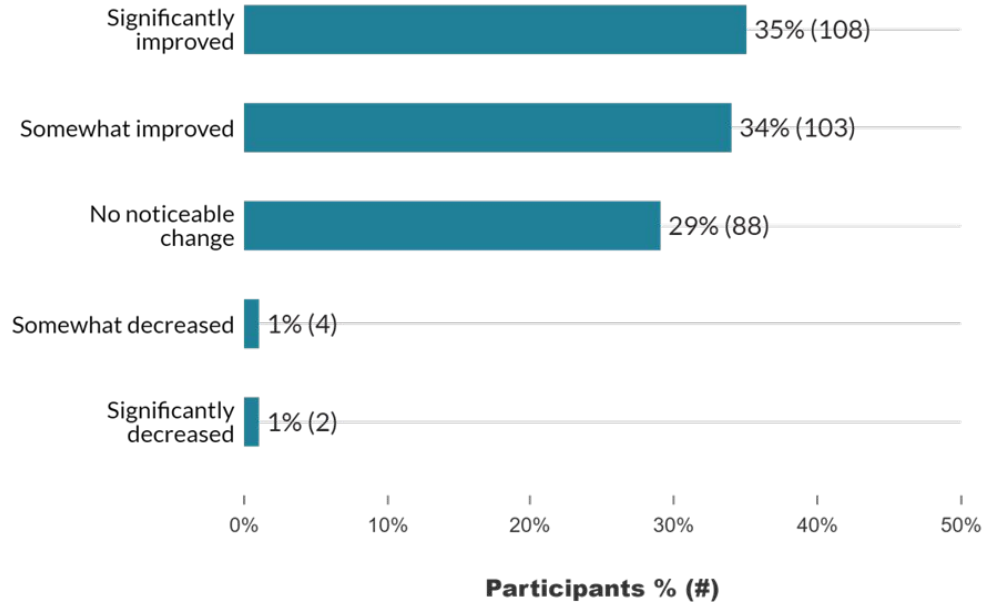
PARTICIPATION Breakdown of Participation

How consistently are you able to enforce the new cell phone protocols?



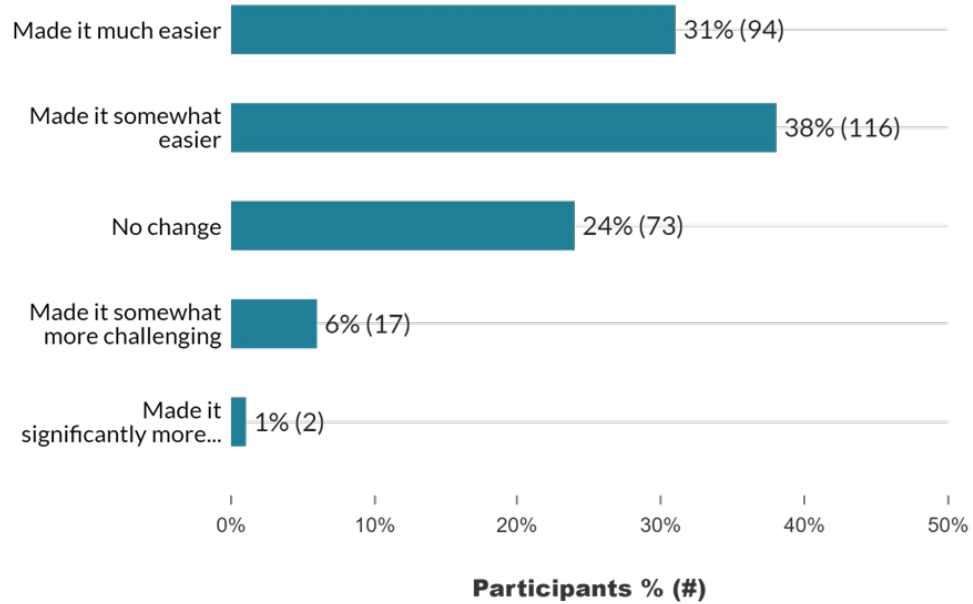
Feedback from Staff

How has student engagement in your classroom changed since implementing the new protocols?



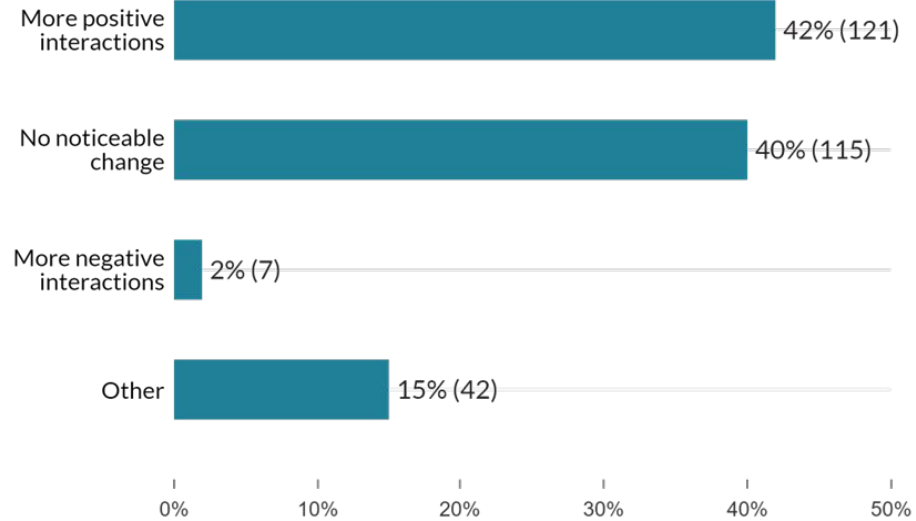
Feedback from Staff

How have the new cell phone protocols affected classroom management?



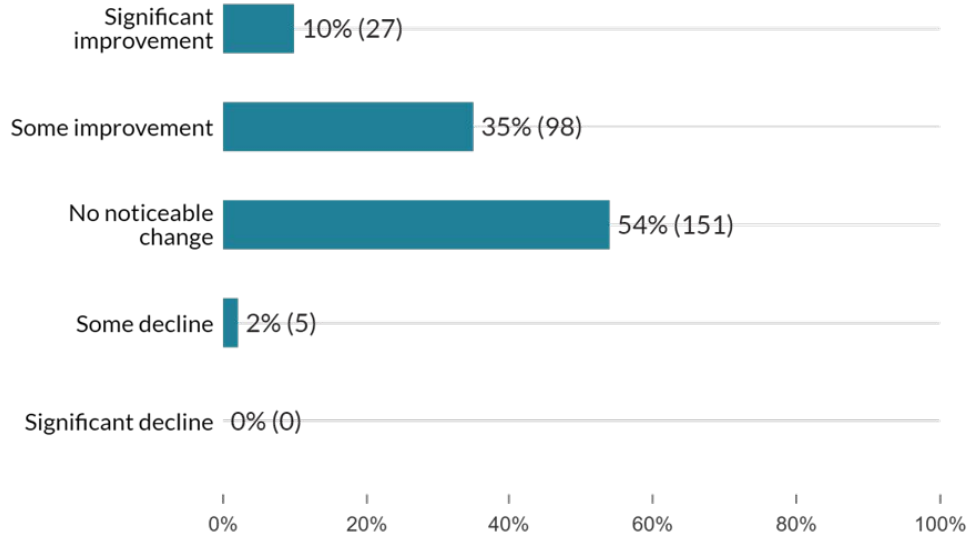
Feedback from Staff

What, if any, changes in student-to-student interactions have you noticed since implementing the new protocols?



Feedback from Staff

Have you observed any changes in student academic performance since the new protocols were implemented?

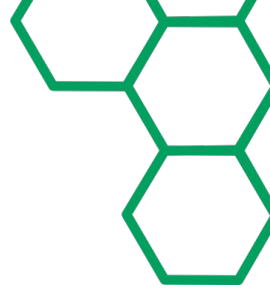
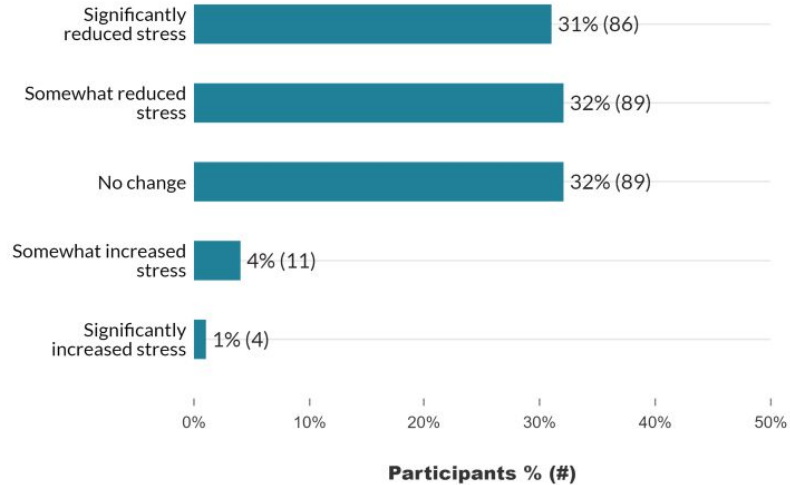


Feedback from Staff



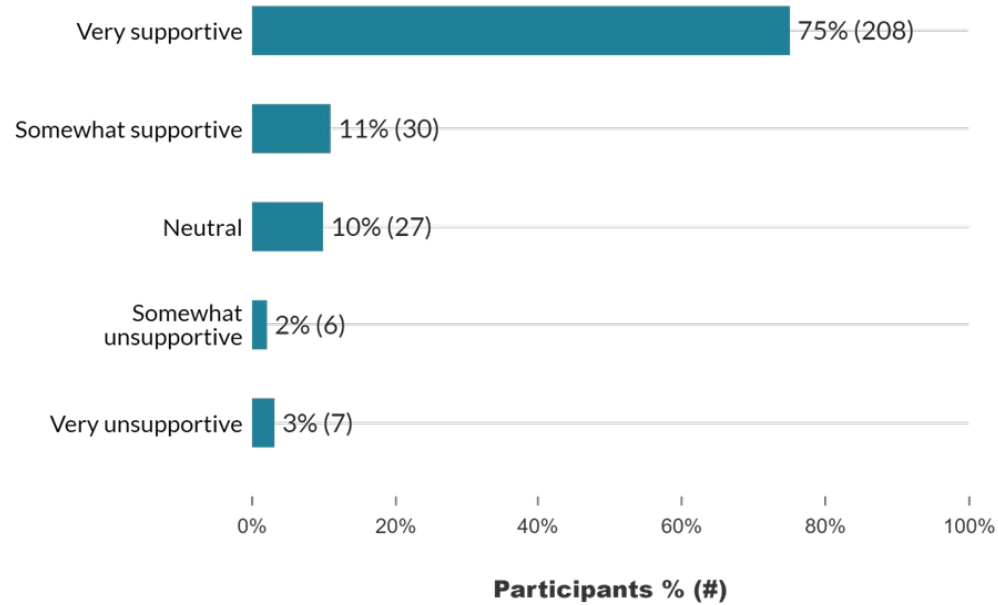
PARTICIPATION Breakdown of Participation

How have the new cell phone protocols affected your stress levels regarding cell phone use in school?

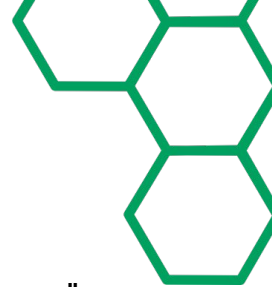


Feedback from Staff

Overall, how supportive are you of the new cell phone protocols?



Feedback from Staff



Do you have any suggestions for improving our cell phone protocols or their implementation?

Strong Support for Current Policy:

- Many staff members expressed satisfaction with the current policy and urged to "keep it up" or "stay the course."
- Several emphasized the importance of consistency in enforcement.

Suggestions for Stricter Enforcement:

- Some staff advocated for even stricter policies, especially at the high school level.
- Proposals included complete bans, phone-free school days, or implementing systems similar to other strict districts.

Implementation Challenges:

- Concerns about the burden on teachers to enforce the policy.
- Requests for more support in dealing with non-compliant students.

Communication Improvements:

- Suggestions for more frequent reminders to families about the policy.
- Requests for clear, consistent messaging across all grade levels.

Storage Solutions:

- Ideas for classroom phone caddies or designated storage areas.
- Suggestions to require students to keep phones in lockers.

Feedback from Staff



Policy Refinements:

- Proposals for tiered intervention responses.
- Suggestions to address smart watches and wireless earbuds specifically.

Expanded Restrictions:

- Some staff suggested extending restrictions to school buses and after-school programs.
- Concerns about students using bathroom passes as an excuse to use phones.

Technology Shift:

- Observations that some students are now using Chromebooks for non-academic purposes instead of phones.
- Suggestions to address this emerging issue.

Positive Impact Noted:

- Several staff members mentioned improvements in learning culture and student focus.

Continued Education:

- Suggestions for more education for students on the "why" behind the policy.
- Ideas for sessions with families about the positive impacts of the policy.

Top Response(s) - No Changes Needed/Keep Current Policy: 98 responses & Make Policy More Strict/Consistent: 31 responses

Overall, while there is strong support for the current policy, staff feedback indicates a desire for continued refinement, consistent enforcement, and addressing of emerging challenges related to other forms of technology.



3

**Assistive
Technology**



Assistive Technology



- 1) Assistive Tech impact - Kelli Anderson (Occupational Therapist)
 - a) Cell phones are currently being used on an individual basis for the following reasons:
 - i) Monitor glucose levels (4-6 students)
 - ii) Controlling hearing aids - app that allows them to adjust volume, microphone, etc. from their phone depending on environment (3-5 students)
 - iii) Google Keep - A few students using this as an organizational tool. Working to transfer to computers.

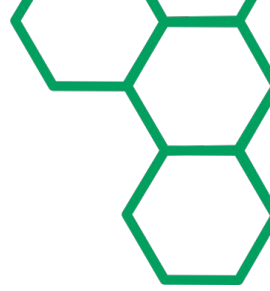


4

**Safety
Considerations**



Safety Considerations



PROS

Student Communication with Parents or Guardians

- May help calm parents and students, limiting trauma
- Can be used by district staff or parents to communicate with students who are missing or displaced from an emergency.

Student Communication with 911

- During an emergency, students will dial 911 if they have a cell phone
- This may shorten the response time of first responders

Security Concerns

- Following an emergency, students will communicate reunification plans with parents before staff are adequately set up to begin the reunification procedure.
- Students in possession of cell phones during emergencies may be distracted by them.
- Students may forget to silence their phones when their safety depends on them hiding from danger.

CONS

Cell phones are *Recommended*



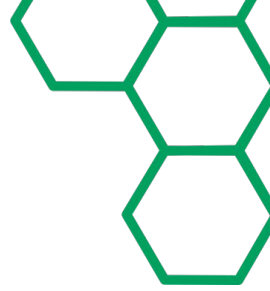


5

Cell Phone Infractions



Infraction Data



As of 10/29/24

- 1) Edina High School - 7
- 2) SV and VV - 254
- 3) Elementary - 1 infraction



QUESTIONS?

Edina Public Schools





THANK YOU

Edina Public Schools



IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**