

**School Board Special Meeting  
Monday, November 14, 2022; 4:00 PM  
ECC Room 350**

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

**II. Report**

**A. Board Retreat Overview**

**Description:** The school board will be having a two-day annual board retreat in January, 2023, to allow dedicated time for collaborative work among the Board and continued partnership with the Superintendent on key issues. The report explains: 1) retreat and alignment with Board Goals and 2) preparation required for Board retreat.

**Presenter(s):** Erica Allenburg, School Board Chair

**III. Discussion**

**A. Portrait of a Graduate**

**Description:** Administration is proposing an update to the Portrait of an Edina Graduate. The portrait was previously approved by the School Board to synthesize the expectations for learners when they leave Edina Public Schools and serves as a guidepost for families regarding how Edina scholars are preparing to be future ready.

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning; Dr. Randy Smasal, Assistant Superintendent; and Dr. Stacie Stanley, Superintendent

**B. Board Legislative Engagement**

**Description:** Policy 217 is the policy that includes parameters for all Board legislative engagement. This policy is scheduled for regular review in the coming months. The Legislative Action Committee is seeking clarity from the Board on legislative involvement as it relates to Policy 217, the LAC responsibilities, and ongoing administration legislative advocacy.

**Presenter(s):** Julie Greene, Legislative Action and Policy Committee Chair

**IV. Leadership and Committee Updates**

**V. Superintendent Updates**

**VI. Adjournment**



**Board Meeting Date:** 11/14/22

**TITLE:** Board Retreat Overview

**TYPE:** Report

**PRESENTER(S):** Board Chair Erica Allenburg

**BACKGROUND:** The school board will be having our two-day annual board retreat in January, 2023, to allow dedicated time for collaborative work among our Board and continued partnership with our Superintendent on key issues. This document explains: 1) retreat and alignment with Board Goals and 2) preparation required for Board retreat.

**RECOMMENDATION:** Review retreat overview and preparation and come to work session with any comments and questions.

**PRIMARY ISSUE(S) TO CONSIDER:** Board retreat preparation.

**ATTACHMENTS:**

Overview of retreat, policies 213 and 216, strategic plan

**To: Board Members**  
**Subject: Annual January Board Retreat**  
**Date: November 14, 2022**

## **Background Information**

The school board will be having our two-day annual board retreat in January, 2023, to allow dedicated time for collaborative work among our Board and continued partnership with our Superintendent on key issues. This document explains: 1) retreat and alignment with Board Goals and 2) preparation required for Board retreat.

## **Board Goals and Annual Retreat**

In alignment with our District's Strategic Plan Strategy D, *Develop Leadership Throughout the District* and our core value of Operational Excellence, this retreat will also focus on elements and key actions of our approved 2022-23 School Board Goals. They include:

### **1. Goal Area Five | Strategy D Alignment: Develop Leadership Throughout the District**

*Board Goal (3): Continued development of the Board in order to effectively govern for maximum student achievement.*

Key actions:

- > Clarity around board priorities and how it relates to general board capacity and individual board member capacity.
- > Board work bandwidth is manageable and efficient for all Board members.

### **2. Goal Area Two | Strategy B Alignment: Ensure an Equitable and Inclusive School Culture**

*Board Goal: Continue leadership towards providing a school culture that enhances learning, identifies and eliminates structural barriers to success and fosters a sense of belonging for all students.*

Key actions:

- > Board seeks further understanding, development and continued training on cultural competency equity framework, its impact on policy and embedding this approach into Board oversight and divisions

In order to accomplish this work, the retreat will be dedicated to two main topic areas:

- *January 11 from 4:00-8:00pm: Operational Excellence*
  - For our Operational Excellence dialogue, we will be focusing on two aspects of board work: 1) committee functionality and 2) liaison roles.

- *January 12 from 4:00-8:00pm: Equity Training and Discussion*
  - For our equity discussion evening, the board will 1) receive the next level of training on the district's cultural competency work, 2) engage in training on how to best respond (both in process and content) as a Board to situations that impact students and the district in this area and 3) dialogue and reach consensus on the board's role in the district's equity work.

### **Board Preparation for Retreat**

To collectively analyze the functionality (efficiency, productivity and outcomes) of all of our Board committee work, the retreat has allowed time to have dialogue and discussion on how we are governing through this work with administration to identify what's working and areas for growth. We will be using these recommendations and discussions to determine if we need to make adjustments or improvements on the way our committees function.

In order to utilize the time at the retreat most effectively, please complete the following:

### **Board Committees (January 11):**

**All:** Review the following related policies. Please note these policies are also scheduled for their routine review in December, 2022, so bring any recommendations or feedback on both of these policies to the retreat as well.

1. [Policy 213. School Board Committees](#)
2. [Policy 216. School Board Representation](#)

In addition, attached is a background document (appendix A) created and used as a basis for the changes to policy 213 that were made in August of 2020. Please read for historical context of Board discussions and decisions.

**Committee Chairs:** Please work along with your respective administrative cabinet member and guidelines in Policy 213 and come prepared to share the current functionality of your committee, what you feel is working well and any plans or suggestions for improvements. Consider the following:

- a. Impact on advancing board work and student achievement in alignment with Strategic Plan
- b. Structure and basic function of committee working alongside administration
- c. Process and ability to communicate effectively among committee members and when bringing recommendations to the broader board
- d. Role of the committee chair

**Committee members:** Bring feedback, questions and recommendations from your perspective of sitting on various Board committees. Consider the following:

- a. Impact on advancing board work and student achievement in alignment with Strategic Plan
- b. Role of the committee member

**Administration:** Please work along with your respective Board committee chair and come prepared to share the current functionality of your committee, what you feel is working well and any plans or suggestions for improvements. Consider the following:

- a. Impact on advancing district work and student outcomes in alignment with Strategic Plan
- b. Structure and basic function of committee working alongside Board
- c. Process and ability to communicate effectively with committee members and when bringing recommendations to the broader board
- d. Role of the administrator in Board committees

**Board Liaison Roles (January 11):**

**All:** Consider the various board liaison commitments you currently serve and come prepared to share current function, what you feel is working well or any suggestions for improvements.

Consider the following:

- a. Review Policy 216 and come with any recommendations or questions
- b. Process and impact on advancing Board work and student outcomes in alignment with Strategic Plan through your assignments

**Administration:** : For school-specific liaison roles, please consider any specific feedback/best practice for how board members engage in their liaison roles.

- c. What would be considered “in-scope” and helpful versus “out-of-scope” and not helpful
- d. Can we gain consistency and clarification about specific meetings board members should attend at various sites?

**Equity Work (January 12)**

**All:** Review district’s [2020-2027 Strategic Plan](#) (Strategy B) in preparation for training and discussion.

## Appendix A

# School Board Committee Proposal: Committees And Reporting

## General Statement:

Below is a proposal to clarify the function of the Edina School Board core Committees and redefine the role of the HR Committee.

Our Board Committees serve an important function in assisting administration in the development and presentation of district plans and initiatives. Board Committees are used to clarify issues, elicit board questions, and prepare for public presentation of policies, issues, and decision-making by providing in depth analysis and synthesis of issues. As Committees will not have a quorum, Committees are in place to make the board work more efficient and effective. Committees do not have decision making authority

## Why are we doing this?

- Our board work and time can become more efficient and productive.
- Deep work and analysis that cannot be done inside of full board meetings and tends to get neglected or take months to get accomplished can get done in short time periods, enabling good process and decision-making while saving the full board valuable time.
- We would only be delegating the analysis and framing of strategic issues to the committees. Decisions are still made by the full board.
- Committee work distills the big issues and frames recommendations for the board to discuss.
- We can get in front of key issues and become more strategic and nimble as a school district and board, as opposed to being reactive.

## Existing and Proposed Board Committees

### 1. *Convert Human Resources Committee to Governance Committee*

- Comprising the Chair, Vice Chair and one other board member, Superintendent, Human Resources Director or Assistant Superintendent. Appointment annually in January.
- Responsibilities of full Committee include:
  - Orient new board members and develop ongoing educational and team building opportunities for the entire board.
  - Preview all human resources issues, including contracts.
  - Preview all legal issues.
  - Pre-work on board goals, board evaluations.

- Broad board related, district-level communications audit and recommendations.
- Review, analyze and make recommendations to the board on subjects that have districtwide implications and are more readily addressed in Governance versus other established committees.
- The Committee Chair will be the Board Chair.

## *2. Finance Committee*

- Comprising the Board Treasurer, two other board members, District Business Manager, Superintendent and three to four members of the public in accordance with the School Board selection process. Board members are appointed annually in January and community members are appointed effective July 1.
- Responsibilities of full Committee include:
  - Initial review of budget recommendations.
  - Initial review of financial recommendations.
  - Review the district's accounting policies and internal financial controls. It also works with the district's audit firm, reviews the auditor's reports and makes the board aware of key risks facing the district — and the strategies for dealing with risks.
  - Review of internal and operational issues related to finance, investments, capital acquisitions, and facilities.
  - At direction of Superintendent and full board, conduct periodic more detailed financial analysis. Review financial analyses and make recommendations to the full board.
- The Committee Chair will be Board Treasurer.

## *3. Teaching and Learning Committee*

- Comprising three board members, Teaching and Learning Director, Superintendent. Board members are appointed annually in January.
- Responsibilities of full Committee include:
  - Review, analyze and make recommendations to the full board on board or superintendent assigned items related to general education within the school district.
  - Review and evaluate district measurement data toward achieving district goals.
  - Review district initiatives.
  - Review progress updates.
- The Committee Chair is designated by the Board Chair.

## *4. Policy Committee*

- Comprising three board members, Superintendent and Administration Representative. Board members are appointed annually in January.
- Responsibilities of full Committee include:
  - Annual review of policies required by law.
  - Scheduled review of all policies over multiple years.
  - Review administrative and full board recommendations for policy changes.
- The Committee Chair is designated by the Board Chair.

### **Committee Chairperson Role**

- Assist assigned administrator to prepare background materials for the Board Committee's work, incorporate the board's plans into Committee agendas and report the results of the Committee work to the board.
- The Committee Chair is responsible for assisting administration with steering the work the Committee does throughout the year, while also tying that work back in with the rest of the board.
- The Committee Chair and responsible administrator, in conjunction with the Superintendent and Board Chair, will come up with a plan for the committee for the year, to be reviewed by the full board.
- The Committee Chair and responsible administrator should work with the Board Chair and Superintendent on a monthly basis to plan any agenda items for Board Meetings.
- The Committee Chair in conjunction with administration will be responsible for facilitating work session discussions on issues brought by that committee.

### **Committee Process**

- Committees act only within the guidelines and mission established for that Committee or Subcommittee by the School Board, and act only as advisory to administration.
- Board Committee expectations and authority will be stated carefully by the Board to assure that Committee authority will not usurp or conflict with the Board's own authority or conflict with the authority delegated to the Superintendent.
- Committees are assigned projects by the Superintendent (or designee), the Board Chair, or agreement of a majority of the full board, and given a date to present information back to the Board at a work session.
- If a Committee or board member would like a Committee to work on a project or item that is not already assigned, the full board, in conjunction with the Superintendent, needs to decide if the Committee should work on that item.
- Committees will not meet independent of, or without prior knowledge and approval of administration.
- Committees should meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done.



- Committees will not stray into management work. Board Committees will not direct or oversee school district staff, which is the function of the Superintendent. Nor will Board Committees be used to perform activities or functions assigned to the Superintendent.
- Any direction to the Superintendent related to Committee work will come only from the full Board.
- Committee chairs are to work with the Superintendent and District personnel to understand work requirements and constraints of the District in managing projects.
- Committee should designate a secretary who will record meeting highlights.
- At monthly public board meetings, Committee Chairs should be prepared to give updates on substantive committee progress if there are any issues that have not already been addressed in the public meeting.
- These rules do not apply to committees formed by the Superintendent to support the Superintendent's work.

### **Recommended Next Steps**

- Discuss recommendations.
- Update policy to reflect changing of human resources to governance committee.
- Set up meetings with committee chairs and lead district personnel.



**Board Workshop Date: November 14, 2022**

**TITLE:** Portrait of an Edina Graduate

**TYPE:** Discussion

**PRESENTER(S):** Jody De St. Hubert, Director of Teaching & Learning

**BACKGROUND:** Administration is proposing an update to the Portrait of an Edina Graduate. The portrait was previously approved by the School Board to synthesize our expectations for learners when they leave Edina Public Schools. It serves as a northstar for families regarding how Edina scholars are preparing to be future ready. During the 2021-2022 school year a variety of stakeholders reviewed the Portrait of an Edina Graduate and edits were made. After discussion and feedback at the April 11th, 2022 Board Meeting, administration has outlined a plan for further revision to ensure the Portrait of an Edina Graduate is a clear statement that aligns with our current Strategic Plan and is purposefully integrated throughout the entire Edina experience for each and every student.

**RECOMMENDATION:** No decision is needed at this meeting. It is intended as a discussion to get feedback on background information and the outlined next steps.

**DESIRED OUTCOMES FROM THE BOARD:** The desired outcome from the board is to review the last Portrait of an Edina Graduate Board Report, the proposed next steps and provide feedback. The next steps are outlined to be completed at the beginning of December and come back to the board for discussion at the 12.12.22 Board Meeting and action at the 1.9.23 Board Meeting.

**BACKGROUND MATERIALS:**

[5.11.22 2022 Portrait of a Graduate](#)

**ATTACHMENTS:**

Board Report (below)

## Portrait of a Graduate Overview:

In 2017 EdLeader21, now named [Battelle for Kids](#), engaged in the important educational initiative of designing the “Portrait of a Graduate.” The purpose of the educational initiative was to define the qualities that ensure students move successfully into the world and are able to positively contribute in careers of the future.

In the [Why, What, and How of a High School Portrait of a Graduate](#), Jenny Curtain, Senior Program Officer of Education for the Barr Foundation describes the purpose of the Portrait of a Graduate to serve as a “north star to drive transformation of traditional school models”

As a “north star” the portrait of a graduate should align the district vision to a tangible set of attributes and skills or competencies that students have the opportunity to develop in Early Learning through High School. The portrait of a graduate is intended to help communities create opportunities for all students to develop each component of the portrait in highly engaging and integrated pathways. It is not intended to look like traditional standardization. (Getting Smart Podcast, January 28th 2022, [Ken Kay and Yong Zhao on Beyond the Portrait of a Graduate](#)).

The Edina Public Schools Portrait of a Graduate defines who Edina is in alignment with our mission, vision, and core values and beliefs and who we want our kids to be. On page 4 of the [Edina Strategic Plan Booklet](#), the Edina School Board states, “An Edina education provides them (students) with the foundation to move ahead in life, and also the skills to adapt to changes around them and in themselves, and to choose paths that lead to success and happiness.” This is the “north star” that the Portrait of an Edina Graduate will ensure we are guided by.

Throughout the 2021-22 school year the Portrait of an Edina Graduate was shared with a variety of stakeholders and updates were made to the portrait with an intentional focus on aligning to the 2020-2027 Strategic Plan:

### 2021-2022 Timeline:

- Edina Business Roundtable meeting hosted by the Chamber of Commerce and Edina Public Schools (40 local business leaders, 25 EPS Administrators and Teachers, Oct. 15, 2021)
- Review by EPS Principals
- Review by the EPS Cabinet
- Review by the EPS Teaching and Learning Department with a lens towards deepening alignment to the Edina 2000 - 2025 Strategic Plan, as well as creating processes to ensure implementation meets the intended goals.

## **2022-2023 Next Steps:**

In the fall of 2022, further revision of the Portrait of an Edina Graduate has begun with the following objectives at the forefront:

- Ensure continued alignment with the current Portrait of an Edina Graduate with the Edina 2022-2027 Strategic Plan.
- Ensure the Portrait of an Edina Graduate clearly defines the qualities that move Edina students successfully into the world and positively engage in careers of the future. (clear statement of vision for each and every Edina student)
- Ensure continued stakeholder feedback, specifically from students.
- Articulate how the Portrait of an Edina Graduate will be intentionally used with and by the following stakeholder groups: Families (including students), Edina Educators, Community Partners.
- Ensure the Portrait of an Edina Graduate is purposefully integrated throughout the entire Edina experience for each and every student to discover their possibilities and thrive.

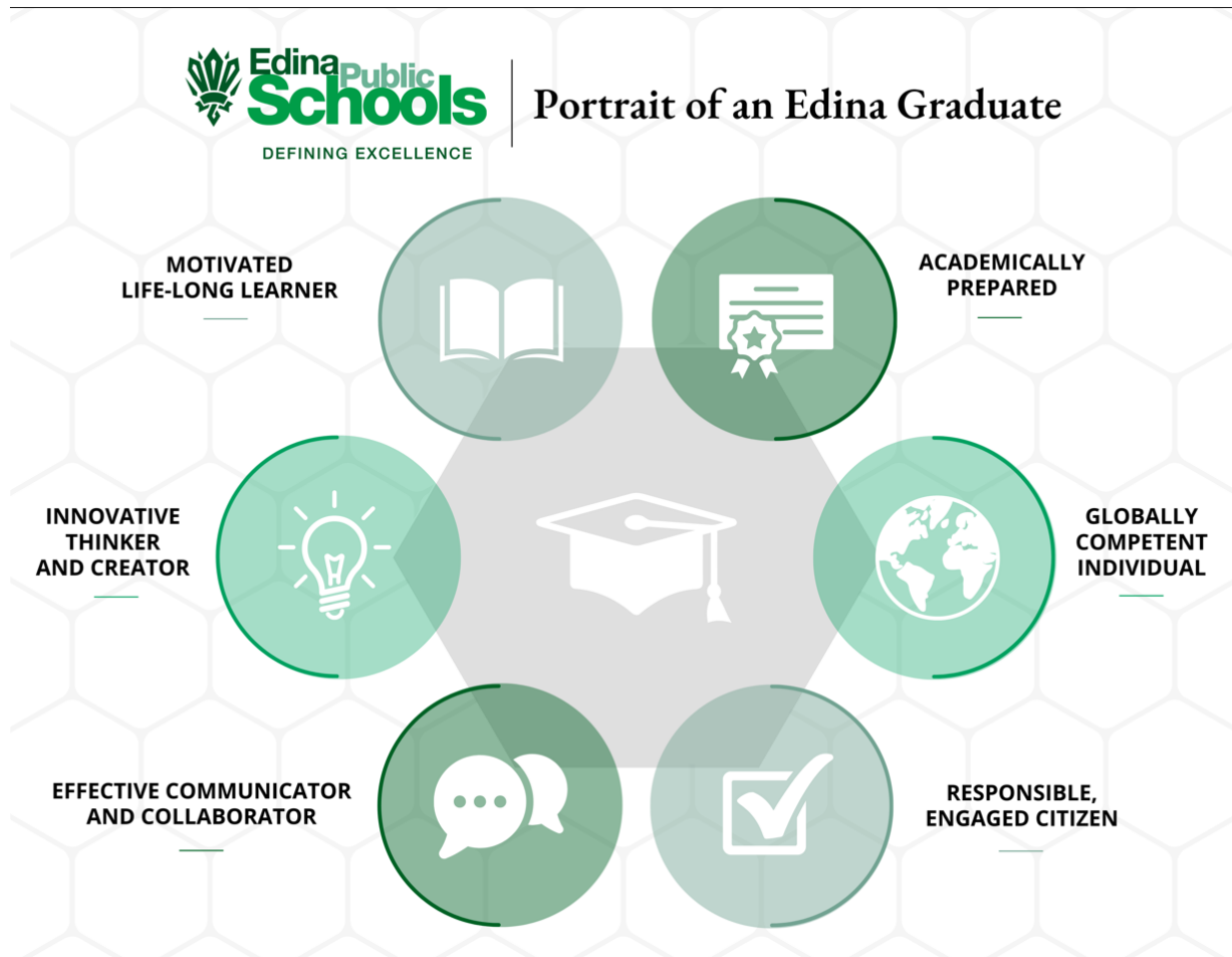
## **2022-2023 Timeline:**

- T & L Board Committee: 11.1.22 \*Present Project Scope and Sequence as a proposal Board Workshop:
- 11.14.22 \*Present Project Scope and Sequence as a proposal with added input from T & L Board Committee
- T & L Board Committee Meeting: 12.6.22 \*Present examples of work and an update on the work
- Board Meeting Discussion: 12.12.22 \*Present final products with plan for use articulated.
- Board Meeting Action: 1.9.22

## **Portrait of an Edina Graduate: New Look**

In the fall of 2022, a new draft of the Portrait of an Edina Graduate has been created and is ready to share with an additional set of stakeholders, specifically our Edina students. In the next month, students will provide input on any adjustments to the articulated future ready competencies. In addition they will provide learner experience data on how the competencies are currently living in our Edina system and where there are opportunities for growth. Based on this feedback and additional collaboration amongst district teams a plan for the intentional use of the Portrait of an Edina Graduate will be articulated and presented in December, along with any edits to the documents shared below.

## Portrait of an Edina Graduate Competencies Only:



## Portrait of an Edina Graduate Competencies and Description:



### Portrait of an Edina Graduate



#### ACADEMICALLY PREPARED

- Demonstrates foundational academic knowledge in Reading, English Language Arts, Social Studies, Science, Technology, Engineering, the Arts, and Mathematics.
- Masters and applies learning of standards aligned to challenging and rich curricula.
- Identifies, understands, and solves complex issues.

#### GLOBALLY COMPETENT

- Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures and environmental conditions.
- Communicates effectively in at least two world languages, one of which is English.
- Embraces the individual and cultural dignity of all people and actively seeks multicultural interactions.

#### RESPONSIBLE, ENGAGED CITIZEN

- Demonstrates a high level of integrity and ethical action.
- Applies knowledge and education for the good of the community.
- Demonstrates empathy, compassion and open-mindedness.
- Accepts responsibility for personal choices and actions, including impact on others and learns from mistakes.

#### EFFECTIVE COMMUNICATOR AND COLLABORATOR

- Communicates effectively as a listener, speaker, writer, and responder through appropriate and timely communication platforms (digital, print, video, and social media).
- Possesses strong social and interpersonal skills, including verbal, nonverbal, and conflict resolution.
- Works effectively with others in academic and social settings, both as a leader and a contributor.

#### INNOVATIVE THINKER

- Thinks and produces creatively, both collaboratively and independently.
- Demonstrates intellectual curiosity by applying original solutions to problems or challenges.
- Critically analyzes and evaluates information sources.
- Can adapt to changing demands.

#### MOTIVATED LEARNER

- Understands personal interests and passions, while valuing continuous learning and seeking opportunities for growth.
- Understands own needs as a learner and advocates appropriately.
- Persists when faced with challenge or adversity.
- Actively researches opportunities, sets personal learning goals, makes choices that support their long-term aspirations and successfully navigates transitions to the next level.



**Work Session Date:** November 14, 2022

**TITLE:** Board Legislative Engagement

**TYPE:** Discussion

**PRESENTER(S):** Julie Greene, LAC & Policy Committee Chair

**BACKGROUND:** Policy 217 is our policy that includes parameters for all Board legislative engagement. Also, this policy is scheduled for its regular policy review in the coming months. Specifically, the LAC is seeking clarity from the Board on legislative involvement as it relates to Policy 217, the LAC responsibilities and ongoing administration legislative advocacy.

**RECOMMENDATION:** Board reviews attachments prior to work session.

**DESIRED OUTCOMES FROM THE BOARD:** 1) Board discusses Policy 217 to gain shared understanding of it in practice, its relation to the Legislative Action Committee (LAC) work and how Policy 217 relates to the administration's legislative involvement.

**ATTACHMENTS:**

[Policy 217 Legislative Involvement](#)

[2022 LAC Legislative Priorities](#)

## **School Board**

### **Legislative Involvement**

#### **I. Purpose**

This policy defines the school district's advocacy role in state and national legislation related to education.

#### **II. General Statement of Policy**

Edina Public Schools recognizes the importance of district involvement in shaping educational policy, funding, programs and laws at the state and national level. The school board and district administration are involved at the state and national level, especially with federal and state elected officials representing Edina Public Schools.

#### **III. Legislative Action**

- A. The school district will develop legislative initiatives to pursue. These initiatives will align with the district's mission and the needs of the state and metropolitan region.
- B. Once the school board adopts its legislative initiatives, board members and employees may publicly speak on behalf of those initiatives in compliance with Policy 107 – Public Relations and School Communications.
- C. The district will be a member of educational organizations that promote and lobby for educational priorities that align with the district's mission. The district will have active representation in these organizations.
- D. As needed, the district may work with stakeholders, including employees, parents and community members, to serve in an advisory and/or advocacy capacity with respect to legislative issues. Issues for which such a group would be organized will directly relate to the district's mission. Coordination of legislative advisory or advocacy groups will be the responsibility of the superintendent or designee.
- E. For issues not adopted as legislative initiatives, a board member or district employee may use his or her title while speaking in support of issues that adhere to and promote the district's mission, as long as the employee or school board member makes it clear that his or her position does not represent the district's legislative position.



Policy  
adopted: 6/22/09  
Revised: 3/13/13  
Revised: 1/28/19  
Revised: 4/11/22

INDEPENDENT SCHOOL DISTRICT 273  
Edina, Minnesota

# Edina School Board

## Legislative Action Committee

### 2022 Legislative Platform\*

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January 24, 2022



\*approved by the Edina School Board, January 10, 2022

# 2022 Legislative Platform

## STABILIZE EDUCATION FUNDING



- Link the basic formula and local optional revenue to inflation to provide a stable and consistent funding stream that allows school boards and administrators to engage in long-range and innovative planning; and
- Allow locally-elected school boards to renew an existing operating referendum at the same level; and
- Increase English learner funding to reduce the shortfalls in these important programs.



# 2022 Legislative Platform

## STRENGTHEN AND SUPPORT SPECIAL EDUCATION AND INTERVENTION PROGRAMS



- Increase special education funding to reduce shortfalls in this important program and fully fund special education to eliminate the cross-subsidy; and
- Increase funding for the ADSIS program and base funding on the number of students eligible in the district; and
- Create a special student status for students in intermediate school districts requiring an extraordinary level of care. Increase state funding for these students.



# 2022 Legislative Platform

## ENSURE SAFE, MODERN SCHOOL FACILITIES



- Increase the Safe Schools levy and state aid to allow school districts and intermediate school districts to hire additional support staff to address the mental health needs of students; and
- Remove the per-pupil limit and expand allowable uses of Long-Term Facilities Revenue to allow school districts and intermediate school districts to enhance safety through security modifications, remodeling and additions to existing buildings.





# 2022 Legislative Platform

## INCREASE AND DIVERSIFY TEACHER WORKFORCE



- Remove barriers and provide incentives to address the shortage of substitute teachers, school bus drivers, paraprofessionals, and other staff;
- Continue to expand programs and incentives to attract, develop and retain teachers of color; and
- Maintain multiple pathways to licensure in the tiered licensing system.



**Reference:** Association of Metropolitan School Districts 2022 Legislative Platform  
<https://www.amsd.org/wp-content/uploads/2021/12/2022PLATFORM.pdf>

# 2022 Legislative Platform

For questions or interest in working with the  
Edina Public Schools Legislative Action Committee, please contact:  
**[legislative.action@edinaschools.org](mailto:legislative.action@edinaschools.org)**

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