

Background

The Edina School Board set goals for the 2022-2023 school year that align with our strategic plan and are consistent with the priorities of Edina School District stakeholders. Two of these goals are the following:

Goal Area Three | Strategy C Alignment: Foster Positive Learning Environment and Whole Student Support

Board Goal: Ensure students, staff, families and other members of the community experience a positive school climate with a deliberate focus on student, teacher and staff mental health and wellness.

Key actions:

- Board determines our role in the district educator feedback process for oversight and decision making at governance level.
- Board explores student leadership opportunities at the board level to elevate student voice to the board.

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.

Additional actions were identified at our January board retreat surrounding board committee work functionality (Governance, Teaching/Learning, Policy, Finance and Legislative Action Committee) and board liaison roles (school representation, district advisory committees, district partnerships, etc). The board identified some additional action steps to take as part of the student voice board goal from our January work session.

Student voice, educator feedback/decision making and liaison processes have been converged into one larger project, as each of these has dependencies on the other one. We believe this will help guide the board's direction on student voice, educator voice/feedback and community voice to provide smarter and more efficient input into our board liaison work and allow for this work to be in alignment with the district's strategic plan.

Work Session Agenda

This work session will be a continuation of the work that the board did at our January 11th where we developed expectations on board liaison roles. In that session, we prioritized two areas of importance to work on as a board:

- Ensure access and equity for all Board Liaison groups
- Establish alternative engagement options by evaluating effectiveness of Board Liaison work.

In our work session, we will work through fully developing our plans and next steps, to improve our Board Liaison work. Additionally, we will be keeping in mind our board goals of:

- Board determines our role in the district educator feedback process for oversight and decision making at governance level.
- Board explores student leadership opportunities at the board level to elevate student voice to the board.
- 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.

Key Definitions

Governance: As the elected governing body of Edina Public Schools, the School Board is responsible to:

- Employ and evaluate the Superintendent, the chief executive officer who oversees and manages all operations of the School District.
- Establish policy. The superintendent directs administration in the implementation of policy and supervision of school operations.
- Review and approve the annual budget, and ensure that proper facilities and equipment are available to support teaching and learning in Edina Public Schools.
- Partner with the superintendent to establish and promote the strategic plan.
- Ratify employee contracts.
- Monitor progress toward school district goals and compliance with school board policies and state and federal laws.
- Advocate for students with lawmakers.

Advocacy: Public support for or recommendation of a particular cause or policy.

Administration: Under the leadership of the Superintendent, the administration of the district is responsible for the management of the schools and the implementation and

management of the school district's educational programs, as well as the administration of all district policies. The superintendent is directly accountable to the school board.

Stakeholders: Stakeholders are those individuals who have a stake in the school, its day-to-day operations and strategic direction.

For the purposes of this board exercise, our key stakeholders will be defined as:

- EPS students
- Families (parents/guardians)
- EPS staff (Instructional and Non-instructional)
- Principals and other administrators
- Edina community residents
- Board members
- City, county, state and federal partners (government and non-government, e.g. Edina Give and Go, State Representatives, Edina City Hall)

Student Voice: Student voice is defined as the ways in which each and every student has opportunities to participate in and/or influence the education decisions that will shape their lives and the lives of peers. (1)

Educator Voice: Educator voice is defined as the ways in which all educators have opportunities to participate in and/or influence the education decisions that will shape their lives and the lives of peers.

Community Voice: Community voice is defined as the ways in which all stakeholders -other than students and educators including parents, guardians and other key community partners - have opportunity to participate in and/or influence the education decisions that will shape the lives of the students, educators, administrators and other employees in the school district.

Proposed Goal

Stakeholder voice is an important tenet of the Edina School Board's governance work. In order to ensure all stakeholders have the opportunity to participate and influence educational decisions in the district, the Board seeks out and promotes multiple pathways for active listening, learning and understanding stakeholder input for better governance decision-making.

Intended Outcomes

- Stakeholders know how to engage with the board and where their feedback will be utilized (clarity around engagement and purpose with stakeholder feedback).
- Stakeholder feedback helps the board make decisions that support our mission, vision and strategic plan.

- A diversification of opportunities/pathways the board utilizes to gather stakeholder voices.
- Ensure gathering of voice opportunities reflect the diversity of our student, teacher and community body.
- Student, educator and community voice is gathered at a governance level and for governance purposes.
- Stakeholders feel better engaged in decision-making processes (at a governance level).

LIST OF CURRENT ASSIGNMENTS

This is a list of current board committees, liaisons and assignments.

Assignment	Description
Finance and Facilities Committee	The school board, in its practice of prudent management of public resources, has created the finance and facilities committee to collaborate with the district’s business services director and superintendent in reviewing and providing feedback to the district on financial issues. This committee deals with matters pertaining to the school system’s budget development and related recommendations to the board.
Governance Committee	The school board, to ensure sound governance and oversight of the district, has created the governance committee to collaborate with the district superintendent in making recommendations to the board on subjects that have districtwide implications, and which are more readily addressed in governance versus other established committees.
Teaching and Learning Committee	The school board, in order to promote active participation in improving instruction and curriculum, has created the teaching and learning committee to collaborate with the district’s teaching and learning director and superintendent to coordinate and advance district instructional programs. The committee will make recommendations to the board on matters relating to teaching and learning, including the instructional programs used in schools and programs and their relevance and alignment to local contexts.
Legislative Action Committee	School board committee created to promote active participation in the legislative process in order to support the needs of the school district.
Policy Committee	The committee reviews existing policies and writes new policies to provide broad governance guidance and

	address changes in legislation, statutes, case law and legal decisions, as well as district social and educational issues. Board policies act as guidelines for the internal procedures of the district. The committee stays abreast of local, state and federal laws and regulations to determine and apply implications for district policy development and revisions. The committee works closely with the appropriate staff to draft new or refine current policies, processes and protocols, that are then brought to the board for formal action. All district policies should be reviewed over a 5-year period.
Association of Metropolitan School Districts	AMSD advocates for metropolitan school districts and advances legislation supporting student achievement. The Bd of Directors, comprised of the superintendent & 1 school board member from each of the 44 member school districts, governs the association.
ISD 287	Provides customized, innovative, specialized, student services and educator resources to 12 member districts.
Minnesota School Board Association	Supports, promotes, enhances the work of public school boards and public education.
Minnesota State High School League	Provides educational opportunities for students through interscholastic athletics & fine arts programs; provides leadership & support for member schools
Community Ed Services Advisory Council	Provides input, direction & insight to Community Ed
City/School District Partnership	Responsible for efficient operation of City gov't thru policies & ordinances carried out by Council-appointed City Manager
Ed Fund	Independent non-profit organization dedicated to continued EPS academic excellence. Secures private, supplemental funding to support valuable education experiences & innovative projects. Funds raised augment school system revenues provided by taxes, state aid, and other parent and student-led fundraising efforts.
Gifted Ed Advisory Cmte	Incls Gifted Ed Coord, teaching specialists, a principal rep, two volunteer parent reps from each school. Provides network for communication, support, and accountability
Insurance Committee	Business Svcs & HR driven; focused on insurance policies/issues for bargaining groups.
Meet & Confer	Meet and Confer. A public employer has the obligation to meet and confer, under section 179A. 08, with professional employees to discuss policies and other matters relating to their employment which are not terms and conditions of employment." Minnesota Statute 179A.

	Two board members, human resources, superintendent, representatives from teacher’s union.
Mental Health/Wellness	Student Support Svcs driven; one board representative.
PLC - Parent Leadership Council	Promotes understanding of district-wide issues relating to education/welfare of EPS students. Incls reps of each school parent organization.
SAAC -Student Activities Advisory Cmte	EHS driven
SEAC - Special Services Advisory Cmte	Edina PLC meets monthly from September through May, with speakers and discussions varying by agenda topic.
World's Best Workforce	State required, T&L driven, to ensure every district is making strides to increase student performance.
Metro ECSU	Metro ECSU, a nonprofit educational cooperative, was established in 1976 by the Minnesota Legislature to provide cost-effective, high quality education services and programs to public schools/districts, private schools and nonprofits in the Twin Cities metro area. This organization is member-driven and governed by a Representative Assembly and an Executive Committee.
ELC/ECSE	
Concord	
Cornelia	
Countryside	
Creek Valley	
Highlands	
Normandale	
SVMS	
VVMS	
EHS	

Ways the district collects stakeholder voice (list is still being worked on and should not be considered complete)

	Description
Panorama Survey Climate Survey - Student and Educator	
Climate Survey - Educator	
Minnesota Student Health Survey	
Superintendent Student Group - High School	
Superintendent Student Group - VVMS	
Superintendent Student Group - SVMS	

Core Planning Team	
Curriculum Teams	
District Equity Advisory Board	
Student Senate	
Student Council	
Ad Hoc Surveys (E.g. how a class is going; how is a educator training going)	
Via Cultural Liaisons	
Via Site Level Administrators	

(1) Regional Education Laboratory, Pacific, "Including Voice in Education: Empowering Student Voice in School Design"

(2) Hanover Research, "Establishing Structures for Student Voice" 2022

(3) Engaging Stakeholders in School Climate Improvements
<https://safesupportivelearning.ed.gov/sites/default/files/SCIRP/referencemanualsection2.pdf>