

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.

TIMELINE: Goal is for this work to be completed by June, 2023 before the Board's liaison assignments get finalized at our June or July Board meeting.

Document Overview

This document contains information that is being proposed by the governance committee, but is not to be considered finalized. Our March 28th work session will be utilized to gather full board comments, have a discussion and move forward with foundational consensus on key definitions and goals before moving forward with next steps.

Board Instructions

Please read through this document and come to the work session with comments, questions and suggested improvements for this document and/or next steps. The desired outcome of this work session is to have board consensus on key definitions, goals, what is considered in scope and out of scope, intended outcomes and next steps. If we are able to accomplish this, we would like to engage in a brainstorming session of all things the board considered formal governance stakeholder feedback.

Key Definitions

Governance: The board should set the strategic direction of the district. Ensuring the district's vision and mission are being implemented via the superintendent. Evaluating and establishing district policy. Manages the relationship with the superintendent. Ensure they are working at the policy and strategic level to promote student achievement.

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

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 and guardians - 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.

Formal Stakeholder Feedback: Stakeholder feedback that is collected through formal, existing channels that is intended for the entire board, such as the panorama survey, PLC, certain liaison roles, board email, community comments.

Informal Stakeholder Feedback: Stakeholder feedback that is collected through informal channels that is intended for less than the quorum of the board, such as one-on-one conversations with community members, educators and other stakeholders.

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).

In-Scope/Out-Of-Scope

For the purposes of this exercise, the following are in-scope and out-of-scope:

In-Scope:

Formal board stakeholder feedback
Feedback the board is in control of

Out-Of-Scope:

Informal board stakeholder feedback
Feedback facilitated by the admin

NEXT STEPS

1. Board consensus on key definitions, goal, key outcomes, what is considered in-scope and out-of-scope. Goal date: 3/28
2. Brainstorm what we consider formal stakeholder feedback. Goal date: 3/28
3. Governance committee updates all documents with feedback from the board to be utilized for the next meeting.
4. Meeting that includes stakeholders to do SWOT analysis of current stakeholder feedback opportunities. Goal date: Month of April
5. Governance summarizes meeting and brings back to board with a list of recommendations. Goal date: Month of May

(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>