

## **Work Session**

Tuesday, February 28, 2023 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**



**School Board Special Work Session  
Tuesday, February 28, 2023; 5:00 PM  
ECC Room 350 and 338**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Action**
  - A. **Approval of Cost Containment**

**Description:** The District's assumptions and preliminary budget parameters for the 2023-2024 general fund budget would result in an estimated deficit of \$4,000,000 and put the District's unassigned fund balance as a percentage of expenditures at a level that is lower than the District policy of 6.0%. In order to adhere to District policy and maintain the District's long-term financial stability, the District administration recommends containing costs in the amount of \$4,000,000.

**Presenter(s):** Mert Woodard, Director of Business Services

**Recommendation:** Approve the District administration's cost containment recommendations for the 2023-2024 fiscal year, totaling approximately \$4,000,000.
  - B. **Achievement and Integration Plan and Budget Approval**

**Description:** The Minnesota Department of Education requests that districts who receive Achievement and Integration revenue maintain a three year plan to include goals, strategies and key indicators of progress. Administration was consulted with over 120 stakeholders from November of 2022 through February of 2023 to prepare this plan. The proposed plan has been aligned to other strategic initiatives. The plan also references a partnership with the school district of Hopkins.

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent

**Recommendation:** Approve the plan and budget.
- IV. **Discussion**
  - A. **Proposed 2023-2024 Board Meeting Calendar**

**Description:** The School Board holds regular meetings once a month, generally on the second or third Monday of the month, beginning at 7:00 PM in Room 349 of the Edina Community Center. Scheduled work sessions generally begin at 5:00 PM. Any changes or additions are made in accordance with District policy and are posted on the district website and the Edina Community Center district bulletin board.

**Presenter(s):** Chair Allenburg
  - B. **Process Update/Recommendation: Stakeholder Voice and Input Continuum (student, educator, community) and Liaison Roles**

**Description:** In order to achieve our board goals in a timely, yet thorough and thoughtful manner, we recommend we synthesize the information from three different topics that intersect with each other. This process is being recommended to converge student voice, educator feedback/decision making and liaison processes into one larger project. We believe this will help guide the board's direction on student voice and educator feedback/decision to provide smarter and more efficient input for board liaison work and allow for this work to be in alignment with the district's strategic plan.

**Presenter(s)**: Governance Committee

C. Culture and Climate Update

**Description**: Strategy B of the strategic plan states that Edina Public Schools will ensure an equitable and inclusive school culture. A culture that welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community. In order to monitor the degree to which our school culture is inclusive we will be administering two surveys to staff and one to students this spring. The Panorama Climate and Wellness survey will provide feedback on the Teaching and Learning Climate in our schools and will be administered to students and licensed staff. The second one, Employee Engagement, will provide information regarding the degree to which all staff are engaged and satisfied in their work as employees of Edina Public Schools.

**Presenter(s)**: Dr. Randy Smasal, Assistant Superintendent; Leigh Ann Feily, Multi-Tiered Systems of Support (MTSS) Coordinator; and Sonya Sailer, Director of Human Resources

**V. Leadership and Committee Updates**

**VI. Superintendent Updates**

**VII. Closed Session**

A. Superintendent Mid-Year Evaluation

**Description**: Overview of progress toward goals.

**Presenter(s)**: Dr. Stacie Stanley, Superintendent

**VIII. Adjournment**

**IX. Information**

A. Radon Testing - 2023

### III. Action

III.A. Approval of Cost Containment



**Board Meeting Date:** 2/28/2023

**Title:** Fiscal Year 2024 General Fund Cost Containment Recommendations

**Type:** Action

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** At the February 13, 2023, Regular Meeting, the Board of Education approved the District administration's assumptions and preliminary budget parameters for the 2023-2024 fiscal year. If unmodified, the assumptions would result in an anticipated deficit of approximately \$4,000,000, leaving the District's unassigned fund balance below the minimum of 6.0% of unassigned expenditures required by District Policy 702.

The District has engaged in the Budget Reduction, Reallocation, and Revenue Generation process (BRRRG) and has sought feedback from stakeholders through a variety of platforms, including, but not limited to: Finance & Facilities Committee meetings, "town hall" meetings at school sites, a live-streamed virtual town hall meeting, district-wide leadership meetings, cabinet level meetings, and staff surveys.

The District's recommended cost containment measures, which were reviewed and discussed at the February 13 Work Session and Regular Meeting, are enclosed for the Board's consideration. The administration is confident that the recommendations will allow the District to maintain all of its excellent programs while also ensuring long-term financial sustainability.

**Recommendation:** Approve the District administration's cost containment recommendations for the 2023-2024 fiscal year, totaling approximately \$4,000,000.

**Desired Outcomes from the Board:** Approval of the recommended action.

**Attachments:**

1. Fiscal Year 2024 Cost Containment Recommendations

## Budget Reduction, Reallocation, and Revenue Generation

After the District administration presented its preliminary financial forecast of next year's general fund operations, it immediately began implementation the District's Budget Reduction, Reallocation, and Revenue Generation process, commonly referred to as "BRRRG". The BRRRG process is obviously designed in part to address the impact of inadequate public education funding and to provide solutions so that the District can continue to provide stellar education while maintaining financial stability, however an equally important aspect of the BRRRG is community and stakeholder input and feedback. The District administration greatly values the voice of its constituents.

In prior communications reference has been made to the fact that the budgeting cycle is perpetual, so the District administration are constantly discussing BRRRG ideas at the senior-leadership level. That has been the case during the current fiscal year, however the first *official* BRRRG meeting took place in the form of the December Finance & Facilities Committee meeting. At that meeting, the administration provided committee members with a preliminary review of the preliminary financial forecast for 2023-2024. Then at the January Finance & Facilities Committee meeting the committee meeting reviewed for a second time the preliminary forecast as well as an initial list of cost containment ideas. In addition to providing their feedback regarding the containment list, the committee also provided guidance to the administration to conduct a formal BRRRG process. The District then met formally on three separate occasions with senior leaders from throughout the District, including Directors, Assistant Directors, Principals, and Program Managers, to generate BRRRG ideas

The District's formal BRRRG process with stakeholders was organized into four community meetings held at District school sites: Normandale to serve the families and staff of Normandale, Concord, and South View, Creek Valley for Creek Valley and Cornelia, Valley View for Valley View and the High School, and Highlands for Highlands and Countryside. The format for all the meetings followed a similar format. The District administration reviewed the District's mission and vision with those in attendance, citing that any decisions that are ultimately made would be in service of the District's values. The administration then shared a high-level overview of public education finance in the state of Minnesota before describing the preliminary general fund forecast for next school year. The administration then sought immediate reactions from community members in a question-and-answer format before asking community members to write down their BRRRG ideas on note cards. In addition to asking for BRRRG ideas, the administration also requested that those in attendance write down their priorities and areas of the budget they do not wish to see reduced or eliminated. The District held a fifth meeting, similar to the others, virtually as a live stream. Opportunities for feedback, questions, and BRRRG ideas were also provided at the virtual session.

In addition to live community meetings the District also utilized the ThoughtExchange platform, a survey platform of sorts, to garner feedback from staff. All employee groups were invited to participate, and every classification of employee provided at least one "thought" or opinion into the space. Thoughts are rated by participants on a scale of 1 to 5 (with 5 being the highest rating) based on how much they like or agree with an idea or how important they think it is for the administration to consider. In total 266 staff members participated in the ThoughtExchange regarding the District's financial forecast for next school year, generating 171 unique thoughts

and 7,074 ratings. The result “ratings ratio” of 41 is a great indicator of the reliability of the survey; ThoughtExchange say that to provide “reliable and robust” data it is recommended that participants rate at least 30 thoughts each.

After all the community meetings were held and the ThoughtExchange survey was concluded, District administration began to review and categorize responses. Certain themes quickly became apparent and have been organized in a broad format so that related items are classified together and noted for frequency. The data is described in the following figure:

<b>Feedback Categorization</b>	<b>BRRRG Type</b>	<b>Frequency</b>
<b>Continue to Define Excellence;</b> continue to provide students with all of the same excellent educational opportunities the District has become well-known for. Do not make reductions to rigorous curriculum, gifted & talented, language, art, music, physical education, etc.	Priority	35
<b>Student Support Services;</b> do not make reductions in the areas of Special Education, mental health services, English learner services, ADSIS, etc.	Priority	18
<b>Class Sizes;</b> maintain and adhere to existing class-size ratios.	Priority	16
<b>District-Wide, Non-Classroom reductions;</b> target cost containment efforts to district-wide administration, non-classroom expenditures, alternative compensation, instructional coaches, teachers on special assignment, etc.	Budget Reduction	46
<b>Fair Compensation &amp; Staff Retention;</b> prioritize fairly compensating our talented staff and continue to make retention a priority.	Priority	45
<b>Efficiency;</b> be more efficient with non-salary expenditures such as technology, technology devices, energy efficiency, spending at school sites, etc.	Reallocation	13
Eliminate Edina Virtual Programming	Budget Reduction	5
<b>Legislative Action;</b> lobbying efforts at the legislature to improve school funding	Revenue Generation	4
<b>User Fee Increases;</b> increase fees for athletics, activities, after-school events, charge students/families for District supplied devices, increase rental fees, etc.	Revenue Generation	6

The District administration has used feedback from the community and staff, as well as its professional expertise and judgement, to develop a list of containment strategies that will yield at least \$4,000,000.

## Fiscal Year 2024 Cost Containment

The assumptions and parameters shared with the Board at the February Regular Meeting, if unaltered, would result in an estimated deficit of \$4,000,000 in the general fund. Therefore, the District administration recommends the following BRRRG ideas be applied to the parameters:

BRRG Idea	Department/Site	Type	Full-Time Equivalent	Amount
Business Services Account Specialist	Business Services	Budget Reduction	1.00	90,000
Professional Development, Conferences, Services, Etc.	Business Services	Budget Reduction	N/A	15,500
Countryside Addition Construction Chargebacks	Business Services	Revenue Generation	N/A	300,000 <sup>1</sup>
LTFM Chargebacks	Business Services	Revenue Generation	N/A	100,000 <sup>2</sup>
Lease Levy for Graduation Facility Rental	Business Services	Revenue Generation	N/A	40,000 <sup>3</sup>
Food Service Fund Chargebacks	Business Services	Revenue Generation	N/A	300,000 <sup>4</sup>
Community Education Chargebacks	Community Services	Revenue Generation	N/A	300,000 <sup>4</sup>
Miscellaneous Stipend & Extra Duty Reductions	Teaching & Learning	Budget Reduction	N/A	40,000
Curriculum Capital	Teaching & Learning	Budget Reduction	N/A	100,000
Talent Development Conferences/Stipends	Teaching & Learning	Budget Reduction	N/A	60,000
Curriculum Writing/Timecard Pay	Teaching & Learning	Budget Reduction	N/A	50,000
Alternative Comp. Program Realignment	Teaching & Learning	Budget Reduction	N/A	185,000
Discontinuance of Teacher Fellowship Program	Student Support Services	Budget Reduction	2.00	115,000
Reduction of Administrative and Non-Classroom Staff	Student Support Services	Budget Reduction	1.50	100,000
Eligible Operational Costs Transferred to Tech Levy	DMTS	Budget Reduction	N/A	500,000
Achievement & Integration Program Realignment	School Sites	Budget Reduction	N/A	150,000
Middle School Licensed Staff Right-Sizing	Middle Schools	Budget Reduction	8.50	815,000 <sup>5</sup>
Pre-Pandemic Paraprofessional Staffing	Elementary Schools	Budget Reduction	15.00	450,000 <sup>6</sup>
Operating Capital Freeze	School Sites	Budget Reduction	N/A	350,000 <sup>7</sup>
Reduction of School Board Discretionary Budget	School Board	Budget Reduction	N/A	25,000
<b>Total Containment</b>			<b>28.00</b>	<b>\$ 4,085,500</b>

### Notes:

- 1 - Allocating allowable administrative and custodial costs to the Countryside Elementary addition construction proceeds fund. Cannot be repeated in future fiscal years
- 2 - Allocating allowable administrative and custodial costs to Long-Term Facilities Maintenance
- 3 - Utilizing lease levy authority to pay for the rental of facilities to host graduation
- 4 - Allocating allowable administrative, utility, and facility usage costs to the Food Service and Community Services funds.
- 5- Realignment of licensed staffing at the middle school level so that both middle schools are in alignment with the established teacher to student ratio for middle school.
- 6 - Includes the elimination of paraprofessional staff funded by one-time federal pandemic relief funds.
- 7 - Freeze of operating capital allocations to school sites and departments. Administration will consider making this an on-going practice.
- 8 - References to "program realignment" mean expenditures matching the revenue source.

The total of the BRRRG ideas listed above is \$4,085,000. Upon approval of the assumptions, parameters, and budget containments, the administration will begin formal budgeting activities with school sites and departments. This process will involve the allocation and reconciliation of staff, distribution of non-salary and supply budgets, and posting of positions that are vacant. The District administration will continue to update its assumptions and estimates as more reliable information becomes available, and will present the complete budget at the June 13, 2023 Regular Meeting of the School Board.

III.B. Achievement and Integration Plan and  
Budget Approval



**Board Meeting Date:** Feb 28, 2023

**Title:** Achievement and Integration Plan for 2024-2026

**Type:** Action

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; Dr. Sayali Amarapurkar, South Asian Cultural Liaison

**Description:** The Minnesota Department of Education requests that districts who receive Achievement and Integration revenue maintain a three year plan to include goals, strategies and key indicators of progress. Administration was consulted with over 120 stakeholders from November of 2022 through February of 2023 to prepare this plan. The proposed plan has been aligned to other strategic initiatives. The plan also references a partnership with the school district of Hopkins.

**Recommendation:** Administration is seeking board action of approval on the Achievement and Integration three year plan.

**Desired Outcomes from the Board:** Approve the proposed plan.

**Attachments:**

- See attached report

## A and I plan 2024-2026 school years Edina Public Schools

### **Background:**

Every three years, Minnesota school districts applying for Achievement and Integration revenue are asked to complete an Achievement and Integration three year plan and proposed budget.

Districts have been asked to utilize these **equity criteria** to guide their planning process.

1. Access—Students and their families have access to rigorous, high-quality educational experiences, decision-making, initiatives, resources, and viable school choice options.
2. Participation—Enrollment and meaningful participation in rigorous career and college readiness and other academic programs as well as enrichment and extracurricular programs are proportionate to enrollment when disaggregated by race, ethnicity, and economic background.
3. Representation—School culture, climate, staff, curriculum are inclusive, culturally relevant, and representative of the diversity of the students and the school community.
4. Outcomes—Efforts result in positive measurable outcomes that are not predictable by race, ethnicity, or economic background.

Three required goal areas for the Achievement and Integration include:

- Reduction in academic disparities for specific groups of students.
- Increase in racial and economic diversity and integration in schools/districts.
- Increase in equitable access to effective and more diverse teachers.

Five required strategies include:

- Innovative and integrated preK-12 learning environments.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.

The Process: Listen to and learn from stakeholders

Input from stakeholders regarding the most critical needs of students was collected from the following groups:

- World's Best Workforce Committee
- American Indian Parent Group representatives
- Cultural Liaisons and Equity and Inclusion Specialist
- The Teaching and Learning Department
- Elementary Principals
- Secondary Principals
- Early Learning Coordinator
- EHS Avid Coordinator
- A focus group of 40 Senior AVID students
- The Multi-Tiered Systems of Support Committee
- High School Counselors
- The Edina/Hopkins A and I Team

- District Equity Advisory Committee

Note: Over 120 people have been consulted in the development of the three year A and I plan.

Common Themes collected from the various stakeholder conversations included:

- Closing of achievement gaps in literacy and numeracy.
- Power of Fastbridge to close literacy gaps.
- Create more support for students of color(?)
- to participate in advanced courses.
- The district needs a systemic approach to intervention. (i.e. M.T.S.S., Early Intervention).
- AVID is making a difference for students (builds skills, supports transitions, and increases AP participation and college acceptance).
- Develop and communicate Pathways that blend school and work in order to prepare learners for college and career, i.e. Internships.
- Critical to diversify our teacher and administrative workforce – recruitment and retention.
- Staff need additional professional learning on cultural competency to support equity efforts in the district.
- Families need support navigating the educational system.
- Partnerships will be critical – business, higher education.

The A and I plan was collaboratively developed and aligned to the WBWF plan, the district data metrics plan, the district strategic plan, and the comprehensive literacy plan. Three year goals, aligned strategies, and Key Indicators of Progress (KIP) are included to help articulate the direction of the school district. KIPs were developed to both monitor implementation of strategies and assess impact of those strategies on the goal areas.

## **Edina Achievement and Integration Plan for 2024-2026:**

### **Academic Disparities Goals**

**Goal 1: By the end of 2026 school year, EPS will increase the percentage of African American/Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students who meet all four benchmarks in the Edina Data Metrics plan related to career and college readiness to 80% from current baseline. These benchmarks include :**

- Successful completion of Algebra I before 8<sup>th</sup> Grade or in 8<sup>th</sup> grade with a B or better.
- Successful completion of Biology in High School with a B or better.
- Successful completion of ELA course US Literature and Composition with a B or better.
- Passing Score on the MN Civics Test Data

#### **Strategy Category: Innovative and integrated preK-12 learning environments.**

1. Increase engaging Secondary Pathways to include badges, microcredentials, certifications, internships, and college credit opportunities aligned with the Minnesota Career Fields, Cluster & Pathways Chart. Edina Pathways programming will include increased access to career and technical education courses for student groups not enrolling in these courses at the same rate as their peers. Through targeted outreach and ongoing support to students and their families this strategy is designed to decrease racial and economic enrollment disparities. This is meant to increase access to the following courses for underrepresented groups of students: Engineering, Manufacturing and Technology; Health Science; Human Services (including Education); Business, Management and Administration; and Agriculture, Food and Natural Resources. “Well-designed pathways connect students to real-world learning opportunities. In doing so, pathways enhance student engagement, broaden student access to social capital, and create a platform for teaching 21st century skills through the high school educational context. In these ways, pathways provide a more equitable approach for educating all students.” Hester, C. (2020). *The Career Pathways Approach: A Way Toward Equity?* Policy and Practice Brief. California Collaborative on District Reform. Retrieved February 5, 2023 from <https://files.eric.ed.gov/fulltext/ED610392.pdf>.

#### **Strategy Category: Family engagement initiatives to increase student achievement.**

2. Cultural Liaisons will build positive relationships between staff and families by facilitating communication between school staff and families from a range of racial, ethnic, and socioeconomic backgrounds. Liaisons will provide resources and organize learning opportunities for staff and families. The goal is to empower families from all racial, ethnic, and economic backgrounds to work with schools to improve achievement for their students. Close cooperation between schools, parents, and the community is one of the keys to closing achievement gaps. Parent involvement has a strong, direct

impact on student achievement. Educating parents on student progress and how they can help at home improves student learning.

**Strategy Category: Professional development opportunities focused on academic achievement of all students.**

3. Professional learning for implementation of the new Edina Multi-Tiered Systems of Support framework. A robust MTSS framework, critical to helping students who are struggling, or not making consistent progress, includes the use of supplemental, evidenced-based intervention programming to aid learning in the classroom. The cycle from assessment to instruction enables the teacher to observe students’ responses to targeted interventions and to proceed with instruction supported by ongoing performance data. Based on recent data, the teacher can then plan interventions to meet student needs. Training and support will be provided to principals on the new Edina multi-tiered system of support (MTSS). Applied to preK-12, it will strongly support each and every learner who is not at benchmark in literacy, numeracy and social-emotional learning. Through implementation of this framework our students will experience additional time and support in order to create accelerated growth when falling into either high or some risk categories.

**Goal 2: 80% of African American/Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students in Gr. K-9 will be at benchmark (80%) on the Fastbridge Reading Assessments by the end of 2026.**

**Strategy Category: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.**

4. Students in grades K-9 will be screened and their progress monitored for development of reading skills using the Fastbridge assessment system, and will receive timely interventions supported by the Screening to Intervention feature. Intervention staffing will provide support for learning.

**KIPS for Academic Disparities Goals**

Goal and Strategy Targets	Spring 2024 Target	Spring 2025 Target	Spring 2026 Target
Successful completion of Algebra I before 8 <sup>th</sup> Grade or in 8 <sup>th</sup> grade with a B or better. (2022 Baseline for all: 82.16%)	60%	70%	80%
Successful completion of Biology in High School with a B or better. (2022 Baseline for all: 66.52%)			

<p>Successful completion of ELA course US Literature and Composition with a B or better. (2022 Baseline for all: 58.77%)</p> <p>Passing Score on the MN Civics Test Data (2022 Baseline for all: 93.26%)</p>			
<p>% of Seniors participating in a Career Pathway earning microcredentials, industry certifications, internships, apprenticeships, college credit by student group to include African American/Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students</p> <p>Baseline example: 186 students earned Bilingual Seals in 2022 (All student groups)</p>	60%	70%	80%
<p>% of families indicating high level of engagement disaggregated by race and ethnicity</p>	70%	80%	90%
<p>Global Score on <a href="#">Self-Evaluation of the MDE MTSS</a> framework Implementation</p> <p>Baseline Winter 2023 is Global Score = 45.5%</p>	55%	65%	75%
<p>% of Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and American Indian students at benchmark on Fastbridge Reading in grades K-9</p> <p>K-1 Baseline Winter Fastbridge 2023: African American/Black = 62% Hispanic/Latino = 50%</p> <p>Gr. 2-9 Baseline Winter Fastbridge 2023: African American/Black = 47% Hispanic/Latino = 50%</p> <p>Note: Some student group cell sizes are too small to report. Goal is 80% for all student groups.</p>	70%	75%	80%

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## Integration Goal

**Goal 3: The percent of African American/Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students accessing advanced courses will mirror the Edina High School student demographics by the end of 2026.**

### **Strategy Category: Innovative and integrated preK-12 learning environments.**

5. AVID summer bridge for incoming 9th graders offered through the Edina/Hopkins joint district partnership will bring together teachers and students from both districts for an intensive three-week experience. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their literacy and numeracy skills. Targeted students from both districts will work together to advance their skills in STEAM. AVID Summer Bridge provides our AVID 9<sup>th</sup> graders opportunities to build and use AVID strategies in a collaborative and highly engaging environment. Using Algebra, Science, AVID curriculum, and College Readiness components, students experience increased preparation for the upcoming school year. Experiential learning includes visits to college campuses, a tour and discussions with professionals in the workplace, a history based field trip, and an outdoor base (day) camp. This is the ideal balance between summer fun, enriched learning, and networking for our AVID students from Edina and Hopkins Schools.

### **Strategy Category: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.**

6. Advance the AVID program in secondary classrooms as a support mechanism for African American/Black, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Native American/American Indian students who are typically underrepresented in advanced courses. The support AVID provides, and the expectation that AVID students take an AP course, help promote integration of students in advanced classes and equip students with skills needed for success in college, career, and civic life.

### **Strategy Category: Professional development opportunities focused on academic achievement of all students.**

7. Implement Culturally Proficient School Systems framework (formerly known as Tools of Cultural Proficiency) throughout the Edina Public School system so that all staff have the understanding of how to provide a more culturally proficient and inclusive culture. Additionally, in this four day training, staff will gain skills in breaking down barriers and supporting student engagement and learning, especially for students and families from traditionally underserved groups.

#### **KIPS for Integration Goal**

Goal and Strategy Targets	Spring 2024 Target	Spring 2025 Target	Spring 2026 Target
% of students in grades 9-12, in student group, participating in advanced courses disaggregated by race/ethnicity Baseline EHS Demographics, Winter of 2023	60%	70%	80%

= African American/Black = 51.5% Hispanic/Latino = 49.5%			
# of incoming 9th grade students successfully completing AVID Summer Bridge No Baseline: New Offering	15	20	25
% of staff who are trained in CPSS Baseline = 148 (3 cohorts)	25%	50%	75%

### **Diverse Staff Goal**

**Goal 4: Diversify our workforce and increase the number of teachers and administrators of color in Edina Public Schools from 7.8% to 20% (teachers) and 20% to 35% (administrators) by the end of the 2026 school year.**

**Strategy Category: Recruitment and retention of racially and ethnically diverse teachers and administrators.**

8. EPS will increase the number of diverse staff participating in a licensure preparation program. The district will work with the Normandale Community College Sirtify program, TNTP - Teach MN, and the Black Men Teach nonprofit in Hopkins, MN, in order to increase the number of staff working toward a teacher license. Additional organizations to explore include the MDE Visiting Teacher Program, Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota, and the Minnesota Education Equity Partnership (MNEEP) to find teachers with common backgrounds to provide mentors from a similar background to enhance and boost their confidence.

9. EPS will focus on retention strategies to include support for staff of color across the district. Support efforts will include sessions for staff of color to share and connect about climate dynamics and build a sense of community and networking. The district will provide additional “resources” for staff of color throughout the year to include learning materials, presenters, trainings, and mentorship. The district will develop a recruitment team that attends job fairs, assists in job postings, and serves on screening process teams, and will contract with individuals and ask current teachers of color to serve on the recruitment team to ensure a diverse team. Sense of belonging responses will be measured on the Panorama survey as an indicator of likelihood of retention.

10. EPS will grow our student education pathway to encourage students to pursue education as a career opportunity. An education pathway as described in the Human Services Career Cluster Wheel will be refined to include introductory education courses in high school, teaching internships through Edina Community Education Services, and advanced courses through Normandale Community College.

**KIPS for Diverse Staff Goal**

Goal and Strategy Targets	Spring 2024	Spring 2025	Spring 2026
Increase in % of teachers and administrators of color  Baseline Data, Winter 2023: 53/678 = 7.8% teachers, 6/30 = 20% administrators Note: Representation across demographic groups will be analyzed and this target represents a summary.	Teachers: 10%  Admin: 25%	Teachers: 15%  Admin: 30%	Teachers: 20%  Admin: 35%
# of staff of color in education pathway working toward teaching/administrative licensure Baseline Winter of 2023 =	7	10	13
% of staff of color reporting a high sense of belonging on the Panorama survey No Current Baseline Data	70%	80%	90%
# of students in education pathway earning certificates/college credits No Current Baseline Data	10	15	20

**Creating Efficiencies:**

Our Achievement and Integration Plan creates efficiencies by enabling us and our adjoining district to jointly plan and implement cross-district opportunities for student learning, interaction, and growth. This plan allows for an intentional focus on the achievement gaps within our district and allows for an intentional focus on success for our students who may be falling through the cracks. This plan creates efficiencies by relating the Achievement and Integration Plan, Goals, and Strategies from the District Strategic Plan, the World’s Best Workforce Goals, and the American Indian Education Plan. By supplementing each of these areas, our efficiency and effectiveness of carrying out our goals and strategies increases, as well as our ability to positively affect the lives and well-being of our students and educators.

**Final Checklist**

- MDE Required Plan Criteria Checklist Plan submitted on MDE A&I Plan format.
- School Board and Superintendent approval and signature.
- Achievement Goal(s).
- Integration Goal(s).
- Teacher Diversity and Effectiveness Goal(s).

- Goals are written as S.M.A.R.T. goals.
- Goals are student-centered.
- Goals do not specify outcomes for English Learners, Special Education, or gender-specific groups.
- Each strategy is one of the types listed in the plan drop-down menu.
- Narrative for each strategy.
- Integration Strategies with Adjoining A&I Districts(s).
- Strategies do not have the effect of segregating students by race, ethnicity, or economic status.
- Key Indicators of Progress (KIPS).
- Strategies targeting enrollment disparities have minimum of one KIP that will track enrollment disparities by disaggregating race, ethnicity, or FRPL.
- Integration strategies have indicators to track participation by race, ethnicity, and FRPL to help track the extent to which that strategy is increasing racial and economic integration.
- Creating Efficiencies Section.

General Budget and Associated Expenditures:

- Approximately 1.3 million
- Direct Service (80 %)
  - Intervention Teachers
  - Cultural Liaisons
  - Equity Specialist
  - AVID Elective Teachers
  - AVID Coordinator EHS
  - AVID Programming/Curriculum
  - AVID Tutors
  - AVID Bridge Teachers
  - Transportation
  - Scholarships
- Indirect Services (20%)
  - Professional Learning
    - Culturally Proficient School Systems
    - Multi-Tiered Systems of Support
    - AVID
  - Administrative Oversight

**IV. Discussion**

IV.A. Proposed 2023-2024 Board Meeting Calendar



**Board Meeting Date:** 2/28/2023

**Title:** Proposed 2023-2024 Board Calendar Dates

**Type:** Discussion

**Presenter(s):** Chair Allenburg

**Description:** The School Board holds regular meetings once a month, generally on the second or third Monday of the month, beginning at 7:00 PM in Room 349 of the Edina Community Center. Scheduled work sessions generally begin at 5:00 PM. Any changes or additions are made in accordance with District policy and are posted on the district website and the Edina Community Center district bulletin board.

**Recommendation:** Adopt the attached meeting dates for the 2023-24 school year at the March regular meeting.

**Desired Outcome(s) from the Board:** Board members need to review proposed meeting dates and come prepared to discuss any potential conflicts before the calendar is added to the consent agenda at the March regular meeting. Please keep in mind there is little flexibility due to avoidance of federal, state, school, cultural and religious holidays.

**Attachment(s):** 2023-2024 Board meeting dates



DEFINING EXCELLENCE

2023-2024 Proposed Board Meeting Dates

	1st work session and regular meeting (Monday)	2nd work session (Tuesday)
July	17	25
August	14	22
September	11	19
October	16	24
November	13	28
December	11	-
January	2	-
January	8	16
February	12	20
March	4	26
April	8	23
May	13	21
June	10	-

IV.B. Process Update/Recommendation:  
Stakeholder Voice and Input Continuum (student,  
educator, community) and Liaison Roles



**Board Meeting Date:** 2/28/2023

**Title:** Process Update/Recommendation: Stakeholder Voice and Input Continuum (student, educator, community) and Liaison Roles

**Type:** Discussion

**Presenter(s):** Governance Committee

**Description:** In order to achieve our board goals in a timely, yet thorough and thoughtful manner, we recommend we synthesize the information from three different topics that intersect with each other. This process is being recommended to converge student voice, educator feedback/decision making and liaison processes into one larger project. We believe this will help guide the board's direction on student voice and educator feedback/decision to provide smarter and more efficient input for board liaison work and allow for this work to be in alignment with the district's strategic plan.

**Recommendation:** Direct the Governance Committee to continue with the work synthesizing these processes and bringing the following information back to board at the March 28th work session:

- Discussion about student voice background information (IRO)
- Discussion about educator voice/decision making (IRO)
- Discussion about community feedback (IRO)

**Desired Outcomes from the Board:** Review the updated process and recommendation.

## **Process Update/Recommendation: Stakeholder Voice and Input Continuum (student, educator, community) and Liaison Roles**

### **Background Information**

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). Also, the board identified some additional action steps to take as part of the student voice board goal from our January work session.

In order to achieve our goals in a timely, yet thorough manner, we recommend we synthesize the information from three different topics that intersect with each other. This process is being recommended to converge student voice, educator feedback/decision making and liaison processes into one larger project. We believe this will help guide the board's direction on student voice and educator feedback/decision to provide smarter and more efficient input for board liaison work and allow for this work to be in alignment with the district's strategic plan. For

timing, the goal is for this work to be completed so when our liaison assignments get finalized over the summer, we are aligned in the work.

Lastly, at the board retreat, there were recommendations for clarifications around board committee structure. It is recommended that this process is considered for a board goal for the 2023-2024 school year.

### **Suggested Process/Timeline**

- February Work Session:
  - Discussion/approval of process
- March Work Session:
  - Discussion about overarching stakeholder voice including background and recommended approach to: student voice background information, educator voice/decision making, community voice (IRO)
- April Work Session:
  - Discuss overarching stakeholder voice recommendations including:
    - Discuss student voice recommendations and how they feed into liaison discussions (OD for student voice, I for liaison)
    - Discuss educator voice/decision making recommendations and how they feed into liaison discussions (OD for educator voice/decision making process, I for liaison)
    - Discuss community stakeholder feedback (OD for stakeholder feedback, I for liaison)
- May Work Session:
  - Discuss revised liaison format recommendations (RO)
- May Regular Meeting:
  - Discussion item: revised liaison format (D)
- June Regular Meeting:
  - Action Item: revised liaison format (D)
  - Discussion on the board's liaison assignments (D)
- July Regular Meeting:
  - Action on the board's liaison assignments (D)
  - Policy changes to follow board recommendations

IV.C. Culture and Climate Update



**Board Meeting Date:** Feb 28, 2023

**Title:** Culture and Climate Update

**Type:** Discussion

**Presenter(s):** Dr. Randy Smasal, Assistant Superintendent; Leigh Ann Feily, Multi-Tiered Systems of Support (MTSS) Coordinator; Sonya Sailer, Director of Human Resources

**Description:** Strategy B of the strategic plan states that Edina Public Schools will ensure an equitable and inclusive school culture. A culture that welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community. In order to monitor the degree to which our school culture is inclusive we will be administering two surveys to staff and one to students this spring. The Panorama Climate and Wellness survey will provide feedback on the Teaching and Learning Climate in our schools and will be administered to students and licensed staff. The second one, Employee Engagement, will provide information regarding the degree to which all staff are engaged and satisfied in their work as an employee of Edina Public Schools.

**Recommendation:** This report is intended to be an update to the school board. No recommendation is being made at this time.

**Desired Outcomes from the Board:** After reviewing the report, please consider what needs additional clarity and be prepared to share your questions with administration.

**Attachments:** See attached report

**Background Information:**

The strategic action under C4 of Edina’s Strategic plan states that we will create environments that are conducive to learning and facilitate constructive student interaction. Strategy B2 states that Edina Public Schools will 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. Data is needed in order to monitor the degree to which our culture creates a sense of belonging for students and staff, is a place where people can do their best work and feel supported. The Panorama Climate and Wellness survey for students and staff will assess the current state of the Teaching and Learning climate in our schools. The Employee Engagement survey will provide feedback on the degree to which staff feel engaged in their work, connected to others at work, supported in their professional learning and growth and motivated to do their best work.

**Panorama Student Survey:**

Edina Public Schools is in its third year of partnering with Panorama Education to administer a student survey. National norms are provided in the data analysis to help understand the context of the data and provide insights for what is going well and where opportunities for improvement exist. Site leadership teams use the data to understand the needs of students, set goals, and create action steps for improvement. The annual monitoring will provide feedback on the impact of the action steps. The specific categories of questions on the student survey are listed in Table 1.0 below.

**Table 1.0: Question Categories for Student Survey**

<b>Challenging Feelings:</b> How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.
<b>Emotional Regulation:</b> How well students regulate their emotions.
<b>Positive Feelings:</b> How frequently students feel positive emotions over time
<b>Supportive Relationships:</b> How supported students feel through their relationships with friends, family, and adults at school.
<b>Engagement:</b> How attentive and interested students are in class.
<b>Belonging:</b> How much students feel that they are valued members of the school community.

**Supporting Research:**

Several research studies (Buckle, J.) indicate social-emotional learning (the topic being measured through our student Panorama survey) is linked to academic achievement. For example, a 2017 meta-analysis from the Collaborative for Academic, Social, and Emotional Learning (CASEL) shows that investment in social emotional learning (SEL) has led to improved classroom behavior, better stress management, and 13 percent gains in academics. Research conducted by Panorama Education (100,000 students across 200 schools) has found that compared to students with low SEL, kids with high SEL are twice as likely to have above-average grades, 60 percent less likely to have one or more behavior incidents over the

course of a year, and half as likely to be chronically absent (Buckle). By conducting the Panorama wellness survey with our students, EPS can ensure that we're taking actions towards creating a safe, welcoming school culture that fosters SEL and creates favorable conditions for student learning.

In order to focus on SEL, the data from the 2022 Panorama Student Climate and Wellness survey was utilized by each school building in the fall of 2022 for goal setting around social emotional support and/or school climate. Each building had a personalized consultation with a Panorama professional development consultant and the district MTSS coordinator to analyze their data and set goals. Once 2023 data is collected, buildings will be able to determine continued areas for growth as well as what action steps have succeeded in supporting growth in student SEL at school.

For spring 2023, the student survey will be administered between February 22nd and March 8th for students in grades 3 through 12. Elementary students will take the survey within their classrooms while secondary students will take the survey within their advisory classes. The survey should take students about 15 minutes to complete. The student survey asks questions within the broad categories of Challenging Feelings, Emotional Regulation, Positive Feelings, Supportive Relationships, and Engagement. New for 2023, students will also answer questions related to School Belonging. While all Panorama survey topics are closely related to the research-based domains shown to produce outsized impacts on student outcomes (social relationships, motivation, and self-regulation; Panorama, 2016), the broad topics for Edina students' Panorama survey were chosen with the 2020-2025 Strategic Plan Strategy C: Fostering Positive Learning Environments and the Whole Student Support in mind. Questions are worded slightly differently for grades 3-5 and 6-12 based on developmental appropriateness.

**Panorama Staff Survey:**

The staff Panorama survey will be administered to all EPS licensed staff from March 27 through April 8, 2023. The staff survey asks questions within the broad category of School Climate. New for 2023, staff will also answer questions related to Belonging and the entire survey can be completed in about 10 minutes. More information about the topic areas that staff will be answering can be viewed below.

***Question Categories for Licensed Staff Survey***

<b>School Climate:</b> Perceptions of the overall social and learning climate of the school.
<b>Belonging:</b> How much faculty and staff feel that they are valued members of the school community.

## **Employee Engagement Survey**

New for 2023, Edina Public Schools will administer an Employee Engagement survey in the early spring with the goal of providing all members of the Edina team (all employee groups) with a voice to provide feedback regarding their level of engagement, connection to colleagues, growth opportunities, and overall satisfaction from the work they do. The purpose of collecting this information is to measure how engaged employees are with their work and within our school district as a workplace. It will assist the school district to identify areas where it can improve as an employer. By prioritizing employee engagement, the school district is able to create a more positive and productive work environment thereby increasing employee happiness and ultimately aiding in the recruitment and retention of our valuable EPS team members.

The Employee Engagement survey will serve as an annual measure for the school district. In the spring of 2023, this data set will serve as a baseline measurement since it is the first time this survey will have been used.

### **Supporting Research:**

Studies by the Gallup organization show that engaged employees have "higher wellbeing, better retention, lower absenteeism and higher productivity." According to Gallup's 2022 data collection, only 32% of employees are "actively engaged," which is defined to mean "involved in and enthusiastic about their work and workplace." Of the items Gallup measures, "the greatest declines were in clarity of expectations, having the right materials and equipment, and the opportunity for workers to do what they do best." An important goal of an employee engagement survey is to initiate conversations between employers and employees. Regularly gathering feedback from employees about areas where their needs are and are not being met provides an employer insight into common ways it might be able to maintain and improve the level of employee engagement.

### ***Question Categories for Employee Engagement Survey***

<b>Employee Connection to Mission and Their Job:</b> Having the right resources, knowing what is expected of them, perception of others' commitment, and overall sense of engagement.
<b>Feeling Connected:</b> Feeling cared for, recognized for accomplishments, having a voice, and feeling connected to the team.
<b>Opportunities to Learn and Grow:</b> Frequent feedback, opportunity to do your best work, feeling of encouragement and support at work, and values employee development.

**Communication Plans:**

<b>Timeline</b>	<b>Topic of Communication</b>	<b>Audience</b>	<b>Mode of Communication</b>
Feb 2 - 17	Student Panorama Survey <ul style="list-style-type: none"> <li>● Rationale</li> <li>● Dates</li> <li>● Proctor Expectations</li> </ul>	EPS Staff	<ul style="list-style-type: none"> <li>● District Staff Newsletter February 2 &amp; 16</li> <li>● Building Staff Newsletters Feb 6-17</li> </ul>
Feb 2 - 16	Student Panorama Survey <ul style="list-style-type: none"> <li>● Rationale/Data Usage</li> <li>● Dates</li> <li>● Opt Out Procedure</li> <li>● FYI about safety concern responses</li> </ul>	EPS Families (translations needed via Communications dept.)	<ul style="list-style-type: none"> <li>● District Parent Newsletter February 2 &amp; 16</li> <li>● Building Parent Newsletters Feb 6-17</li> </ul>
Feb 16 - Mar 16	Staff Surveys: Panorama and Employee Engagement <ul style="list-style-type: none"> <li>● General Information</li> <li>● Rationale</li> <li>● Dates</li> </ul>	EPS Staff	<ul style="list-style-type: none"> <li>● District Staff Newsletter Mar 2 &amp; 16</li> <li>● Building Staff Newsletters Mar 6 - 24</li> </ul>
Feb 28	School Board Presentation update on Spring Survey Plans	School Board	Presentation at School Board Meeting on February 28, 2023
Spring 2023	Analysis of Survey Results and Planning for next steps.	EPS Staff	Administrative Workshop
Spring 2023	Communication of results to staff and planning for next steps	EPS Staff	Staff Meeting Presentation
June 2023	Results of Spring Surveys: Panorama and Employee Engagement and Action Plans	School Board Update EPS Families	<ul style="list-style-type: none"> <li>● Presentation at June 2023 School Board meeting</li> <li>● District Parent Newsletter</li> </ul>

**Sources:**

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<https://www.gallup.com/workplace/285674/improve-employee-engagement-workplace.aspx>

Gallup. *U.S. Employee Engagement Needs a Rebound in 2023*. Retrieved on February 17, 2023 from  
<https://www.gallup.com/workplace/468233/employee-engagement-needs-rebound-2023.aspx>

Panorama Education. (2016). *Reliability and Validity of Panorama's Social-Emotional Learning Measures*. <https://panorama-www.s3.amazonaws.com/files/sel/SEL-Validity-Report.pdf>

V. **Leadership and Committee Updates**

VI. **Superintendent Updates**

VII. **Closed Session**

VII.A. Superintendent Mid-Year Evaluation



**Board Meeting Date:** February 28, 2023

**Title:** 2022-2023 Superintendent Mid-Year Evaluation

**Type:** Discussion

**Presenter(s):** Dr. Stacie Stanley, Superintendent

**Description:** Attached are 2022-2023 Superintendent goals and updates.

**Recommendation:** Accept overview of progress toward goals.

**Desired Outcomes from the Board:** Review thoroughly ahead of time and come with comments and questions.

**Attachments:** Superintendent 2022-2023 Goals

**Superintendent Stacie Stanley  
2022-2023 Goals**

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<p><b>Goal 1:</b> Provide leadership to improve and enhance student learning in Edina Public Schools.</p>	<p><b>Evidence of Performance 1: Superintendent will work with cabinet members to enhance continuous school improvement plan</b></p> <ul style="list-style-type: none"><li>- Establish leadership training in August 2022 on the Plan/Do/ Study/Act framework for continuous school improvement.</li><li>- Establish leadership training in August 2022 for principal, APs, Deans, and district instructional support staff to develop working knowledge of the new Tableau data warehouse.</li><li>- By October 1, 2022, will meet with Asst Superintendent and each principal to receive an overview of School Improvement Plans.</li><li>- Monthly 1:1s with Asst Supt will include a standing agenda item on progress with School Improvement Plans.</li></ul>
	<p><b>Mid-Year Update: February 28, 2023</b></p> <p><i>Each Key Indicator of Progress (KIP) was met for this goal:</i></p> <p>Held first annual EPS Leadership Advance August 2-4, 2022. During this time EPS principals, APs, Deans, and district instructional support staff along with the asst superintendent, directors of community education &amp; strategic partnerships, digital media technology, teaching and learning and student support services engaged in training related to the new continuous school improvement process. Team members learned about the Deming Plan/Do/Study/Act model and how to use it to identify root causes and set SMART goals that are designed to be dynamic vs. static. Leaders were also introduced to the new Tableau data warehouse specifically learning how to easily review standardized test data in aggregate and by student groups. Leaders developed a plan to cascade the information to the staff in their buildings to ensure quality and frequent data review at the team and classroom level.</p> <p>During Sept &amp; early October, each principal met with me and asst supt Smasal to share their continuous school improvement plans which include academic and culture &amp; climate goals, along with key indicators of progress. Asst Supt Smasal has met with principals monthly to discuss progress with their continuous school improvement plans and provides updates to me at our monthly 1:1 check ins.</p> <p>Held mid-year continuous school improvement plan checkins with each principal.</p>
	<p><b>Evidence of Performance 2: Superintendent will ensure benchmarks of the CLP are implemented in alignment with</b></p>

	<p><b>the strategic plan Gantt chart.</b></p> <ul style="list-style-type: none"> <li>- Initial report on screening data provided in September 2022.</li> <li>- CLP implementation progress report provided in October and April 2022.</li> <li>- During the month of October 2022, the 2021-2022 data metric report will be presented.</li> <li>- Schedule and hold DILT monthly meetings with every other month agendas that focus on &amp; monitor K-12 literacy &amp; math instruction.</li> <li>- Reconvene Core Planning Team in January (virtually) and the Spring of 2023 (in person) to share progress and garner feedback.</li> </ul>
	<p><b>Mid-Year Update: February 28, 2023</b></p> <p><i>Key Indicator of Progress (KIP) and timelines were met:</i></p> <p>The Teaching and learning team provided an update to the school board on screening data in September 2022</p> <p>A CLP implementation progress report along with a detail overview of the newly developed district data metrics plan were provided to the school board at board committees, work sessions and regular board meetings in October 2022.</p> <p>The District Instructional Leadership Team has met monthly to analyze data to develop district wide goals for each data metrics area.</p> <p>The Core Planning team will be engaged in a ThoughtExchange that will be launched on January 26<sup>th</sup>.</p>
	<p><b>Evidence of Performance 3: Superintendent will monitor the launch of DLI pathway and STEAM programming</b></p> <ul style="list-style-type: none"> <li>- Monitor implementation during monthly 1:1's and cabinet meetings.</li> <li>- Conduct frequent school visits to observe implementation.</li> <li>- Progress report for DLI launch including enrollment, report on first quarter of learning (October) &amp; 2nd semester update in April 2022.</li> <li>- Implementation progress reports on STEAM programming in October 2022 and April 2023.</li> </ul>
	<p><b>Mid-Year Update: February 28, 2023</b></p> <p><i>Key Indicator of Progress (KIP) and timelines were met:</i></p> <p>Frequent school visits embedded into schedule and conducted. Viewed the SSEP in action throughout the fall. Monthly visits in DLI classrooms.</p> <p>Progress report on DLI, STEAM &amp; EVP programming provided in Fall of 2022 at board committees, work session and regular board meetings.</p>

Standard 6.a-e and Strategic Priorities A.1-5; D.1, D.2, D.4			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress; demonstrates knowledge and comfort with current instructional programs and seeks to communicate how the school district is implementing best practices and new initiatives; prioritizes and focuses on increasing student achievement, including reporting on student achievement metrics.	Ensures school improvement plans are in place at all buildings and align with school district-wide goals; demonstrates knowledge with current instructional programs and is able to discuss them; student achievement metrics are reported.	School improvement plans are in place at building level, but lack district-wide coordination; is somewhat knowledgeable of current instructional practices; relies on others for information/data.	School improvement efforts are limited; no comprehensive plan in place; is uninvolved in current instructional programs; is unaware of current instructional issues.

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<b>Goal 2:</b> Provides oversight of ethical and inclusive leadership	<p><b>Evidence of Performance 1: Superintendent will work with community partners to develop &amp; execute the plan for inclusive communities.</b></p> <ul style="list-style-type: none"> <li>- Continue to engage with the city, community foundation and chamber to host One Town, One Family meetings in September, November and January/February.</li> <li>- Ensure action plan and strategy work groups are developed in the fall of 2022.</li> <li>- During the 2022-2023 school year, engage with non-dominant community groups to ensure multiple perspectives are heard and strong relationships are established and maintained.</li> <li>- Schedule and hold quarterly student superintendent leadership team meetings (EHS, SVMS, VV) to ensure engagement of student voice.</li> <li>- Continue to engage Key Communicators stakeholder group to keep the general community informed.</li> </ul>

	<p><b>Mid-Year Update: February 28, 2023</b>  <i>Key Indicator of Progress (KIP) and timelines were met</i></p> <p>Led efforts for successful One Town One Family meetings in September 2022 &amp; November 2022, which established community champions (strategy work groups) and prototype (action plan) deliverables.</p> <p>Presented update to Edina HRCC</p> <p>Organized and facilitated December follow-up partnership meeting with city, foundation, YMCA &amp; school district to determine next steps to implement prototypes. Follow up outreach to attendees to recruit planning and executive team members.</p> <p>Presented to Somali and Latino parent affinity groups in September and October 2022. Met with EAAA in September and December 2022.</p> <p>Worked with PLC to expand membership to include SEAC, DEAC and TDAC representation.</p> <p>Met with EHS, SVMS &amp; VVMS supt student leadership team to identify their areas of focus in October. Connected EHS team with DMTS director to run new ThoughtExchange, SVMS team with principal to develop outreach to students for feedback and VVMS principal to focus on KIP identified in the spring of 2021. Next meetings scheduled on February 28, 2023.</p> <p>Held in person key communicators reception in September 2022 to provide overview of key happenings in EPS and garner community feedback. Bi-monthly email updates. Sent mailer with updated marketing materials and information about key happenings at end of December 2022.</p> <p><b>Evidence of Performance 2: Superintendent will provide direction, coaching and consult to administrator project managers in the execution of DEI plan.</b></p> <ul style="list-style-type: none"> <li>- DEI implementation report provided February 2023</li> <li>- Monitor implementation during 1:1's and cabinet meetings</li> <li>- Beginning in September, 2022, schedule and hold monthly meetings with job embedded CP training for cabinet members.</li> <li>- Attend CP training(s) for staff to demonstrate commitment to our DEI plan.</li> </ul>
	<p><b>Mid-Year Update: February 28, 2023</b>  <i>Key Indicator of Progress (KIP) and timelines were met</i></p> <p>Attend CPSS cohort trainings and provide short introduction kickoff as needed to demonstrate district level commitment to DEI plan.</p> <p>Established key contact connection between industry DEI</p>

	<p>experts and school board for consultation and training.</p> <p>On-going direction, coaching &amp; consultation with cabinet project manager on Culturally Proficient School Systems (CPSS) implementation within district during 1:1s and cabinet meetings.</p> <p>Established calendar for CPSS consultant to provide monthly virtual training on Tools of Cultural Proficiency for cabinet members.</p> <p><b>**Addition: Secure and schedule CPSS professional development to deepen school board and superintendent understanding and application of the Tools of Cultural Proficiency in respective leadership roles.</b></p>
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**Standard 3a.-f & 8.b-f and Strategic Plan Priorities B.2, B.3 & E.4**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Ensures a coordinated, systemwide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner; builds and sustains productive relationships with public and private sectors</p>	<p>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development; creates relationships with public and private sectors</p>	<p>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds; reluctantly seeks some relationships with public or private sectors</p>	<p>No plan to achieve equity has been developed; has no relationships with public and private sectors and shows no interest in pursuing partnerships</p>

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**



**Goal 3:** Provide leadership to improve and enhance district culture and climate

**Evidence of Performance 1: Superintendent will oversee and monitor efforts to support the emotional health and social needs of students and staff.**

- In the Summer of 2022, each school will set SMART goals to increase culture & climate.
- In August 2022, all district administrators and administrative assistants will participate in an *effective communication seminar* that will focus on quality communication techniques to support strong staff engagement and trust.
- By 9.30.22 the superintendent will develop a process for providing summary updates for staff on school board meetings to support strong staff engagement and trust.
- By 10.1.22 the superintendent will work with cabinet members to develop plans to increase cabinet level presence in the buildings.
- Superintendent will schedule and hold monthly DILT meetings with every other month agendas that focus & monitor culture & climate.
- By February 2023, the administrative team will present a draft of a staff satisfaction survey that will be administered and used yearly in conjunction with the Panorama survey and other data impact points; allowing for triangulated data.
- By the spring of 2023 district administrative leadership will engage in 5 training sessions (10 hours) designed to increase organization health.

**Mid-Year Update: February 28, 2023**

*Key Indicator of Progress (KIP) and timelines were met*

Held first annual EPS Leadership Advance August 2-4, 2022. During this time EPS principals, APs, Deans, and district instructional support staff along with the asst superintendent, directors of community education & strategic partnerships, digital media technology, teaching and learning and student support services engaged in training related to the new continuous school improvement process. Team members (this session included front office EPASS & confidential staff as well) participated in an *effective communication seminar* that focused on quality communication techniques to support strong staff engagement and trust.

The Lencioni Humanity + Performance = Dignity model was introduced to team members, along with a deeper focus on William Bridges model for change and transitions. Follow up sessions have occurred with leaders in October and December, and leaders are surveyed every 6 weeks to monitor implementation efforts focused on increasing organizational health.

Team members learned about the Deming Plan/Do/Study/Act model and how to use it to identify root causes and set SMART goals to support quality culture & climate that are designed to be dynamic vs. static. DILT team has met to discuss & monitor progress towards increasing culture and climate

throughout the school districts.

Plan for cabinet members to provide greater presence buildings was established in mid-September. I check in with cabinet members to hear what they are learning as they are out in buildings.

Bimonthly updates sent to all district staff that highlight important updates from school board work sessions and regular meetings. Updates include links to board meeting agendas and materials.

Wellness team was established and staff outreach activities including you are “souper” day and massage days at sites.

Provided direction & consult on the development of staff satisfaction survey, which was presented to board at February 28, 2023 meeting, and will be administered to all staff in the spring of 2023.

**Evidence of Performance 2: Superintendent will oversee and monitor efforts to ensure job embedded learning opportunities and monitoring of application change management strategies.**

- Establish leadership training in August 2022 on the W. Bridges & Marzano, McNulty & Waters change management models.
- Ensure leaders are provided 3 additional training sessions during the 2022-2023 school year.
- Survey leaders 3x to monitor growth in use of change models to support quality culture and climate.
- In September 2022, the district will launch an EPS smartphone app to increase communication, allowing families to easily access important school information and receive important alerts.

**Mid-Year Update: February 28, 2023**

*Key Indicator of Progress (KIP) and timelines were met*

Held first annual EPS Leadership Advance August 2-4, 2022. During this time EPS principals, APs, Deans, and district instructional support staff along with the asst superintendent, directors of community education & strategic partnerships, digital media technology, teaching and learning and student support services engaged in training related to the continuous improvement process.

The Lencioni Humanity + Performance = Dignity model was introduced to team members, along with a deeper focus on William Bridges model for change and transitions. Follow up sessions have occurred with leaders in October and December, and leaders are surveyed every 6 weeks to monitor implementation efforts focused on increasing organizational health.

Edina Public Schools SMART Phone was launched allowing

	<p>families to easily access important school information and receive important alerts.</p> <p><b>**Addition: Identify &amp; secure industry expert to support school board &amp; superintendent leadership efficacy.</b></p>		
	<p><b><u>Evidence of Performance 3: Superintendent will successfully Onboard new cabinet members and build a highly effective cabinet team.</u></b></p> <ul style="list-style-type: none"> <li>- Hold weekly 1:1's during the first 90 days to support new cabinet members with their 30-60-90 day onboarding plans.</li> <li>- Cabinet will develop working knowledge of Lencioni 4 disciplines through monthly team development experiences.</li> <li>- Establish job embedded training on DiSC styles and organizational effectiveness.</li> <li>- Establish monthly training on Tools of Cultural Proficiency.</li> <li>- Survey cabinet 3x during the 2022-2023 school year to monitor team effectiveness.</li> </ul>		
	<p><b>Mid-Year Update: February 28, 2023</b>  <i>Key Indicator of Progress (KIP) and timelines were met</i></p> <p>Each new cabinet member submitted a 30-60-90 day onboarding plan. Held pre-scheduled weekly short meetings and monthly deeper overview meetings with all new cabinet member to support successful onboarding</p> <p>The DiSC assessment was administered to all cabinet members and superintendent in the summer of 2022.</p> <p>Introduced all cabinet members to the Lencioni 4 disciplines using podcasts and small group discussion during cabinet meetings.</p> <p>Bimonthly trainings with organizational development expert in DiSC &amp; Lencioni models to develop deep understanding and application of the tools to foster organizational health.</p> <p>Established a calendar for CPSS consultant to provide monthly virtual training on Tools of Cultural Proficiency for cabinet members. Trainings launched in October 2022.</p> <p>Surveyed cabinet on progress every 6 weeks.</p> <p>Completed mid-year goals check in with each cabinet member</p>		
<p><b>Standard 5.a, 5.c &amp; 5.e; Standard 7.c &amp; 7.g and Strategic Plan Priorities C.1,4; D.1-4; &amp; E.1</b></p>			
<p>Highly Effective (4)</p>	<p>Effective (3)</p>	<p>Developing (2)</p>	<p>Ineffective (1)</p>
<p>Ensures system-wide plan has been</p>	<p>Ensures system-wide plan has been</p>	<p>Plan has been developed to assure</p>	<p>No plan developed to</p>

<p>developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis; follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind; foster professional growth, leadership, and decision-making skills;</p>	<p>developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed; follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff; delegates responsibility to appropriate staff</p>	<p>a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed; plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently; is reluctant to place much authority or decision-making with key staff</p>	<p>assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist; no plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff; tightly controls decisions made within administrative team</p>
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**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<p><b>Goal 4:</b> Provide oversight in the development of strategy for enrollment management including resident student retention.</p>	<p><b>Evidence of Performance 1: Superintendent will provide direction, coaching and consultation to administrator project managers who will conduct a longitudinal review of enrollment data and patterns.</b></p> <ul style="list-style-type: none"> <li>- Work with assistant superintendent and director of marketing and communications to review pertinent enrollment data and develop an executive summary of findings by 11.1.22.</li> </ul> <p><b>Mid-Year Update: February 28, 2023</b>  <i>Key Indicator of Progress (KIP) and timelines were met</i></p> <p>Comprehensive enrollment audit was conducted in the fall of 2022 and information was presented to school board at workshop and regular meetings in October 2022.</p>

**Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers who will establish a marketing plan to support retention of resident students.**

- Receive reports and monitor development of marketing plans that will be presented to the school board in December 2022.
- Work with assistant superintendent and director of marketing and communications to review current plan for engaging with families who withdraw from EPS, determine if process modifications are needed, and monitor data for patterns and response on bi-monthly basis beginning November 1, 2022.

**Mid-Year Update: February 28, 2023**  
*Key Indicator of Progress (KIP) and timelines were met*

I met with Director of Marketing & Communications throughout the summer & fall to receive monthly reports and monitor progress of the development of marketing plan.

Comprehensive audit was conducted in the fall of 2022 that included focus groups, review of several data points, and secret shoppers. A summary of the information was presented to school board at workshop and regular meetings in October 2022. This information was used to provide a marketing plan to school board in October 2022 (60 days ahead of KIP deadline).

I continue to meet with director of marketing and communication to monitor implementation of 2022-2023 Marketing Plan KIPs. Some areas of the plan that have come to fruition thus are:  
 Kindergarten marketing materials and outreach methods were updated, (2) strategy around news media outreach to illuminate positive and unique EPS programming executed (3) Intentional and targeted article development for the Edina Experience mailer.

**\*\*Addition: (1) Successful resolution to logo lawsuit. Secure and worked with coverage counsel to ensure best fiscal settlement; (2) monitor current fiscal status, prepare and launch and finalize BRRG process. Analyze data and bring a cost containment proposal to school board for consideration (3) One of two AMSD superintendents selected to co-present the 2023-2025 AMSD legislative platform to member legislators, school board members, superintendents, and other administrators. Work with local legislators to advocate on behalf of Edina Public Schools stakeholders. (4) Support Dr. Anne Marie Leland in grant process that led to the successful procurement of \$100K Youth Skills Training grant.**

**Standard 2.e and Strategic Plan Priorities D.5 & E.5**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
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<p>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</p>	<p>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</p>	<p>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</p>	<p>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</p>
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VIII. **Adjournment**

IX. **Information**

IX.A. Radon Testing - 2023



**Board Meeting Date:** 2/28/2023

**Title:** Radon Testing - 2023

**Type:** Information

**Presenter(s):** Mert Woodard, Director, Business Services

**Description:** Minn. Stat. § 123B.571 requires school districts that have tested for radon at its buildings report the results of its tests to the Minnesota Department of Health (MDH) in the form and manner prescribed by the commissioner of health. School districts that have tested for radon must also report the results of the tests at a school board meeting.

Short-term radon testing was performed at 122 locations in the Edina Community Center and 106 locations within Valley View Middle School from January 24-27, 2023. All tested locations at Valley View Middle School resulted in radon levels below the action level of 4 pCi/L as established by the MDH and the Environmental Protection Agency and did not require any further testing. Two (2) locations at the Edina Community Center resulted in radon levels above the action level and required further testing. Continuous Radon Monitoring (CRM) was performed at these two (2) locations from February 13-15, 2023. The results of the CRM testing showed that the average radon level during occupied hours was below the action level in both locations. No further testing or mitigation is required.

Radon testing is not required for Minnesota school districts; the District has been committed to testing its buildings every five years as recommended by the MDH.

The radon testing reports are enclosed.

**Recommendation:** There is no recommended action.

**Desired Outcomes from the Board:** Affirm receipt of the District's radon testing reports.

**Attachments:**

1. Edina Community Center Radon Testing Results – January 2023
2. Valley View Middle School Radon Testing Results – January 2023

Radon test result report for:

**EDINA PUBLIC SCHOOLS  
EDINA COMMUNITY CENTER**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11618843	100	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.3	2023-01-31
11618850	100 MAIL ROOM	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.3 ± 0.3	2023-01-31
11618860	100A	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.3	2023-01-31
11618859	100B NURSE OFFICE	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.4	2023-01-31
11618851	100D	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.8 ± 0.4	2023-01-31
11618852	100E	2023-01-24 @ 10:00 am	2023-01-27 @ 11:00 am	0.9 ± 0.3	2023-01-31
11618858	100F	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.3 ± 0.4	2023-01-31
11618861	100H	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.3	2023-01-31
11618845	101	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.7 ± 0.3	2023-01-31
11618872	101 EAST ROOM	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.3	2023-01-31
11618866	101 WEST ROOM	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.5 ± 0.3	2023-01-31
11618890	102	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.2 ± 0.4	2023-01-31
11618853	105	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.4 ± 0.4	2023-01-31
11618893	107	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	4.2 ± 0.4	2023-01-31
11618869	108	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.4 ± 0.4	2023-01-31
11618870	109	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.8 ± 0.4	2023-01-31
11618849	110	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.5 ± 0.4	2023-01-31
11618895	111	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.9 ± 0.4	2023-01-31
11618829	111 KITCHEN	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.9 ± 0.4	2023-01-31
11618857	112	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	0.8 ± 0.3	2023-01-31
11618894	113	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.3 ± 0.4	2023-01-31
11618871	114	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.1 ± 0.4	2023-01-31
11618900	115	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.5 ± 0.4	2023-01-31
11618896	117	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.5 ± 0.4	2023-01-31
11604017	118	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.9 ± 0.4	2023-01-31
11618837	119	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.7 ± 0.3	2023-01-31
11604023	120	2023-01-24 @ 11:00 am	2023-01-27 @ 12:00 pm	1.5 ± 0.4	2023-01-31
11618813	122	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	0.9 ± 0.3	2023-01-31
11618882	123	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.8 ± 0.3	2023-01-31
11618878	123/125 KITCHEN	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.7 ± 0.3	2023-01-31
11618820	124	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	2.0 ± 0.3	2023-01-31
11618881	125	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.6 ± 0.4	2023-01-31
11618826	126	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	1.7 ± 0.3	2023-01-31
11604018	127	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.8 ± 0.3	2023-01-31
11604024	127 OFFICE	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.4 ± 0.4	2023-01-31
11618819	128	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	1.8 ± 0.4	2023-01-31
11604016	129	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.2 ± 0.4	2023-01-31

Radon test result report for:

**EDINA PUBLIC SCHOOLS  
EDINA COMMUNITY CENTER**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11618809	130	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	3.9 ± 0.4	2023-01-31
11618817	130 OFFICE	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	3.7 ± 0.4	2023-01-31
11604015	131	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.3 ± 0.4	2023-01-31
11604020	133	2023-01-24 @ 11:00 am	2023-01-27 @ 10:00 am	2.1 ± 0.4	2023-01-31
11618821	133	2023-01-24 @ 9:00 am	2023-01-27 @ 11:00 am	2.8 ± 0.4	2023-01-31
11618808	134	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	2.1 ± 0.4	2023-01-31
11618810	134 OFFICE	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	1.9 ± 0.4	2023-01-31
11618804	135	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	2.2 ± 0.3	2023-01-31
11618816	136	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	1.8 ± 0.4	2023-01-31
11618814	137	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	1.7 ± 0.3	2023-01-31
11618818	139	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	4.6 ± 0.4	2023-01-31
11618806	140	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	1.4 ± 0.3	2023-01-31
11618839	148 EAST	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.8 ± 0.3	2023-01-31
11618834	148 GYM STORAGE/OFFICE	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618840	148 NORTHEAST	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.8 ± 0.3	2023-01-31
11618842	148 NORTHWEST	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.7 ± 0.3	2023-01-31
11618841	148 SOUTH	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.8 ± 0.3	2023-01-31
11618831	149 EAST MIDDLE	2023-01-24 @ 9:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618822	149 GYM OFFICE	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618832	149 NORTHEAST	2023-01-24 @ 9:00 am	2023-01-27 @ 10:00 am	0.9 ± 0.3	2023-01-31
11618825	149 NORTHWEST	2023-01-24 @ 9:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618811	149 SOTHWEST	2023-01-24 @ 9:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618812	149 SOUTH	2023-01-24 @ 9:00 am	2023-01-27 @ 10:00 am	0.6 ± 0.3	2023-01-31
11618830	149 SOUTHEAST	2023-01-24 @ 9:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618824	149 WEST MIDDLE	2023-01-24 @ 9:00 am	2023-01-27 @ 10:00 am	0.7 ± 0.3	2023-01-31
11618844	150	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.3	2023-01-31
11618828	151	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.1 ± 0.3	2023-01-31
11618847	152	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.4	2023-01-31
11618827	153	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.3	2023-01-31
11618835	154 NORTH	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.3 ± 0.3	2023-01-31
11618855	154 SOUTH	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.3	2023-01-31
11618864	160 OFFICE	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.7 ± 0.3	2023-01-31
11618874	160 WELCOME CENTER	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.6 ± 0.4	2023-01-31
11618856	161	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.8 ± 0.3	2023-01-31
11618886	161OFFICE	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.8 ± 0.4	2023-01-31
11618838	162	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.7 ± 0.3	2023-01-31
11618880	165	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.0 ± 0.3	2023-01-31

Radon test result report for:

**EDINA PUBLIC SCHOOLS  
EDINA COMMUNITY CENTER**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11618873	165 NORTH ROOM	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	< 0.3	2023-01-31
11618887	165 SOUTH ROOM	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.0 ± 0.4	2023-01-31
11618848	166	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618876	170A	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.4	2023-01-31
11618879	170B	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618884	171	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.1 ± 0.4	2023-01-31
11618883	171 EAST OFFICE	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618888	171 MIDDLE OFFICE	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.6 ± 0.3	2023-01-31
11618862	172 NORTHEAST ROOM	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.0 ± 0.4	2023-01-31
11604009	204	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	1.0 ± 0.3	2023-01-31
11604010	208	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	1.1 ± 0.3	2023-01-31
11604011	212	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.9 ± 0.3	2023-01-31
11604012	221	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	1.0 ± 0.3	2023-01-31
11604046	225	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.9 ± 0.3	2023-01-31
11604047	231	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.6 ± 0.3	2023-01-31
11604045	239	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.6 ± 0.3	2023-01-31
11604029	350	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	1.3 ± 0.4	2023-01-31
11604026	B25	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.0 ± 0.3	2023-01-31
11604014	B32 FITNESS ROOM SOUTH	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.3 ± 0.3	2023-01-31
11604025	B32 FITNESS ROOM WEST	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.1 ± 0.3	2023-01-31
11604019	B36	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.7 ± 0.4	2023-01-31
11604006	B42A	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.4 ± 0.3	2023-01-31
11604005	B46	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	0.7 ± 0.3	2023-01-31
11604003	B50	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.2 ± 0.3	2023-01-31
11604028	B52	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.0 ± 0.3	2023-01-31
11618868	D100C-1	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.3 ± 0.4	2023-01-31
11618867	D100C-2	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.4 ± 0.4	2023-01-31
11618875	D106-1	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.4 ± 0.4	2023-01-31
11618899	D106-2	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.1 ± 0.4	2023-01-31
11618877	D116-1	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.5 ± 0.4	2023-01-31
11618892	D116-2	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.1 ± 0.4	2023-01-31
11618897	D121-1	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	2.9 ± 0.4	2023-01-31
11618898	D121-2	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	3.1 ± 0.4	2023-01-31
11618823	D138-1	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	1.4 ± 0.3	2023-01-31
11618815	D138-2	2023-01-24 @ 9:00 am	2023-01-27 @ 9:00 am	1.5 ± 0.4	2023-01-31
11618833	D154 BREAK ROOM-1	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618836	D154 BREAK ROOM-2	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.1 ± 0.3	2023-01-31

Radon test result report for:

**EDINA PUBLIC SCHOOLS  
EDINA COMMUNITY CENTER**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11618854	D163-1	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.2 ± 0.3	2023-01-31
11618846	D163-2	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	1.3 ± 0.3	2023-01-31
11618891	D171 WEST OFFICE-1	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.7 ± 0.3	2023-01-31
11618885	D171 WEST OFFICE-2	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	< 0.3	2023-01-31
11618865	D172-1	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.8 ± 0.4	2023-01-31
11618863	D172-2	2023-01-24 @ 10:00 am	2023-01-27 @ 10:00 am	0.6 ± 0.3	2023-01-31
11604008	D216-1	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.7 ± 0.3	2023-01-31
11604001	D216-2	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.7 ± 0.3	2023-01-31
11604031	D348B-1	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	1.3 ± 0.4	2023-01-31
11604032	D348B-2	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	1.0 ± 0.3	2023-01-31
11604021	DB33-1	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.6 ± 0.3	2023-01-31
11604022	DB33-2	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.6 ± 0.4	2023-01-31
11604004	DB48-1	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.1 ± 0.3	2023-01-31
11604013	DB48-2	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.2 ± 0.3	2023-01-31
11604049	DE338-1	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.5 ± 0.3	2023-01-31
11604042	DE338-2	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.7 ± 0.3	2023-01-31
11604041	E308	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.8 ± 0.4	2023-01-31
11604038	E331	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.7 ± 0.3	2023-01-31
11604036	E345 NE OFFICE	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.5 ± 0.3	2023-01-31
11604035	E346 SOUTH OFFICE	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.5 ± 0.3	2023-01-31
11618889	FAMILY COMMONS	2023-01-24 @ 11:00 am	2023-01-27 @ 11:00 am	1.3 ± 0.3	2023-01-31
11604048	FSTORAGE ROOM A	2023-01-24 @ 1:00 pm	2023-01-27 @ 12:00 pm	< 0.3	2023-01-31
11604027	FSTORAGE ROOM B	2023-01-24 @ 1:00 pm	2023-01-27 @ 12:00 pm	< 0.3	2023-01-31
11604030	FSTORAGE ROOM C	2023-01-24 @ 1:00 pm	2023-01-27 @ 12:00 pm	< 0.3	2023-01-31
11618802	OSTORAGE ROOM A	2023-01-24 @ 2:00 pm	2023-01-27 @ 4:00 pm	< 0.3	2023-01-31
11618801	OSTORAGE ROOM B	2023-01-24 @ 2:00 pm	2023-01-27 @ 4:00 pm	< 0.3	2023-01-31
11604037	W311	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	< 0.3	2023-01-31
11604033	W320	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	1.0 ± 0.3	2023-01-31
11604034	W325	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	0.8 ± 0.3	2023-01-31
11604040	W326	2023-01-24 @ 12:00 pm	2023-01-27 @ 12:00 pm	< 0.3	2023-01-31

Radon test result report for:

**EDINA PUBLIC SCHOOLS  
VALLEY VIEW MIDDLE SCHOOL**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11624143	101	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.7 ± 0.3	2023-01-31
11624151	103	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	< 0.3	2023-01-31
11624144	105	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624166	106	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624152	107	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	< 0.3	2023-01-31
11624159	108	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624160	109	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.6 ± 0.3	2023-01-31
11624161	111	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.7 ± 0.3	2023-01-31
11624167	118A	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	1.3 ± 0.3	2023-01-31
11624173	120	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.5 ± 0.3	2023-01-31
11624180	120A	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	< 0.3	2023-01-31
11624178	122	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.6 ± 0.3	2023-01-31
11624169	122A	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624174	122B	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	1.0 ± 0.3	2023-01-31
11624140	133	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.0 ± 0.4	2023-01-31
11624135	134	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.0 ± 0.3	2023-01-31
11624141	135	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	0.7 ± 0.3	2023-01-31
11624142	136	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.6 ± 0.4	2023-01-31
11624148	136A	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	1.2 ± 0.3	2023-01-31
11624149	137	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	0.7 ± 0.3	2023-01-31
11624150	138	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	1.1 ± 0.3	2023-01-31
11624156	139	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	0.8 ± 0.3	2023-01-31
11624137	141	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	1.1 ± 0.3	2023-01-31
11624136	143	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	1.0 ± 0.3	2023-01-31
11624164	144	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	< 0.3	2023-01-31
11624139	145	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	0.6 ± 0.3	2023-01-31
11624157	145A	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	1.2 ± 0.4	2023-01-31
11624147	146	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	< 0.3	2023-01-31
11624158	147	2023-01-24 @ 10:00 am	2023-01-27 @ 1:00 pm	0.7 ± 0.3	2023-01-31
11624155	149	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624172	150	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	< 0.3	2023-01-31
11624171	150A	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	< 0.3	2023-01-31
11624145	151	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.7 ± 0.3	2023-01-31
11624153	152	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.6 ± 0.3	2023-01-31
11624146	153	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624154	153A	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624130	159	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.2 ± 0.4	2023-01-31

Radon test result report for:

**EDINA PUBLIC SCHOOLS  
VALLEY VIEW MIDDLE SCHOOL**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11624127	160	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.4 ± 0.4	2023-01-31
11624134	161	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.2 ± 0.4	2023-01-31
11624131	163	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.6 ± 0.4	2023-01-31
11624126	164	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.1 ± 0.3	2023-01-31
11624129	165	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.4 ± 0.3	2023-01-31
11624123	166	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	0.9 ± 0.3	2023-01-31
11624124	166A	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.3 ± 0.4	2023-01-31
11624125	166B	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.4 ± 0.4	2023-01-31
11624128	167	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.3 ± 0.3	2023-01-31
11624121	168A	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.6 ± 0.4	2023-01-31
11624120	168B	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.5 ± 0.4	2023-01-31
11624122	168C	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.1 ± 0.4	2023-01-31
11624114	169	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.5 ± 0.4	2023-01-31
11605532	208	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.8 ± 0.4	2023-01-31
11605526	208 OFFICE	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.3 ± 0.4	2023-01-31
11605512	210	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.5 ± 0.4	2023-01-31
11605529	212 E	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.7 ± 0.3	2023-01-31
11605531	212 W	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.7 ± 0.3	2023-01-31
11605530	214	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	0.9 ± 0.4	2023-01-31
11605511	215	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.1 ± 0.4	2023-01-31
11605525	216	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.3 ± 0.4	2023-01-31
11605522	217	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.4 ± 0.3	2023-01-31
11624199	218	2023-01-24 @ 12:00 pm	2023-01-27 @ 1:00 pm	1.6 ± 0.4	2023-01-31
11605516	218A	2023-01-24 @ 12:00 pm	2023-01-27 @ 2:00 pm	1.2 ± 0.3	2023-01-31
11605517	218B	2023-01-24 @ 12:00 pm	2023-01-27 @ 2:00 pm	1.4 ± 0.4	2023-01-31
11605503	218C	2023-01-24 @ 12:00 pm	2023-01-27 @ 2:00 pm	1.1 ± 0.3	2023-01-31
11605504	218F	2023-01-24 @ 12:00 pm	2023-01-27 @ 2:00 pm	1.4 ± 0.3	2023-01-31
11605515	218G	2023-01-24 @ 12:00 pm	2023-01-27 @ 2:00 pm	1.0 ± 0.3	2023-01-31
11605513	219	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.1 ± 0.4	2023-01-31
11624200	219A	2023-01-24 @ 12:00 pm	2023-01-27 @ 1:00 pm	1.6 ± 0.4	2023-01-31
11605514	219B	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.8 ± 0.4	2023-01-31
11605507	219C	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.2 ± 0.3	2023-01-31
11624183	219D	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.5 ± 0.4	2023-01-31
11605506	219E	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.3 ± 0.4	2023-01-31
11605502	219F	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.2 ± 0.3	2023-01-31
11605505	219H	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.6 ± 0.4	2023-01-31
11605508	219I	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.2 ± 0.3	2023-01-31

Radon test result report for:

**EDINA PUBLIC SCHOOLS  
VALLEY VIEW MIDDLE SCHOOL**

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
11605509	219J	2023-01-24 @ 12:00 pm	2023-01-27 @ 2:00 pm	1.3 ± 0.3	2023-01-31
11605510	219K	2023-01-24 @ 12:00 pm	2023-01-27 @ 1:00 pm	1.3 ± 0.4	2023-01-31
11624175	220 HEALTH OFFICE	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.1 ± 0.3	2023-01-31
11624168	220B	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.0 ± 0.3	2023-01-31
11624191	220C	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.5 ± 0.3	2023-01-31
11624176	222	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.5 ± 0.3	2023-01-31
11624182	229 EAST	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	< 0.3	2023-01-31
11624189	229 WEST	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	1.3 ± 0.4	2023-01-31
11624188	229C	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.9 ± 0.3	2023-01-31
11624187	231	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.9 ± 0.3	2023-01-31
11624185	235	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.6 ± 0.4	2023-01-31
11605537	253	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	< 0.3	2023-01-31
11605538	265	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	0.8 ± 0.3	2023-01-31
11624115	CUSTODIAL OFFICE	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.5 ± 0.4	2023-01-31
11624162	D118-1	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	1.1 ± 0.3	2023-01-31
11624163	D118-2	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	1.0 ± 0.3	2023-01-31
11624177	D126-1	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	1.2 ± 0.3	2023-01-31
11624170	D126-2	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624138	D148-1	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.5 ± 0.3	2023-01-31
11624165	D148-2	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.8 ± 0.3	2023-01-31
11624132	D163-1	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.6 ± 0.3	2023-01-31
11624133	D163-2	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.8 ± 0.4	2023-01-31
11624117	D168-1	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.5 ± 0.4	2023-01-31
11624118	D168-2	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.2 ± 0.4	2023-01-31
11605519	D207-1	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.0 ± 0.3	2023-01-31
11605533	D207-2	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	0.7 ± 0.3	2023-01-31
11605524	D217B-1	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.6 ± 0.3	2023-01-31
11605521	D217B-2	2023-01-24 @ 12:00 pm	2023-01-27 @ 3:00 pm	1.7 ± 0.3	2023-01-31
11605518	D218D-1	2023-01-24 @ 12:00 pm	2023-01-27 @ 2:00 pm	1.6 ± 0.4	2023-01-31
11605523	D218D-2	2023-01-24 @ 12:00 pm	2023-01-27 @ 2:00 pm	1.3 ± 0.3	2023-01-31
11624184	D219G-1	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.2 ± 0.3	2023-01-31
11624192	D219G-2	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.1 ± 0.3	2023-01-31
11624195	D220D-1	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.0 ± 0.3	2023-01-31
11605501	D220D-2	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	< 0.3	2023-01-31
11624181	DKITCHEN OFFICE-1	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	0.9 ± 0.3	2023-01-31
11624179	DKITCHEN OFFICE-2	2023-01-24 @ 10:00 am	2023-01-27 @ 2:00 pm	1.1 ± 0.3	2023-01-31
11624116	MAINTENANCE OFFICE	2023-01-24 @ 9:00 am	2023-01-27 @ 1:00 pm	1.6 ± 0.3	2023-01-31

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February 1, 2023

**\*\* LABORATORY ANALYSIS REPORT \*\***

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Radon test result report for:

**EDINA PUBLIC SCHOOLS  
VALLEY VIEW MIDDLE SCHOOL**

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<b>Kit #</b>	<b>Room Id</b>	<b>Started</b>	<b>Ended</b>	<b>pCi/L</b>	<b>Analyzed</b>
11624186	MIDDLE GYM W	2023-01-24 @ 11:00 am	2023-01-27 @ 1:00 pm	1.5 ± 0.4	2023-01-31
11624193	NORTH GYM E	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.3 ± 0.4	2023-01-31
11624194	NORTH GYM W	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.7 ± 0.3	2023-01-31
11618803	OSTORAGE ROOM A	2023-01-24 @ 2:00 pm	2023-01-27 @ 4:00 pm	< 0.3	2023-01-31
11618807	OSTORAGE ROOM B	2023-01-24 @ 2:00 pm	2023-01-27 @ 4:00 pm	< 0.3	2023-01-31
11624196	SOUTH GYM N	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.7 ± 0.4	2023-01-31
11624197	SOUTH GYM S	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	0.9 ± 0.3	2023-01-31
11624190	THE HIVE	2023-01-24 @ 11:00 am	2023-01-27 @ 2:00 pm	1.1 ± 0.3	2023-01-31

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Air Chek 1936 Butler Bridge Rd, Mills River, NC 28759-3892 Phone: (828) 684-0893 Fax: (828) 684-8498