

## **Work Session**

Tuesday, July 23, 2024 5:00 PM

ECC 350 and Virtual, 5701 Normandale Road, Edina, MN 55424

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

**II. Approval of Agenda**



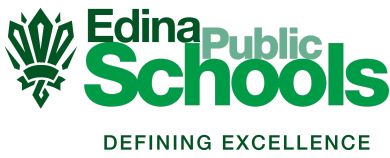
**School Board Work Session  
Tuesday, July 23, 2024; 5:00 PM  
ECC Room 350 and Virtual\***

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Discussion**
  - A. Edina eLearning Day Plan 2024-2025  
**Description:** The Edina e-Learning Day Plan was designed in collaboration with a variety of stakeholders including principals, EME leadership, teachers, and district-level leaders to develop a comprehensive plan for emergency closing days. The e-Learning Day Plan is designed to meet the requirements of Minn. Stat. § 120A.41.  
**Presenter(s):** Nathaniel Lindley, Director of Media and Technology; and Brianna Buck, Digital Learning Coordinator
  - B. 2024-2025 Superintendent Goals  
**Description:** Superintendent goals are aligned with key Edina Public Schools strategic plan priorities and MSBA performance standards.  
**Presenter(s):** Dr. Stacie Stanley, Superintendent
- IV. Leadership and Committee Updates**
- V. Superintendent Updates**
- VI. Adjournment**

\* One board member will be participating virtually from 114 Chemin des Plateaux, Floirac, Aquitaine 33270, France; and one board member will be participating virtually from 25917 Silver Beach Road, Glenwood, MN.

### **III. Discussion**

III.A. Edina eLearning Day Plan 2024-2025



**Board Meeting Date:** 7/23/2024

**Title:** Edina e-Learning Day Plan 2024-2025

**Type:** Discussion

**Presenter (s):** Nathaniel Lindley, Director of Media and Technology; and Brianna Buck, Digital Learning Coordinator

**Background:** The Edina e-Learning Day Plan was designed in collaboration with a variety of stakeholders including principals, EME leadership, teachers, and district-level leaders to develop a comprehensive plan for emergency closing days. The e-Learning Day Plan is designed to meet the requirements of Minn. Stat. § 120A.41.

As per contract the EME President, Director of Teaching and Learning, and Director of Media and Technology Services met in July in order to review the e-Learning Day Plan for the purpose of continuous improvement.

**Recommendation:** Review the Edina e-Learning Day Plan 2024-2025 for discussion. The plan will come back to the board at the August 5th board meeting for action.

**Desired Outcomes from the Board:** Review the e-Learning Day Plan and prepare questions and feedback for administration.

# Edina e-Learning Plan

## Purpose

Edina Public Schools Inclement Weather e-Learning Plan (following: Minn. Stat. § 120A.41) hopes to minimize the disruption of learning caused by a school closure:

- Due to inclement weather.
- Up to five days in one school year.
- Counted as an instructional day and included as hours of instruction.
- Provide continuity of learning during non-student days.

School districts must provide a minimum number of annual instructional hours: 850 for full-day, daily kindergarten; 935 for grades 1 through 6; and 1,020 for grades 7 through 12 (Minn. Stat. § 123A.17, subdivision 4).

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During the school year, e-Learning days will go into effect, districtwide, following the first 3 emergency closures.

- ★ Please note, EPS will move to e-Learning prior to the 4th emergency closure, if the district falls short of state required days.

A preparation experience will occur in consultation with building administration and staff before November 8th where E-12 students and staff will practice in buildings and send devices home with an activity in preparation for e-Learning.

All learning will be asynchronous, with an opportunity for office hours or connection with staff. [Students who receive special services may receive synchronous support.](#)

## Communications

### Parent communication

The following forms of communication will provide parents and students with information about e-Learning days, when they will be used, how they will be notified, what to expect for an e-Learning day, and to answer additional questions:

1. Communication to families about e-Learning days
  - Annual communication  
Content in this communication will provide background and how families will be notified of an e-Learning day and what to expect when an e-Learning day is called. It will also link to the district website ([bit.ly/EPS\\_ELearn](http://bit.ly/EPS_ELearn)) for additional information.
  - Notification to parents of an e-Learning day  
As much advance notice will be given as possible. The following practice already exists for notifying parents of school closings due to inclement weather: Parents/Guardians receive an automated phone call, email, and optionally a text via the district's mass notification service. In addition to district mass communication, announcements are made on radio station WCCO and television stations WCCO, KSTP, KARE, and FOX, and the school district web page, [www.edinaschools.org](http://www.edinaschools.org), prior to 6:30 a.m. that school will be closed. This practice will be amended to include notification that the district is invoking an e-Learning day and provide instructions for accessing e-Learning activities. If non-student days need to be converted to e-Learning, families will receive advance warning. In addition, updates will be given to parents and students.
  - Website with e-Learning day resources. Additional information about e-Learning days can be found at [bit.ly/EPS\\_ELearn](http://bit.ly/EPS_ELearn).
2. Communications between teachers and students and families
  - Teacher Availability: A legislative requirement for e-Learning is that teachers must be accessible for student questions.
    - Building administration will communicate expectations for Teacher contact/office hours to provide support for students and families, with

student experiences and the developmental needs of students in mind. Teachers will communicate these times to families and be available to answer inquiries throughout the workday.

- Teachers will communicate to families and students the best ways to receive support.
  - Teachers will be present for student support in a format accessible to students and provide a classroom telephone number where parents can call to leave a message if they have questions. Voice messages left at an Edina Public Schools number will be forwarded to the teacher's email for appropriate response.
  - Learning Expectations:
    - Activities and virtual office hours will be posted to Schoology or Seesaw
      - Elementary Teachers by 9 am the morning of an eLearning day. (Normandale by 10 am)
      - Secondary Teachers by 10 am the morning of an eLearning day.
- K-2:** When the weather presents the possibility of a fourth emergency closure, classroom devices will be sent home. Student activities will be updated on classroom Seesaw pages. Suggested 45-90 minutes (not all screen time).
- 3-5:** When the weather presents the possibility of a fourth emergency closure, classroom devices will be sent home. Activities will be posted to class Schoology pages, with instructions for completion. Suggested 90 minutes (not all screen time)
- 6-12:** Create an attendance based assignment (Assignment/Activity in Schoology) with instructions for students to complete. Activity title should include the name of the assignment, e-Learning Day and the date. The suggested time is 30 minutes per course. Attendance for the class period is based on completion of the assignment. All assignments should be completed by the end of the regular school day. There will be a 48 hour window of time to rectify absences.

## Instruction

The purpose of e-Learning is to support student learning through intentional practice of current classroom topics and skills when in-person learning is interrupted by emergency closing. Edina has established an asynchronous learning plan to support the differing experiences of students. Meeting and support time should not be required or graded on e-learning days. All learning should be communicated to students/families through rostered Schoology & Seesaw courses to provide ease of access for students, exceptions may be made for students receiving special education services. Instruction may include:

### Instructional Practices:

- Connect with your student in support of their learning through:
  - Delivering content
  - Assessment of and for learning
  - Providing feedback
  - Diagnosing misconceptions
  - Coaching
  - Explaining concepts
- Be available through office hours, email, or phone messages.
- Take attendance.
- Plan for self-directed, independent learning with specific consideration to student age and individual learning needs.
- Customize learning opportunities with student access and opportunity in mind.
- Communicate and collaborate with colleagues to ensure common expectations, communications, and protocols.

### Instructional Content

The following is a suggested framework for content during an e-Learning day. It is important that there is consistency across the system in the delivery of this content.

ECSE	Details in <a href="#">Students with Special Needs</a> section
K-1 Classroom Staff	<ul style="list-style-type: none"> <li>● Share activities with students via Seesaw or on student iPad</li> <li>● Use Seesaw to share journals for parents to view.</li> <li>● Communicate via Seesaw and/or email.</li> </ul>
2-5 Classroom Staff	<ul style="list-style-type: none"> <li>● Create an e-Learning Day folder in Schoology or activity in Seesaw.</li> <li>● Have an attendance-based activity included in the folder.</li> </ul>
K-5 Specialists	<ul style="list-style-type: none"> <li>● Communicate with classroom teachers a brief activity for classrooms you would have met with.</li> </ul>
6-12 Classroom Staff	<ul style="list-style-type: none"> <li>● Create an assignment in Schoology at the top of the course with the instructions.           <ul style="list-style-type: none"> <li>○ Title: name of the assignment, “e-Learning Day”, and date.</li> <li>○ All files needed for students should be attached to the assignment.</li> <li>○ Include interaction with content, a Schoology assignment/discussion/assessment to be completed.</li> <li>○ <b>The item should be due at the end of the regular</b></li> </ul> </li> </ul>

	<p><b>school day for attendance.</b> There will be a 48 window of time to rectify absences.</p>
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- Content in **Schoology** should include:
  - Easy to find expectations for the day; Assignment, Calendar event, or Folder posted by 10 am with the due date and time.
  - Clear step-by-step directions focused on steps for access and completion of the assignment.
  - Learning outcomes for that day listed
  - Attendance is confirmed via one of the following:
    - i. Student Completion on the assignment or folder to confirm that students viewed the materials if using the folder.
    - ii. Some type of submitted student creation or reflection to document learning.
    - iii. Formative assessments to check for understanding
- Be present for student support in a format accessible to students. These **could** include the following:
  - i. Responding via electronic messaging
  - ii. Creating an online meeting for office hours using Google Meet
  - iii. Screencast of lessons for direct instruction
  - iv. Set clear expectations for participation in the digital environment

## Students with Special Needs

The following is implemented in order to assist students with special needs:

Special Education will have access to their students' courses. Additionally, teachers will be able to create their own courses with their students. Below is additional information.

- **Special Education Resource Staff:** Contact students directly through Talking Points (ECSE), Seesaw (Gr. K-2), Schoology (Gr. 3-12), or email with reminders for how their accommodations and modifications can support their engagement with e-Learning Day activities *or* support general education teachers in lesson plan development to ensure accommodations are available. Asynchronous instruction and activities must align with the student's direct service minutes listed in the IEP. For asynchronous instruction to be considered direct service MDE requires a feedback loop such as interacting with the student through a live check-in, assignment completion, or other assessment of student learning from the activity.

- Be present for student support in a format accessible to students. These **could** include the following:
  - Responding via electronic messaging
  - Creating an online meeting for office hours using Google Meet for virtual office hours.
  - Screencast of lessons for direct instruction
  - Set clear expectations of participation
  
- **Special Education Site-Based Staff:** Create asynchronous lessons that will provide instruction and activities that align with the student's direct service minutes listed in the IEP. Contact students directly through Talking Points (ECSE), Seesaw (Gr.K-2), Schoology (Gr. 3-12), or email. For asynchronous instruction to be considered direct service MDE requires a feedback loop such as interacting with the student through a live check-in, assignment completion, or other assessment of student learning from the activity.
  - Be present for student support in a format accessible to your students. These **could** include the following:
    - Responding via online electronic messaging
    - Creating an online meeting for office hours using Google Meet for virtual office hours.
    - Screencast of Lessons for direct instruction
    - Set clear expectations of participation

## Preparation

To assist our teachers in creating the necessary content as well as provide consistency across our learning environment, frameworks for instructions have been developed and will be accessible via our Learning Management Systems.

### Access to devices

Access to technology is critical for learning at Edina Public Schools. Therefore access to technology and Internet access is critical for day-to-day learning in Edina Public Schools regardless of e-Learning or normal instruction.

K-1	<ul style="list-style-type: none"> <li>● When the weather presents the possibility of a fourth emergency closure, classroom iPads will be sent home with students.</li> </ul>
2-5	<ul style="list-style-type: none"> <li>● When the weather presents the possibility of a fourth emergency closure, classroom Chromebooks will be sent home with students.</li> </ul>

6-12	<ul style="list-style-type: none"> <li>Will access resources using their district-provided or personal device.</li> </ul>
<ul style="list-style-type: none"> <li>Hotspots can be provided to students in grades 2-12 who do not have adequate internet access. Parents should reach out to buildings to begin this process. Building principals will work with media specialists, deans, and social workers to verify need.</li> </ul>	

## Checking Access

Ensuring elementary student access to the internet at home might require connecting to a home wireless source.

[Connect an iPad to a home network](#) - [Connect a Chromebook to a home network](#)

## Review

Though Edina Public Schools has a rich tradition of leveraging technology in our learning, e-Learning is different and there will be opportunities to learn from our experiences once put into place. To that end, this program should be reviewed annually.

## Appendix A: FAQ

### What are e-Learning Days?

e-Learning days are stay-at-home learning days that are invoked when inclement weather conditions force the district to close. Using our normal severe weather communications, families will be instructed to access technology to learn about what is expected on these days.

### Why do we need e-Learning Days?

Continuity of learning is important for our students to succeed. In order to do this, we feel that learning needs to continue even when we have an unplanned cancellation of a school day due to inclement weather.

All schools in Minnesota have a required amount of time for which students must attend. In the event that we have a school cancellation due to inclement weather emergency closing, e-Learning Days ensure that Edina Public Schools will meet our minimum number of annual instructional hours without extending the school year.

### How do e-Learning Days work?

- Families will receive an automated message notifying them of a school cancellation. Messages will also be distributed on the district website, social media, and appear on local television stations.
- Students will log on to their courses in Seesaw/Schoology to connect with their teachers and work on their assignments.
- Teachers will check email and voicemail periodically during the school day to answer questions and provide guidance.
- The due dates for e-Learning Day assignments will be determined by each teacher but attendance is taken for that day.
- Students with special needs may face unique challenges while performing academic tasks independently. Provisions will be made for the particular needs of these students by their teachers.

### How will the district ensure access to e-Learning materials for all students?

Access to technology is critical for learning at Edina Public Schools. Therefore access to technology and Internet access is critical for day-to-day learning in Edina Public Schools regardless of e-Learning or normal instruction.

All students are able to access instructional material through LaunchPad with internet access. Personal devices can be used for this purpose, and Chrome is our suggested browser for ease of access. Knowing that not all students have their own device, Edina Public Schools will send K-5 student classroom devices home if there is a likelihood of a significant weather event. Students will be expected to participate in their courses in district approved tools or through activities that they can do around their home.

Mobile hotspots are also available to support student access to the internet and instructional materials.

During e-Learning days the expectation is that a telephone can be used to provide assistance to our students. Families and students can utilize the voicemail system to leave messages, which then go directly to the teacher's email row review.

### About this plan

The original plan was created in 2019 over a two year period with input from many stakeholders, including: Teaching and Learning, Communications Department, Student Services, Assistive Technology, Teaching and Learning Board committee, EME, Technology Advisory Team, parents and the Department of Media and Technology Services. Upon completion, the Edina School Board approved the plan. **The document is an update to the original plan.** This plan will be reviewed and modified annually in collaboration with a wide variety of stake-holders.

III.B. 2024-2025 Superintendent Goals



**Board Meeting Date:** 7/23/2024

**Title:** 2024-2025 Superintendent Goals

**Type:** Discussion

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

**Description:** Superintendent goals are aligned with key Edina Public Schools strategic plan priorities and MSBA performance standards.

**Recommendation:** Review goals

**Desired Outcomes from the Board:** Review proposed goals, standards and strategic plan priorities and bring any questions you might have.

**Attachments:**

1. [2024-2025 Superintendent Goals](#)
2. [Minnesota School Board Association Standards](#)
3. [Edina Public Schools Strategic Plan](#)

**Superintendent Stacie Stanley  
2024-2025 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 EPS administration to enhance continuous school improvement plan</b></p> <ul style="list-style-type: none"> <li>- Ensure new principals and Assistant Superintendent are trained on the change management protocols including the Lencioni Dignity Model, William Bridges Change &amp; Transition Model, and Dave Webb, IROD model.</li> <li>- Meet with and provide weekly transition coaching for the new Assistant Superintendent to ensure a strong transition into Edina Public Schools.</li> <li>- Weekly check-ins with Assistant Superintendent to monitor implementation of Continuous School Improvement Plans, &amp; meet with lead principals on a quarterly basis.</li> <li>- Ensure the school board receives a Fall and Spring report about the continuous school improvement planning process.</li> <li>- Ensure the board receives an update on English Learner Programming.</li> </ul>
	<p><b>Evidence of Performance 2: Superintendent will ensure benchmarks of the CLP are implemented in alignment with the strategic plan Gantt chart.</b></p> <ul style="list-style-type: none"> <li>- Superintendent will work with the director of teaching and learning to ensure LETRS teacher training and implementation continues the planned implementation pace and aligns with READ Act expectations.</li> <li>- Superintendent will work with the director of teaching and learning to monitor the implementation of the new ELA courses that were approved by the school board in November of 2023.</li> <li>- Ensure the school board receives a detailed report on performance indicators as outlined in the board approved data metrics plan.</li> </ul>

	<ul style="list-style-type: none"> <li>- During the spring of 2025, the superintendent will continue to engage a variety of stakeholders to garner feedback about strategic plan implementation efforts.</li> </ul>
	<p><b>Evidence of Performance 3: Superintendent will monitor the STEAM program development and launch</b></p> <p>Monitor implementation during monthly 1:1's and DILT meetings.</p> <ul style="list-style-type: none"> <li>- Ongoing meetings with the director of teaching and learning to receive updates on implementation efforts.</li> <li>- Ensure the school board receives a detailed report about the elementary STEAM program implementation.</li> </ul>

**Standard 6.a-e and Strategic Priorities A.1-5; D.1, D.2, D.4, E.4**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>School improvement efforts are limited; no comprehensive plan in place; is uninvolved in current instructional programs; is unaware of current instructional issues.</p>

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

<p><b>Goal 2:</b> Provides oversight of leadership for student and staff support to improve and enhance district culture and climate</p>	<p><b>Evidence of Performance 1: Superintendent will work with all levels of administration and community partners to review, update and enhance school safety and security efforts.</b></p> <ul style="list-style-type: none"> <li>- Reorganize department and human resources to hire a new coordinator of emergency management and safety position to ensure there is direct oversight of our safety and security methods.</li> <li>- Provide direction in the review, update and enhancement of board policy 806 and ensure all levels of administration are well versed in policy and apply its principles.</li> <li>- Provide all levels of administration with an annual refresher training on the I Love U Guys crisis management model.</li> <li>- Provide direction for a plan to conduct a reunification exercise in 2025.</li> <li>- Continue to build strong partnerships with EPD and EFD through partnership meetings and exercises.</li> <li>- August 2024 report to School board of comprehensive overview of safety and security efforts of both public and confidential elements of plan.</li> </ul> <p><b>Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers in the execution and monitoring of social emotional support for students and staff.</b></p> <ul style="list-style-type: none"> <li>- Staff culture &amp; climate goals outlined in continuous school improvement plans are established and monitored throughout the school year.</li> <li>- Collect additional information to better understand teacher engagement and voice in decision making. Use the information as we continue to use IROD to garner staff voice.</li> <li>- Work with the assistant superintendent to frequently monitor cell phone protocol implementation and ensure the school board receives a detailed report on implementation efforts.</li> </ul>

<b>Standard 6.e, 7.f, 7.g and Strategic Plan Priorities C.1, C.5 &amp; E.4</b>			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan has been developed and implemented to assure healthy school and/or work	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work	Ensures system-wide plan has been developed and implemented to assure healthy school and/or work	No plan has been developed and implemented to assure healthy school and/or work environment; no plan

<p>environment; collaborates with local health and social service agencies, to provide supports for students and/or staff;</p> <p>Ensures systems wide school safety &amp; security plan is developed &amp; implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and fire prevention agencies; ensures effective crisis management and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities.</p> <p>Consults with and guides the EPS leadership team to develop and support open, productive, caring &amp; trusting relationships among and between staff.</p>	<p>environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; ensures policies prohibiting bullying and harassment are developed.</p> <p>Ensures systems wide school safety &amp; security plan is developed &amp; implemented to assure all school district buildings and grounds are safe and secure; collaborates with local enforcement and practices safety drills.</p> <p>Encourages open, productive caring &amp; trusting environment among staff.</p>	<p>environment; collaborates with local health and social service agencies, to provide supports for students and/or staff; but plan is not followe completely; ensures policies prohibiting bullying and harassment are developed.</p> <p>Ensures plan has been developed to assure school district building and grounds are safe and secure, including some of the required safety drills.</p> <p>Haphazardly supports open, productive, caring &amp; trusting environment among staff.</p>	<p>has been developed for social emotional supports or options for students; policies prohibiting bullying and harassment do not exist.</p> <p>No plan has been developed to ensure school district buildings and grounds are safe and secure. Culture of trust does not exist.</p> <p>Culture of trust does not exist</p>
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**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<p><b>Goal 3:</b> Support the effectiveness of the Governance team</p>	<p><b>Evidence of Performance 1:</b> Superintendent will provide direction, coaching and consultation to administrator project managers to build greater community understanding for what enrollment means to the district’s fiscal budget and its impact on district revenue.</p> <ul style="list-style-type: none"> <li>- Provide the school board with integrated marketing and finance reports designed to build greater understanding on the direct connection between enrollment, district budget and budgetary recommendations.</li> <li>- Engage community in understanding the direct connections between enrollment, district budget and budgetary decisions.</li> </ul>

	<p><b>Evidence of Performance 2:</b> Superintendent will provide direction, coaching and consultation to administrator project managers who oversee contract negotiations.</p> <ul style="list-style-type: none"> <li>- Ensures governance committee and school board receive timely updates on negotiations.</li> <li>- Ongoing guidance and direction for administrator project managers.</li> </ul>
	<p><b>Evidence of Performance 3:</b> Superintendent will engage in advocacy efforts at the local and state levels.</p> <ul style="list-style-type: none"> <li>- Partner with Edina LAC, MASA &amp; AMSD to advocate for the financial needs of Edina Public Schools.</li> </ul>

**Standard 1.d, 2.e, 3.d, 5.f and Strategic Plan Priorities D.5 & E.4, E.5**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensively provided to the school board, with adequate background information aligned to the decision and if required, necessary action. Offers thorough, timely, and prudent recommendations.</p>	<p>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background; includes recommendations</p>	<p>Shares information with a few school board members for decisionmaking in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</p>	<p>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</p>
<p>Protects school district’s fiscal health by continually seeking efficiencies and identifying new sources</p>	<p>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant</p>	<p>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and</p>	<p>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and</p>

<p>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>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>fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</p>	<p>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>
<p>Works with school board &amp; community to build relationships with government officials to promote students interests and influence appropriate responses to government actions</p>	<p>Assumes leadership role through numerous contacts with government officials to protect and promote student's interests.</p>	<p>Engages with government officials to protect student's interests.</p>	<p>Does not engage with government officials to protect student's interests</p>
<p>Provides consultation and guidance to district leaders and school board in preparing for and executing negotiations.</p>	<p>Is proactive in preparing for collective bargaining by sharing appropriate information.</p>	<p>Accepts that collective bargaining is necessary and may be challenging.</p>	<p>Does not seek to understand and/or improve collective bargaining.</p>

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**