

## **Work Session**

Monday, December 2, 2024 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 Work Session**  
**Tuesday, December 2, 2024; 5:00 PM**  
**ECC Room 350**

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

**II. Approval of Agenda**

**III. Discussion**

**A. K-5 Media Specialist Update**

**Description:** This report outlines a strategic, systematic approach to transforming elementary library media programming for the 2024-2025 academic year. It will outline an intentional approach to reimagining the role of media specialists in Edina Public Schools to ensure a cohesive experience for all students across the Edina elementary system.

**Presenter(s):** Bethany Van Osdel, Assistant Director of Teaching and Learning; and Brianna Buck, Digital Learning Coordinator

**B. Proposed Board Liaison, Committee and Leadership Roles**

**Description:** Discussion of 2025 Board Liaison, Committee and Leadership Roles.

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

**C. Electric Bus Update**

**Description:** Update on electric buses.

**Presenter(s):** Michael Birdman, Edina School Board/Finance Committee Chair; and Dr. Stacie Stanley, Superintendent

**C. Proposed Board Holiday Letter**

**Description:** Annually, the board sends district employees a letter (email) to show our appreciation for their hard work and contribution to our success. Variations of a letter in the past have included a video and cookies. If the board chooses to send a letter or written communication of any kind, it needs to be approved by the board at our 12/2 meeting.

**Presenter(s):** Governance Committee

**D. Proposed Retreat Agenda Review**

**Description:** The board will be having its annual January retreat next month. The attached document is an overview of a proposed agenda.

**Presenter(s):** Governance Committee

**IV. Leadership and Committee Updates**

**V. Superintendent Updates**

**VI. Adjournment**



### III. Discussion

III.A. K-5 Media Specialist Update

**Speaker (s) :** Bethany Van Osdel, Assistant Director of Teaching and Learning; and Brianna Buck, Digital Learning Coordinator



**Board Workshop:** 12.2.24

**Title:** K-5 Media Specialist Update

**Type:** Discussion



**Presenter(S):** Bethany Van Osdel, Assistant Director of Teaching and Learning; and Brianna Buck, Digital Learning Coordinator

**Description:** This report outlines a strategic, systematic approach to transforming elementary library media programming for the 2024-2025 academic year. It will outline an intentional approach to reimagining the role of media specialists in Edina Public Schools to ensure a cohesive experience for all students across the Edina elementary system.

**Recommendation:** There is no recommendation at this time.

**Desired Outcomes for the Board:** Review in detail, have questions prepared, and your initial reactions (comments and questions) on the content provided.

**Background Materials:**

- K-12 Program Overview below
-  Media Specialist Board Presentation 12.2.24
-  Guiding Change Plan for Media Programming
- [Media Specialists Board Report 6.10.24](#)

**K-12 Program Overview:**

A media specialist is critical in a school district for developing students' information literacy, promoting reading, integrating technology, facilitating inquiry-based learning, providing equitable access, and fostering a positive learning environment.

A media specialist plays a critical role in a school district for several key reasons:

**Developing Information Literacy Skills:** The media specialist helps students develop essential information and digital literacy skills, such as how to effectively search for, evaluate, and use information from various sources. These skills are crucial for students' academic success and lifelong learning.

**Promoting Reading and Literature:** Media specialists curate and manage the school library's collection of books and other media. They introduce students to high-quality literature, foster a love of reading, and guide students in selecting appropriate and engaging materials.

**Integrating Technology:** As technology becomes increasingly integrated into the classroom, media specialists provide support and training for teachers and students on the effective use of digital resources, tools, and platforms. They help bridge the gap between traditional and digital learning.

**Facilitating Inquiry-Based Learning:** Media specialists often facilitate project-based and inquiry-driven learning experiences, helping students develop critical thinking, problem-solving, and research skills through the use of library resources and technology. Media specialists also work closely with classroom teachers to align library resources and instruction with the curriculum.

**Providing Equitable Access:** The media center, under the management of the media specialist, ensures that all students have equal access to information, resources, and learning opportunities, regardless of their socioeconomic or cultural background.

**Fostering a Positive Learning Environment:** The media center serves as a welcoming and engaging hub for learning, creativity, and collaborative work, contributing to a positive and enriching educational experience for students.

**The Edina Elementary Media Specialists primary responsibilities include:**

- Maintain learning environment in the media center
- Provide instructional lessons to students in Media and Digital Literacy
- Create relationships with students and support their growth
- Identify print and other resources for school
- Support teachers with lesson planning (options for technology integration, media literacy, etc.), resource discovery and instructional support
- Help to coordinate Media team day to day work and projects

**There are two other media support roles at each site. These two additional roles are the Building Technology Paraprofessional and the Media Assistant.**

**Media Assistant**

- Provides clerical, technical and project assistance to students and employees.
- Assists students, employees, and visitors with general inquiries and refers questions to the appropriate person when needed.
- Provides support to technical systems and applications.
- Assists the Media Specialist in providing assistance with technology and materials in the media center, classroom and other events.
- Maintains print resources for students and employees.
- Organizes Destiny Catalog, maintains books and manages reports.
- Supports Book Check-In and Check-Out support for classes.
- Assists with delivery of online assessments.
- Completes general media center duties.

**Building Tech Paraprofessional**

- Provides student assistance.
  - Assists students in using instructional materials and district technologies.
  - Password reset support
  - Device and Book check-out/check-in support
- Provides assistance in preparing the learning environment.
  - Installs, configures, and tracks district technologies.
  - Works with students and staff to determine and resolve technological issues.
  - Performs regular maintenance on district-supported technologies.
  - Assists with the decommissioning of outdated technologies.
  - Maintains documentation and inventory of technology as directed by supervisor(s).
  - Assists with delivery of online assessments.

- Provides teacher and other district employee assistance.
  - Trains and conducts orientations of employees on district technologies.
  - Assists staff in using technology tools and district technologies.

*The following portion of this report will focus on the Elementary Media Specialist Role because of the changes to the Elementary Media Specialist in 2024-2025.*

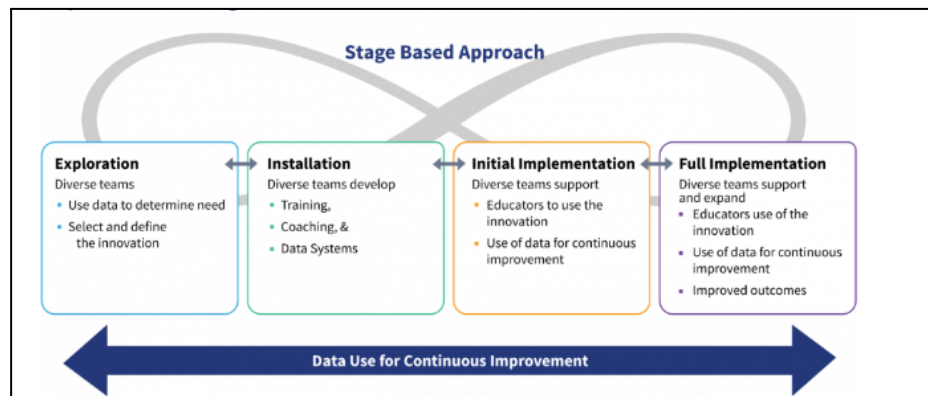
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In April 2024, Edina Public Schools completed a Guiding Change process that outlined the acceptable means and outcomes expected in elementary media programming. The process was completed through an inclusive process that involved cabinet and union members, principals, media specialists and DMTS staff. The following results were identified by this team:

- Proportional Assignment
- 4.5 FTE Media Specialist Assignment
- One - 0.5 FTE Media Specialist Assignment
- Prioritize tasks and responsibilities on job description and meet the expectations laid out by PELSB
  - Consistent grade banded Student Experience (Content and Time) across the district
  - Effective Media Resource Management and Administration
- The model will support alignment and coherency across K-12.
- The roles of media specialists will advance specific elements of the strategic plan to include:
  - Components of STEAM K-5 such as Inquiry, Integration, Partnership and Authenticity
  - Computer Science K-5
  - Digital Citizenship integration
  - Information Literacy 6-12

### **Timeline, Goals and Milestones**

The Elementary Media Specialist program is being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage. The goal is to complete the steps in each stage. The progress of the Elementary Media Specialist plan is outlined below:



<b>Exploration</b> <ul style="list-style-type: none"> <li>Define current reality</li> <li>Unpack standards</li> <li>Research best practices</li> <li>Select and define the practice/program</li> </ul>	<b>Installation</b> <ul style="list-style-type: none"> <li>The program/practice has been identified and defined</li> <li>Professional Development and coaching are used to prepare for the implementation</li> <li>Resources are purchased</li> <li>Data systems are prepared</li> </ul>	<b>Initial Implementation</b> <ul style="list-style-type: none"> <li>Educators begin using the program/practice</li> <li>Data is collected around both implementation and student outcomes</li> <li>Adjustments and alignments</li> </ul>	<b>Full Implementation</b> <ul style="list-style-type: none"> <li>More than 50% of educators are using the program/practice as intended</li> <li>Student outcome data is showing improved outcomes</li> </ul>
<b>2024</b>	<b>Winter/Spring 2025</b>	<b>August 2025</b>	<b>August 2026 (on-going)</b>

**Year-to-date Updates:**

The Media Program team has engaged in intensive curriculum development and alignment work to support the district's vision of enabling each student to discover their possibilities and thrive. This report details the systematic approach started to develop a guaranteed and viable curriculum that supports academic excellence while fostering an inclusive learning environment. The team has been meeting regularly to develop this work. The following timeline is a detailed report of their work to this point as it aligns to the strategic plan.

**September 2024**

**Strategic Alignment: Academic Excellence, Equity and Inclusion**

- Established working agreements emphasizing inclusive accountability, positive contributions, and forward-thinking approaches
- Conducted Working Genius assessment to optimize team collaboration and program development
- Initiated development of Guaranteed and Viable Curriculum (GVC) framework
- Evaluated curriculum alignment opportunities with forthcoming MN Computer Science standards

**Key Outcomes:**

- Developed preliminary framework for cross-building consistency in media instruction
- Identified integration points within Units of Instruction

**October 2024**

**Team building and cohesiveness (Working Genius)**

Working Genius is a workplace productivity model developed by Patrick Lencioni that helps individuals and teams understand their natural strengths and potential areas of struggle in work processes. It identifies six different types of work "geniuses" or natural talents that people bring to team projects and problem-solving.

The Six Working Geniuses are:

1. Wonder (W)
2. Invention (I)

3. Discernment (D)
4. Galvanizing (G)
5. Enablement (E)
6. Tenacity (T)

The Working Genius assessment transforms team dynamics by providing a common language and framework for understanding individual contributions. When teams take the assessment together, they gain deep insights into how each member naturally approaches work. This helps prevent common workplace frustrations like miscommunication, task misalignment, and unproductive conflict. For example, a team might discover they're heavy on "Invention" (creative problem-solving) but light on "Tenacity" (completing tasks), which explains why they generate great ideas but struggle to implement them. Facilitators can then strategically assign roles and responsibilities that match team members' natural talents. The assessment also reduces personal judgment, as it reframes differences not as personal shortcomings but as complementary strengths. Teams learn to appreciate diverse work styles instead of becoming frustrated by them. Additionally, the model helps individuals understand their own work preferences and potential areas of drain, allowing them to seek support or develop strategies to manage less comfortable aspects of work. By creating a more transparent, compassionate, and strategic approach to teamwork, Working Genius helps organizations build more cohesive, efficient, and satisfied teams that can navigate complex projects with greater ease and collective intelligence.

The elementary media specialists engaged in Working Genius this fall to learn more about our team and how we can best work together. We identified our working geniuses and working frustrations. We spent time looking at our team map and identifying our team strengths and gaps. As we continue to meet throughout this year we remind each other of our working geniuses and follow the process to ensure all Working Genius types are included in decision making.

### **Strategic Alignment: Academic Excellence**

- Advanced curriculum mapping for 2025-2026 academic year
- Refined standards-based instruction approach
- Established framework for Media Literacy Anchor standards implementation
- Initiated grade-level specific scope and sequence development

### **Key Outcomes:**

- Created unified approach to teach students about library media usage
- Established "tight" curriculum elements ensuring consistency across buildings
- Developed grade-level specific performance tasks aligned with state standards
- Integrated ELA standards into media curriculum framework

### **October 2024 (continued)**

### **Strategic Alignment: Academic Excellence, Equity and Inclusion**

- Finalized scope and sequence framework for K-5 media instruction
- Established a consistent number of curriculum lessons per grade level
- Developed flexibility framework to accommodate school-specific programming
- Created integrated approach to five media themes/units

### **Key Outcomes:**

- Implemented balanced calendar accounting for:
  - 24 five-day weeks for core instruction
  - 7 four-day weeks for flexible programming
  - School-specific programming opportunities (e.g., Camp Read A Lot)
  - Additional planning and collaboration time throughout the 2024-2025 school year to develop the work.

November 2024

**Strategic Alignment: Academic Excellence, Equity and Inclusion**

• Further developed the Guaranteed and Viable Curriculum (GVC) framework. A Guaranteed and Viable Curriculum (GVC) is a curriculum that ensures all students have an equal opportunity to learn the same rigorous content across all grade levels and subject areas. The term was introduced by educational researcher and author Robert J. Marzano.

**A GVC is made up of two parts:**

**Guaranteed**

All students in the same class, course, or grade level are taught the same content, regardless of the teacher. Teachers are aware of the content they are responsible for teaching and are teaching it.

**Viable**

The amount of content is teachable within the time available for instruction.

Using research from Marzano on a Guaranteed and Viable Curriculum, the team determined what would be the SAME between media center teaching and learning and what would be different. The team finalized this template to document their Guaranteed and Viable Curriculum:

<b>Tight across all sites:</b>	<b>Loose (might be different at each site):</b>
<ul style="list-style-type: none"><li>• <b>Unit:</b><ul style="list-style-type: none"><li><input type="checkbox"/> 📖 Digital Citizenship</li><li><input type="checkbox"/> 💻 Technology and Design (Innovation)</li><li><input type="checkbox"/> 🔍 Information Literacy (Library Procedures)</li><li><input type="checkbox"/> 🤔 Inquiry and Research</li><li><input type="checkbox"/> ❤️ Love of Reading (Literacy Engagement)</li></ul></li><li>• Lesson Title</li><li>• Standards Aligned (ITEM and ELA if applicable)</li><li>• Learning Outcomes</li><li>• Performance Task (the actual task may vary depending on the lesson)</li></ul>	<ul style="list-style-type: none"><li>• Specific lesson activities and details of lesson design (i.e. Slideshows will not be exactly the same).</li><li>• Timing/pacing</li></ul>

Here is the [home base for curriculum map organization](#). *This is a work in progress.*

**Curriculum Integration:**

Our newly adopted literacy curriculum Benchmark Advance has digital components. One of our goals as a media specialist team is to look into the new curriculum and see how it will support our ELA Media Literacy Standards. Our K-1 students use a digital tool called Seesaw and there are aligned activities to our new literacy curriculum. As a media specialist team we will review these activities and help our teachers integrate them with their classes and our media lessons.

*Edina*

**K-5 Media Specialist  
Programming**

**Spring  
2024**

**Fall  
2024**

**Winter  
2025**

**Spring  
2025**

**2025-  
2026**

**The Guiding  
Change  
Document for  
Elementary  
Media  
Specialists in  
Edina was  
finalized.**

**The  
Elementary  
Media Team  
is identified.  
Working  
agreements  
and 6 week  
plans for  
media usage  
are  
established.**

**The Guaranteed  
and Viable  
Curriculum will  
be in draft form.**

**Installation  
Stage begins.**

**Program  
commitments  
are defined.**

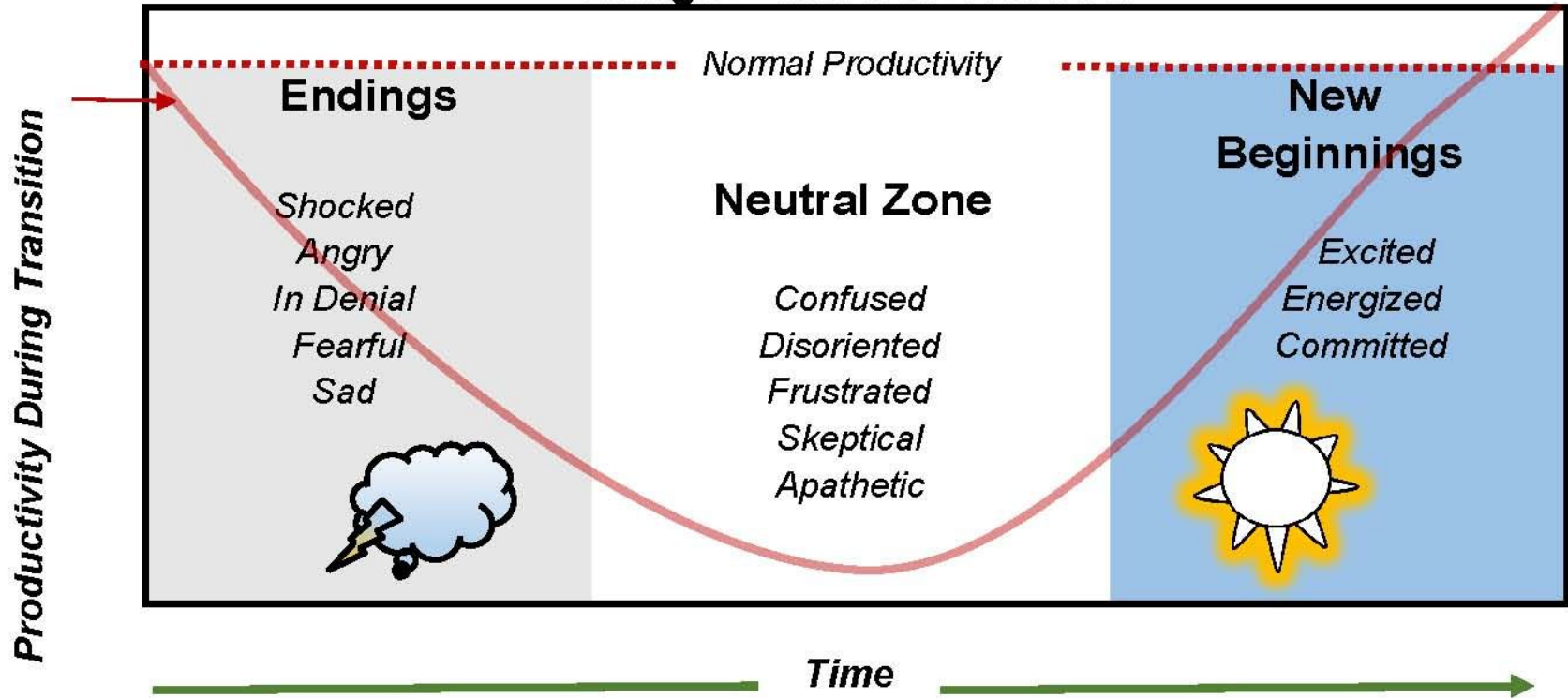
**A monitoring  
tool is  
identified.**

**Early  
Implementation:**

**Program  
commitments  
are implemented  
and monitored  
for fidelity.**



# Bridges' Transition Model



Adapted by Career Vision from  
Managing Transitions: Making the Most of Change (W. Bridges, 1991).

<b>Purpose</b>	<b>Picture</b>
<p>The purpose of this change is to realign media programming and ensure that Each and Every student is able to reach their full potential and thrive.</p>	<p>Edina students will experience a cohesive and engaging media literacy experience that promotes digital citizenship, technology innovation, inquiry and research all while instilling a love of reading.</p>
<b>Plan</b>	<b>Part</b>
<p>Use the processes and protocols in implementation science to define, design and implement the aligned programming.</p>	<p>The Media Specialists will define, design and implement the library lessons and logistics.</p>



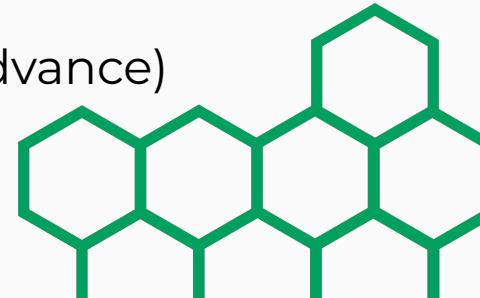
## *New Beginnings:*

Each and Every student receives:

- 30 min. Media lesson every week with licensed media specialist
- Book checkout every week (embedded in lessons)
- Opportunities for individual checkout as needed with a media assistant

In progress:

- Co-teaching and collaboration
- Cohesive media lessons and logistics
- Alignment to content areas (Benchmark Advance)

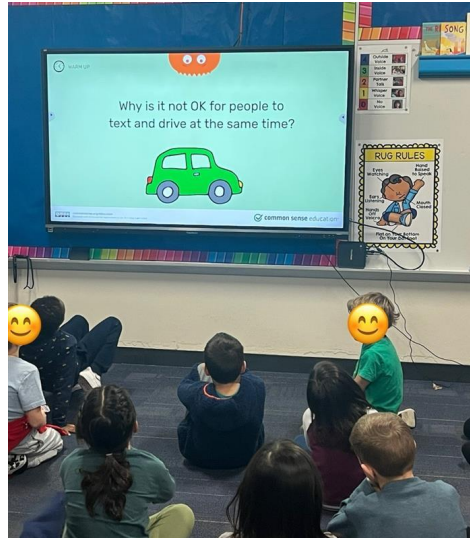
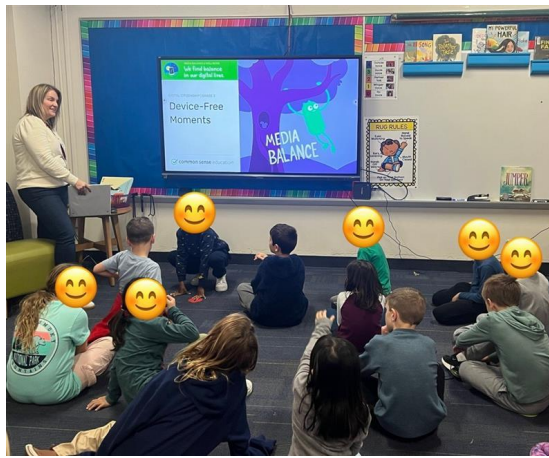


<b>School</b>	<b>Total Allocated Media Specialist FTE</b>	<b>Number of Media Specialists</b>	<b>Split</b>
Concord	0.8	2	2.5 days 1.5 days
Cornelia	0.7	2	2.5 days 1 day
Creek Valley	0.7	1	3.5 days
Countryside	0.8	2	2.5 days 1.5 days
Highlands	0.7	1	3.5 days
Normandale	0.8	1	4 days

## Unit:

- 🚚 Digital Citizenship
- 🖥️ Technology and Design (Innovation)
- 🔍 Information Literacy (Library Procedures)
- 🤔 Inquiry and Research
- ❤️ Love of Reading (Literacy Engagement)

# Digital Citizenship



 **common  
sense**  
media

*media balance*  
*online privacy*  
*digital footprint*  
*communication cyberbullying*  
*news & media literacy*

Photos from  
Concord

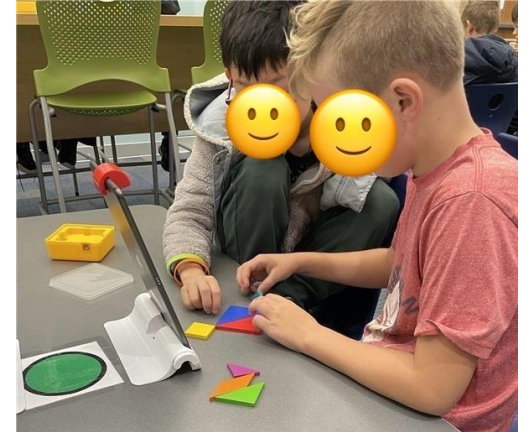
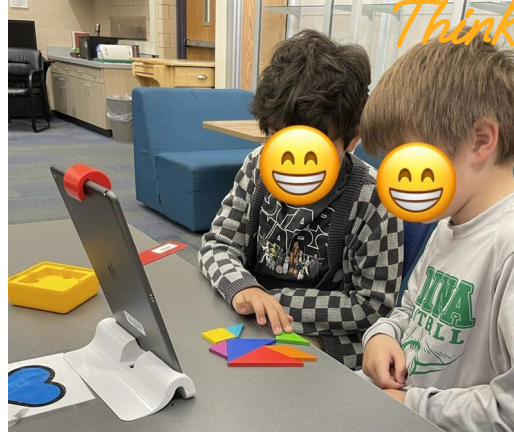
# Technology and Design (Innovation)



*Collaborative Learning*

*Critical Thinking*

*Creativity*

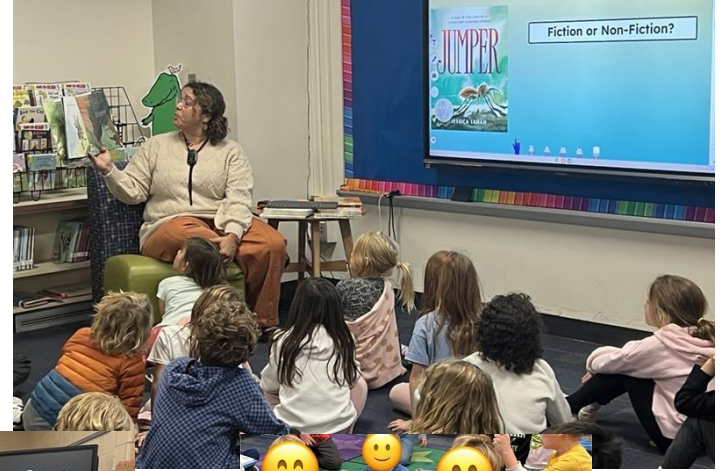


Photos from  
Concord &  
Cornelia

# Information Literacy (Library Procedures)



# Seesaw



Photos from  
Concord &  
Cornelia

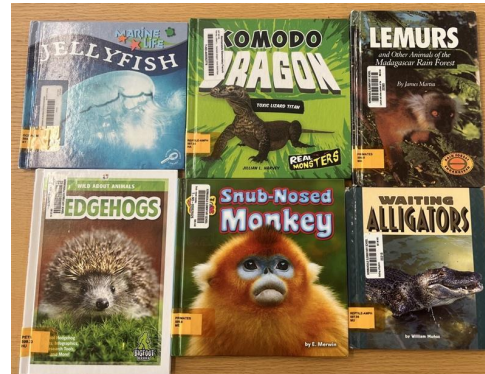
# Inquiry and Research



*Problem Solving*

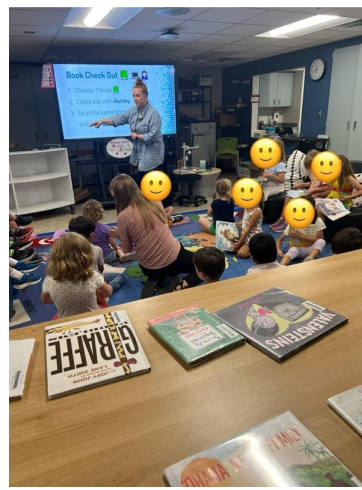


*Design Process*

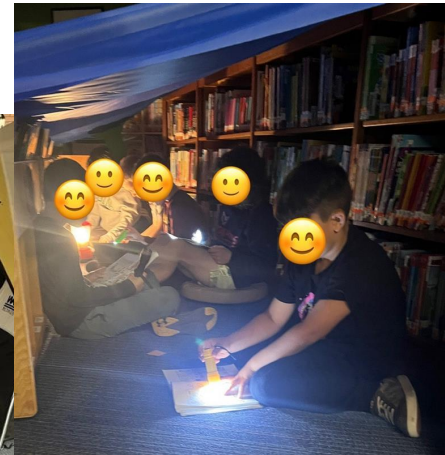


Photos from  
Highlands &  
Normandale

# Love of Reading (Literacy Engagement)



## Book Checkout



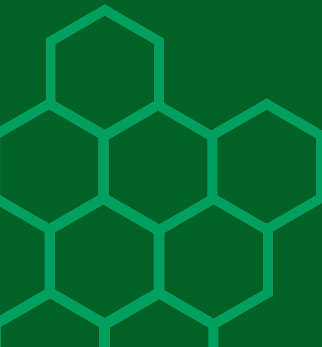
## Camp Read A Little

Photos from  
Highlands,  
Normandale  
& Creek Valley

# Love of Reading (Literacy Engagement)



Photos from  
Concord,  
Countryside &  
Cornelia







# QUESTIONS?

*Edina Public Schools*





**THANK YOU**

*Edina Public Schools*



III.B. Proposed Board Liaison, Committee and  
Leadership Roles

**Speaker (s):** Chair  
Erica Allenburg,  
Edina School Board



**Board Meeting Date:** 12/2/2024

**Title:** Proposed Board Liaison, Committee and Leadership Roles

**Type:** Discussion

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

**Description:** Discussion of 2025 Board Liaison, Committee and Leadership Roles

**Background Information:** At the board's annual organizational meeting in January, the board will be voting on 2025 leadership roles, committee assignments and our District 287 liaison. This work session is an opportunity to discuss the proposed assignments which are based on balancing institutional knowledge while diversifying leadership opportunities, board member interest and work load.

With a board chair shift, certain liaison roles require a shift in assignment and those are highlighted.

**Recommendation:** The board reviews the proposed assignments and comes to the work session with any questions, concerns and further recommendations.

**Desired Outcomes from the Board:** Board leadership roles, liaison assignments and committee assignments are approved at the January 2025 organizational meeting.

**Attachment(s):** 2025 Board Roles, Cmtes, Liaisons & Reps.xlsx: Roles and Committees, Liaisons and Reps

ROLES	Term Renewed	FUNCTION	Current	Effective Jan 2025
Chair	January	Presides @ all board mtgs; countersigns allowable RFPs; district rep in all actions; performs all duties chair usually performs	Allenburg	Gabler
Vice Chair	January	Performs duties of chair in event of their temporary absence	Gabler	Arom/Allenburg
Treasurer	January	Deposits funds in official depository; makes all reports called for by board; performs all duties treasurer usually performs	Birdman	Huwe
Asst. Treasurer	January	Assists treasurer	Huwe	Birdman
Clerk	January	Keeps record of all mtgs	Arom	Barry
Asst. Clerk	January	Assists clerk	Mann	Allenburg/Arom
Asst. Clerk	January	Assists clerk	Barry	Mann
<b>COMMITTEES</b>	<b>Term Renewed</b>		<b>Current</b>	<b>Effective Jan 2025</b>
Finance/Facilities	January	Asterisk indicates chair.	Birdman* Huwe Mann	Huwe* Birdman Gabler
Governance	January	Asterisk indicates chair.	Allenburg* Arom Gabler	Gabler* Arom Allenburg
Policy	January	Asterisk indicates chair.	Gabler* Birdman Huwe	Allenburg* Mann Huwe
T&L	January	Asterisk indicates chair.	Allenburg* Barry Mann	Barry* Birdman Mann
LAC	January	Asterisk indicates chair.	Arom* Barry	Arom* Barry
<b>COMMITTEES</b>	<b>Term Renewed</b>		<b>Current</b>	<b>Effective Jan 2025</b>
District 287	January	N/A	Birdman	Birdman

	Term Renewed	Function	Role Definition	2024-2025 Board Assignment	Updated Assignment Jan 2025
<b>ASSOCIATIONS</b>					
AMSD	JUNE	AMSD advocates for metropolitan school districts and advances legislation supporting student achievement. The Bd of Directors, comprised of the superintendent & 1 school board member from each of the 44 member school districts, governs the association. Board representative also serves on IAC.	One board member attends AMSD meetings monthly and ongoing representation.	Dan Arom	
MSBA	JUNE	Supports, promotes, enhances the work of public school boards and public education. Bd of Directors is comprised of 1 rep from each MSBA District. 6 divisions - Admin/Governance; Bd Devel/Training; Gov't Relations; Mgmt Svcs; Policy Svcs; PR/Communications.	One board member attends MSBA meetings (online coffee and conversation) monthly.	Cheryl Barry	
<b>GROUPS</b>					
Ed Fund/Edina Give and Go	JUNE	Independent non-profit organization dedicated to continued EPS academic excellence. Secures private, supplemental funding to support valuable education experiences & innovative projects. Funds raised augment school system revenues provided by taxes, state aid, and other parent and student led fundraising efforts.	One board member attends Ed Fund and Give & Go meetings (twice yearly), ongoing representation as needed.	Karen Gabler	
Talent Development Advisory Cmte	JUNE	Incls Talent Development Coord, teaching specialists, a principal rep, two volunteer parent rep from each school. Provides network for communication, support, and accountability.	One-time introductory meeting; available as resource on-call.	Cheryl Barry	
Student Voice Liaison	JUNE	Seek out additional opportunities to garner student voice, bring update and ideas to board at December work session prior to board updating any roles for January.	One board member assigned.	Elliot Mann	
Cultural Liaison Representative	JUNE	This liaison will work with our Director of Equity to identify opportunities for board members to seek voice and information from underrepresented groups. Liaison will seek to inform board of these opportunities.	One board member assigned.	Jen Huwe	
SEAC - Special Services Advisory Cmte and Wellness Committee	JUNE	State required; promotes understanding of district-wide issues relating to education/welfare of EPS students. Incls reps of each school parent organization, ELC, Community Ed, & Ed Fund. SEAC meets monthly.	One board member attends SEAC meetings, monthly, and ongoing representation / Wellness Committee	Karen Gabler & Dan Arom	
Meet and Confer	JAN	Policies and other matters related to employment other than terms and conditions of employment as defined by the Minnesota Public Employees Labor Relations Act. Meet and Confer meets a minimum of three times a year and as needed for additional issues.	Board chair and Vice Chair	Erica Allenburg Karen Gabler	Karen Gabler Dan Arom
Community Ed Services Advisory	JUNE	Provides input, direction & insight to Community Education, meets quarterly	One board member assigned	Jen Huwe	
City Council	JUNE	A committee dedicated to facilitating the partnership with the City of Edina. Two board members will be assigned to this committee, along with the Superintendent. Goal is for meetings to be quarterly or as needed when issues arise.	2 board members assigned	Erica Allenburg Elliot Mann	
Go Green Advisory Committee	JAN	The committee promotes sustainable environmental and energy conservation initiatives by providing information and support for schools and programs in the district. Meetings are monthly for one hour.	One board member, who is a member of the finance and facilities committee, will attend one meeting per year; available as a resource on-call.	Michael Birdman	Jen Huwe
<b>SCHOOL SITES</b>					
ELC/ECSE	JUNE	Attend PTO or site council meetings only to share information about the board and collect information about site. It is recommended that the board members assigned to this does not have students at this site.	One-time introductory meeting; available as resource on-call.	Cheryl Barry	
Elementary Site Liaison 1: Concord, Countryside	JUNE	Attend PTO or site council meetings only to share information about the board and collect information about site. Board members attend every third month; site to receive monthly written board summary. It is recommended that the board members assigned to this do not have students at any of these sites.	One-time introductory meeting; available as resource on-call.	Elliot Mann	
Elementary Site Liaison 2: Normandale, Creek Valley	JUNE	Attend PTO or site council meetings only to share information about the board and collect information about site. Board members attend every third month; site to receive monthly written board summary. It is recommended that the board members assigned to this do not have students at any of these sites.	One-time introductory meeting; available as resource on-call.	Erica Allenburg	
Elementary Site Liaison 3: Cornelia, Highlands	JUNE	Attend PTO or site council meetings only to share information about the board and collect information about site. Board members attend every third month; site to receive monthly written board summary. It is recommended that the board members assigned to this do not have students at any of these sites.	One-time introductory meeting; available as resource on-call.	Karen Gabler	
Middle School Liaison	JUNE	Attend PTO or site council meetings only to share information about the board and collect information about site. It is recommended that the board members assigned to this do not have students at any of these sites.	One-time introductory meeting; available as resource on-call.	Dan Arom	
EHS	JUNE	Attend PTO or site council meetings only to share information about the board and collect information about site. It is recommended that the board members assigned to this does not have students at this site.	One-time introductory meeting; available as resource on-call.	Michael Birdman	

\*\*\*ISD 287 has been removed from this chart because it is more than a liaison role, it is a paid full board position that needs to be renewed annually in January.  
\* 2023 BrightWorks rep is Karen Gabler, 3 year term

Board Calendar for PLC Attendance

Month	Board Member	Attendance
September	Karen Gabler	9/10 10/8
October	Jen Huwe	11/12
November	Elliot Mann	12/3
December	Erica Allenburg	1/14
January	Dan Arom	2/11
February	Cheryl Barry	3/4
March	Michael Birdman	4/8
April	Karen Gabler	5/13
May	Jen Huwe	

III.C. Electric Bus - Fleet Electrification as a  
Service Proposal Update



**Board Meeting Date:** December 2, 2024

**Title:** Electric Bus – Fleet Electrification as a Service Proposal Update

**Type:** Discussion

**Presenter(s):** Michael Birdman, Edina School Board/Finance Committee Chair; and Dr. Stacie Stanley, Superintendent

**Description:** Provide the Board with an update on the federal grants awarded to EPS for the purchase of electric school buses and the outstanding proposal to operate these new vehicles. The Finance Committee will be considering the responses to the proposal and provide a recommendation for Board action.

**Recommendation:** No action is requested at this time.

**Desired Outcome(s) from the Board:** Engage in discussion about status of electric school bus federal grant.

**Attachments:** NA

III.D. Proposed Board Holiday Letter

**Speaker (s) :**  
Governance Committee



**Board Meeting Date:** 12/2/2024

**Title:** Proposed Board Holiday Letter

**Type:** Discussion

**Presenter(s):** Governance Committee

**Description:** Annually, the board sends district employees a letter (email) to show our appreciation for their hard work and contribution to our success. Variations of a letter in the past have included a video and cookies. If the board chooses to send a letter or written communication of any kind, it needs to be approved by the board at our 12/2 meeting.

**Recommendation:** There is no recommendation at this time.

**Desired Outcomes from the Board:** Review the communication and come to the work session with a recommendation if you would like to send the letter and/or if you have a different suggestion for how to show our appreciation for our wonderful staff.

**Attachment(s):** Proposed letter

Dear Edina Administrators, Educators and Staff,

As we come up on the holiday season for many of our staff, students, families and the community, the Board wanted to send a note to you all. Each day we look at the work you all are doing with our 8,500 plus students and their families and we are amazed by the care, compassion and commitment you all make to try and help the students discover their possibilities and thrive.

Every new school year brings a fresh set of opportunities, rewards, and challenges and we know that it is hard to catch your breath the first part of the year. We hope that you find some time during the upcoming break to relax, recharge and look back at all the impact you have made on the lives of our students, their families, your coworkers and our community.

***“We don’t accomplish anything in the world alone and whatever happens is the result of the whole tapestry of one’s life and all the weavings of individual threads from one to another that create something. It is the individual who can and does make a difference even in this increasingly populous, complex world of ours.”***  
**- Sandra Day O’Connor**

We understand how full your plates are, we are so grateful for all of you! Please take a pause to celebrate all the accomplishments and enjoy your upcoming break!

Sincerely,  
Your Edina School Board

III.E. Proposed Retreat Agenda Review

**Speaker (s) :**  
Governance Committee



**Board Meeting Date:** 12/2/2024

**Title:** Proposed Board Retreat Agenda

**Type:** Discussion

**Presenter(s):** Governance Committee

**Description:** The board will be having its annual January retreat next month. The attached document is an overview of a proposed agenda.

**Recommendation:** There is no recommendation at this time.

**Desired Outcomes from the Board:** Review the proposed agenda and come to the work session with any comments or suggestions for added agenda items.

**Attachment(s):** Proposed Retreat Agenda below

## **Proposed Retreat Agenda**

January 14, 2025

1. Team Building Exercise
2. Review of board norms, procedures and expectations
  - a. Purpose of these
  - b. Situation review - are there questions about how these apply to specific situations that come before the board?
  - c. Any changes/updates needed
3. Board member committee expectation review
  - a. Purpose of committees
  - b. Situation review - are there questions about how these apply to specific situations that come before the board?
4. Board leadership ad hoc committee recommendation review
  - a. Discussion of recommendations
  - b. If and how to integrate recommendations into current practices

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**