

Edina Public Schools Superintendent Search
Second Planning Meeting Agenda
December 8, 2025 – 4:00 pm

___ Review

- Timeline
- Search Preview meetings
- Q&A with MSBA session

___ Presentation of Public Summary Report

___ Consideration of Round 2 options

___ Vacancy Brochure

- Draft language
- Hiring criteria / Leadership Profile
- Salary verbiage

___ Two Pre-Screening Priorities for the District

___ Review Next Steps for December 17 meeting

___ Questions



MINNESOTA SCHOOL BOARDS ASSOCIATION

EXECUTIVE SEARCH SERVICES



Edina Public Schools – Superintendent Search Timeline

October 14, 2025 <i>(6:30 pm, Special Meeting)</i>	Initial planning meeting – Board participates in MSBA's 'Hiring the Right Superintendent' workshop; adopts search timeline, reviews search procedures and discusses stakeholder involvement
October 16 – November 19, 2025	Public Input survey open online and in hard copy; MSBA conducts listening sessions throughout the district
October 22 and 23, 2025	MSBA holds Search Preview meetings with district leadership
October 30, 2025 <i>(4:00 pm – will be recorded)</i>	MSBA hosts informational Q&A session on Zoom – this recording will also be made available on district website throughout search
December 8, 2025 <i>(4:00 pm, Special Meeting)</i>	Board reviews stakeholder report, proposed leadership profile, position posting information and vacancy brochure
December 17, 2025 <i>(5:00 pm, Special Meeting)</i>	Board finalizes leadership profile and next steps for the superintendent search process
December 19, 2025 – January 28, 2026	MSBA posts position on local, regional, and national websites, advertises position vacancy and responds to applicant inquiries
January 28, 2026	Application deadline
January 29 – February 17, 2026	MSBA conducts screening, preliminary verification of references, pre-interviews of recommended applicants
January 30 – February 17, 2026	Board members review applications
February 17, 2026 <i>(5:00 pm, Work Session)</i>	Board meets for interview training, to develop interview questions, and finalize interview procedures. Board also determines (semi-) finalists; MSBA reviews interview training and procedures
February 23 and 24, 2026 <i>(4:00 pm, Special Meeting)</i>	Board conducts first round of interviews
March 10, 11, and 12, 2026 <i>(Time TBD, Special Meeting)</i>	Board conducts reference checks and holds second round of interviews; Board selects lone finalist and sets negotiations process
March 12, 2026	Board committee begins employment contract negotiations
July 1, 2026	New superintendent reports to work
August 1 – December 31, 2026	New Board Team attends MSBA Transition Workshop



Public input during the interview process

MSBA's process offers three options to school boards for including additional groups in their finalist interviews. Below is a short summary of the board's choices:

1. Rely on the Public Survey Summary Report to represent constituent voices throughout the interview process. MSBA reviews this report with the board during interview training, and boards often choose to use this document for reference throughout the search (i.e. when screening applications, developing interview questions, conducting the interviews, and during board deliberations following both Round 1 and Round 2 interviews). No other public input is gathered as part of the interview process.
2. Create interview committee(s) – these groups interview all finalists separately in addition to the school board interviews. It is important that members of the interview committees not be chosen by the board – instead representative groups should be invited to send someone on their behalf. These groups must then be trained by MSBA to ensure adherence to EEOC protocols (interview format, legality of questions, etc.). These committees would report to the board following their interviews, but prior to the board's final deliberations. It's also important not to call these groups "hiring committees," as this creates unfair expectations and potentially deep resentment regarding the hiring process utilized by the school board. Semantics are important.
3. Invite representative groups to send one person to observe school board interviews of the finalists, then those individuals provide feedback through an online Audience Input Form which asks them to share their thoughts on each candidate's top three strengths and top three opportunities for growth. MSBA then provides the board with this data shortly after their interviews, but prior to the board's final deliberations.

There are pros and cons to each of these options, all of which are discussed with the board prior to making a decision regarding public input in the interview process.

NOTE: Over the past three years most boards have selected Option 1, some boards have chosen Option 3, and only two boards have selected Option 2. For MSBA searches this illustrates a shift away from involving members of the public in the interview process, with most boards relying heavily on the Public Survey Summary Report as the voice of constituents throughout the search process. However, regardless of what other districts have done, you should choose whichever option best fits your district.

MSBA Executive Search Service

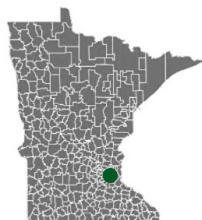
Edina Public Schools is seeking an exceptional leader to serve as Superintendent



DEFINING EXCELLENCE

Edina Public Schools is a nationally recognized suburban district serving approximately 9,000 students. Edina is a first-tier Minneapolis suburb of approximately 47,900 residents, and the district has six elementary schools, two middle schools, and one high school. The district has a long history of excellence and offers unparalleled opportunities to its students, fostering an environment where they can excel and discover their passions. District Points of Pride include:

- ◆ Ranked #1 traditional high school in Minnesota by U.S. News & World Report
- ◆ Students regularly accepted to Ivy League universities and service academies nationwide
- ◆ 85% of educators hold advanced degrees; Retention statistics: 76% 3+ yrs, 50% 10+ yrs.
- ◆ Additional elementary programming options: French Immersion, Spanish Dual Language, and Continuous Progress Multi-age Learning
- ◆ National Blue Ribbon distinction for Normandale French Immersion and Countryside Elementary schools
- ◆ All elementary schools joined the Unified Champion School network; EPS led all MN districts in fundraising for Unified programs
- ◆ South View MS recognized as AMLE School of Distinction and Unified Champion School
- ◆ Inclusive programs such as Theatre for All and Unified Sports recognized nationally
- ◆ 40%+ of seniors earn bilingual certificates



Application Deadline

To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on January 28, 2026.

- ◆ Over 200 state athletic championships; ESPN dubbed Edina "the center of the center" of American hockey
- ◆ Student experiments selected for the International Space Station via the Spaceflight Experiments Program
- ◆ AAA credit rating from Moody's; Certificate of Excellence in Financial Reporting
- ◆ 25 AP courses offered; over 93% of AP students earn college credit
- ◆ DECA students consistently place in the Top 5 nationwide
- ◆ Robotics team won the Impact Award at FIRST Robotics World Championship (2025)
- ◆ Honored with Best Communities for Music Education Award (2025)
- ◆ Edina A Better Chance program: 150+ graduates, 100% college attendance rate
- ◆ Community Education offers lifelong learning and connection for all ages

Search Timeline

Announce Vacancy	December 19, 2025
Application Deadline	January 28, 2026
Applicant Screening	Jan 29-Feb 17, 2026
Announce Finalists	February 17, 2026
First Round Interviews	Feb 23 & 24, 2026
Second Round Interviews	March 10-12, 2026
Superintendent Begins	July 1, 2026

We are committed to these CORE BELIEFS:

Academic Excellence

We believe each student deserves access to academic excellence which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs.

Equity

We believe it is critical to eliminate barriers to success and provide the supports, opportunities and environments so all students can reach their full potential.

Family, School, & Community

We believe students learn best when students, families, educators, and the community partner to provide dynamic support and share responsibility for learning.

Healthy Learning Environment

We believe students thrive in a balanced, healthy environment that promotes the free exchange of ideas and support students' physical, social-emotional and intellectual needs.

Inclusion

We believe in the inherent dignity of all people, we celebrate individuality, and we value and appreciate diversity.

Life Skills

We believe that inspiring students to grow as critically thinking collaborative learners will prepare them to be productive, accountable, self-motivated, and responsible citizens.

Operational Excellence

We believe in high performance of governance, administration, and partnerships, and effective and efficient use of time, human, financial, and physical resources in support of the mission.

Professional Excellence

We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.



PRIORITY STRATEGIES

Strategy A

Advance Academic Excellence, Growth and Readiness

Strategy B

Ensure an Equitable and Inclusive School Culture

Strategy C

Foster Positive Learning Environments and Whole Student Support

Strategy D

Develop Leadership Throughout the District

Strategy E

Engage Parents, Schools and Community

Leadership Profile

The Edina Public School Board seeks a superintendent who embodies the highest standards of integrity, collaboration, and effective leadership as identified by the school board, staff, students, parents, and community. The following profile highlights the essential qualities needed to succeed in this pivotal role.

- ◆ Exhibits unwavering integrity by holding themselves to high ethical standards and demonstrates honesty and authenticity in professional and personal interactions with all district stakeholder groups and individuals
- ◆ Builds and guides a strong leadership team, balancing empowerment with accountability while inspiring high performance standards and fostering professional growth opportunities for all district administrators
- ◆ Communicates clearly and confidently, ensuring transparency, adaptability, and responsiveness with every district constituent
- ◆ Fosters trust and collaboration with diverse groups, promoting practices to support safety, mental health, and equitable opportunities for each and every student
- ◆ Partners effectively with the school board, providing sound recommendations to support strategic district decisions and fiscal responsibility now and into the future
- ◆ Demonstrates visibility and accessibility, building strong relationships both inside and outside the schools walls

Previous superintendent experience preferred, but not required.

Salary and Benefits

TBD

By the Numbers

- ◆ Student enrollment: 9,000
- ◆ Licensed staff members: 675
- ◆ Non-licensed staff members: 770
- ◆ Principals/Asst. Principals or Deans: 16 / 8
- ◆ Superintendent direct reports: 9
- ◆ District buildings maintained: 10

District Financial Highlights

- ◆ General Fund Revenue: \$ 171,600,306
 - ◆ General Fund Expenditures: \$ 166,789,533
 - ◆ Unassigned Fund Balance: \$ 13,042,374
 - ◆ Total General Fund Balance: \$ 41,232,545
- Per estimated fiscal year 2026 activity (24.72%)*

Search Team

The Minnesota School Boards Association's Executive Search Service (MSBA) has been selected to assist the School Board in securing and screening applicants. The team will be led by Barb Dorn, Director of Leadership Development and Executive Search. Other team members include Connie Hayes, Dr. Bernadeia Johnson, Dr. Kate Maguire, Josh Pauly, and Dr. John Ward.

Deadline and Selection

MSBA's Executive Search Service uses an online application process. Applicants begin the application process at mnmsba.myrevelus.com. To be considered for this position, an applicant's completed file must be received by MSBA prior to 11:59 p.m. on January 28, 2026.

Contact Barb Dorn at 507-508-5501 (bdorn@mnmsba.org) with questions or interest.

Applicants are requested to not contact school board members.

Edina Public Schools is an equal opportunity employer. The MSBA Executive Search Service is an equal opportunity search agency.

Deadline to apply: January 28, 2026

EDINA PUBLIC SCHOOLS: SUPERINTENDENT QUALIFICATIONS

INSTRUCTIONS: Read the list provided below. Choose the **SIX** items you feel are the most important traits or skills the next Superintendent must possess.

1	Delegates authority while maintaining accountability	1
2	Demonstrates clear, confident, and adaptable communication skills	5
3	Develops and directs an effective leadership team	7
4	Develops trust and works collaboratively with diverse groups and communities	5
5	Effectively mediates and accommodates different perspectives	1
6	Experience in developing and/or implementing a strategic plan	3
7	Experience in implementing practices that support student safety and mental health	
8	Experience in leveraging technology, AI tools, and/or web-based education curricula	
9	Experience in school finance, including resource allocation and fiscal oversight	3
10	Follows the school board's chosen educational philosophy which reflects the community's values	
11	Keeps up on changes in legislation and helps the school district engage in the legislative process	
12	Knowledge of and experience with equity leadership challenges and opportunities	
13	Knowledge of and experience with negotiations and the collective bargaining process	
14	Knowledge of and experience with special education needs	
15	Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community	7
16	Maintains a good working relationship with the media	
17	Possesses a strong academic background with experience in curriculum	
18	Possesses a visionary and creative approach to problem-solving	
19	Promotes business and community involvement in schools	
20	Provides written, understandable administrative procedures that implement school board policy	
21	Understands the effects of poverty on student learning and achievement	
22	Uses curriculum, data, and other resources to improve test scores	2
23	Visible and accessible to the school board, staff, students, parents, and community	4
24	Works cooperatively with the school board; provides options and recommendations	5

Is it important that the next superintendent has previous experience as a superintendent? Yes 5 No 2



Vacancy brochure – compensation language

*A competitive compensation and benefits package, with a starting salary range of \$XXX,XXX-\$XXX,XXX, will be negotiated commensurate with experience and qualifications. Contract length is negotiable as provided in Minnesota statute. Additional benefits available may include (*List benefits such as: Health / Dental / Life / Long-term disability insurance; Personal / bereavement days; Relocation / car / phone allowances; VEBA/other retirement plans; HSA / HRA / Deferred compensation plan; Retention bonus*).

***Beginning January 1st, 2025, this will be the required verbiage per state statute, and benefits must also be included:**

Chapter 110, SF 3852 -- Article 7 Sec. 2. [181.173] SALARY RANGES REQUIRED IN JOB POSTINGS.

Subdivision 1. Definitions. (a) For the purposes of this section, the following terms have the meanings given.

(b) "Employer" means a person or entity that employs 30 or more employees at one or more sites in Minnesota and includes an individual, corporation, partnership, association, nonprofit organization, group of persons, state, county, town, city, school district, or other governmental subdivision.

(c) "Posting" means any solicitation intended to recruit job applicants for a specific available position, including recruitment done directly by an employer or indirectly through a third party, and includes any postings made electronically or via printed hard copy, that includes qualifications for desired applicants.

(d) "Salary range" means the minimum and maximum annual salary or hourly range of compensation, based on the employer's good faith estimate, for a job opportunity of the employer at the time of the posting of an advertisement for such opportunity.

Subd. 2. Salary ranges in job postings required. (a) An employer must disclose in each posting for each job opening with the employer the starting salary range, and a general description of all of the benefits and other compensation, including but not limited to any health or retirement benefits, to be offered to a hired job applicant.

(b) An employer that does not plan to offer a salary range for a position must list a fixed pay rate. A salary range may not be open ended.

EFFECTIVE DATE. This section is effective January 1, 2025.



		2025-26 Contracts					
District Name	24-25 ADMS	Salary	Vacation or PTO	Health Insurance	403(b) Contribution	Holidays	Sick pay
Edina - Stanley Contract	8,541	\$266,468	25 days	100% single	\$7,994	Paid holidays as designated by the School Board	15 days
Edina - Bittman Contract	8,541	\$259,171	25 days	100% family*	\$6,740	Paid holidays as designated by the School Board	15 days
Eden Prairie	9,042	\$280,199	28 days	100% district	dollar-for-dollar match up to statutory maximum	12 days	10 days
Hopkins	6,944	\$262,864	28 days	100% single	\$7,500	10 days	18 days
Rosemount-Apple Valley-Eagan	28,583	\$260,000	28 days	100% family medical & dental; 4× s Amount equal contribution in the Level IX Unaffiliated Executive	\$15,600	15 days	24 days
Wayzata	12,500	\$258,071	30 days	Directors Handbook	6% match	11 days	20 days
Osseo Area	20,631	\$280,714	30 days	100% family	\$10,000	12 days	15 days
Minnetonka	11,287	\$298,917**	35 days	\$3,800/month	\$10,978	14 days	20 days
Elk River	14,066	\$260,722	30 days	100% single; 90% family	\$11,250	12 days	18 days

*At the discretion of the Interim Superintendent, such premium contributions may be elected in the form of salary compensation.

**Minnetonka Superintendent receives up to 20% performance incentive in addition to base salary.

Additional benefits provided by some districts:

- Dental / Life / Long-term disability insurance
- Personal / bereavement days
- Relocation / car / phone allowances
- VEBA/other retirement plans
- HSA / HRA / Deferred compensation plan
- Retention bonus

Two screening priorities (Sample application questions)

1. What is your **vision** for the future of education? How would you align your vision with the district's mission, goals, and strategic plan?
2. What are some strategies or initiatives that you have implemented or supported to promote **collaboration, trust, and respect** with staff, students, families, and community partners in your previous or current roles?
3. Describe a situation where you needed to **communicate effectively and transparently** with a diverse audience, either internally or externally. How did you handle a sensitive or controversial issue or message during that experience?
4. Give an example of how you have **managed** human, financial, physical, or technological **resources** within a district. How did you ensure accountability, equity, and efficiency in the allocation and utilization of these resources?
5. Can you provide an example of a time when you demonstrated **ethical and professional conduct** in a leadership role? How did your actions influence those around you?
6. Tell us about a time when you modeled and upheld your **district's values and policies**. How did your actions influence those around you?
7. Describe your direct experience managing **school district finances**. Can you share a specific example that illustrates your knowledge in this area?
8. Share an **initiative** that you are most proud of leading or being a part of within your district. Explain what your role was, and what the impact was on students.
9. How do you assess the **effectiveness of your leadership style** and communication skills, and what steps do you take to improve them?
10. Tell us about your current approach to **evaluation and professional development** of teachers and administrators, and what criteria do you use to measure their performance and growth?
11. Give an example of how you have used data and evidence to inform your **decision-making and problem-solving** processes. How did you communicate your rationale and outcomes to relevant parties?
12. Can you share a specific instance where you addressed the **academic, social, or emotional needs** of at-risk, special needs, or gifted and talented students? What approach did you take and what was the outcome?
13. Describe a time when you promoted **equity or inclusion** in your district. What strategies did you use to address gaps or disparities in achievement, opportunity, or access, and what results did you see?
14. How do you balance **competing priorities** and demands, and how do you manage your time and resources efficiently and ethically?
15. How do you **cope with stress** and maintain your well-being and **resilience** as a leader?