

Work Session

Tuesday, January 21, 2025 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, January 21, 2025; 5:00 PM
ECC Room 350

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
 - A. Elementary Literacy Curriculum Adoption Recommendation: Benchmark Advance
Description: This report is intended to inform the Edina School Board on the recommendation for implementation of the Benchmark Advance program for the Edina elementary schools. In addition to defining the ELA curriculum review process, this report also includes information about the new Minnesota English Language Arts Standards in conjunction with the MN READ Act legislation approved by the Department of Education. The priorities in this report directly align to the goals established in the Comprehensive Literacy Plan approved by the school board in June of 2021.
Presenter(s): Bethany VanOsdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning
 - B. Achievement and Integration FY 2026 Budget
Description: The Achievement and Integration Program provides dedicated funding to support our district's efforts in increasing racial and economic integration while reducing achievement disparities. Each year the school district must submit an updated annual budget to the Minnesota Department of Education.
Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming
 - C. DISCOVER Operational Costs
Description: We will be providing an overview of the operational costs for DISCOVER in Edina Public Schools.
Presenter(s): Dr. Stacie Stanley, Superintendent; Nate Swenson, Assistant Superintendent; Anne Marie Leland, Director of Strategic Partnerships; Jody De St Hubert, Director of Teaching and Learning; Mert Woodard, Director of Finance & Operations; and Paul Paetzel, Edina High School Principal
 - D. Superintendent Search Process Update
Description: Update on the superintendent search process.
Presenter(s): Governance Committee
- IV. **Action**
 - A. Board Communication to Public
Description: In order to keep the public informed about the board's work around the superintendent search efforts, the board is planning to send out an email communication after the January 21st meeting updating stakeholders about the current status of the search efforts.
Presenter(s): Governance Committee
Recommendation: Approve communication to the public.

- V. Leadership and Committee Updates**
- VI. Superintendent Updates**
- VII. Adjournment**

III. Discussion

III.A. Elementary Literacy Curriculum Adoption
Recommendation: Benchmark Advance

Speaker (s) : Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning



Board Workshop: January 21, 2025

Title: Elementary Literacy Curriculum Adoption Recommendation: Benchmark Advance

Type: Discussion

Presenter(s): Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning

Description: This report is intended to inform the Edina School Board on the recommendation for implementation of the Benchmark Advance program for the Edina elementary schools. In addition to defining the ELA curriculum review process, this report also includes information about the new Minnesota English Language Arts Standards in conjunction with the MN READ Act legislation approved by the Department of Education. The priorities in this report directly align to the goals established in the Comprehensive Literacy Plan approved by the school board in June of 2021.

Recommendation: Review the report for discussion. An additional discussion will occur at the Board Meeting on 2.3.25 and action will occur at the 3.3.25 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and come prepared with your initial reactions (comments and questions) on the elementary literacy adoption recommendation of Benchmark Advance.

Attachments:

1. [Culturally Proficient School Systems Curriculum and Instruction Continuum](#)
2. [2020 English Language Arts Standards](#)
3. [Quote for purchase](#)
4. [Sole Source Letter](#)

Background Information

In June of 2021 the PreK-5 Comprehensive Literacy Plan was approved by the Edina School Board. This plan outlined the priorities and commitments for ensuring that all learners have equitable access to evidence-based instruction, building language and literacy knowledge, as well as the skills and strategies to competently engage in relevant learning opportunities that foster success. A key part of this commitment is to ensure that the staff and students have the necessary tools to accomplish this critical goal.

The process for identifying the appropriate tools for teaching English Language Arts and Reading in the elementary schools began in 2021. Since then, there have been critical updates from the MN Department of Education to further inform the work. The information in the following paragraphs will further define these updates.

Minnesota Department of Education Overview

The Minnesota Department of Education has released two critical updates to English Language Arts programming in the past few years:

- **2020 MN State ELA Standards**

The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. School districts are required to put state standards into place so all students have access to high-quality content and instruction. The 2020 Minnesota Academic Standards in English Language Arts were adopted in 2023 and are scheduled for full implementation in the 2025-26 school year.

- **MN READ ACT Background Information**

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals.

A district or charter school must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, when a district or charter school purchases a new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes 2023, section 120B.1118.

In order to ensure that district purchases are evidence based MDE has reviewed resources and categorized them as highly aligned, partially aligned, minimally aligned, or not aligned to evidenced-based structured literacy practices.

- Highly aligned: 100% of domains were above the cut point with no significant red flags identified for the program
- Partially aligned: 60-99% of domains were above the cut point
- Minimally aligned: 34-59% of domains were above the cut point
- Not aligned: 33% or less of domains were above the cut point

All curricula were categorized based on descriptors and look-fors in the [rubric](#) according to the scale above.

Although District selection, adoption, and implementation of ELA curriculum is locally determined, district curriculum adoption teams are strongly encouraged to review the rubric and additional MDE resources, if they are considering use of any resource on the list, *regardless of its categorization*.

Benchmark Advance is currently in the MDE full re-review cycle. This means that they have submitted full curricular program revisions to MDE and the date that this review will be complete is March 3rd.

Currently in the early implementation stage, the Literacy Leadership Team is learning more about the strengths of evidence-aligned practices with Benchmark Advance and what areas will need supplementing in alignment with the MDE rubric and additional resources.

The areas that will require supplementation are:

- *phonemic awareness
- *handwriting

Standards, Curriculum, and Instructional Outlines

All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Literacy is a priority for all educators at every level, shown by committing to:

- **Standards and Curriculum** - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The Minnesota Reading and ELA Standards outline clear goals for reading, writing, listening, speaking, viewing and exchanging ideas. Curriculum review is an ongoing process to ensure high quality, research and evidence based resources that
 - support effective instruction, alignment, and application of the standards;
 - provide strategies for differentiated instruction based on students’ needs;
 - are culturally and linguistically relevant and responsive; and
 - build background knowledge and understanding of key learning concepts.

Multi-Tiered System of Support Alignment:

Benchmark Advance is a Tier 1 resource. This **will replace** the current Collaborative Classroom (Making Meaning, Being a Reader and Being a Writer). Tier 1 instruction occurs during the core literacy block. The English Language Arts Standards are directly taught and assessed.

Other resources aligned to the Science of Reading (Sonday, Heggerty) currently in the system will continue to exist in Tiers 2 and 3 when aligned to student needs. This will occur outside of the Tier 1 literacy block.

Curriculum Review Process

In Edina, a core belief we share is “Professional Excellence.” This means that, “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.” One way we live out this value is by including stakeholders in the review, design and implementation of district programming. This will be done through the use of “district design teams.” A design team is a group of representatives who serve to guide and inform district decisions.

The following staff members have been integral in the review and recommendation that resulted from the curriculum review process:

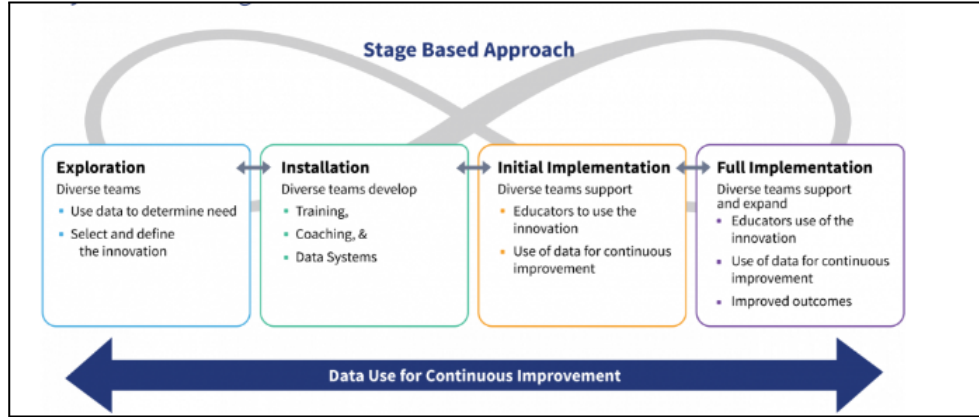
LITERACY LEADERS							
	ELC	Creek Valley	Normandale	Countryside	Cornelia	Concord	Highlands
Pre-K	Liz Denn						
K				Alyssa Barnes		Steph Blachowiak	
1					Christine McCarthy		Megan Salmon
2		Jennifer Rauen			Kylee Muehlberg		
3			Katy Thomas	Jennifer Gross			
4		Emily Nuss Emily Torgeson					Zach Prowell Leah Spellman
5			Molly Swiderski		Molly O’Keefe	Nicole Bey	
EL				Kelly Paulson	Nicole Schweigert		
Special Ed						Anne Kile	
Immersion Rep							
Media Specialist		Krista Winkel					
Intervention			Jennifer Johnson Laura Hanson				
Sandra Harley, Shannon McGinnis Paul Domer, Principal Rep Leona Santillan, Administrative Dean Rep							

The Design Team, also called the Literacy Leadership Team (LLT), has used a proven process following Implementation Science to build upon current best practices in Edina and to consider opportunities for

improvement. The team drafted a plan that recommends program updates and instructional/course enhancements as they align to the new standards, the MN READ Act and the Comprehensive Literacy Plan.

Timeline, Goals and Milestones

The Comprehensive Literacy Plan 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 Comprehensive Literacy Plan is outlined below:



<p>Exploration</p> <ul style="list-style-type: none"> • Define current reality • Unpack standards • Research best practices • Select and define the practice/program 	<p>Installation</p> <ul style="list-style-type: none"> • The program/practice has been identified and defined • Professional Development and coaching are used to prepare for the implementation • Resources are purchased • Data systems are prepared 	<p>Initial Implementation</p> <ul style="list-style-type: none"> • Educators begin using the program/practice • Data is collected around both implementation and student outcomes • Adjustments and alignments 	<p>Full Implementation:</p> <ul style="list-style-type: none"> • More than 50% of educators are using the program/practice as intended • Student outcome data is showing improved outcomes
<p>2021-July 2024</p>	<p>August 2024 (Current)</p>	<p>August 2025</p>	<p>August 2026 (on-going)</p>

Literacy Leadership Team Goals:

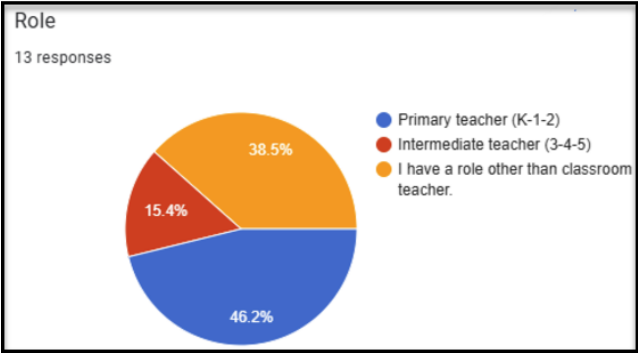
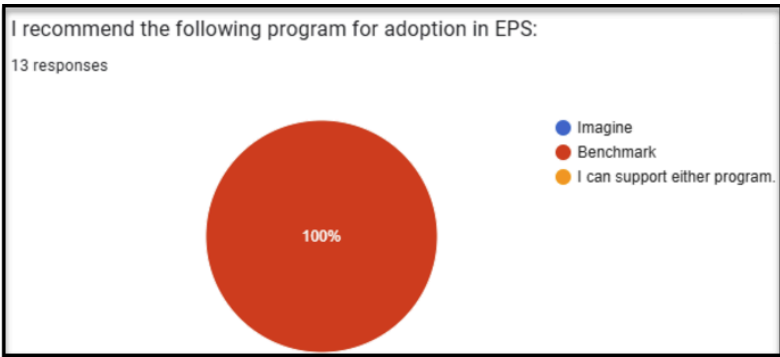
- 2021-2022:
 - Unpack class/course structure and content, review current and enduring research and analyze data to get a full picture of the current reality.
- June 2022:
 - Unpack new ELA standards
- 2022-2023: Review materials/instructional enhancements for recommendation.
- July 2024: Recommendation made to Teaching and Learning
- 2024-2025: Installation (LLT teachers only) of Benchmark Advance

Curriculum Review Process:

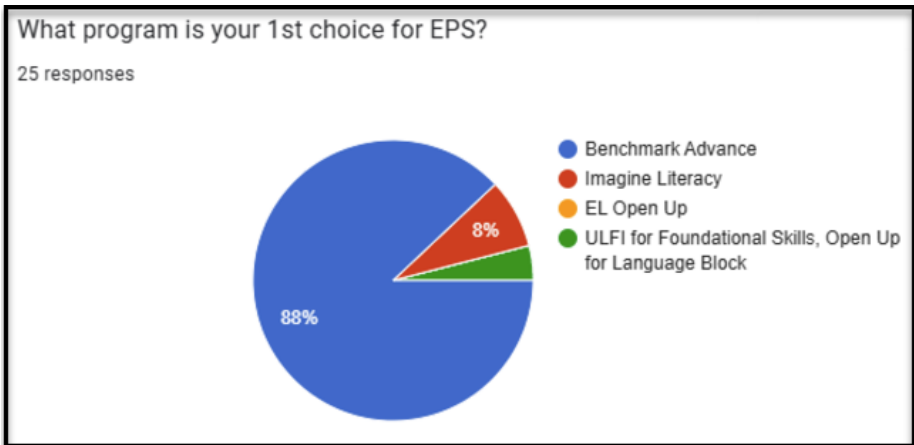
The Exploration Stage lasted 2 years. During this time, the Literacy Lead Team researched best practices and examined evidence-based programs using the [Reading League Curriculum Evaluation Tool](#). The Reading League Curriculum Evaluation Tool aligns with the MDE rubric referenced above and specifically adds detail in the the following components:

- ✔ Word Recognition
- ✔ Language Comprehension
- ✔ Reading Comprehension
- ✔ Writing
- ✔ Assessment

After reviewing several programs on the curriculum review list for MDE, the team unanimously recommended Benchmark Advance for implementation at the elementary level in Edina.



All staff were given a voice in the process. The materials were presented for review at all sites in May 2024. Benchmark Advance was the top choice:



Benchmark Advance EdReport Evaluation:

EdReports is a curriculum evaluation tool used by districts across the country to assess curricula. The platform provides robust reports that align to current and enduring research on best practices in the content area. The following charts are a summary of the Benchmark Advance Report ([read full report here](#)):

Kindergarten [View Full Report](#) →

GATEWAY 1
Text Quality

52/58

0 26 52 58

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

1st Grade [View Full Report](#) →

GATEWAY 1
Text Quality

52/58

0 26 52 58

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

2nd Grade [View Full Report](#) →

GATEWAY 1
Text Quality

52/58

0 26 52 58

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

3rd Grade [View Full Report](#) →

GATEWAY 1
Text Quality and Complexity

38/42

0 20 37 42

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

4th Grade [View Full Report](#) →

GATEWAY 1
Text Quality and Complexity

38/42

0 20 37 42

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

5th Grade [View Full Report](#) →

GATEWAY 1
Text Quality and Complexity

38/42

0 20 37 42

GATEWAY 2
Building Knowledge

28/32

0 15 28 32

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

GATEWAY 3
Usability

24/25

0 15 22 25

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

Content Alignment:

Benchmark Advance 2022 has knowledge strands that are consistently mapped across all grade levels, which supports knowledge-building, interdisciplinary instruction in all classrooms across all schools throughout the year.

Content Knowledge Alignment

Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Life Science							
2	Character Matters							
3	Government and Citizenship							
4	Perspectives in Literature							
5	Technology and Society							
6	Themes Across Cultures							
7	History, Culture, and Geography							
8	Earth Science							
9	Economics							
10	Physical Science							

Cross-Linguistic Transfer Relations within the Program Components for Spanish Dual Lanugage:

Spanish Dual Language:

Benchmark Advance and Benchmark Adelante's cohesive program architecture across English and Spanish Language Arts instruction provides ample resources to support Dual Language programs without compromising program models:

- Congruency and cohesiveness of parallel content and grade level topics provide ample variety and variance for a broad range of texts in both English and Spanish.
- Small Group Texts in English and Spanish provide content knowledge support for Science and Social Science at student's level of reading in L1 and L2 across the reading continuum.
- English and Spanish Language Development differentiated support is embedded in each lesson and are aligned in tandem with English and Spanish Language Arts Literacy and Language Instruction.

French Immersion:

Benchmark Advance will be implemented in 2024-2025 by 3rd-5th grade staff. The first year will be used to intentionally plan to align English Language Arts and French Language Arts. The Benchmark Advance materials are not translated to French, nor is there a French-aligned program like Adalente for Spanish Dual Language. *This is often the case with curriculum resources in other content areas.*

Normandale typically takes an additional year to plan for implementations to ensure the alignment is purposeful and honors the commitment to the French Immersion experience. This will be the case with the implementation of Benchmark Advance.

Recommendation:

The team unanimously recommended the adoption and implementation of Benchmark Advance as the Tier 1 curriculum for elementary schools in Edina.

The implementation of Benchmark Advance will occur in 2025-2026 with a rigorous professional development and coaching plan to serve as the foundation of the implementation.

Budget:

The purchase of an 8 year license to Benchmark Advance will cost a total of \$482,850.80. The direct quote from Benchmark Education Company is included in the attachments listed on the cover page. The quote includes 7 full days of Professional Development for staff to support the integrity of the roll out.

This purchase is able to be supported with the \$343,843 that Edina is receiving for Read Act curriculum funding, as well as a portion of the regularly allocated Teaching and Learning capital dollars.

There are no annual costs associated with this purchase.

III.B. Achievement and Integration FY 2026
Budget

Speaker (s) : Dr.
Frannie Becquer,
Director of
Achievement Equity
and Multilingual
Learner Programming



Board Meeting Date: 1.21.25

Title: Achievement and Integration FY 2026 Budget

Type: Discussion

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: Draft of the Achievement and Integration budget

The Achievement and Integration Program provides dedicated funding to support our district's efforts in increasing racial and economic integration while reducing achievement disparities. Each year the school district must submit an updated annual budget to the Minnesota Department of Education.

Districts do not need to apply for this funding; they automatically qualify based on their enrollment data. The funding must be utilized within the fiscal year it is approved for, as carryover is not permitted.

Recommendation: Review Achievement and Integration budget proposal for approval in March

Desired Outcome(s) from the Board: Completely review the information related to Achievement and Integration budgeting to develop or enhance your understanding of requirements of Achievement and Integration annual budget development and be prepared to provide initial reactions (questions and comments).

Attachments:

[Proposed Budget](#)

See Report Below

How Funding is Determined:

1. Initial Revenue (FIN 313): Basic Formula: $\$350 \times \text{district's adjusted pupil units} \times \text{ratio of protected students}$
2. Incentive Revenue (FIN 318): Simple Formula: $\$10 \text{ per district's adjusted pupil unit}$
3. The total funding is divided as follows:

- a. 70% comes from state aid
- b. 30% comes from local levy

Key Budget Requirements:

1. Required Budget Ratios:

- a. Direct Student Services: Minimum 80%
- b. Professional Development: Maximum 20%
- c. Administrative Costs: Maximum 10%

2. Core Guidelines:

- a. All expenditures must be directly linked to Achievement and Integration plan activities.
- b. Funding must supplement, not replace, existing programs.
- c. Activities cannot segregate participants by race.

3. Staffing Considerations:

- a. Positions must directly support planned activities.
- b. FTE funding must align with the actual time dedicated to the program.

Summary of Edina's 25-26 Budget:

1. Direct Student Services: 89%
2. Professional Development: 10%
3. Administrative Costs: 1%

Updates to Budget:

No significant changes were made to the budget created last year. Fiscal Year 2026 changes were a result of an increase in allocated funds from the state and modification of FTE positions.

- a. Adjusted staff salaries in accordance with the 2024-2025 contract rates.
- b. Modified Liaison FTE assignments based on student needs: 0.2 FTE for Southeast Asian Liaison and 2.0 FTE for Spanish Liaison.

III.C. DISCOVER Operational Costs

Speaker (s): Dr.
Stacie Stanley,
Superintendent; and
Nate Swenson,
Assistant
Superintendent



Board Meeting Date: 01/21/2025

Title: DISCOVER Operational Costs

Type: Discussion

Presenter(s): Dr. Stacie Stanley, Superintendent; Nate Swenson, Assistant Superintendent; Anne Marie Leland, Director of Strategic Partnerships; Jody De St Hubert, Director of Teaching and Learning; Mert Woodard, Director of Finance & Operations; and Paul Paetzel, Edina High School Principal

Description: We will be providing an overview of the operational costs for DISCOVER in Edina Public Schools.

Recommendation: No recommendation is being made at this time. This item has been prepared for board discussion.

Desired Outcome(s) from the Board: Please review the full report of information and come prepared with your initial reactions (comments/questions).

Attachment(s): NA
Report follows

Introduction

We're here to continue discussing expanding educational opportunities for our students through DISCOVER at Edina Public Schools. After careful analysis and feedback from the Board, our team recommends implementing these programs within our existing facilities to maximize cost efficiency. We've determined that purchasing or renovating additional buildings would significantly increase both capital and operational costs without proportionate benefits to our students at this time.

The DISCOVER pathways - focused on Aviation & Aeronautics, Finance, and Health Sciences - represent a strategic investment in our students' futures. By utilizing our current spaces, we can direct resources toward program quality rather than facility expenses such as the procurement of a new or existing building. This approach allows us to launch high-quality pathways promptly while maintaining flexibility for future facility planning.

Our team firmly believes implementing this model is crucial for Edina students. It aligns with our mission of delivering educational excellence and preparing all students to realize their full potential. DISCOVER also aligns with multiple aspects of our strategic plan. First, it advances academic excellence (Strategy A) by providing differentiated educational experiences through three focused options that effectively engage and challenge students. By implementing these programs within existing spaces, we create learning environments conducive to constructive student interaction (Strategy C) while maintaining operational efficiency. The program supports equitable school culture (Strategy B) by providing all students access to industry-recognized credentials and authentic learning experiences. Through partnerships with industry professionals and credential opportunities, DISCOVER addresses enrollment and demographic trends (Strategy D) by offering attractive educational options that help retain students. Finally, the initiative supports community engagement (Strategy E) by creating clear options that connect student learning to real-world opportunities, helping community members understand how their expertise can contribute to our collective success.

By launching these programs within our existing facilities infrastructure, we can begin transforming student opportunities immediately, with the flexibility to scale based on student interest and program success.

Operational Costs vs Capital Costs

Operational costs are the day-to-day, recurring expenses that come from the general operating budget. These include staff salaries, utilities, regular maintenance, transportation, instructional materials, and insurance. They are typically handled through annual budgeting and are funded through tax revenue and state funding.

Capital costs, on the other hand, are long-term investments in physical assets that have a useful life of several years. These include major expenses like new building construction, renovations, land acquisition, large equipment purchases (like HVAC systems), technology infrastructure, and major safety upgrades. Capital costs are usually funded through special mechanisms like bonds or levies and often require voter approval.

The key distinctions between operational and capital costs can be seen across several dimensions. Operational costs occur regularly and repeatedly, while capital costs represent one-time or irregular major investments. Where operational costs come from the general fund through tax revenue and state funding, capital costs typically require special funding mechanisms like bonds or levies. Operational expenses are used up within one fiscal year, while capital investments create assets that last for multiple years. Finally, operational costs are

part of annual budgeting cycles, while capital costs require long-term planning and often need voter approval. Regardless of whether an expenditure is classified as operational or capital, ultimately any cost that isn't financed by a new funding source or offset by reductions in other areas will result in a reduction to the District fund balance. This fact should be considered by the Board and administration when evaluating whether or not to access voter-approved debt.

For the DISCOVER initiative, the operational costs focus primarily on personnel (including program coordination and professional development) and program-specific costs like certification fees, while avoiding major capital expenditures by utilizing existing spaces and infrastructure.

Personnel Operational Cost

These projections reflect a comprehensive approach to implementing and sustaining the program, with the primary costs centered around personnel and program-specific needs. While we believe dedicated program coordination would provide the strongest foundation for DISCOVER's success, we are attentive to our budget constraints. The projection includes 0.6 FTE for program coordination at \$72,000, which could be reduced in the initial phase to help launch the program. The remaining operational costs focus on essential elements that will directly support student learning and program effectiveness.

Personnel	Estimated Annual Cost
DISCOVER Coordination (0.6 FTE)	\$72,000
Professional Development	\$5,100
Memberships, Subscriptions, & Conference Attendance	\$10,000
	TOTAL = \$87,100

Examples of Potential Curriculum Costs

When evaluating potential DISCOVER options, it is helpful to understand typical course adoption costs in our District. While DISCOVER costs will differ based on their unique requirements for specialized equipment, industry partnerships, and credentialing, these recent course adoptions provide a baseline reference point for understanding the scale of operational curriculum investments.

Personnel	Estimated Annual Cost
AP English Literature and Composition and College in the Schools Intro to Literature	\$6,000.00
Introduction to Statistics	\$15,000.00
AP Human Geography	\$65,000.00

Credential Operational Cost

Costs associated with students who want to pursue a credential within a DISCOVER area are based on the assessment cost or course related to earning the credential. The following table provides an annual estimated operational cost of credentials, the Discover area, credential

name, cost per student, and estimated number of students taking the credential per year. These credentials have been researched using information gathered from our partners who work within these Discover areas or costs provided by the Minnesota State Workforce Solutions website. This table estimates 120 students pursuing a credential based on 2025 cost data.

Discover Area	Credential Name	Cost per student (minimum)	Estimated # of Students/ Year	Estimated Annual Cost
Aviation & Aeronautics	Drone Operation Basics	\$175	10	\$1,750
Aviation & Aeronautics	FAA written knowledge exam	\$175	10	\$1,750
Aviation & Aeronautics	Practical flight test	\$550	10	\$5,500
Aviation & Aeronautics	Medical exam	\$125	10	\$1,250
Aviation & Aeronautics	FAA-approved aircraft dispatcher certification	\$5,000	5	\$25,000
Aviation & Aeronautics	Airframe & Powerplant (Airplane Mechanic) licenses	\$2,350	5	\$11,750
Finance	Financial Literacy Certification	\$10	10	\$100
Finance	Entrepreneurship and Small Business (ESB) certification	\$2,795	5	\$13,975
Health Sciences	Infection Control	\$49	10	\$490
Health Sciences	Medical Terminology Basics	\$250	10	\$2,500
Health Sciences	First Aid and CPR certifications	\$37	10	\$370
Health Sciences	EMT certifications	\$1,800	5	\$9,000
Health Sciences	CNA exam	\$115	10	\$1,150
Health Sciences	Basic Life Support	\$85	10	\$850
		TOTAL =	120	\$75,435

Conclusion

Through thoughtful implementation of DISCOVER within our existing spaces, we can deliver innovative educational options for students while maintaining operational efficiency. This approach allows us to launch these valuable programs promptly, maximize our current resources, and maintain flexibility for future growth. Most importantly, it enables us to focus our investments on student learning and industry-recognized credentials that will help prepare our students for future success.

III.D. Superintendent Search Process Update

Speaker (s) :
Governance Committee



Board Meeting Date: 1/21/2025

Title: Superintendent Search Process Update

Type: Discussion

Presenter(s): Governance Committee

Description: At the January 6th work session, the full board received pertinent information around the current superintendent hiring landscape, potential timeline, short and long term hiring options and potential search firms. As contract negotiations were still in progress between Dr. Stanley and St. Paul Public Schools, the board determined it was important to keep multiple options open until more information became available. The board authorized the governance committee to continue pursuing and gathering information around two pathways; exploring an interim superintendent and/or hiring a search firm to begin a search this spring.

Since the meeting on January 6th, the governance committee has gathered more information and will be presenting all available information to the board and community. The governance committee has used this information to narrow our work and is bringing updated recommendations and timelines to the full board so they can ask questions, provide reactions and authorize next steps in the process.

Recommendation: The board should be prepared to discuss and give the governance committee parameters around next steps in the search process.

Attachment(s): [Superintendent Suggested Process_Jan 21 Work Session](#)

Superintendent Hiring Process Update: January 21

Current Status

The governance committee was recently apprised by Dr. Stanley that Dr. Stanley and St. Paul Public Schools are negotiating a transition date prior to the end of the school year. This will necessitate the board finding an interim superintendent for the remainder of the school year, at a minimum. There are two simultaneous moving parts in the process of transition: the interim superintendent hiring process and the contract release process for Dr. Stanley.

Interim Superintendent Hiring Recommendation:

After speaking with legal counsel, search firms and the MSBA, **the governance committee is recommending that the board seek an interim superintendent for the time period of Dr. Stanley's leave date (to be determined ASAP) until June 30th, 2026.** The rationale behind this recommendation are as follows:

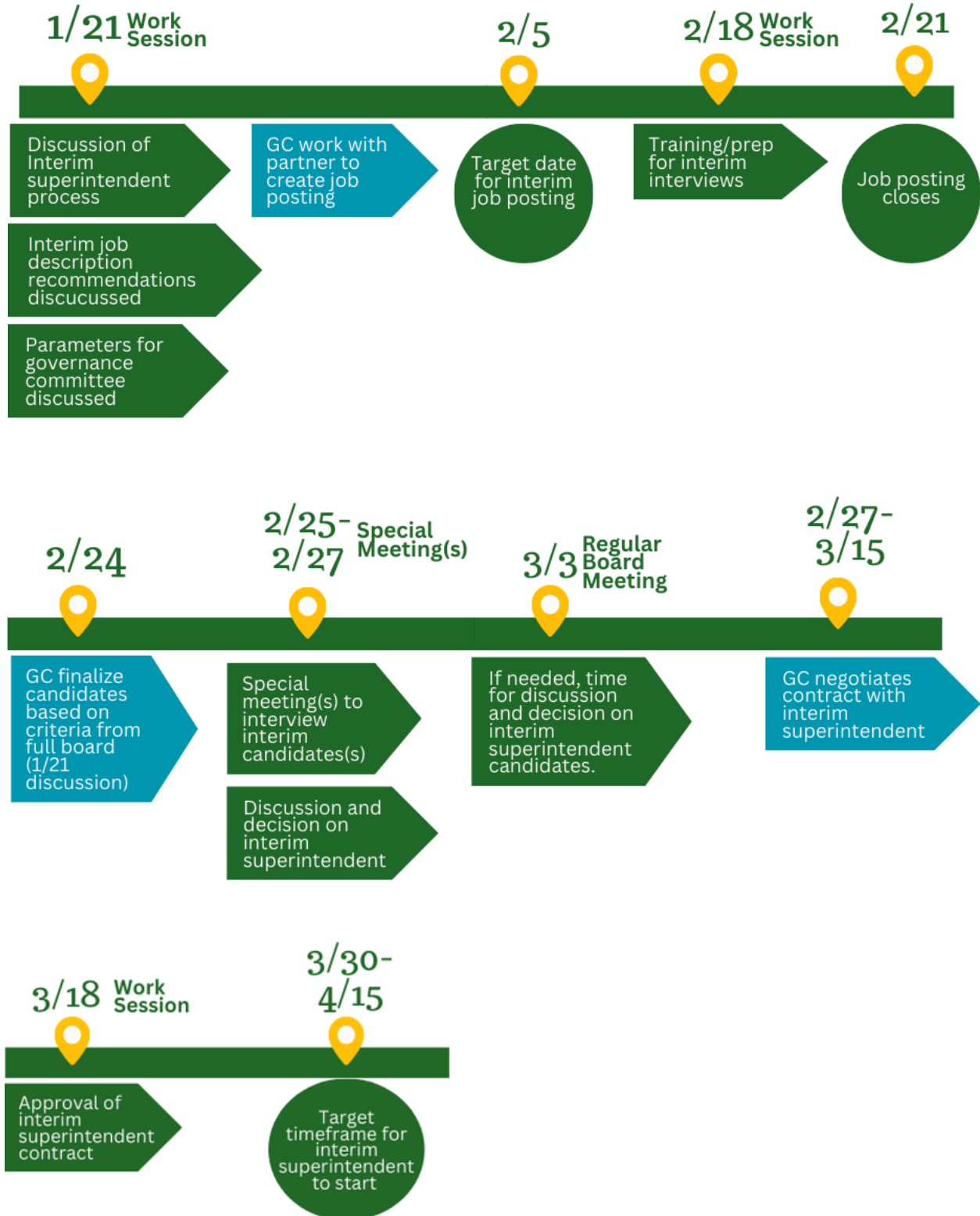
- The board is facing a condensed time frame in finding a new superintendent.
 - Information from the MSBA shows that superintendent searches shift from a period of multiple months if they start in the fall to a few weeks the further the process starts in the calendar year.
 - Given the fact this transition was unexpected, the board would like to ensure there is ample time for stakeholder feedback in the process and it is as thorough as possible, not rushed.
 - Information from multiple search firms says we will get a more robust candidate pool by starting in the fall.
- If the board hires an interim until the end of this school year with the intention of hiring a permanent superintendent to start July 1, 2025, the district and board will be engaged in onboarding the interim while also being engaged in a search process. Both of these items require large amounts of time and resources and to be doing both simultaneously, on a shortened timeline and along with other board and district business, is something the board needs to carefully consider.
- The time period it would take to interview and hire an interim superintendent and only offer the position for 2-3 months could potentially limit the number of candidates that would apply and waste board and district resources. It would also lead to a very limited time-frame for an individual to join the district, train and effectively have any impact on the district.

Interim Superintendent Process and Timeline

- The board has full discretion on the process and timing on the Interim Superintendent position and there are many different ways boards have approached this issue.
 - The below process outlined is recommended by legal counsel

Suggested Interim Superintendent Hiring Process

GC=Governance Committee



Key Discussion Points for Board:

- Is there consensus on the recommendation to hire an interim superintendent for the school year of 2025-2026?
- Is there consensus on the proposed process, especially the areas the full board is giving the governance committee permission to move forward in the process:
 - Work with partner to create interim job posting
 - Screen candidates (if multiple candidates apply)
- What feedback/input do you have on the job posting for the interim superintendent? Key qualifications?
- If multiple qualified candidates apply for the position, how many candidates is the board interested in interviewing?

Contract Release Process and Timeline:

Early Termination Provisions:

- Relevant wording from Dr. Stanley's current contract states:
 - "If the Superintendent wishes to resign prior to the end of the term of this Agreement, the Superintendent must notify the School Board Governance Committee of the intent to resign at least 9 months prior to the proposed last day of employment. The Superintendent must formally submit to the School Board the resignation 6 months prior to the proposed last day of employment. These notification timelines may be waived by the School Board in its sole discretion."
 - **Termination by Mutual Consent:** "This Agreement may be terminated at any time by mutual consent of both the School Board and the Superintendent."
 - **Continuing Duties:** "After providing such notice, the Superintendent must continue to provide full efforts to execute the duties of the position."
- Dr. Stanley is still negotiating the terms of her contract with St. Paul Public Schools. At such time, but no later than 2/3/25, the board and public will be notified of such terms and will complete a mutual termination agreement.
- The school board can move forward with the process of hiring an interim superintendent without the mutual termination agreement in place, but this is not ideal.
- The mutual termination agreement process is fairly straightforward. The below process outlined is recommended by legal counsel:

Mutual Termination Agreement Process

GC=Governance Committee



Key Discussion Points for Board:

- Are there questions about the process or timeline?
- Is the board comfortable giving the governance committee the authority to negotiate the mutual termination agreement with Dr. Stanley?

Process for Permanent Superintendent:

- The board has already narrowed our search firm field to four search firm semi-finalists
- Our recommendation, at this time, is to begin the process of hiring a search firm at the end of October, 2025. This will be the timing and starting point for the process of hiring our permanent new superintendent.

IV. **Action**

IV.A. Board Communication to Public

Speaker (s) :
Governance Committee



Board Meeting Date: 1/21/2025

Title: Board Communication to Public

Type: Action

Presenter(s): Governance Committee

Description: In order to keep the public informed about the board's work around the superintendent search efforts, the board is planning to send out an email communication after the January 21st meeting updating stakeholders about the current status of the search efforts.

For communication to come from the entire board, the full board needs to vote to approve it.

Recommendation: Approve communication to the public.

Attachment(s):

1. [Letter for Community January22/2025](#)
2. [Letter for Staff January22,2025](#)

January 21, 2025

Dear Edina Public School District Community,

This evening, January 21, the board held a work session that contained important updates regarding the timing and process around the superintendent search replacing Dr. Stacie Stanley. The board felt it important to notify all stakeholders of these updates to ensure timely and accurate communication.

The board has become aware of Dr. Stanley's intention to start her tenure at St. Paul Public Schools this spring. While she is still negotiating her contract with St. Paul Public Schools, the best working knowledge we have right now is a transition date around the middle of April. Given this information, the board will hire an interim superintendent for the end of the 2024-2025 school year and the entirety of the 2025-2026 school year. We anticipate the search for a permanent superintendent to begin late fall of 2025. This ensures continuity of programs and services and enables us to have the time we need to fully engage stakeholders and attract and hire the best talent to lead our district into the future.

One theme the board has heard from repeated interactions with staff from all areas of the district is the importance of consistency and the ability to continue the work we are doing on our strategic plan. The board shares this interest and is placing importance on leadership who can harness and continue the great work happening in Edina Public Schools.

The district's communications team is working on a tab on our website to provide the community with updates, as well as updates in the weekly newsletter from the district, *In The Know*. All subsequent information regarding the interim superintendent search will be found in both of those places up until an interim superintendent is named. At such time, we will send a special communication to you.

Sincerely,

The Edina School Board

Erica Allenburg
Dan Arom
Cheryl Barry
Michael Birdman
Karen Gabler
Jen Huwe
Elliot Mann

January 21, 2025

Dear Edina Public School Staff,

This evening, January 21, the board held a work session that contained important updates regarding the timing and process around the superintendent search replacing Dr. Stacie Stanley. The board felt it especially important to notify all Edina Public Schools' staff of these updates as soon as possible.

The board has become aware of Dr. Stanley's intention to start her tenure at St. Paul Public Schools this spring. While she is still negotiating her contract with St. Paul Public Schools, the best working knowledge we have right now is a transition date around the middle of April. Given this information, the board will hire an interim superintendent for the end of the 2024-2025 school year and the entirety of the 2025-2026 school year. We anticipate the search for a permanent superintendent to begin late fall of 2025. This ensures continuity of programs and services and enables us to have the time we need to fully engage stakeholders and attract and hire the best talent to lead our district into the future.

One theme the board has heard from repeated interactions with staff from all areas of the district is the importance of consistency and the ability to continue the work we are doing on our strategic plan. The board shares this interest and is placing importance on leadership who can harness and continue the great work our staff is already doing.

Our district's communications team is working on a tab on our website to provide the community with updates, as well as updates in the weekly newsletter from the district, *In The Buzz*. All subsequent information regarding the interim superintendent search will be found in both of those places up until an interim superintendent is named. At such time, we will send a special communication to you.

Sincerely,

The Edina School Board

Erica Allenburg
Dan Arom
Cheryl Barry
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Elliot Mann

V. **Leadership and Committee Updates**

VI. **Superintendent Updates**

VII. **Adjournment**