

Work Session

Monday, November 10, 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
Monday, November 10, 2025; 5:00 PM
ECC Room 350 and Virtual***

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Legislative Action Committee (LAC) Update

Description: The Edina Public Schools Legislative Action Committee—composed of students, staff, community members, School Board members, and district administration—continues its commitment to advocating for legislation that supports and enhances public education. During this session, Committee Chair Dan Arom and member Michael Birdman will present an overview of the committee’s current priorities and legislative focus areas. They will also facilitate a discussion to gather input from the Board, helping to shape the district’s ongoing and future legislative advocacy efforts. This collaborative dialogue will inform the development of a comprehensive platform that reflects the values and needs of the Edina Public Schools community.

Presenter(s): Dan Arom, Chair, Legislative Action Committee; and Michael Birdman, Board Member

B. Middle School Placement of Spanish Dual Language (SDL) Program

Description: Superintendent Bittman will provide an update on the process and progress related to identifying a middle school site for the expansion of the Spanish Dual Language program. This update will include a summary of the criteria used to evaluate potential sites, stakeholder engagement efforts, and current recommendations based on feedback and analysis. The presentation will also outline next steps and a timeline for final decision-making.

Presenter(s): Dr. Daniel Bittman, Superintendent

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

* One board member will participate virtually.

NOTE: School Board members may participate by interactive technology
as permitted by Minnesota Statute 13D.02

III. Discussion

III.A. Legislative Action Committee (LAC) Update **Speaker (s) :**
Legislative Action
Committee



Board Meeting Date: November 10, 2025

Title: Board Legislative Action Committee (LAC) Update

Type: Discussion

Presenter(s): Dan Arom, Chair, Legislative Action Committee; and Michael Birdman, Board Member

Description: The Edina Public Schools Legislative Action Committee (LAC) – composed of students, staff, community members, School Board members, and district administration—continues its commitment to advocating for legislation that supports and enhances public education. During this session, Committee Chair Dan Arom and member Michael Birdman will present an overview of the committee’s current priorities and legislative focus areas. They will also facilitate a discussion to gather input from the Board, helping to shape the district’s ongoing and future legislative advocacy efforts. This collaborative dialogue will inform the development of a comprehensive platform that reflects the values and needs of the Edina Public Schools community.

Recommendation: Review and be prepared with questions and feedback on the LAC Goals and Action Plan. Be prepared to discuss potential 2026 legislative priorities.

Desired Outcomes from the Board: Board discusses and provides feedback on the LAC’s Goals and Action Plan. The Board offers preliminary input on potential legislative priorities for a legislative platform proposal that will be presented by the LAC at the Board’s December meeting and be brought forward for Board approval in January.

Attachment(s): N/A

For Board Review and Discussion:

The 2026 Draft Legislative Platform topics for initial Board consideration, review and discussion.

1) 2026 LAC Legislative Platform

The LAC will propose various legislative platform topics for Board consideration. These priorities are in development but will be grounded in the Board’s legislative priorities that build off of prior year’s platforms and potential items to be developed in collaboration with district leadership, Dr. Bittman, and partner organizations including AMSD, MSBA, MASE, and additional aligned organizations as references.

2) LAC Goals and Action Plan

The LAC sets goals and builds a calendar of LAC efforts in collaboration with the superintendent, Dr. Dan Bittman, and district leadership. These goals reflect hopeful outcomes of the LAC work this year. The committee meets on a monthly basis.

➤ **LAC Goals**

- 1) Advocacy efforts lead to priorities being realized at legislative session;
- 2) New and current relationships with all EPS legislative representation are developed and strong;
- 3) Community gains better understanding of legislative priorities, the impact on students, and engages in LAC advocacy efforts with student voice amplified;
- 4) Collaboration with aligned partners proves an effective tactic of advocacy efforts; and
- 5) Implementation of the LAC action plan is effective (committee engagement, capacity, admin support, event success).

➤ **LAC Action Plan**

Through events, engagement, communication, and community outreach, the LAC plans to advocate through a variety of means including, but not limited to, the following:

- Ongoing conversations with current and new local and national legislators in effort to build strong relationships
- Host pre-session legislative event to communicate priorities to legislators and larger community
 - 100% participation from local representative and at least one national representative
 - Attendance includes school board, community members, and student representation outside of LAC, district admin, and city leadership
- Continue to build communication base for info sharing and outreach
 - Revitalize social media platforms to welcome students and the Edina community to participate in planned LAC efforts

- Focus on traditional media efforts targeted to students (Zephyrus) and community (Sun Current, Star Tribune), as appropriate
- Track and support legislative bills and their development at local and national levels to help identify opportunities for advocacy outreach
- Engage in AMSD and MSBA legislative efforts related to 2026 priorities with participation in meetings and advocacy opportunities, and identify additional partnership alignment opportunities for synergy in efforts (MACE, MDE, National PTA, AAP, etc)
- Collaborate with neighboring school districts' LAC efforts and activities for shared practices and synergy opportunities
- School board actively participate in planned LAC activities
- Attend at least one Minnesota education-related committee meeting related to 2026 priorities
- Participate in at least one day of advocating at the state capitol
- Secure at least one student testimony opportunity during legislature session

III.B. Middle School Placement of Spanish Dual
Language (SDL) Program

Speaker (s): Dr.
Daniel Bittman,
Interim
Superintendent



Board Meeting Date: November 10, 2025

Title: Middle School Placement of Spanish Dual Language (SDL) Program

Type: Discussion

Presenter(s): Dr. Daniel Bittman, Superintendent

Description: Superintendent Bittman will provide an update on the process and progress related to identifying a middle school site for the expansion of the Spanish Dual Language program. This update will include a summary of the criteria used to evaluate potential sites, stakeholder engagement efforts, and current recommendations based on feedback and analysis. The presentation will also outline next steps and a timeline for final decision-making.

Recommendation: No recommendation is needed at this time.

Desired Outcome(s) from the Board: The School Board will receive the report regarding the placement of the Spanish Dual Language program at the middle school level. Board members are invited to ask questions and provide feedback as appropriate. No formal action is requested at this time.

Attachment(s): [SDL Survey Summary](#)



Summary of Spanish Dual Language (SDL) Middle School Site Selection Feedback ¹

Response Overview: The SDL Middle School Site Selection Survey generated a total of **165 responses**.

- **Parent Responses:** 113 total (75 from Grades K-2 parents; 38 from Grades 3-5 parents).
- **Employee Responses:** 49 total. (Note: 47 employees who responded do not have children in the SDL/EPS system, emphasizing a systemic/operational perspective.)

Key Stakeholder Priorities and Themes: There is a noticeable difference in focus between parents and employees, which is critical for decision-making.

A. Parent Priorities (Focus on Continuity and Social-Emotional Impact)

- The single strongest and most passionate theme among parent responses is **continuity with feeder elementary schools. "One Countryside":** Parents overwhelmingly emphasize the need to keep SDL students together with their non-SDL Countryside peers at **Valley View Middle School (VVMS)**.
- **Social Isolation Concern:** Given that the SDL cohort is very small (only 2 classes per grade), parents fear that separating these students and sending them to South View (SVMS) would cause social isolation, undermine friendships built across programs (e.g., Kids Club, sports), and make the transition to middle school more difficult. Multiple families noted logistical issues, including the difficulty of having siblings attend different middle schools if SDL is assigned to South View.
- **Top Criteria:** When asked to select critical criteria, parent responses frequently highlighted **Continuity with feeder elementary schools, Staff expertise and readiness, and Academic programming alignment.**

Employee Priorities (Focus on Systemic Equity and Operational Impact)

¹ Document created with the help of Notebook LM; Documento creado con la ayuda de Notebook LM

- Employee feedback focuses on operational challenges and systemic equity concerns across the district.
- **Distribution of Programs:** Employees recommend **distributing the two immersion programs** across both middle schools for reasons of equity and space/capacity. Arguments include the concern that both specialty programs should not be concentrated in one building (Valley View). Many employees suggest moving French Immersion to South View (due to its proximity to Normandale) and placing Spanish at Valley View, or reversing the arrangement.
- **World Language Impact:** World language teachers are concerned that the existing French Immersion program has already "greatly impacted" FTE allocations and lowered Spanish enrollment at VVMS. Adding SDL to Valley View would further reduce world language options and enrollment.
- **Scheduling and Tracking:** Employees noted that immersion programs create scheduling complexity, require teaming adjustments, and can result in **unintended tracking** of students, limiting flexibility and elective options (like Middle School Skills).
- **Staffing and EL Support:** There is a concern that the district has "a long way to go" in training middle school content teachers for **English Learner (EL) best practices**. Employees requested mandatory professional development for all teachers on EL instruction.

Arguments for Site Selection (Valley View vs. South View): The survey feedback provides clear opposing arguments for both potential sites:

Arguments for Valley View (VVMS)	Arguments for South View (SVMS)
Maintains Countryside community continuity and prevents social isolation of the small SDL cohort.	Perceived additional, available space/capacity.
VVMS has established experience with the French Immersion program (scheduling, structure).	Distributes immersion programs across both middle schools, addressing equity concerns about program concentration.

Geographic proximity to Countryside families.	Some employees prefer not having both language programs in one building.
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Planning and Logistical Concerns:

Both parents and employees raised several shared concerns related to program preparation and implementation:

- **Program Instability/Planning:** Inaugural SDL families expressed frustration with uncertainty and "just-in-time" planning at the elementary level, emphasizing that middle school planning must be more concrete.
- **Transportation:** Current long bus rides (sometimes 50+ minutes with transfers) are a serious concern, and efficient busing solutions are requested.
- **Staff Expertise:** A consistent need was identified for qualified, native Spanish speakers and culturally diverse teachers. Staff training and buy-in are essential prior to the program's arrival.
- **Communication:** There were repeated requests for clear, early, and transparent communication, including sharing concrete plans, curriculum expectations (K-12 vertical alignment), and the rationale behind final decisions. Parents requested "info info info" on logistics, academics, and staffing.

Suggestions for District Support Stakeholders provided specific recommendations to ensure a successful transition:

- **Staffing and Training:** Prioritize hiring native-speaker staff and implement professional development for all staff (not just SDL teachers) before the transition. Mandatory EL training for all content teachers was specifically requested.
- **Academic Clarity:** Share clear curriculum expectations for grades 6-8, detailing which classes will be taught in Spanish vs. English.
- **Community Engagement:** Offer meeting/greeting opportunities with the chosen middle school leadership before the transition.
- **Restructuring Consideration (Long-Term Vision):** Several detailed responses suggested using this decision as an opportunity to restructure middle school feeder patterns, such as potentially moving Normandale (French Immersion) to South View (SVMS) to create space and balance programs, while keeping all Countryside students (SDL and non-SDL) together at Valley View (VVMS).

Summary: Choosing a site for the SDL program involves balancing two deeply felt needs: the parents' emphasis on **social continuity** (keeping the Countryside community intact at Valley View) against the employees' focus on **operational equity** and systemic space issues (distributing the programs across both schools). Addressing the immediate, practical concerns, such as teacher readiness and ensuring robust EL support, will be essential for the success of the program regardless of the final location.



Resumen de Comentarios sobre la Selección del Sitio de la Escuela Intermedia para el Programa de Lenguaje Dual en Español (SDL)

Resumen de Respuestas: La Encuesta de Selección del Sitio de la Escuela Intermedia para SDL generó un total de **165 respuestas**.

- **Respuestas de Padres:** 113 en total (75 de padres de los grados K-2; 38 de padres de los grados 3-5).
- **Respuestas de Empleados:** 49 en total. (Nota: 47 empleados que respondieron no tienen hijos en el sistema SDL/EPS, lo que enfatiza una perspectiva sistémica/operacional).

Prioridades y Temas Clave de las Partes Interesadas: Hay una notable diferencia en el enfoque entre padres y empleados, lo cual es crítico para la toma de decisiones.

Prioridades de los Padres (Enfoque en la Continuidad y el Impacto Socioemocional)

- El tema más fuerte y apasionado entre las respuestas de los padres es la **continuidad con las escuelas primarias de procedencia. "One Countryside":** Los padres enfatizan abrumadoramente la necesidad de mantener a los estudiantes de SDL junto con sus compañeros de Countryside que no están en SDL en la **Escuela Intermedia Valley View (VVMS)**.
- **Preocupación por el Aislamiento Social:** Dado que la cohorte de SDL es muy pequeña (solo 2 clases por nivel), los padres temen que separar a estos estudiantes y enviarlos a South View (SVMS) causaría aislamiento social, socavaría las amistades construidas a través de programas (por ejemplo, Kids Club, deportes), y dificultaría la transición a la escuela intermedia. Múltiples familias señalaron problemas logísticos, incluida la dificultad de que los hermanos asistan a diferentes escuelas intermedias si se asigna SDL a South View.
- **Criterios Principales:** Al seleccionar criterios críticos, las respuestas de los padres destacaron frecuentemente la **Continuidad con las escuelas primarias de procedencia**, la **Experiencia y preparación del personal**, y la **Alineación de la programación académica**.

Prioridades de los Empleados (Enfoque en la Equidad Sistémica y el Impacto Operacional): Los comentarios de los empleados se centran en los desafíos operativos y las preocupaciones de equidad sistémica en todo el distrito.

- **Distribución de Programas:** Los empleados recomiendan **distribuir los dos programas de inmersión** en ambas escuelas intermedias por razones de equidad y espacio/capacidad. Los argumentos incluyen la preocupación de que ambos programas especializados no deben concentrarse en un solo edificio (Valley View). Muchos empleados sugieren trasladar el programa de Inmersión en Francés a South View (debido a su proximidad a Normandale) y ubicar el Español en Valley View, o revertir el arreglo.
- **Impacto en los Programas de Lenguas Mundiales:** A los profesores de lenguas mundiales les preocupa que el programa de Inmersión en Francés ya haya "impactado enormemente" las asignaciones de FTE y haya reducido la inscripción de español en VVMS. Agregar SDL a Valley View reduciría aún más las opciones y la inscripción de idiomas mundiales.
- **Programación de Horarios y Seguimiento (Tracking):** Los empleados señalaron que los programas de inmersión crean complejidad en la programación de horarios, requieren ajustes de equipo y pueden resultar en el **seguimiento (tracking) no deseado** de los estudiantes, lo que limita la flexibilidad y las opciones de asignaturas optativas (como *Middle School Skills*).
- **Dotación de Personal y Apoyo a EL:** Existe la preocupación de que el distrito tiene "un largo camino por recorrer" en la capacitación de los maestros de contenido de la escuela intermedia sobre las **mejores prácticas para Estudiantes de Inglés (EL)**. Los empleados solicitaron desarrollo profesional obligatorio para todos los maestros sobre la instrucción de EL.

Argumentos para la Selección del Sitio (Valley View vs. South View): La retroalimentación de la encuesta proporciona claros argumentos opuestos para ambos sitios potenciales:

Argumentos a favor de Valley View (VVMS)	Argumentos a favor de South View (SVMS)
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Mantiene la continuidad de la comunidad Countryside y previene el aislamiento social de la pequeña cohorte SDL.	Espacio/capacidad adicional percibido y disponible.
VVMS tiene experiencia establecida con el programa de Inmersión en Francés (programación de horarios, estructura).	Distribuye los programas de inmersión en ambas escuelas intermedias, abordando las preocupaciones de equidad sobre la concentración del programa.
Proximidad geográfica a las familias de Countryside.	Algunos empleados prefieren no tener ambos programas de idiomas en un solo edificio.

Preocupaciones de Planificación y Logística: Tanto los padres como los empleados plantearon varias preocupaciones compartidas relacionadas con la preparación e implementación del programa:

- **Inestabilidad/Planificación del Programa:** Las familias inaugurales de SDL expresaron frustración con la incertidumbre y la planificación "justo a tiempo" a nivel de primaria, enfatizando que la planificación de la escuela intermedia debe ser **más concreta**.
- **Transporte:** Los viajes largos en autobús actuales (a veces más de 50 minutos con transbordos) son una seria preocupación, y se solicitan soluciones de transporte eficientes.
- **Experiencia del Personal:** Se identificó una necesidad constante de oradores nativos calificados y de maestros culturalmente diversos. La capacitación y la aceptación del personal son esenciales antes de la llegada del programa.
- **Comunicación:** Hubo repetidas solicitudes de comunicación clara, temprana y transparente, incluyendo el intercambio de planes concretos, expectativas curriculares (alineación vertical K-12) y la justificación de las decisiones finales. Los padres solicitaron "info info info" sobre logística, aspectos académicos y dotación de personal.

Sugerencias para el Apoyo del Distrito: Las partes interesadas proporcionaron recomendaciones específicas para asegurar una transición exitosa:

- **Dotación de Personal y Capacitación:** Priorizar la contratación de personal hablante nativo e implementar **desarrollo profesional para todo el personal** (no solo para los maestros de SDL) antes de la transición. Se solicitó específicamente la capacitación obligatoria de EL para todos los maestros de contenido.
- **Claridad Académica:** Compartir expectativas curriculares claras para los grados 6-8, detallando qué clases se enseñarán en español vs. inglés.
- **Participación Comunitaria:** Ofrecer oportunidades de reunión/saludo con el liderazgo de la escuela intermedia seleccionada antes de la transición.
- **Consideración de Reestructuración (Visión a Largo Plazo):** Varias respuestas detalladas sugirieron utilizar esta decisión como una oportunidad para reestructurar los patrones de escuelas primarias alimentadoras, como potencialmente **trasladar Normandale (Inmersión en Francés) a South View (SVMS)** para crear espacio y equilibrar los programas, mientras se mantiene a todos los estudiantes de Countryside (SDL y no-SDL) juntos en Valley View (VVMS).

Resumen: Elegir un sitio para el programa SDL implica equilibrar dos necesidades profundamente sentidas: el énfasis de los padres en la **continuidad social** (mantener intacta la comunidad Countryside en Valley View) frente al enfoque de los empleados en la **equidad operacional** y los problemas sistémicos de espacio (distribuir los programas en ambas escuelas). Abordar las preocupaciones prácticas e inmediatas, como la preparación de los maestros y garantizar un apoyo sólido para los EL, será esencial para el éxito del programa independientemente de la ubicación final.

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**