Work Session

Monday, March 9, 2026 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, March 9, 2026; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion
A. K-2 Cornerstone STEAM Recommendation
B. Marketing Update

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Closed Session
A. Employee Negotiations. Pursuant to Minnesota Statutes section 13D.03, the Board is authorized to vote to move into closed session to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25. The Board will vote to move into closed session to discuss labor negotiations and strategy for the District's negotiations with the following bargaining units: administrative support professionals (EPASS), bus drivers and route programmers (SEIU Transportation), custodians and groundskeepers (SEIU Buildings, Grounds, and Maintenance), paraprofessionals (MSEA), and principals (EAC).

VII. Adjournment

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

III. **Discussion**		
III.A.	K-2 Cornerstone STEAM Recommendation	**Speaker(s):** Jody De St. Hubert, Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator; Amy Reed, Creek Valley Elementary Principal; and Chris Holden, Normandale Elementary Principal

Board Workshop: March 9, 2026

Title: K-2 Cornerstone STEAM Recommendation

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator; Amy Reed, Creek Valley Elementary Principal; and Chris Holden, Normandale Elementary Principal

Description: The Teaching & Learning Department formally recommends a pause on the development and implementation of K–2 Cornerstone STEAM projects during the current cycle of core curriculum adoptions. This recommendation reflects a strategic commitment to instructional depth over breadth and is grounded in implementation science research, which emphasizes focus, sequencing, and fidelity during periods of significant instructional change. It also reflects a developmentally responsive approach to instruction in the primary grades. The multi-week, product-driven Cornerstone model remains a strong fit for Grades 3–5; however, in Grades K–2, STEAM learning is most effective when embedded within daily literacy and numeracy instruction through guided inquiry and structured exploration.

By limiting concurrent initiatives during active curriculum implementation—and by delivering STEAM in ways aligned to early childhood developmental milestones—we enable K–2 educators to prioritize high-quality core instruction that inherently advances our STEAM objectives and ensures students experience consistent, rigorous, and age-appropriate learning every day.

Recommendation: Discuss the recommended adjustment to Edina PreK-5 STEAM programming.

Desired Outcomes from the Board: Review the report, have questions prepared, and provide feedback on the key information presented for decisions on next steps.

Attachment: STEAM One Pager

The Rationale: Why This is the Right Path for K–2

Our rationale for this shift honors the current capacity of our teaching staff and honors the instructional quality for students, recognizing that our new core curriculum adoptions provide a robust and integrated student experience that align with the 4 Key Components of STEAM.

1. Maximizing Teacher Capacity During Core Adoptions

The primary responsibility of our K–2 educators over the next three years is the mastery and delivery of new, rigorous core instructional materials. To add the requirement of Cornerstone Projects during this window would create "initiative fatigue" and dilute the quality of core instruction for our students.

- Past Years (2023-2024): Implementation of new Science curriculum: Mystery Science
- Current Year (2025-2026): Implementation of new Reading/ELA curriculum: Benchmark
- Next Year (2026-27): Implementation of new Social Studies curriculum:
- Following Year (2027-28): Implementation of new Math curriculum:

By removing the requirement for STEAM Cornerstone Projects, we allow teachers the focus and time necessary to implement these foundational subjects with excellence centered on student outcomes. The Edina definition of STEAM has been intentionally rooted in strong literacy and numeracy foundations from the outset.

2. Inherent STEAM Integration in Core Curricula

The most compelling reason to pause on the development of K–2 STEAM programming is that our new curriculum adoptions are already designed around 3 of the 4 STEAM Pillars. We no longer need to look *outside* of our core blocks to find high-level STEAM experiences; they are now woven into the fabric of daily instruction.

An Overview of How the New Curricula Meet STEAM Goals:

- **Inquiry-Based Learning:** Rather than following a set of rote instructions, the new ELA, Math, Social Studies, and Science materials lead with student questioning. Students investigate "essential questions" that require them to gather evidence and build theories, which is the heart of inquiry in the Edina STEAM mindset.
- **Authenticity:** The new Math, Social Studies and Science adoptions focus on real-world problems and civic engagement. While engaging in the learning, students are applying their content knowledge to solve problems relevant to their communities, mirroring the "Authenticity" pillar of STEAM.

- **Integration:** All learning is most impactful when it is integrated. The new Benchmark curriculum intentionally builds knowledge for students by weaving in social studies and science standards into units and lessons.

3. Developmentally Responsive Instruction (Grades K–2 vs. 3–5)

The instructional design of a K–2 classroom differs fundamentally from the upper elementary grades. While the "Cornerstone Project" model (multi-week, independent, product-driven) remains a high-leverage fit for grades 3–5, it does not align as intentionally with the cognitive load and developmental milestones of our youngest learners.

- **The Literacy Shift:** In Grades 3–5, students transition from "Learning to Read" to "Reading to Learn." Older students possess the decoding skills and executive function necessary to navigate the independent research and project management required by Cornerstone lessons.
- **Foundational Knowledge Building:** Research in early childhood education (e.g., *Neuman & Wright*) suggests that K–2 students benefit most from embedded inquiry. For a 6-year-old, STEAM mindset is best developed through high-frequency, teacher-led "micro-investigations" within their daily reading and math, rather than a singular, disconnected multi-week project.
- **Executive Function:** K–2 students are still developing the working memory and cognitive flexibility required for the "long-form" project-based learning (PBL) typical of Cornerstones. By integrating STEAM into the core, we provide the "scaffolding" necessary for them to succeed in the more independent Cornerstone models they will encounter in Grade 3.

Conclusion

We recognize our community's strong passion for STEAM in alignment with our strategic plan. This recommendation is not intended to pull back from Edina's commitment to STEAM, but it is a more intentional and developmentally responsive way of delivering it. By leaning into the inquiry-rich design of our new Science, ELA, Social Studies, and Math adoptions, K–2 students experience consistent, integrated STEAM learning every day, grounded in literacy, numeracy, and real-world problem solving. This focused approach ensures students benefit from coherent, high-quality instruction during their most foundational years, while allowing educators to implement new curricula with the fidelity required for long-term success. As core curriculum implementation stabilizes, we will reassess whether additional STEAM structures, such as Cornerstone Projects, would further enhance K–2 STEAM learning.

III.B.	Marketing Update	**Speaker(s):** Daphne Edwards, Director of Marketing and Communications

Board Meeting Date: March 9, 2026

Title: Marketing Update

Type: Discussion

Presenter: Daphne Edwards, Director of Marketing and Communications

Description: Review of SY 2025-26 marketing initiatives and upcoming plans for SY2026-27.

Desired Outcome(s) from the Board: This item has been prepared for discussion. Please bring questions you have for the presenter.

Edina Public Schools March 9, 2026

Spring 2026 Marketing Update

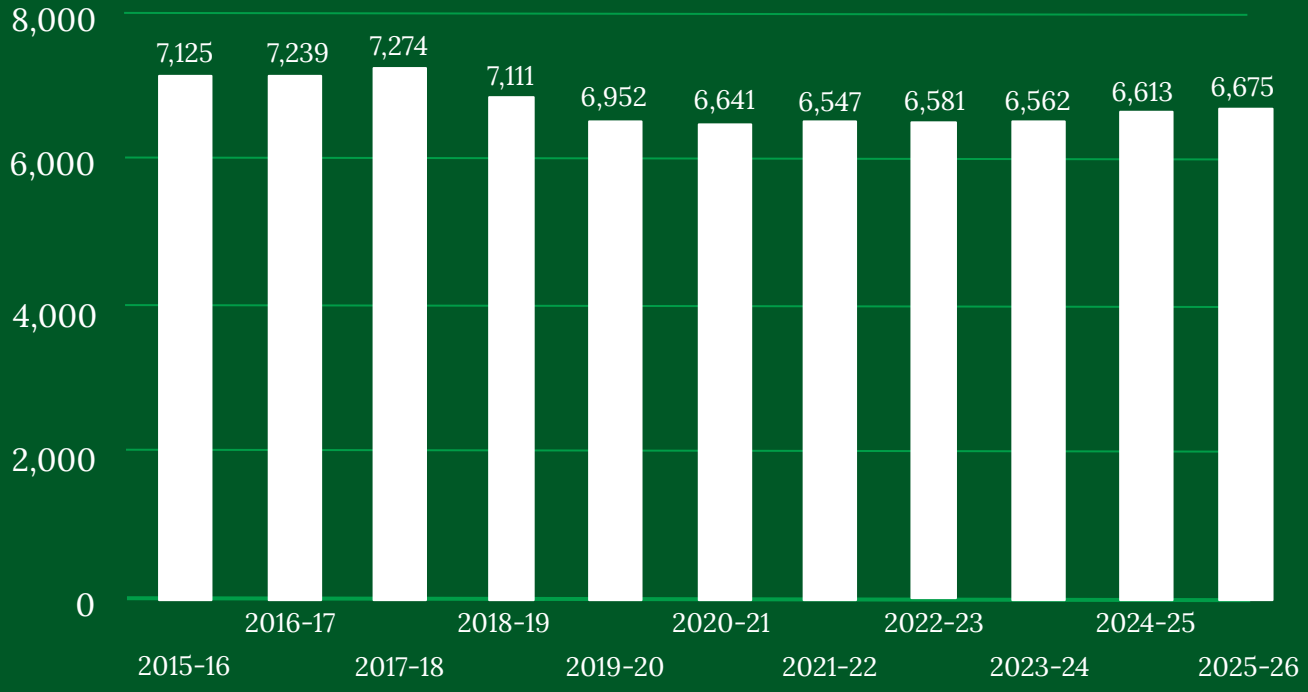
Daphne Edwards, Director of Marketing and Communications

Today’s Topics

1. Enrollment Overview
2. New Visual Identity
3. Email Marketing Campaign
4. Cabinet Kindergarten Phone Campaign
5. Social Media
6. 2026-27 Initiatives

Enrollment Overview

RESIDENTS



Enrollment Overview

All K-12 schools are under significant enrollment pressure due to declining birth rates. This is especially true in Edina where residents have access to educational options - proximity and cost.

3 out of 4 top competitors have made significant growth investments:

2022 OLG:

- Adds preschool - 130 student capacity
- Adds 4th kindergarten section
- Adds dedicated Middle School building
- Adds new gym and activity center
- Adds new cafeteria

2023 Blake:

- Adds dedicated preschool (4+) - 1st grade learning center

2025 Benilde-St. Margaret's:

- Adds 6th grade capacity, approx. 250 students (EPS loses 4 students)

New Visual Branding

New Visual Branding

Purpose

This brand guide exists to ensure the Edina Public Schools identity is expressed consistently and with integrity across all platforms, audiences and materials.

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2.2 Our Vision

For Each and Every Student to
Discover Their Possibilities and Thrive

2.3 Our Mission

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

2.4 Our Core Values

Integrity, Compassion, Courage, Commitment, Appreciation, and Responsibility

Unified Visual Identity

Edina Public Schools
DEFINING EXCELLENCE

Edina Public Schools
OFFICE *of the* SCHOOL BOARD



Unified Visual Identity

Normandale Elementary School

Normandale Elementary is a unique language Immersion school, where students learn French and are taught other subjects in French.

This unique language learning experience opens windows to French-speaking cultures and countries for students.

A Journey Through Elementary

The Vision of Edina Public Schools is for each and every student to discover their possibilities and thrive. We work toward this vision at the elementary level by fostering a caring and supportive environment in which our students can develop as their authentic, whole selves.

This approach extends beyond academics, addressing students' social, emotional, and physical needs



Dr. Daniel Bittman
Interim Superintendent

Chris Holden
Principal

Kany Seck
Administrative Dean

Hours: 8:40 a.m.–3:15 p.m.
Grades: K-5
Enrollment: 652 students

OUR STUDENTS

77.4%

Meet or Exceed Reading Standards

Compared to 47.8% for MN



STEAM in the Class

Our Edina educators bring Science, Technology, Engineering, Arts, and Mathematics (STEAM) to life every day in the classroom, igniting our students' curiosity and encouraging them to think critically, problem-solve with confidence, and imagine the impossible.

Student Leadership

Normandale works to build leaders both inside and outside of the classroom. Normandale's student leaders, or Ambassadeurs, lead school-wide assemblies, help with community service activities, and work with Normandale staff to make our school welcoming for all.

Inclusive and Supportive Community

Normandale is deeply committed to fostering inclusion and providing support, ensuring respect, dignity, and equal opportunities for all. Comprehensive support services include Special Education, English Language Learning (ELL), and social-emotional learning (SEL) programs. These programs help all students grow as responsible, empathetic individuals.



2026-27 Kindergarten Enrollment

If you have a child who turns five on or before September 1, 2026, your child is eligible to enroll in Kindergarten for the fall of 2026. Welcome to the Edina Public Schools family! We are excited to welcome your child to the Class of 2039!

If you are a resident of Edina, you can use the form below to enroll your student now.

Resident Family Enrollment

If you live outside of Edina, please use the Intradistrict Transfer Form below.

Intradistrict Transfer Form

Early Childhood Screening

Early Childhood Screening is required by the state of Minnesota before your child enters kindergarten. Screening can be conducted as young as 3 years old and provides an overall check of your child's development. Screening is free and available to students whether or not they attend EPS.

Make a Screening Appointment



Kindergarten Enrollment

Wonder Awaits Your Kindergartner

Kindergarten is the first step in a lifelong journey of learning — and it all starts here. At Edina Public Schools, we nurture curiosity, creativity, and confidence through a strong academic foundation. With caring teachers, small class sizes, and a tradition of excellence, we're excited to welcome your child into the Hornet family next fall.

LIVE IN EDINA?

Resident Enrollment

Fall 2026 Window: Jan. 12–23, 2026

If you live in Edina and are ready to

DON'T LIVE IN EDINA?

Open Enrollment

Fall 2026 Deadline: Jan. 15, 2026

Thank you for considering Edina Public

CONSIDERING A CHOICE PROGRAM?

Choice Program Lottery

Fall 2026 Deadline: Jan. 4, 2026

To be considered for one of our three

Tour Our Schools

Discover What Makes Edina Public Schools Exceptional

We invite you to experience our community firsthand by visiting one of our nine schools. Tours are offered throughout the school year to fit your family's schedule and interests. Whether exploring elementary, middle, or high school, you'll learn about our academic programs, school and community culture, and what sets Edina apart.



Concord Elementary

Schedule A Tour Here



Cornelia Elementary

Schedule A Tour Here



Countryside Elementary

Schedule A Tour Here



Creek Valley Elementary

Schedule A Tour Here



Highlands Elementary

Schedule A Tour Here



Normandale Elementary

Schedule A Tour Here



South View Middle School

Schedule A Tour Here



Valley View Middle School

Schedule A Tour Here



Edina High School

Schedule A Tour Here



EARLY LEARNING AND FAMILY CENTER

Preschool Families

Want to see what a day at our Early Learning and Family Center looks like? Visit their website to learn more and plan your tour.

Learn More

A BRIGHT FUTURE

One of Minnesota's Top School Districts

Proudly Called Home By The Families We Serve

At Edina Public Schools, our students "take the cake."

But don't just take our word for it. Hear from the Class of 2025 about their experience at Edina Public Schools.



Email Marketing Campaign

Email Marketing Campaign - Kindergarten

Goals
- Join the conversation
- Stay top of mind with ongoing, relevant messaging
- Build awareness re: programs, culture

10 Emails, 2 Text Messages to Incoming KG Parents

- Kindergarten Information Nights
- Schedule a Tour
- Choice Program Due Dates
- Kindergarten Readiness
- Kindergarten FAQ's

**Ave. open rates: 84.8%, ***education average = 23-35%

**Mailchimp.com*, *2023*



Email Marketing Campaign - Middle School

Goals
- Join the conversation
- Stay top of mind with ongoing, relevant key messaging
- Build awareness re: programs, culture

9 Emails, 2 Text Messages to 5th Gr. Parents

- Middle School Night
- Making A Smooth Transition
- Sports Psychology Vir
- 5th Grade Site Visits
- Parent Perspective

Ave. open rates: 82.3%
73% open rate, Edina Residents (non-pub, other public), 5-7th Grade - Chris Balme Event


Parent Perspective: The Middle School Transition

We connected with Ramla, whose son attended middle school at EPS and transitioned to high school this year. We hope her perspective offers guidance and relief to parents whose students are going into middle school next year!

How was the transition from elementary to middle school for your child?
Looking back, it was an easy transition. There was so much support and the schools really made it a great experience. They know the students' names, are very welcoming, and really create a space where you feel like you belong.

Cabinet Kindergarten Phone Campaign

By The Numbers

125

Resident kindergarteners enrolled outside of EPS

43%

Of parents reached, 30% = “Excellent”

Top Takers

OLG	55
Breck	12
Blake	8
Avail	7
ISLA	6
Minnetonka	6
All Other	<2

(18 schools)

Top Reasons

Faith
Smaller Size
Limited Access to Programming
Older Children Attend
Other / Specific Needs

STRENGTHS

- Perceptions of EPS are overwhelmingly positive

GAPS

- Faith-based learning is the overwhelming driver of “res-out” decisions
- Limited access to French/Spanish programming

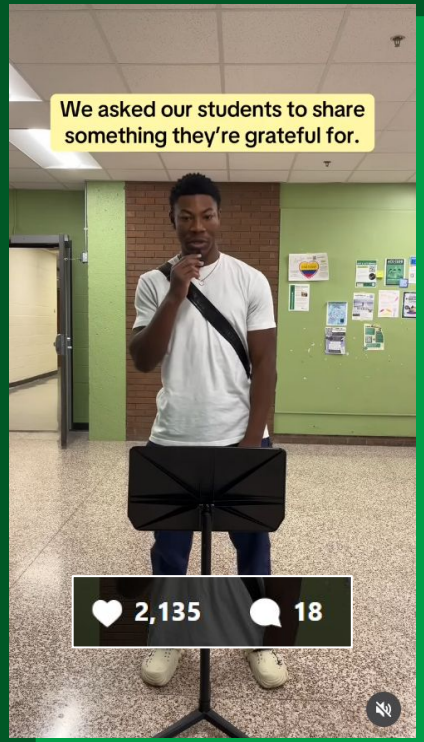
OPPORTUNITIES

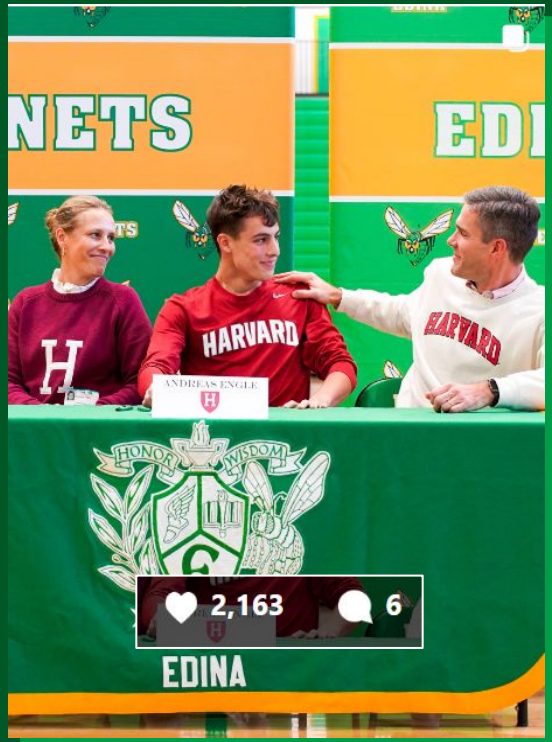
- Majority are open to consider EHS, possibly middle school
- Continued outreach:
  - Benefits of large systems
  - Rigor + college entrance success as a proof point

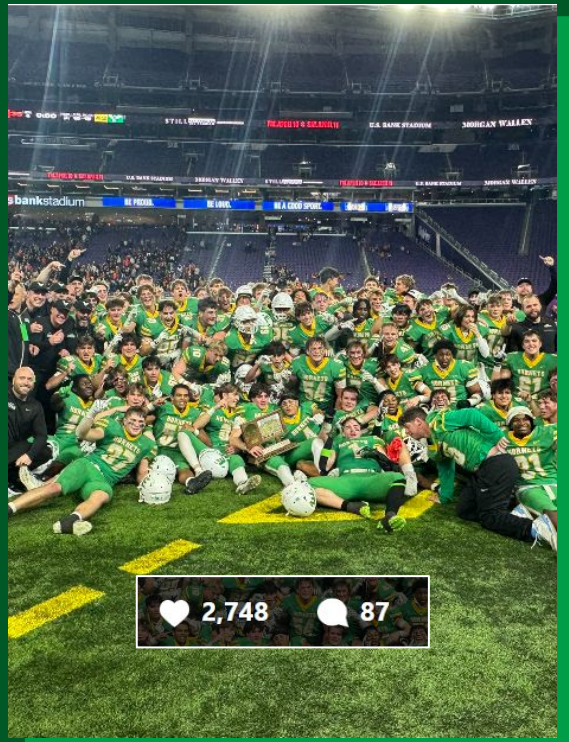
THREATS

- Could not guarantee after school care
- Behavior concerns
- Public school misconceptions

Social Media Results







2026-2027 Initiatives

PILOT - Predictive Enrollment Model (Mert)

- Home value tipping point
- Targeted outreach

Elementary Social Ad Campaign

Target Edina Residents Assigned to Other District

Implement StuCo Ideas

Impact of Social Media on Children, Chris Balme

Enrollment Specialist

- Assist with Outreach



Questions?



Thank you!

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Closed Session**

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