

Work Session

Tuesday, October 20, 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
Tuesday, October 20, 2026; 5:00 PM
ECC Room 350

- I. Determination of Quorum and Call to Order**
- II. Approval of Agenda**
- III. Discussion**
 - A. Continuous School Improvement Plan Process
 - B. 2026-2027 Enrollment and Class Size Report
 - C. Preliminary Discussion - FY2027 Revised Budget
 - D. Legislative Platform Discussion
 - E. Polling Place Requirements
 - F. Review and Comment Requirements
 - G. School Board Member Handbook
- IV. Leadership Updates**
- V. Adjournment**

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

III. Discussion

III.A. Continuous School Improvement Plan
Process

Speaker (s) : Nate Swenson, Assistant Superintendent; Paul Domer, Concord Elementary Principal; and Paul Paetzel, Edina High School Principal



Board Meeting Date: 10/20/2026

Title: Continuous School Improvement Plan Process

Type: Discussion

Presenter(s): Nate Swenson, Assistant Superintendent; Paul Domer, Concord Elementary Principal; and Paul Paetzel, Edina High School Principal

Description: Each year, Edina schools develop continuous improvement plans for their sites. The attached presentation will provide the school board and community with an overview of the process used for the 2026-2027 school year.

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

Desired Outcome from the Board: Please bring forth questions for the presenters.

Attachment:

- See Presentation [Slide Deck](#).

Introduction

Edina Public Schools utilizes a Continuous School Improvement Plan (C-SIP) process to intentionally and consistently monitor student academic progress, sense of belonging, and wellness. The C-SIP process provides a responsive and adaptive framework targeting academic, culture, and social-emotional learning (SEL) outcomes across all sites.

The development process for the 2026–2027 school year involved site teams reviewing prior C-SIP performance, analyzing root causes of persistent barriers using disaggregated metrics, and drafting actionable goals aligned with the district's Strategic Plan. Ongoing progress and site goals, encompassing literacy, numeracy, belonging, and school climate, are continually refined and monitored through data protocols and site-level teams.

Concord Elementary Principal Paul Domer, and Edina High School Principal Paul Paetzel will provide an overview of the processes used to lead the C-SIP efforts across their respective schools.

Continuous School Improvement (CSIP)

Nate Swenson, Assistant Superintendent

Paul Domer, Principal Concord Elementary

Paul Paetzel, Principal Edina High School



Our Vision

For Each and Every
Student to *Discover Their
Possibilities and Thrive*





Grounded in our Strategic Plan

Strategy A: Advance Academic Excellence, Growth and Readiness

1. Rigorous curriculum and active engagement
2. Differentiated learning for every student
3. Timely preK-12 interventions



Grounded in our Strategic Plan

Strategy B: Ensure an Equitable and Inclusive School Culture

- 2. Belonging rooted in core district values
- 3. Systemic barrier removal

Strategy C: Foster Positive Learning Environment and Whole Student Support

- 4. Spaces built for constructive interaction



Grounded in our Strategic Plan

Strategy D: Develop Leadership Throughout the District

4. Evidence-based decision-making

Strategy E: Engage Parents, Schools and Community

1. Stronger parent & community partnerships



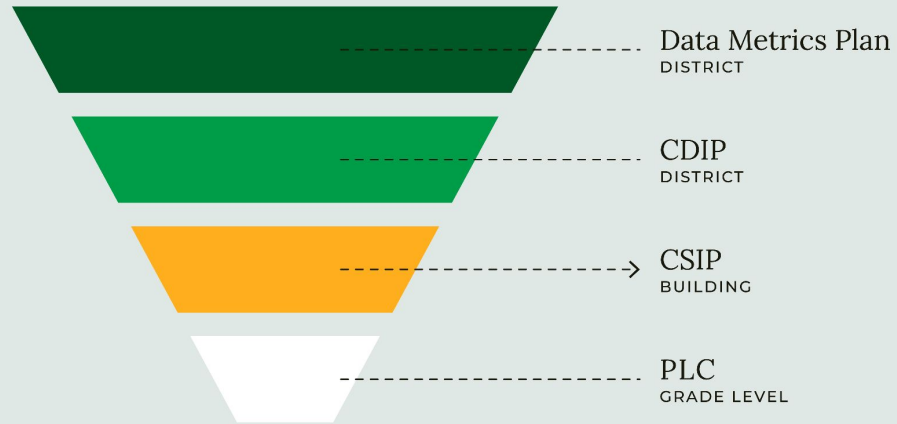
The CSIP Process

Detailed method targeting academics, culture, and SEL outcomes

"Continuous" = Responsive, adaptive planning



CSIP Planning Process





Site CSIP Plans include:

SMART Goals

Action Plans

Key Indicators of Progress

Metrics of Performance



How sites build their plans:

Review: Prior CSIP, data metrics, and site performance

Analyze: Identify root causes of persistent barriers

Draft: Build actionable site goals

Refine: Continuously adapt based on outcomes

The work of Concord Elementary



See CSIP Successes!



Dignity
Model

STAFF CLIMATE AND CULTURE

Overall school climate percentage has increased 22% over the last 4 years!

#13

U.S. News Ranking

1,732 schools

STUDENT WELL-BEING

Supportive Relationships	94%		Above the 90th percentile
Positive Feelings	77%		Around the 90th percentile
Challenging Feelings	70%		Above the 90th percentile
Emotion Regulation	64%		Above the 90th percentile

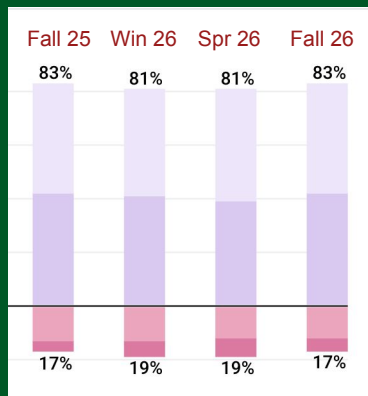
Literacy Snapshot



LITERACY

aReading

Demographics

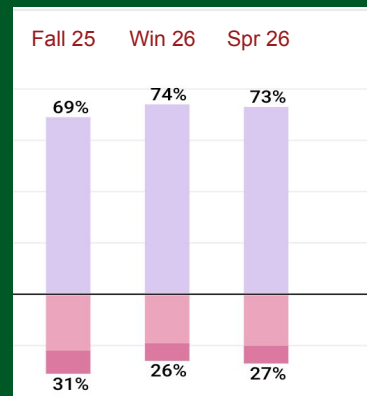


Asian - 89%
Blk/AA - 61%
His/Lat - 59%
Multi - 88%
White - 87%

EL - 35%
SPED - 72%
TD - 97%

earlyReading

Demographics



Asian - 70%
Blk/AA - 33%
His/Lat - 45%
Multi - 75%
White - 75%

EL - 20%
SPED - 53%

MCA: 77% (+1%) - new test with more emphasis on comprehension, analysis. State average = 49%

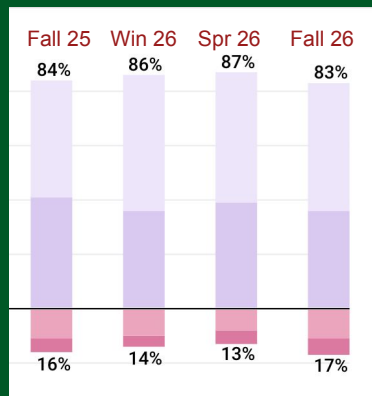
Math Snapshot



MATH

aMath

Demographics

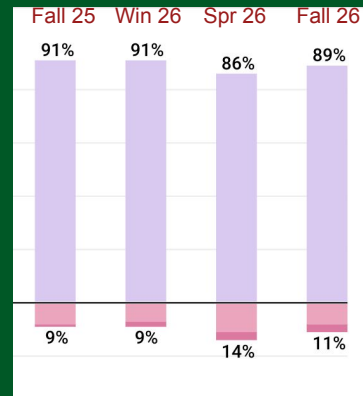


Asian - 89%
Blk/AA - 55%
His/Lat - 65%
Multi - 88%
White - 86%

EL - 40%
SPED - 76%
TD - 99%

earlyMath

Demographics



Asian - 100%
Blk/AA - 67%
His/Lat - 64%
Multi - 94%
White - 91%

EL - 62%
SPED - 69%

MCA: 82% (-1%) - State average = 45%



Concord 26-27 CSIP Goals



Literacy

K-1 From 40% in Fall 2026 to 80% in Spring 2027 for grade K-1 students on the MDE FAST Early Reading assessment composite score

2-5 aReading will increase from 83% to 84% in the spring of 2027.

Disaggregated Goal: 80% of BLK/AA students not on benchmark (FAST) will increase by 1-2 levels in Reading & Math.



Numeracy

K-1 earlyMath will increase from 89% to 90% in spring of 2027.

2-5 aMath will increase from 83% to 84% in the spring of 2027.



Climate/Culture

Students: At the end of the '26-'27 school year, the combined average of our two lowest subgroups will increase the respect they self-report from their peers from 58% to at least 61% on the panorama survey.

Staff: At the end of the year, staff will increase their sense of connectedness to the building from 82% to 85% as measured by a survey created by CC WBC

Action Steps

- High belief & expectations mindset (e.g., Mississippi Miracle)
- Review disaggregated data throughout each PLC cycle
- Study how to make instruction more culturally responsive, **connecting content to students' lived experiences and cultural contexts**
- High leverage phonics practices that get results learned from early implementers



CLIMATE/CULTURE

Students

- Twice yearly check-ins with each student
- Continuation of Character Strong
- Buddy room activities
- 5th grade service positions (door greeters, breakfast, etc)

Staff

- Vertical team connections
- “When I Was a Kid” posters, conversation board in workroom
- Shared leadership model
- Working Genius Workflow



The work of Edina High School





State & National Performance Baselines

Edina High School maintains high academic achievement while sharpening focus on all learners.

#2

U.S. News Ranking

Top Public High School in Minnesota (#123 Nationally
99.32 Score)

A+

Niche Overall Grade

#3 Best College Prep Public High School in Minnesota

2,744

Student Population

Grades 9–12 Enrollment with a 31:1 Student-Teacher
Ratio

High national rankings reflect rigorous core academics and college prep readiness. CSIP initiatives ensure these outcomes extend across all student groups.



Edina High School 26-27 CSIP Goals



Literacy

The percentage of all students enrolled in grade 10 at Edina High School who are proficient on the reading state accountability tests (MCA, MTAS, MCA-MOD) will increase from 74.0% in Spring 2026 to 76.0% in Spring 2027.

The percentage of Hispanic/Latino students enrolled in grade 10 at Edina High School who are proficient on the reading state accountability tests (MCA, MTAS, MCA-MOD) will increase from 61.8% in Spring 2026 to 76.0% in Spring 2027.



Numeracy

The percentage of all students enrolled in grade 11 at Edina High School who are proficient on the math state accountability tests (MCA, MTAS, MCA-MOD) will increase from 73.8% in Spring 2026 to 75.8% in Spring 2027.

The percentage of Black African American students enrolled in grade 11 at Edina High School who are proficient on the math state accountability tests (MCA, MTAS, MCA-MOD) will increase from 33.3% in Spring 2026 to 75.8% in Spring 2027.



Climate/Culture

Students: The percentage of all students responding favorably to the Panorama 'Sense of Belonging' question, 'How connected do you feel to the adults at your school?' will increase from 51% in Spring 2026 to 53% in Spring 2027.

Staff: By Spring 2027, Edina High School will increase the percentage of staff responding favorably to the Panorama survey item of 'When new initiatives are presented at your school, how supportive are your colleagues?' will increase from 16% in Spring 2026 to 18% in Spring 2027 as measured by the Panorama staff survey.



Disaggregated Data Analysis

A disciplined, data-informed methodology driving high school excellence and student equity.

1 REVIEW

Data Analysis by Race

Evaluate disaggregated groups to ensure uniform progress.



2 ANALYZE

Root Cause Diagnostic

Leveraged SST Tableau risk metrics to isolate chronic absenteeism and reading barrier root causes.



3 DRAFT

Actionable Site Goals

Constructed targeted Tier 1 routines, literacy interventions, and advisory belonging structures.



4 REFINE

Continuous Adaptation

Institutionalizing MDE webinars, flex periods, entrance/exit criteria, and quarterly PLC reviews.



Evaluating Prior Improvement Initiatives

Four strategic goals established to enhance instruction, belonging, and staff resilience.

Literacy

Explicit vocabulary instruction routines across subjects.

Schoolwide "Word of the Week" (WOW) integration.

Multisyllabic word decoding & annotation techniques.

Numeracy

Embedded data analysis across all academic units.

Probability and statistics core curriculum mapping.

Evidence-based conclusions & trend identification.

Belonging

Comprehensive renovation of Advisory curriculum.

Attendance engagement tracking and support.

Staff PD focused on inclusive student connections.

Climate/Culture

Cultivated staff reflection and adaptive coping strategies.

Active "Tears & Cheers" staff committee.

Positive recognition driving professional resilience.



Site Team & PLC Instructional Alignment

Building internal staff capacity and professional learning community structures.

Site Team Focus Areas

- MDE Webinars and State Alignment (Spring 2026).
- Staff meeting protocols: Tier 1 IROD data protocols.
- Professional routines: Executive Functioning & Explicit Vocabulary (WOW).

PLC Lead Quarterly Meetings

- Systemic Tier 1 intervention implementation across departments.
- Incorporating Social-Emotional Learning (SEL) into core units.
- Regular CSIP check-ins, progress monitoring, and peer share-outs.



Literacy Data & Targeted Interventions

Identifying baseline reading gaps through systematic diagnostic testing.



341

Students Assessed

Capti Literacy Assessment Baseline

1

Pinpointing Literacy Barriers

Data revealed critical gaps in foundational phonics, multisyllabic decoding, and reading comprehension across targeted groups.

2

Second Semester Small Group Instruction

Deployed targeted phonics and decoding small-group instruction for identified high-risk students.

3

Next Steps & Progress Monitoring

Establishing recurring bi-weekly progress monitoring protocols to measure fluency and comprehension growth.



Student Support Team (SST) Tableau Analytics

Real-time tracking of attendance, academic performance, and graduation risk metrics.

Grade	Attendance %	Absence %	Courses D+ or Lower	Behavior Events	Grad Status	EPS Concern Threshold
Grade 11	22.8%	77.2%	0 Courses	0 Events	Not On Track	77 (Critical)
Grade 12	26.6%	73.4%	3 Courses	0 Events	Not On Track	76 (Critical)
Grade 10	42.4%	57.6%	7 Courses	0 Events	On Track	64 (High)
Grade 11	40.4%	59.6%	2 Courses	1 Event	On Track	62 (High)
Grade 12	97.1%	2.9%	1 Course	0 Events	On Track	3 (Low)

Dashboard Insight: Attendance percentage is the single primary driver of the EPS Concern Indicator score and graduation off-track status, surpassing behavior metrics.



Questions?



Thank you!

III.B. Enrollment and Class Size Report

Speaker (s) : Nathan Swenson, Assistant Superintendent;
Daphne Edwards, Director of Marketing and Communications;
and Jen Christ, Enrollment Coordinator



Board Meeting Date: 10/20/2026

Title: 2026-2027 Enrollment and Class Size Report

Type: Discussion

Presenter(s): Nathan Swenson, Assistant Superintendent; Daphne Edwards, Director of Marketing and Communications; and Jen Christ, Enrollment Coordinator

Description: This report provides enrollment and class size information for Edina Public Schools for the past school year and was updated with the October 1, 2026, student counts.

Recommendation: No recommendation is being asked of the Board at this time.

Desired Outcome(s) from the Board: This item has been prepared for discussion. Please bring forth initial reactions and questions you have for the presenters.

Attachments: [Enrollment and Class Size Report](#)

Executive Summary

As of October 1, 2026, Edina Public Schools (EPS) serves 8,995 E–12 students, reflecting overall enrollment stability and continued strong community demand for EPS programs. The district’s enrollment trends continue to inform both short-term operational decisions and long-term strategic planning.

Key Highlights

- Overall Enrollment: Total K–12 enrollment stands at 8,738 students (up from 8,730 in 2025–26), while total enrollment including Early Learning is 8,995.
- Resident Enrollment: EPS serves 6,625 resident students, representing 76.9% of the city’s total student pool, a capture rate that remains stable.
- Resident Kindergarten Capture: The resident kindergarten capture rate rebounded to 77.8% (up from 76% in 2025–26), with 431 out of 554 resident kindergarteners choosing Edina Public Schools.
- Cohort Trends: Most grade-level cohorts experienced steady retention or slight growth.
- Open Enrollment: A total of 2,105 (24%) students are open-enrolled in EPS, which is representative of a 0.6% increase over last school year.
- Demographics: The resident student population continues to grow more racially and ethnically diverse, while open-enrolled students remain predominantly White.

Summary

Edina Public Schools continues to be in a strong operational and financial position, supported by balanced enrollment. Although lower birth rates are resulting in smaller kindergarten cohorts across the region, Edina continues to enroll a high percentage of resident students and sees strong interest from families outside the district. These enrollment patterns demonstrate continued confidence in Edina’s schools.

Enrollment and Class Size Report

A large, faint, light gray watermark of the University of California seal is visible in the background. The seal features a sunburst at the top, a book in the center, and a star at the bottom, with the words "THE UNIVERSITY OF CALIFORNIA" and "1868" inscribed around the perimeter.



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Figure 1-1: 2026-2027 Official Student Enrollment by Building as of 10/1/26

Elementary	KG	1	2	3	4	5	Total	
Concord Elementary School	109	112	121	131	133	135	741	
Cornelia Elementary School	85	94	86	107	93	117	582	
Countryside Elementary School	110	107	118	123	140	105	703	
Creek Valley Elementary School	84	81	92	104	106	106	573	
Highlands Elementary School	80	94	94	90	100	113	571	
Normandale Elementary School	106	104	97	100	100	119	626	
Total Elementary	574	592	608	655	672	695	3796	
Secondary	6	7	8	9	10	11	12	Total
South View Middle School	346	357	343					1046
Valley View Middle School	344	342	339					1025
Edina High School				695	704	671	673	2743
Edina Virtual Pathway Secondary				14	19	45	50	128
Total Secondary	690	699	682	709	723	716	723	4942



Figure 1-2: 2024-2026 vs. 2026-2027 Change in Enrollment by Grade Level

Grade Level	Actual Enrollment 10/1/2024	Actual Enrollment 10/1/2025	Actual Enrollment 10/1/2026
Kindergarten	579	558	574
Grade 1	609	617	592
Grade 2	635	628	608
Grade 3	661	660	655
Grade 4	658	686	672
Grade 5	653	666	695
Total K-5	3795	3815	3796
Grade 6	666	703	690
Grade 7	666	666	699
Grade 8	697	683	682
Total 6-8	2029	2052	2071
Grade 9	701	721	709
Grade 10	710	704	723
Grade 11	705	712	716
Grade 12	676	726	723
Total 9-12	2792	2863	2871
Total K-12	8616	8730	8738
Early Learning	287	298	257



Figure 1-3: 2025-2026 vs. 2026-2027 Cohort Retention

2025-26 to 2026-27	Number of Students	Number of Students	Difference
KG to 1st Grade	558	592	34
1st Grade to 2nd Grade	617	608	-9
2nd Grade to 3rd Grade	628	655	27
3rd Grade to 4th Grade	660	672	12
4th Grade to 5th Grade	686	695	9
5th Grade to 6th Grade	666	690	24
6th Grade to 7th Grade	703	699	-4
7th Grade to 8th Grade	666	682	16
8th Grade to 9th Grade	683	709	26
9th Grade to 10th Grade	721	723	2
10th Grade to 11th Grade	704	716	12
11th Grade to 12th Grade	712	723	11

Figure 1-4: 2025-2026 vs. 2026-2027 Resident Cohort Retention

2025-26 to 2026-27	Number of Students	Number of Students	Difference
KG to 1st Grade	423	444	21
1st Grade to 2nd Grade	490	476	-14
2nd Grade to 3rd Grade	492	506	14
3rd Grade to 4th Grade	533	532	-1
4th Grade to 5th Grade	524	525	1
5th Grade to 6th Grade	534	543	9
6th Grade to 7th Grade	522	525	3
7th Grade to 8th Grade	510	519	9
8th Grade to 9th Grade	519	532	13
9th Grade to 10th Grade	562	549	-13
10th Grade to 11th Grade	505	508	3
11th Grade to 12th Grade	537	535	-2



Figure 1-5: 2025-2026 vs. 2026-2027 Resident Enrollment

	2025-2026	2026-2027	Difference
Elementary	2996	2914	-82
Middle School	1551	1587	36
High School	2128	2124	-4
Total	6675	6625	-50

*Resident enrollment decreased over the past year by 50 (0.7%) students.

Note:

- Resident Incoming Kindergarten 2026-27: 431 (77.8% Capture Rate)
- Resident Student Pool 554

Figure 1-6: 10-Year Resident Capture Share Trend

School Year	Residents	Residents Enrolled	Total Resident Pool	Capture Share Percent
	Enrolled In EPS	in Non-Pub & Elsewhere		
2016-2017	7239	1414	8653	83.7
2017-2018	7274	1531	8805	82.6
2018-2019	7111	1649	8760	81.2
2019-2020	6952	1773	8725	79.7
2020-2021	6641	1950	8591	77.3
2021-2022	6547	1901	8448	77.5
2022-2023	6581	1907	8488	77.5
2023-2024	6562	1926	8488	77.3
2024-2026	6613	1921	8534	77.5
2025-2026	6675	1926	8601	77.6
2026-2027	6625	1988	8613	76.9

Figure 1-7: 2026-2027 Resident of City of Edina- resident district not EPS

Resident District	Number of Students
Hopkins School District	175
Richfield School District	114
Total	289



Figure 1-8: 2024-2027 EPS Resident Students Attending Other Public Schools

Other Public Schools	2024-2025	2025-2026	2026-2027
Minnetonka Public School District	53	54	61
Eagle Ridge Academy Charter School	43	41	42
Seven Hills Preparatory Academy	30	28	31
Bloomington Public School District	12	7	8
International Spanish Language	32	35	32
Richfield Public School District	20	17	17
Intermediate School District 287	18	12	35
Eden Prairie School District	14	12	21
SciTech Academy Charter School	4	4	4
PIM Arts	6	10	16
Houston Public School District	1	1	1
St. Louis Park Public School District	1	11	12
Lionsgate Academy	3	6	7
MN Online High School	0	1	1
Yinghua Academy	3	3	4
Orono Public School District	1	2	2
Rosemount/Apple Valley/Eagan	3	2	2
Minneapolis Public School District	18	21	22
Agamim Classical Academy	10	5	1
Hopkins Public School District	8	10	11
Number of students attending schools with less than 10 Students	68	83	78
Total	348	365	408

Figure 1-9: 10-Year EPS Students Attending Other Public Schools

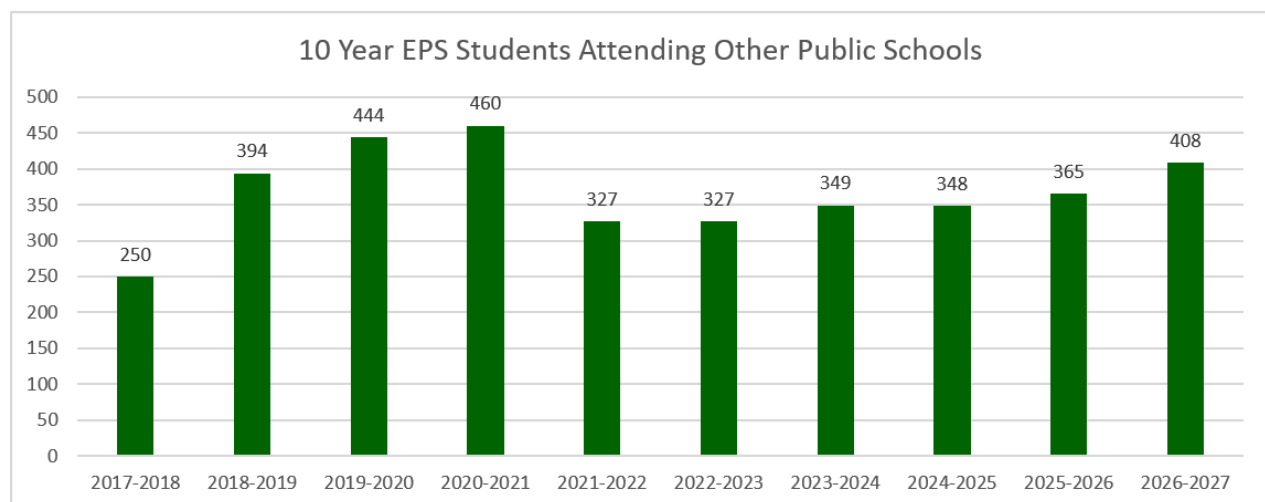




Figure 1-10: 2024-2027 EPS Resident Students Attending Non-Public Schools

Non-Public Schools	2024-2025	2025-2026	2026-2027
Our Lady of Grace	561	533	558
Blake	231	212	197
Benilde St Margaret	185	146	130
Breck	196	189	200
Avail Academy	67	66	82
St Thomas Academy	53	61	49
Carondelet	17	14	18
Academy of Holy Angels	40	50	41
Home School	47	54	44
Minnehaha Academy	29	25	21
Convent of the Visitation	16	14	17
Southwest Christian HS	12	32	31
Groves	13	14	17
Holy Family Academy	14	6	4
Providence	17	11	5
St Paul Academy & Summit	12	9	7
Breakaway Academy	30	18	19
De La Salle	9	7	8
Unknown	41	18	41
Number of students attending non public schools with less than 5 Students	84	83	91
Total	1674	1562	1580

Figure 1-11: 10-Year EPS Students Attending Non-Public Schools

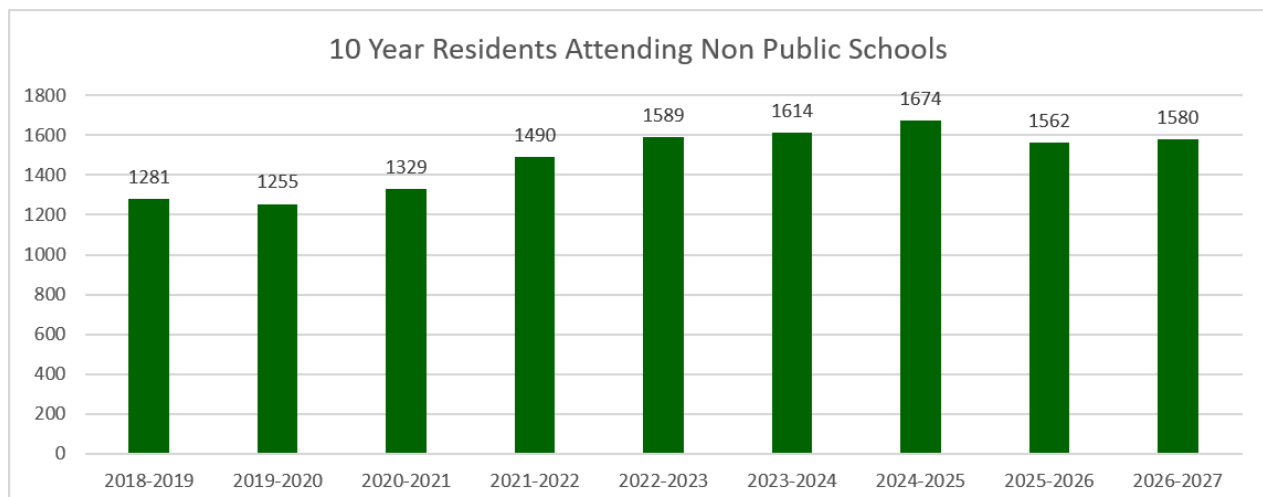




Figure 1-12: 2025-2026 vs. 2026-2027 Open Enrollment

	2025-2026	2026-2027	Difference
Elementary	819	882	63
Middle School	501	484	-17
High School	726	739	13
Total	2046	2105	59

Figure 1-13: 10-Year Open Enrollment Trend

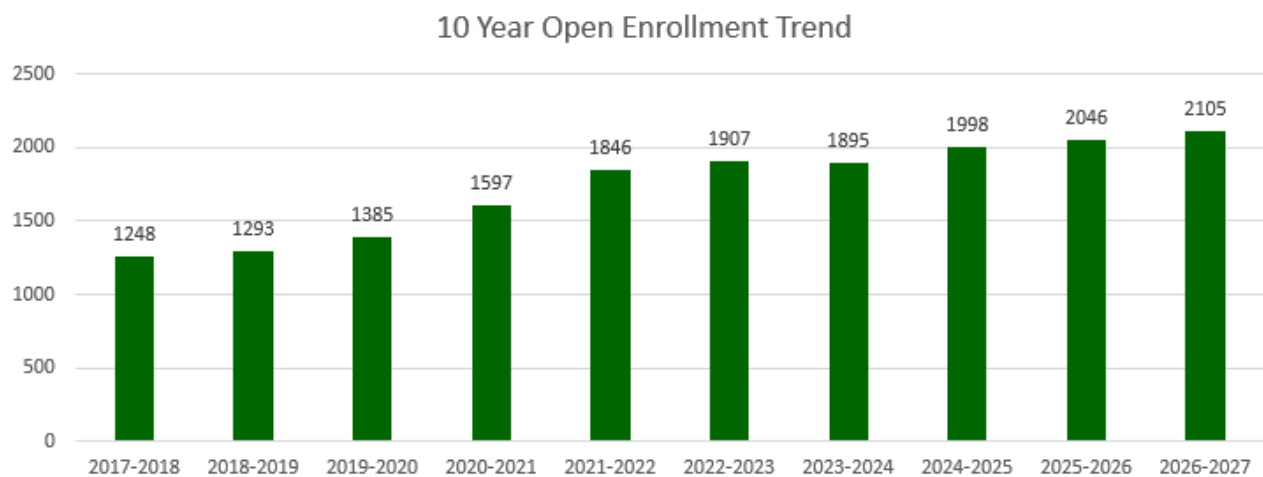


Figure 1-14: 25-26 vs. 26-27 Home School Districts of EPS Open Enrolled Students

Resident District	Open Enrollees	% of Total Open Enrollment	Open Enrollees	% of Total Open Enrollment
	2025-2026	2025-2026	2026-2027	2026-2027
Minneapolis	872	43%	848	40%
Hopkins	267	13%	289	14%
Richfield	295	14%	300	14%
St. Louis Park	150	7.3%	177	8%
Bloomington	166	8.1%	181	8%
Eden Prairie	77	3.7%	72	3%
Other	219	11%	238	11%
Total	2046		2105	

*The total number of open enrollment includes 289 students who live in the city of Edina but are part of Hopkins, Richfield, or St. Louis Park school districts.



Figure 1-15: 2026-2027 Edina Public Schools Demographics History - All Students

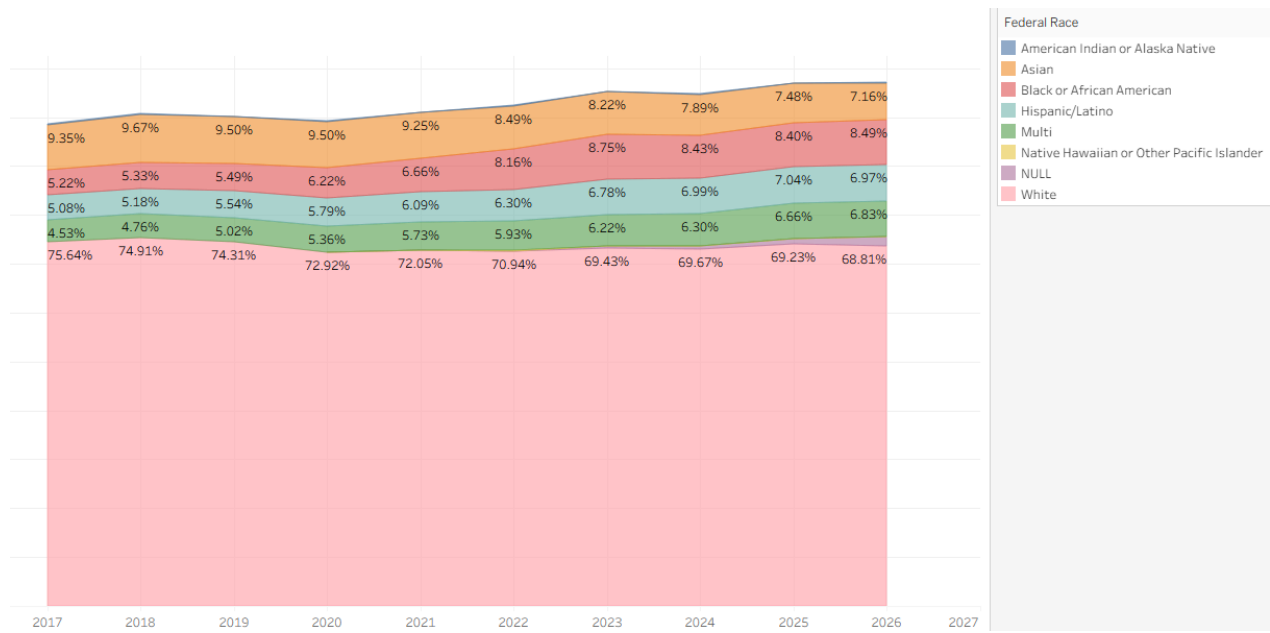


Figure 1-16: 2026-2027 Edina Public Schools Demographics History - Resident Students

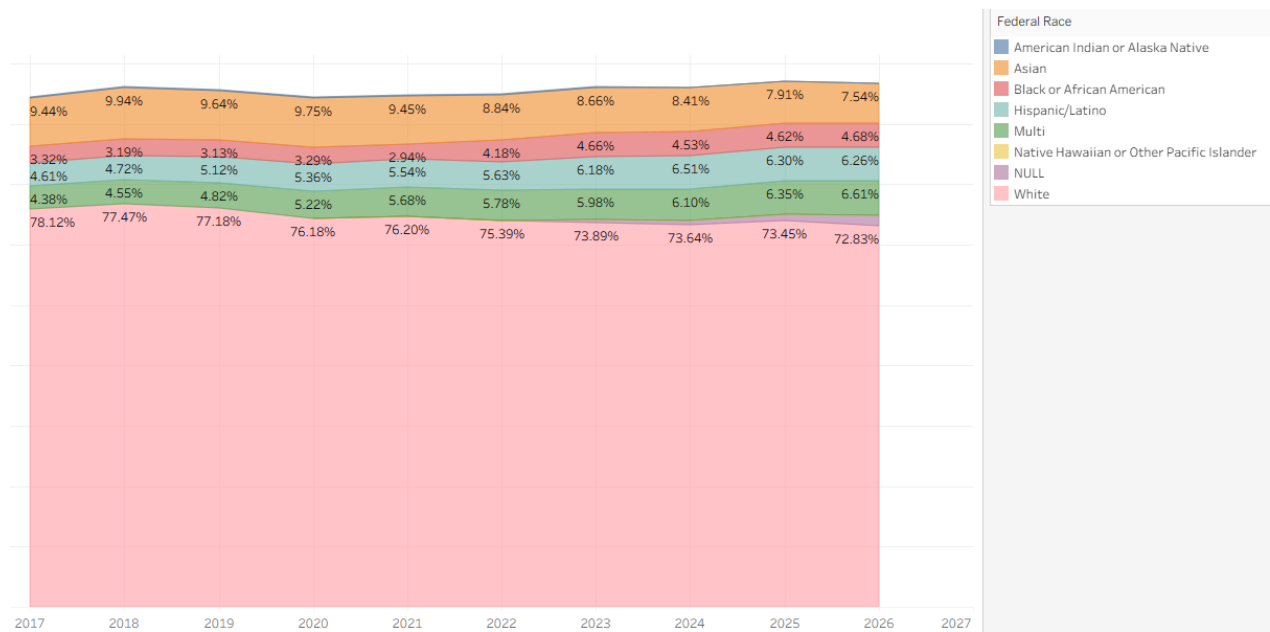


Figure 1-17: 2026-2027 Edina Public Schools Demographics History - Open Enrolled Students

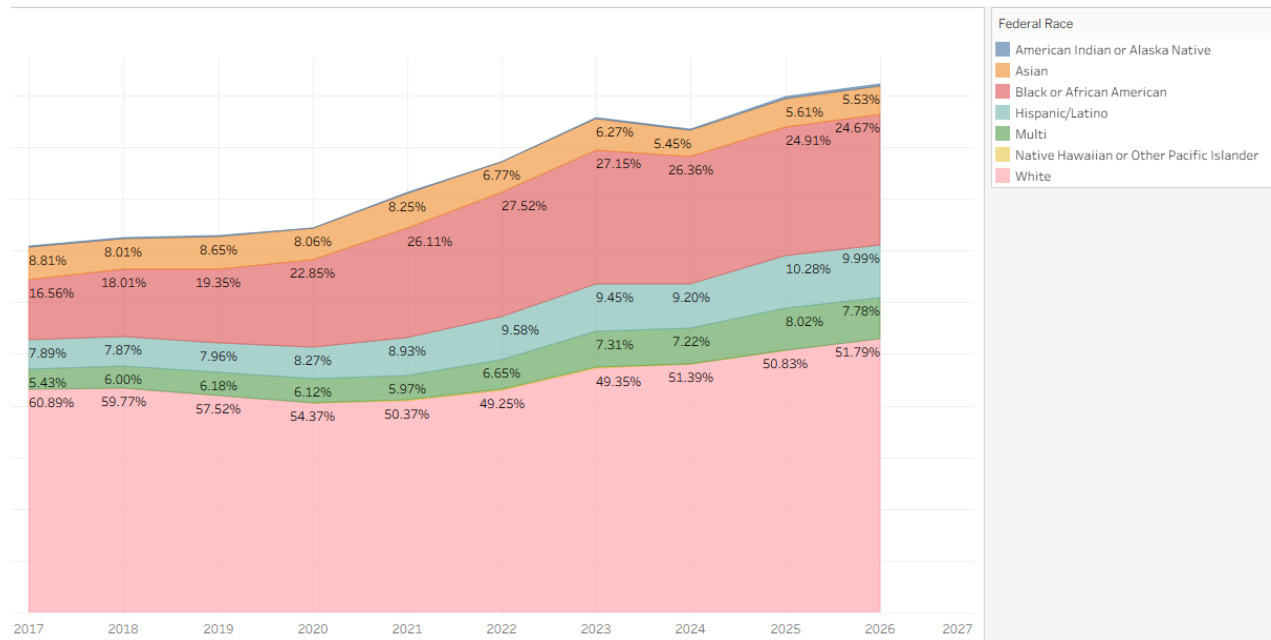




Figure 1-18: 26-27 Early Learning Enrollment by Student Resident District Status

	Edina Residents		Non Residents	
Total ELC Enrollment	Percent	Number of Students	Percent	Number of Students
Early Childhood	74.8	93	25.2	31
Early Childhood Special Ed	83.4	111	16.5	22



Section II
Class Size Guideline Information
(all elementary classes, including SDL, unless otherwise noted)

Elementary Class Size Guidelines	Desired Class Size Range
Kindergarten	20-22
Grade 1	22-24
Grade 2	22-25
Grade 3	24-26
Grades 4-5	25-27
Grades 1-5 (Continuous Progress)	28
Grades 1-5 (French Immersion)	27
Grade K (Spanish Dual Language)	24

Secondary Class Size Guidelines	Desired Average Class Size
Grades 6-8	28.15
Grades 9-12	30.85
Options Program	19-25

Elementary Staffing Guidelines

Elementary class size guidelines are based on the teacher-to-student ratio within each homeroom classroom. Specialist teachers and support staff are not included in this calculation. Ratios can fluctuate throughout the day; for example, during math (grades 3–5) and literacy (grades 4–5), class sizes are reduced as some students participate in advanced services. A desired class size range is established for each grade level, and the goal is for homerooms to remain within that range.

Secondary Staffing Guidelines

Secondary staffing is allocated by building, using an average class size of 28.15 for grades 6–8 and 30.85 for grades 9–12. The Options Program at the high school maintains a smaller class size range of 19–25 students. Principals determine individual class sizes based on enrollment data and program needs. Class sizes may vary depending on subject area and instructional hours. Secondary schools do not receive additional paraprofessional support for larger classes. If class size concerns arise, principals may bring them forward to the assistant superintendent and the Board for potential adjustments to staffing allocations.

III.C. Preliminary Discussion - FY2027 Revised
Budget

Speaker(s) : Mert
Woodard, Executive
Director of Finance
and Operations



Board Meeting Date: 10/20/2026

Title: Preliminary Discussion – FY2027 Revised Budget

Type: Discussion

Presenter(s): Mert Woodard – Executive Director, Finance & Operations

Description: The fiscal year (FY) 2027 budget was developed using the most reliable information available at the time of adoption in June 2026. As more reliable information and data become available, the District adjusts its budget reflect the actual operations. Legislative changes, expected enrollment versus actual enrollment, projected staffing vs actual staffing, the ratification of new collective bargaining agreements, fluctuations to supply and material costs, and the timing of expenditures made against federal awards are just a few of the countless budgetary variables that can change during a school year.

Updates to the budget through October 1, 2026:

- Special education revenues were budgeted at \$25,623,946 however the latest calculations indicate FY2027 revenue of \$26,330,555.
- The capital notes issuance proceeds were budgeted at \$800,00; the Board authorized the intent to issue \$1,500,000 after the budget approval in June 2026.
- The facilities maintenance issuance proceeds were budgeted at \$8,775,000; the Board authorized the intent to issue \$7,725,000 after the budget approval in June 2026 and long-term facilities maintenance plan approval in July 2026.
- Investment revenue in the General Fund was budgeted conservatively at \$1,688,565. The District's increased fund balance position at the end of fiscal year 2026 and increasing interest rates support an upward revision of approximately \$500,000.
- Staffing and collective bargaining agreements in October 2026 exceed the administration's estimates from Spring of 2026 by approximately \$700,000 district-wide, a 0.68% variance.

The overall impact to the General Fund balance is favorable by approximately **\$1,206,609.**

The administration plans to bring this information to the next Finance & Facilities Committee for detailed discussion. Following discussion at the Committee, the administration will bring forward a formal recommendation to revise the fiscal year

2027 budget at a future Regular Meeting of the Board, which will include detailed statistical information and financial schedules.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Discuss the administration's preliminary revision recommendations.

Attachments:

N/A

III.D. Legislative Platform Discussion

Speaker(s) : Dan Arom,
School Board Member



Board Meeting Date: 10/20/2026

Title: Legislative Platform Discussion

Type: Discussion

Presenter(s): Dan Arom, School Board Member

Description: In previous years, the Edina School Board has developed an annual legislative platform in partnership with the district's student Legislative Action Committee. The platform has generally reflected legislative priorities and recommendations developed by statewide education organizations, including the Minnesota School Boards Association (MSBA), Association of Metropolitan School Districts (AMSD), Minnesota Association of School Administrators (MASA), and Minnesota Association of School Business Officials (MASBO), while also incorporating issues and priorities specific to Edina Public Schools and the Edina community.

For the 2026–2027 school year, the School Board previously determined that the Legislative Action Committee would be suspended while the Board revisits the committee's bylaws, purpose, structure, and potential next steps. Given that pause, the traditional process for developing the district's legislative platform is not currently in place.

The purpose of this discussion is to seek School Board direction regarding legislative advocacy for the upcoming legislative session. Specifically, Board members will be asked to discuss whether they would like Edina Public Schools to develop a legislative platform for this year and, if so, what process should be used to develop the platform. The discussion will also provide an opportunity for Board members to identify the role they would like to play in the process, including whether one or more Board members would like to facilitate development of the platform, consistent with approaches used in previous years.

Recommendation: No formal action is requested at this time. Administration recommends that the School Board discuss its desired approach to legislative advocacy for the 2026–2027 school year and provide direction regarding:

- Whether the Board would like to develop a legislative platform for the upcoming legislative session;
- If a platform is desired, the process and stakeholders the Board would like involved in its development; and
- Whether one or more School Board members would like to help facilitate development of the platform.

Desired Outcome from the Board: School Board consensus and direction regarding whether to develop a 2026–2027 legislative platform and, if so, the process, participants, and Board leadership that should guide its development.

III.E. Polling Place Requirements

Speaker(s) : Mert
Woodard, Executive
Director of Finance
and Operations



Board Meeting Date: 10/20/2026

Title: Polling Place Requirements

Type: Discussion

Presenter(s): Mert Woodard, Executive Director of Finance and Operations

Description: Minnesota Statutes § 205A.11 permits school boards to designate combined polling places for school district elections when no other election is being held in the school district. When establishing combined polling places, school boards are required to consider both the geographic and population distribution of polling locations throughout the district. Combined polling places generally must also be located at sites designated for use as polling places by a county or municipality. The statute establishes additional requirements related to School Board action, timing of polling place changes, notification to the county auditor, and, for certain special elections, notification to affected voters.

The purpose of this discussion is to provide the School Board with an overview of the requirements associated with combined polling places and to seek Board direction regarding the district's approach to polling locations for potential future school district elections. The discussion will provide an opportunity for Board members to consider voter access, geographic and population distribution, election administration, and the appropriate number and location of polling places before determining whether any changes should be considered.

Recommendation: No formal action is requested at this time. Administration recommends that the School Board discuss the use of combined polling places and provide direction regarding whether it would like administration to further explore potential changes to the district's polling place configuration for future school district elections.

If the Board expresses interest in pursuing changes, administration would use the Board's direction to develop a recommendation for future consideration and action in accordance with applicable Minnesota election requirements.

Desired Outcome from the Board: School Board direction regarding whether to maintain the district's current approach to polling places or further explore the use of combined polling places for future school district elections.

Attachments:

- [Combined Polling Places Analysis](#)

III.F. Review and Comment Requirements

Speaker(s) : Mert
Woodard, Executive
Director of Finance
and Operations



Board Meeting Date: 10/20/2026

Title: Review and Comment Requirements

Type: Discussion

Presenter(s): Mert Woodard, Executive Director of Finance and Operations

Description: As the School Board continues to consider potential facility needs and funding options, administration will provide an overview of the Minnesota Department of Education (MDE) Review and Comment process. Under Minnesota Statutes § 123B.71, Review and Comment is required for certain school construction, expansion, and remodeling projects prior to a school district holding a bond referendum.

The purpose of this discussion is informational and is not intended to seek Board approval of a Review and Comment submission or a decision regarding a future referendum. Rather, the discussion will help the Board understand the requirements that would apply should it determine that seeking voter approval for proposed facility investments is appropriate.

The discussion will include an overview of when Review and Comment is required; information that must be included in a submission, including enrollment projections, facility needs, proposed project scope and costs, financing and tax impacts; the School Board's role in the process; MDE's review timeline; and the publication and public meeting requirements that apply prior to a bond referendum.

Understanding these requirements will help the School Board consider the steps and timing that would be necessary should it choose to move forward with a future bond referendum.

Recommendation: No formal action is requested. Administration recommends that the School Board review and discuss the MDE Review and Comment requirements and provide any questions or direction that should be considered as facility and potential funding discussions continue.

Desired Outcome from the Board: School Board understanding of the purpose, requirements, content, timing, and Board responsibilities associated with the MDE Review and Comment process should the Board decide to pursue voter approval for future facility investments.



**Edina Public Schools
Independent School District #273**

2027 Referendum

**REVIEW
AND
COMMENT
SUBMITTAL**

Presented to:

**Minnesota Department of
Education**

DRAFT October 15, 2026



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APPENDIX INFORMATION

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- C. Community Survey Results (by Morris Leatherman)
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- E. Sample Ballot

DRAFT

(Letter from Dr. Bittman)

DRAFT

Introduction

In accordance with Minnesota Statute 123B.71, Independent School District 273 (Edina Public Schools) submits the following educational facilities proposal for review and comment. Edina Public Schools (EPS) has worked closely for the better part of a year with stakeholders including parents, students, staff, community members, and leadership to learn about space constraints and challenges; study possible solutions; test solution ideas against budgets and ability to solve challenges; and finally recommend a package of projects that will best address needs:

- **Safety & Security:** Prioritize comprehensive infrastructure enhancements, specialized staffing for behavioral and crisis support, and site-specific improvements at Creek Valley ES and Kuhlman Stadium.
- **Capital Technology Levy:** Invest in updated security systems and dedicated staffing for student wellness, emergency preparedness, and crisis response. Additionally, secure technical personnel for cybersecurity, ongoing monitoring, and professional development.
- **Instructional Capacity:** Expand instructional space through high-priority projects at South View MS, Creek Valley ES, and Valley View MS. Complete previously deferred enhancements at Concord ES.
- **Strategic Land Acquisition:** Acquire land for future development to address long-term enrollment strategies ensuring the district is positioned for future growth.

Project Financing

Funding for the projects will be provided by general obligation bonds and/or Capital Projects Levy, and the district intends to seek voter approval in a referendum on May 4, 2027. The ballot will include the below question structure:

- Question 1 – Bond Referendum
- Question 1 – Capital Projects Levy

Detailed financing information is available in section 6 of this review and comment.

Proposal Considerations

On November 3, 2026, the Board of Edina Public Schools approved consideration for funding this initiative through voter approved bond financing in an election to be held on May 4, 2027. The district's leadership team and School Board have determined this plan to be in the best interest of the district through study, public listening, and discussion.

Key Information

- Address: **Independent School District #273**
Edina Public Schools
5701 Normandale Road
Edina, Minnesota 55424
Contact: Dr. Daniel Bittman, Superintendent
Email: Daniel.Bittman@edinaschools.org
Phone: (952) 848-4000
- School Board: Karen Gabler, Chair
Cheryl Barry, Vice-Chair
Jennifer Huwe, Treasurer
Elliot Mann, Assistant Treasurer
Erica Allenburg, Clerk
Dan Arom, Assistant Clerk
Michael Birdman, Assistant Clerk
- Financing: **General Obligation Bonds and/or Capital Projects Levy**
- Referendum: **May 4, 2027**
- Architect/Engineer: **Wold Architects and Engineers**
Suite 2250, 50 South 6th Street
Minneapolis, Minnesota 55402
Contact: Sal Bagley
sbagley@woldae.com; (612) 772-9025 ext 2091
- Fiscal Consultant: **Ehlers**
3060 Centre Pointe Drive
Roseville, Minnesota 55113
Contact: Matthew Hammer
MHammer@ehlers-inc.com; (651) 697-8592
- Bond Counsel: **Kennedy & Graven Chartered**
150 S 5th St STE 700
Minneapolis, MN 55402
pmartin@kennedy-graven.com
- Construction Manager: **Kraus-Anderson**
501 South Eighth Street
Minneapolis, MN 55404
Contact: John Huenink
john.huenink@krausanderson.com; (612) 332 8940

I. The Geographic Area and Population to be Served

- a) *Preschool through Grade 12 Student Enrollments for the Past Five Years,*
- b) *Current Year Student Enrollment and Student Enrollment Projections for the Next Five Years.*

Geographic Area to be Served

Edina Public Schools (ISD #273) is located within the west-metro first ring suburb of Edina. A map of the district is available in Appendix A, including locating its schools within the district boundary.

Neighboring school districts with contiguous borders include:

- SSD # 1 Minneapolis
- ISD # 270 Hopkins
- ISD # 271 Bloomington
- ISD # 272 Eden Prairie
- ISD # 280 Richfield
- ISD # 283 St. Louis Park

More information about the district's facilities can be found in section 2, with a short summary below:

- 1 early learning and family center
- 6 elementary schools (kindergarten to grade 5)
- 2 middle schools (grades 6-8)
- 1 high school (grades 9-12)

Population to be Served

The populations to be served by this project are the students, staff, and community members throughout the entire district.

I. The Geographic Area and Population to be Served

- a) *Preschool through Grade 12 Student Enrollments for the Past Five Years,*
- b) *Current Year Student Enrollment and Student Enrollment Projections for the Next Five Years.*

Enrollment History and Projections, 2012 – 2035

Edina Public Schools has experienced steady enrollment growth over the past decade, recovering from a COVID-related dip in FY2021 to reach 8,711 students in FY2025. Projections hold enrollment flat at approximately 8,796 students from FY2026 through FY2030, reflecting stable grade-level cohort sizes across the district. Additionally, the District regularly analyzes the capacity of its facilities and a copy of the District's capacity analysis can be found in Appendix B. The chart below outlines enrollment history and projection for the next several years.

Enrollment History and Projections

Projections are based on cohort survival analysis, which tracks the ratio of students progressing from one grade to the next. Kindergarten enrollment is assumed flat, while grade-to-grade progression ratios are derived from weighted 3-year and 5-year historical averages.

District-Wide Enrollment — FY2016 through FY2030															
Grade	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028	FY2029	FY2030
PK	58	55	57	54	58	48	63	75	86	80	70	70	70	70	70
KG	514	565	539	567	577	592	611	608	580	582	580	580	580	580	580
1	588	579	626	587	593	584	622	642	621	608	605	605	605	605	605
2	634	612	595	621	594	592	626	642	640	641	621	621	621	621	621
3	615	653	615	605	628	588	606	643	646	664	657	657	657	657	657
4	632	626	667	630	612	622	611	617	637	658	670	670	670	670	670
5	664	635	631	662	652	598	653	632	622	654	673	673	673	673	673
6	679	679	668	657	681	658	623	667	655	669	689	689	689	689	689
7	693	682	686	657	638	681	667	628	680	663	678	678	678	678	678
8	677	684	690	680	655	631	685	676	646	695	679	679	679	679	679
9	689	670	672	662	700	661	665	716	694	697	733	733	733	733	733
10	678	688	676	681	657	687	650	672	699	710	700	700	700	700	700
11	675	668	690	653	655	650	655	666	661	706	712	712	712	712	712
12	633	683	653	696	667	649	626	695	675	684	729	729	729	729	729
TOTAL	8,429	8,479	8,464	8,412	8,365	8,242	8,364	8,580	8,541	8,711	8,796	8,796	8,796	8,796	8,796

2. A List of Existing School Facilities

- a) *by year constructed,*
- b) *their uses, and*
- c) *an assessment of the extent to which alternate facilities are available within the school district boundaries and in adjacent school districts.*

Description of Existing Facilities/Utilization

Edina Public Schools operates 6 elementary schools, 2 middle schools, and 1 high school for K-12 programming. The Edina Community Center houses the Early Learning and Family Center as well as District Offices, Community Education, and Normandale Elementary School. Additionally, the District has a Transportation / Maintenance Facility on the south side of the district. Below is a list of the facilities including building names, addresses, years built, and square feet.

Building Name	Address			Year Built	SF
Concord Elementary School	5900 Concord Avenue	Edina	55424	1950	40,340
				1952	28,000
				2002	11,900
				2014	3,477
				2017	4,466
				Concord ES Total	88,183
Cornelia Elementary School	7000 Cornelia Drive	Edina	55435	1959	63,878
				1999	4,800
				2014	2,377
				2017	8,632
				Cornelia ES Total	79,687
Countryside Elementary School	5701 Benton Ave. S.	Edina	55436	1962	63,878
				1999	4,800
				2014	2,377
				2017	1,956
				2023	18,650
				Countryside ES Total	91,661
Creek Valley Elementary School	6401 Gleason Avenue	Edina	55439	1968	77,118
				2018	1,340
				Creek Valley ES Total	78,458
Highlands Elementary School	5505 Doncaster Way	Edina	55436	1956	63,538
				2001	5,000
				2018	4,664
				Highlands ES Total	73,202
Valley View Middle School	6750 Valley View Road	Edina	55439	1964	190,573
				2006	10,000
				Valley View MS Total	200,573

South View Middle School	4725 South View Lane	Edina	55425	1954	131,248
				1993	24,100
				2006	57,435
				2012	5,660
				2018	1,419
				South View MS Total	219,862
Edina High School	6754 Valley View Road	Edina	55439	1972	298,886
				2006	112,831
				2017	142,900
				Edina High School Total	554,617
Edina Community Center	5701 Normandale Road	Edina	55424	1948	128,000
				1952	108,000
				1964	92,118
				2006	56,964
<i>includes Early Learning and Family Center, District Offices, Community Education, and Normandale Elementary School</i>				ECC Total	385,082
Edina Transportation Services	5201 West 76th Street	Edina	55439	2017	62,324
				2022	19,350
				Transportation Total	81,674

Available Alternate Facilities

There are no known available alternate facilities within district boundaries of appropriate size, location, or layout to support the desired programming. The budget for land acquisition could include existing alternate facilities if they were deemed suitable in part or in whole.

3. A List of the Specific Deficiencies of the Facilities

- a) *Demonstrating Need*
- b) *Process Used to Determine Deficiencies*
- c) *List of How Deficiencies will be Addressed*
- d) *Specific Benefits to Students, Teachers and Community*

Demonstrating Need & Process Used to Determine Deficiencies

The administration and School Board of Edina Public Schools have dedicated time throughout 2026 to evaluate facilities needs to maximize the district's ability to meet its mission, vision and goals. The School Board discussed facility and programming needs and potential solutions across more than six months of meetings and work sessions throughout 2026, including but not limited to the below dates. Updates were provided at each meeting to refine and shape the final proposal, including concepts for options, potential budgets, pros and cons, etc.

- March 9, 2026
- March 24, 2026
- April 21, 2026
- June 26, 2026
- July 13, 2026
- July 21, 2026 (jointly with City of Edina City Council)
- August 10, 2026
- September 14, 2026
- October 12, 2026 (Community Survey Results)
- October 20, 2026
- November X, 2026

Identified priorities through process

- **Safety & Security:** Prioritize comprehensive infrastructure enhancements, specialized staffing for behavioral and crisis support, and site-specific improvements at Creek Valley ES and Kuhlman Stadium.
- **Capital Technology Levy:** Invest in updated security systems and dedicated staffing for student wellness, emergency preparedness, and crisis response. Additionally, secure technical personnel for cybersecurity, ongoing monitoring, and professional development.
- **Instructional Capacity:** Expand instructional space through high-priority projects at South View MS, Creek Valley ES, and Valley View MS. Complete previously deferred enhancements at Concord ES.
- **Strategic Land Acquisition:** Acquire land for future development to address long-term enrollment strategies ensuring the district is positioned for future growth.

3. A List of the Specific Deficiencies of the Facilities

- a) *Demonstrating Need*
- b) *Process Used to Determine Deficiencies*
- c) *List of How Deficiencies will be Addressed*
- d) *Specific Benefits to Students, Teachers and Community*

Community Survey

The District commissioned a scientific community survey conducted by Morris-Leatherman; a copy of the presentation is included in Appendix C. In addition to assessing broader community perceptions of District spending, quality, and priorities, the survey gauged public support for the proposed facility projects. The results indicated strong support across all project categories. Peter Leatherman presented the findings to the School Board on October 12. The survey results informed the Board's deliberations and helped shape the proposed scope and final package.

Recommendations Summary

The proposed facility and infrastructure projects outlined as follows are aligned to the district's strategic mission to prepare every student to reach their full potential. To ensure fiscal transparency and operational sustainability, these investments have been categorized into three strategic pillars: Academic & Programming Capacity, Operational Excellence, and Safety & Security.

Enhancing Academic & Programming Capacity

Projects to meet the evolving needs of students would include:

- **Early Learning & Family Center:** Establishing a standalone center remains a priority to address the high demand for specialized early childhood education and childcare. However, given existing infrastructure constraints, land acquisition timelines and availability, and the need to finalize a long-term enrollment strategy, it was determined that the most prudent step at this time was to allocate funds for purchasing land for future development. This strategic investment secures a versatile asset, allowing the district to address early learning and/or other facility needs as long-term enrollment planning matures.
- **Secondary School Capacity:** Proposed targeted additions at South View and Valley View accommodate growth in French Immersion and Spanish Dual Language programs, as well as to provide adequate Special Education services.
- **Flexible Learning:** The proposed addition at Creek Valley addresses a critical lack of flexible learning space, ensuring more parity across the elementary sites while delivering essential campus safety and security enhancements.

3. A List of the Specific Deficiencies of the Facilities

- a) *Demonstrating Need*
- b) *Process Used to Determine Deficiencies*
- c) *List of How Deficiencies will be Addressed*
- d) *Specific Benefits to Students, Teachers and Community*

Operational Excellence & Facilities

Projects to address and maintain efficient stewardship of district assets include:

- **Concord Elementary:** The proposed addition fulfills previously deferred facility plans, increasing available instructional space while improving overall operational workflow, site logistics, and student security.
- **Kuhlman Field:** The proposed modernization of Kuhlman Stadium addresses long-standing safety accessibility, and sanitation deficiencies. A modern facility ensures extra-curricular programming meets the standards of a high-achieving district while providing basic amenities like indoor restrooms and secured access.

Safety, Security, & Technology

Projects to improve and enhance safety and security include:

- **Infrastructure & Staffing:** The proposed \$15M investment in district-wide security will fund vital infrastructure upgrades and provide the dedicated staffing essential for maintaining both a secure digital environment and proactive behavioral support for students.
- **Technology Sustainability:** The proposed technology levy increase is a critical investment to bridge existing funding gaps, fortifying the digital ecosystem to protect student and family data against evolving cybersecurity threats.

Each of these initiatives is designed to deliver high-impact results for the students and families of Edina Public Schools, ensuring facilities remain conducive to learning and operational infrastructure remains sustainable for years to come.

Land Acquisition

Prior to considering whether a non-district-owned site was available for future building, construction on a district-owned property, as well as renovating and repurposing existing space at the Edina Community Center were considered. Of the district-owned properties reviewed, Cornelia Elementary and Creek Valley Elementary are the only sites with sufficient acreage to accommodate future development. Both sites have more than six acres of potentially developable land, with additional capacity possible through adjacent city-owned property. Creek Valley Elementary is not considered to be a viable option due to infrastructure constraints. City engineering staff have indicated that available sewer capacity in that area is extremely limited and insufficient to support a significant educational facility. Cornelia Elementary is a possibility but is not without its challenges for acreage and traffic.

3. A List of the Specific Deficiencies of the Facilities

- a) *Demonstrating Need*
- b) *Process Used to Determine Deficiencies*
- c) *List of How Deficiencies will be Addressed*
- d) *Specific Benefits to Students, Teachers and Community*

Land Acquisition cont.

There is an extreme lack of parcels available in the City of Edina large enough (more than 5 acres) to accommodate a new early learning facility. The administration reviewed more than 28 sites in coordination with the City, evaluating each for parcel size, level of difficulty, assessed valuation, and overall feasibility. The sites reviewed span all areas of Edina and include district-owned land, City-owned parcels, houses of worship, office buildings, and potential assemblies of residential properties. Following a comprehensive evaluation of potential sites, a committee, made up of school board members and administration, identified non-district-owned properties for further consideration.

District representatives are working closely with property owners, developers, city officials, architects, and engineers to evaluate the overall feasibility, including development requirements, infrastructure considerations, project costs, and long-term suitability. This collaborative process will help determine whether the properties can effectively support the district's educational and operational needs. This proposal includes funds for acquiring land for future development to address long-term enrollment strategies and early learning requirements, ensuring the district is positioned for future growth.

3. A List of the Specific Deficiencies of the Facilities

- a) *Demonstrating Need*
- b) *Process Used to Determine Deficiencies*
- c) *List of How Deficiencies will be Addressed*
- d) *Specific Benefits to Students, Teachers and Community*

List of How Deficiencies will be Addressed:

Below is a list of the proposed scope by building / site. Conceptual diagrams for additions can be found in Appendix D.

- Safety & Security: \$15M for safety and security physical improvements
- Concord Elementary School: 5,100 SF addition
- Creek Valley Elementary School: 9,000 SF addition
- South View Middle School: 23,000 SF addition
- Valley View Middle School: 7,800 SF addition
- Kuhlmann Stadium: Safety and infrastructure improvements, ticketing / storage / bathrooms facility
- Land Acquisition: \$14M for land acquisition for future needs
- Capital Projects Levy: 1.4% to support ongoing safety & security software, hardware, and personnel needs.

The sample ballot language can be found in Appendix E.

Specific Benefits to Students, District Staff and Community

The proposed referendum will address programming needs, safety and security, activities / athletics, and learning spaces for students, staff, and community members throughout the district.

4. A Description of the Project including:

- a) *Site and Outdoor Acreage*
- b) *Square Footage Allocations*
- c) *Estimated Expenditures*
- d) *Schedule*

Site and Outdoor Acreage

The site sizes for the buildings where additions are proposed are as follows:

- Concord Elementary – 9.8 Acres
- Creek Valley Elementary – 13.4 Acres
- South View Middle School – 35.42 Acres (shared with the Edina Community Center – Early Childhood, Normandale Elementary School, and District Offices)
- Valley View Middle School – 55.2 Acres (shared with Edina High School)

The majority of these sites are on the low end of the State Guidelines for construction. However, given Edina's location as a first ring suburban District available land is at a premium. The additions at all four facilities are relatively small in footprint and should be able to easily be accommodated on the land available. Many of these sites are also adjacent to city park areas, expanding the available green space for student use. There is not an expectation that any of the projects would demand additional parking or fields. Conceptual site diagrams showing "test fits" can be found in Appendix D.

The budgets have included land for complex stormwater management solutions as are required by these projects based on compliance with watershed requirements.

The market for land in Edina is extremely competitive, and site size would be a factor as the District compares potential properties that would be purchased with the land acquisition budget that this referendum would fund.

Square Footage Allocations

Square footage allocations were primarily developed through analysis of existing buildings and sites as additions are smaller in nature. Existing district standards around classroom sizes and security needs informed final recommendations.

For the proposed facility at Kuhlmann Field, the square footage allocation was developed through interviews with stakeholders of elements for inclusion (ticketing, restrooms, storage, etc.) both by quantifying any existing space as well as understanding the demand that is experienced during events.

4. A Description of the Project including:

- a) *Site and Outdoor Acreage*
- b) *Square Footage Allocations*
- c) *Estimated Expenditures*
- d) *Schedule*

Estimated Operational Expenditures

It is not anticipated that any of the specific building additions would increase operational costs besides minor increases to supplies and utilities. No additional staffing is anticipated because of these projects.

The safety & security bond and accompanying capital projects levy increase would create additional operational costs: at least 4 to 6 additional FTE to manage the implementation and on-going operations of the new systems.

Preliminary Schedule

Design would begin immediately after a successful referendum and projects would be bid between late 2027 and throughout 2028. Construction of first projects would begin in summer 2028 and it is anticipated that all construction would be complete by 2030. Please note that this phasing is subject to change based on final designs.

Review and Comment Submittal to MDE	November 2026
Review and Comment MDE Review	November 2026 – January 2027
Referendum	May 4, 2027
Project Design	June 2027 – November 2028
Project Construction	June 2028 – August 2030
Occupancy	TBD, Fall 2029 / 2030
Project Completion	Fall 2030

4. A Description of the Project including:

- a) Site and Outdoor Acreage
- b) Square Footage Allocations
- c) Estimated Expenditures
- d) Schedule

Estimated Expenditures – Summary.

Budgets by facility / scope item can be found below.

Concord Elementary School	SF	Unit \$	Cost
Classroom Addition & Supporting Spaces (difficult addition area)	5,100	\$740	\$3,776,244
Minor Classroom Remodel	1,000	\$150	\$149,800
Medium Classroom Remodel			
Heavy Remodel Areas			
Site Work, Paving and Landscaping	5,100	\$525	\$2,675,000
Misc. Demo and Building Tie-in	5,100	\$105	\$535,000
Code Upgrades from Addition Requirements	5,100	\$52	\$267,500
Storm Shelter Allowance at Converted High School	4,400	\$107	\$470,800
Contingencies	9%		\$735,920
Sub-Total			\$8,610,264
Permits/Fees/Services/ Construction Testing & Survey	15%		\$1,291,540
FF&E / Technology / & Spec. Equipment	10%		\$861,026
Commissioning, Owner Expenses and Insurances/Bonds	5%		\$430,513
Planned Inflation	included	%	
Project Costs			\$11,193,343
Land Cost & Building Costs	NA		\$0
Project Grand Total			\$11,193,343

Creek Valley Elementary School	SF	Unit \$	Cost
Classroom Addition & Supporting Spaces (difficult addition area)	9,000	\$526	\$4,737,960
Minor Classroom Remodel			\$0
Medium Classroom Remodel			
Heavy Remodel Areas			
Site Work, Paving and Landscaping	9,000	\$238	\$2,140,000
Misc. Demo and Building Tie-in	9,000	\$89	\$802,500

Code Upgrades from Addition Requirements	9,000	\$30	\$267,500
Storm Shelter Allowance at Converted High School	6,000	\$107	\$642,000
Contingencies	9%		\$802,800
Sub-Total			\$9,392,760
Permits/Fees/Services/ Construction Testing & Survey	15%		\$1,408,914
FF&E / Technology / & Spec. Equipment	10%		\$939,276
Commissioning, Owner Expenses and Insurances/Bonds	5%		\$469,638
Planned Inflation	included	%	
Project Costs			\$12,210,588
Land Cost & Building Costs	NA		\$0
Project Grand Total			\$12,210,588

South View Middle School	SF	Unit \$	Cost
Classroom Addition & Supporting Spaces	23,400	\$461	\$10,789,740
Minor Classroom Remodel			
Medium Classroom Remodel			
Heavy Remodel Areas	3,000	\$371	\$1,113,000
Site Work, Paving and Landscaping	23,400	\$113	\$2,650,000
Misc. Demo and Building Tie-in	23,400	\$45	\$1,060,000
Code Upgrades from Addition Requirements	23,400	\$11	\$265,000
Storm Shelter Allowance at Converted High School	23,400	\$106	\$2,480,400
Contingencies	9%		\$1,731,900
Sub-Total			\$20,090,040
Permits/Fees/Services/ Construction Testing & Survey	15%		\$3,013,506
FF&E / Technology / & Spec. Equipment	7%		\$1,406,303
Commissioning, Owner Expenses and Insurances/Bonds	3%		\$602,701
Planned Inflation	included	%	
Project Costs			\$25,112,550
Land Cost & Building Costs	NA		\$0
Project Grand Total			\$25,112,550

Valley View Middle School	SF	Unit \$	Cost
Door upgrades, cameras, electronic devices & site line improvements	6,600	\$461	\$3,043,260
Minor Classroom Remodel			
Medium Classroom Remodel			
Heavy Remodel Areas	1,000	\$371	\$371,000
Site Work, Paving and Landscaping			\$3,392,000
Misc. Demo and Building Tie-in	6,600	\$80	\$530,000
Code Upgrades from Addition Requirements	6,600	\$40	\$265,000
Storm Shelter Allowance at Converted High School	6,600	\$106	\$699,600
Contingencies	9%		\$783,100
Sub-Total			\$9,083,960
Permits/Fees/Services/ Construction Testing & Survey	15%		\$1,362,594
FF&E / Technology / & Spec. Equipment	7%		\$635,877
Commissioning, Owner Expenses and Insurances/Bonds	3%		\$272,519
Planned Inflation	included	%	
Project Costs			\$11,354,950
Land Cost & Building Costs	NA		\$0
Project Grand Total			\$11,354,950

Land Purchase for Future	SF	Unit \$	Cost
Land Purchase for Future			\$14,000,000
City of Edina Sewer, Storm & Watershed Upgrade Requirements			\$10,000,000

Security Upgrades - District Wide	SF	Unit \$	Cost
Door upgrades, cameras, electronic devices & site line improvements	1,853,000	\$7	\$12,240,000
Contingencies	5%		\$600,000
Sub-Total			\$12,840,000
Permits/Fees/Services/ Construction Testing & Survey	15%		\$1,926,000
FF&E / Technology / & Spec. Equipment			\$0
Commissioning, Owner Expenses and Insurances/Bonds			\$0
Planned Inflation	included	%	
Project Costs			\$14,766,000
Land Cost & Building Costs	NA		\$0
Project Grand Total			\$14,766,000

SUMMARY	
Concord Elementary School	\$11,193,343
Creek Valley Elementary School	\$12,210,588
Security Upgrades - District Wide	\$14,766,000
Kuhlmann Stadium Upgrades	\$15,042,300
South View Middle School	\$25,112,550
Valley View Middle School	\$11,354,950
Land Purchase for Future	\$14,000,000
City of Edina Sewer, Storm & Watershed Upgrade Requirements.	\$10,000,000
TOTAL (note: missing financing costs)	\$113,679,731

The School Board expects that any surplus from the mentioned projects (if any) will be allocated to deferred maintenance for current activity spaces, capital equipment related to the two projects, or potential space expansions associated with the projects.

5. A Description of Single User Facilities:

- a) *A description of the project's plans for gender-neutral single-user restrooms, locker room privacy stalls, or other spaces with privacy features, including single-user shower stalls, changing stalls, or other single-user facilities.*

Single user restrooms may be pursued to create compliant building additions which will have to be designed to the ICC 500 storm shelter code which require a certain number of bathrooms within storm shelters. Additionally, the building at Kuhlmann Field may include single-user restrooms if deemed appropriate during design.

6. A Specification of the Source of Project Financing including:

- a) applicable statutory citations,*
- b) the scheduled date for a bond issue or school board action,*
- c) a schedule of payments, including debt service equalization aid, and*
- d) the effect of a bond issue on local property taxes by property class and valuation*

(overview of info by Ehlers)

Financial schedules prepared by Ehlers included on the following pages:

1. Estimated sources and uses of funds
2. The anticipated debt service schedules and the estimated annual property tax levies adjusted for the 105% levy requirement. The district does not qualify for debt service equalization aid.
3. An analysis of the estimated tax impact across various property classifications, including residential homestead, commercial/industrial, residential non-homestead multi-unit, and apartment properties.

Note: The following information has been prepared by Ehlers.

6. A Specification of the Source of Project Financing (continued):

Sources and Uses of Funds, Tax Impact, Etc. by
Ehlers (anticipated to be 4 pages)

DRAFT

6. A Specification of the Source of Project Financing (continued):

Sources and Uses of Funds, Tax Impact, Etc by
Ehlers (anticipated to be 4 pages)

DRAFT

6. A Specification of the Source of Project Financing (continued):

Sources and Uses of Funds, Tax Impact, Etc by
Ehlers (anticipated to be 4 pages)

DRAFT

6. A Specification of the Source of Project Financing (continued):

Sources and Uses of Funds, Tax Impact, Etc by
Ehlers (anticipated to be 4 pages)

DRAFT

7. Documentation

**Attachment 1
Review and Comment
Section #6 Documentation
(as amended by the 2014 Legislature)**

Documentation obligating the school district and contractors to comply with items (i) to (vii) in planning and executing the project:

- (i) The school district will be in compliance with Minnesota Statutes, section 471.345, governing municipal contracts issued for this project.
- (ii) The school district and the architects will include elements of sustainable design for this project.
- (iii) If the project installs or modifies facility mechanical systems, the school district, architect/engineers and contractors will be in compliance with school facility commissioning under Minnesota Statutes, section 123B.72, certifying the plans and designs for the heating, ventilating, air conditioning and air filtration for an extensively renovated or new facility meet or exceed current code standards, including the ASHRAE air filtration standard 52.1.
- (iv) If the project creates or modifies interior spaces, the district, architects/engineers and relevant contractors have considered the *American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools* on maximum background noise level and reverberation times.
- (v) The project will be in compliance with Minnesota State Fire Code.
- (vi) The project will be in compliance with Minnesota Statutes, chapter 326B, governing building codes.
- (vii) The school district and the architects/engineers have been in consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit and safe access for pedestrians and cyclists.

The school district and architect/engineers will maintain documentation showing compliance with these items upon, and subsequent to, project completion.

Superintendent signature	To be signed by Board Chair and Superintendent	Date
Board chair signature		Date
Architect/engineer signature		Date

Appendix A:
District Map

Appendix B:
Capacity Analysis

Appendix C:
Community Survey Results
(by Morris Leatherman)

Appendix D: **Conceptual Diagrams**

Appendix E:
Sample Ballot

III.G. School Board Member Handbook

Speaker(s) : Michael
Birdman, School Board
Member



Board Meeting Date: 10/20/26

Title: School Board Member Handbook

Type: Discussion

Presenter(s): Michael Birdman, Edina School Board Member

Description: Provide for a discussion and review of the new School Board Handbook that has been developed to aggregate and incorporate all pertinent information related to the duties and responsibilities of the School Board into a reference guide and handbook for school board directors to reference. This handbook will be used as a primary training tool for new board members and will consistently be updated with relevant information on an annual basis.

Recommendation: Review and discuss the handbook and its desired utilization.

Desired Outcome from the Board: Please bring questions, comments, recommended revisions so that action can be taken to accept the handbook before the end of the calendar year and the start of the new school board Jan 2027.

Attachment:

- [School Board Member Handbook – draft](#)

SCHOOL BOARD MEMBER HANDBOOK

EDINA PUBLIC SCHOOLS

Independent School District No. 273

A Guide for Board Members Serving Edina Students, Families, and Community
Edina Public Schools • 5701 Normandale Road, Edina, MN 55424
Phone: (952) 848-3900 • www.edinaschools.org

Adopted: [Date] • Revised: [Date]



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- Section 16 – School Board Goals and Strategic Planning
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Section 1: Welcome from the School Board Chair

Dear Edina School Board Member,

Welcome to the Edina Public Schools School Board. Your commitment to public education and to the students, families, and staff of our community is deeply appreciated. This handbook has been prepared to orient you to the responsibilities, expectations, and practices of board membership in Edina Public Schools (Independent School District No. 273).

Serving on the school board is a significant public trust. Board members are elected to represent the entire community—not just those who voted for them—and to ensure that every student in Edina receives a high-quality education. This handbook is intended to help you understand your role and be as effective as possible in carrying it out.

We encourage you to read this handbook carefully, ask questions, and use it as an ongoing reference throughout your service. The district staff is here to support you.

Sincerely,

Karen Gabler
Chair, Edina Public Schools Board of Education



Section 2: About Edina Public Schools

District Overview

Edina Public Schools (ISD 273) is a highly regarded public school district located in Edina, Minnesota, a suburban community in Hennepin County. The district is committed to providing a world-class education for all learners.

Rooted in Excellence. United by Possibility.

At Edina Public Schools, excellence is not an aspiration — it's a responsibility. Guided by a clear vision, a shared mission, and enduring values, we exist to serve each and every student, our community, and the place we call home. We believe every learner has unlimited possibilities, and it is our collective commitment to create the conditions where all students feel supported, challenged, and empowered to thrive.

District Vision

For Each and Every Student to Discover Their Possibilities and Thrive

District 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.

Schools and Programs

Edina Public Schools operates the following schools and programs (update as needed):

Level	School Name	Grades Served
Early Childhood	Edina Early Learning & Family Center	Birth-Pre-K
Elementary	Concord Elementary School	K-5
Elementary	Cornelia Elementary School	K-5
Elementary	Countryside Elementary School	K-5
Elementary	Creek Valley Elementary School	K-5
Elementary	Highlands Elementary School	K-5



Elementary	Normandale Elementary School	K-5
Middle School	South View Middle School	6-8
Middle School	Valley View Middle School	6-8
High School	Edina High School	9-12

draft



Section 3: Legal Status and Authority of the School Board

Legal Authority

The Edina Public Schools Board of Education is the policy-making body for the district, established and governed under Minnesota Statutes, Chapter 123B and related provisions. The Board operates as a corporate body—authority rests with the Board as a whole, not with individual members.

Powers and Duties

The School Board is responsible for:

- Establishing district policy and strategic direction
- Approving the annual budget and overseeing district finances
- Hiring and evaluating the Superintendent
- Approving contracts, collective bargaining agreements, and employment
- Align curriculum standards and approving instructional programs
- Setting the property tax levy within limits established by state law
- Ensuring the district complies with state and federal laws and regulations
- Representing the interests of the community and all students

Delegation of Authority

While the Board retains ultimate responsibility for district operations, it delegates the day-to-day management and administration to the Superintendent. The Board governs through policy; the Superintendent implements policy through administrative regulations and procedures.

Individual Board Member Authority

Individual Board members have authority only when acting as a body in a duly called meeting. No individual Board member may make commitments, direct staff, or take action on behalf of the district without Board authorization. Board members who act outside this authority do so as individuals and not in any official capacity.



Section 4: School Board Officers

Elected Officers

The Board elects officers from among its members at the organizational meeting held in January following each election year. Officers include:

Officer	Primary Responsibilities
Chair	Presides at all Board meetings; represents the Board in official communications; calls special meetings; ensures meetings are conducted in an orderly manner.
Vice Chair	Assumes the duties of the Chair in the Chair's absence; assists with Board leadership.
Clerk	Provides oversight by attesting to official documents and ensuring board actions are reflected accurately—not by managing elections, data requests, or public processes, but by supporting the systems already administered by the district.
Treasurer	Reviews the district's financial statements, expenditures, and bills to help keep the board informed, chairs the Finance Committee in a supporting role, and periodically checks contracts and records for transparency.

[School Board Policy 202](#)

Term of Office for Officers

Officers serve one-year terms beginning at the organizational meeting and may be re-elected. Officer positions are separate from the director's elected term and do not extend board membership.



Section 5: School Board Member Roles and Responsibilities

Role of the Board

The School Board functions as the elected representative body responsible for governing the district on behalf of the public. Effective board governance is characterized by:

- A clear focus on student achievement and outcomes
- Setting direction through policy and long-range planning
- Acting collectively as a body rather than as individual directors
- Maintaining a productive working relationship with the Superintendent
- Serving as community liaisons and advocates for public education

Responsibilities of Individual Board Members

Each Board member is expected to adhere to the established [Board Norms](#):

1. Make our decisions based on the available information, and in the best interest of all students. This obligation supersedes (a) any conflicting loyalty a member may have to advocacy or interest groups, (b) loyalty based upon membership on other boards or staff, and (c) conflicts based upon the personal interest of any Board member or any member of their family.
2. Make every attempt to attend all board functions, including committee meetings, and remain informed of activities, programs, and incidents in the district within the board's purview.
3. Respect and remain mindful of the different roles within the school system, including, but not limited to, the School Board, the Superintendent, Administrators, Teachers, and Staff.
4. Not publicly criticize an employee or other board member.
5. Meet with district personnel only after notifying the Superintendent, and attend staff meetings, staff training, and other administrative events only upon invitation.
6. Accept responsibility for all board decisions, regardless of the vote, and speak with one voice after a decision has been made.
7. Take no private or public actions that will compromise the District.
8. Participate, when possible, in opportunities that provide professional growth and commit to continuous improvement through annual self-evaluation.

What Board Members Should NOT Do

To preserve effective governance, Board members should refrain from:

- Directing, supervising, or evaluating district employees (other than the Superintendent)



- Making promises or commitments on behalf of the Board outside of Board action
- Sharing confidential or executive session information
- Acting or speaking as if they have individual authority over district operations
- Using their position for personal benefit or the benefit of special interests

draft



Section 6: School Board Member Code of Ethics

Edina Public Schools Board members are expected to uphold the highest ethical standards in their service to the district. By accepting election to the Board, each member commits to the following principles:

1. Recognize that my first and foremost commitment is to the educational welfare of each student in the district.
2. Work with fellow Board members to establish effective policies that achieve the highest good for all students.
3. Make decisions based on available facts and the best interests of all students; avoid snap judgments.
4. Recognize the importance of team effort in Board functioning and respect the collective authority of the Board.
5. Refrain from using my position for personal gain or to benefit any individual, business, or special interest group.
6. Refer complaints and criticisms to the proper administrative channels and avoid using such information for personal benefit.
7. Acknowledge that authority rests with the Board as a whole in meetings, and that individual Board members have no authority to act unilaterally.
8. Maintain the confidentiality of all matters discussed in executive (closed) session and treat sensitive district information with discretion.
9. Comply with all applicable laws, Board policies, and ethical standards, and declare any conflict of interest.
10. Support and implement all Board decisions, even those with which I disagree, once the Board has acted, and reserve the right to seek reconsideration.
11. Promote public confidence in Edina Public Schools and in the School Board.

Violations of the Code of Ethics may result in formal action by the Board as described in Section 19 of this handbook.



Section 7: School Board Meetings

Regular Meetings

The Board holds regular meetings to conduct official district business. Meetings are [currently scheduled](#) as follows (the Board establishes the annual meeting schedule at its organizational meeting each January):

Regular Meetings	Second Monday of each month at 7:00 p.m. Edina Board Room, Edina Community Center RM 349 5701 Normandale Road, Edina, MN 55424 Live Streaming & Recordings Available
Work Sessions	Second Monday & Third Tuesday of each month at 5:00p.m. Edina Community Center RM 350 Work sessions are for discussion and information; no formal Board action is typically taken. Live Streaming Only Available

Special Meetings

Special meetings may be called by the Chair or by a majority of Board members. Notice of special meetings must be provided to Board members and the public in compliance with the Minnesota Open Meeting Law (Minn. Stat. § 13D).

Closed Sessions

The Board may meet in executive (closed) session for purposes permitted by law, including:

- Discussing attorney-client privileged communications
- Reviewing confidential data on students or employees
- Evaluating the performance of the Superintendent
- Negotiating labor agreements
- Security matters
- Real property transactions

All closed sessions must be recorded. Matters discussed in executive session are confidential and may not be disclosed by Board members. Any final Board action must occur in open session.



Quorum

A quorum, consisting of a majority of the Board members (four of seven), is required to conduct business. Without a quorum, no official Board action may be taken.

Meeting Agenda

Agendas are prepared by the Superintendent's office in consultation with the Board Chair. Members wishing to add items should contact the Superintendent's office in advance of the published deadline. Agendas, supporting materials, and minutes are made available to Board members and the public prior to meetings via [Boardbook](#).

Public Comment

Members of the public are provided an opportunity to address the Board during designated public comment periods. The Board Chair establishes reasonable time limits for speakers. Public comment is for community members to address the Board; it is not a forum for the Board to debate with speakers. The Board refers matters raised in public comment to the Superintendent as appropriate.

[School Board Policy 206](#)

Parliamentary Procedure

Board meetings are conducted using Robert's Rules of Order, Newly Revised, except as modified by Board policy or Minnesota law.



Section 8: School Board Public Engagement

Stakeholder Engagement

The Board is committed to hearing from the community. The Board may organize stakeholder engagement sessions, panels, surveys, or other community engagement events separate from formal business meetings when appropriate to engage in specific topics deemed timely and necessary. These are opportunities that provide for community members, parents, students, and staff to share perspectives on district matters.

Board Communications with the Community

Board members are encouraged to be visible and engaged in the community. When speaking publicly as a Board member, members should:

- Accurately represent adopted Board positions and policies
- Clearly distinguish personal opinions from Board positions
- Avoid disclosing confidential or closed session information
- Refer matters requiring district action to the Superintendent

Social Media and Electronic Communications

Board members should exercise caution and professionalism in the use of social media and electronic communications in relation to their Board service. Personal use of social media should clearly not be represented as official Board communication. Board members should be mindful that electronic communications related to Board business may be subject to the Minnesota Data Practices Act.



Section 9: School Board Policies and Regulations

Role of Policy

Policies are the formal expressions of the Board's intent and direction for the district. They provide the legal and operational framework within which the Superintendent and staff carry out the work of the district. All Board policies must comply with applicable state and federal law.

Policy Development Process

The Board adopts, amends, and rescinds policies through a formal process that typically includes:

1. Identification of the need for a new or revised policy
2. Development of a draft by administration, legal counsel, or a Board committee
3. Review by the Policy committee
4. Review and discussion at a board meeting
5. Formal Board action to adopt the policy at a regular board meeting

Policy Categories

Edina Public Schools organizes its policies into the following broad categories (to be updated to reflect adopted policy numbering):

- 100 Series – School District (foundational and governing principles)
- 200 Series – Board of Directors (governance and Board operations)
- 300 Series – Administration (superintendent and administrative roles)
- 400 Series – Personnel (employment, professional conduct, benefits)
- 500 Series – Students (student rights, conduct, and welfare)
- 600 Series – Educational Programs (curriculum, instruction, assessment)
- 700 Series – Non-Instructional Operations (finance, facilities, transportation)
- 800 Series – Buildings and Sites (facilities use and safety)
- 900 Series – School/Community Relations (volunteers, communications, partnerships)

The complete Edina Public Schools Policy Manual is available to all Board members and the public and is posted on the district website.



Section 10: Working Relationship with the Superintendent

The Superintendent's Role

The Superintendent is the chief executive officer of the district, employed by and accountable to the Board. The Superintendent is responsible for implementing Board policy, managing district operations, leading the administrative team, and providing professional recommendations to the Board on all matters of district business.

Board-Superintendent Relationship

An effective Board-Superintendent relationship is essential to good governance. Key principles include:

- The Board speaks with one voice through formal action; individual Board members do not direct the Superintendent
- The Superintendent communicates regularly and transparently with the full Board
- The Board evaluates the Superintendent's performance annually, using established criteria
- The Board supports the Superintendent's professional leadership while holding the position accountable for results
- Both the Board and Superintendent maintain mutual respect and open communication

Superintendent Evaluation

The Board conducts a formal evaluation of the Superintendent's performance on an annual basis. The process, criteria, and timeline are established by the Board. Evaluation of the Superintendent is a Board responsibility; the Board does not evaluate other district employees.

Superintendent Selection

The authority to select, employ, and terminate the Superintendent is vested solely in the School Board. The Board may utilize a search firm and community engagement process to identify and select a Superintendent when a vacancy occurs.



Section 11: School Board Committees and Assignments

Standing and Ad Hoc Committees

The Board may establish standing committees to assist with ongoing Board responsibilities, as well as ad hoc committees for specific purposes. All committee recommendations are advisory and require full Board action to be official. Committees typically include:

Standing Committees	Finance & Facilities Committee • Governance Committee • Legislative Action Committee • Policy Committee • Teaching & Learning Committee
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Finance & Facilities Committee

Chairperson – Board Treasurer

Composition – Board Asst. Treasurer, Additional Appointed Board Director, Superintendent, Director of Finance & Operations, and 3-4 appointed community members

Collaborate with the school district's superintendent and director of business services in reviewing and providing feedback to the district on financial issues. This committee deals with matters pertaining to the district's budget development and related recommendations to the board.

Governance Committee

Chairperson – Board Chair

Composition – Board Vice-Chair, Additional Appointed Board Director, Superintendent

Collaborate with the district superintendent in making recommendations to the board on subjects that have districtwide implications. Areas of focus include:

- Reviews of human resources and legal issues
- Building and monitoring relationship with superintendent
- Development of processes for superintendent evaluation, annual board goals, board evaluation, and effective communication guidelines
- Assists in long-term plans and goals to ensure alignment with district mission
- Other duties assigned to committee by the board

Legislative Action Committee



Chairperson – Appointed Board Director

Composition – Additional Appointed Board Director, Superintendent, appointed student board members, appointed community members

Assist the board and district administration in advocacy for education-related legislation. The LAC coordinates these advocacy efforts by supporting and advocating for board-approved legislative positions designed to advance the cause of excellent schools in Edina and Minnesota.

Policy Committee

Chairperson – Appointed Board Director

Composition – 2 Additional Appointed Board Directors, Superintendent, and other appropriate cabinet and district leaders

Reviews existing policies and writes new policies to provide broad governance guidance and address changes in legislation, statutes, case law, and legal decisions, as well as to provide alignment with the district mission and vision. Board policies act as guidelines for the internal procedures of the district. The committee stays abreast of local, state, and federal laws and regulations to determine and apply implications for district policy development and revisions.

Teaching & Learning Committee

Chairperson – Appointed Board Director

Composition - 2 Additional Appointed Board Directors, Superintendent, Director of Teaching & Learning, and other appropriate cabinet and district leaders

Collaborate with the district's director of teaching and learning and superintendent to coordinate and advance district instructional programs. The committee will make recommendations to the board on matters relating to comprehensive curriculum and a positive, equitable learning environment.

Board Member Liaisons Assignments

The Board assigns individual members as liaisons to each district school and to selected community organizations. Liaison assignments are meant to strengthen community connections, not to supervise schools. Liaisons:

- Attend school events and celebrations as community representatives
- Serve as a communication link between the school community and the Board
- Report observations and community perspectives to the full Board
- Do not direct or evaluate building staff



List of Liaison Roles Board Members are assigned:

- Early Learning & Family Center (ELC/ECSE)
- Elementary Schools – Liaison 1 (Concord, Countryside), Liaison 2 (Creek Valley, Normandale), Liaison 3 (Cornelia, Highlands)
- Middle Schools (South View, Valley View)
- Edina High School
- Special Education Advisory Council (SEAC)
- Edina Education Fund
- Edina Give & Go
- Talent Development Advisory Committee
- Cultural Liaison Representative
- Meet & Confer
- Community Ed Service Advisory
- City Council
- Go Green Advisory Committee

Representation on External Organizations

Board members may be assigned to represent the district on external boards and organizations, including but not limited to:

- Intermediate School District 287 – appointed Board Member
- Minnesota School Boards Association (MSBA)
- Association of Metropolitan School Districts (AMSD)
- Collaborative governance organizations or joint power authorities
- Community advisory councils



Section 12: School Board Elections and Terms of Office

Terms of Office

Each School Board director serves a four-year term. Terms are staggered so that not all seats are up for election in the same year, providing continuity in Board membership. Terms begin on the first Monday in January following the election.

Election Cycle

School Board elections are held in even-numbered years (e.g., 2026, 2028, 2030) as part of the general election in November. There is no primary election for School Board candidates.

Candidate Qualifications

To be eligible to serve on the Edina Public Schools Board, a candidate must:

- Be at least 21 years of age
- Be a citizen of the United States
- Be a resident of Minnesota for at least 20 days prior to the election
- Be a resident of Independent School District No. 273 for at least 30 days prior to assuming office
- Be eligible to vote in the state of Minnesota
- Not have filed for any other office in the same election
- Not be convicted of an offense requiring registration under Minnesota law

Vacancies

If a Board member seat becomes vacant (due to resignation, removal, death, or other cause), the remaining Board members may appoint an individual to fill the seat until the next election, in accordance with Minnesota Statutes.

Campaign Finance

All candidates for School Board are required to file campaign finance reports in accordance with Minnesota campaign finance law. Elected Board members continue to have disclosure obligations. Contact the district's Deputy Clerk for School Board Elections for guidance.

Election Contact

Mert Woodard, Executive Director of Finance & Operations
Ph: (952) 848-4916 Email: Mert.Woodard@edinaschools.org



Section 13: School Board Member Development and Training

Commitment to Professional Development

Effective governance requires ongoing learning. The Board recognizes the importance of continuing education for its members and encourages active participation in professional development activities.

New Board Member Orientation

New Board members are provided an orientation to the district that includes:

- Introduction to district leadership and key staff
- Overview of the district budget and financial management
- Review of this handbook and key Board policies
- Familiarization with the district's strategic plan and goals
- School site visits
- MSBA new member training

Minnesota School Boards Association (MSBA)

Edina Public Schools is a member of the Minnesota School Boards Association (MSBA). MSBA provides extensive professional development, legal resources, policy services, and advocacy support for school board members. Board members are strongly encouraged to:

- Attend the MSBA annual conference and leadership workshops
- Complete the MSBA Board development programs and certificate courses
- Utilize MSBA resources for policy guidance, legal questions, and governance support

Expenses for Development

The district will reimburse reasonable and necessary expenses for Board member participation in approved professional development activities, conferences, and training, subject to the Board's expense reimbursement policy (see Section 15).



Section 14: Compensation, Expenses, and Out-of-State Travel

Board Member Compensation

Board Members are compensated \$4,500 annually.

Expense Reimbursement

Board members are entitled to reimbursement for reasonable and necessary expenses incurred in the performance of their Board duties, including:

- Registration fees for approved conferences and training
- Transportation, lodging, and meals for approved Board travel
- Other expenses pre-approved by the Board Chair or Superintendent

All expenses must be submitted with original receipts on the district's approved expense report form within a reasonable time following the activity. Expense reports are reviewed by the Superintendent's office.

Out-of-State Travel

Out-of-state travel by Board members requires prior Board approval as required by Minnesota law (Minn. Stat. § 123B.09, subd. 8). Requests for out-of-state travel should be submitted to the Superintendent's office for placement on a Board agenda. The Board will approve travel destinations, purposes, and cost parameters in advance.

Conflicts of Interest

Board members must avoid situations in which their personal financial interests conflict with their duties. Before participating in a Board vote, members with a financial interest in the matter should:

1. Disclose the nature of the conflict to the full Board
2. Recuse themselves from discussion and the vote as appropriate
3. Leave the meeting room during executive session discussion of the matter

Questions about potential conflicts should be directed to legal counsel.



Section 15: Legislative Advocacy

Board Legislative Platform

Each year, the Board adopts a legislative platform identifying the district's state and federal education policy priorities. The platform guides the Board's and district's advocacy efforts with the Minnesota Legislature, the Minnesota Department of Education, Congress, and the U.S. Department of Education.

**Legislative
Platform**

[Click Here](#)

MSBA and AMSD Legislative Platforms

The Board also considers and may adopt or endorse the legislative platforms of the Minnesota School Boards Association (MSBA) and the Association of Metropolitan School Districts (AMSD) as additional advocacy frameworks.

Board Member Advocacy

Individual Board members are encouraged to engage in legislative advocacy, including:

- Meeting with state legislators and congressional representatives
- Testifying before legislative committees on education matters
- Hosting legislators for school visits and program tours
- Participating in MSBA and AMSD advocacy days
- Writing letters and making phone calls in support of district priorities

When advocating, Board members should clearly communicate adopted Board positions and clearly identify when they are expressing personal views.



Section 16: School Board Goals and Strategic Planning

Strategic Plan

Edina Public Schools operates under a multi-year strategic plan that articulates the district's goals, priorities, and key initiatives. The Board adopts and periodically updates the strategic plan. All Board decisions should be aligned with the strategic plan.

**Current
Strategic Plan**

[Click Here](#)

Annual Board Goals

In addition to the long-range strategic plan, the Board establishes annual goals to guide its work for the school year. Annual goals are typically adopted at the beginning of the school year and progress is reviewed throughout the year. Goals may address areas such as:

- Student achievement and academic outcomes
- Equity and inclusion
- Financial stewardship and budget sustainability
- Staff recruitment, development, and retention
- Family and community engagement
- Facilities and capital planning
- Legislative advocacy

**Current Board
Goals**

[Click Here](#)

Reporting and Accountability

The Superintendent provides the Board with regular reports on progress toward strategic plan goals and annual Board goals. The Board reviews data, asks questions, and holds the district accountable for results.



Section 17: Budget, Finance, and Fiscal Oversight

Budget Process

The Board is responsible for adopting an annual budget that reflects the district's priorities and complies with Minnesota law. The budget process typically follows these steps:

1. Administration develops preliminary budget projections based on enrollment, revenue estimates, and program needs
2. The Board reviews and provides direction during study sessions
3. A proposed budget is presented for public review
4. The Board adopts the final budget before July 1 of each fiscal year
5. The Board sets the property tax levy in December as required by the Truth in Taxation process

Truth in Taxation

Minnesota law requires the district to hold a public Truth in Taxation hearing before the final property tax levy is certified. The Board hears public comments on proposed taxes and provides community members with the opportunity to ask questions.

Financial Reports and Audits

The Board receives regular financial reports from administration, including:

- Monthly financial summaries and fund balance reports
- Annual independent audit results
- Budget amendments as needed

The Board reviews the annual audit and takes action to address any findings. Board members are encouraged to ask questions of the district's finance staff and auditors.

Fiscal Responsibility Principles

The Board is committed to:

- Maintaining adequate fund balance reserves in accordance with Board policy
- Making budget decisions that align with the district's strategic priorities
- Ensuring financial transparency and public reporting
- Pursuing all available revenue sources, including state and federal grants
- Planning for long-range capital and facility needs



Section 18: Addressing Policy Violations by Board Members

Standards for Conduct

All Board members are expected to conduct themselves in accordance with this handbook, Board policies, and applicable law. Willful or continuing violations of Board policy undermine the Board's effectiveness and public trust.

Process for Addressing Violations

When a Board member is believed to have violated Board policy, the following process applies:

1. Any Board member may raise a concern about a policy violation with the Board Chair (or Vice Chair if the Chair is the subject of the concern).
2. The Chair may address the matter informally with the member in the first instance.
3. If informal resolution is not achieved, or the violation is serious, the matter may be placed on a Board agenda for discussion.
4. The Board may take action including a formal reprimand or censure by majority vote.
5. The Board may also seek legal counsel regarding its options and obligations under Minnesota law.

Removal from Office

A School Board member may be removed from office only as provided by Minnesota law. The Board's formal censure does not itself remove a member from office.

Retaliation Prohibited

No Board member shall retaliate against another member for raising good-faith concerns about policy violations or ethical conduct.



Section 19: Key Resources and Contacts

District Administration

Position	Name	Contact
Superintendent	Dr. Dan Bittman	[Phone / Email]
Executive Assistant to Supt. & Board	Anne Naas	[Phone / Email]

Key External Organizations

Organization	Purpose	Website
Minnesota School Boards Association (MSBA)	Board development, policy, advocacy	www.mnmsba.org
Association of Metropolitan School Districts (AMSD)	Metro district advocacy and collaboration	www.amsd.org
Minnesota Department of Education (MDE)	State education regulation and reporting	education.mn.gov
U.S. Department of Education	Federal education law and funding	www.ed.gov
Hennepin County	County government partnerships	www.hennepin.us

Key Statutes for Board Members

Board members should be familiar with the following Minnesota statutes (links available through the Office of the Revisor of Statutes at www.revisor.mn.gov):

- Minn. Stat. Ch. 123B – School Board governance, powers, and duties
- Minn. Stat. § 13D – Open Meeting Law
- Minn. Stat. Ch. 13 – Minnesota Government Data Practices Act
- Minn. Stat. Ch. 205A – Municipal Elections (school board elections)
- Minn. Stat. Ch. 471 – Public Employment and Conflicts of Interest



Appendix: Board Member Acknowledgment

I have received and read the Edina Public Schools School Board Member Handbook. I understand the responsibilities, expectations, and policies described herein, and I commit to upholding them throughout my service on the Board.

_____ Date: _____

Board Member Name (Print): _____

Signature: _____

Please return a signed copy to the Executive Assistant to the Superintendent and School Board.

IV. Leadership Updates

V. Adjournment