Work Session

Monday, February 9, 2026 5:00 PM
ECC 350, 5701 Normandale Road, Edina, MN 55424

I. **Determination of Quorum and Call to Order**

II. **Approval of Agenda**

School Board Work Session
Monday, February 9, 2026; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Achievement and Integration FY27 Budget
B. Achievement and Integration FY27-29 Plan
C. Policy 202
D. Update on Employment Agreement for Superintendent of Schools
E. Proposed Staff Letter from Board

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

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

III. **Discussion**

III.A.	Achievement and Integration FY27 Budget	**Speaker(s):** Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programing

Board Meeting Date: 2.9.26

Title: Achievement and Integration FY 2027 Budget

Type: Discussion

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

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

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

Recommendation: Read and review FY27 Achievement and Integration budget for approval.

Desired Outcome(s) from the Board: Approval of the FY27 Achievement and Integration budget in March.

Attachment(s):

See Report Below

How Funding is Determined:

1. Initial Revenue (FIN 313): Basic Formula: $350 × district's adjusted pupil units × ratio of protected students

2. Incentive Revenue (FIN 318): Simple Formula: $10 per district's adjusted pupil unit

3. The total funding is divided as follows:
    a. 70% comes from state aid
    b. 30% comes from local levy

Key Budget Requirements:

1. Required Budget Ratios:
    a. Direct Student Services: Minimum 80%
    b. Professional Development: Maximum 20%

c. Administrative Costs: Maximum 10%

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

3. Staffing Considerations:
   a. Positions must directly support planned activities.
   b. FTE funding must align with the actual time dedicated to the program.

Edina Budget Ratios

Total	
Admin	6.39%
Direct	80.24%
PD	13.38%
	100.01%

Tab	Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	PERSONNEL	BUDGET NARRARTIVE	GOAL	STRATEGY NAME	ORG	PROG	FIN	OBJ	PROPOSED BUDGET		
Admin 313	Director of Achievement Equity and Multilingual Learners	Frannie Becquer - .45 FTE	Director coordinates and facilitates equity training for staff	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	211	313	110	73,892.00		
Admin 313	Director of Achievement Equity and Multilingual Learners Benefits	Frannie Becquer - .45 FTE	Benefits for Director of Achievment Equity and Multilingual learners	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	211	313	2xx	15,650.00		
Direct 313	American Indian Cultural Liasion	Francisca Stand Strong - .5 FTE	The American Indian Liaison will work with students to help them discover and learn about their culture, while building strong relationships with American Indian families to increase parent involvement. The liaison will also serve as an on-staff resource for all staff, providing professional development and cultural support. This position works district-wide and is accessed by school staff, parents, and students. This is a .25 FTE shared position with the American Indian Education Aid Grant.	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	211	313	175	35,000.00		
Direct 313	American Indian Cultural Liasion - Benefits	Francisca Stand Strong - .5 FTE	Benefits for American Indian Coordiantor	9	Family Advocacy & Partnership	5	203	313	2xx	5,000.00		
Direct 313	AVID HS Instructor	Melody Taylor - .4 FTE	Cost of one section of AVID at the high school and the AVID coordinator position.	3,4,7,8	AVID - Advancement Via Individual Determination	5	211	313	140	44,050.00		
Direct 313	AVID HS Instructor benefits	Melody Taylor - .4 FTE	Benefits AVID HS instructor	3,4,7,8	AVID - Advancement Via Individual Determination	5	211	313	2xx	17,675.00		
Direct 313	AVID MS Instructor - SV	Christina Beddies - .33 FTE	Cost of MS AVID class.	1,2,6	AVID - Advancement Via Individual Determination	5	211	313	140	30,750.00		
Direct 313	AVID MS Instructor - VV	Chad Inda - .17 FTE	Cost of MS AVID class.	1,2,6	AVID - Advancement Via Individual Determination	5	211	313	140	18,050.00		
Direct 313	AVID MS Instructor - VV	Melissa Norwood - .17 FTE	Cost of MS AVID class.	1,2,6	AVID - Advancement Via Individual Determination	5	211	313	140	14,925.00		
Direct 313	AVID MS Instructor benefits - SV	Christina Beddies - .33 FTE	Benefits for AVIS MS instructor	1,2,6	AVID - Advancement Via Individual Determination	5	211	313	2xx	6,250.00		
Direct 313	AVID MS Instructor benefits - VV	Chad Inda - .17 FTE	Benefits for AVID MS instructor	1,2,6	AVID - Advancement Via Individual Determination	5	211	313	2xx	7,250.00		
Direct 313	AVID MS Instructor benefits - VV	Melissa Norwood - .17 FTE	Benefits for AVID MS instructor	1,2,6	AVID - Advancement Via Individual Determination	5	211	313	2xx	5,050.00		
Direct 313	AVID Tutors - 170 OBJ in eFinance	Emily Sanderson, Avril Perea, and Jenny	An Integral part of the AVID program is tutorials twice a week.	1,2,3,4, 6,7,8	AVID - Advancement Via Individual Determination	5	211	313	170	10,000.00		
Direct 313	AVID Tutors - Benefits	Emily Sanderson, Avril Perea, and Jenny	Benefits for AVID Tutors	1,2,3,4, 6,7,8	AVID - Advancement Via Individual Determination	5	211	313	2xx	1,500.00		
Direct 313	Elementary Intervention support	NA	Achievement and Integration dollars are braided with ADSIS and Title I funds to create full-time intervention positions in elementary buildings. These positions support our achievement goal by providing students with additional academic support through Direct Instruction, working to eradicate the academic achievement gap.	5	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	203	313	140	162,000.00		
Direct 313	Elementary Intervention support - benefits	NA	Achievement and Integration dollars are braided with ADSIS and Title I funds to create full-time intervention positions in elementary buildings. These positions support our achievement goal by providing students with additional academic support through Direct Instruction, working to eradicate the academic achievement gap.	5	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	203	313	2xx	38,076.74		
Direct 313	Hispanic Cultural Liaison	Blance Diaz De Leon - 1.0 FTE	The Cultural Liaisons will support Spanish-speaking families in navigating the school district system. They will build long-term relationships with our culturally diverse families, resulting in increased parent involvement and student success. The liaisons work district-wide and can be accessed by school staff, parents, or students at any time for academic issues	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	**211**	313	175	65,500.00		
Direct 313	Hispanic Cultural Liaison	Montserrat Sepulveda - .5 FTE	The Cultural Liaisons will support Spanish-speaking families in navigating the school district system. They will build long-term relationships with our culturally diverse families, resulting in increased parent involvement and student success. The liaisons work district-wide and can be accessed by school staff, parents, or students at any time for academic issues	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	203	313	175	30,000.00		
Direct 313	Hispanic Cultural Liaison	Montserrat Sepulveda - .5 FTE	The Cultural Liaisons will support Spanish-speaking families in navigating the school district system. They will build long-term relationships with our culturally diverse families, resulting in increased parent involvement and student success. The liaisons work district-wide and can be accessed by school staff, parents, or students at any time for academic issues	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	211	313	175	30,000.00		
Direct 313	Hispanic Cultural Liaison - Benefits	Blance Diaz De Leon - 1.0 FTE	Benefits for Hispanic Cultural Liasion	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	**211**	313	2xx	20,250.00		
Direct 313	Hispanic Cultural Liaison - Benefits	Montserrat Sepulveda - .5 FTE	Benefits for Hispanic Cutlural Liasion	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	203	313	2xx	6,000.00		
Direct 313	Hispanic Cultural Liaison - Benefits	Montserrat Sepulveda - .5 FTE	Benefits for Hispanic Cutlural Liasion	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	211	313	2xx	6,000.00		
Direct 313	HS Reading Intervention	Sarah Burgess- .8 FTE	Intervention teachers use data to identify students who are not at grade level benchmark and provide targeted reading strategies to help close academic disparities. Instruction is based on data collected through FastBridge screening and CAPTI BASIC diagnostic assessments. Interventionists monitor student progress and make adjustments as needed.	**7,8**	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	211	313	140	82,315.00		

Direct 313	HS Reading Intervention Benefits	Sarah Burgess- .8 FTE	Benefits HS reading intervention	7,8	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	211	313	2XX	16,375.00		
Direct 313	MS Reading Intervention - SV	Betony Osborne - .17 FTE	Intervention teachers use data to identify students who are not at grade level benchmark and provide targeted reading strategies to help close academic disparities. Instruction is based on data collected through FastBridge screening and CAPTI BASIC diagnostic assessments. Interventionists monitor student progress and make adjustments as needed.	6	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	211	313	140	18,725.00		
Direct 313	MS Reading Intervention - SV	Mary Howe - .83 FTE	Intervention teachers use data to identify students who are not at grade level benchmark and provide targeted reading strategies to help close academic disparities. Instruction is based on data collected through FastBridge screening and CAPTI BASIC diagnostic assessments. Interventionists monitor student progress and make adjustments as needed.	6	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	211	313	140	95,920.00		
Direct 313	MS Reading Intervention - VV	1.0 FTE	Intervention teachers use data to identify students who are not at grade level benchmark and provide targeted reading strategies to help close academic disparities. Instruction is based on data collected through FastBridge screening and CAPTI BASIC diagnostic assessments. Interventionists monitor student progress and make adjustments as needed.	6	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	211	313	140	96,525.00		
Direct 313	MS Reading Intervention Benefits SV	Betony Osborne - .17 FTE	Benefits MS reading interventionist	6	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	211	313	2xx	5,525.00		
Direct 313	MS Reading Intervention Benefits SV	Mary Howe - .83 FTE	Benefits MS reading interventionist	6	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	211	313	2xx	28,450.00		
Direct 313	MS Reading Intervention Benefits VV	1.0 FTE	Benefits MS reading interventionist	6	Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction	5	211	313	2xx	33,720.00		
Direct 313	Somali Cultural Liaision	Farhiya Omar-Samatar - .5 FTE	The Cultural Liaisons will support Somali-speaking families in navigating the school district system. They will build long-term relationships with our culturally diverse families, resulting in increased parent involvement and student success. The liaisons work district-wide and can be accessed by school staff, parents, or students at any time for academic issues.	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	203	313	175	32,750.00		
Direct 313	Somali Cultural Liaision	Farhiya Omar-Samatar - .5 FTE	The Cultural Liaisons will support Somali-speaking families in navigating the school district system. They will build long-term relationships with our culturally diverse families, resulting in increased parent involvement and student success. The liaisons work district-wide and can be accessed by school staff, parents, or students at any time for academic issues.	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	211	313	175	32,750.00		
Direct 313	Somali Cultural Liaision	Hussein Osman - 1.0 FTE	The Cultural Liaisons will support Somali-speaking families in navigating the school district system. They will build long-term relationships with our culturally diverse families, resulting in increased parent involvement and student success. The liaisons work district-wide and can be accessed by school staff, parents, or students at any time for academic issues.	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	**211**	313	175	65,500.00		
Direct 313	Somali Cultural Liaision - Benefits	Farhiya Omar-Samatar - .5 FTE	Benefits for Somali Cultural Liasion	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	203	313	2xx	9,450.00		
Direct 313	Somali Cultural Liaision - Benefits	Farhiya Omar-Samatar - .5 FTE	Benefits for Somali Cultural Liasion	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	211	313	2xx	9,450.00		
Direct 313	Somali Cultural Liaision - Benefits	Hussein Osman - 1.0 FTE	Benefits for Somali Cultural Liasion	1,2,3,4,5,6,7,8,9	Family Advocacy & Partnership	5	**211**	313	2xx	10,500.00		
Direct 318	Annual AVID Memberships for Secondary	NA	The yearly AVID membership fee provides access to teacher professional development and student resources used within AVID classes. AVID supports academically capable students—particularly those historically underrepresented in advanced coursework and first-generation college-bound students—by providing organizational skills, study strategies, and academic support needed to succeed in rigorous Advanced Placement courses and prepare for college and career success.	1,2,3,4 6,7,8	AVID - Advancement Via Individual Determination	5	211	318	820	17,126.00		
Direct 318	AVID College Fieldtrip Food	NA	College Lunches for AVID fieldtrips	1,2,3,4, 6,7,8	AVID - Advancement Via Individual Determination	5	211	318	369	2,000.00		
Direct 318	AVID College Fieldtrip Transportation	NA	College field trips are an integral part of AVID, a college prep class that supports academically capable students—particularly first-generation college-bound students—by providing organizational skills, study strategies, and academic support needed to succeed in rigorous Advanced Placement courses and prepare for college and career success.	6,7,8	AVID - Advancement Via Individual Determination	5	211	318	365	6,000.00		
Direct 318	Summer K Readiness - Teachers	NA	K readiness for student who did not participate in Pre-k programming. A three-week program that develops student school readiness skills. Program is an interdistrict program with Hopkins school district.	5	Early Learning Readiness Summer Programming	5	201	318	185	2,500.00		
Direct 318	Summer K Readiness - Teachers - Benefits	NA	Benefits -Summer K Readiness Teachers	5	Early Learning Readiness Summer Programming	5	201	318	2xx	500		
Direct 318	Summer K Readiness - Classroom, Program Supplies	NA	K readiness for student who did not participate in Pre-k programming. A three-week program that develops student school readiness skills. Program is an interdistrict program with Hopkins school district.	5	Early Learning Readiness Summer Programming	5	201	318	430	1,000.00		
Direct 318	Summer K Readiness - Food Cost	NA	K readiness for student who did not participate in Pre-k programming. A three-week program that develops student school readiness skills. Program is an interdistrict program with Hopkins school district.	5	Early Learning Readiness Summer Programming	5	201	318	490	1,500.00		

Direct 318	Summer K Readiness - Paras	NA	K readiness for student who did not participate in Pre-k programming. A three-week program that develops student school readiness skills. Program is an interdistrict program with Hopkins school district.	5	Early Learning Readiness Summer Programming	5	201	318	186	750		
Direct 318	Summer K Readiness - Paras - Benefits	NA	Benefits - Summer K Readiness Paras	5	Early Learning Readiness Summer Programming	5	201	318	2xx	250		
Direct 318	Summer K Readiness - Transportation	NA	K readiness for student who did not participate in Pre-k programming. A three-week program that develops student school readiness skills. Program is an interdistrict program with Hopkins school district.	5	Early Learning Readiness Summer Programming	5	201	318	360/365	2,000.00		
PD 313	AVID Professional Development	NA	Cost of professional development for AVID elective teachers, who are required to complete a pathway of three courses on teaching the AVID elective.	1,2,3,4, 6,7,8	AVID - Advancement Via Individual Determination	5	**211**	313	145	3,000.00		
PD 313	AVID Professional Development	NA	Cost of professional development for AVID elective teachers, who are required to complete a pathway of three courses on teaching the AVID elective.	1,2,3,4, 6,7,8	AVID - Advancement Via Individual Determination	5	**211**	313	185	4,000.00		
PD 313	AVID Professional Development	NA	Cost of professional development for AVID elective teachers, who are required to complete a pathway of three courses on teaching the AVID elective.	1,2,3,4, 6,7,8	AVID - Advancement Via Individual Determination	5	**211**	313	2xx	1,000.00		
PD 313	AVID Professional Development	NA	Cost of professional development for AVID elective teachers, who are required to complete a pathway of three courses on teaching the AVID elective.	1,2,3,4, 6,7,8	AVID - Advancement Via Individual Determination	5	**211**	313	366	5,000.00		
PD 313	Elementary Instructional Coach	Katherine Gimse - .58FTE	Embedded Professional Development for staff. Working with staff to bring in best insructional practices to close racial achievement gaps.	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	203	313	143	61,616.00		
PD 313	Elementary Instructional Coach - benefits	Katherine Gimse - .58FTE	Benefits for Elemantary Instructional Coach	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	203	313	2xx	24,684.00		
PD 313	SPARC (Space for Afiinity, Repsect and Connection)	NA	SPARC provides a dedicated affinity space for staff of color to come together, build community, and support one another throughout the school year. This group meets six times annually, creating opportunities for meaningful connection, shared experiences, and professional support among educators of color in our district. Funding supports meeting facilitation, food, and stipends for staff to attend, which helps to strengthen our diverse workforce and contribute to better outcomes for all students	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	203/211	313	490	5,500.00		
PD 313	SPARC (Space for Afiinity, Repsect and Connection)	NA	SPARC provides a dedicated affinity space for staff of color to come together, build community, and support one another throughout the school year. This group meets six times annually, creating opportunities for meaningful connection, shared experiences, and professional support among educators of color in our district. Funding supports meeting facilitation, food, and stipends for staff to attend, which helps to strengthen our diverse workforce and contribute to better outcomes for all students	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	203/211	313	185	8,000.00		
PD 313	SPARC (Space for Afiinity, Repsect and Connection)	NA	SPARC provides a dedicated affinity space for staff of color to come together, build community, and support one another throughout the school year. This group meets six times annually, creating opportunities for meaningful connection, shared experiences, and professional support among educators of color in our district. Funding supports meeting facilitation, food, and stipends for staff to attend, which helps to strengthen our diverse workforce and contribute to better outcomes for all students	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	203/211	313	186	10,000.00		
PD 313	SPARC (Space for Afiinity, Repsect and Connection)	NA	SPARC provides a dedicated affinity space for staff of color to come together, build community, and support one another throughout the school year. This group meets six times annually, creating opportunities for meaningful connection, shared experiences, and professional support among educators of color in our district. Funding supports meeting facilitation, food, and stipends for staff to attend, which helps to strengthen our diverse workforce and contribute to better outcomes for all students	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	203/211	313	2XX	2,700.00		
PD 318	Elementary Instructional Coach	Katherine Gimse - .42FTE	Embedded Professional Development for staff. Working with staff to bring in best insructional practices to close racial achievement gaps.	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	203	318	143	44,500.00		
PD 318	Elementary Instructional Coach - benefits	Katherine Gimse - .42FTE	Benefits for Elementary Instructional Coach	9	Connected and Job-Embedded Culturally Proficient School System Professional Learning	5	203	318	2XX	17,592.00		
										1,402,041.74		
								FIN 313	1,306,323.74			
								FIN 318	95,718.00			
									1,402,041.74			
												-

III.B.	Achievement and Integration FY27-29 Plan	**Speaker(s):** Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programing

Board Meeting Date: 2.9.26

Title: Achievement and Integration FY27-29 Plan

Type: Discussion

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

Description: Districts participating in the Achievement and Integration program must develop comprehensive plans with formal school board approval and stakeholder input. Stakeholder input on this plan was gathered through presentations at the Instructional Leadership Meeting for input on focus areas for new goals, at the Comprehensive Achievement and Civic Readiness Committee for feedback on goals, and at the Multidistrict Council, which is composed of representatives from Hopkins, our partner district, to develop the partner district goal.

The attached goals and strategies establish the next three-year goal cycle for the FY27-29 school years focused on: (1) increasing racial and economic integration, (2) reducing achievement disparities, and (3) increasing student access to effective and diverse teachers. To support these goals, districts must implement strategies that may include innovative pre-K through grade 12 learning environments, family engagement initiatives, professional development, career and college readiness programming, rigorous coursework, and recruitment and retention of racially diverse staff. Plans must identify key indicators to assess whether strategies are achieving intended outcomes and include efforts to create efficiencies and eliminate duplicative programs. The goals, strategies, and key indicators in this new plan are not new and are in alignment with the district strategic plan and the district data metrics plan.

Recommendation: Read and review FY27-29 Achievement and Integration Plan

Desired Outcome(s) from the Board: Approval of the FY26 Achievement and Integration Plan in March.

Attachment(s): DRAFT of A&I Goals

III.C. Policy 202

Board Meeting Date: 2/9/26

Title: Policy 202

Type: Discussion

Presenter(s): Policy Committee

Background: On 9/24/24, the board created a board leadership ad hoc committee to gather information and establish norms and developmental opportunities to provide guidance for board members to build the skills and experience needed to take on key responsibilities, such as committee chairing and serving the board in leadership roles. After reviewing this report, the board recommended expanding and refining the roles and responsibilities of the leadership positions in policy 202.

The recommended updates and changes are based on the recommendations of the ad hoc committee and feedback from the various follow-up meetings with the board.

Recommendation: Discuss the merits of the changes and additions to policy 202.

Attachment(s):

1. Policy 202
2. Board Ad Hoc Recommendation

Edina Public Schools
DEFINING EXCELLENCE

Policy 202

School Board

School Board Officers

I. Purpose

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, ~~management~~ governance, and control of the public schools of the school district. This policy delineates those responsibilities.

II. General Statement of Policy

A. The school board meets annually and organizes itself by selecting a chair, a vice chair, a clerk, a treasurer, and any other officers as determined by the school board.

B. The board employs a superintendent who is an ex officio, non-voting member of the board.

III. Organization

On an annual basis, per state law, the school board meets on the first Monday in January, or as soon thereafter as practicable, and organizes itself by selecting a chair, a vice chair, a clerk, a treasurer, and any other officers as determined by the board. These officers hold office for one year and until their successors are elected and qualified.

A. The persons who perform the duties of clerk and treasurer need not be members of the board.

B. The board, by resolution, may combine the duties of the offices of clerk and treasurer in a single person in the department of business services.

C. The board authorizes the board chair, the superintendent, and administrators, as designated by the superintendent, to have the ability to contact legal counsel.

IV. Officer's Responsibilities

A. Chair

1. Role of the Chair

The chair serves as the lead governance officer of the school board and works in close partnership with the superintendent and board members to guide the board's processes, uphold effective governance, and ensure smooth and transparent board operations. In fulfilling this role, the chair models the highest standards of policy alignment, communication, confidentiality, and board member collaboration.

2. Responsibilities of the Chair

   a. Preside at all board meetings when present and ensure meetings are conducted efficiently, transparently, and in accordance with law and policy.

   b. Countersign all orders upon the treasurer for claims allowed by the board and ~~In~~ in the case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the board to be paid, the chair may draw the orders or the office of the clerk may be declared vacant by the chair and treasurer and be filled by appointment.

   c. Represent the school district in all actions and fulfill all duties customarily associated with the role of chair.

   d. Serve as a designated point of contact with the district's legal counsel.

   e. Support and mentor board members to strengthen board capacity, encourage leadership development, and promote effective committee participation.

   f. Uphold open meeting law and ensure appropriate communication channels are followed, avoiding triangulated communication that undermines transparent governance.

   g. Work with board members to identify interest in leadership roles and support annual leadership planning and succession conversations.

   h. Collaborate with the superintendent to plan meeting agendas and coordinate the flow of information and materials.

   i. Serve as the chair of the board's governance committee and serve as a primary point of contact for board governance matters to help maintain productive, trust-based working relationships with and among board members and administration.

   j. Perform additional duties as necessary to support effective governance and ensure board operations advance the mission and strategic goals of the district.

~~1. The chair, when present, presides at all meetings of the school board, countersigns all orders upon the treasurer for claims allowed by the board,~~

~~represents the school district in all actions and performs all duties a chair usually performs.~~

2. ~~In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote o~~

~~f the majority of the board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.~~

B. Vice Chair

1. Role of the Vice Chair

   The vice chair supports the board chair, the full board, and the superintendent in carrying out effective governance and ensuring continuity of leadership. This role provides strategic assistance in meeting preparation, board operations, and communication, while also serving—when feasible—as a leadership development opportunity for a board member who may aspire to become board chair in the future. While the vice chair often gains experience that may prepare them for the chair role, this is not a requirement, and the position remains open to all eligible board members.

2. Responsibilities of the Vice Chair

   a. Perform the duties of the board chair in the event of the chair's temporary absence.

   b. Collaborate with the chair to support meeting preparation and meeting management.

   c. Work with the chair and superintendent to ensure board members have the information necessary for effective decision-making.

   d. Support consistent application of board policy, open meeting law, and governance norms.

   e. Assist in maintaining effective communication and coordination among the board chair, board members, and the superintendent.

   f. Engage in leadership development activities to build capacity for broader board leadership, as appropriate.

   g. Share board leadership workload, as delegated by the chair and full board, to promote continuity and strengthen board function.

C. Treasurer

1. Role of the Treasurer

The treasurer serves as the board's financial oversight officer, providing support to the superintendent and the district's business office in ensuring transparent, accurate, and responsible fiscal stewardship. The treasurer helps the board understand financial information and the implications of proposed actions, without directing or managing district finances. The treasurer's role includes asking clarifying questions, reviewing financial materials, and supporting informed and responsible board decision-making.

2. Responsibilities of the Treasurer

   a. Review monthly financial statements, expenditures, and board-approved bills as prepared and presented to the board and community by the superintendent and business office.

   b. Monitor financial trends by receiving and reviewing information—not generating it—to help the board maintain awareness of fiscal conditions.

   c. Request clarification when needed to ensure the board has a complete understanding of district financial matters.

   d. Serve as chair of the Finance Committee, supporting the superintendent and director of finance and operations as they lead and prepare the committee's work.

   e. Conduct a periodic review of contracts, check registers, and expenditures provided by administration to support transparency and board understanding.

   f. Confirm that appropriate information has been supplied—not direct or authorize financial actions

   g. ~~1. The treasurer~~ Co-sign on ~~deposits~~ the funds deposited by the school district as needed.

~~2. The treasurer makes all reports that may be called for by the board and performs all duties a treasurer usually performs.~~

In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the ~~treasurer~~ director of finance and operations, in conjunction with the superintendent, will receives, endorses, and processes the orders in accordance with ~~Minn. Stat. § 123B.12~~ state law.

~~C~~D. Clerk

1. Role of the Clerk

The 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.

2. Responsibilities of the Clerk

   a. Ensure minutes and records of board meetings are kept accurately, based on documentation prepared by administration.

   b. Review and attest to board documents, ensuring alignment with adopted policies, statutes, and board actions.

   c. Support the superintendent's office in maintaining organized, compliant board records.

3. Clerk Duties that are Delegated to Administration

   The following clerk duties, as defined by state law, are performed by the administration team:

   a. ~~1.~~ The clerk keeps a record of all meetings in the books provided.

   b. ~~2.~~ Within three days after an election, the clerk notifies all persons elected of their election.

   c. ~~3.~~ On or before September 15 of each year, the clerk:

      (1) ~~a.~~ files with the ~~school~~ board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year; and

      (2) ~~b.~~ makes and transmits to the Commissioner of the Minnesota Department of Education certified reports, showing:

         (~~1~~a) revenues and expenditures in detail, and other financial information required by state or federal law, or as may be called for by the Commissioner;

         (~~2~~b) length of school term and enrollment and attendance by grades; and

         (~~3~~c) other items of information as called for by the Commissioner.

   d. ~~4.~~The clerk enters into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keeps an itemized account of all expenses of the ~~school~~ district.

   e. ~~5.~~The clerk furnishes to the county auditor, on or before September 30, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the ~~school~~ district or the ~~school~~ board for ~~school~~

district purposes.

f. ~~6.~~The clerk draws and signs all orders upon the treasurer for the payment of money for bills allowed by the ~~school~~ board for salaries of officers and for employees' wages and all claims, to be countersigned by the chair.

g. ~~7.~~ The clerk performs such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

~~D~~E. ~~Superintendent~~

~~The superintendent will be an ex officio, non-voting member of the board.~~

~~E. Vice Chair~~

~~The vice chair performs the duties of the chair in the event of the chair's temporary absence.~~

~~F~~ D.Assistant Treasurer

The assistant treasurer assists the treasurer in their duties.

~~G~~ E.Assistant Clerk

Two assistant clerks assist the clerk in their duties.

Legal References:
Minn. Stat. Ch. 205A (School District Elections)
Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)

Cross References:
Policy 101 (Legal Status of the School District)
Policy 201 (Legal Status of the School Board)
Policy 203 (Operation of the School Board)

Board Leadership Ad Hoc Committee Leadership Recommendations

Board Leadership Ad Hoc Committee
Committee Members: Erica Allenburg, Dan Arom, Jen Huwe, Leny Wallen-Friedman, Regina Neville, Stacie Stanley
Date: November 18, 2024

Background: The board leadership ad hoc committee was created to gather information and propose norms and developmental opportunities to guide and inform board members of the skills and experience required to take on key responsibilities, such as chairing committees and serving the board in leadership roles.

Summary: This document contains recommendations from the board leadership ad hoc committee about board leadership development. The recommendations in this document should be considered draft recommendations to serve as a resource for full board review, discussion and final recommendations

Board Leadership in General: Building successful board leadership starts by defining the overarching attributes of successful board membership and a well functioning board.

Board members are responsible for the well-being of the entire district, not specific constituents or stakeholders. This is a macro-level position. The board will review detailed resources to inform the decision-making process, which need to consider the advancement of the district's mission for the success of all students and the health of the district as a whole. Specific personal skills include: Community-focus, open-mindedness, commitment to education, communication skills, strategic thinking, fiscal responsibility, high integrity, discretion, confidentiality, resilience and commitment to equity.

To that end, attributes for being a successful school board member include, but aren't limited to: ability to think at a broad/high level, using the perspective of the strategic plan to guide work, community-building, reflective decision-making, fiscal responsibility, confidentiality, equity, and ethical governance. It is also important that board members consider serving two-terms (if elected) for the stability of the board and to acknowledge the long learning curve of the position, but this should not serve to dissuade or discourage qualified candidates from considering running for the position. Currently elected board members should ensure they are maximizing their leadership capabilities.

Recommended experiences for new board members:

- MSBA training is essential. All four phases are important. The school board is encouraged to support and facilitate this training for all board members.
- A more detailed overview of school finance within the context of Edina.

- A paced training/curriculum that delves into the decision-making process and discusses what information the board needs (or should require) when approving a particular action.
- Collaborative training with the district cabinet led by the Superintendent are critical to understanding the process by which the school district and board functions.
- Broad background and understanding of the EPS Early Childhood, elementary, middle and high school levels will provide an overview for how the mission of the district is carried out at each stage of the PRE-K through 12 experience.

Recommendations for building capacity in existing board members/building leadership continuity:

- Annual or bi-annual retreats to build trust and capacity as a board.
- Each board member should have the opportunity to serve in multiple leadership positions. Ideally, leadership positions rotate as feasible to provide a well-rounded background for each person serving on the board. Better decisions are made with a greater breadth of experience.
- All board members attend all four phases of MSBA training.

Board Chair Leadership:

Key attributes of being a successful board chair:

Demonstrated knowledge and application of governance and policy, commitment to collaboration, organizational skills, diplomacy and conflict resolution skills, discretion and confidentiality, integrity and accountability, adaptability, strategic thinking, meeting management skills, ability to build trust with board members and superintendent, decision-maker, discernment.

Responsibilities of the board chair:

The Board Chair works in collaboration with the board and superintendent to guide the process and strategy for realizing the vision of the district. They work to ensure that information is gathered and presented in a timely manner. The Chair must have an understanding of current board members to support their development and service on the board. The Chair's responsibility includes making sure that administration provides whatever information is reasonably necessary for the board to make decisions.

Honoring the Open Meeting process is important with vigilance to prevent "triangulated" communication (community members or staff connect one-on-one with individual board members to influence a decision).

Recommended experiences and training to be Chair:

- Deep knowledge of board policy
- Experience with each core board committee, with a minimum of policy and finance committee required as these are two key responsibility areas for school board members, and a committee leadership role.
- Recognized meeting facilitation skills
- Deep knowledge of open meeting law and any other laws and policies that govern board work
- Participation in all key district activities to which the board is invited (within reason) is critical to building an understanding of the breadth of the students and staff represented.
- Ideally, incoming Chair should attend meetings with the Superintendent and Chair for at least six months prior to becoming Chair.

- Completion of MSBA workshop for board officers
- Ideally, the Board Chair should have served a minimum of two years on the Board, with one year spent shadowing the current Board Chair.
- Ideally, the Board Chair should serve no more than four consecutive years as Chair.

Processes/procedures for being Board Chair:

- For any leadership role, a board member interested should reach out to the Chair prior to the December leadership discussion (work session). Likewise, the Board Chair should reach out to board members to see who is interested in leadership roles.

Board Vice-Chair Leadership:

Recommended definition of Board Vice Chair role:

The Vice Chair role should be utilized as a training ground for succession as the Board Chair. The Vice Chair should strategically share the workload of the Chair.

- The Vice Chair needs to be prepped and ready to step in for meetings.
    - Suggestion: Create a meeting outline
- This does not preclude other board members from ascending to the role of chair.

Key attributes of being a successful Board Vice Chair:

These are no different than those recommended to be board chair, with the acknowledgement the vice chair needs room to grow and learn parts of the Chair role.

- Interest in ascending into the Chair role.
- Interest in serving more than one term on the board.

Recommended experiences and training to be Vice Chair:

- Has spent time on at least two board committees with one of them being policy and held a committee leadership role.
- Has been on the board at least one year.
- Completion of MSBA workshop for board officers.

Processes/procedures for being Vice Chair:

- For any leadership role, a board member interested should reach out to the Chair prior to the December leadership discussion (work session). Likewise, the Board Chair should reach out to board members to see who is interested in leadership roles.

Board Treasurer Leadership:

Recommended definition of Treasurer role:

The Treasurer should be the Chair of the Finance Committee and will assist with leading the committee. Under the direction of the Superintendent, the Director of Finance should lead the committee in partnership with the Treasurer. The Treasurer should conduct a monthly review of general expenditures that are approved by the board. The Treasurer should be aware of financial issues that the district may face and make sure adequate information is provided to the board to address those issues. Ensure the district finances are managed responsibly with integrity in support of the district's mission.

Key attributes of being a successful Treasurer/Chair of Finance:

Understanding of financial statements, budgets, projections, and school finance. Analytical, strategic, attention to detail, understanding of financial risk management, commitment to fiscal responsibility, understanding of funding and revenue source, collaborative.

The Treasurer does not manage the district's finances, but is responsible for representing the community in making financial recommendations and decisions.

The Treasurer ensures that the impact of financial decisions is understood and accounted for in the decision-making process. It is important to identify individuals and groups impacted by financial decisions and work to ensure that they are represented in the decision-making process.

The Treasurer can serve as a liaison for the board during contract negotiations. They do not need to be the sole board representative, nor is it implied that they automatically join discussions between union leadership and district management. The Treasurer needs to be able to communicate financial concepts clearly to other board members.

Willingness to spend time doing things such as reviewing the check registry, contracts and bills.

Recommended experiences and training to be Treasurer/Chair of Finance:

- MSBA officers' workshop, MSBA Finance workshop, prior finance committee member.
- Ideal for a treasurer to be working or have a background in accounting or business management.
- Understanding of the legislative process that determines education funding, background about the funding formula and levies, and an awareness of each group represented in a budget.
- Be on the board a minimum of a year.
- Receive training on education finance in the state of Minnesota.
- Training on site level finances.

Processes/procedures for being Treasurer:

- For any leadership role, a board member interested should reach out to the Chair prior to the December leadership discussion (work session). Likewise, the Board Chair should reach out to board members to see who is interested in leadership roles.

Board Clerk Leadership:

Recommended definition of Clerk role:

The key role for Clerk is to represent the board with signatures of all board documents and many legal documents. The person serving in this position needs a clear understanding of District Policy for an informed signature. Manage documentation accurately, ensure transparent board operations, and uphold procedural integrity.

The Clerk may be requested to manage the board's sunshine committee.

Key attributes of being a successful Clerk:

Attention to detail, communication and transparency, discretion and confidentiality, knowledge of governance procedures, willingness to learn, understand role, focus on district as a whole.

Recommended experiences and training to be Clerk:

- One year on the board
- Participation on a committee
- Completion of MSBA's officers' workshop
- Also important to have a deep understanding of specific board policies: 104 - Complaints; 107 - Public Relations and School Communications; 113 - Data Requests; 205 - Open Meetings and Closed Meetings; 206 - Public Hearings and Public Participation in School Board Meetings, Data Privacy.

Processes/procedures for being Clerk:

- For any leadership role, a board member interested should reach out to the Chair prior to the December leadership discussion (work session). Likewise, the Board Chair should reach out to board members to see who is interested in leadership roles.

Committee Chair Roles:

Recommended experiences and training to be a committee chair:

- One year on the board.
- Membership on committee before attaining a leadership role.
- Ability and interest to work with the administrator in charge.
- Organizational skills.
- For Teaching and Learning: Familiarity with graduation requirements and how that impacts curriculum decisions for Grades K-12. Understanding of the State's role in determining curriculum and how Edina Public Schools defines an "Edina Diploma". This committee represents the mission of the district in the education of all students to help them reach their full potential.
- For Policy: Organizational skills, commitment to the mission of EPS and how it is carried out in policy. A fundamental understanding of Policy 110 - Decision Making Process. Policy is best when it is proactive, and aligned with State Statutes. It is weak when it is reactionary.

III.D. Update on Employment Agreement for Superintendent of Schools	**Speaker(s):** Governance Committee

Board Meeting Date: 2/9/2026

Title: Update on Employment Agreement for Superintendent of Schools

Type: Discussion

Presenter(s): Governance Committee

Description: The Board agreed to enter into an employment agreement with Dr. Daniel Bittman at their January 8th meeting. Since that time, the Governance Committee has been working with Dr. Bittman on contract negotiations. This update will provide an opportunity to share pertinent information with the entire board, including the process underway, past and future contract analysis, and rationale for the proposed superintendent contract model and negotiation approach. The board will have the opportunity to share the factors they would like the Governance Committee to consider for the contract during this time.

Recommendation: The board receives the update and provides any reaction or feedback to the Governance Committee.

III.E. Proposed Staff Letter from Board

Board Meeting Date: 2/9/2026

Title: Proposed Staff Letter from Board

Type: Discussion

Presenter(s): Erica Allenburg, School Board Clerk

Description: The board must approve all communication that is sent out on behalf of the board. The attached letter will be discussed at tonight's work session and included, with discussed edits, in tonight's board meeting consent agenda for board approval.

Recommendation: Review the Staff Letter and come ready with any suggestions or questions.

Attachment(s): Proposed Staff Letter from Board

Dear Edina Public Schools Staff,

The past weeks have brought extraordinary stress - from the impacts of immigration enforcement on students and families, to increased absences, to the broader events unfolding across Minnesota that weigh on all of us. None of this is happening in isolation, and none of it is easy.

Through it all, you - our educators, administrators, support staff, paraprofessionals, counselors, food service workers, bus drivers, custodians, administrative assistants, and so many others - continue to show up for students with care, professionalism, and humanity. You are doing this work while carrying your own concerns, your own families, and your own very real fears and emotions. That matters, and it does not go unnoticed.

We recognize that there is no playbook for moments like this, and that you are charting unfamiliar waters while doing your best for students every single day. You are navigating attendance challenges, emotional distress, difficult conversations, and the strain of not always having clear answers - all while maintaining your commitment to students and to one another. That is not small work.

Thank you for your courage, your care, and your unwavering dedication during a time when it would be understandable to feel worn down. We remain profoundly proud of the work you are doing for Edina's students and families - and grateful beyond words for each of you.

With respect and appreciation,

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

draft

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**