

Work Session

Tuesday, November 19, 2024 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, November 19, 2024; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Reimagining the Early Learning Center

Description: The Reimagining the Early Learning Center (ELC) presentation will address three key areas and seek School Board input: 1) Current ELC structure and facility use; 2) Rationale for reimagining the ELC; and 3) Proposed concept and facility layout.

Presenter(s): Dr. Anne Marie Leland, Director of Community Education & Strategic Partnerships; Jody Remsing, Director of Student Support Services; Kim Isley, Assistant Director of Early Learning; and Sal Bagley with Wold Architects

B. American Indian Programming Update

Description: This report details the Achievement Equity and Multilingual Learner Programming department's systematic progress in addressing each of the American Indian Parent Advisory Committee's (AIPAC) recommendations from their March 2024 vote of non-concurrence. The response reflects the ongoing commitment of Edina Public Schools to serving American Indian students and families while strengthening the educational practices to ensure culturally relevant and equitable learning experiences for all students.

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; and Duane Huisentruit, American Indian Cultural Specialist

C. Countryside Spanish Dual Language Update

Description: This report details the progress and future planning of the Countryside Spanish Dual Language (SDL) program, as guided by the Spanish Dual Language Leadership Team. Under the collaborative direction of Teaching and Learning leadership, the Assistant Superintendent, Countryside Elementary administration, and consultation with the Minnesota Department of Education, the program continues to evolve and strengthen. The report outlines the team's comprehensive work in program implementation, including current enrollment data, curriculum frameworks, and professional development initiatives. Most significantly, it details the leadership team's strategic planning for middle school expansion, presenting a four-phase implementation timeline from 2024 to 2028. Through careful oversight and planning, the leadership team continues to advance the program's mission of developing bilingual, bi-literate, and culturally competent students within Edina Public Schools.

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; and Cynthia Maldonado, Countryside Elementary School Principal

D. Programming Update for K-5 STEAM

Description: Program updates provided in this report speak to progress on Strategic Initiative A. Advancement of Excellence, Growth and Readiness. The first subpart of this initiative includes the design and delivery of curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth. The second subpart is to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. The report provides data and background to show how Early Learning-5 STEAM programming is enhancing this strategic initiative across the district.

Presenter(s): Jody De St Hubert, Director of Teaching and Learning; and Mark Carlson, Curriculum Coordinator

E. 2025-26 Secondary Courses English Language Arts Year Two Recommendations

Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. As part of our Comprehensive Literacy Plan, the Teaching and Learning department worked alongside the area leads to generate proposals for updates to the English Language Arts (ELA) course offerings at Edina High School. This report is intended to define the second year of new courses being proposed for the English Language Arts Department. The ELA Guiding Change Document was a key artifact that guided the ELA curriculum course proposals. The proposals and recommendations have been generated by district and building staff, reviewed and refined through a department process and are being presented to the school board for consideration.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Tess Bademan, Edina High School ELA Content Lead; and Heidi Degener, Edina High School ELA Teacher and Curriculum Review Lead

F. 2025-2026 Secondary Courses General Change Recommendations

Description: As part of our continuous improvement efforts, each year the Teaching and Learning department brings forth proposals for new courses and recommendations for course changes for School Board review. These proposals and recommendations are generated by district and building staff, reviewed and refined through a committee process and presented to the school board for consideration.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator

G. International Travel Requests

Description: In accordance with Policy 538, the following international student travel experiences have received support from the schools' administration.

- France 2/14/2026 - International Travel Request - Cliff Schwartz and Kim Caster - Edina High School - World Language
- China - 6/2/2026 - International Travel Request - Zhou Wang and Ling Ma - Edina High School - World Language
- France - 6/5/2026 - International Travel Request - Lynnea West - Normandale Elementary
- Malta 6/11/2026 - International Travel Request - Lindsey Smaka - Edina High School - Science
- Capitals of Scandinavia 6/17/2026 - International Travel Request - Chris Griggs - Edina High School - World Language
- Montreal/Quebec - 6/2026 - International Travel Request - Natalie Godin - Valley View Middle School

- Nepal 7/31/2026 - International Travel Request - Lindsey Smaka - Edina High School - Global Scholars

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Edina High School Assistant Principal; Kim Caster EHS World Language Teacher; Cliff Schwartz EHS; Zhou Wang, EHS Chinese Teacher; Ling Ma, EHS Chinese Teacher; Chris Holden, Principal, Normandale Elementary; Lynnea West, Normandale Media Specialist; Lindsey Smaka, EHS Science Teacher; Christopher Griggs, EHS Social Studies Teacher; Patrick Bass, Valley View School Principal; and Natalie Godin, VVMS Extended French Teacher

H. Process Check-In with Board

Description: Given the complexities of the District Strategic Plan Visioning work and graduation requirement discussion, this is a touch base with the board to discuss upcoming processes.

Presenter(s): Chair Erica Allenburg, Edina School Board

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. Early Learning Center Reimagined



Early Learning Center Reimagined





For *each and every student* to
DISCOVER their possibilities
and thrive





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.





Agenda

- 1:** The Early Learning Center
- 2:** Reimagining the ELC
- 3:** Proposed Plan
- 4:** Thank You & Questions



**Welcome to the
Early Learning Center**



Programs & Services

- Early Intervention Services
- Early Childhood Screening
- Early Childhood Special Education
- PreKindergarten Programs
- Early Childhood Family Education
- Family Literacy
- Summer Camps
- Wrap-around Childcare
- Early Learning Corps





ECSE
160

PreK
198

ECFE
217

FY25 ELC Student Enrollment



The ELC Team

- Licensed Teachers & Specialists - 40
- Paras - 30
- Childcare - 3
- Admin Support & Due Process - 4
- Program Specialists - 2
- Assistant Director - 1
- Volunteers - 100s



PTO & Volunteers

- Popular events
- Book fair
- Care & concern for teachers and staff
- SVMS partnership



How are our students served?

Class Type	Age	# Classes Offered
PreK - all day, M-F	4	4
PreK - all day, M-F	3	2
PreK - AM	3/4	3/3
PreK - PM	Mixed/4	1/1
Special Education Only	3-5	3
Special Ed Developmental Delay	3-5	2
Special Ed Transition (3 after 9/1)	3	1
Speech	3-5	1
Family Literacy	B-5+Adults	2





How else are students & families served?

Community Outreach Programming and Services

- Screening - 600-700 children per year
- Early intervention services
- Early Learning Corps - literacy volunteers
- ECFE ([link to table](#))
- Volunteer language interpretation services
- South View Middle School students - 100+ classroom volunteers

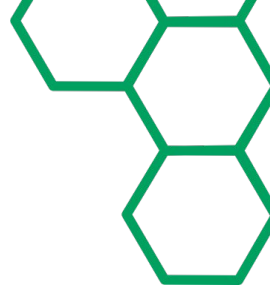




Reimagining our Early Learning Center



Edina Strategic Initiatives



Strategy A: Advance Academic Excellence, Growth, and Readiness

A.5 Provide robust early childhood education by increasing participation in district Early Learning programming to ensure alignment with Kindergarten readiness skills.

Strategy C: Engage Parents, Schools, and Community

C.5 Create environments that are conducive to learning and facilitate constructive student interaction.

- ...taskforce will recommend reallocation, renovation, or building or space to meet identified needs.



Fundamental Challenges

- No room for growth
- Safety concern with childcare
- Inequitable classroom spaces
- Disconnected flow of programming
- Limited problem-solving space for students and collaboration space for staff
- Need for better lighting in some of the rooms
- Inadequate STEAM space
- Parents wonder about adult size lockers, inappropriate sized fixtures, and dishwashers in odd spaces such as classrooms
- Space not conducive to learning, i.e., lack of natural light and cluttered classrooms

ECC / NORMANDE

- Childcare
- Offices
- Screening / Affey
- 4's
- ECFE
- 3's
- ECSE
- Gross motor/smart sensory
- Storage
- B&G
- Break



Main Entrance





Play Spaces





**Welcome
to ECFE**





Learning spaces





Proposed Plan



ELC as a Resident Enrollment Strategy

FY25 Comparison of Neighboring Districts PreK Classes & Enrollments		
School District Name	# PreK Classes Offered	# Students
Edina	14	210
Eden Prairie	25	495
Wayzata	37	581
Minnetonka	22	296





Current Resident Information

Screening 2022-2023

Total screened 589

Residents of Edina school boundaries 529

Students screened who live outside of Edina 60

Screenings 2023-2024

Total screened 681

Edina residents screened 574

Students who reside outside of Edina boundaries 107

PreK & ECFE 2024-2025

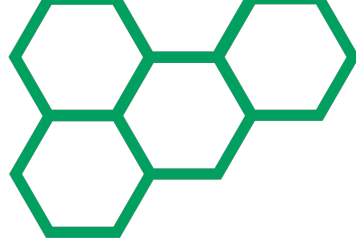
ECFE - 61% resident families

Preschool - 74% resident families





Learning Neighborhoods



Areas designated by program, age, and instructional type

Gross motor and sensory areas for each and every student, used by all staff for programming

Accessible bathrooms in each class with changing tables





Reimagined ELC (online example)



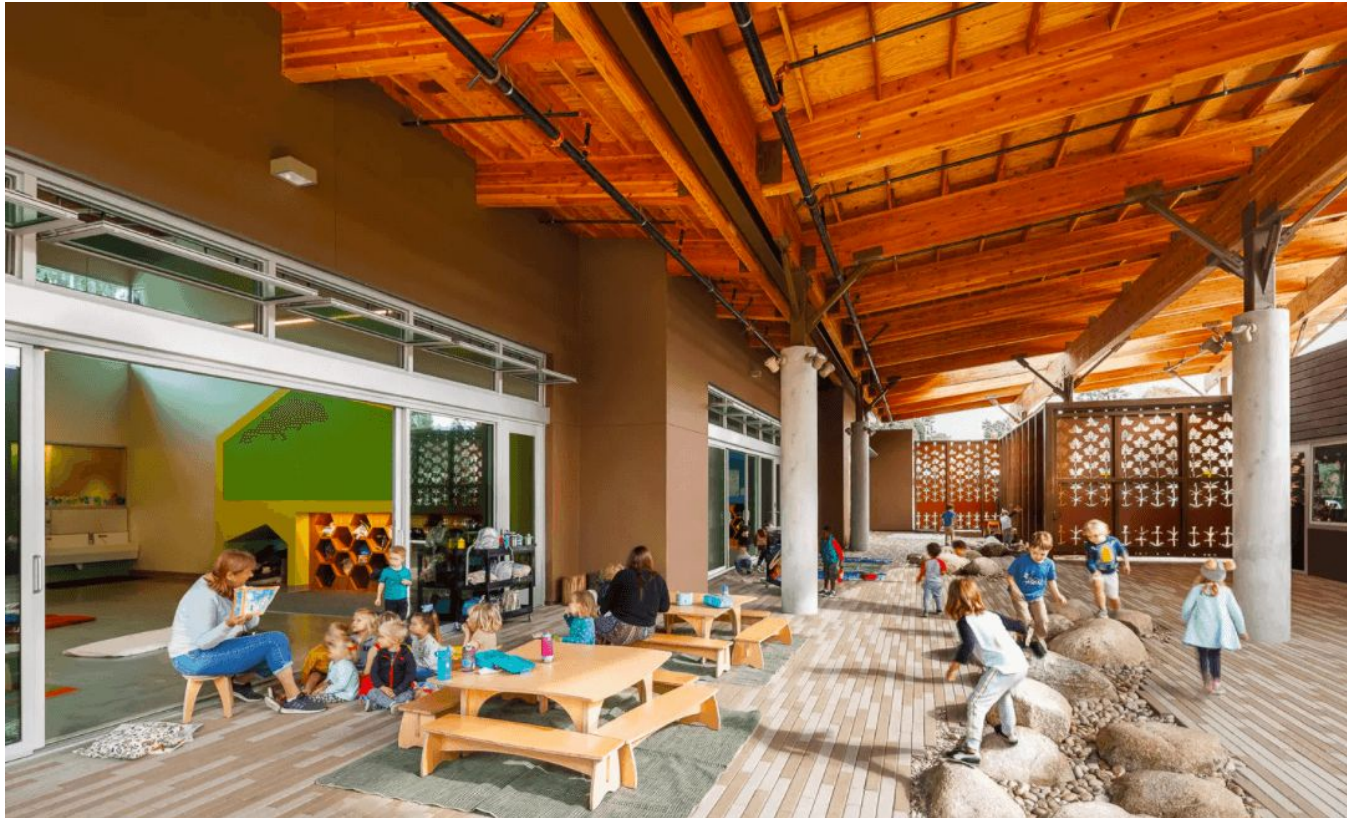


Learning Neighborhood/Pod Concept





Courtyard Concept - online example





*Destination for
Edina
Families with
Early
Learners -
photos found
online of early
learning spaces*






Blake Early Learning Center





Thriving in Early Learning Neighborhoods

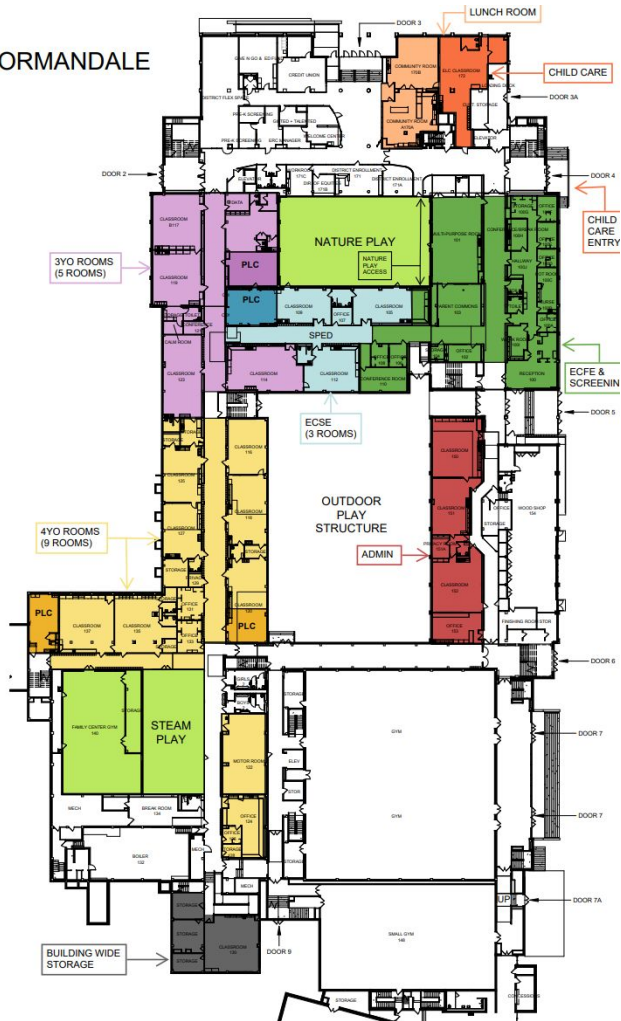
1. Age-appropriate environments
2. Continuity & familiarity
3. Tailored resources and support
4. Peer interaction & support
5. Staff collaboration



Our kids make
this world a better
Place by just being
in it!



ECC / NORMANDE

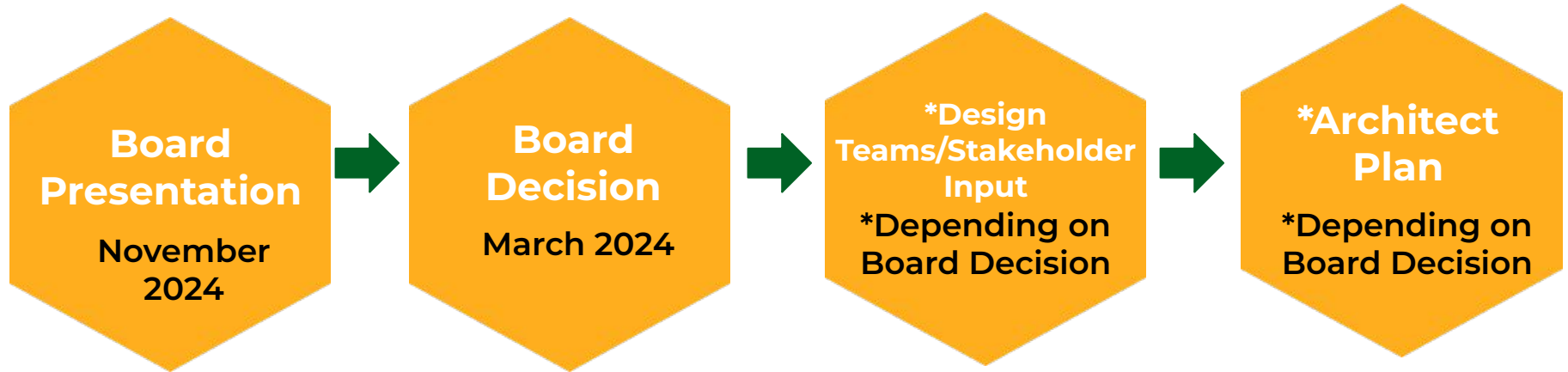


Destination Edina ELC

- Three more classrooms for growth
- Safety addressed
- Equitable classroom spaces
- Program continuity
- Well-lit and motivating learning spaces
- Gross motor opportunities for each and every child
- Age-appropriate sinks, bathrooms in each classroom, engaging environments
- Collaboration
- Strong sense of community and belonging



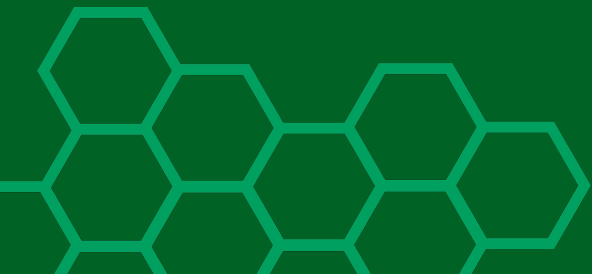
Proposed Timeline

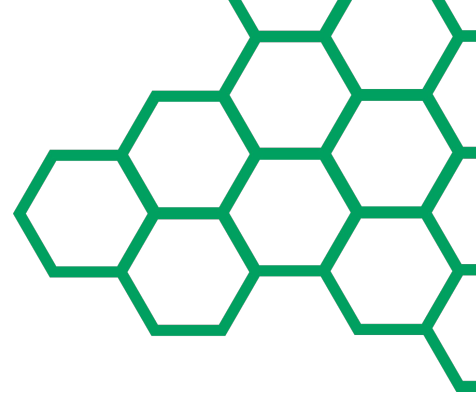




Thank you!

Edina Public Schools





QUESTIONS?

Edina Public Schools



III.B. American Indian Programming Update



Board Meeting Date: 11/19/24

Title: American Indian Programming Update

Type: Discussion

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; and Duane Huisentruit, American Indian Cultural Specialist

Description: Edina Public Schools is required to maintain an American Indian Parent Advisory Committee (AIPAC) as Minnesota statute mandates that any district serving more than 10 American Indian students must establish an AIPAC. With approximately 100 American Indian students currently enrolled, AIPAC acts in an advisory role to the district regarding American Indian education programs and culturally responsive educational opportunities.

Following the annual program review of Edina's Indian Education programming in the 2023-24 school year, AIPAC presented a vote of non-concurrence on March 26, 2024, accompanied by 15 specific recommendations for improving educational services for American Indian students. Director of Achievement Equity and Multilingual Learner Programming, Frannie Becquer, PhD, provided a comprehensive update to the School Board on April 23, 2024, addressing these recommendations and outlining proposed responses and action steps. In accordance with Minnesota Statutes section 124D.78, subdivision 1, which requires a written response within 60 days of receiving a non-concurrence vote, the Board presented its formal response during the May 13, 2024 board meeting.

This report details the Achievement Equity and Multilingual Learning Programming department's systematic progress in addressing each of AIPAC's 15 recommendations. The response reflects our ongoing commitment to serving our American Indian students and families while strengthening our educational practices to ensure culturally relevant and equitable learning experiences.

Recommendation: No recommendation is being made at this time. This presentation is an informational update for the board.

Desired Outcome(s) from the Board: Read information and be prepared to share reactions.

Attachments:

[Link to May 13, 2024 board report for reference](#)

Report follows

AIPAC recommendation 1: Hire a full-time American Indian Cultural Liaison who will interact and engage with our students and create culturally relevant programming throughout the districts

Our district is taking a significant step forward by bringing on Duane Huisentruit, enrolled member of the Bois Forte band of MN Chippewa, as our full-time American Indian Cultural Specialist. This thoughtful appointment represents our commitment to building a comprehensive, sustainable program that authentically supports and celebrates our Native American students.

Duane will serve as an inspiring cultural model while working directly with students through regular engagement at all levels. His involvement includes monthly sessions at our elementary schools, bi-monthly activities at the middle school, and dedicated Check and Connect meetings at the high school, including college visit coordination.

Parents and guardians have been informed of these upcoming cultural education initiatives and have been provided the opportunity to opt out of their children's participation in cultural lessons and activities. We respect each family's choice while encouraging broad participation in these enriching educational experiences.

We're particularly excited about his plans to develop rich, culturally-relevant educational experiences through sourcing authentic cultural materials, creating hands-on learning boxes, and incorporating literature from Native American authors into lesson plans.

This initiative reflects our long-term vision of fostering genuine cultural understanding and appreciation, moving well beyond surface-level solutions to create meaningful, lasting connections between our Native American heritage, our students, and our entire school community.

AIPAC Recommendation #2: The District will create a welcoming space for Indigenous students and their families. Elders, Community culture, language and knowledge keepers, families are invited and welcome in the schools both formally and informally

The school board's response from May 13, 2024 addresses this matter comprehensively. There is no additional information to provide at this time.

District Response: Edina Public Schools is committed to ensuring that each and every student and family feels welcome in our schools, this unequivocally includes our American Indian students and families. Ongoing conversations around creating welcoming spaces for our American Indian students and families will take place between the American Indian cultural liaison, the Director of Achievement

Equity and Multilingual Learner Programming, and the American Indian Parent Advisory Committee. This work will begin, continue and be monitored throughout the 2024-2025 school year.

AIPAC Recommendation #3: Native American District employees must be fairly compensated for their time when they are being asked to do additional work for native students outside their job description

The school board's response from May 13, 2024 addresses this matter comprehensively. We have no additional information to provide at this time.

District Response: Any Edina Public School employee doing work outside of their contractual time to support American Indian students will continue to be paid for the additional work.

AIPAC Recommendation #4. Edina district staff will complete the MDE Tribal Relations Trainings. The District will provide for regular all-staff training for working with American Indian students and understanding American Indian culture

Our district has embraced a comprehensive approach to cultural competency that extends well beyond the basic MDE Tribal Relations training requirements for teacher licensure. We're proud that our American Indian cultural specialist has already begun delivering professional development across multiple formats, including whole-staff sessions, classroom-specific training, and individualized teacher consultations. His expertise is being actively integrated into curriculum development, and teachers are enthusiastically inviting him into their classrooms to share authentic cultural perspectives. This multi-layered approach ensures that our staff receives ongoing, practical guidance in supporting American Indian students while deepening their understanding of American Indian culture through direct engagement with our cultural specialist.

AIPAC Recommendation #5. Continued work on curriculum development to provide more areas of Indigenous inclusion in our classrooms, libraries and book rooms

The ongoing curriculum development efforts focus on expanding Indigenous inclusion across classrooms and libraries through both targeted and systematic approaches. To achieve this goal, the American Indian Cultural Specialist actively collaborates with individual teachers and media specialists while also implementing district-wide initiatives

to ensure comprehensive reach. Their work emphasizes the use of primary sources and Native authors while ensuring the accuracy of all Indigenous-related educational resources. Beyond individual teacher support, the program includes training sessions for staff. This structured approach ensures that Indigenous perspectives and materials reach every classroom, not just those who actively seek assistance.

AIPAC Recommendation #6. District will create visible representation throughout district building that recognizes and honors the unique contributions of tribal nations

The district is making progress in creating visible representations that celebrate tribal nations' contributions, beginning with an innovative project at Valley View's media center. Under the guidance of the Cultural specialist and the Media Center Specialist, the site is developing an engaging mural display that showcases accomplished American Indian authors, musicians, and actors. The Cultural specialist's expertise ensures research accuracy and authenticity in the representation. This initiative serves as a model for future projects across other district sites, demonstrating the district's commitment to honoring and elevating Indigenous voices and achievements.

AIPAC Recommendation #7. All family night events need to start after all schools have dismissed to enable full family and student and participation

AIPAC Recommendation #8. AIPAC meetings will be scheduled by AIPAC for the school year. Any Family and districtwide events will be organized in partnership with AIPAC

AIPAC Recommendation #15. District will collaborate with AIPAC to host all-district cultural events, such as round dances, traditional arts and crafts, drumming,

Edina Schools has an evolving partnership with AIPAC as they take leadership in the scheduling of their meetings and community cultural programming, with the district providing venue support and resource allocation. This collaborative approach ensures AIPAC has a greater voice in planning events that best serve our Native American families and students. Looking forward, we are actively exploring meaningful opportunities to collaborate on district-wide cultural celebrations that could include traditional arts, round dances, drumming, and other rich cultural experiences.

AIPAC Recommendation #9. The up-to-date AIPAC budget will be provided to AIPAC members at every meeting

In collaboration with the Director of Finance, the AIPAC budget is generated monthly and shared with American Indian families. This financial update is distributed directly to families as part of our regular communication.

AIPAC Recommendation #10. The AIPAC budget will be used in accordance to MDE guidelines and Minnesota State Statutes

The AIEA application focuses on six essential goals: supporting students' post-secondary preparation, strengthening academic achievement of American Indian students, creating curriculum that reflects students' cultural heritage and interests, building positive self-image among American Indian students, fostering awareness across our school community including students, parents, and staff, and supplementing existing state and federal educational and co-curricular programs. The budget aligns with these goals and is submitted to MDE for approval, with ongoing oversight to ensure funds support these objectives in accordance with state guidelines.

AIPAC Recommendation #11. Communication from the District to families and students needs to be clear and Consistent

All AIPAC communications are sent through School Messenger, providing consistent and direct outreach to our American Indian families and students.

AIPAC Recommendation #12. As per Minnesota State law, Edina Public Schools will publicly celebrate Indigenous People's Day throughout the district

Edina Public Schools is committed to enhancing its celebration of Indigenous People's Day district-wide. While acknowledging the inconsistencies in our 2024 observance and the confusion between the October 14, 2024 celebration and Indigenous People's Month activities, we are taking proactive steps for improvement. The district is developing a comprehensive plan for the 2025-26 school year, working closely with the cultural proficiency advisory team to ensure meaningful and consistent celebrations across all schools. This collaborative approach will help us better honor this important day and meet both the spirit and requirements of Minnesota State law.

AIPAC Recommendation #13. The District will create a land acknowledgment statement for the district as promised more than four years ago by Randy Smasal

The school board's response from May 13, 2024 addresses this matter comprehensively. There is no additional information to provide at this time.

District Response: Representatives from the school board, the Director of Achievement Equity and Multilingual Learner Programming, the District's American Indian cultural liaison and the American Indian Parent Advisory Committee will work in partnership to discuss this request. Work will begin in the fall 2024.

AIPAC Recommendation #14. The academic outcomes of Native students will meet or exceed those of their peers

The school board's response from May 13, 2024 addresses this matter comprehensively. There is no additional information to provide at this time

District Response: Edina Public Schools is committed to academic achievement for each and every student as indicated in our district's vision for Each and Every Student to Discover their Possibilities and Thrive and our strategic plan Strategy A: Advance Academic Excellence, Growth, and Readiness and Strategy B: Ensure an Equitable and Inclusive School Culture. Counselors, teachers, administrators, the school board, the American Indian cultural liaison, and the Director of Achievement Equity and Multilingual Learner Programming will work in partnership with American Indian students and families to ensure that student needs are

III.C. Countryside Spanish Dual Language Update



Board Meeting Date: 11/19/24

Title: Countryside Spanish Dual Language Update

Type: Discussion

Presenter(s): Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming; and Cynthia Maldonado, Countryside Elementary School Principal

Description: This report details the progress and future planning of the Countryside Spanish Dual Language (SDL) program, as guided by the Spanish Dual Language Leadership Team. Under the collaborative direction of Teaching and Learning leadership, the Assistant Superintendent, Countryside Elementary administration, and consultation with the Minnesota Department of Education, the program continues to evolve and strengthen. The report outlines the team's comprehensive work in program implementation, including current enrollment data, curriculum frameworks, and professional development initiatives. Most significantly, it details the leadership team's strategic planning for middle school expansion, presenting a four-phase implementation timeline from 2024 to 2028. Through careful oversight and planning, the leadership team continues to advance the program's mission of developing bilingual, bi-literate, and culturally competent students within Edina Public Schools.

Recommendation: No recommendation is being made at this time. This presentation is an informational update for the board.

Desired Outcome(s) from the Board: Thoroughly read information and be prepared to provide reactions..

Attachments:

[Slideshow Link](#)

Report follows

A. Program Overview

SDL is an immersive educational approach that strategically balances instruction in Spanish and English throughout the school day. The program follows an 80/20 model in kindergarten (80% Spanish, 20% English instruction), gradually transitioning to a 50/50 model by fifth grade. Currently operating with two sections per grade level from kindergarten through second grade, the program will reach full elementary capacity in the 2027-2028 school year.

B. Core Principles

The program is guided by three fundamental principles that align with Edina Public Schools' mission and vision:

- a. **Culture:** Developing positive cross-cultural attitudes and global understanding
- b. **Language:** Building bilingual and bi-literate proficiency in Spanish and English
- c. **Academics:** Fostering academic proficiency in both languages while encouraging creativity, curiosity, and critical thinking

These principles directly support Edina's Portrait of a Well-Rounded Graduate, which emphasizes that **globally competent individuals** possess a diverse and informed world perspective, embrace individual and cultural diversity, seek multicultural interactions, and may effectively communicate in two or more world languages.

The program also advances Strategic Plan A.1's commitment to providing students with a comprehensive curriculum that develops critical thinking skills and prepares them for their next level of education and life opportunities. Specifically, it fulfills the strategic initiative to *"explore and create additional PreK-12 programming that promotes authentic and engaging learning experiences for future-ready learners while providing attractive educational options to families"*.

C. Current Program Status

- a. Location and Facilities
 - i. The Spanish Dual Language program successfully transitioned to its permanent home at Countryside Elementary during the 2023-24 academic year. This allows for enhanced integration with the broader school community and establishes a stable foundation for continued growth.
- b. Enrollment and Demographics
 - i. Current enrollment maintains two sections per grade (K-2)
 - ii. Target ratio: 50% heritage Spanish speakers
 - iii. Current demographics:

1. Grade K-2: 13.3% Heritage Speakers, 86.7% English speakers

The number of heritage speakers at Countryside Elementary is presented as an aggregate for grades K-2, following data reporting practices where counts of student demographic groups with fewer than 20 students are excluded due to the number being identifiable

D. Curriculum and Instruction

- a. Transitioning K-1 from ARC (American Reading Company) to Benchmark Adelante in 2025-26 to align with 2nd grade and district literacy framework. Benchmark Adelante features built-in translanguaging supports that explicitly connect Spanish and English literacy development
- b. Strategic language instruction implemented through:
 - i. Daily literacy instruction in both Spanish and English
 - 1. Using strategic timing of when to teach certain sounds/concepts in each language
 - ii. Deliberate connection of shared sounds and literacy concepts across languages
 - iii. Structured 50-minute language blocks in 2nd grade for both Spanish and English
- c. Literacy assessment conducted in both languages using FastBridge

E. Professional Development

- a. CORE training planned for six teachers in 2024-25
 - i. Fulfills Science of Reading requirements under Minnesota's READ Act
 - ii. Specifically addresses how to implement Science of Reading principles within dual language immersion programming
 - iii. Ensures SDL teachers receive appropriate foundational reading instruction training adapted for bilingual contexts

F. Middle School Pathways Development

As the program continues to grow, thoughtful planning is underway for the middle school transition. The development process follows a strategic timeline:

- A. Research phase (2024 -2026)
 - i. Analyzing successful implementation models from surrounding districts
 - ii. Studying Edina Public Schools' French immersion pathway to middle school to leverage existing transition expertise
 - iii. Identifying best practices and lessons learned from established programs MN
- B. Development phase (2026-2027)
 - i. Board proposal for middle school implementation

- ii. Program structure recommendations
- iii. Resource and staffing considerations
- C. Implementation Planning (2027 -2028)
 - i. Detailed preparation of first cohort
 - ii. Staff development planning
- D. MS program launch (2028-2029)
 - i. Anticipated middle school entry of first SDL cohort
 - ii. Continued program refinement based on student needs
 - iii. Ongoing evaluation and adjustment

G. Conclusion

The Countryside Spanish Dual Language program continues to make substantial progress toward its goals of developing bilingual, biliterate, and culturally competent students. The program's careful planning and implementation provide a strong foundation for expansion into middle school, ensuring a comprehensive K-8 pathway for dual language education in Edina Public Schools.



Spanish Dual Language **Update**





Core Principles

CULTURE: Developing positive cross-cultural attitudes and global understanding



LANGUAGE: Building bilingual and biliterate proficiency in Spanish and English

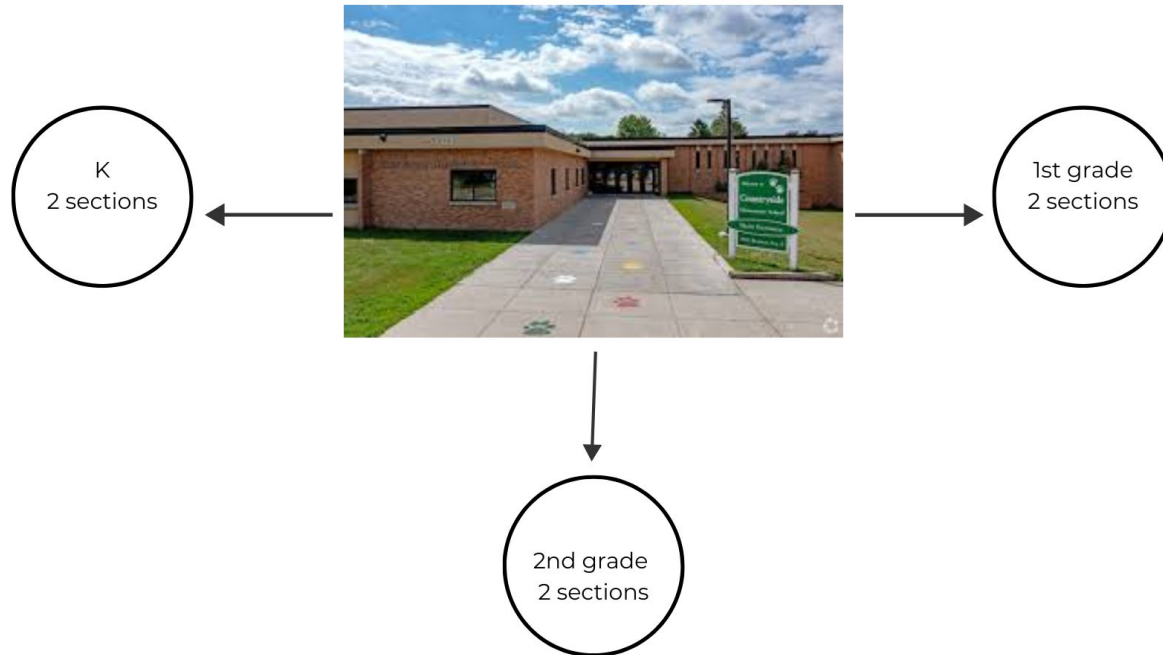


ACADEMICS: Fostering academic proficiency in both languages while encouraging creativity, curiosity, and critical thinking





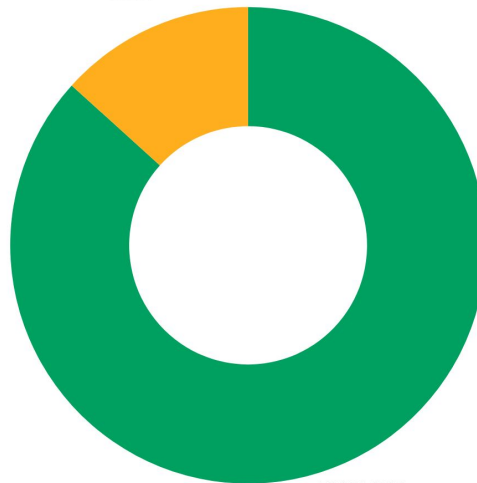
Current Status





Enrollment Status

HERITAGE SPANISH SPEAKERS
13.3%



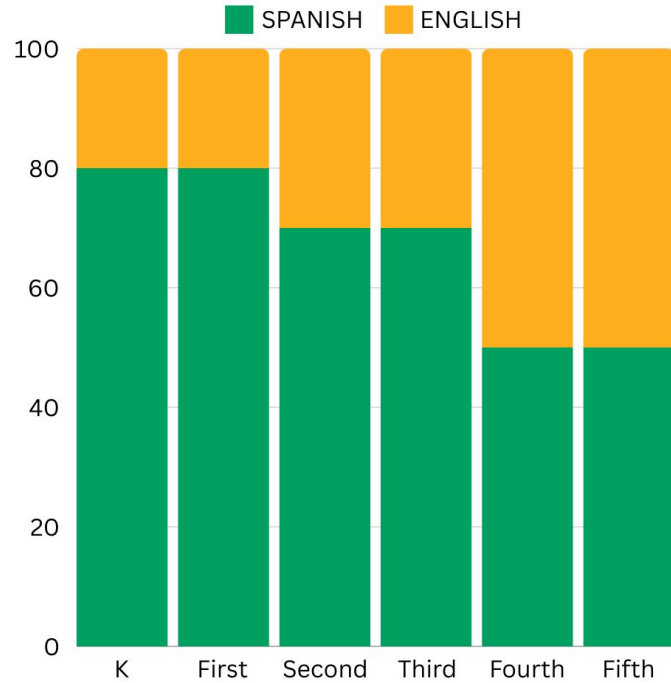
ENGLISH
86.7%

A key objective of dual language programs is to maintain a balanced student population with approximately 50% heritage speakers - students who have a family background in the target language and may use it at home, even if they aren't fully fluent.

The number of heritage speakers at Countryside Elementary is presented as an aggregate for grades K-2, following data reporting practices where counts of student demographic groups with fewer than 20 students are excluded due to the number being identifiable

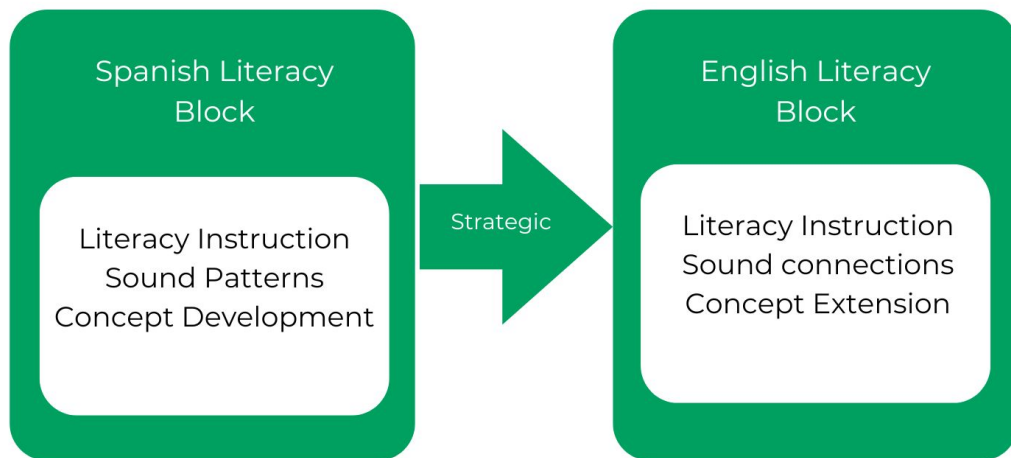


Program Model: Language Allocation



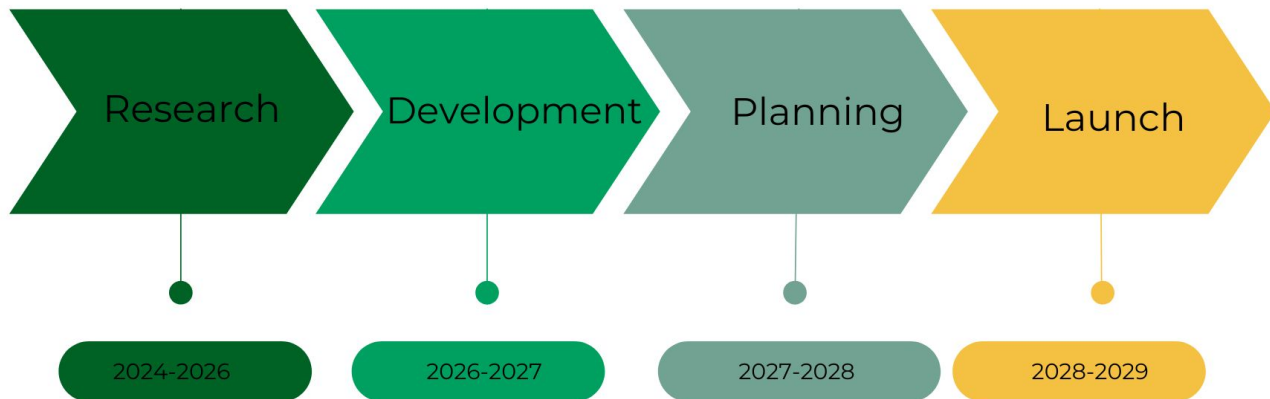


Daily Language Block





Middle School Planning





THANK YOU

Edina Public Schools



III.D. Programming Update for K-5 STEAM

Speaker (s) : Jody De St Hubert, Director of Teaching and Learning; and Mark Carlson, Curriculum Coordinator



Board Workshop: November 19, 2024

Title: Programming Update for K-5 STEAM

Type: Discussion

Presenter(s): Jody De St Hubert, Director of Teaching and Learning; Mark Carlson, Curriculum Coordinator

Description: Program updates provided in this report speak to progress on Strategic Initiative A. Advancement of Excellence, Growth and Readiness. The first subpart of this initiative includes the design and delivery of curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement and continuous improvement to assure academic achievement and student growth. The second subpart is to provide a coherent and differentiated educational experience that effectively engages and appropriately challenges every student academically. The report provides data and background to show how Early Learning-5 STEAM programming is enhancing this strategic initiative across the district.

Recommendation: No recommendation is being made at this time. This presentation is an informational update for the board.

Desired Outcome(s) from the Board: Please bring forth questions you have for the presenters.

Background Materials:

[April 15th STEAM Board Update](#) (pages 18-22)

[Edina STEAM](#) One Pager

Appendixes:

Appendix I: Portrait of a Well-Rounded Edina Graduate

Appendix II: STEAM Lesson Design Rubric and Checklist

STEAM Update

The STEAM update includes the following sections:

- STEAM Design Team Contributors
- EPS STEAM Programming Model
- Implementation Science
- Timeline and Next Steps
- Budget Considerations

Design Team

Educators that have contributed to the design process include:

- Zach Baker
- Caitlin Bickel
- Brianna Carlson
- Jenna Courtney
- Matt Flugum
- Leanne French-Amara
- Jamie Hawkinson
- Laurie Holland
- Rebecca Huberty
- Ashly Krohn
- JermeY Kigin
- Allison Knoph
- Molly O'Keefe
- Lizabeth Ortiz Perez
- Zach Prowell
- Marissa Walsh
- Lynnea West
- Krista Winkel
- Deb Richards
- Leah Byrd
- Mark Carlson
- Jody De St Hubert
- Dr. Cara Rieckenberg
- Dr. Anne Marie Leland
- Dr. Ann Marie Thomas
- Dr. Randy Smasal

Key Components of the Edina STEAM Programming Model:

The STEAM Design Team has defined STEAM work for Edina Public Schools based on four key concepts. As work continues our goal is to provide students with educational opportunities that center around these concepts.

Inquiry: Inquiry is an approach to learning that involves a process of exploring the natural or material world, asking questions, making discoveries, and testing those questions in the search for new understanding. It is driven by creativity, curiosity, and play.

Authenticity: Authentic learning means students are engaged in solving meaningful, real world issues and problems. In Edina, Authenticity is grounded in purpose, allows for multiple entry points, and creates opportunities to apply previous learning.

Integration: Integrated learning environments connect different areas of study or different topics in the same area of study by cutting across subject matter or topic

matter silos. In Edina, Integration promotes flexible and critical thinking while offering multiple methods for students to demonstrate knowledge, skills, and competencies. Integration serves as a vehicle to make learning more engaging and powerful than when concepts are taught in isolation.

Partnership: Partnerships are widespread collaborations and connections across students, classrooms, subject areas, schools and the Edina community. Partnerships with professional scientists, engineers, artists and mathematicians bring content expertise into the elementary classroom and offer an early opportunity for career exposure

STEAM Programming will have three layers when fully Implemented:

To help focus the work, the Design Team decided to take a layered approach. This approach allows for a consistency of opportunities for all Edina students while still leveraging the uniqueness of our buildings and talents within those buildings in the process. Below is a brief description of the three layers:

Layer 1: Strong Foundation in Literacy and Numeracy

This layer forms the bedrock for work for all other STEAM work. This layer is foundational and allows for the use of the four key concepts of STEAM as students will need to use their abilities to obtain information, apply critical thinking, and communicate results. This layer will be consistent across all six buildings through pedagogy and resources such that all Edina students will have a similar experience at all six buildings.

Layer 2: Cornerstone Projects

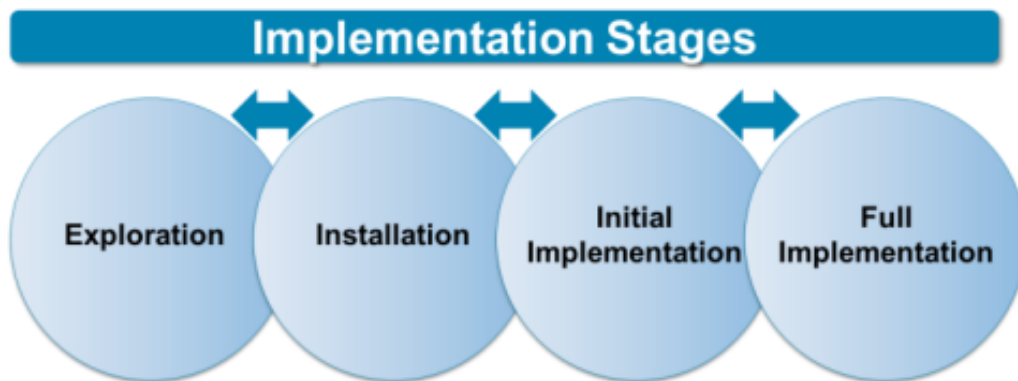
Each grade level will have a Cornerstone Project that is developed by Edina teachers for Edina teachers. These projects will begin with lessons from Mystery Science as the basis for the project. Each project will have 10-14 lessons, and will address standards across multiple subjects. They are developed using a rubric based upon the four key components. When STEAM programming is fully implemented, these projects will be in all classrooms across the district. This layer allows for a consistent experience with STEAM programming for all students.

Layer 3: Building Level Development

This layer is still in the design phase of development. The idea of this layer is for teams of educators in each building to begin to develop additional lessons, units and projects based on the four key concepts. This may take the form of buildings choosing themes to build off of as they begin the development process.

Implementation Science

As we engage in continuous improvement in our programming in Edina Public Schools (EPS) we use Implementation Science to inform our review process and ensure success with any change. Implementation Science helps to effectively translate proven educational practices into real classroom application, considering the specific context of each school and district. As we define and develop Edina STEAM, we have utilized Implementation Science.



Each layer of Edina STEAM is at a different point in the implementation process. The first foundational layer of literacy and numeracy is in full implementation. From the perspective of STEAM programming we have a strong foundation of literacy and numeracy in place across our K-5 classrooms. Both of these curricular areas will still go through curricular review cycles as MDE redefines standards, however as a foundational layer they are fully implemented as the consistency across buildings and with curricular resources is embedded into our system. We will always be in continual improvement with this layer.

The second layer, Cornerstone Projects, is currently at the installation phase for grades 3-5 and in Exploration for PK-2. We have developed 3 cornerstone projects that will be utilized in some classrooms across the district. The projects that have been developed are the following:

3rd Grade: Design a Home for Pollinators

Question: How can we design an environment to help pollinators thrive?

Description: Students will learn about pollinators, plants, gardens and life cycles, and use these learnings to design a garden home for pollinators.

4th Grade: Waves of Sound

Question: How can Music be created?

Description: Students will build an understanding of how vibrations and waves relate to sound. This will include an exploration of how various instruments incorporate sound and will be tied to the EHS Pops concert and the instrument selection process.

5th Grade: Science in Space

Question: How can we design a science experiment to be done in space?
 Description: This project will involve students designing a science experiment that can take place in space. They will investigate the various decisions and learnings that are needed to do this. Students will consider a consistent theme of “how might this work the same, or differently, in space?”

The third and final layer of building level development is early in the exploration as we begin to consider how we can design this layer. We will be bringing a team together to help with the design of this layer and consider questions of support and resources for this transformation. This third layer work will begin in the 25-26 school year.

Next Steps:

Below is a timeline for the next steps needed to fully implement Edina STEAM:

Tasks	24-25	25-26	26-27	27-28
Initial Implementation 3-5 Cornerstone Projects				
PD for 3-5 teachers to support implementation				
Building level STEAM lesson development				
Full Implementation of 3-5 Programming				
Continued refinement and improvement 3-5				
Development of PK-2 Cornerstone Projects				
Initial Implementation of PK-2 Cornerstone Projects				
PD for PK-2 Teachers to support implementation				
Continued refinement and improvement PK-2				
Full Implementation				

When fully implemented, Steam programming will have a strong foundation of math and science to prepare students to apply their learning through a Cornerstone STEAM Project in all grades. In addition, buildings will expand STEAM programming based upon the definition of STEAM. How this will look, is still in the Exploration phase of Implementation Science.

Budget Considerations:

A critical component to review during exploration is financial capacity. During the exploration phase of STEAM Cornerstone Project development the following were determined to be costs that would be incurred:

- Expert consultation
- Design team compensation
- Project development compensation
- Material costs
- Partnership costs

Estimated costs over a three year period of time for Cornerstone Project development in grades 3 through 5 from 2022 to 2025 are:

- Expert consultation: Estimated Total - \$12,000
 - Design team compensation: Estimated Total - \$8,000
 - Substitute Teachers for Full Day Sessions: \$4,000
 - Additional Meeting Time Outside of Contracted Day: \$4,000
 - Project development compensation: Estimated Total - \$12,000
 - STEAM Project writing compensations: \$12,000
 - Estimated additional costs for the development of K-2 Cornerstone Projects - \$50,000-\$60,000
 - STEAM material costs: This is dependent on the Cornerstone Projects themselves, so this line item is under development and is being created within the Teaching and Learning capital budget. With capital budget changes in 2023-24 and 2024-25, the shift to full implementation in 2025-26 not only supports added time for professional development, but also added time for responsible fiscal planning.
 - Partnership cost:
 - This is also under development for Cornerstone Projects in 3rd and 4th grade.
 - EdFund has been a critical partner in supporting the 5th grade Space Cornerstone Project costs and will continue to do so into the future.
-

Appendix I:



Portrait of a Well-Rounded Edina Graduate



ACADEMICALLY PREPARED

- Demonstrates foundational academic knowledge in Reading, English Language Arts, Mathematics, Social Studies, Science, Technology, Engineering, and the Arts.
- Masters and applies standards aligned to challenging and rich curricula.
- Identifies, understands, and solves complex issues.

GLOBALLY COMPETENT INDIVIDUAL

- Possesses a diverse and informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures and environmental conditions.
- Engages in multiple opportunities to broaden language knowledge and application.
- Embraces the individual and cultural dignity of all people and actively seeks multicultural interactions.

RESPONSIBLE AND ENGAGED CITIZEN

- Demonstrates a high level of integrity and ethical action.
- Applies knowledge and education for the good of the community.
- Demonstrates empathy, compassion and open-mindedness.
- Accepts responsibility for personal choices and actions, including impact on others and learns from mistakes.
- Applies the social-emotional skills of self-awareness and self-management to lead a healthy and well-balanced life.

EFFECTIVE COMMUNICATOR AND COLLABORATOR

- Communicates effectively as a listener, speaker, writer, and responder through appropriate and timely communication platforms (digital, print, video, and social media).
- Possesses strong social and interpersonal skills, including verbal, nonverbal, and conflict resolution.
- Works effectively with others in academic and social settings, both as a leader and a contributor.

INNOVATIVE THINKER AND PROBLEM SOLVER

- Thinks and produces creatively, both collaboratively and independently.
- Demonstrates intellectual curiosity.
- Critically analyzes and evaluates information sources.
- Adapts to changing demands.

MOTIVATED LIFE-LONG LEARNER

- Understands personal interests and passions, while valuing continuous learning and seeking opportunities for growth.
- Understands own needs as a learner and advocates appropriately.
- Persists when faced with challenge or adversity.
- Actively researches opportunities, sets personal learning goals, makes choices that support long-term aspirations and successful transitions.

Appendix II:

STEAM Unit Rubric

Criteria/Definition	1	2	3	4
<p>Inquiry Inquiry is an approach to learning that involves a process of exploring the natural or material world, asking questions, making discoveries, and testing those questions in the search for new understanding. The 5E Instructional Model is the framework of Inquiry in Edina.</p>	The unit does not incorporate any elements of inquiry instruction.	The unit incorporates some elements of inquiry instruction, such as providing students with opportunities to ask questions, but lacks student directed learning and is primarily teacher directed. Some evidence of the use of the 5e instructional model.	The unit incorporates inquiry elements throughout, with students having clear opportunities to ask questions, and includes some student directed learning. Most elements of the 5e instructional model are evident.	The unit is highly inquiry-based and driven by student curiosity, with students having multiple opportunities to ask questions, design and implement investigations, and analyze data to draw conclusions. The 5e instructional model is fully used.
<p>Authenticity students are engaged in solving meaningful, real world issues and problems. In Edina, Authenticity is grounded in purpose, allows for multiple entry points, and creates integrated opportunities to apply previous learning.</p>	The unit does not incorporate any authentic elements.	The unit incorporates some authentic elements, such as using real-world data or problems, but could be more authentic.	The unit incorporates real-world data or problems, or provides students with opportunities to apply their learning in real-world contexts; however it may have limited impact outside the classroom.	The unit is authentic, incorporating multiple authentic elements including the arts or PE standards. The students will understand how their work impacts the greater community.
<p>Integration Connects different areas of study. In Edina, Integration promotes flexible and critical thinking while offering multiple methods for students to demonstrate knowledge, skills, and competencies.</p>	The unit does not integrate Science standards with standards from any other subject areas.	The unit integrates Science standards with standards from another subject area, is missing standards from the arts or PE and/or the integration is superficial.	The unit integrates Science standards with standards from another subject area and the arts or PE standards in a meaningful way, with clear connections between the standards.	The unit integrates Science standards with standards from another subject area and standards from the arts or PE in a highly meaningful way, with deep connections between the standards.
<p>Professional Partnership Partners:</p> <ul style="list-style-type: none"> ● District, Community, Global ● STEAM Professionals ● Content expertise in the classroom through professionals in the field ● Career Exposure 	Unit provides no potential partnership opportunities.	The unit incorporates a professional partnership, but the partnership is not well-defined or does not advance the objectives to the unit.	The unit incorporates a well-defined professional partnership that does not advance the objectives to the unit.	The unit incorporates an exemplary professional partnership that advances the objectives to the unit and provides students with a unique learning experience.

Checklist for Lesson Design

- **Standards Articulation**
 - Clearly articulate specific standards that will be assessed for learning in the unit. (should be between 3 and 6 standards)
 - A list of other grade level standards that students will apply or practice during the unit.
- **Project Narrative**
 - A general overview of the project with a brief description of what the students will be doing in the unit. This should help interest the reader in the unit. Similar to the unit overview in the Mystery Science Pacing Guide
- **Lesson Outline** (Should be 10-14 45-60 minute lessons that focus on the core outcome try not to include pre-work as the lessons)
 - An overview of what students will be doing in each lesson of the unit. Example
 - This should include learning targets for the lesson
 - Connections to the overall unit.
- **Formative Assessment**
 - Check ins for student learning occur frequently throughout lessons/units of study.
- **Teacher Resources**
 - Slide Deck, Peardeck or other presentation tool that has clear teacher notes embedded throughout the presentation explaining the 'why', background etc.
 - Any additional teacher resources
 - Supplies needed for the unit
- **Student Resources**
 - Any resources students will need for each lesson, worksheets, graphs, maps, links to readings, videos, etc.
- **Final Product or Assessment:**
 - A link describing the final product which allows students to choose a way to demonstrate their learning. OR
 - A link to the assessment should be included.
 - A checklist/guide/rubric for assessing the product.
- **Mystery Science**
 - Clearly state what lessons from Mystery Science will be part of the unit.

III.E. 2025-26 Secondary Courses English
Language Arts Year Two Recommendations

Speaker (s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Tess Bademan, Edina High School ELA Content Lead; and Heidi Degener, Edina High School ELA Teacher and Curriculum Review Lead



Board Workshop: November 19th, 2024

Title: 2025-26 Secondary Courses English Language Arts Year Two Recommendations

Type: Discussion

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Tess Bademan, Edina High School ELA Content Lead; and Heidi Degener, Edina High School ELA Teacher and Curriculum Review Lead

Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. As part of our Comprehensive Literacy Plan, the Teaching and Learning department worked alongside the area leads to generate proposals for updates to the English Language Arts (ELA) course offerings at Edina High School. This report is intended to define the second year of new courses being proposed for the English Language Arts Department. The ELA Guiding Change Document was a key artifact that guided the ELA curriculum course proposals. The proposals and recommendations have been generated by district and building staff, reviewed and refined through a department process and are being presented to the school board for consideration.

It is important to note that some of the courses being proposed are still under internal review. Board approval is a critical and timely step in the process. It is possible that some of the courses proposed may not be fully implemented. When applicable, this is noted in the course descriptions on the final pages of this report.

Recommendation: Review the new course proposals and changes for discussion. An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes from the Board: Review the course information and come prepared with your initial reactions (comments and questions) on the student travel experience.

Attachments:

1. [8.14.23 ELA Course Guiding Change Document](#)
2. [24-25 Secondary Courses ELA Change Recommendations](#)

BACKGROUND INFORMATION

The following staff members have been involved in the research, review, and re-design of the Edina High School English Language Arts course proposals. This team has done outstanding work and their dedication to the continuous improvement of the literacy programming in Edina Public Schools is to be commended.

Tier 1 Design Team

- Sarah Burgess - Edina High School, 9th Grade Teacher (College Reading Readiness) and Literacy Intervention Lead
- Tess Bademan - Edina High School, 10th and 12th grade ELA teacher
- Heidi Degner - Edina High School, 9th and 11th grade ELA teacher
- Bethany Van Osdel - Assistant Director of Teaching and Learning, Team Facilitator

Overview: The Edina ELA Department leads have been deeply engaged in the work of curriculum design as it relates to the Secondary Comprehensive Literacy Plan for the past 3 years. The team leads have closely followed implementation science and are committed to adding rich, rigorous and scaffolded options that open doors for our Edina High School students.

Continuing to demonstrate a history of excellence, the team has identified several specific ways to improve upon current offerings to continuously strive for improvement. One area of improvement is to enhance the options provided for students in ELA. Adding options aims to empower educators and excite students. Another area of improvement is to provide more opportunities for students to earn college credits during the high school experience. A final area of improvement is to open doors for all students to engage in rigorous ELA experiences while receiving appropriate scaffolding and support when needed.

The year two new courses proposed by the Edina ELA department are in direct alignment with the Portrait of a Well-Rounded Graduate, as well as the approved Guiding Change document.

Edina High School English Language Arts Vision: To help students grow as readers, writers, thinkers, and creators by offering choices and opportunities that open doors to help them discover their possibilities and thrive.

The ultimate goal of the Edina EHS ELA plan is to be distinctive in English Language Arts. This will be accomplished by increasing the number of courses offered in ELA in a 3 year approach. These courses include:

- 4 AP Courses
- College In The Schools (University of Minnesota)/CE Courses [partnerships with Concurrent Enrollment with Normandale Community College and College in the Schools with University of Minnesota - Twin Cities]
- Entry Point Project in College In The Schools (University of Minnesota) provides targeted students a jump start to college credit
- On-ramp pathways that open doors at every grade level
- Student choice at every level
- Differentiation based on student learning styles and student needs
- Travel Opportunity!

*"We are the course kids **have** to take; we want to be the course kids **want** to take."* Edina ELA teacher

Implementation

The new courses are being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation.

The ELA Course Proposals were conceptualized in the fall of 2023 and are positioned for implementation throughout a 3 year process.

This report will define the courses proposed for year two.

Priorities and Rationale

Year 1 priorities and rationale:

- Increase the amount of choice offered for EHS students in ELA.
- Provide on-ramps, scaffolding, and targeted instructional matches for students to access rigorous instruction and content.
- Provide opportunities for college credits for students during their 11th and 12th grade year.
- Offer differentiation through course options in order to better meet student needs and learning styles
- Enhance student choice to increase student engagement
- Ensure that all courses work to meet the same goal: prepare students to be successful in higher level English courses (College In The Schools (University of Minnesota), CE and AP)
- Enhanced professional development through partnerships with professors at the university level.

Year 2 priorities and rationale:

- Increased student **excitement** and **engagement** for required courses, especially in 12, works toward the goal of **improving school culture**.
- **Teacher engagement** will improve with fresher options and smaller collaborative teams. [More course options, though, also means more preps.]
- Increased course choices are a priority. This puts EHS more on par with other area high schools' English offerings.
- Current department members added **teacher voice and creativity** to new course ideas.
- Including both 11th and 12th graders in the same course will likely improve course viability and increased **choice**.
- Adding College in the Schools [College In The Schools (University of Minnesota)] gives **another option** for college credit outside of AP courses and PSEO.
- Teaching 11 & 12 together mirrors the banding in MN ELA Standards.
- Continue to provide on-ramps, scaffolding, and targeted instructional matches for students to access rigorous instruction and content.

Year 3 priorities and rationale:

- Provide the Capstone experience in grades 11 and 12. AP Capstone™ is a diploma program from College Board based on two year long AP courses: **AP Seminar and AP Research**:
 - AP Seminar is a yearlong course in which students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. During the course, students complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score.
 - AP Research lets students deeply explore an academic topic, problem, or issue of interest to them. Students design, plan, and conduct a yearlong research-based investigation to address a research question, documenting their process with a portfolio. The course ends with a 4,000- to 5,000-word academic paper and a presentation with an oral defense which contribute to the

- overall AP Research course.
- This offers an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.
- Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.
- Potential 11-12 summer travel opportunity.
- Continue to provide on-ramps, scaffolding, and **targeted instructional matches** for students to access rigorous instruction and content.

Priorities and Rationale By Year

New/Revised Courses are highlighted in red

Classes not highlighted are currently in the course catalog

*There are multiple new classes that will add to choice for students over a three year period based on implementation science with attention to capacity. Additions include College in the Schools, AP classes, as well as a variety of class offerings to meet 11th and 12th grade standards.

Grade	Year 1: 2024-2025	Year 2: 2025-2026	Year 3: 2026-2027
9th Grade	English 9 Survey English 9 Roundtable College Reading Readiness 9	English 9 Survey English 9 Roundtable College Reading Readiness 9	English 9 Survey English 9 Roundtable College Reading Readiness 9
10th Grade	English 10 Survey English 10 Roundtable	English 10 Survey English 10 Roundtable	English 10 Survey English 10 Roundtable AP Seminar
11th and 12th Grades	<p>11th Grade Only Compacted U.S. Literature</p> <p>11th and 12th Grades AP Language and Composition</p> <p><u>AP English Literature and Composition</u></p> <p><u>College In The Schools (University of Minnesota):</u></p> <ul style="list-style-type: none"> ● <u>Intro to Literature</u> ● <u>College In The Schools (University of Minnesota): Writing Studio</u> <p>12th Grade Only Creative Writing Mass Media Genre Studies/Film & Lit 2 World Lit I & II Public Speaking</p>	<p>Full Year Courses: AP Language <u>College In The Schools (University of Minnesota) Intro to Lit</u> + AP Lit</p> <p>Semester Long Courses: <u>College In The Schools (University of Minnesota): Writing Studio</u></p> <p>AP Seminar</p> <p>U.S. Lit I, U.S. Lit II, or College In The Schools (University of Minnesota) Amer. Lit., or Amer. Studies Science Fiction World Lit +Theater Heroes and Mythology Graphic Novels/Adventure Contemporary Voices Journalism/Podcasts Film (renamed) Creative Writing Public Speaking</p>	<p>Full Year Courses: AP Language <u>College In The Schools (University of Minnesota) Intro to Lit</u> + AP Lit</p> <p>AP Research</p> <p>Semester Long Courses: College In The Schools (University of Minnesota): Writing Studio Literature of Place +Travel U.S. Lit I, U.S. Lit II American Studies Science Fiction World Lit +Theater Heroes and Mythology Graphic Novels/Adventure Contemporary Voices Journalism/Podcasts Film (renamed) College In The Schools (University of Minnesota): Creative Writing</p>

		Public Speaking Reimagined College In The Schools (University of Minnesota): American Lit *Semester courses are subject to change based on stakeholder input and additional research/review.	College In The Schools (University of Minnesota): Public Speaking *Semester courses are subject to change based on stakeholder input and additional research/review.
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Graduation Requirements

Graduation Requirements in English (8 Credits)

Except for AP Seminar and AP Research, all courses must meet all of the state standards. This includes all courses offered in 11 and 12.

- **9th Grade:** English 9 Survey or English 9 Roundtable
- **10th Grade:** English 10 Survey or English 10 Roundtable
- **11th Grade:**
- **12th Grade:** 4 semesters of English

COURSE REGISTRATION PROPOSAL FOR APPROVAL FOR 25-26

Year 2: New Course Proposals

Department: English Language Arts

Course Title: Literature of Science Fiction

Prerequisite: English 10 Survey or Roundtable

Grade: 11 or 12

Length: Semester

Meets Requirement for: English 11 or 12

Fee: None

Course Description: Students will analyze the genre of science fiction literature, specifically how authors use the genre to give commentary on societal issues of their current time.

Course Title: Voices in US Literature

Prerequisite: English 10 Survey or Roundtable

Grade: 11 or 12

Length: Semester

Meets Requirement for: English 11 or 12

Fee: None

Course Description: Students will explore the modern American experience through late 20th and 21st century literature.

Course Title: Gothic Literature: Monster Stories

Prerequisite: English 10 Survey or Roundtable

Grade: 11 or 12

Length: Semester

Meets Requirement for: English 11 or 12

Fee: None

Course Description: This course will explore the horror genre through classic and modern texts that look into the ways in which writers across different contexts explore the idea of fear of the unknown and how culture influences it.

Course Title: Global Perspectives in Literature

Prerequisite: English 10 Survey or Roundtable

Grade: 11 and 12

Length: Semester

Meets Requirement for: English 11 or 12

Fee: None

Course Description: Students will explore non-Western fiction and nonfiction texts including oral storytelling from authors around the world.

Course Title: African American Literature

Prerequisite: English 10 Survey or Roundtable

Grade: 11 and 12

Length: Semester

Meets Requirement for: English 11 or 12

Fee: None

Course Description: Students will examine African American history and the cultural contributions of Black Americans through the study of fiction and nonfiction texts.

Course Title: Women Writers

Prerequisite: English 10 Survey or Roundtable

Grade: 11 and 12

Length: Semester

Meets Requirement for: English 11 or 12

Fee: None

Course Description: Students will consider women's voices in a variety of forms (stories, essays, novels, and poems), exploring the issues these works raise, the roles women accept or reject, and the ways they confront, accept or reimagine convention.

Course Title: Crime in Literature

Prerequisite: English 10 Survey or Roundtable

Grade: 11 and 12

Length: Semester

Meets Requirement for: English 11 or 12

Fee: None

Course Description: Students will examine and analyze a variety of true crime texts that reveal the dark side of the human experience. Books will anchor the course which will also include podcasts and documentaries.

Course Title: Literature in War

Prerequisite: English 10 Survey or Roundtable

Grade: 11 and 12

Length: Semester

Meets Requirement for: English 11 or 12

Fee: None

Course Description: Students will read a variety of texts that provide perspectives on the war experience. By studying the literature of war, students explore soldiers' dilemmas, personal responsibility versus taking orders, the aims and consequences of imperialism, and what happens to an individual in and after combat.

Change in Course Name

Current Course Name: Creative Writing

Proposed Course Name: Composition: Creative Writing

Purpose: The proposed course name follows the naming conventions that the NCAA recommends. This will ensure we get NCAA approval for the course.

Change Course Description

Course Name: College Reading Readiness 9

Prerequisite: Referral Process

Grade: 9

Length: Full Year

Meets Requirement for: Elective

Fee: None

Course Description: The College Reading Readiness 9 course seeks to develop skilled and critical readers. The course is intended for students who have been identified as needing extra support in reading. The purpose of the class is to assist students in improving their reading skills while also providing support with their current English 9: Survey coursework.

Dropped Courses

Course Name: Mass Media

What considerations lead to this drop request?

This course as it is written is out of date. There is little student interest in it.

Course Name: Speech 2

What considerations lead to this drop request?

This course has not garnered enough student interest to run.

Course Name: World Literature 1

What considerations lead to this drop request?

This course is being replaced by Global Perspectives in Literature.

Course Name: World Literature 2

What considerations lead to this drop request?

This course is being replaced by Global Perspectives in Literature.

Course Name: US Literature I and II

What considerations lead to this drop request?

This course is being replaced by Voices in U.S. Literature.

Budget Approximate Totals

\$20,000

Novels

\$20,000

Curriculum Writing:

\$20 hours per course per teacher teaching the course (with a max of 4 to do curriculum writing)

III.F. 2025-2026 Secondary Courses General
Change Recommendations

Speaker (s): Jody De
St. Hubert, Director
of Teaching and
Learning; Bethany Van
Osdel, Assistant
Director of Teaching
and Learning; Mark
Carlson, K-12 Science
and Mathematics
Coordinator



Board Workshop: November 19, 2024

Title: 2025-2026 Secondary Courses General Change Recommendations

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Mark Carlson, K-12 Science and Mathematics Coordinator

Description: As part of our continuous improvement efforts, each year the Teaching and Learning department brings forth proposals for new courses and recommendations for course changes for School Board review. These proposals and recommendations are generated by district and building staff, reviewed and refined through a committee process and presented to the school board for consideration.

Recommendation: Review the new course proposals and changes for discussion. An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes from the Board: Review the course information and come prepared with your initial reactions (comments and questions) on the student travel experience.

Appendix A:

Tentative Budget Proposals

Attachments:

1. [EHS Course Catalog for Reference](#)
2. [Valley View Middle School Registration](#)
3. [South View Middle School Registration](#)

NEW COURSE PROPOSALS

Valley View and South View Middle School

Department: Special Education/Fine Arts

Course Name: Unified FACS

Prerequisite:

Grade: 6,7, or 8

Length: Semester

Meets Requirement for:

Fee:

Course Description: This class is a leadership/mentoring opportunity for students to work with special education students in the FACS classroom modeling and guiding them to meet their transitional needs to live independently. Mentors will be able to help others work at the pace that meets their unique needs. This class will include specialized units such as food and nutrition (garden), shopping/cooking labs, eating out, table manners, social skills, clothing care, sewing, service project, and body awareness/hygiene. Special education students will be obtaining knowledge and skills required to meet the challenges of everyday life.

Submitted by: Amanda Jacobson, Mattie Jenney, Jodie Mettee

Edina High School

Department: Business

Course Name: Personal Finance

Prerequisite: None

Grade: 10-12

Length: Semester

Meets Requirement for: Personal Finance

Fee: None

Course Description: Personal Finance addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings will be used with real life applications/simulations. Direct, concrete applications of mathematics proficiencies will be incorporated into daily learning activities. **This is the MDE Course Framework description.*

Department: Math

Course Name: Introduction to Statistics

Prerequisite: Algebra 2

Grade: 11-12

Length: Semester

Meets Requirement for: Elective Math

Fee: None

Course Description: Unlock the power of data and learn to make informed decisions in our Introduction to Statistics class! This course is designed to provide high school students with a foundational understanding of statistical concepts and techniques. Whether you are interested in pursuing a career in science, business, or simply want to be a more informed consumer of information, this class will equip you with the skills to analyze and interpret data.

Course Name: Introduction to Data Science

Prerequisite: Algebra 2

Grade: 11-12

Length: Semester

Meets Requirement for: Elective Math

Fee: None

Course Description: This course introduces students to the main ideas in data science through free tools such as Google Sheets, Python and Data Commons. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more!

Department: Edina High School Broadcast Department

Course Title: Broadcast Journalism

Prerequisite:

Grade: 11-12

Length: Full Year

Meets Requirement for: Elective

Fee: 0

Course Description: Students who apply for and are accepted on the Broadcast Journalism staff work on the official Edina High School broadcast department. Students will explore the principles of journalism, storytelling, and digital content creation. Students will learn the principles of ethical journalism and, with a hands on approach, explore the role of journalism in society. Collaboration and teamwork are key components of this course, as students will work together to plan, produce, and distribute their work. All students on staff will learn all positions required, such as desk anchor, feature interviewer, camera operations, and digital editing.

Edina Virtual Pathway

Department: Business

Course Name: Career Investigation

Prerequisite: None

Grade: 9-12

Length: Semester

Meets Requirement for: None

Fee: None

Course Description: This course is the study of evaluating postsecondary educational options and careers while developing career skills such as creating resumes and interviewing.

CHANGE COURSE NAME

**With course name changes nothing changes in the registration course guide/catalog but the title of the class.*

Valley View and South View Middle School

Department: Engineering and Technology

Current Course Name: Intro to Engineering 6

Proposed Course Name Change To: Engineering Exploration 6

Purpose: The 6th grade teachers feel a more general name for the course better represents the overall scope and sequence of what we teach during a semester.

Current Course Name: Design & Robotics

Proposed Course Name Change To: Engineering Design 7

Purpose: The 7th grade teachers feel a more general name for the course better represents the overall scope and sequence of what we teach during a semester.

Current Course Name: Flight/Space/The Magic of Electrons ("Project Lead the Way")

Proposed Course Name Change To: Engineering 8: Flight, Space, Electricity

Purpose: The 8th grade teachers feel that "the magic of electrons" seemed a little over the top so they thought simplifying it would be a good idea.

Current Course Name: Coding 8

Proposed Course Name Change To: Computer Science 8

Purpose: "Computer Science" is a broader term that includes the study of computation, algorithms, and data structures, while "coding" refers specifically to the practice of writing code. The 8th grade teachers believe that Computer Science covers a wider range of concepts beyond just writing code, including research, analysis, and system design.

Edina High School

Department: Science

Current Course Name: Physical Universe

Proposed Course Name Change To: Astronomy

Purpose: Due to the new Earth Standards (year-long Physical Earth is now a required high school course for most 9th graders), some of the semester elective Physical Universe typically taken by Junior and Senior students course content will be redundant. The proposed course change will replace this overlapping material and replace it with astronomy and galaxies while also renaming the course to make a clear delineation.

Department: Fine Arts

Current Course Name: Advanced 3D

Proposed Course Name Change To: Ceramics - Advanced 3D

Purpose: The rationale for the name change is to ease student confusion in registration since students have told us they can't find the courses when they use the search tool to find Advanced classes.

Current Course Name: Advanced Digital Photo

Proposed Course Name Change To: Digital Photo - Advanced

Purpose: The rationale for the name change is to ease student confusion in registration since students have told us they can't find the courses when they use the search tool to find Advanced classes.

Current Course Name: Advanced Drawing and Painting

Proposed Course Name Change To: Drawing & Painting - Advanced

Purpose: The rationale for the name change is to ease student confusion in registration since students have told us they can't find the courses when they use the search tool to find Advanced classes.

Current Course Name: Advanced Digital Art & Design

Proposed Course Name Change To: Digital Art & Design - Advanced

Purpose: The rationale for the name change is to ease student confusion in registration since students have told us they can't find the courses when they use the search tool to find Advanced classes.

Current Course Name: Advanced Darkroom Photography

Proposed Course Name Change To: Darkroom Photography - Advanced

Purpose: The rationale for the name change is to ease student confusion in registration since students have told us they can't find the courses when they use the search tool to find Advanced classes.

***The following Course Name Changes are being recommended in consultation with Marilyn Kuppe, Technical Operations Developer in DMTS; Jenny Johnson, Assistant Principal at Edina High School; Tami Jo Cook, Assistant Principal at South View and Erik Low, Assistant Principal at Valley View.

The goal is that the informational Student Registration Course Guide/Catalog at each building matches the actual registration system to increase clarity for all users (students, parents, and staff). Historically numerical numbers connected to a course indicated a grade and roman numerals connected to a course indicated a sequence. Going forward roman numerals will be removed from the system and numerical numbers with a course title will represent a grade and/or a sequence in all registration communication.

This specifically impacts the following at EHS:

Visual Arts

Ceramics 1

Ceramics 2

Digital Photography 1

Digital Photography 2

Digital Art and Design 1

Digital Art and Design 2

Drawing and Painting 1

Drawing and Painting 2

Dark Room Photography 1

Dark Room Photography 2

World Language:

American Sign Language 1
American Sign Language 2
American Sign Language 3
American Sign Language 4
Chinese 1
Chinese 2
Chinese 3
Chinese 4
Chinese 5
French 1
French 2
French 3
French 4 / Traditional
Enriched French 4 / Traditional
French 5
Latin 1
Latin 2
Latin 3
Latin 4
Latin 5
Spanish 1
Spanish 2
Spanish 3
Spanish 4
Enriched Spanish 4
Spanish 5

Math:

Algebra 1
Algebra 2

This specifically impacts the following at Valley View and South View:

Math:

Algebra 1
Algebra 2

CHANGE COURSE DESCRIPTION

Edina High School

Department: Science

Course Name: Physical Universe (requested name change to Astronomy)

Prerequisites: Completion of Physical Earth Science, Completion of Algebra I

Length: Semester

Purpose for Proposed Course Description: This semester-long elective science course is designed to provide students an introductory-level look into the world of astronomy and astrophysics. This course will cover the history of astronomy - from the tracking of stars by ancient civilizations, to Einstein's special and general relativity. Topics will include an exploration of objects in our solar system, the life and death of stars, galaxies and dark matter, black holes, and more.

Department: Math

Course Name: College Algebra

Prerequisites: no change

Length: no change

Purpose for Proposed Course Description:

Course Description: (current description) College Algebra is a typical college algebra course that is usually required for first-year college students. It covers linear, quadratic, rational and absolute value equations and inequalities; functions and their graphs; inverse functions; mathematical modeling; imaginary numbers; polynomial functions; exponential and logarithmic functions; and systems of equations and inequalities.

(add this to the end of the current description)

This course is designed for seniors as an alternative to taking precalculus but who want to have the opportunity to get college credit. Non-seniors should consider registering for Precalculus instead, as it is a prerequisite.

Course Name: College Trigonometry

Prerequisites: no change

Length: no change

Purpose for Proposed Course Description:

Course Description:(current description) Trigonometry topics include trigonometric functions, identities, equations, and applications. In order to receive college credit through BSU, students must have an ACT of 22 or higher.

(add this to the end of the current description)

This course is designed for seniors as an alternative to taking precalculus but who want to have the opportunity to get college credit. Non-seniors should consider registering for Precalculus instead, as it is a prerequisite for any Edina High School Calculus class.

DROP COURSE

Valley View and South View Middle School

Department: Science

Course Name: Compacted Science 6

What considerations lead to this drop request?

The proposal is to have all 6th grade students take a common science experience in 6th grade and then in 7th grade starting in 2026-2027 Compacted Science will occur in 7th grade only. Compacted 7th grade students will have 7th and 8th grade Science compacted into one year, preparing students to take Physical Earth Science in 8th grade if they chose to do so in this pathway.

By having all students take Science 6 students will have a common middle school science experience prior to entering a compacted pathway. This will provide equitable access to the Compacted Science Pathway including new to Edina students. Teachers will provide low stakes compacted experiences to all students through Flex Time throughout the year.

Additional changes will include a change in the class description for the 7th Grade Compacted Science course in 2026-2027.

Edina High School

Department: Social Studies

Course Name: Contemporary Issues

What considerations lead to this drop request?

Repeated lack of enrollment and other additions to the Social Studies offerings. Because it is an elective course, EHS Social Studies teachers would like to not list it for next year with the possibility of bringing it back in the future in case we would ever need an additional place to house standards.

Department: Math

Course Name: Discrete Math Concepts

What considerations lead to this drop request?

It has only had enough students to run it once in the last 5 years. It was an elective class that didn't touch on many standards. The standards that it did cover are also covered in Algebra 2 and Precalculus.

Course Name: Discrete Math Applications

What considerations lead to this drop request?

There are not enough students to run it most years. It was an elective class that didn't touch on many standards. The standards that it did cover are also covered in Algebra 2 and Precalculus.

Appendix A: TENTATIVE BUDGET PROPOSALS

The following budget requests are all being reviewed in collaboration with Teaching Staff, Teaching and Learning, and DMTS. They reflect new costs. Final budget decisions will all be made with the lens of ensuring a rigorous and engaging experience for students and fiscal responsibility. The chart below gives a general overview of what is considered in the course request or change proposal process and does not reflect final budget decisions at this time. Final budget decisions will be communicated with teachers and administration in response to their requests between February and April of 2024.

COURSE TITLE	SCHOOL	COST IN HOURS	COST IN MATERIALS	Estimated Total Cost
Unified FACS	SV & VV	Curriculum = 20 hours x 3 teachers ----- Approximately \$2,400	Technology: No new costs ----- Curriculum/Materials: \$ Same needs as FACS ----- On-going Consumable: \$ Same needs as FACS	\$2,400 in new costs for curriculum writing
Intro to Statistics	EHS	Curriculum = 20 hours x 1 teacher ----- Approximately \$800	Technology: ----- Curriculum/Materials: \$15,000 (text books) ----- On-going Costs:	\$15,8000 in new costs for curriculum writing and text books
Intro to Data Science	EHS	Curriculum = 20 hours x 1 teacher ----- Approximately \$800	Technology: No new costs ----- Curriculum/Materials: No new cost ----- On-going Consumable: No new costs	\$800 in curriculum writing
Business	EVP	Curriculum = 24 hours x 1 teacher ----- Approximately \$960	Technology: No new costs ----- Curriculum/Materials: No new cost ----- On-going Consumable: No new costs	\$960 in curriculum writing
Broadcast Journalism		Curriculum = Hours ----- Approximately \$	Technology ----- Curriculum: \$ ----- On-going Consumable: \$	STILL IN PROCESS OF DETERMINING COSTS



III.G. International Travel Requests

Speaker (s): Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, EHS Assistant Principal; Kim Caster EHS World Language Teacher; Cliff Schwartz, EHS; Zhou Wang, EHS Chinese Teacher; Ling Ma, EHS Chinese Teacher; Chris Holden, Principal, ND



DEFINING EXCELLENCE

Board Workshop: November 19, 2024

Title: France 2/14/2026 - International Travel Request - Cliff Schwartz and Kim Caster - Edina High School - World Language

Type: Discussion

Presenters: Jody De St. Hubert, Director of Teaching and Learning, Jenn Carter, Edina High School Assistant Principal; Kim Caster EHS World Language Teacher, and Cliff Schwartz EHS World Language Teacher

Background of Current French Exchange: In accordance with Policy 538, the following international student travel experience for up to 20 Edina High School Students students for one week in February, 2026 has received support from the school's administration. Participating students will miss 5 school days for this travel experience.

In early 2023, Georges Duby High School contacted Cliff Schwartz and Kim Caster to create a school exchange among 10th and 11th grade students. This high school, in Aix en Provence France is a specialty high school focused on the study of English and English-speaking opportunities (ACT, SAT, American colleges, etc) so that their students can have in-country experience before graduation. These students fill out applications and go through interviews to be accepted to this highly competitive school. The 2023-2024 school exchange was developed and was approved by the school board on May 15, 2023.

After multiple meetings with the organizers for Georges Duby High School and Jenn Carter for Edina High School, we followed the protocol of the South Korean exchange to create an application process for both the Edina side and the French side of this exchange. Once the school board approved the travel on May 15, 2023, the students on both sides applied to exchange and host each other during this experience.

As part of the application process, students and families confirmed that the "traveling student" would have a private bedroom, access to privacy in the bathroom, and access to their dietary and medical needs (allergies) during the homestay. Students were then paired based on the needs and interests of the students participating in the exchange. Families are vetted through background checks. After this pairing and vetting was complete, student and parent emails/information was shared and in August students started communicating with the family from the opposite country.

The French arrived on October 19, 2023 and departed on November 6, 2023 (after a 5 day delay due to weather issues all over Europe. During this time, an itinerary ([attached here](#)) was developed so that the French chaperones had daily connection either by phone or in person with their French travelers. American students brought their French students to school when asked and on other days, the French students went on excursions around the Twin Cities. During their stay all French students had access in two languages to their chaperones and could text or call at any time of day if anything went wrong.

For the board approved 2023-24 exchange the Edina group will be arriving in France on Saturday, February 17, 2024 and departing February 27 2024. The same protocols to ensure a dynamic, safe, and rich experience for the French students while in Edina will be in place for Edina students while in France.

Given that this year is the first year organizing this exchange, the organizers are paying close attention to what works and what doesn't to ensure that future experiences are even more successful. After the American families hosted the French students, we polled both parents and students. They loved their experiences and the American students can't wait to reconnect with their French counterparts.

Summary of French Exchange for Proposed 2026 Exchange: While other travel opportunities allow our Edina students to see other cultures, this is a rare opportunity for our immersion and traditional students to learn day-to-day vocabulary, live a French life, and to do it in an affordable way that allows for more access. The proposal to continue the exchange and approve travel to France for Edina students in February of 2026 is coming forward with an established school partnership, strong protocols for safety, and rich learning experiences directly connected to MN World Language Standards and competencies of the Portrait of a Well-Rounded Edina Graduate.

The itinerary below is based on past exchanges the last 2 years and is open to slight adjustments based on experiences and feedback from families and students.

Saturday, February 14th: Your arrival - kids go home with families.

Sunday, February 15th: Host family day

Monday, February 16th: Students at school all day

Tuesday, February 17th: Travel day

Leave school at 8 am: Kim, Cliff, Polly and Chantal plus 3 or 4 parent chauffeurs

IDEA ONE: Drive one hour to Arles: The Arena, walking around, Cloitre, lunch

IDEA TWO: Drive 40 minutes to la Camargue and do a 1h30 minute horse (poney) ride in the Camargue : flamingos, etc

<https://www.arnellescamargue.com/>

Wednesday, February 18th: Travel Day

Leave school at 8 am: Parent chaperones plus Kim, Cliff, Polly, Chantal

IDEA ONE: [Cassis](#) - market day is Wednesday, walk around, beach, visit les calanques en bateau (if weather ok)

IDEA TWO: [Carrieres de Lumiere et les Baux de Provence](#) - OR [Saint Remy de Provence](#)

Thursday, February 19th: Travel Day

Meet at school at 8 Take bus to **Marseille**

Le petit train (or Big Bus) tour

Vieux port

Notre Dame de la Garde

Lunch in les Halles

Mucem view, le Panier walking around

Bus back to Luynes

Friday, February 20th: Students in class in the morning and travel in the afternoon

Kim; Cliff, Polly, Chantal (?) take bus with them to eat lunch in Aix and visit Atelier Cezanne, Musee de Granet ? , petit train tour?

Bus back to school

Saturday, February 21st: Family Day

Sunday, February 22nd: Family Day

Monday February 26th: With French students, on vacation

Tuesday, February 27th: Départure

Additional Information: This travel exchange will be available to all ninth and tenth grade students during this current year of 2024-2025. (Sophomores and Juniors in 2025-2026)

Students applying to participate will be enrolled in French classes, either French III, Diverse Francophone World, French IV or AP French Language and Culture. Students participating on this exchange will:

- a) use their French-speaking skills both in the fall (when hosting a French student) and in February (when traveling to France). Students will get extended time speaking to native speakers, reinforcing what they've learned over the past 5-10 years of French education
- b) make cultural connections about their experiences with their host families and while they're in France in general. They will get to see real life examples of what they've studied or new examples that they can bring back to the classroom about French and Francophone cultures.

This experience is coordinated by the organizing teachers, Kim Caster and Cliff Schwartz in conjunction with their counterparts in France. These teachers will use Delta Group Travel for the purchase of the flights to and from France. Students will be paired with a French student/family and will stay with these families during their time in France.

Cost: The estimated cost will be \$1500. A secondary cost for all families is hosting the French student in the fall, paying for meals and experiences while the French student is here.

Transportation: Airlines, family vehicles, trains and buses in France

Accommodations: Homestays

Supervision: Staff members traveling with the group are Kim Caster and Cliff Schwartz, EHS World Language Teachers, and a licensed school administrator.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and come prepared with your initial reactions (comments and questions) on the student travel experience.

Attachments:

1. Appendix III Board Policy 538, [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [May 15, 2023 Approved French Exchange](#)
3. [Fundraising](#)
4. [Insurance - Delta Travel](#)



Board Workshop: November 19, 2024

Title: China - 6/2/2026 - International Travel Request - Zhou Wang and Ling Ma - Edina High School - World Language

Type: Discussion

Presenters: Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Edina High School Assistant Principal; Zhou Wang, EHS Chinese Teacher; and Ling Ma, EHS Chinese Teacher

Background: In accordance with Policy 538, the following international student travel experience for up to 20 Edina High School Students students for twelve days in June, 2026 has received support from the school's administration. Participating students will not miss school days for this travel experience.

This experience is coordinated by Phoenix Tree International Education Center, an organization that designs tours with a focus on social responsibility. Phoenix Tree Education is an organization under the Beijing Language and Culture University (BLCU), a renowned institution in Beijing, China, that specializes in sharing Chinese language and culture through opportunities both within and outside of China. Established in 1962, BLCU is the only university in China that focuses exclusively on teaching Chinese language and culture to non-native speakers.

Summary of Travel Experience:

A professional counselor from BLCU will be assigned to chaperone the whole trip, with safety and well-being as the top priority so that our program participants can relax and enjoy the fun of visiting another country abroad without all the complications and worries that come with it. With the guidance of a counselor, our students can enjoy a local perspective and the assurance that the tours and activities are conducted with the highest safety standards outlined before the start of each program.

Students will explore the essence of China across three major locations: explore the traditional architecture and palaces in Beijing, go hiking in the wilderness of Xi'An, and encounter the international fusion of cultures in Shanghai. Some of the activities include making shadow puppets, participating in a Chinese tea ceremony, learning to sing a Qin Qiang opera, watching an eggshell carving performance in person, practicing Chinese Kung Fu, and learning how to perform Chinese acrobatics. Edina students will also participate in language partner activities with students from BLCU.

Cost: The anticipated inclusive cost of this experience is approximately \$5,000 per student. This price includes all transportation, accommodations, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities, as detailed in the fundraising plan attached below.

Transportation: All students and chaperones will travel as a group from Minneapolis to Beijing International Airport, Beijing China. Internal travel includes flights to and from Beijing and high speed trains in China. The group will return from ShangHai via a major U.S. international airline or partner.

Accommodations: Students and chaperones will be housed in hotel rooms throughout the stay.

Supervision: Staff members traveling with the group are Edina Chinese Teachers, Zhou Wang and Ling Ma.

Recommendation: Review the international travel experience information and come prepared with your initial reactions (comments and questions). An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and come prepared with your initial reactions (comments and questions) on the student travel experience.

Attachments:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [The Pheonix Tree International Group](#)
3. [The Pheonix Tree International Tour Itinerary](#)
4. [Fundraising Plan](#)
5. [Insurance](#) [Insurance Certificate](#) Contact: Jim Kang, Jiankang@phoenixtree.com
Phone: 7737081156



Board Workshop: November 19, 2024

Title: France - 6/5/2026 - International Travel Request - Lynnea West - Normandale Elementary

Type: Discussion

Presenters: Jody De St. Hubert, Director of Teaching and Learning; Chris Holden, Principal Normandale Elementary; and Lynnea West, Normandale Media Specialist

Background: In accordance with Policy 538, the following international student travel experience to Bordeaux, France for 25 Normandale Elementary French Immersion School students for thirteen days in June (June 5 - June 17) of 2026 has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This expedition is coordinated by Language & Friendship, an international student travel exchange program that partners with communities in cultural exchange programs. Students spend time in French schools, living with host families and participating in several local excursions.

In addition to providing growth opportunities in their target language acquisition, this cultural exchange student travel experience supports learning in an authentic context.

Cost: The anticipated inclusive cost of this experience is approximately \$4,500 per student. This price is inclusive of all transportation, accommodations, meals, transfers, medical, and repatriation insurance. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be some fundraising opportunities.

Transportation: All students and chaperones will travel as a group from Minneapolis to Bordeaux and return via a major U.S. international airline or partner.

Accommodations: Students and chaperones will be housed with host families organized and vetted by the French partner of Language & Friendship, Terre des Langues.

Supervision: Staff members traveling with the group are administrator Chris Holden, and licensed staff member Lynnea West and Wilson Goss.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and come prepared with your initial reactions (comments and questions) on the student travel experience.

Attachments:

1. Appendix III Board Policy 538, [Extended Field Trip and Travel Application Insurance](#)
2. [Language & Friendship Program Information](#)



Board Workshop: November 19, 2024

Title: Malta 6/11/2026 - International Travel Request - Lindsey Smaka - Edina High School - Science

Type: Discussion

Presenters: Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Edina High School Assistant Principal; and Lindsey Smaka, EHS Science Teacher

Background: In accordance with Policy 538, the following international student travel experience for up to 24 Edina High School students for eleven days in June 2026 has received support from the school's administration. Participating students will not miss school days for this travel experience. This experience is coordinated by marine biologists and dive masters Misha Richards and Jackson Dando of Dive Wise Malta in collaboration with Lindsey Smaka.

Summary of Travel Experience: This experience will focus on Marine Biology & Conservation Efforts in the context of Malta. These program goals will be delivered through student engagement in scuba diving. Diving is the best way to understand and connect with the marine environment around them, while learning about critical species and conservation efforts. Students will either earn their certification while on site or come on the trip certified and take part in content specific lectures and scientific dives including fish identification, coral, invertebrates, navigation and wreck diving. Students will also explore the people of Malta, by interacting with the cultural, intercultural exchanges and experience with local Maltese people and take part in a functional Maltese language course. By learning about shipwrecks both above and below water, students will also understand the place and its historical context. Additionally, students will explore areas of importance on the island and take part in community service work.

Cost: The anticipated inclusive cost of this experience is approximately \$4,900 per student. This price includes all transportation, accommodations, travel & medical insurance, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities as detailed in the attached fundraising plan.

Transportation: All students and chaperones will travel as a group from Minneapolis to St. Julian, Malta, and return via a major U.S. international airline or partner.

Accommodations: Students and chaperones will be housed in dormitories at Dive Wise scuba center in Malta.

Supervision: Staff members traveling with the group are Lindsey Smaka, EHS science teacher, and two additional licensed staff, one of which will be a licensed school administrator.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and come prepared with your initial reactions (comments and questions) on the student travel experience.

Attachments:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Fundraising](#)
3. [Itinerary](#)
4. [Insurance](#)



Board Workshop: November 19, 2024

Title: Capitals of Scandinavia 6/17/2026 - International Travel Request - Chris Griggs - Edina High School - World Language

Type: Discussion

Presenters: Jody De St. Hubert, Director of Teaching and Learning, Jenn Carter, Edina High School Assistant Principal; and Christopher Griggs, EHS Social Studies Teacher

Background: In accordance with Policy 538, the following international student travel experience for up to 40 Edina High School students from approximately June 17-27, 2026 has received support from the school’s administration. Participating students will not miss any school days for this summer travel experience.

This expedition, coordinated by EF Tours, utilizes Social Studies, Language Arts and World Language standards, in addition to Edina Public Schools educational competencies. Among other experiences, students will tour historical grounds and cities, experience Scandinavian culture through arts, dance and through one-on- one interaction with local citizens. This experience will be a for-credit high school class; students will be required to keep a journal of their experiences. This will be supported with daily writing prompts as well as teacher-led discussions about their reflections and experiences.

Summary of the Travel Experience: A Social Studies travel-based learning experience to the Capital cities of Scandinavia: Oslo, Norway, Copenhagen, Denmark, Stockholm, Sweden in the summer of 2026. A link to the itinerary can be found [here](#).

2022 Minnesota K-12 Academic Standards in Social Studies (Commissioner Approved Draft)

Geography	History	Ethnic Studies
<ul style="list-style-type: none"> - Places and Regions: Describe places and regions, explaining how they are influenced by power structures. - Human Systems: Analyze patterns of movement and 	<p>Change, Continuity and Context: Ask historical questions about change, continuity and context in order to identify and analyze dominant and nondominant narratives about the past.</p>	<p>Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity and gender. Apply these understandings to one’s own social identities and other groups living in Minnesota,</p>

<p>interconnectedness within and between cultural, economic and political systems from a local to global scale.</p> <ul style="list-style-type: none"> - Culture: Investigate how sense of place is impacted by different cultural perspectives. 	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources and c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue</p>	<p>centering those whose stories and histories have been marginalized, erased or ignored.</p>
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Cost: The anticipated inclusive cost of this experience is \$5,009 per student. This price is inclusive of all transportation, accommodations, meals, transfers, and insurance. Students will be responsible for any other out of pocket costs or incidentals. Need-based scholarships and fundraising opportunities are available. EF and Edina Public Schools have established a program designed to empower sustainable and impactful travel-based learning programs for the school community that increases equity and access to the global classroom and opportunities like this one. EPS and EF have created a scholarship program aligned with EPS' commitment to equity.

Transportation: All students and chaperones will travel as a group from Minneapolis to Oslo, Norway and return via a major US international airline or partner.

Accommodations: Students and chaperones will be housed in 3 to 4 star rated hotels.

Supervision: Staff members traveling with the group are lead teacher Christopher Griggs, EHS Social Studies teacher, and up to 5 additional licensed staff, one of which is a licensed school administrator.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and come prepared with your initial reactions (comments and questions) on the student travel experience.

Attachments:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Educational Tours \(EF\) Itinerary](#) (Note that the extension to Helsinki, Finland and Tallinn, Estonia is not included in the proposal and will not be offered)
3. [Fundraising](#)
4. [Scholarships EF](#)
5. [EF Safety and Insurance Coverages](#)
6. [EF Cancellations, Modifications and Booking Conditions](#)



Board Workshop: November 19, 2025

Title: Montreal/Quebec - 6/2026 - International Travel Request - Natalie Godin - Valley View Middle School

Type: Discussion

Presenters: Jody De St. Hubert, Director of Teaching and Learning, Patrick Bass, Valley View School Principal and Natalie Godin, VVMS Extended French Teacher

Background: In accordance with Policy 538, the following international student travel experience for up to 60 Edina Middle School Students students for 6 days during the first week in June 2026 has received support from the school's administration. Participating students will miss 0 school days for this travel experience.

This experience is coordinated by EF Explore America tour company. For over 55 years, EF has been working to keep minds and the world wide open. We design tours to help educators teach, and so students can learn more about tolerance, other perspectives, and themselves. Our company's roots are in language learning and cultural exchange, and over time, EF's mission to provide immersive, life-changing education has remained the same. [EF Itinerary 6 Day/5](#)

[Nights:Tour Highlights](#)

Overview of Standards that will be taught on the Travel Experience: According to [Minnesota Department of Education World Languages Standard](#): The goal of world languages education is to develop multilingual leaders **who are linguistically and culturally competent to communicate, work and collaborate effectively with people of diverse backgrounds in the global community.**

Communicating in the language of others and learning about cultures that are different from your own are essential to **gain deeper understanding of new perspectives, develop intercultural competencies**, increase awareness of self, engage in self-reflection, and cultivate curiosity and empathy that lead to increased capacity to live and work with people who are different from your own. These characteristics help sustain a mindset of a life-long learner and will help one lead a meaningful life as a member of the global community in the 21st century.

Cost: The anticipated inclusive cost of this experience is approximately \$3,026 per student. This price is inclusive of all transportation, accommodations, meals, transfers, medical and repatriation insurance. Students will be responsible for all costs and opportunities for scholarships will be available.

Fundraising Plan: This is an international travel experience that students start hearing about at the beginning of 7th grade, ensuring families have time to start saving money. In addition:

- [EF Travels offers \\$500 scholarships for essay](#) submission before December 15
- Extended French Booster Club supports additional scholarship opportunities

Transportation:

- Plane (to and from Montreal)
- Private Bus during the whole trip in Montreal/ Quebec

Accommodations:

- Hotel in Montreal (students in a Quad room / chaperone in double or single room)
- Hotel in Quebec (students in a Quad room / chaperone in double or single room)

Administrative Supervision: Staff members traveling with the group are administrator Patrick Bass, and licensed staff members Natalie Godin, Chrystel Klein, Myraim Zaghouani, Melissa Norwood and licensed school nurse.

Medical Safety Plan: We will have a school nurse join us on our travel experience with full knowledge of the medical needs of students present. They will also have a medical folder with all pertinent information provided by families about allergies, dietary needs, and prescription medicines.

Physical Safety Plan: We will have a 1:10 chaperone ratio and work with EF to ensure safety logistics. We will also have security guards in our hotel at night to ensure that students are making responsible decisions.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and come prepared with your initial reactions (comments and questions) on the student travel experience.

Attachments:

1. Appendix III Board Policy 538, [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Trip Details](#)
3. [Safety and Health](#)
4. [Insurance](#)



Board Workshop: November 19, 2024

Title: Nepal 7/31/2026 - International Travel Request - Lindsey Smaka - Edina High School - Global Scholars

Type: Discussion

Presenters: Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Edina High School Assistant Principal; and Lindsey Smaka, EHS Science Teacher

Background: In accordance with Policy 538, the following international student travel experience for up to 24 Edina High School students for fifteen days in July 2026 has received support from the school's administration. Participating students will not miss school days for this travel experience. This experience is coordinated by Gokul Thapa, Rotary Club president in Kathmandu and owner of Real Himalaya travel company, who specializes in custom trips for schools in the United States traveling to Nepal.

Summary of Travel Experience: This travel experience will bring Edina Rotary Global Scholars students to Nepal with a focus on service learning and international development. Students will expand their global competency by engaging with Rotarians and Nepali people while performing service work to help local villages and schools. Students will also explore global issues using the Sustainable Development Goals (SDGs) and complete their Capstone project while on site and connect to their project locally in Minnesota. We will focus on three of the SDGs. The first is "Life on Land" which will focus on environmental conservation. Students will complete a trekking journey while exploring the ecosystems of Nepal and what environmental factors they face. The second is "Quality Education". Students will explore inequities in rural Nepali education and help improve the school with service projects. The third is "Partnership for the Goals". Students will learn about the importance of collaborative work between countries and how Rotary and our travel experience can aid in this. While in Nepal, students will explore historic sites, work and collaborate at a school and complete a trekking experience.

Cost: The anticipated inclusive cost of this experience is approximately \$5,147.50 per student. This price includes all transportation, accommodations, travel & medical insurance, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities as detailed in the attached [fundraising plan](#).

Transportation: All students and chaperones will travel as a group from Minneapolis to Kathmandu, Nepal, and return via a major U.S. international airline or partner.

Accommodations: Students and chaperones will be housed in hotels at the various locations.

Supervision: Staff members traveling with the group are Lindsey Smaka, EHS Global Scholars coordinator, and two additional licensed staff, one of which will be a licensed school administrator.

Recommendation: Review the international travel experience information and come prepared with your initial reactions (comments and questions). An additional discussion will occur at the Board Meeting on 12.2.24 and action will occur at the 1.6.25 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and come prepared with your initial reactions (comments and questions) on the student travel experience.

Attachments:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Fundraising](#)
3. [Itinerary](#)
4. [Insurance](#)

III.H. Process Check-In with Board

Speaker (s) : Chair
Erica Allenburg,
Edina School Board



Board Meeting Date: 11/19/24

Title: Process Check-In with Board

Type: Discussion

Presenter(s): Chair Erica Allenburg, Edina School Board

Description: Given the complexities of the District Strategic Plan Visioning work and graduation requirement discussion, this is a touch base with the board to discuss upcoming processes.

Recommendation: There is no recommendation at this time.

Desired Outcomes from the Board: Clarity, understanding and expectation setting.

Attachment(s): None.

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**