Work Session

Tuesday, November 17, 2026 5:00 PM
ECC 350, 5701 Normandale Road, Edina, MN 55424

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

II. **Approval of Agenda**

School Board Work Session
Tuesday, November 17, 2026; 5:00 p.m.
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. 2027-2028 Courses General Add / Change Recommendations
B. Legislative Platform Discussion
C. Edina Virtual Pathways-Board Framing Conversation
D. Board Holiday Letter

IV. Leadership Updates

V. Adjournment

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

III. **Discussion**

III.A. 2027-2028 Courses General Add / Change Recommendations	**Speaker(s):** Jody De St. Hubert, Director of Teaching and Learning; Sarah Klitzke, Assistant Director of Teaching and Learning; and Mark Carlson, K-12 Science and Mathematics Coordinator

Edina Public Schools
DEFINING EXCELLENCE

Board Workshop: November 17, 2026

Title: 2027-2028 Courses General Add / Change Recommendations

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Sarah Klitzke, 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 changes to courses for School Board review. These proposals and recommendations are generated by district and building staff, reviewed and refined through a collaborative process and presented to the school board for discussion and approval.

Recommendation: Review the new course proposals for continued discussion in December and action in January.

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

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

Edina High School

Department: Business

Course Name: Accounting

Prerequisite: None
Grade: 10,11, 12
Length: Semester
Meets Requirement for: General Elective
Course Description: Unlock the "language of business" and build a foundational skill set for college and career success. This course introduces fundamental accounting principles, teaching you how to analyze real-world financial transactions and interpret results through financial statements. Additional topics in the class include cash control and business ethics. Every business decision relies on financial data. Mastering these concepts will give you a decisive edge in future college-level business classes and in any career path you choose.
Submitted by: Jodi Ramirez

Course Name: Personal Finance - Online Summer Option

Prerequisite: None
Grade: 11, 12
Length: Semester
Meets Requirement for: graduation requirement
Course Description: Online Summer Personal Financial Management introduces students to essential financial management skills to prepare them for independent living. Topics include financial psychology, budgeting, banking, credit, investing, career, paying for college, and more. Students will also analyze their own values and plans for the future in the context of these various topics. Instructional methods include articles, videos, discussions, activities, case studies, and games. This course will provide the same learning experience as the semester-long class, but requires a high level of time management, consistency, and commitment to complete all standards in a shorter time period and at a faster pace.
Submitted by: Jodi Ramirez

Edina High School, Valley View, and South View

Department: Math

Course Name: Compacted Algebra/Geometry 1

Prerequisite: Algebra 1
Grade: 7-9
Length: Full Year
Meets Requirement for: Mathematics
Course Description: This course is the first of a two year course cycle that will allow students to complete three years of high school mathematics in two years. Students taking this course will complete all of the Intermediate Algebra and the first semester of the Geometry content in this one year course.
Submitted by: Mark Carlson

CHANGES TO COURSES (in red)

Edina Elementary Schools

Department: Music

Past Position/Class Title Name: Vocal Music
Proposed Position/Class Title Name: General Music
Rationale: Transitioning the title from Vocal Music to General Music provides a more accurate representation of elementary music education and aligns directly with state and national standards. Elementary music extends well beyond vocal instruction to encompass the four core artistic processes: Creating, Performing, Responding, and Connecting. The title "General Music" reflects a comprehensive curriculum that actively engages students in playing instruments, music theory and literacy, movement, composition, and active listening alongside vocal performance.

Edina High School

Department: Social Studies

Course Name: Philosophy
In Person: SS4X34S1 or SS4X34S2
Prerequisite: None
Grade: ~~9,~~10,11,12
Length: Semester
Meets Requirement for: Social Studies Elective
Out of Class Work: Often
Past Description: Philosophy is a systematic critical inquiry into the natures of knowledge, ethics, and reality. Over the course of a semester, students will study philosophies throughout history from all over the world, as they arrive at their own conclusions and develop their own personal credos. This course will incorporate discussion, readings, debates, and writing as primary methods of instruction and assessment, and serves as an introduction to content frequently central to a collegiate liberal arts education.

Proposed Course Description: Philosophy is a systematic critical inquiry into the natures of knowledge, ethics, politics, the meaning of life and reality itself. Over the course of a semester, students will study philosophies throughout history, mostly from a Western perspective, as they arrive at their own conclusions and develop their own personal credos. This course will incorporate discussion, readings, debates, and writing as primary methods of instruction and assessment and serves as an introduction to content frequently central to a collegiate liberal arts education. This course is modeled after a 100 level college Philosophy course and covers much of the same material.
Submitted by: Chris Griggs

Course Name: Criminal Law
In Person: SS4X33S1 or SS4X33S2
Prerequisite: None
Grade: ~~9,~~10,11,12
Length: Semester
Meets Requirement for: Social Studies Elective
Out of Class Work: Periodically

Past Description: Criminal law, a semester-long course, will introduce students to the fundamentals of criminal law and liability, and develop the critical analytical skills (written and oral) necessary for the next generation EPS learner. Units of study will include basic requirements of criminal liability, the distribution of criminal liability, mistakes and omissions, significance of resulting harm, justification defenses, excuse defenses, and responsibility for who we are. The course will rely upon a variety of teaching strategies to supplement the materials in Paul H. Robinson's (5th edition) Criminal Law Case Studies.

Proposed Course Description: Criminal law, a semester-long course, will introduce students to the fundamentals of criminal law and liability, and develop the critical analytical skills (written and oral) necessary for the next generation EPS learner. Units of study will include basic requirements of criminal liability, the distribution of criminal liability, mistakes and omissions, significance of resulting harm, justification defenses, excuse defenses, and responsibility for who we are. We will also look in depth at homicide and the insanity defense as well as current events related to criminal law. The course will rely upon a variety of teaching strategies to supplement the materials in Paul H. Robinson's (5th edition) Criminal Law Case Studies. While there is no final exam we instead have a mock trial based on a real life murder case that was turned into a MN State Mock Trial Competition Case Study.

Submitted by: Chris Griggs

Course Name: Cultural Geography

In Person: SS4X16S1 and SS4X16S2
Prerequisite: None
Grade: 9
Length: Full year, S1 and S2
Meets Requirement for: Social Studies Graduation Credit, SY 26-27 Ethnic Studies Offering
Out of Class Work*:* Daily as needed
Past Description: Cultural Geography is a year-long course that will prepare students to develop the foundational inquiry and critical thinking skills to be successful in upper-level social studies classes, including AP courses. By pairing human geography with content and methodologies of ethnic studies, history, and civics, this course engages students in project-based learning to develop an understanding of cultural, linguistic, and ethnic differences as they enter a globalized job market and diverse community. Utilizing a variety of non-fiction texts builds and supports students' skills in reading as they embark on inquiry-based research, historical contextualization, and argumentation writing in a history day project. Cultural Geography supports students' development of personal and community identities, civic discourse, and reasoning skills. This course directly aligns with Strategy B in the Edina Public Schools Strategic Plan. It creates learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.

Proposed Course Description: Cultural Geography is a year-long course that will prepare students to develop the foundational inquiry and critical thinking skills to be successful in upper-level Social Studies classes, including AP courses. By pairing human geography with content and methodologies of ethnic studies, history, and civics, this course engages students in project-based learning to develop an understanding of cultural, linguistic, and ethnic differences as they enter a globalized job market and diverse community. The course uses a variety of non-fiction texts to build and support student skills in reading. Cultural Geography supports students' development of personal and

community identities, civic discourse, and reasoning skills. This course directly aligns with Strategy B in the Edina Public Schools Strategic Plan. It creates learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.

Submitted by: Chris Griggs

Course Name: Sociology

In Person: SS4X32S1 or SS4X32S2
Prerequisite: None
Grade: ~~9,~~ 10,11,12
Length: Semester
Meets Requirement for: Social Studies Elective
Out of Class Work: Periodically
Description: Sociology is a semester-long course that introduces and raises awareness of sociological concepts, theories, and issues. Following an introduction to the major (functionalist, conflict, and interactionist perspectives) the focus of the course turns to an examination of culture, society, socialization, groups and organizations, deviance, social and global stratification, class, race and ethnicity, gender studies, social movement, and the environment. Classroom activities include lectures, readings, debates, presentations, research projects, journal reviews, and a lot of discussion. There are no exams, this class is entirely project and paper based.

Submitted by: Chris Griggs

Course Name: AP African-American Studies

In Person: SS4X88S1 and SS4X88S2
Prerequisites: None
Grade: 11 (or 11-12)
Length: Full year, S1 and S2
Meets Requirement for: U.S. History
Out of Class work: ~~Periodically~~ Frequently
Fee: Advanced Placement Test Fee
Past Description: AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

Proposed Course Description: AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with a variety of primary and sources from the African diaspora. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course is intended to prepare students for taking the National Advanced Placement test in the spring.

Submitted by: Chris Griggs

Department: Science

Course Name: Comparative Anatomy

In Person: SC4X24S1 or SC4X24S2
Prerequisite: Biology, Enriched Biology or AP Biology (No change)
Grade: 10, 11, 12
Length: 1 Semester, S1 or S2
Meets Requirement for: Science Elective
Out of Class Work: Periodically
Past Description: This semester-long elective course is designed for any student who is curious about the incredible diversity of animals. Throughout the course, students will compare body structures between different animal groups, explore the evolutionary relationships among animals, and relate animal anatomy to the human body. Units of study include Invertebrates, Fish, Tetrapod Skeletons, Amphibians, Reptiles, Dinosaurs/Birds, and Mammals. Students will dissect earthworms, sharks, owl pellets, frogs, and turtles.

Proposed Course Description: This semester-long elective course is designed for any student who is curious about the incredible diversity of animals. Throughout the course, students will compare body structures between different animal groups, explore the evolutionary relationships among animals, and relate animal anatomy to the human body. Units of study include Invertebrates, Fish, Tetrapod Skeletons, Amphibians, Reptiles, Dinosaurs/Birds, and Mammals. Students will dissect earthworms, squid, yellow perch, owl pellets, and frogs.

Submitted by: Gavin McLean

Course Name: Enriched Chemistry

In Person: SC4X70S1 and SC4X70S2
Online: SC4V12S1 and SC4V12S2 - If the course is not viable, the student will be an in-person class.
Prerequisite: Physical Earth Science
Grade: 9-12
Length: Full Year, S1 and S2
Meets Requirement for: Chemistry
Out of Class Work: Periodically
Past Description: This year-long course is designed for students with a strong interest in the natural sciences. It is the most mathematically intensive of the two first-year chemistry offerings. Topics include the scientific method, properties of matter, atomic structure, the periodic table, energy relationships to chemical reactions, formula writing and equations, mole concepts, acid-base chemistry, and chemical bonding. Laboratory work is extensive and includes qualitative and quantitative analyses. Students will be expected to work on algebraic and numerical problems readily. This course lays the foundation for future study of biology, a graduation requirement, and meets state requirements for additional elective science coursework.

Proposed Course Description:
This year-long course is designed for students with a strong interest in the natural sciences. It is the most mathematically intensive of the two first-year chemistry offerings, so teachers recommend that students be in Geometry or a higher math class. Topics include the scientific method, properties of matter, atomic structure, the periodic table, energy relationships to chemical reactions, formula writing and equations, mole concepts, acid-base chemistry, and chemical bonding. Laboratory work is extensive and

includes qualitative and quantitative analyses. Students will be expected to work on algebraic and numerical problems readily. This course lays the foundation for future study of biology, is a graduation requirement, and meets state requirements for additional elective science coursework.

Submitted by: Gavin McLean

Department: Computer Science

Course Name: Web Page Coding 1

Proposed name change: Web Page Coding

In Person: TE4X61S1 or TE4X61S2

Online: TE4V61S1 or TE4V61S2 - If the course is not viable, the student will be assigned an in-person class.

Prerequisite: None

Grade: 9, 10, 11, 12

Length: 1 Semester, S1 or S2

Meets Requirement for: Elective

Out of Class Work: Periodically

Past Description: Students will study and experience technologies used in the planning, preparation, and maintenance stages of Web Design and Development. Students will create and format websites with HTML and Cascading Style Sheets (CSS). Topics studied include styling text, colors, borders, images, lists, blocks, links, tables, audio and video, current semantics, navigation bar design, responsive web pages, and advanced web page topics. Emphasis is placed on creativity, structure, and problem solving using the World Wide Web and Internet systems.

Proposed Course Description: Students will study and experience technologies used in the planning, preparation, and maintenance stages of Web Design and Development. Students will create and format websites with HTML and Cascading Style Sheets (CSS). Topics studied include styling text, colors, borders, images, lists, blocks, links, tables, audio and video, current semantics, navigation bar design, responsive web pages, and advanced web page topics. Students will also learn JavaScript basic programming concepts including some of the popular libraries available today to create interactive websites through a series of examples and projects. Emphasis is placed on creativity, structure, and problem solving.

Submitted by: Gavin McLean

Course Name: AP Computer Science Principles

In Person: MA4X85S1 and MA4X85S2

Prerequisite: Geometry

Grade: 9, 10, 11, 12

Length: Full Year, S1 and S2

Meets Requirement for: Elective

Out of Class Work: Daily

Past Description: AP Computer Science Principles is a computer science course designed to provide students with foundational computing skills and an understanding of the real-world impact of computer programming and innovations. This course is designed to be the equivalent of a first semester introductory college computing course. It uses personalized learning to reach all students, in that students are encouraged to apply creative processes when developing their thoughts and ideas and to explore questions that interest them. This course will focus on the fundamentals of computing, including problem solving, large scale data, the internet, and cybersecurity. Students will be assessed through a digital portfolio as well as through written assessments. They will

also become creators of content as they design, build, and create apps for android devices using MIT's App Inventor.

Proposed Course Description: This course is for students to learn the content of AP Computer Science Principles and be prepared to take the AP Exam. It focuses on the fundamental understanding of computers, networking, data conversion and use, and life in a digital world. Programming skills will be deepened throughout this course using the Python programming language. Topics that students will be introduced to include an introduction to programming, operators & logic, algorithms and control structures, lists, functions and procedures, the global impact of computing, bits and bytes, data and privacy, graphics and images, and the Internet and networking.

Submitted by: Jodi Ramirez

Course Name: **AP Computer Science A - JAVA Programming**

In Person: MA4X84S1 and MA4X84S2
Prerequisite: Algebra 2
Grade: 9, 10, 11, 12
Length: Full Year, S1 and S2
Meets Requirement for: Elective
Out of Class Work: Daily
Past Description: The College Board's Advanced Placement Computer Science syllabus will provide the framework for the course. Students will learn to write logically, structured computer programs based on an object oriented design. The Java programming language will be studied at a level comparable to a first-year college course. College credit may be awarded to students who complete the full year course and who successfully pass the AP exam in May. This course is intended to prepare students for taking the National Advanced Placement test in the spring.

Proposed Course Description: The Advanced Placement (AP) Computer Science A (CSA) course, developed by the College Board, introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. It is equivalent to a first-semester, college-level CS1 course.

Submitted by: Jodi Ramirez

Department: Family and Consumer Sciences

Course Name: **Interior Design**

In Person: FC4X40S1 or FC4X40S2
Online: FC4V40S1 or FC4V40S2 - If the course is not viable, the student will be assigned an in-person class.
Prerequisite: None
Grade: 9, 10, 11, 12
Length: 1 Semester, S1 or S2
Meets Requirement for: Fine Arts Elective
Out of Class Work: Minimal
Past Description: This course is designed to introduce students to interior design. Topics include room and home design, reading and drawing floor plans, application of color and design principles, room and furniture arrangement, and careers in the field of interior design. The project is designing and furnishing a house within a specific budget.

Proposed Course Description: This course introduces students to the fundamentals of interior design through hands-on projects and real-world design challenges. Students will explore color theory, the elements and principles of design, interior design styles, space planning and furniture arrangement, floor plans, and the selection of materials, furnishings, and finishes. Students will apply the design process to create functional and visually appealing spaces while working within project requirements and constraints.

Submitted by: Jodi Ramirez

Course Name: Intro to Foods

Proposed name change: Foods 1

In Person: FC4X31S1 or FC4X31S2
Prerequisite: None
Grade: 9, 10, 11, 12
Length: 1 Semester, S1 or S2
Meets Requirement for: Elective
Out of Class Work: Minimal
Past Description: This course is designed to introduce foundational skills in food preparation. Labs include learning knife skills and food safety, and the techniques of baking and cooking with a focus on a new cooking term each week. You will cook a variety of foods to learn these techniques.

Proposed Course Description: This course introduces students to the basics of food preparation and working in the kitchen. Students will learn essential knife skills, kitchen organization, food safety, and sanitation while preparing simple recipes that introduce fundamental cooking and baking techniques.

Submitted by: Jodi Ramirez

Course Name: Advanced Foods

Proposed name change: Foods 2

In Person: FC4X32S1 or FC4X32S2
Prerequisite: Foods 1
Grade: 9, 10, 11, 12
Length: 1 Semester, S1 or S2
Meets Requirement for: Elective
Out of Class Work: Minimal
Past Description: Following a set of cooking terms and methods learned in Intro to Foods, this course challenges students to apply these skills in advanced recipes, utilizing the terms in a variety of dishes. Students will also cook without a recipe using available ingredients to demonstrate an understanding of cooking methods. This course also involves each student cooking on their own twice during the semester.

Proposed Course Description: Students will build on the foundational cooking techniques and methods learned in Foods 1 while developing more advanced skills through a variety of baking and cooking recipes. Students will practice working with more complex techniques, ingredients, and recipes while building confidence and independence in the kitchen.

Submitted by: Jodi Ramirez

Course Name: International Foods

In Person: FC4X32S1 or FC4X32S2
Prerequisite: Foods 1
Grade: 9, 10, 11, 12
Length: 1 Semester, S1 or S2

Meets Requirement for: Elective
Out of Class Work: Minimal
Past Description: This course is designed to introduce students to international cuisine, trying new flavors and dishes. We will focus on a different country every one to two weeks, learning about that country and cooking food from the area. An emphasis of this course is global awareness and foods in other cultures.

Proposed Course Description: Students will explore cuisines from around the world while learning about the people, cultures, traditions, ingredients, and cooking techniques that shape them. Through hands-on cooking experiences, students will prepare recipes inspired by different regions and develop a greater understanding of food and culture.

Submitted by: Jodi Ramirez

Course Name: Child Psychology 2

In Person: FC4X24S1 or FC4X24S2
Online: FC4V24S1 or FC4V24S2 - If the course is not viable, the student will be assigned an in-person class.
Prerequisite: Child Psychology 1 and independent transportation to/from service learning.
Grade: 10, 11, 12
Length: 1 Semester, S2 only
Meets Requirement for: Elective
Out of Class Work: Minimal
Description: This course is for students who have already taken Child Psychology and want to delve deeper into its content. We will focus on early childhood education and related careers that involve working with children from birth to age 5. Course topics include career paths in early childhood education; history, theory, and foundations of early childhood education; principles of child development and developmental theories; developmentally appropriate activities for young children; and developmentally appropriate practices of guidance and discipline. Students will help lead the preschool lab and also participate in a service learning experience at Edina's Early Learning Center (students will help in one of the classrooms at the ELC once per week throughout the semester during our block period).

Submitted by: Jodi Ramirez

Department: World Language

Course Name: Latin 5/CIS

In Person: WL4X88S1 and WL4X88S2
Prerequisites: Latin 4
Grade: 11 and 12 (Students may take this course both years - 2027-28 is Year A)
Length: Full Year, S1 and S2
Meets Requirement for: Elective
Out of Class Work: Daily
Past Description: Latin 5 - College in the Schools studies the literary works of the classical authors Caesar and Vergil. Literary works, grammar reviews, stylistic devices, poetic meter, and vocabulary are studied. By reviewing the lives of the authors and their places in Roman history, the students examine their impact on ancient times and the writing of later poets. This course is run as a University of Minnesota course 3003 and 3004. University of Minnesota credits may be transferred to other higher education institutions of students' choice.

Proposed Course Description: Latin 5 - CIS offers an in-depth study of classical Latin literature through alternating annual curricula, therefore students may choose to take this course twice. In Year A, students take Intermediate Latin Prose (LAT 3003), focusing on unadapted passages from ancient prose authors such as Caesar and Cicero, rhetoric, and political history. In Year B, students take Intermediate Latin Poetry (LAT 3004), examining Roman epic and poetic works with an emphasis on Vergil's Aeneid, poetic meter, and stylistic devices. Enrolled students in either curriculum engage in comprehensive grammar reviews, vocabulary expansion, and historical analysis to evaluate the cultural impact of Roman authors on ancient times and later literature. To enhance active language proficiency, students regularly participate in speaking and writing practices.
This course is run as a University of Minnesota dual-enrollment class. Depending on the enrollment year, students earn 4 university credits for either LAT 3003 or LAT 3004, which may be transferred to other higher education institutions of the student's choice.

Submitted by: Kim Caster

Department: Mathematics

Math is currently in the exploration phase of implementation science and will potentially have additional proposals to ensure alignment with new Minnesota Math standards at the December 8th School Board Meeting.

DROP COURSE

Edina High School

Department: English / Language Arts

Course Name: **Composition: Creative Writing**
Delete ONLINE ONLY: LA4V15S1 or LA4V15S2
What considerations lead to this drop request? Proposed removal of the online-only section to align instructional delivery with Minnesota State Academic Standards, which require interactive peer workshops, real-time conferencing, and collaborative writing processes. Creative Writing will continue to be offered in person.
Submitted by: Tess Bademan

Department: Social Studies

Course Name: **AP Human Geography Elective**
What considerations lead to this drop request?There is now a full-year AP Human Geography course that is available to 9th grade students. The elective course is no longer needed. AP Human Geography (full-year) or Cultural (Standard) Geography courses, both for 9th grade students.
Submitted by: Chris Griggs

Department: Science

Course Name: **Online Physical Earth Science**
Delete ONLINE ONLY: SC4V06S1 and SC4V06S2

What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Chemistry**
Delete ONLINE ONLY: SC4V12S1 and SC4V12S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Enriched Chemistry**
Delete ONLINE ONLY: SC4V70S1 and SC4V70S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Biology**
Delete ONLINE ONLY: SC4V11S1 and SC4V11S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Enriched Biology**
Delete ONLINE ONLY: SC4V76S1 and SC4V76S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Environmental Studies**
Delete ONLINE ONLY: SC4V22S1 and SC4V22S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Human Anatomy**
Delete ONLINE ONLY: SC4V23S1 and SC4V23S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Comparative Anatomy**
Delete ONLINE ONLY: SC4V24S1 and SC4V24S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Organic Chemistry**
Delete ONLINE ONLY: SC4V25S1 or SC4V25S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: Online Astronomy
Delete ONLINE ONLY: SC4V06S1 and SC4V06S2
What considerations lead to this drop request? Low enrollment number for several years, never ran as a course at EHS.
Submitted by: Gavin McLean

Course Name: **Online Forensics**
Delete ONLINE ONLY: SC4V27S1 or SC4V27S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online Science or Myth**
Delete ONLINE ONLY: SC4V06S1 and SC4V06S2
What considerations lead to this drop request?Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online AP Biology**
Delete ONLINE ONLY: SC4V84S1 and SC4V84S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online AP Chemistry**
Delete ONLINE ONLY: SC4V86S1 and SC4V86S2
What considerations lead to this drop request? Low enrollment number for several years.

Course Name: **Online AP Physics**
Delete ONLINE ONLY: SC4V06S1 and SC4V06S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Course Name: **Online AP Environmental Science**
Delete ONLINE ONLY: SC4V88S1 and SC4V88S2
What considerations lead to this drop request? Low enrollment number for several years.
Submitted by: Gavin McLean

Department: Computer Science

Course Name: **Independent Computer Language Study**
In Person: TE4X12S1 or TE4X12S2
What considerations lead to this drop request? This course has run very seldomly and there is little student interest in this course. Students can choose between many other computer science courses and learn many computer languages with the current computer science courses.
Submitted by: Jodi Ramirez

Course Name: **Web Page Coding 2**
IN PERSON: TE4X62S1 or TE4X62S2
ONLINE: TE4V62S1 or TE4V62S2
What considerations lead to this drop request? There has been little student interest in taking this course, and it has not run very often. With some revision of Web Page Coding 1, students will be able to learn many of the skills in this course in Web Page Coding 1.
Submitted by: Jodi Ramirez

Department: Family and Consumer Sciences (FACS)

Course Name: **Intro to Foods (Proposed name change above to Foods 1)**
Delete ONLINE ONLY: FC4V31S1 or FC4V31S2
What considerations lead to this drop request? Due to the hands-on nature of this course, it is better served in person.
Submitted by: Jodi Ramirez

Course Name: **Intro to Education**
Delete ONLINE ONLY: FC4V22S1 or FC4V22S2

What considerations lead to this drop request? We haven't run this class for many years due to low enrollment and it gets confused with Education Experience (our Kids Club class). Students could take Child Psych 1 or 2 or Education Experience instead.
Submitted by: Jodi Ramirez

Course Name: **Fashion Design**
IN PERSON: FC4X11S1 or FC4X11S2
What considerations lead to this drop request? This class has consistently low enrollment and requires many resources to operate. Students can take Interior Design or one of the many art classes instead.
Submitted by: Jodi Ramirez

Course Name: **Child Psychology 1**
Delete ONLINE ONLY: FC4V21S1 or FC4V21S2
What considerations lead to this drop request? Due to the hands-on nature of this course, it is better served in person. Students can take the in person version of this course instead.
Submitted by: Jodi Ramirez

Course Name: **Child Psychology 2**
Delete ONLINE ONLY: FC4V24S1 or FC4V24S2
What considerations lead to this drop request? Due to the hands-on nature of this course, it is better served in person. Students can take the in person version of this course instead.
Submitted by: Jodi Ramirez

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 2027.

COURSE TITLE	SCHOOL	COST IN CURRICULUM WRITING HOURS **All curriculum writing costs will be absorbed by T & L.*	COST IN MATERIALS
Accounting	EHS	Curriculum = 20 hours of curriculum Approximately **$800**	**Technology**: Students will use their own device. - - - - - - - - - - - - - - - - - - **Curriculum/Materials:** $20-40 per student. The class will utilize an online textbook with a current licensing fee of $40 per year. Because this class is a semester long and potentially running the first and second semester, we can reuse the license second semester reducing the overall cost below the $40 per year licensing fee per student. - - - - - - - - - - - - - - - - - - **PD:** none - - - - - - - - - - - - - - - - - - **On-going Costs:** Yearly online textbook licenses
Personal Finance - online summer option	EHS	**Curriculum** = Estimated number of hours needed - 8 to set up summer course as it will be a little different than a semester online. Approximately **$320**	**Technology**: Students will use their own devices. - - - - - - - - - - - - - - - - - - **Curriculum/Materials:** Online text/assessments - working on getting a cost estimate - - - - - - - - - - - - - - - - - - **PD:** none - - - - - - - - - - - - - - - - - - **On-going Costs:** Yearly online textbook licenses.

III.B.	Legislative Platform Discussion	**Speaker(s):** Dan Arom and Michael Birdman, Edina School Board Members

Board Meeting Date: 11/17/2026

Title: Legislative Platform Discussion

Type: Discussion

Presenter(s): Dan Arom and Michael Birdman, Edina School Board Members

Description: In previous years, the Edina School Board has developed an annual legislative platform based on recommendations from the Legislative Action Committee. The platform has generally reflected a combination of legislative priorities and recommendations developed by statewide education organizations, collaboration with neighboring districts, EPS Administration, LAC member research on issues and priorities specific to Edina Public Schools and the Edina community.

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

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

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

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

- If a platform is developed, what is the advocacy action plan (e.g. legislative outreach, student engagement, and community advocacy campaigns) and who will be accountable for coordination and execution.

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

III.C. Edina Virtual Pathways-Board Framing Conversation	**Speaker(s):** Karen Gabler, Edina School Board Chair

Board Meeting Date: 11/17/2026

Title: Edina Virtual Pathways-Board Framing Conversation

Type: Discussion

Presenter(s): Karen Gabler, Edina School Board Chair

Background Information: During recent board discussions and board topic-planning check-ins, all seven board members expressed interest in understanding the current reality and context around Edina Virtual Pathway (EVP) and through a two-way conversation exploring if this program is fulfilling the mission, vision and outcomes expected of our programming.

Description: Tonight's conversation is strictly a board member conversation narrowing in on why we want to look at this program and what specific questions we have regarding EVP. The goal of tonight's conversation is to better frame what the Board has an interest in knowing and understanding about this program, with a long term outcome being agreed upon benchmarks, outcomes and expectations for this program.

Each board member is being asked to come to the discussion able to briefly share their answer to this question:

> "*What is your core strategic interest in this topic, and what outcome or clarity are you hoping the board achieves within the next year?*"

Once the specific scope is established, the Board and Superintendent will partner on a mutually agreed upon future date to bring information back to the Board on these specific questions. Current district priorities and staff capacity will be a part of the conversation.

Recommendation: The board will individually provide their priorities and we will come to a consensus on information desired and strategic, high-level questions we are desiring to answer through this ongoing process.

Desired Outcomes from the Board: Outcomes for tonight's conversation are:

- A clear scope from the Board as to questions and information needed to have an initial informed Governance level conversation about Edina Virtual Pathway,

- A designated date, or an agreement of a future window of time, in which the Board will receive the information and hold an initial conversation with administration around program assessment, metrics, outcomes and alignment with district mission, vision and values.

Attachment: EVP-Board Framing Conversation

III.D.	Proposed Board Holiday Letter	**Speaker(s):** Elliot Mann, Edina School Board Member

Board Meeting Date: 11/17/2026

Title: Proposed Board Holiday Letter

Type: Discussion

Presenter(s): Elliot Mann, Edina School Board Member

Description: Annually, before Winter Break, the board finds a way to acknowledge district employees to show our appreciation for their hard work and contribution to our success. If the Board chooses to send a letter or written communication, it needs to be approved by the Board at our 12/7 meeting.
Director Mann and Chair Gabler have both reviewed the letter.

Recommendation: There is no recommendation at this time.

Desired Outcomes from the Board: Review the communication and come to the work session ready to discuss any changes you would like to see. After our discussion, the next step will be to approve the letter, with any agreed upon changes, in the 12/7 Consent Agenda.

Attachment(s): Draft Holiday letter

IV. **Leadership Updates**

V. **Adjournment**