

Work Session

Tuesday, November 28, 2023 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. Determination of Quorum and Call to Order

II. Approval of Agenda



DEFINING EXCELLENCE

**School Board Work Session
Tuesday, November 28, 2023; 5:00 PM
ECC Room 350**

- I. **Determination of Quorum and Call to Order**
- II. **Approval of Agenda**
- III. **Discussion**
 - A. Board Legislative Action Committee (LAC) 2024 Legislative Platform Discussion
Description: The School Board approved board goals for the 2023-24 school year that include legislative advocacy as a priority. This work aligns with advocacy priorities outlined in the district's [2020-2030 Strategic Plan, Strategy E: Engage Parents, Schools and Community](#).
Presenter(s): Legislative Action Committee: Julie Greene, Chair; Dan Arom, Board Member; and Janie Shaw, Board Member
 - B. 2024-2025 Secondary Course 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
- IV. **Leadership and Committee Updates**
- V. **Superintendent Updates**
- VI. **Adjournment**

III. Discussion

III.A. Board Legislative Action Committee (LAC)
2024 Legislative Platform Discussion



Board Meeting Date: November 28, 2023

Title: Board Legislative Action Committee (LAC) 2024 Legislative Platform Discussion

Type: Discussion

Presenter(s): Legislative Action Committee: Julie Greene, Chair; Dan Arom, Board Member; and Janie Shaw, Board Member

Description: The School Board approved board goals for the 2023-24 school year that include legislative advocacy as a priority. This work aligns with advocacy priorities outlined in the district's [2020-2030 Strategic Plan, Strategy E: Engage Parents, Schools and Community](#).

Recommendation: Review and be prepared with questions and feedback on the 2024 Legislative Platform.

Desired Outcomes from the Board: Board reaches consensus through discussion to move LAC 2024 priorities and plan forward for Board approval in January.

Attachment(s): 2024 LAC Legislative Platform DRAFT

2022-2023 School Board Goals (Approved)

Board Goal (2): *Elevate the Edina School Board within the District, State and Nation in order to advocate for the needs of the school community and best meet the needs of our district stakeholders.*

Key actions:

- *Board continues state and federal legislative advocacy efforts for public school education funding by following year 3 of the LAC plan.*
- *Board participates in leadership opportunities at local and national meetings/conferences (MSBA, AMSD, etc.) to elevate work of the board and successes in the district.*

Measurable impact:

- *Board LAC committee implements year 3 of LAC plan including increased community and legislative engagement.*
- *Full board actively participates in LAC efforts, as identified.*

To achieve these goals, the Board also approved a three-year plan for the Legislative Action Committee (LAC) in January, 2022. The 2023-24 school year is Year 3 of this plan.

For Board Review and Discussion:

Below please find the 2024 Legislative Platform, and the 2023-24 LAC Goals and Action plan for Board review and discussion:

1) 2024 LAC Legislative Platform

The LAC is proposing the attached 2024 legislative platform for Board consideration. These priorities are grounded in the Board's 2024 legislative priorities with suggested changes developed in collaboration with district leadership, Dr. Stacie Stanley and Jody Remsing, Director of Student Services and Special Education and partner organizations including AMSD, MSBA and MASE, and additional aligned organizations as references.

2) 2023-2024 LAC Goals and Action Plan (Year 3)

The LAC sets goals and builds a calendar of LAC efforts in collaboration with Superintendent, Dr. Stacie Stanley and Director of Student Services and Special Education, Jody Remsing. These goals reflect hopeful outcomes of the LAC work this year. The committee meets on a monthly basis.

➤ 2023-24 LAC Goals

- 1) *Advocacy efforts lead to priorities being realized at legislative session;*
- 2) *New and current relationships with all EPS legislative representation are developed and strong;*
- 3) *Community gains better understanding of legislative priorities, the impact on students and engages in LAC advocacy efforts with student voice amplified;*
- 4) *Collaboration with aligned partners proves an effective tactic of advocacy efforts.*
- 5) *Implementation of LAC action plan is effective (committee engagement, capacity, admin support, event success)*

➤ 2023-24 LAC Action Plan

Through events, engagement, communication and community outreach, the LAC plans to advocate through a variety of means including, but not limited to, the following:

- Ongoing conversations with current and new local and national legislators in effort to build strong relationships
- Host pre-session legislative event to communicate priorities to legislators and larger community
 - 100% participation from local representative and at least one national representative
 - Attendance includes school board, community members and student representation outside of LAC, district admin and city leadership
- Continue to build communication base for info sharing and outreach
 - Revitalize social media platforms to welcome students and the Edina community to participate in planned LAC efforts

- Focus on traditional media efforts targeted to students (Zephyrus) and community (Sun Current, Star Tribune), as appropriate
- Track and support legislative bills and their development at local and national level to help identify opportunities for advocacy outreach
- Engage in AMSD and MSBA legislative efforts related to 2024 priorities with participation in meetings and advocacy opportunities; identify additional partnership alignment opportunities for synergy in efforts (MACE, MDE, National PTA, AAP, etc)
- Collaborate with neighboring school districts' LAC efforts and activities for shared practices and synergy opportunities
- School board actively participate in planned LAC activities
- Attend at least 1 MN education related Committee meetings related to 2024 priorities
- Participate in at least 1 day of advocating at state capitol
- Secure at least 1 student testimony during legislature session

Edina Public Schools | 2024 LEGISLATIVE PLATFORM IDEAS FOR DISCUSSION

1. STABILIZE EDUCATION FUNDING

> Increase basic formula allowance for FY 25 by an additional 2% to help offset costs related to inflation and provide funding for the new programs adopted in the 2023 legislative session including Paid Family Medical Leave, Earned Sick and Safe Time, The READ Act, and Unemployment Insurance; and

2. STRENGTHEN AND SUPPORT SPECIAL EDUCATION PROGRAMS

> Reduce special education paperwork requirements to allow teachers to spend more time with students; and

> Federal funding outreach

> Study shortage of special education para support.

3. ENSURE SAFE, MODERN SCHOOL FACILITIES AND INCREASE MENTAL HEALTH SUPPORT FOR STUDENTS AND STAFF

> Increase the Safe Schools levy and state aid to allow school districts and intermediate school districts to:

1. Support 21st century brick and mortar and cyber security needs
2. Hire additional support staff or develop programming resources to address the mental health needs of students and staff
3. Increase statewide capacity to provide intensive mental health services for children and youth experiencing mental health crises; and

> Clarify language related to the use of physical restraints to ensure the safety of students and staff.

4. INCREASE AND DIVERSIFY TEACHER WORKFORCE

> Remove barriers and provide incentives to address the shortage of substitute teachers, school bus drivers, paraprofessionals, and other staff; and

> Continue to expand programs and incentives to attract, develop and retain teachers of color; and

> Maintain multiple pathways to licensure in the tiered licensing system.

5. TECHNOLOGY EDUCATION, LITERACY & ETHICS

> Assistive technology best practices & training

6. SUSTAINABILITY/GREEN INITIATIVES

> Electric buses, charging stations, solar panels

> Reduce Food Waste & Recycling

References:

[2024 MSBA Legislative Platform](#)

III.B. 2024-2025 Secondary Course General Change
Recommendations



Board Workshop Date: 11/28/2023

Title: 2024-2025 Secondary Course General Change Recommendations

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning

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 12.11.23 and action will occur at the 1.8.24 Board Meeting.

Desired Outcomes from the Board: Review the course information and provide feedback.

Appendix A:

Tentative Budget Proposals

Attachments:

1. [EHS Course Catalog for Reference](#)

New Course Proposals: EVP

Department: EVP Language Arts

Course Title: Communications - Research and Practice

Prerequisite: None

Grade: 9-12

Length: Semester

Meets Requirement for: English 12 - Group B

Fee: None

Course Description: Students will practice listening skills, develop logical arguments and understand the relationship between nonverbal, interpersonal and small group communication. Additionally, students will evaluate the text and delivery of famous speeches to understand the craft of public speaking. Students will record themselves giving speeches, and watch their own progress as the semester progresses. Also, successful students are willing to make mistakes, and reflect upon them, to refine their public speaking skills. Independence, curiosity and technological resiliency are other important factors for success in this course.

Department: EVP Business

Course Title: Investing 101: Stocks, Bonds, and Mutual Funds

Prerequisite: None

Grade: 9-12

Length: Semester

Meets Requirement for: General Elective

Fee: None

Course Description: In this introduction to investing course, students will learn the basics of stocks, bonds, and mutual funds. The main topics include: 1) the time value of money and how it drives investing; 2) uncertainty and the trade-off between risk and return; 3) the history of capital markets; 4) major stock indexes; (5) managing a diversified portfolio, and (6) corporate strategy.

Department: EVP Elective - AVID

Course Title: College Prep with AVID Strategies

Prerequisite: None

Grade: 7-12

Length: Semester

Meets Requirement for: No

Fee: None

Course Description: This course will focus on getting prepared for college expectations by growing the skills of writing, inquiry, collaboration, organization, and reading (WICOR) through AVID strategies. AVID stands for Advancement Via Individual Determination and is a grade 7-12 system of enrichment. Students are taught study skills, note taking, time management, writing and research skills, while being immersed in a college-going culture. Coursework will include varied subjects and categories. One core focus of this class will be students practicing those WICOR skills through topics related to core classes and current events. The other core focus of this class is career and college exploration. Students will research post-secondary options, investigate potential careers, and learn their own preferences for life after high school. Ultimately, this class will help prepare students to be successful and independent in a rigorous college environment and global world.

Drop Course: High School

Department: Family and Consumer Sciences

Course Title: Relationships Course (In FACS dept)

Purpose: The staff member who created the curriculum and was going to have the bandwidth to teach it (and the one who added the course), is no longer teaching in the district.

Change Course Name: High School

**With course name changes nothing changes in the registration booklet but the title of the class.*

Department: Family and Consumer Sciences

Course Title: Creative Foods

Purpose for Proposed Change: The name suggests that they will be making typical recipes in new and unexpected (creative) ways. However, this is our entry level class and as guided by state FACS framework we spend much of our time covering cooking basics and following the My Plate model to guide each unit (we cover fruit, vegetables, Meat, Fish, Grains etc.). It's usually typical, easy-to-make recipes that serve as a foundation for more advanced skills/recipes and more advanced classes. It is also our pre-requirement for taking International or Advanced Foods courses and yet the name doesn't imply that that is the case.

**This is not the course description. This gives background on why the name change to the title.*

Change name to new Course Title: Intro to Foods

Change Course Description: High School

Department: Art

Course Title: AP Art Studio 2D

Purpose for Proposed Course Description: College Board changed the portfolio requirements, and we consequently need to update our description. There is minimal change except what the sections of the portfolios are called.

Course Description: This combo class contains both the AP 2D Art and Design and the AP Drawing courses. This is serious, college level course that will address the following learning outcomes: the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one's work. Unlike students in some other AP courses taken at our school who are assessed by a written exam alone, students in this course will be assessed through two portfolio assessments which both contain written sections. Students will create and submit a **sustained investigation portfolio** (60%) as well as a **selected works portfolio** (40%) that are evaluated at the end of the school year for possible college credit.

Course Title: AP Art Studio 3D

Purpose for Proposed Course Description: College Board changed the portfolio requirements, and we consequently need to update our description. There is minimal change except what the sections of the portfolios are called.

Course Description: AP Studio Art 3D is a rigorous year-long art course that offers potential college credit. AP Studio Art 3D is for serious, motivated art students. This course will address the following learning outcomes:

the ability to (1) conduct a sustained investigation through practice, experimentation, and revision, guided by questions; (2) skillfully synthesize materials, processes, and ideas; and (3) articulate, in writing, information about one’s work. Unlike other AP courses assessed by a written exam alone, students in this course will be assessed through two portfolio assessments which both contain written sections. Students will create and submit a **sustained investigation portfolio** (60%) as well as a **selected works portfolio** (40%). These portfolios are evaluated by the College Board at the end of the school year for possible college credit.

Appendix A: TENTATIVE BUDGET PROPOSALS

The following budget requests are all being reviewed in collaboration with Teaching Staff, Teaching and Learning, and DMTS. 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
Business				
Investing 101: Stocks, Bonds, and Mutual Funds	EVP	Curriculum = 12 Hours ----- - Approximately \$600	Technology ----- Curriculum: \$500 ----- On-going Consumable: \$0	
Elective				
College Prep with AVID Strategies	EVP	Curriculum = 36 Hours ----- Approximately \$1,800 <i>*split between T & L an EVP budgets</i>	Technology: No additional ----- Curriculum: \$0 ----- On-going Costs: Subscription to AVID weekly \$675. AVID Partners per site - could add to existing HS Subscription	

Edina High School ELA Course Proposals

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.

**“We are the course kids
have to take; we want to be
the course kids want to
take.”** Edina ELA Teacher

EDINA ELA DISTINCTIVES (by the end of Phase 3)

- 4 AP Courses
- 4+ CIS/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 CIS 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!

Phase 1

Phase I Rationale

- Differentiation through course options in order to better meet student needs and learning styles: moving students along the continuum of student-led learning
- Student choice to increase student engagement
- All courses work to meet the same goal: prepare students to be successful in higher level English courses (CIS and AP)
- CIS course partnerships provide enhanced professional development

Survey

Course Description: A survey course is a study of many types of literature and nonfiction. With teacher-supported reading and discussion, this course will prepare students to gain the critical thinking to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses. In thematic units featuring short stories, nonfiction, poetry, plays, and novels, students will improve their reading, discussion, research, grammar, and writing skills. This course meets state graduation requirements.

Roundtable

Course Description: A roundtable is a gathering for discussion. With a student-led accelerated format, students will read short and long fiction and nonfiction in preparation for this discussion-based class. Students will extend their reading, discussion, research, grammar, and writing skills to prepare for the critical thinking needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses.

Survey Provides:

- Classwork and discussions are directed by the classroom teacher.
- Students engage with a high level of teacher leadership.

Both provide:

- MN State Standards instruction
- Preparation for AP and CIS Courses
- Consistent themes and learning outcomes
- Rigorous reading and writing
- Rich discussion
- Both in class and out of class work

Roundtable Provides:

- Classwork and discussions are guided by the classroom teacher and directed by the students.
- Students engage with a high level of student leadership.

New proposal will split up AP Literature and AP Language into TWO new courses AND offer College in the Schools (CIS) in EHS:

AP Language and Composition (full-year course)

AP English Literature and Composition (semester course)

CIS: Intro to Literature (semester course paired with AP Lit)

CIS: Writing Studio (semester course)

College in the Schools

CIS: Intro to Lit (University of Minnesota) and AP English Literature and Composition

This is an intensive two-semester course requiring substantial reading, writing, discussion, and critical thinking throughout the semester. Students read poetry, short fiction, novels, nonfiction, and plays, and should come to class ready to participate in class discussion.

College In the Schools: Writing Studio (University of Minnesota)

WRIT 1201 introduces students to general writing strategies encountered at the college level. Through frequent practice and feedback, students learn to see writing as a tool for learning and a vehicle for the expression of ideas and informed views. Students also learn a working vocabulary for discussing writing.

Phase 2: 11th and 12th Grade Reimagined
Phase 3: Additional AP courses & travel option

Phased Approach New/Revised Courses	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 CIS Intro to Lit + AP Lit CIS: Writing Studio</p> <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 CIS Intro to Lit + AP Lit</p> <p>Semester Long Courses: CIS: Writing Studio U.S. Lit I, U.S. Lit II, or CIS 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 Reimagined CIS: American Lit</p>	<p>Full Year Courses: AP Language CIS Intro to Lit + AP Lit AP Seminar AP Research</p> <p>Semester Long Courses: Literature of Place + Travel CIS: Writing Studio 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)</p>

What could the on-ramps look like? **Courses with acceleration**

Grade 9	Grade 10	Grade 11	Grade 12
Grade 9 Survey	Grade 10 RT	CIS Writing Studio & CIS Creative Writing	AP Language OR CIS Intro to Lit. & AP Literature-- full year
Grade 9 Survey	Grade 10 Survey	US Lit I & Public Speaking	World Lit + Theater & CIS Creative Writing
Grade 9 RT	Grade 10 RT	AP Lang--full year	CIS Intro to Lit. & AP Literature-- full year
Grade 9 RT	Grade 10 Survey	Graphic Nov/Advent. Lit & CIS Writing Studio	Lit. of Place & Journalism/Podcasts
Grade 9 Survey	Grade 10 Survey	US Lit I & US Lit II	CIS Creative Writing & Hero/Mythology

Questions?



Board Workshop Date: 11/28/2023

Title: 2024-2025 Secondary Social Studies Course Recommendations

Type: Discussion

Presenter(s): **Jody De St. Hubert, Director of Teaching and Learning**, Bethany Van Osdel, Assistant Director of Teaching and Learning; Erik Anderson, Edina High School Social Studies Content Lead

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 Social Studies recommendations are being brought forth due to new legislation and to comply Edina High School must reorganize the course offerings for Social Studies in 2024-2025. It is important to note that in addition to these course recommendations for 2024-2025, Teaching and Learning is conducting a full K-12 Social Studies curriculum review in collaboration with curriculum design teams of building staff using the implementation science process. The Social Studies Guiding Change document will be brought to the board workshop for feedback and questions on December 11th.

Recommendation: Review the new course proposals and changes for discussion. An additional discussion will occur at the Board Meeting on 12.11.23 and action will occur at the January 8th, 2024 Board Meeting.

Desired Outcomes from the Board: Review the course information and provide feedback.

Appendix A:

Tentative Budget Proposals

Attachments:

1. [EHS Course Catalog for Reference](#)
2. [Board Presentation](#)

New Course Proposals: High School

Department: Social Studies

Course Title: Cultural Geography

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

Fee: None

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 understandings in 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 to 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.

This course fulfills state standards in Geography and Ethnic Studies as well as partial standards in Government and US History.

Background for Social Studies new course:

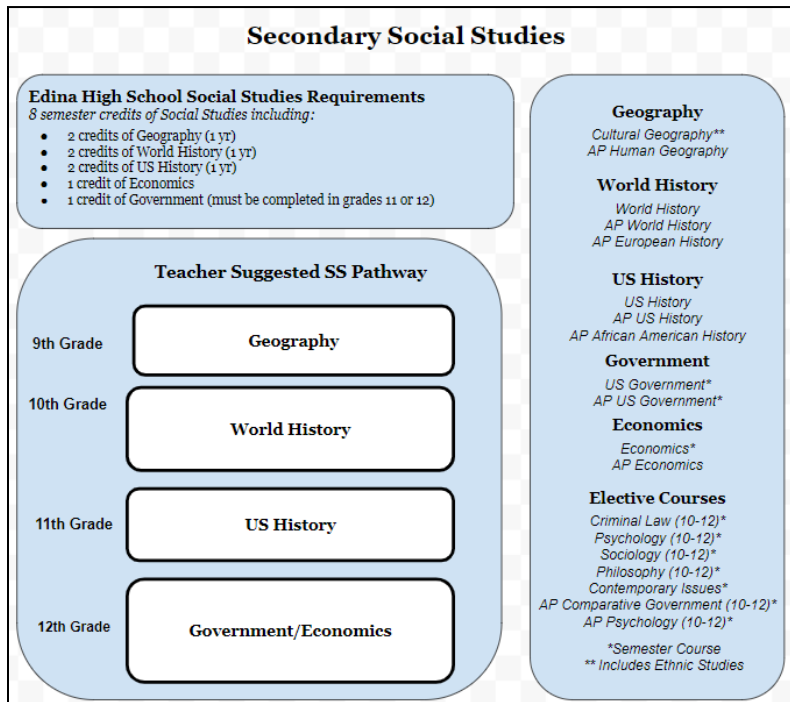


Citizenship and Government Changes Summary of change: Students will be required to take a course for credit in citizenship and government in 11th or 12th grade beginning with students entering 9th grade in 2024-25 school year. This course is part of the existing 3.5 credits in social studies, and does not increase credits required to graduate. Students can substitute an advanced placement, international baccalaureate, or other rigorous course on government and citizenship for this requirement. It is allowable for districts to create an interdisciplinary course in 11th or 12th grade or revise an existing course offering so long as that includes the majority of the citizenship and government benchmarks and the other citizenship and government benchmarks are taught in a class in an earlier grade. It is imperative that all students are taught and given the opportunity to demonstrate learning in all of the Social Studies benchmarks between 9th and 12th grade. Districts are no longer required to administer the civics test to high school students.

Effective date: Course requirement is effective beginning with the students entering 9th grade in the 2024-25 school year, to coincide with the intended implementation date of the 2021 Academic Standards in Social Studies in 2026-27.

In order to comply with the legislation, Edina High School must reorganize the course offerings for Social Studies in 2024-2025. Currently, EHS has a yearlong government course in 9th grade. The legislative updates now require that the government standards are taught in 11th or 12th grade. To make this shift, 9th grade will now have a yearlong Geography class in place of the Government course in 9th grade. The team recommends the following approach:

- Increase from 7 to 8 credits of Social Studies:
 - 9: Full year course encapsulating Geo, Civics and Ethnic Studies Standards
 - Option to take AP Human for the full year instead. Some Gov standards would need to be embedded into AP Human.
 - 10: World/Euro/APWorld (all full year)
 - 11: US/APUSH/APASS (all full year)
 - 11 or 12: Econ (Sem) and Gov (Semester)
 - APGov (Semester)
 - AP Econ (Semester)



Beginning in 2024 Adding 1 credit to Social Studies		
New	Changing	Staying the Same
<ul style="list-style-type: none"> ● Cultural Geography (new course) as an option to meet the requirements in Grade 9 	<ul style="list-style-type: none"> ● AP Human Geography moving from a 10-12th grade semester elective to the full year side by side option to meet the requirements in grade 9. 	<ul style="list-style-type: none"> ● All other courses are staying the same.

Change Course : High School

Course Title: AP Human Geography

Prerequisite: None

Grade: 9,10,11,12

Length: Full Year, S1 and S2

Meets Requirement for: Social Studies Elective

Out of Class Work: Daily as needed

Fee: None

This course requires students to compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. On completion of this course students must demonstrate how to use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in place, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluate the regionalization process, and characterize and analyze the interconnections among places. This course is intended to prepare students for taking the National Advanced Placement test in the spring.

Reason: AP Human Geography moving from a 10-12th grade semester elective to the full year side by side option to meet the requirements in grade 9.

Course	Curriculum	Curriculum Writing/PD	Other expenses
Approximate Totals for 24-25:	\$25,000	\$5,600	\$0
Cultural Geography	Cost of curricular materials TBD	\$2,800 20 hours per teacher (4 teachers)	None
AP Human Geography	none	\$2,800 20 hours per teacher (4 teachers)	None

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**