



Board Workshop Date: 1/8/2024

Title: Extended Travel Purpose Alignment with Strategic Plan

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, Edina High School Assistant Principal

Description: In order to ensure tight alignment to the current Edina Public Schools Mission, Vision, and Strategic Plan the School Board has asked to review Extended Travel Experiences being offered to Edina students, specifically in regards to equitable access for each and every. Per [Travel Policy 538](#) Extended Travel is defined as “travel that involves one or more overnight stops.”

Recommendation: Review the information provided on extended travel for discussion.

Desired Outcomes from the Board: Review the extended travel information and bring questions and feedback to the discussion.

Attachments:

[Student Travel Report for 3.4.19 Board Work Session Discussion](#)

[Travel Policy 538](#)

Appendixes:

Appendix A: All Extended Travel Flow Map

Appendix B: Extended Field Trip and Travel Application

Appendix C: Portrait of a Well-Rounded Edina Graduate

Appendix D: The Cultural Proficiency Framework

Travel Policy 538 Background Information:

In March of 2019 a report was brought to the school board with recommendations for changes to [Travel Policy 538](#). In the report it was stated that “Field trips that extend classroom learning have been, historically, a valued part of the EPS K-12 learner experience.”

The three categories of travel are instructional, supplemental and extended:

1. Instructional travel is travel that takes place during the school day and is required as a part of a basic education program or course.
2. Supplemental travel is optional travel in which students voluntarily participate, which enhances a basic education program or course.
3. **Extended travel is travel that involves one or more overnight stops. Extended travel may be instructional or supplementary. An extended travel request form must be completed and approved. All Edina Extended travel offerings are supplementary.**

For the purpose of this report the remaining information will be focused on extended travel.

There are three different types of extended travel:

1. Regional Travel is defined as a travel experience that occurs within 700 miles of the Twin Cities metropolitan area, but outside the definition of “local travel.”
2. National Travel is defined as a travel experience that occurs within the 48 contiguous states, but outside the definition of a “regional travel.”
3. International Travel is defined as a travel experience to Hawaii, Alaska, or otherwise outside of the 48 contiguous states

In order to ensure that extended travel is properly planned and aligned with educational content standards all extended travel follows a carefully outlined approval process noted in Appendix A. After reviewing approved travel companies for possible partnership, the next critical step is for the staff member who is sponsoring the extended travel experience to complete the extended field trip and travel application in Appendix B and review it thoroughly with building administration.

Extended travel is communicated with the School Board through information, consent, and/or approval.

	Regional Travel	National Travel	International Travel
Timeline for Approval	4 months in advance	4 months in advance	12 months in advance
Who Approves	Building Principal *With notification to the school board.	Building Principal and the Director of Teaching and Learning under consult from the Superintendent. *With notification to the school board.	School Board must approve after the Building Principal and the Director of Teaching and Learning under consult from the Superintendent to provide initial approval and take to the school board for review,

			modifications if needed, and action.
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Current Edina Extended Travel Experiences:

Currently extended travel in Edina happens at all levels (elementary through high school) to varying degrees.

At the elementary and middle schools there is little to no extended travel. Each travel experience at the elementary and middle school happens on a yearly basis and aligns with specific district programming such as Continuous Progress and French Immersion.

Yearly Extended Travel Experiences at Edina Elementary and Middle Schools

School	Extended Travel Experience	Month	Type of Extended Travel	Cost	Participation #'s
Highlands	All 4th/5th grade and 2/3 CP Environmental Camps	October, February, May	Regional	\$175 to \$250	This is offered for all students with the majority attending.
Normandale	Back to Back Bordeaux	June	International	\$4,500	25
Countryside	CP camp	May	Regional	\$145 to \$200	This is offered for all students with the majority attending.
Valley View	Quebec	June	International	\$2,673	60

At Edina High School there are many more opportunities for extended travel. On a yearly basis the opportunities happen both nationally and internationally in most of the same content areas. The locations and learning standards of the travel experience, however, vary from year to year.

2022-2023 Edina High School Extended Travel Experiences:

Content Area	Extended Travel Experience	Month	Type of Extended Travel	Approximate Cost	Approximate Participation #'s
Social Studies	Washington, D.C. *rescheduled from 21	October 2022	National	\$1,987	79
Social Studies	Vietnam	December 2022	International	\$4,000	20
Choir	Chicago	Spring Break 2023	National	\$882	125
Band	Eastern Caribbean	Spring Break 2023	International	\$3,400	80
Social Studies	Washington, D.C.	Spring 2023	National	*Canceled & rescheduled for fall of 2023	

Social Studies	Spain	Summer 2023	International	\$4,320	40
Science	Madagascar	Summer 2023	International	\$5,000	30
Yearbook	San Diego	Summer 2023	National	\$1,400	7
Science	Glacier National Park	Summer 2023	National	\$2,100	9

2023-2024 Edina High School Approved Extended Travel Experiences:

Content Area	Extended Travel Experience	Month	Type of Extended Travel	Approximate Cost	Approximate Participation #'s
Social Studies	South Korea Exchange	October 2023	International	\$3,000	15 to 25
Social Studies	Washington D.C. *rescheduled from 22-23	Fall 2023	National	\$2,000	177
Yearbook	Boston	November 2023	National	\$1,500 to \$2,000	11
Marching Band	Plymouth, Boston & New York City	November 2023	National	\$1,500 to \$2,000	150
World Language	France	February 2024	International	\$2,000 to \$2,500	25
Orchestra	St. Thomas Virgin Islands	March 2024	International	\$3,500 to \$3,800	30 to 50
Choir	Los Angeles	April 2024	National	\$1,699	125
Social Studies	Washington DC	April 2024	National	\$1,934	194
Social Studies	Germany & France	June 2024	International	\$4,749	40
STEM	Germany & Switzerland	June 2024	International	\$4739	15
Career and Tech	Japan	June 2024	International	\$5,351	25
Science	Croatia	July 2024	International	*Canceled & rescheduled, then canceled again and now for Portugal 2024.	

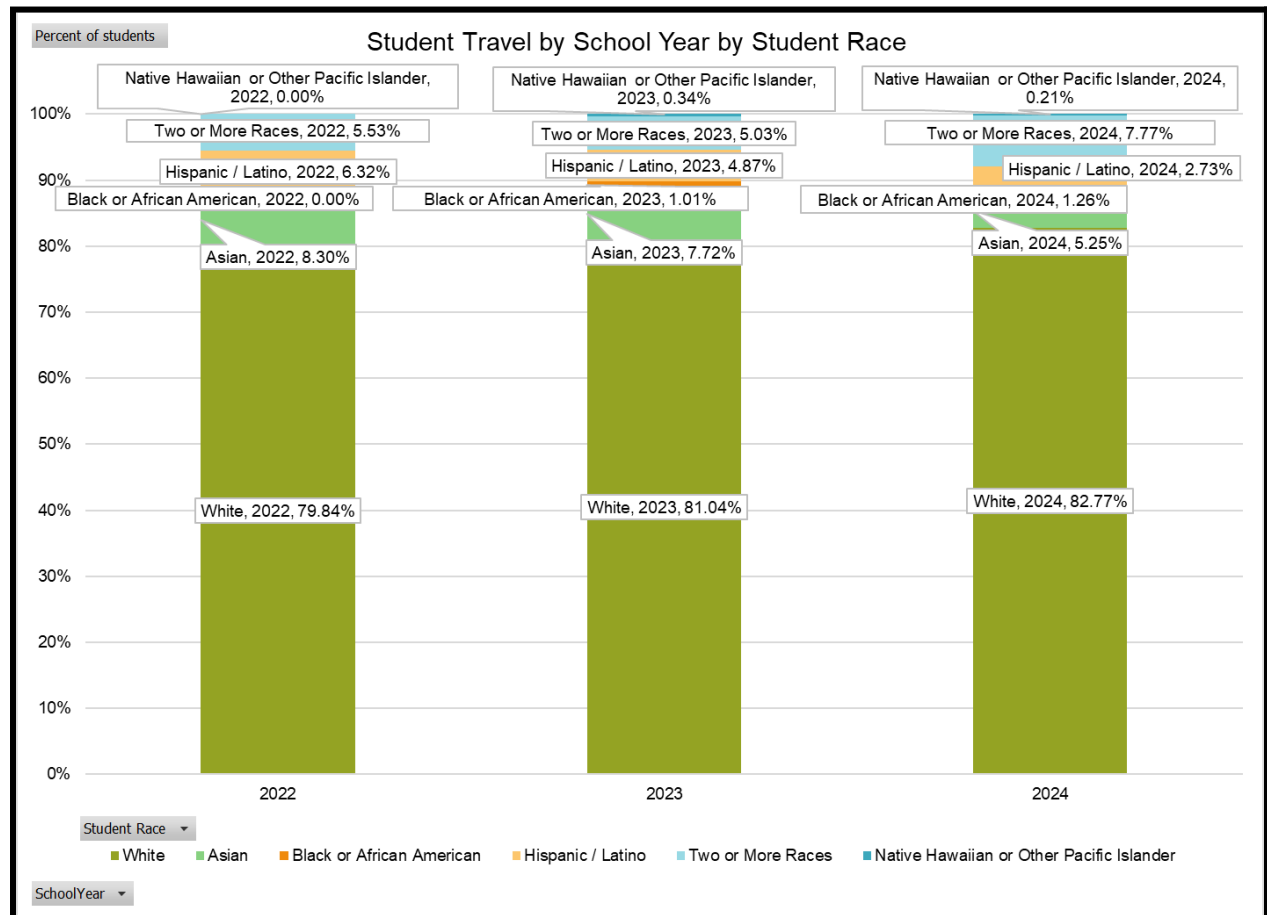
Proposed 2024-2025 Edina High School Extended Travel Experiences: *Currently all international experiences are listed below. National experiences are still in process according to board time lines.*

Content Area	Extended Travel Experience	Month	Type of Extended Travel	Approximate Cost	Approximate Participation #'s
Science <i>*see note below</i>	Portugal	October 2024	International	\$4,500	32
World Language	France Exchange	February 2025	International	\$2,000 - \$2,500	25
Music: Band	Italy	March 2025	International	\$3,995	90
Global Scholars	Zimbabwe	March 2025	International	\$5,550	20
Social Studies	Argentina	June 2025	International	\$5,979	45
Science	Costa Rica	July 2025	International	\$4,350	16

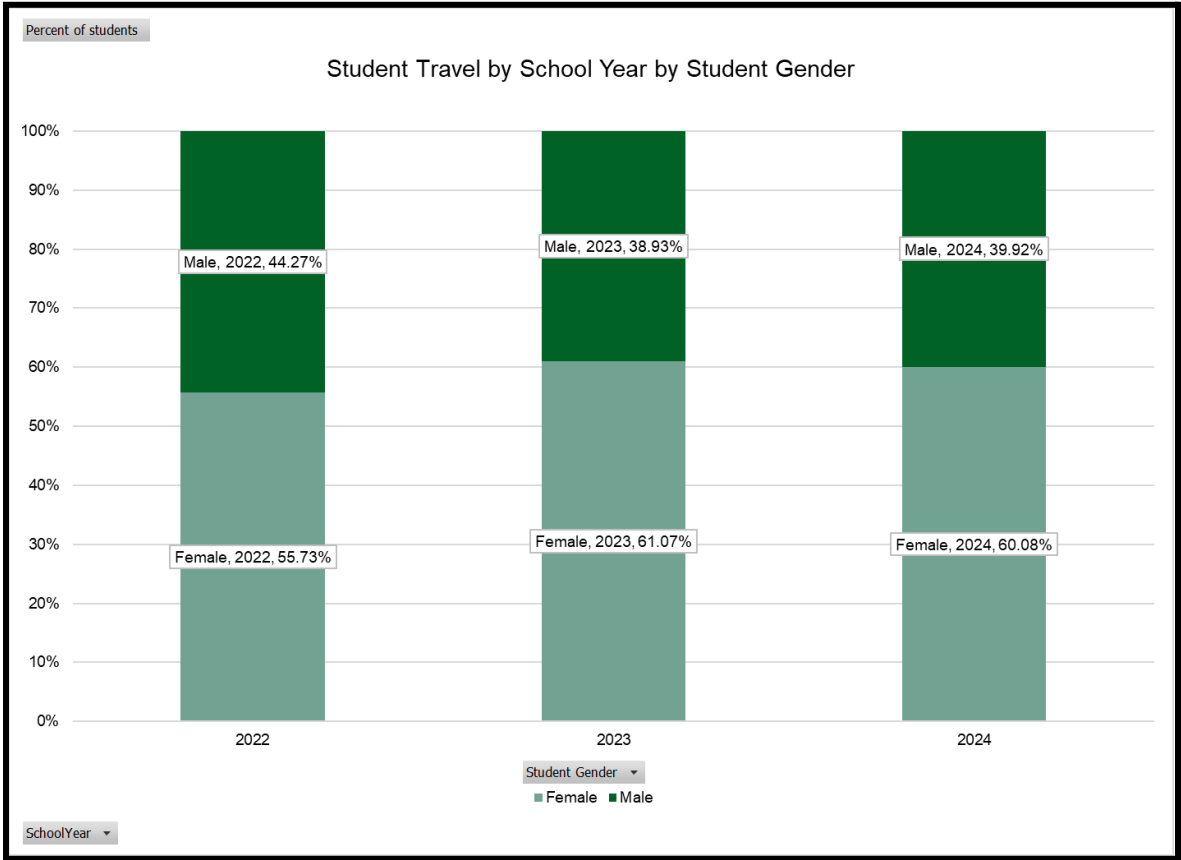
*Following Travel Policy there would not be 2 experiences from the same content area. This was an experience that has been canceled twice.

Student Demographic Data For Secondary Extended Travel:

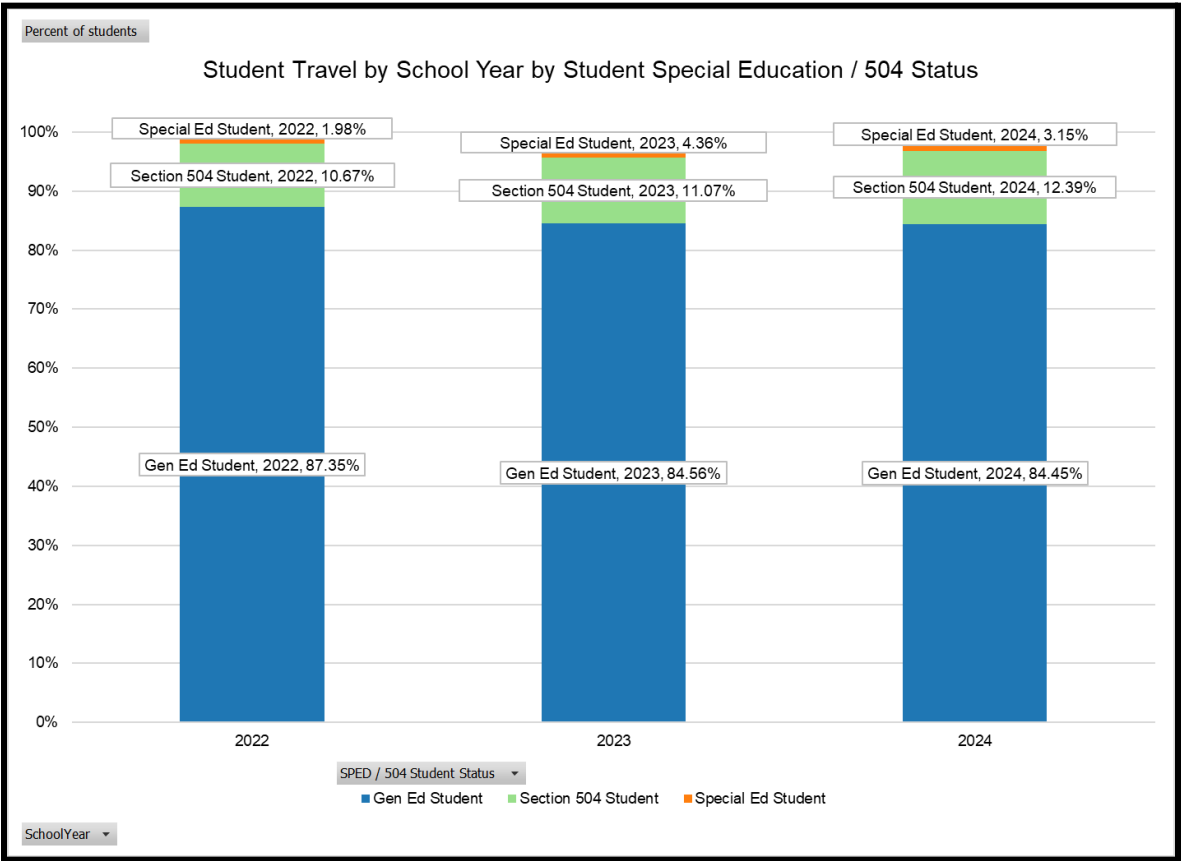
Student Race Distribution



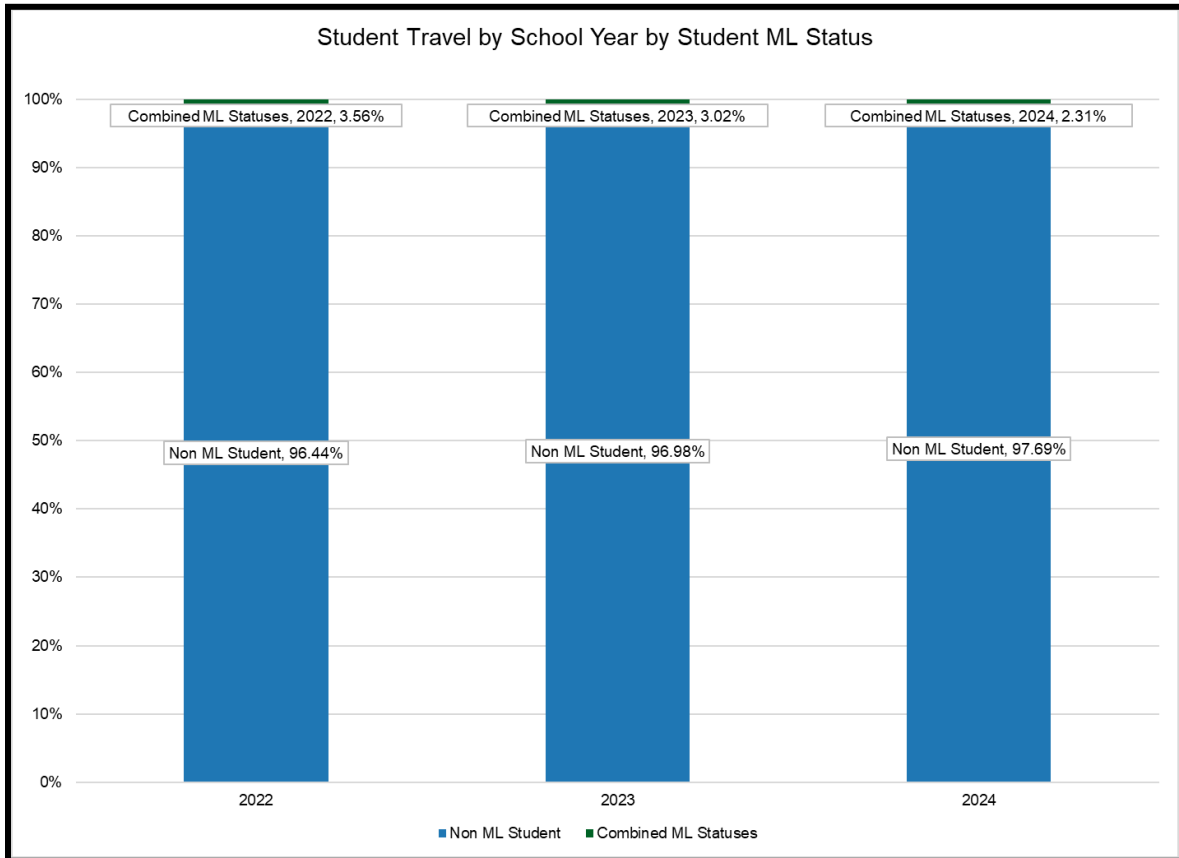
Student Gender Distribution



Student Special Education / 504 Status Distribution

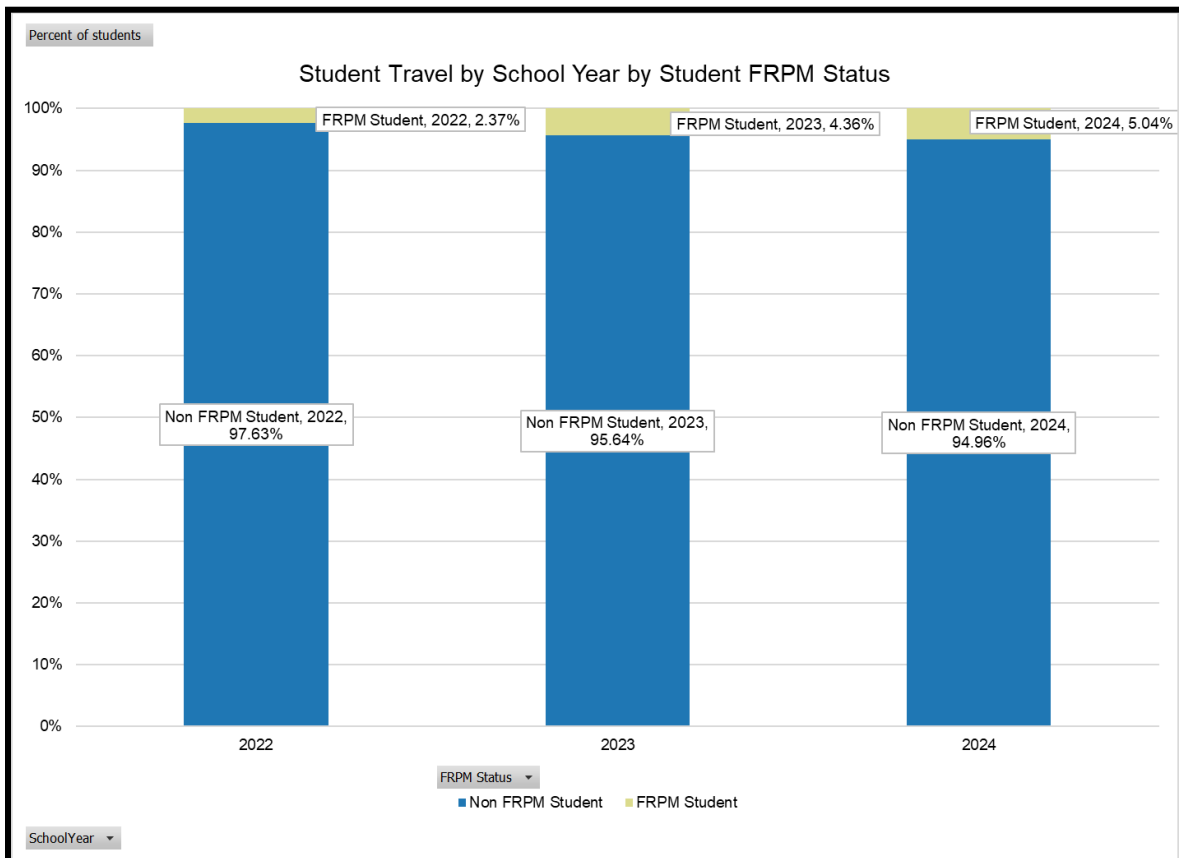


Student ML Status Distribution



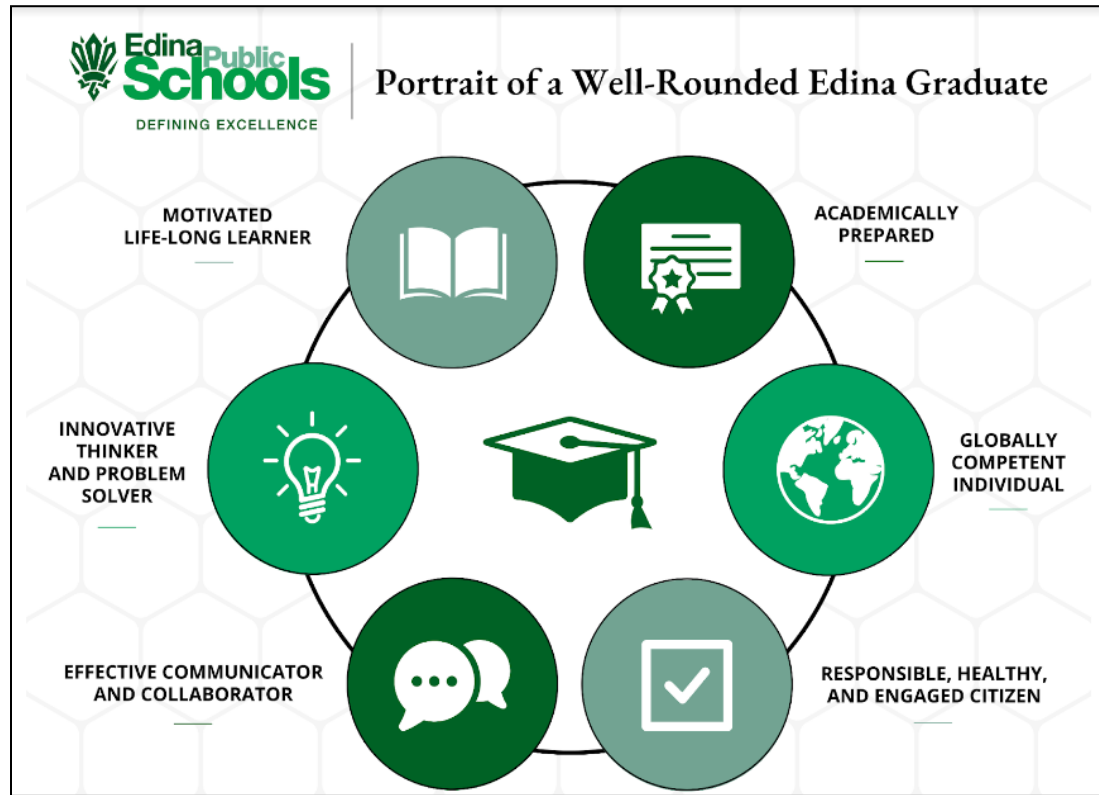
* All ML Student Statuses, Prior ML, ML Monitor, ML Student, Declined ML Service have been combined.

Student Free / Reduced Priced Meals (FRPM) Distribution



Student Experiences:

As each extended travel experience comes to the board for individual discussion and approval, it is clear that the sponsors of the experience are committed and passionate Edina Educators defining excellence. Each experience is deeply aligned with the Portrait of a Well-Rounded Edina Graduate, as well as rigorous academic standards.



Continuous Improvement in Extended Travel:

In alignment with the Edina Public Schools Mission Statement the patterns of data require inquiry, critical thinking, and continuous improvement. The following are areas that specifically require attention to ensure each and every student has access to extended travel as a choice in their Edina experience.

1. Current Reality of Extended Travel Costs:
 - a. The base cost of all extended travel experiences continues to rise.
 - b. With the uncertainties of post-covid travel the need for more comprehensive insurance plans are growing, thus adding additional costs to the base fees.

Recommendations for Discussion:

- a. Complete annual reviews on caps for students travel experience cost based on changing travel industry standards.
- b. Commit to working with organizations that are culturally proficient in their approach to funding extended travel. For example companies that maintain high standards at reasonable costs and offer scholarship/funding opportunities.
- c. Continue to ensure that content areas offer both an international and national experience because the national costs are more affordable.

2. Current Reality for Each and Every to Afford Participation in Extended Travel:
 - a. All of our travel experience sponsor educators are committed to ensuring students who would like to join an experience can when students proactively reach out.
 - b. Our data demonstrates there is an opportunity gap for students of color, students who qualify for meal benefits and students in special education.
 - c. A variety of fundraising/financial support is offered for students expressing interest including but not limited to:
 - i. Selling products
 - ii. Group fundraising experiences
 - iii. Edina Give and Go: There is an increased need for the \$1,000.00 per student allocation to be used for tutoring and extra-curricular fees in alignment with the Edina Give and Go mission. While families are highly appreciative of the community's investment and support of Edina Give and Go, access to money for extended travel is very minimal or not truly available at all.
 - d. There are individual travel experience scholarships:
 - i. Boosters in the music areas (approximately 5 to 10% of students access on a yearly basis)
 - ii. Organizations that support the mission of the experience (For example 7 students applied for and received the Ann Bancroft scholarship for the recent Madagascar experience)
 - iii. Family donations
 - iv. Travel company scholarships and/or fundraising (approximately 1 to 4 students access on a yearly basis)
 - e. Long standing travel experiences in content areas or choice programming sometimes offer proactive payment plans.

Recommendations for Discussion:

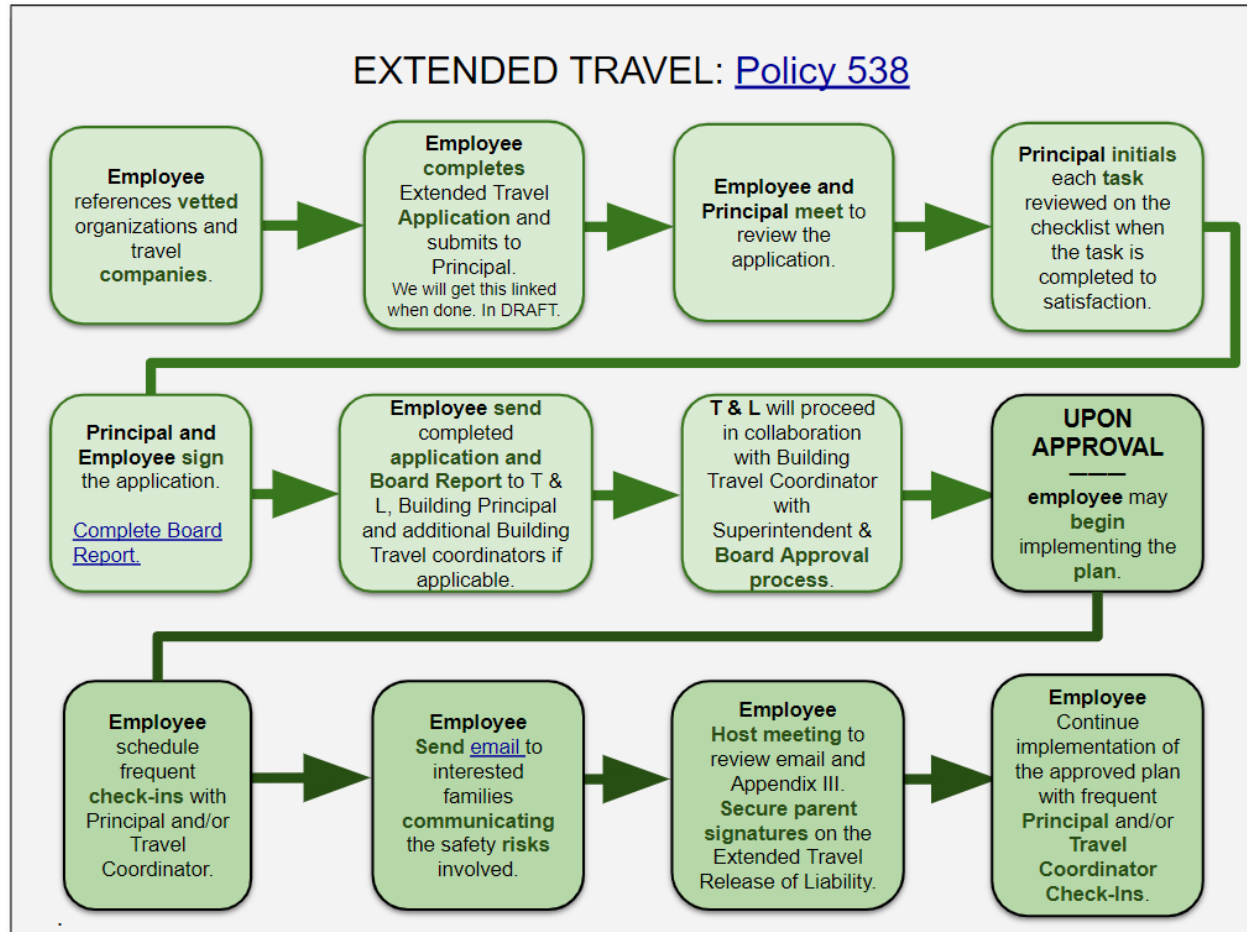
- a. Create proactive processes in collaboration with students and families that ensure staff are communicating the extended travel opportunities to each and every student and family, along with clear communication on opportunities for financial support and payment plans over an extended period of time. Include co-development of fundraising opportunities as part of this process.
- b. Utilize the Culturally Proficient Continuum in Appendix D when co-creating any fundraising/financial support plans. Proactively take steps to ensure all students are able to participate in fundraising. For example, selling a product is not easy for a student or family with limited access to family in the area. Ensure the fundraising has the potential to pay for 25 to 50% of the travel experience at a minimum and for students/families that need additional support ensure individual plans are developed for scholarship in alignment with d and e.
- c. Take Edina Give and Go off as a funding source option for individual students.
- d. Create intentionality with the tracking of and support in accessing current scholarship opportunities.
- e. Explore the development of an Edina community partnership to create an additional scholarship resource.

- f. Include an option to donate on all extended travel information.
3. Current Reality for Each and Every to Know About and Access Extended Travel Opportunities:
- a. Long standing travel experiences have an opportunity to ensure all families have knowledge of the opportunity. This is currently occurring in a variety of different ways from meetings to written emails.
 - b. Many of the extended travel opportunities are offered in choice programming in K-12. For example Continuous Improvement, French Immersion, and Music all have extended travel opportunities.
 - c. Current extended travel opportunities are communicated in a variety of different ways with little consistency across opportunities. There is a strong possibility that students and families are likely unaware that the opportunities exist.

Recommendations for Discussion on Knowledge and Access:

- a. Ensure consistent multi-year plans of communication for all long standing travel experiences that occur in multiple modalities and using translations. Develop these plans in collaboration with students and families to ensure a partnership in development and implementation.
- b. Continue to develop a consistency of extended travel offered in content areas. Although the locations may vary, the offerings for content areas and grade levels remain consistent.
- c. Develop a communication system for extended travel that is consistent, done in multiple languages, and extends to a wider portion of the population.
- d. While honoring that there is diversity within and between cultures (Guiding Principle of The Culturally Proficiency Framework in Appendix D), create a “Child Find” Recruitment Process. Recruitment is the use of quantitative and qualitative data to identify students who may not be accessing extended travel and, yet, may be a good fit for particular offerings. Once identified, there is a process for asking the students to participate and supporting access if there is interest. The process might involve individual conversations and phone calls home. This process is a collaborative effort of district leaders, site leaders, teachers, support staff, counselors and families working together through a culturally proficient lens.
- e. Throughout the frequent check-ins during the planning phase of an extended travel experience, ensure the sponsoring teacher is using The Culturally Proficiency Framework (Appendix D) in planning and that the necessary support to proactively support an engaging and safe experience for each and every student participating is in place.

Appendix A: [All Extended Travel Flow Map](#)



Appendix B: [Extended Field Trip and Travel Application](#)

Extended Field Trip and Travel Application			
Preliminary Approval			
Request time before a trip: 4 months-Extended Regional / 6 months-Extended National / 18 months-International			
Student Travel Policy 538			
Group Extended Field Trip Coordinator: _____			
GROUP	School	Group/Class	Estimated # of Students
	Estimated # of Students Grade		# of School Personnel
	Elem	MS	9 10 11 12
DESTINATION	Destination		Address
	Mode of Transportation		Miles Round Trip
GOAL	Educational Goal or Objective: alignment with competencies / standards		
LODGING/ MEALS	Lodging and Meal Arrangements		
TIME	Dates of Trip ____/____/____ thru ____/____/____	Days Absent: when school is in session	Days Absent: Non-school days/ vacation time
COST	Estimated Cost Per Student \$_____	Source of Funding:	
		<input type="checkbox"/> Student <input type="checkbox"/> District <input type="checkbox"/> Fundraise	

Extended Field Trip and Travel Application	
Preliminary Approval	
SIGNATURES	CHECKLIST FOR PLANNING AN EXTENDED FIELD TRIP Meet with your Principal and go through each task on the check list. Principal should initial each task, when approved.
	<input type="checkbox"/> Consult Policy 538 for detailed guidelines for field trips/travel. ____ Initial
	<input type="checkbox"/> Ensure the safety level for all locations included in the travel are at a 1 or 2 . This includes travel through a location. There will be no travel approved that involves any location on the itinerary at a level 3 or above. ____ Initial
	<input type="checkbox"/> Include detailed plan for safety . What are you considering? How will you be proactive? ____ Initial
	<input type="checkbox"/> Review school policies pertaining to student conduct. ____ Initial
	<input type="checkbox"/> Plan to give a list of names and phone numbers of traveling student and their families/volunteer adults to the principal as a component of the safety plan . ____ Initial
	<input type="checkbox"/> Have chaperones confirmed and fully committed. ____ Initial
	<input type="checkbox"/> International Travel: secure administrator participants. ____ Initial
	<input type="checkbox"/> Confirm with travel company if it is possible that other groups are scheduled or may join your group. Include this knowledge in safety plan . ____ Initial
	<input type="checkbox"/> Ensure parent communication before/during/after trip. Include pre communication email aligned to Policy 538 . ____ Initial
	<input type="checkbox"/> Ensure an insurance option will be available to families. ____ Initial
	<input type="checkbox"/> Include provision for fundraising plan and attach. ____ Initial
	<input type="checkbox"/> Ensure that reasonable accommodations are made for students with disabilities. ____ Initial
	<input type="checkbox"/> Submit a request for transportation form, if needed, three weeks prior to the trip. ____ Initial
	<input type="checkbox"/> Submit preliminary application at least four months before local/regional trip, six months before national trip, and eighteen months before international trip. ____ Initial
Signatures required Staff Submitting Form _____ <i>I acknowledge the above has been reviewed by the Principal and I am responsible to implement</i> Principal _____ <i>I acknowledge the above has been reviewed with the staff organizing the trip and approve</i> Superintendent _____ <i>Required Superintendent signature: International only</i>	
Copies sent to: Jody De St. Hubert , Director of T & L, at the District Office. Jenn Carter , HS Asst. Principal, Extended Travel Facilitator Principal in your building	

Established: 7/18/2010
Revised: 11/8/2023

Form: 538-12

Student Travel Policy 538

Appendix C: Portrait of a Well Rounded Edina Graduate



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 D: The Culturally Proficiency Framework

THE CULTURAL PROFICIENCY FRAMEWORK

Cultural proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The four tools of cultural proficiency are the **Elements**, the **Continuum**, the **Barriers** and the **Principles**.

THE ESSENTIAL ELEMENTS - Standards for Planning, Analyzing, Assessing, Diagnosing & Evaluating

Assess Cultural Knowledge: Develop an understanding of the culture (beliefs, practices, traditions, values, assumptions) of a system or program/department within a system.

Value Diversity: Develop an appreciation for the differences among and between groups

Manage the dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment

Adapt to Diversity: Expand, modify and/or adopt new policies and practices that support diversity, inclusion and belonging.

Institutionalize Cultural Knowledge: Monitor system updates to ensure the modifications are deeply embedded into the working systems of the organization, department, and/or program.

CULTURAL PROFICIENCY CONTINUUM

Unhealthy Organizational Practices that Foster Intolerance & Exclusion

Healthy Organizational Practices that foster Transformation & Belonging

DESTRUCTION	INCAPACITY	IGNORANCE	PRE COMPETENCE	COMPETENCE	PROFICIENCY
<i>Eliminate difference</i>	<i>Demean differences</i>	<i>Dismiss differences</i>	<i>Respond inadequately to the dynamics of difference</i>	<i>Engage with differences using the essential elements as stands</i>	<i>Esteem and learn from differences as a lifelong practice</i>

BARRIERS to overcome to ensure each and every student has an opportunity to participate in extended travel experiences

- Unawareness of the need to adapt
- Resistance to change
- Systems of the oppression and privilege
- A sense of entitlement

Proactive Behaviors, Shaped by the **PRINCIPLES**

- Culture is a predominant force
- People are served in varying degrees by the dominant culture
- There is diversity within and between cultures

	<ul style="list-style-type: none"> ● Every group has unique culturally-defined needs ● People have personal identities and group identities ● Marginalized populations have to be at least bicultural ● Families, as defined by culture, are the primary systems of support ● The diverse thought patterns of cultural groups influence how problems are defined and solved ● The absence of cultural competence anywhere is a threat to competent services everywhere
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From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012

www.TheRobinsGroup.org