



**Board Meeting Date:** 2/12/2024

**Title:** Extended Travel Purpose Alignment with Strategic Plan

**Type:** Information

**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.”

Following the Board Workshop Discussion on 1/8/2024 and a Teaching and Learning Board Committee discussion on 1/9/2024, the Teaching and Learning Department recommends maintaining the current extended travel experiences in Edina Public Schools. This recommendation means approving the current international travel proposals and supporting the current national and regional travel proposals for 2024 through 2026. In addition, the Teaching and Learning Department recommends conducting an in depth study of the extended travel experiences, specifically engaging in a root-cause analysis to understand the access and opportunity gaps in experience for some Edina students. Following the root-cause analysis a thorough plan to respond to the information will be completed and implemented. This will be a collaborative effort with representation from all Edina stakeholder groups. Finally, the Teaching and Learning Department recommends continuing to ensure tight alignment with the Edina Vision and Mission, 2020-2030 Strategic Plan, the Portrait of a Well-Rounded Edina Graduate, and travel Policy 538.

**Recommendation:** N/A

**Desired Outcomes from the Board:** This information is provided for the benefit of the Board of Education and its stakeholders.

**Attachments:**

[Extended Travel Purpose Alignment with Strategic Plan Board Report](#)

[Travel Policy 538](#)

**Appendixes:**

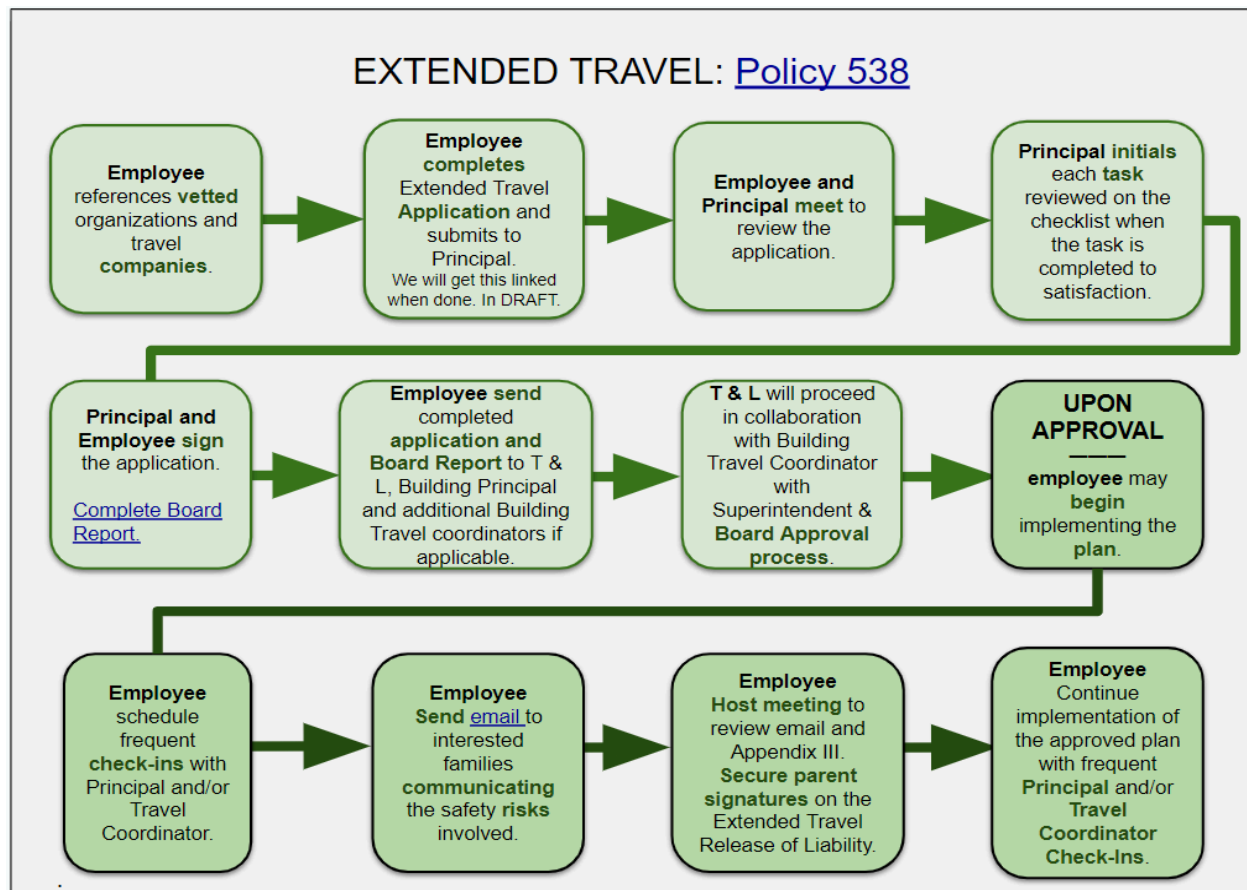
Appendix A: All Extended Travel Flow Map

Appendix B: Extended Field Trip and Travel Application

Appendix C: Portrait of a Well-Rounded Edina Graduate

Appendix D: The Cultural Proficiency Framework

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 <a href="#">Policy 538</a>			
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	Miles Round Trip
	Mode of Transportation		
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	<b>CHECKLIST FOR PLANNING AN EXTENDED FIELD TRIP</b> Meet with your Principal and go through each task on the check list. Principal should initial each task, when approved.
	<input type="checkbox"/> Consult <a href="#">Policy 538</a> for detailed guidelines for field trips/travel. ____ Initial
	<input type="checkbox"/> Ensure the <b>safety level</b> for all locations included in the travel are at a <b>1 or 2</b> . 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 <b>plan for safety</b> . 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 <b>safety plan</b> . ____ 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 <b>safety plan</b> . ____ Initial
	<input type="checkbox"/> Ensure parent communication before/during/after trip. Include <b>pre communication email</b> aligned to <a href="#">Policy 538</a> . ____ 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 <b>four</b> months before local/regional trip, <b>six</b> months before national trip, and <b>eighteen</b> months before international trip. ____ Initial
Signatures required <b>Staff Submitting Form</b> _____ <i>I acknowledge the above has been reviewed by the Principal and I am responsible to implement</i> <b>Principal</b> _____ <i>I acknowledge the above has been reviewed with the staff organizing the trip and approve</i> <b>Superintendent</b> _____ <i>Required Superintendent signature: International only</i>	
Copies sent to: <b>Jody De St. Hubert</b> , Director of T & L, at the District Office. <b>Jenn Carter</b> , HS Asst. Principal, Extended Travel Facilitator <b>Principal</b> in your building	

Established: 7/15/2010  
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"> <li>● Every group has unique culturally-defined needs</li> <li>● People have personal identities and group identities</li> <li>● Marginalized populations have to be at least bicultural</li> <li>● Families, as defined by culture, are the primary systems of support</li> <li>● The diverse thought patterns of cultural groups influence how problems are defined and solved</li> <li>● The absence of cultural competence anywhere is a threat to competent services everywhere</li> </ul>
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From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012

[www.TheRobinsGroup.org](http://www.TheRobinsGroup.org)