

Work Session

Monday, December 11, 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
Monday, December 11, 2023; 5:00 PM
ECC Room 350**

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. Social Studies Guiding Change

Description: The guiding change information, related to K-12 academic standards in Social Studies, was co-created by elementary and secondary design teams. The purpose of the information is to define the current reality and the intended results, and it also articulates the unacceptable means that the teams will aim to avoid in order to achieve the intended results.

Presenter(s): Bethany Van Osdel, Assistant Director of Teaching and Learning; and Jamie Hawkinson, Administrative Dean, Creek Valley Elementary

B. 2024-2025 International Travel Recommendations

Description: Extended travel is a long standing component of the excellence in the Edina educational experience. Unfortunately, many of these experiences had to either be canceled or adjusted during and after 2020 due to COVID. The recent accessibility to travel again has prompted a review of travel policy and practices. While the extended travel policies and practices have been reviewed, additional questions have surfaced focused on travel purpose and equity. In order to stay tight to policy timelines for international travel the decision was made to move forward with international travel proposals, while at the same time finding space for further conversation on travel purpose and equity. This conversation will be further discussed at the January work session.

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

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. Social Studies Guiding Change



Board Workshop Date: December 11, 2023

Title: Social Studies Guiding Change

Type: Discussion

Presenter(s): Bethany Van Osdel, Assistant Director of Teaching & Learning; and Jamie Hawkinson, Administrative Dean at Creek Valley Elementary

Description: Social Studies is the interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life.

In accordance with Minnesota Statutes, Minnesota's academic standards are reviewed and revised on a 10-year cycle. During the 2020-21 school year, the Minnesota Department of Education began the process of reviewing and revising the Minnesota K-12 Academic Standards in Social Studies. The [2021 Minnesota K-12 Social Studies Standards \(Commissioner Approved Draft\)](#) is now available. The 2021 Academic Standards in Social Studies are going through the rulemaking process at this time.

The next step of the statutory rulemaking process is that MDE will draft the Statement of Need and Reasonableness (SONAR), which has traditionally taken 14-17 months. The full statutory rulemaking process can take up to 24 months.

The statutory rulemaking process for the Minnesota K-12 Academic Standards in Social Studies is not complete until the Notice of Adoption is published in the State Register. Each content area includes an implementation date in the adopted rule language. **If adopted, the proposed K-12 Academic Standards in Social Studies will be implemented in the 2026-27 school year.**

Minnesota Department of Education

The guiding change documents were co-created by the elementary and secondary design teams (listed below). The purpose of the Guiding Change Document is to define our current reality and our intended results. The document also articulates the unacceptable means that the team will aim to avoid in order to achieve the intended results.

Recommendation: Review the Social Studies Guiding Change document for discussion. An additional discussion will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired outcomes from the board: Review the Social Studies Guiding Change Document and provide feedback.

Background Materials: None

Attachments:

[Social Studies Design Team Role Description](#)

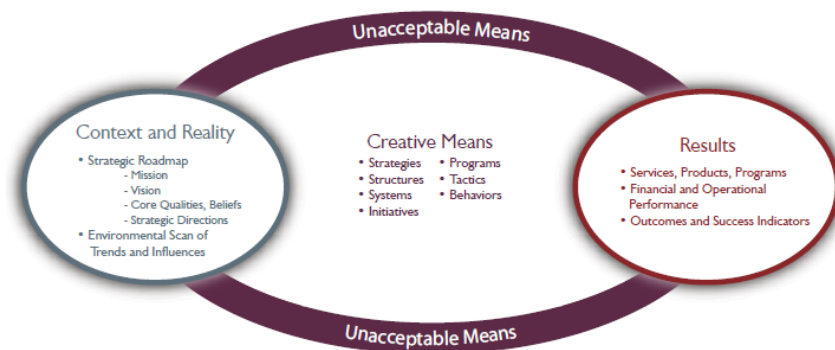
Secondary (6-12) Social Studies Review Team		
Valley View	South View	Edina High School
Trista Virtue (6) Lara Wark (7) Karen Uhler (8)	Jonathan Heeringa (6) Jason Pusey (7) Troy Beckman (8)	Erik Anderson (AP Government and AP US History) Chris Griggs (Government) Kjersti Humphry (US History and World History) Amy Kampf (Economics)

Elementary Review Team

- Patrick Burley- CN
- Jamie Young -CS
- Elisabeth Graser -ND
- Mike McCarthy - CC
- Julie Baker -HL
- Ally Dardis - CV

Admin representation includes:

- Jamie Hawkinson
- Kany Seck and/or Chris Holden (to represent French)
- Frannie Becquer (to represent Spanish Dual Language and CPSS)



Secondary Social Studies Curriculum Review Guiding Change To include input on the following for 6-12:

Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> ● EPS has a strong education tradition with a culture of innovation, academic excellence, and high achievement. ● Staff are professional, committed life-long learners who are the reason for the Edina tradition of excellence. ● The implementation timeline for Minnesota Social Studies Standards is for full adoption to occur in 2026-27. ● The interdisciplinary study of citizenship and government, economics, geography, history and other disciplines in the social sciences and humanities. Social Studies empowers learners to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers and civic life. This academic development of all learners is prioritized in Strategic Plan A.4. ● <i>Reading and vocabulary development occurs in all content areas. Therefore, FASTBRidge reading data is relevant to all content areas. For this reason, FASTBridge literacy data will be used, as it pertains, to our content areas.</i> <p style="text-align: center;">74% of 6 - 9 students are meeting FASTBridge proficiency targets on 2023 spring data.</p> <p style="text-align: center;">An average of 73% of secondary students are growing at a typical or aggressive rate from fall 2022 to spring 2023.</p> <ul style="list-style-type: none"> ● There are predictable, yet unacceptable achievement gaps impacting students of certain demographics and learning styles. ● Gaps in necessary content area Social Studies foundational skills are present across all populations for some 	<ul style="list-style-type: none"> ● Develop course offerings that are not coherent or consistent with the Edina Public Schools strategic plan, mission, vision, core values and beliefs. ● Create differences, thus inequities, in course offerings across secondary sites that result in opportunity gaps for the unique needs of each and every Edina learner across the entire spectrum of learning differences from learners who are demonstrating a need for additional support to learners who are demonstrating a need for acceleration. ● Create misalignment across the Edina MTSS system by making decisions about core classes, intervention classes, and accelerated classes in isolation in Social Studies. ● Develop a plan that does not align with district policy, MN State Standards or state statute. ● Exceed available funding limits. ● Course recommendations are developed without periodic school board updates. ● Course recommendations do not reflect best practices. ● Created courses negatively impact learning for any student. ● Courses are not inclusive of all cultures as determined by the MN State Social Studies Standards, nor are they grounded in the Culturally Proficient School Systems Framework. ● <i>Recommend course offerings negatively impact staffing in our existing buildings.</i> ● Recommended course offerings are designed so that meeting the 	<ul style="list-style-type: none"> ● All Edina students are College, Career and Civic Ready. ● All Edina students experience a dynamic learning community that prepares them to realize their full potential. ● <i>Reading and vocabulary development and informational reading occur in all content areas. Therefore, FASTBRidge reading data is relevant to all content areas. For this reason, FASTBridge literacy data will be used, as it pertains, to content areas.</i> <p style="text-align: center;">Every student meets proficiency and growth targets, at a minimum.</p> <ul style="list-style-type: none"> ● All students have access to civic engagement skills if and as needed through course planning. ● All courses provided students an opportunity to develop rich vocabulary, as well as communication and comprehension skills and strategies necessary to engage in high levels of critical thinking in Social Studies. ● Edina Social Studies courses offer a breadth of opportunity and choice for all students to access rigorous content as they read, write, & communicate. ● Every course option is challenging and incorporates creativity, curiosity and higher order thinking skills for each and every student. ● Course offerings will be comprehensive of a clear, aligned Multi-Tiered System of Service. ● Opportunities for support are in place systematically and within

<p>students at all levels in the Edina secondary system.</p> <ul style="list-style-type: none"> ● Leadership has varying levels of experience, knowledge surrounding social studies skills. ● Social Studies staff have varying levels of experience & instructional styles. ● Technology is expanding as a resource for the delivery and support of Social Studies. ● There are resource challenges including funding and time. ● There is a lack of alignment across the district in terms of systems, resources, and instruction. ● The comprehensive assessment, data analysis, and feedback systems are not consistently operational across the system. ● K-12 vertical and horizontal alignment is improving and can continue to improve. ● Digital citizenship is loosely taught using the Common Sense Digital Citizenship resource. 	<p>needs of each and every student is difficult to attain in application.</p> <ul style="list-style-type: none"> ● Professional development and support resources are not provided during implementation. ● Diverse stake-holders are not included in the decision making process. ● Course recommendations do not align with strategic plan strategy A.2: Provide a coherent and differentiated educational experience that effectively engages, appropriately challenges every student academically. ● Course recommendations do not align with Policy 603, Curriculum and Program Review and Development. ● Inadequately or inconsistently addressing the component of the influence of the internet on Social Studies skills. 	<p>individual classrooms and are regularly evaluated for effectiveness.</p> <ul style="list-style-type: none"> ● Courses ensure students are increasingly aware of their learning, opportunities for growth and their developing agency. ● As part of the implementation process, courses are regularly examined using data and stakeholder feedback to improve outcomes for students. ● Change will align with the right side of the Continuum: CPSS curriculum Rubric ● Students have the ability to recognize, analyze and draw accurate conclusions from varied internet sources so that they are more informed citizens.
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Elementary Social Studies Curriculum Review Guiding Change
To include input on the following for K-5:

Context and Reality	Unacceptable Means	Results
<p>Context and Reality <i>Why is the plan being created?</i></p>	<p>Unacceptable Means <i>The process taken for the plan to be created.</i></p>	<p>Expected Results <i>The end result after the plan is created and implemented.</i></p>
<ul style="list-style-type: none"> ● The academic achievement and student engagement of all learners is prioritized in Strategic Plan A.1. ● Every student has the right to participate in civic engagement. ● Assessments or metrics to show current data demonstrating demographic discrepancies are not present in current practice. ● Gaps in necessary Social Studies content area foundational skills 	<ul style="list-style-type: none"> ● Not seeking input from the school board, district and building administration, teachers, students, families, and community. ● Not including diverse stake-holders as valued team members. ● Not identifying resources, including but not limited to budget, materials, time. 	<ul style="list-style-type: none"> ● All students are Civic, and Future Ready. ● Every student meets proficiency and developmental growth targets, at a minimum. ● All students build upon the foundational progression of content knowledge for all social studies strands; ethnic studies, citizenship and government, economics, geography, and history. ● All students develop rich vocabulary, communication and

<p>are present across all populations for some students.</p> <ul style="list-style-type: none"> ● Leadership has varying levels of experience, knowledge surrounding Social Studies. ● Staff have varying levels of experience in Social Studies and instructional styles. ● Staff are professional, committed life-long learners. ● Learning is a collaborative, community responsibility. ● Technology is expanding as a resource for the delivery and support of Social Studies. ● Resource challenges need to be considered including: funds, staff, immersion programming, and time. ● There is a lack of alignment across the district in terms of systems, resources, and instruction. ● The comprehensive assessment, data analysis, and feedback systems are not operational across the system. ● K-12 vertical alignment and communication at all levels needs improvement. ● Digital citizenship is taught by the Media Specialists using the Common Sense Digital Citizenship resource. 	<ul style="list-style-type: none"> ● Not engaging in comprehensive data analysis of social studies content competency data. ● Not gathering current data through classroom surveys and discussion. ● Not collectively engaging in learning about evidence based literacy and language practices in social students content. ● Not collectively engaging in learning about current research on the social studies content and delivery. ● Not developing a timeline for implementation. ● Not communicating with stakeholders nor engaging various stakeholders in continual review and improvement of PreK-12 Social Studies Review ● Not reviewing multiple sources, resources, and digital resources ● Not providing relevant, timely PD ● Not considering the negative effects of piecemealed resources and inconsistent implementation ● Providing no time for planning and preparation for a new content area. ● Schedules do not align with time dedicated for social studies content instruction and application. ● Inadequately or inconsistently addressing the component of the influence of the internet on Social Studies skills. 	<p>comprehension skills and strategies, necessary to engage in high levels of critical thinking across all social studies strands and content areas.</p> <ul style="list-style-type: none"> ● School leadership is supported in implementing all components of Social Studies plans as well as PLCs and MTSS in alignment. ● School and district leadership collaborate to honor the systems and processes developed to successfully implement the Social Studies plan. ● Staff’s impact on content instruction is maximized through data driven and job embedded professional development on evidence-based instruction. ● Curriculum review is an ongoing process that ensures instruction aligned to current standards and evidence based practices. ● Curriculum materials and instruction are culturally empowering to all students. ● Technology is leveraged and embedded as a tool to accelerate and enhance social studies instruction and engagement. ● PreK-12 systems and resources are aligned across instruction, assessment, intervention, and enrichment ● Social Studies standards proficiency data at all levels is accessible and reviewed annually for continuous improvement planning. ● Caregivers and community members are engaged partners in the continued Literacy and Language development of Edina students. ● Edina’s Social Studies climate is engaging, empowering, relevant, and inclusive. ● Change will align with the right side of the Continuum: <ul style="list-style-type: none"> ☰ CPSS curriculum Rubric <ul style="list-style-type: none"> ● Students have the ability to recognize, analyze and draw
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		accurate conclusions from varied internet sources so that they are better informed citizens.
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Social Studies Course and Resource Recommendations Timeline

Timeline for Tier 1 Resources for <u>ALL</u> Students			
2023-2024	2024-2025	2025-2026	2026-2027
EXPLORATION STAGE	INSTALLATION STAGE	EARLY IMPLEMENTATION STAGE	<i>*MN State Social Studies Standards must be implemented.</i> FULL IMPLEMENTATION STAGE
<ul style="list-style-type: none"> ● Design team in Exploration Phase ● Guiding Change completed ● Resource Review begins ● Course review continues ● EHS Course sequencing for Government legislative change is approved. <p>No new curriculum maps and/or resources or courses implemented.</p>	<ul style="list-style-type: none"> ● Resource Recommendation and Course Recommendations made and finalized ● EHS new course sequence is in place. <p>Decision made on curriculum maps and/or resources AND courses.</p> <p>No new resources or courses implemented.</p>	<ul style="list-style-type: none"> ● Early implementation of the district-adopted/defined curriculum <p>New curriculum maps and/or resources AND new courses implemented.</p>	<ul style="list-style-type: none"> ● Full implementation of the district-adopted/defined curriculum <p>New curriculum maps and/or resources or courses implementation deepens and MN State Standards are intentionally implemented.</p>

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III.B. 2024-25 International Travel
Recommendations



Board Workshop: 12/11/2023

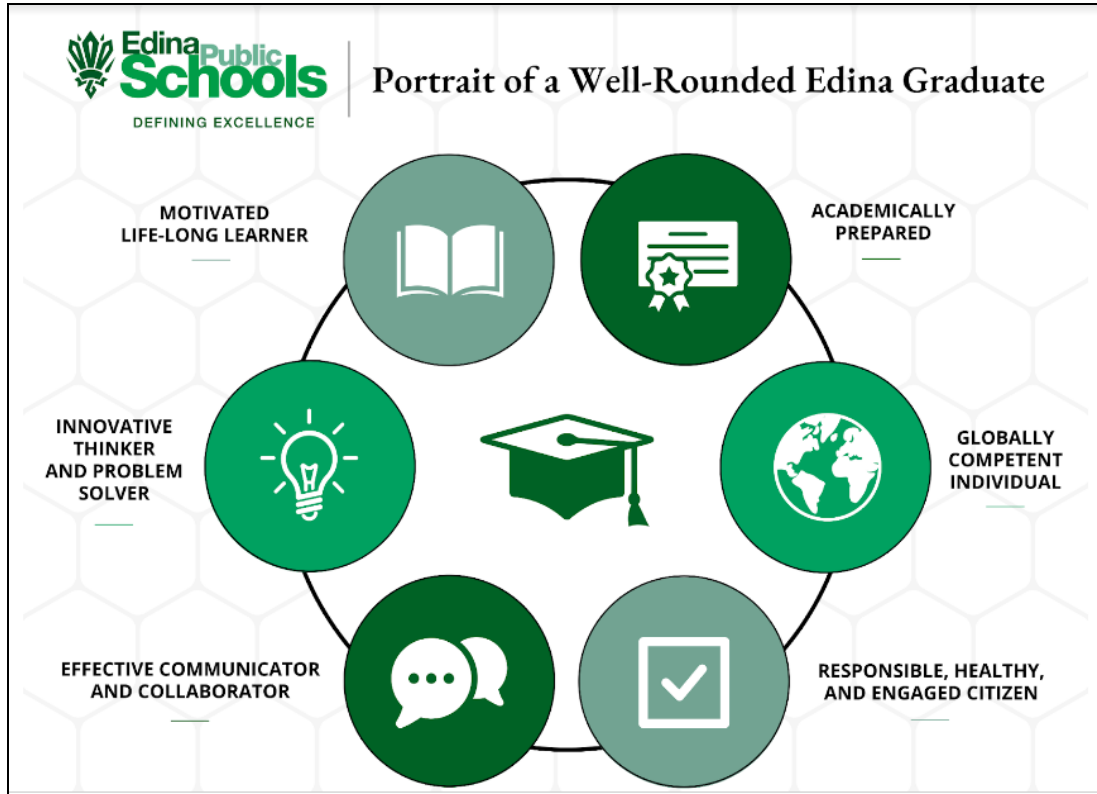
Title: 2024-25 International Travel Recommendations

Type: Discussion

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

Description: Extended travel is a long standing component of the excellence in the Edina educational experience. Unfortunately, many of these experiences had to either be canceled or adjusted during and after 2020 due to COVID. The recent accessibility to travel again, has prompted a review of travel policy and practices. While the extended travel policies and practices have been reviewed, additional questions have surfaced focused on travel purpose and equity. In order to stay tight to policy timelines for international travel the decision was made to move forward with international travel proposals, while at the same time finding space for further conversation on travel purpose and equity. This conversation will be further discussed at the 1.8.24 Board Workshop.

The following international travel recommendations are for 2024-2025. Each educator bringing an international travel recommendation forward for 2024-2025, has followed a thorough application process that aligns with Appendix I of [Policy 538](#). The applications are included as attachments with each recommendation. In addition, all partner travel companies have been vetted using a comprehensive [vetting process](#) to not only ensure safety but a rich educational experience. Each and every proposal is tightly aligned to MN State Standards that cross multiple content areas and to the Portrait of a Well-Rounded Edina Graduate.



Recommendation: Review the following proposed international travel experiences for discussion. An additional discussion on the proposed experiences will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired Outcomes for the Board: Review the background information provided for the following international travel recommendations, bring questions and provide feedback.

III.B.1. Costa Rica - 7/8/2025



Board Workshop Date: 12/11/2023

Title: Costa Rica 7/8/2025 - International Travel Request - High School Science - Liz Houtz

Type: Discussion

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

Background: In accordance with Policy 538, the following international student travel experience for up to 16 Edina High School students for ten days in June-August 2025 has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

This science research travel experience is coordinated by Seeds of Change-Costa Rica. (<https://www.socresearch.org/>) Seeds of Change is a Secondary Science Immersion program committed to inspiring high school students to pursue a career in science research. This group has strong partnerships with academic and industry scientists in Costa Rica and the US that act as the instructors for this ten day immersion program. Seeds of Change focuses on the scientific method and emphasizes student-designed and student-driven research, under the guidance of EHS teacher(s) and the program scientists. This student-driven approach is very unique, especially at the high school level.

Summary of Travel Experience: During the school year prior to departure (2024-25), students will start to learn about the biological diversity in Costa Rica and begin to think about their own research question. Once in Costa Rica, the lodging and research takes place at Finca la Anita, an eco-tourism lodge and farm in the rainforest. Food and lodging is provided by the owners/hosts. From their base at Finca la Anita, the students will spend 8 days applying the scientific method and collaborating with members of their team on their research question. Students work together to carry out their experiments. They learn how to work as a team to overcome challenges and rebound from failures within resource and time constraints, just as in any real-world project. They will use statistics to validate the results of their experiments. At the end of the eight days, each student team presents and defends their research project to the larger group of students and scientists, just like any research scientist would.

While the first eight days are very research focused, the students will also take outings to the local villages to learn about the culture of Costa Rica and experience many local activities with local residents.

During the last two days of the trip, the students visit the dry forest, have lessons on dry forest ecology from local ecologists, and visit the Pacific coast where they visit a sea turtle hatchery and conduct patrols of sea turtle nesting patrols.

Students have the option of earning three university credits at participating universities. Many former participants have also entered their projects into local, state, regional, national and international science competitions with excellent results. There is also the opportunity for students that have completed this first year experience to participate in a second year research program which focuses on microbial bioinformatics.

In addition to providing growth opportunities that align with the Portrait of a Well-Rounded Edina Graduate, this field-based, research-oriented, student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards.

Cost: The anticipated inclusive cost of this experience is approximately \$4,350 per student. This price is inclusive of all transportation, accommodations, meals, transfers, and medical and repatriation insurance. Students will be responsible for all costs. There will also be extensive fundraising opportunities.

Fundraising Plan: Fundraising options for students include the following:

1. Coffee sales- Costa Rican coffee
2. Ann Bancroft Scholarship for Girls
<https://www.annbancroftfoundation.org/programs/grants>
3. Rotary Scholarships
4. GoFundMe

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

Accommodations: Students and chaperones will be housed in modern cabins of 2-8 students while in the rainforest. At the dry forest and marine site, accommodations are provided by the local state park system.

Supervision: Staff members traveling with the group are Liz Houtz, EHS science teacher, and up to one or two additional licensed staff, one of which will be a licensed school administrator.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and provide feedback on the student travel experience.

Attachments:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Seeds of Change Tour Itinerary](#)

III.B.2. Portugal - 10/12/2025



Board Workshop Date: 12/11/2023

Title: Portugal 10/12/2025 - International Travel Request - High School Science - Lindsey Smaka

Type: Discussion

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

Background: In accordance with Policy 538, the following international student travel experience for up to 32 Edina High School students for nine days in October 2024 has received support from the school's administration. Participating students will miss 3-4 school days for this fall travel experience.

This experience is coordinated by CIEE, Council on International Educational Exchange, a nonprofit study abroad and intercultural exchange organization that designs study abroad experiences. CIEE was founded in 1947 following World War II. They were dedicated to promoting peaceful coexistence and respect among nations through student and teacher travel exchange programs. CIEE works with the Department of State for many of its programs.

Summary of Travel Experience: For this experience, students will explore aquatic and land-based ecosystems and biodiversity in and around Lisbon, Portugal, alongside biologists and sustainability researchers. Fieldwork and fun trips take you birdwatching at a coastal lagoon, snorkeling in a marine park, kayaking in the longest river of the Iberian Peninsula, observing dolphins in the Atlantic Ocean, and intertidal monitoring at Avencas beach. Students will participate in sustainability projects, such as assessing water quality and threats to ecosystems, census-taking of plant and animal species, and conducting interviews with locals on human and economic impacts of ecosystems. Students will also be immersed in Portuguese culture by learning about food, art, and language. See the attachment for a more detailed itinerary.

In addition to providing growth opportunities in alignment with the Portrait of a Well-Rounded Edina Graduate, this field-based, research-oriented student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards. For this experience, we will focus on the following competencies:

- Intercultural Engagement - Immersion in Portugal with survival Portuguese, working directly with the local community, and community service work.
- Environmental Science -
 - Investigate species and attributes of rivers, estuaries, coastal and offshore marine ecosystems, human impacts, and habitat threats.
 - Research and assess the interdependence of local economies, human activities, and conservation of marine ecosystems.
- Global Conservation
 - Identify how communities in Portugal practice conservation in both land and marine environments
 - Describe the interconnected nature of culture and conservation in Portuguese communities.
 - Discuss conservation challenges and solutions in the world today.

Cost: The anticipated inclusive cost of this experience is approximately \$4,500 per student. This price includes all transportation, accommodations, travel & medical insurance, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities as detailed in the attached [fundraising plan](#).

Transportation: All students and chaperones will travel as a group from Minneapolis to Humberto Delgado Airport in Lisbon, Portugal, and return via a major U.S. international airline or partner.

Accommodations: Students and chaperones will be housed in dormitories at the CIEE Lisbon Center.

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

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and provide feedback on the student travel experience.

Attachments:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [CIEE Global Navigator Tour Itinerary](#)

III.B.3. Bordeaux, France - 6/2025



Board Workshop Meeting: 12/11/2023

Title: Bordeaux, France - International Travel Request - Normandale Elementary - Lynnea West

Type: Discussion

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

Background: In accordance with Policy 538, the following international student travel experience for 25 Normandale Elementary French Immersion School students for 12 days in June of 2025 has received support from the school's administration. Participating students will not miss any school days for this summer travel experience.

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

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

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

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

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

Supervision: Staff members traveling with the group are administrator Chris Holden, and licensed staff members Lynnea West and Elizabeth Werness.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and provide feedback on the student travel experience.

ATTACHMENT:

1. [Appendix III Board Policy 538 , Extended Field Trip and Travel Application Preliminary Approval, Extended Field Trip and Travel Application - France](#)
2. [Family Presentation](#)
3. [Insurance](#)

III.B.4. Italy - 3/28/25



DEFINING EXCELLENCE

Board Workshop Date: 12/11/2023

Title: Italy 3/28/2025 - International Travel Request - High School Band - Italy - Paul Kile

Type: Discussion

Presenters: Jody De St. Hubert, Director of Teaching and Learning; Jenn Carter, Edina High School Assistant Principal; and Paul Kile, EHS Band Teacher

Background: In accordance with Policy 538, the following international student travel experience for up to 90 Edina High School Students students for 8 days in 3/28/2025 - 4/5/2025 has received support from the school's administration. Participating students will miss 1 school day for this travel experience.

This experience is coordinated by GrandTours tour company, an organization that designs tours to Italy (Sorrento, Isle of Capri, Amalfi Coast, Pompeii, Rome) and all of Central Europe. Jeff Goldsmith is the owner and President of GrandTours. He is a former Music Educator of 15-years and remains active in the Twin Cities music community as a clinician and adjudicator. He holds a Masters Degree in Music Education from the University of Minnesota and has established a successful career in group travel planning since 2000. Jeff served as the Director of Education and Performing Arts Travel at Dayton's, Marshall Field's, and Macy's Travel. He understands the unique touring needs of both instrumental and vocal music ensembles and will help design a custom concert tour that exceeds expectations. GrandTours values:

- Design custom group travel programs in a spirit of adventure and discovery
- Inspire travelers to see an amazing world through new eyes
- Let passion, creativity, flexibility and attention to detail define our work
- Value satisfied travelers as the most important asset to GrandTours
- Create simplicity in the tour planning process and travel experience
- Operate with complete financial integrity and provide tours of exceptional value
- Bring every traveler home safely with memories to last a lifetime!

Summary of the Travel Experience: (itinerary attached below)

On their Grand Tour to Italy members of the Edina Concert Band will enjoy four exciting concert opportunities:

- a student performance exchange with students from a music conservatory
- world-class scenery
- spectacular sightseeing

- Italian culture

The students will fly into Rome and travel along the Bay of Naples to visit Sorrento, The Isle of Capri and spectacular Amalfi Coast. They will visit excavations at ancient Pompeii, buried by the eruption of Mount Vesuvius in AD 79, make a day trip to the classic Umbrian Hill Town of Orvieto and conclude the tour in Rome to see the Colosseum, Roman Forum, Piazza Navona, Pantheon, Trevi Fountain, Vatican museums and remarkable St. Peter's Basilica.

The performance schedule will be the following:

- 1st Concert- Sunday, March 30 in Sorrento (in Sorrento Cathedral or Piazza Veniero)
- 2nd Concert- Wednesday, April 2 in Rome (this will be a student exchange concert with the students of the Rome Youth Conservatory. They will perform for us, we will perform for them and then we will combine on a piece or two for a collaborative musical exchange)
- The 3rd Concert will be Thursday, April 3 at the St Ignazio di Loyala

Overview of Standards that will be taught on the Travel Experience: The Edina Concert Band has received a unique invitation from the St. Ignazio performance series to perform in Italy. The performances align with the vision-mission of the Edina Band program and the MN State Music Standards of 'performing for others' at the highest level possible. The band students will also engage in a student exchange to align with the band's vision-mission of community and connection and serving as ambassadors for the band program, school district, city and state.

Cost: The price of this experience is \$3995 per student and is all inclusive including all meals, travel, accommodations, and admissions for various events.

Transportation: Delta/KLM airlines and motor coaches

Accommodations: 4 star hotel accommodations in Sorrento and Rome

Supervision: Superintendent Dr. Stacie Stanley has agreed to accompany the band on tour. In addition, we will have a 1:10 student to adult ratio with 4 band staff and 5 band parents serving as chaperones.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and provide feedback on the student travel experience.

Attachments:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Grand Tours Itinerary](#)
3. [COI Liability Insurance](#), [Italy Tour Ins. - Example](#)
4. [Fundraising Plan](#)

III.B.5. Zimbabwe - 3/25/25



Board Workshop Date: 12/11/2023

Title: Zimbabwe 3/25/2025 - International Travel Request - High School Global Scholars - Lindsey Smaka

Type: Discussion

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

Background: In accordance with Policy 538, the following international student travel experience for up to 20 Edina High School Students students for two weeks in March, 2025 has received support from the school's administration. Participating students will miss five school days for this travel experience.

This experience is coordinated by Love For Africa, an organization that designs tours with a focus on social responsibility. This company was founded by Zimbabwean Blessing Munyenyiwa, who has worked closely with the Rotary Club of Edina over the past several years to implement an international grant project at a local hospital.

Summary of Travel Experience: For this experience, students will travel for a service-learning trip and immerse themselves in Zimbabwean culture. Students will work with have the opportunity to take part in a variety of different service projects, including helping at a local hospital where the Edina Rotary Club recently re-equipped their entire Maternity ward. This maternity ward will re-open after being closed for 20 years. They will also have the opportunity to volunteer at an orphanage and visit a women-owned Chaya farm. The major service project for this experience will be to help build a secondary school. Students will spend a few days learning about the school and the Zimbabwean education system and working on building projects. In addition to service, students will explore Zimbabwe with a few safaris in two different National Parks. Students will participate in Rhino tracking, game drives and explore caves with paintings. Here, students will learn about environmental concerns surrounding their National Parks and the human-wildlife conflict that impacts local communities. To complete the trip, students will have the opportunity to visit Victoria Falls, one of the world's largest waterfalls and one of the Seven Natural Wonders of the World.

In addition to providing growth opportunities across the EPS Educational Competencies, this field-based, service-oriented student travel experience supports learning across numerous Minnesota science, social studies, and language arts standards. For this experience, we will focus on the following objectives:

Objective 1: Expand Global Competency by engaging with Rotarians and Zimbabwean people while performing service work to help local villages.

Objective 2: Explore Global Issues using the Sustainable Development Goals. Scholars will also complete their Capstone project while on site.

- "Life on Land" Environmental Conservation- learn about Rhino and Wild Dog conservation research at one of Zimbabwe's National Parks. Learn about human/wildlife conflict.
- "Good Health & Well Being" - Contribute to a food garden at a maternal unit in one of Zimbabwe's hospitals. Students learn about the Chaya plant and how it is essential to nutrition, culture & business in Zimbabwe.
- "Quality Education" - explore inequities in rural Zimbabwean education. Help build classrooms in the rural school to help battle inequities.
- "Partnership for the Goals" - Learn about Love for Africa's travel mission and social responsibility project. Explore the impact of Western travel to Zimbabwe and improving reciprocity.

Cost: The anticipated inclusive cost of this experience is approximately \$5,500 per student. This price includes all transportation, accommodations, meals, and transfers. Students will be responsible for all costs. There will be need-based scholarships and other scholarships offered. There will also be extensive fundraising opportunities, as detailed in the fundraising plan attached below.

Transportation: All students and chaperones will travel as a group from Minneapolis to O.R. Tambo International in Johannesburg, South Africa. Internal travel includes flights to and from South Africa and buses within Zimbabwe. The group will return via a major U.S. international airline or partner.

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

Supervision: Staff members traveling with the group are Lindsey Smaka, EHS Global Scholar Coordinator, and Assistant Superintendent Randy Smasal.

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and provide feedback on the student travel experience.

Attachments:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Love for Africa Tour Itinerary](#)
3. [Fundraising Plan](#)

III.B.6. Argentina - 6/5/25



Board Workshop Date: 12/11/2023

Title: Argentina 6/5/2025 - International Travel Request - High School Social Studies- Chris Griggs

Type: Discussion

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

Background: In accordance with Policy 538, the following international student travel experience for 30 to 45 Edina High School Students students for ten days in June 2025 has received support from the school’s administration. Participating students will not miss any school days for this travel experience.

This experience is coordinated by EF Tours, an organization that designs tours that open the world to students through immersive education. EF has operated for over 55 years and is one of the largest companies providing travel-based learning. EF and Edina Public Schools have established a program designed to empower sustainable and impactful travel-based learning programs for the school community that increases equity and access to the global classroom and opportunities like this one. EPS and EF have created a scholarship program aligned with EPS’ commitment to equity.

Summary of the Travel Experience: A Social Studies travel-based learning experience to Argentina in the summer of 2025. A link to the itinerary can be found [here](#).

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

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

<p>and between cultural, economic and political systems from a local to global scale.</p> <ul style="list-style-type: none"> - Culture: Investigate how sense of place is impacted by different cultural perspectives. 	<p>Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.</p> <p>Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources, b) identifying perspectives and narratives that are absent from the available sources and c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.</p> <p>Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue</p>	<p>histories have been marginalized, erased or ignored.</p>
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Cost: The anticipated inclusive cost of this experience is \$5,449 per student. This price is inclusive of all transportation, accommodations, meals, transfers, and insurance. Students will be responsible for any other out of pocket costs or incidentals. Need-based scholarships and fundraising opportunities are available. EF and Edina Public Schools have established a program designed to empower sustainable and impactful travel-based learning programs for the school community that increases equity and access to the global classroom and opportunities like this one. EPS and EF have created a scholarship program aligned with EPS' commitment to equity.

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

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

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

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and provide feedback on the student travel experience.

ATTACHMENT:

1. Appendix III Board Policy 538 , [Extended Field Trip and Travel Application Preliminary Approval](#)
2. [Educational Tours \(EF\) Itinerary](#)

III.B.7. France - 2/14/25



Board Meeting Date: 12/11/2023

Title: France 2/14/2025 - International Travel Request - High School World Language - Kim Caster and Cliff Schwartz

Type: Discussion

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

Background of Current French Exchange: In accordance with Policy 538, the following international student travel experience for up to 25 Edina High School Students students for one week in February, 2025 has received support from the school's administration. Participating students will miss 5 school days for this travel experience.

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

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

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

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

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

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

Summary of French Exchange for Proposed 2024-2025 Exchange: While other travel opportunities allow our Edina students to see other cultures, this is a rare opportunity for our immersion and traditional students to learn day-to-day vocabulary, live a French life, and to do it in an affordable way that allows for more access. The proposal to continue the exchange and approve travel to France for Edina students in February of 2025 is coming forward with an established school partnership, strong protocols for safety, and rich learning experiences directly connected to MN World Language Standards and competencies of the Portrait of a Well-Rounded Edina Graduate.

The itinerary below is a current draft of the itinerary for 2024. The itinerary for the proposed exchange in 2025 will mirror this itinerary with adjustments made based on experiences and feedback after 2024 travel to France.

Saturday, February 17th: Your arrival - kids go home with families.

Sunday, February 18th: Host family day

Monday, February 19th: Students at school all day

Tuesday, February 20th: Travel day

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

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

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

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

Wednesday, February 21st: Travel Day

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

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

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

Thursday, February 22nd: Travel Day

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

Le petit train (or Big Bus) tour

Vieux port

Notre Dame de la Garde

Lunch in les Halles

Mucem view, le Panier walking around

Bus back to Luynes

Friday, February 23rd: Students in class in the morning and travel in the afternoon

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

Bus back to school

Saturday, February 24th: Family Day

Sunday, February 25th: Family Day

Monday February 26th: With French students, on vacation

Tuesday, February 27th: Départure

Additional Information: This travel exchange will be available to all ninth and tenth grade students during this current year of 2023-2024. Students applying to participate will be enrolled

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

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

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

Cost: The estimated cost will be \$2000-2500. A secondary cost for all families is hosting the French student in the fall, paying for meals and experiences while the French student is here.

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

Accommodations: Homestays

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

Recommendation: Review the international travel experience for discussion. An additional discussion will occur at the Board Meeting on 1.8.24 and action will occur at the 2.12.24 Board Meeting.

Desired Outcomes for the Board: Review the background information provided and provide feedback on the student travel experience.

Attachments:

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

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**