



**School Board Special Meeting  
Tuesday, July 26, 2022; 5:00 PM  
ECC Room 350 and Virtual**

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

**II. Action**

A. Board Letter for District Staff

**Description:** Given the racist event that took place today in the district, this communication is intended for district staff.

**Presenter(s):** Erica Allenburg, Chair; and Julie Greene, Vice Chair

**Recommendation:** Approve the letter

B. Board Letter for Edina School District Community

**Description:** Given the racist event that took place today in the district, this communication is intended for the Edina School District Community.

**Presenter(s):** Erica Allenburg, Chair; and Julie Greene, Vice Chair

**Recommendation:** Approve the letter

**III. Discussion**

A. Discussion about Racist Incident

**Description:** Given the racist event that took place today in the district, this discussion is intended to brainstorm and discuss further actions we feel we should take as a leadership team.

**Presenter(s):** Erica Allenburg, Chair; and Julie Greene, Vice Chair

B. EPS Physical Security Processes

**Description:** Edina Public Schools is committed to the safety and security of all individuals on our campuses. We recognize that while serious events cannot always be prevented, we can enact best practices to increase our security posture. As such, we adopt a layered security approach. In addition, a strong partnership with our emergency response personnel is critical. This report highlights the current approach EPS takes towards security, as well as identifies some of our next steps to enhance our layered approach.

**Presenter(s):** Natasha Monsaas-Daly, Director of District Media and Technology Services

**IV. Closed Session**

A. EPS Physical Security Processes. Closed session pursuant to Minnesota Statutes section 13D.05, subdivision 3(d), for the board to receive security briefings and reports; to discuss issues related to security systems; to discuss emergency response procedures; and to discuss recommendations regarding public services, infrastructure and facilities. The disclosure of this private security data would pose a danger to public safety and/or compromise security procedures and responses. During this closed session, the Board will be reviewing the safety and security information and plans to be used for each campus or school site, as well as District-wide safety and security procedures and recommendations for safety upgrades and training. Any voting related

to the financial issues involved with the safety and security plans, if any, will take place during open session.

**V. Discussion**

C. Superintendent Goals

**Description:** Superintendent goals are aligned with key Edina Public Schools strategic plan priorities and MSBA performance standards.

**Presenter(s):** Dr. Stacie Stanley, Superintendent

D. EHS Social Studies - Student Travel to Vietnam - *information to be walked in*

**Description:** In accordance with Policy 538, the following international student travel experience to Vietnam was approved by the School Board at the March 11th, 2019 School Board Meeting as a consent item. Due to COVID-19 the approved experience was not able to take place. Prior to and since approval Edina High School staff has been teaming with EF Educational Tours, a travel company that specializes in education tours, on the details of this experience. Over the last three years EF Educational Tours has not been traveling to Vietnam and a safe and viable alternative has not been able to be secured due to a variety of variables.

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

**VI. Board Chair Updates**

**VII. Superintendent Updates**

**VIII. Adjournment**

\* One Board member will participate virtually from 1714 SW 34th St, Gainesville, FL, 32607



**Board Meeting Date:** 7/26/22

**TITLE:** Board Letter for District Staff

**TYPE:** Action

**PRESENTER(S):** Board Chair and Board Vice Chair

**BACKGROUND:** Given the racist event that took place today in the district, this communication is intended for district staff.

**RECOMMENDATION:** Approve the letter attached.

**PRIMARY ISSUE(S) TO CONSIDER:** Letter

**ATTACHMENTS:**

Letter

**For community:**

On Tuesday morning, an Edina Public School staff member found a noose at the Edina Community Center. The rope was harnessed to an implement on the roof and hung in one of the courtyards. A noose is a heinous symbol long known for its intimidation, harm, and violence against Black/African Americans and more recently toward other non-dominant groups.

Let us be clear. There is no place for bigotry, hate and racism in our schools, our community or our society for this, and certainly not in a place dedicated to the education of our children. We will not stand for it. We believe it is also not enough to just condemn this act of racism, but we must also deepen our commitment to take actionable steps that ensure the safety and well-being of those harmed by this within our schools. We hold ourselves accountable to this work and invite our community to do the same. Impactful change will take all of us.

As partners, we support Edina's 'One Town, One Family' vision that every member of our community feels included, accepted, welcomed, and with physical and psychological safety. This series of conversations reach well beyond our school community and they are important. We invite you to attend the next 'One Town, One Family' session on Thursday, September 22 from 5-8 PM in the Edina High School Cafeteria and become part of this impactful work.

As your elected and governing School Board, we remain steadfast in listening and learning, so we can lead with a vision of a more equitable society that values inclusion and diversity because our students, families, staff and community, particularly those of color, deserve nothing less.

**For staff:**

We imagine today's incident at the Edina Community Center was painful and disturbing for many of you. We are so sorry this occurred. There is no place for bigotry, hate and racism in our schools, our community or our society for this, and certainly not in a place dedicated to the education of our children. We will not stand for it.

We believe it is also not enough to just condemn this act of racism, but we must also deepen our commitment to take actionable steps that ensure the safety and well-being of those harmed by this within our schools. We hold ourselves accountable to this work and have invited our community to do the same. We know impactful change will take all of us and we remain steadfast in seeking opportunities to listen and learn alongside the district. We are committed to leading with a vision of a more equitable society that values inclusion and diversity because our students, staff, families and community, particularly those of color, deserve nothing less.



**Board Meeting Date:** 7/26/22

**TITLE:** Board Letter for Edina School District Community

**TYPE:** Action

**PRESENTER(S):** Board Chair and Board Vice Chair

**BACKGROUND:** Given the racist event that took place today in the district, this communication is intended for the Edina School District Community.

**RECOMMENDATION:** Approve the letter attached.

**PRIMARY ISSUE(S) TO CONSIDER:** Letter

**ATTACHMENTS:**

Letter



**Board Meeting Date:** 7/26/22

**TITLE:** Discussion about Racist Incident

**TYPE:** Discussion

**PRESENTER(S):** Board Chair and Board Vice Chair

**BACKGROUND:** Given the racist event that took place today in the district, this discussion is intended to brainstorm and discuss further actions we feel we should take as a leadership team.

**RECOMMENDATION:** Discuss and agree on any further actions.

**PRIMARY ISSUE(S) TO CONSIDER:** Discuss and agree on any further actions.

**ATTACHMENTS:**

None.



**Board Meeting Date:** 07/26/2022

**TITLE:** EPS Physical Security Overview

**TYPE:** Discussion/Report

**PRESENTER(S):** Natasha Monsaas-Daly, Director, District Media & Technology Services

**BACKGROUND:** Edina Public Schools is committed to the safety and security of all individuals on our campuses. We recognize that while serious events cannot always be prevented, we can enact best practices to increase our security posture. As such, we adopt a layered security approach. In addition, a strong partnership with our emergency response personnel is critical.

This report highlights the current approach EPS takes towards security, as well as identifies some of our next steps to enhance our layered approach.

**RECOMMENDATION:** Review the report and prepare questions.

**PRIMARY ISSUE(S) TO CONSIDER:**

**ATTACHMENTS:**

1. Report (next page)

# EPS School Security Overview

July 25, 2022



Edina Public Schools is committed to the safety and security of all individuals on our campuses. We recognize that while serious events cannot always be prevented, we can enact best practices to increase our security posture. As such, we adopt a layered security approach. In addition, a strong partnership with our emergency response personnel is critical.

# Emergency Response Teams

## District Emergency Response Team (DERT)

- Stacie Stanley, Superintendent
- Randy Smasal, Assistant Superintendent
- Natasha Monsaas-Daly, Director of Media & Technology Services
- Eric Hamilton, Director of Buildings & Grounds
- Daphne Edwards, Director of Marketing & Communications
- Jody Remsing, Director of Student Support Services
- Anne Marie Leland, Director of Community Education & Strategic Partnerships

## Building Emergency Response Team (BERT)

- Building Administrators
- Health Services
- Other staff as designated

# Incident Response

All schools are trained in the Incident Command Model. This model ensures three steps:

- Ensuring the building is in a safe condition
- Calling 911
- Assuming radio command

In the event of an incident, staff have drilled to respond using this model.

The heart of this model is ensuring individuals are safe and adopting a unified command model. We partner closely with EPD and EFD in this process.

# Safe Conditions

1. **Evacuation:** Occurs when there is a need for students/staff to exit the building.
2. **Lockdown:** Occurs when students/staff are “locked” in a space due to an imminent threat within the building.
3. **Shelter-Inside:** Occurs when students/staff remain in the building due to a threat outside or near the building. Regular indoor activity continues.
4. **Severe Weather:** Occurs when students/staff move to severe weather shelter locations.
5. **Stay Put:** Occurs when students/staff move to the nearest closed location, away from a crisis (ie. medical emergency). Regular indoor activity, away from the area, may continue.

# Physical Security

- ❑ **Cameras:** Cameras are located throughout the district grounds.
- ❑ **Card/Badge Access:** Doors are locked throughout the school day.
- ❑ **Door Access:** Doors are locked throughout the school day.
- ❑ **Radios:** Radios allow for communication in the event of an incident.
- ❑ **PA Systems:** Public address systems allow for communication in the event of an incident.
- ❑ **Other technology designed to increase safety:** Due to the need to ensure our buildings are secure, this information will not be communicated in a public forum.

# Next Steps

- ❑ Annual District Crisis Training and Planning will be conducted with all district leaders on Tuesday, August 2. BERT will review and update building level crisis plans.
- ❑ Continued partnerships with EPD & EFD, including annual training, practice exercises, invitations to all drills, and collaboration.
- ❑ Annual drills, practicing the 5 safe conditions, at all sites.
- ❑ Reunification process and planning.
- ❑ Maintenance of an emergency contact list.
- ❑ Ongoing staff training.

# Closed Session



**Board Meeting Date:** 7/26/2022

**TITLE:** Superintendent Goals

**TYPE:** Discussion

**PRESENTER(S):** Stacie Stanley

**BACKGROUND:** Superintendent goals are aligned with key Edina Public Schools strategic plan priorities and MSBA performance standards.

**RECOMMENDATION:** Review goals

**DESIRED OUTCOMES FROM THE BOARD:** Review proposed goals, standards and strategic plan priorities and bring any questions you might have.

**ATTACHMENTS:**

1. 2022-2023 Superintendent Goals
2. [Minnesota School Board Association Standards](#)
3. [Edina Public Schools Strategic Plan](#)



**Superintendent Stacie Stanley  
2022-2023 Goals**

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<b>Goal 1:</b> Provide leadership to improve and enhance student learning in Edina Public Schools.			
<b>Evidence of Performance 1: Superintendent will work with cabinet members to enhance continuous school improvement plan</b>			
<ul style="list-style-type: none"> <li>- Establish leadership training in August 2022 on the Plan/Do/Study/Act framework for continuous school improvement.</li> <li>- Establish leadership training in August 2022 for principal, APs, Deans, and district instructional support staff to develop working knowledge of the new Tableau data warehouse.</li> <li>- By October 1, 2022, will meet with Asst Superintendent and each principal to receive an overview of School Improvement Plans.</li> <li>- Monthly 1:1s with Asst Supt will include a standing agenda item on progress with School Improvement Plans.</li> </ul>			
<b>Evidence of Performance 2: Superintendent will ensure benchmarks of the CLP are implemented in alignment with the strategic plan Gantt chart.</b>			
<ul style="list-style-type: none"> <li>- Initial report on screening data provided in September 2022.</li> <li>- CLP implementation progress report provided in October and April 2022.</li> <li>- During the month of October 2022, the 2021-2022 data metric report will be presented.</li> <li>- Schedule and hold DILT monthly meetings with every other month agendas that focus on &amp; monitor K-12 literacy &amp; math instruction.</li> <li>- Reconvene Core Planning Team in January (virtually) and the Spring of 2023 (in person) to share progress and garner feedback.</li> </ul>			
<b>Evidence of Performance 3: Superintendent will monitor the launch of DLI pathway and STEAM programming</b>			
<ul style="list-style-type: none"> <li>- Monitor implementation during monthly 1:1's and cabinet meetings.</li> <li>- Conduct frequent school visits to observe implementation.</li> <li>- Progress report for DLI launch including enrollment, report on first quarter of learning (October) &amp; 2nd semester update in April 2022.</li> <li>- Implementation progress reports on STEAM programming in October 2022 and April 2023.</li> </ul>			
<b>Standard 6.a-e and Strategic Priorities A.1-5; D.1, D.2, D.4</b>			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	Goals are not developed.

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<p><b>Goal 2:</b> Provides oversight of ethical and inclusive leadership</p>	<p><b>Evidence of Performance 1: Superintendent will work with community partners to develop &amp; execute the plan for inclusive communities.</b></p> <ul style="list-style-type: none"> <li>- Continue to engage with the city, community foundation and chamber to host One Town, One Family meetings in September, November and January/February.</li> <li>- Ensure action plan and strategy work groups are developed in the fall of 2022.</li> <li>- During the 2022-2023 school year, engage with non-dominant community groups to ensure multiple perspectives are heard and strong relationships are established and maintained.</li> <li>- Schedule and hold quarterly student superintendent leadership team meetings (EHS, SVMS, VV) to ensure engagement of student voice.</li> <li>- Continue to engage Key Communicators stakeholder group to keep the general community informed.</li> </ul>		
	<p><b>Evidence of Performance 2: Superintendent will provide direction, coaching and consult to administrator project managers in the execution of DEI plan.</b></p> <ul style="list-style-type: none"> <li>- DEI implementation report provided February 2023</li> <li>- Monitor implementation during 1:1's and cabinet meetings</li> <li>- Beginning in September, 2022, schedule and hold monthly meetings with job embedded CP training for cabinet members.</li> <li>- Attend CP training(s) for staff to demonstrate commitment to our DEI plan.</li> </ul>		
<p><b>Standard 3a.-f &amp; 8.b-f and Strategic Plan Priorities B.2, B.3 &amp; E.4</b></p>			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	Goals are not developed.

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<p><b>Goal 3:</b> Provide leadership to improve and enhance district culture and climate</p>	<p><b>Evidence of Performance 1: Superintendent will oversee and monitor efforts to support the emotional health and social needs of students and staff.</b></p> <ul style="list-style-type: none"><li>- In the Summer of 2022, each school will set SMART goals to increase culture &amp; climate.</li><li>- In August 2022, all district administrators and administrative assistants will participate in an <i>effective communication seminar</i> that will focus on quality communication techniques to support strong staff engagement and trust.</li><li>- By 9.30.22 the superintendent will develop a process for providing summary updates for staff on school board meetings to support strong staff engagement and trust.</li><li>- By 10.1.22 the superintendent will work with cabinet members to develop plans to increase cabinet level presence in the buildings.</li><li>- Superintendent will schedule and hold monthly DILT meetings with every other month agendas that focus &amp; monitor culture &amp; climate.</li><li>- By February 2023, the administrative team will present a draft of a staff satisfaction survey that will be administered and used yearly in conjunction with the Panorama survey and other data impact points; allowing for triangulated data.</li><li>- By the spring of 2023 district administrative leadership will engage in 5 training sessions (10 hours) designed to increase organization health.</li></ul>
	<p><b>Evidence of Performance 2: Superintendent will oversee and monitor efforts to ensure job embedded learning opportunities and monitoring of application change management strategies.</b></p> <ul style="list-style-type: none"><li>- Establish leadership training in August 2022 on the W. Bridges &amp; Marzano, McNulty &amp; Waters change management models.</li><li>- Ensure leaders are provided 3 additional training sessions during the 2022-2023 school year.</li><li>- Survey leaders 3x to monitor growth in use of change models to support quality culture and climate.</li><li>- In September 2022, the district will launch an EPS smartphone app to increase communication, allowing families to easily access important school information and receive important alerts.</li></ul>
	<p><b>Evidence of Performance 3: Superintendent will successfully Onboard new cabinet members and build a highly effective cabinet team.</b></p> <ul style="list-style-type: none"><li>- Hold weekly 1:1's during the first 90 days to support new cabinet members with their 30-60-90 day onboarding plans.</li><li>- Cabinet will develop working knowledge of Lencioni 4 disciplines through monthly team development experiences.</li><li>- Establish job embedded training on DiSC styles and organizational effectiveness.</li><li>- Establish monthly training on Tools of Cultural Proficiency.</li><li>- Survey cabinet 3x during the 2022-2023 school year to monitor team effectiveness.</li></ul>

Standard 5.a, 5.c & 5.e; Standard 7.c & 7.g and Strategic Plan Priorities C.1,4; D.1-4; & E.1			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	To be developed using combination of standards benchmarks	Goals are not developed.

**FORM ONE (1) : ESTABLISH GOALS AND STANDARDS**

<p><b>Goal 4:</b> Provide oversight in the development of strategy for enrollment management including resident student retention.</p>	<p><b>Evidence of Performance 1: Superintendent will provide direction, coaching and consultation to administrator project managers who will conduct a longitudinal review of enrollment data and patterns.</b></p> <ul style="list-style-type: none"> <li>- Work with assistant superintendent and director of marketing and communications to review pertinent enrollment data and develop an executive summary of findings by 11.1.22.</li> </ul>
	<p><b>Evidence of Performance 2: Superintendent will provide direction, coaching and consultation to administrator project managers who will establish a marketing plan to support retention of resident students.</b></p> <ul style="list-style-type: none"> <li>- Receive reports and monitor development of marketing plans that will be presented to the school board in December 2022.</li> <li>- Work with assistant superintendent and director of marketing and communications to review current plan for engaging with families who withdraw from EPS, determine if process modifications are needed, and monitor data for patterns and response on bi-monthly basis beginning November 1, 2022.</li> </ul>

Standard 2.e and Strategic Plan Priorities D.5 & E.5			
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district	Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals	Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities	Goals are not developed.

approved priorities and needs			
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**Board Meeting Date:** July 26, 2022

**TITLE:** EHS Social Studies to Vietnam

**TYPE:** Discussion

**PRESENTERS:** Jody De St. Hubert, Director of Teaching and Learning; and Jenn Carter, Edina High School Assistant Principal

**BACKGROUND:** In accordance with Policy 538, the following international student travel experience to Vietnam was approved by the School Board at the March 11th, 2019 School Board Meeting as a consent item. Due to COVID-19 the approved experience was not able to take place. Prior to and since approval Edina High School staff has been teaming with EF Educational Tours, a travel company that specializes in education tours, on the details of this experience. Over the last three years EF Educational Tours has not been traveling to Vietnam and a safe and viable alternative has not been able to be secured due to a variety of variables.

Over the last three years since the experience was approved, 14 families have opted for a refund. For the 16 participants remaining to travel 15 of them are Seniors and 1 has graduated. The student who has graduated is still eager to participate and legal guidance will be sought on this specific request as an additional step in the process.

The proposed timeline for the Vietnam travel experience is Winter Break 2022.

The following report outlines two options to ensure that the Vietnam approved travel experience will move forward for the remaining seniors and one graduate as intended when approved in March 2019.

**RECOMMENDATION:** Discuss the Vietnam student travel experience and the need for the board to approve international travel without a specific destination determined within policy timelines. The report will be brought back to the board for action on August 8th.

**DESIRED OUTCOMES FOR THE BOARD:** Review and discuss the background information and board report provided. Come prepared with questions and feedback on approving international travel without a destination determined within the timelines outlined in policy.

## **BACKGROUND INFORMATION:**

[Policy 538](#)

## **APPENDICES:**

- A. March 2019 Vietnam Travel Experience Approved Consent Report
- B. Student Travel Social Studies Course Syllabus
- C. EF Educational Tours COVID-19 Peace of Mind Program

## **ATTACHMENTS:**

Board Report (next page)

**Background:** In 2019, a Social Studies Travel-Based learning experience was successfully completed with travel to Peru & South Korea. A follow-up international travel experience was originally conceived and planned in 2019, with travel to have occurred in summer 2020 to Vietnam. This follow up travel experience was delayed multiple times by the Covid-19 pandemic. As of July 20, 2022, 16 Edina High School students remain on the travel roster, with travel scheduled to occur during the approximate dates of December 27, 2022 to January 5, 2023.

To ensure student travel experiences that are safe and align with Edina Public Schools' educational competencies and content standards, Edina Administrative teams partner with a variety of different travel companies. EF Educational Tours is the travel company that our Edina High School team has been partnering with for the Vietnam travel experience. As part of their procedures and policies adopted after the pandemic halted international travel EF Educational Tours requires either an intention to travel or a hold to travel to the approved Vietnam location 110 days prior to travel. Over the last three years we have asked for a hold on travel. The reason that we have asked for a hold is it has not been a safe destination for travel based on our board policy which currently states that we will use alerts issued by the U.S. Department of State's Bureau of Consular Affairs. In addition, EF Educational Tours has not been traveling to Vietnam.

At any time families are able to choose to get a refund on their commitment. The refund is at a loss of \$500. 14 Edina families have chosen to do this up until this point.

Our current 110 day commitment date is September 8th. Our only option at this point, due to the fact that all of the students remaining committed to this trip are graduated (1) or are Seniors (15), will be to commit to travel to Vietnam. This is an option because the current U.S. Department of State's Bureau of Consular Affairs risk level is 1: Exercise Normal Precautions (as of 7.22.22). On the September 8th 110 commitment date EF Future will accept our

commitment or offer another location for this travel experience. They would offer another location to travel if they are still not traveling to Vietnam based on their policies and procedures.

If they accept the commitment to travel to Vietnam, we will move forward with EF Educational Tours to enact the March 11th, 2019 School Board Approved travel experience to Vietnam for Winter Break 2022 and will bring forward our final itinerary determined in collaboration with EF Educational Tours in a September or October Board Meeting for Information.

If EF Educational Tours does not accept the commitment to travel to Vietnam, we will adjust the curriculum for the Vietnam experience to align with Global Studies standards to a new location in collaboration with EF Educational Tours. As of July 22nd EF Educational Tours is not traveling to Vietnam. This is because over the last couple of years, EF has lost a majority of their connections and guides in Vietnam and this would directly result in a diminished experience than they originally committed to providing. In consultation with EF staff, changing the location of travel to a European location where EF is traveling and where Social Studies and Language Arts learning targets can be achieved by the traveling students is the most likely scenario. If the board approves this as an alternative option to the Vietnam travel experience we will move forward with EF and bring forward our final European travel experience itinerary at will bring forward our final itinerary determined in collaboration with EF Educational Tours in a September or October Board Meeting for Information.

Travel to a European location will utilize Social Studies and Language Arts, in addition to Edina Public Schools educational competencies. Among other experiences, students will tour historical grounds and cities, experience European culture through arts, dance and one-on-one interaction with European citizens. This experience will be a for-credit high school class; students will be required to attend pre-departure classes and keep a journal of their experiences while in Europe. This will be supported with daily writing prompts as well as teacher-led discussions about their reflections and experiences.

Staff members traveling with the group are lead teacher Christopher Griggs, EHS Social Studies teacher, EHS Assistant Principal Jennifer Carter, and one to two other EHS staff chaperones.

EF Educational Tours decision making in early September will provide Edina staff enough time to adjust planning that will ensure alignment with MN State Standards with the new European destination. The timeline will also allow Edina staff time to communicate and collaborate with families. The following resources outline the educational outcomes for students for the Social Studies Travel-Based Learning and how they are implemented in different locations.

**Resources:**

<b><u>Information</u></b>	<b><u>Vietnam Planning Artifacts</u></b>	<b><u>Peru 2019 Artifacts</u></b>
Social Studies Travel-Based Learning <a href="#">Course Syllabus</a> (with learning	<b><u>Slides from Required Classes:</u></b> <a href="#">Student Class #1</a>	<b><u>Slides from Required Classes:</u></b> <a href="#">Student Class #1</a>



standards/targets)	<a href="#"><u>Student Class #2</u></a> <a href="#"><u>Student Class #3</u></a>	<a href="#"><u>Student Class #2</u></a> <a href="#"><u>Student Class #3</u></a>
	<p>Note: Planning for these classes was left incomplete due to the multiple cancellations and uncertain nature of travel.</p> <p>If approved for travel to Germany, lesson plans of a similar nature would be created for Germany.</p>	<a href="#"><u>Daily Journal Writing Prompts</u></a>  <a href="#"><u>Summative Travel Reflection: Prompt</u></a> <a href="#"><u>Sample Student Responses</u></a>  <a href="#"><u>Reflection Videos: Travel Day and Lima Cusco</u></a> <a href="#"><u>More videos linked here</u></a>

**APPENDICES A:**

Board Meeting Date: 3/11/2019

TITLE: EHS SOCIAL STUDIES TO VIETNAM

TYPE: Consent

BACKGROUND: In accordance with Policy 538, the following extended student travel experience for up to 32 students at Edina High School from July 2 – July 12, 2020 is supported by the school’s administration. Students will not miss any school days for this summer travel-based learning experience.

EHS students will serve as ambassadors to Vietnam while engaged in significant historical and cultural learning per State of MN Social Studies Standards, including these emphasized standards:

- Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.
- Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.
- Describe causes of economic imbalances and social inequalities among the world’s peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present)
- Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States.

In addition to the course standards listed above, the experiences and coursework included in this travel-based learning experience will fulfill the following educational competencies of Edina Public Schools:

- *Effective Communicator and Collaborator- Students will participate in discussions with local individuals as well as among themselves about current issues, local culture and daily life. Students will use these experiences to reflect on Vietnamese life versus their own lives in Edina and in the United States.*
- *Responsible, Engaged Citizen - Students will act as stewards for their school community, district, community, city and country through their interactions with the Vietnamese people, with tour officials and among themselves.*
- *Globally Competent Individual - Students will gain a diverse and informed perspective through group tours, interactions with locals/student exchanges and time spent in a foreign country where their worldview may be challenged.*
- *Healthy, Well-Rounded Individual - Both individually and as a group, students will learn to adapt to new and challenging situations and environments. This travel experience will help students appreciate their own opportunities that come with living in the United States, and acknowledge differences among peoples in the world.*

Cost: The anticipated inclusive cost of this 10-day experience is \$4,000 per student. Students will be responsible for all costs. Need-based scholarships and fundraising opportunities are available.

Accommodations: Students and chaperones will stay in three (3) star or higher, American standard hotels throughout their time in Vietnam.

Transportation: All students and chaperones will travel as a group to and from Vietnam via a major U.S. air carrier. Christopher Griggs, EPS Social Studies teacher will facilitate this travel-based learning experience with additional EPS staff serving as chaperones.

#### PROPOSED TRAVEL ITINERARY / HIGHLIGHTS:

- Day 1: Fly overnight to Vietnam
- Day 2-3: Hanoi
  - Hoa Lo Prison, known as the Hanoi Hilton
  - Truc Bach Lake
  - French Quarter
  - Hanoi's Old Quarter
- Day 4: Hanoi • Ha Long
  - Ho Chi Minh Mausoleum
  - Wooden Stilt House
  - One Pillar Pagoda
  - Meal and discussion with a veteran of the Vietnam/American War

- Travel to Halong Bay
- Day 5: Ha Long • Da Nang • Hoi An
  - Junk boat (a traditional Chinese-style sailing ship) day-cruise along the UNESCO World Heritage Site of Ha Long Bay
  - Return to the Hanoi Airport for flight to Da Nang
- Day 6: Da Nang • Hoi An
  - Rural village excursion
  - Explore historical Hoi An
  - Japanese Covered Bridge
  - Tamky House
  - Chua Ong Pagoda
  - Pottery Museum
- Day 7: Hoi An • Hồ Chí Minh City
  - Am Phu Caves
  - Fly to Ho Chi Minh City
- Day 8: Hồ Chí Minh City
  - Cu Chi Tunnels
  - Ben Thanh Market
  - War Remnants Museum
- Day 9: Hồ Chí Minh City
  - Mekong Delta
  - Boat cruise on the Ham Luong River
  - Local village tour via rickshaw
  - Nguyen Hue Street
- Day 10: Depart for home

RECOMMENDATION: Approve this academic and cultural learning experience to Vietnam for Edina High School students. Proposed travel dates are July 2 to July 12, 2020. Students will miss no school. This travel experience has met the Policy 538 Notice of Intent to Travel expectation and is approved by the administration. Day 1: Fly overnight to Vietnam

### Appendices B:

<b>Course Syllabus</b>	<b>Travel-Based Learning: Social Studies</b>
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**Course Overview:** This course is part of a high school independent study opportunity to be obtained during an upcoming travel-based learning experience. In addition to travel, students are required to complete certain course requirements before, during and after travel.

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### Course Standards:

The following are emphasized standards for this learning experience:

- Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.

- ❑ Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.
- ❑ Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present)
- ❑ Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States.

[A full list of relevant Social Studies Standards pertaining to travel can be found here.](#)

### **Educational Competencies of Edina Public Schools:**

In addition to the course standards listed above, the experiences and course work included in this travel-based learning experience will fulfill the following educational competencies of Edina Public Schools:

**Globally Competent Individual** - *Students will gain a diverse and informed perspective through group tours, interactions with locals/student exchanges and time spent in a foreign country where their worldview may be challenged.*

**Responsible, Engaged Citizen** - *Students will act as stewards for their school community, district, community, city and country through their interactions with the local people, with tour officials and among themselves.*

**Effective Communicator and Collaborator** - *Students will participate in discussions with local individuals as well as among themselves about current issues, local culture and daily life. Students will use these experiences to reflect on life in the country versus their own lives in Edina and in the United States.*

**Innovate Thinker and Creator**  
**Motivated, Life-Long Learner**

**Healthy, Well-Rounded Individual** - *Both individually and as a group, students will learn to adapt to new and challenging situations and environments. This travel experience will help students appreciate their own opportunities that come with living in the United States, and also acknowledge differences among peoples in the world.*

All course work and materials will be posted to Schoology. Students should use Schoology as a primary resource for the course. Please note that Schoology will only be available to students BEFORE and AFTER travel. There is no expectation that students will use or have access to Schoology DURING travel.

### **Policies and Expectations:**

I have some simple but firm expectations as we prepare for travel, and once we are in country:

- Prepare yourself for a successful travel experience.
  - Be an active participant, keep an open mind, and be willing to learn new things. This includes showing that you can understand the opinions and viewpoints of others, even if they are different than your own
  - Be respectful of yourself, your classmates, and anyone you interact with during our travel
  - Support and be kind to one another
  - In summary, you should be prepared to be an ambassador that represents the very best of Edina Public Schools, the state of Minnesota, and the United States of America.
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**Assignments:**

BEFORE Travel

- ❑ Students will be required to attend several class meetings prior to travel. Students will participate in: background readings, teacher seminars, and in-class activities to understand the history and culture of the destination country, as well as to preparing to travel to a foreign country with a large group
- ❑ Students will post reflection(s) in the form of a discussion and respond to classmates

DURING Travel

- ❑ Students will be asked to [keep a journal](#) of their experiences. Students will be expected to create at least one journal entry per day where they will reflect on experiences and feelings as we tour and interact with the people in the country. Writing prompts will be provided.
- ❑ Structured discussion will occur to allow students the opportunity to reflect on our experiences in the country.

AFTER Travel

- ❑ Students will compose and submit [a one page summative reflection](#) about their travel-based learning experience. Students will have one week upon return to the United States to complete this assignment. The assignment will be turned in via Schoology.
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**Chaperone Contact Information:**

<p>Mr. Christopher Griggs          Phone – 952-848-4452          Email – <a href="mailto:christopher.griggs@edinaschools.org">christopher.griggs@edinaschools.org</a></p>	<p>Teacher Name          Phone - 952-848-          Email -</p>
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## **Appendices C:**

EF Educational Tours COVID-19 Peace of Mind program

*Provided to all groups departing through September 30, 2022*

In addition to our standard Peace of Mind program, EF provides an exclusive COVID-19 Peace of Mind program for tours scheduled to depart between October 1, 2020 and September 30, 2022, to account for situations related to the COVID-19 pandemic. This program is automatically included for travelers within these departure dates and can be enacted at the group level and specific options can be implemented at the individual level.

Up until 110 days prior to the departure of your tour's original departure date, your Group Leader can enact the COVID-19 Peace of Mind program on behalf of your group for any reason. In that event, your Group Leader can choose

one of the following options (referred to as "Group COVID-19 Options"):

- Change the travel dates or tour itinerary of your group's current tour; or
- Cancel your tour with each traveler receiving a transferable COVID-19 Future Travel Voucher for 100% of all money paid to EF; or
- Cancel your tour with each traveler receiving a cash refund for all of the money paid to EF less \$500\*

Individual travelers also have up until 110 days prior to their tour's original departure date to choose one of the following options following (referred to as "Individual COVID-19 Options"):

- Cancel off your tour and receive or reinstate a transferable COVID-19 Future Travel Voucher for 100% of all money paid to EF; or
- Cancel off your tour and receive a cash refund for all of the money paid to EF less \$500\*

Between 109 to 45 days prior to your tour's original departure date, your Group Leader can enact the COVID-19 Peace of Mind program on behalf of your group and choose among the Group COVID-19 Options if any of the following conditions (referred to as "COVID-19 Travel Events") occur within that timeframe as a result of the COVID-19 pandemic:

- a U.S. federal governmental authority has issued a travel ban or an order restricting travel to a location on your group's itinerary;
- a U.S. federal or state governmental authority has issued an order that would require a self-quarantine for travelers in your group upon return home from a location on your group's itinerary;
- a governmental order applicable to a location on your group's itinerary would ban or restrict travel or require visitors to self-quarantine upon arrival.
- If COVID-19 Peace of Mind is enacted, your Group Leader may choose one of the following options:
  - Change the travel dates or tour itinerary of your group's current tour; or
  - Cancel your tour with each traveler receiving a transferable COVID-19 Future Travel Voucher for 100% of all money paid to EF; or
  - Cancel your tour with each traveler receiving a cash refund for all of the money paid to EF less \$500\*

Individual travelers also have between 109 to 45 days prior to their tour's original departure date to choose among the Individual COVID-19 Options if any of the COVID-19 Travel Events occur within that timeframe as a result of the COVID-19 pandemic.

If at 44 days or less prior to departure of your tour, travel restrictions, governmental orders, or other conditions related to the COVID-19 pandemic make it impossible or impracticable for EF to operate your tour as scheduled, or any of the COVID-19 Travel Events referenced above are newly imposed such that a postponement of your tour program becomes necessary then Group Leader will be offered the same Group COVID-19 Options or travelers will have the same Individual COVID-19 Options referenced above with the cash refund option increased to all monies paid less \$350.

\*For travelers who had booked their program by redeeming a previously issued COVID-19 Future Travel Voucher, the cash refund option available will be based on the originally issued voucher terms (e.g., travelers who received a COVID-19 Future Travel Voucher for a tour originally scheduled to depart between March 1, 2020 and May 14, 2020, may exchange their voucher for all monies paid less \$565).

### **EF's COVID-19 Peace of Mind Program Terms & Conditions**

This COVID-19 Peace of Mind program is applicable to travelers on EF Educational Tours and EF Tours for Girls programs scheduled to depart between October 1, 2020 and September 30,

2022. The benefits of the COVID-19 Peace of Mind program are available at the group level and for individual travelers. The COVID-19 Peace of Mind program will not apply based on travel conditions or restrictions imposed or recommended by local (i.e., non-state) governmental entities or third-party entities unrelated to the provision or arrangement of travel services for your tour. So long as the COVID-19 Peace of Mind program would apply, individual travelers can choose to cancel from their original tour or revised tour and receive a COVID-19 Future Travel Voucher to be used for future travel or exchanged for the cash refund option detailed above. Travelers missing any payment deadlines must pay any incurred late fees to qualify for this program. EF will make every effort to accommodate revised tour requests. Revised tours must depart prior to September 30, 2023. If the revised tour has a higher price than the original tour,

travelers will be required to pay the difference as a condition of traveling on the revised tour. If the group does not travel on the original tour, travel on a revised tour, or if EF cannot accommodate a revised tour request, the travelers will receive COVID-19 Future Travel Vouchers. Travelers canceling from a revised tour will be charged a cancellation fee based on the date that the original tour was revised or the date of cancellation from the revised tour, whichever is higher. COVID-19 Future Travel Vouchers will be issued in the amount of all monies paid by a traveler for the original tour. COVID-19 Future Travel Vouchers are valid for the current and following travel year expiring on September 30, 2023 and may be exchanged during that time period for the cash refund option that the traveler was originally eligible to receive pursuant to the COVID-19 Peace of Mind program policy at the time of issuance. COVID-19 Future Travel Vouchers are transferable at the face value of the voucher to members of the traveler's immediate family or community. The COVID-19 Future Travel Voucher is not a merchandise credit or a gift certificate.