<u>Agenda</u>
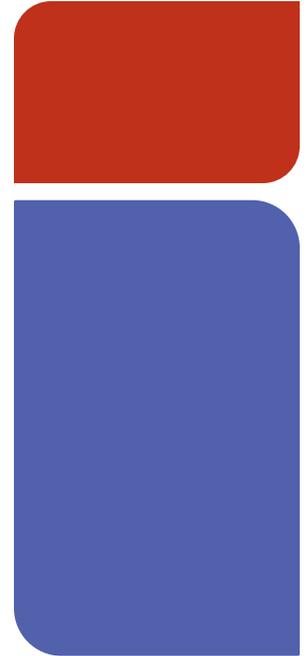
1) Call to Order
2) Roll Call
3) Presentations and Discussions
    a. Back-to-School Planning
    b. Safety and Emergency Response Model Update
    c. Comprehensive District Design Implementation
4) Adjournment

Committee of the Whole

Update on Back to School 2020

July 28, 2020

Back to School 2020

Our Values

- Keeping students and staff safe and healthy

- Equity and access for all students

- Continuity of instruction

- Ongoing, two-way information sharing with families, staff, students, employees and community partners

- Being flexible to meet the diverse needs of students and staff

2

Three Possible Scenarios Per Governor Walz

In-person Learning	Hybrid Learning	Distance Learning
All students are attending school in-person	Schools reopen on limited basis with combination of grade-level rotations and prioritization of students with specialized services	All instruction and student supports provided through virtual platform

Key Planning Areas				
Instructional Considerations	Operations	Student, Family and Staff Engagement	Health and Safety	Social Emotional & Mental Health Support Systems

Challenges with Each Model

Challenges confirmed through MPS feedback and heard across the country

Distance Learning
- Scheduling, structure, consistency and teacher interaction
- Access to technology and internet
- Home supervision and facilitation for working families

In-Person Learning
- Health and safety of staff and students
- Increased costs associated with health and safety (transportation, staffing, nutrition)
- Percentage of staff and students will opt out

Hybrid Learning
- Complex scheduling difficult to communicate and implement
- Health and safety challenges related to social distancing and transportation
- Possible staffing shortages

MPS Community Weighs in on Back to School 2020

Back to School Family Survey: Distribution and Demographics

- Survey fielded from July 15 to July 22
- Survey sent to MPS families via text message and email, and shared on MPS social media

Race/Ethnicity	N	% of Total
African American/Black	1,826	15.0%
American Indian/ Alaskan Native	344	2.8%
Asian	749	6.2%
Hispanic/Latinx	1,147	9.5%
Native Hawaiian/Other Pacific Islander	76	0.6%
White	8,975	74.0%
Other	498	4.1%
Total Respondents	**12,133**	--

Location	N	% of Total
Downtown/University	720	6.0%
North	858	7.1%
Northeast	757	6.3%
South	4,429	36.8%
Southwest	4,643	38.5%
Not in Minneapolis	479	4.0%
Multiple Locations	161	1.3%
Total Respondents	**12,047**	--

*Percentages sum to greater than 100 because respondents could select more than one racial/ethnic group
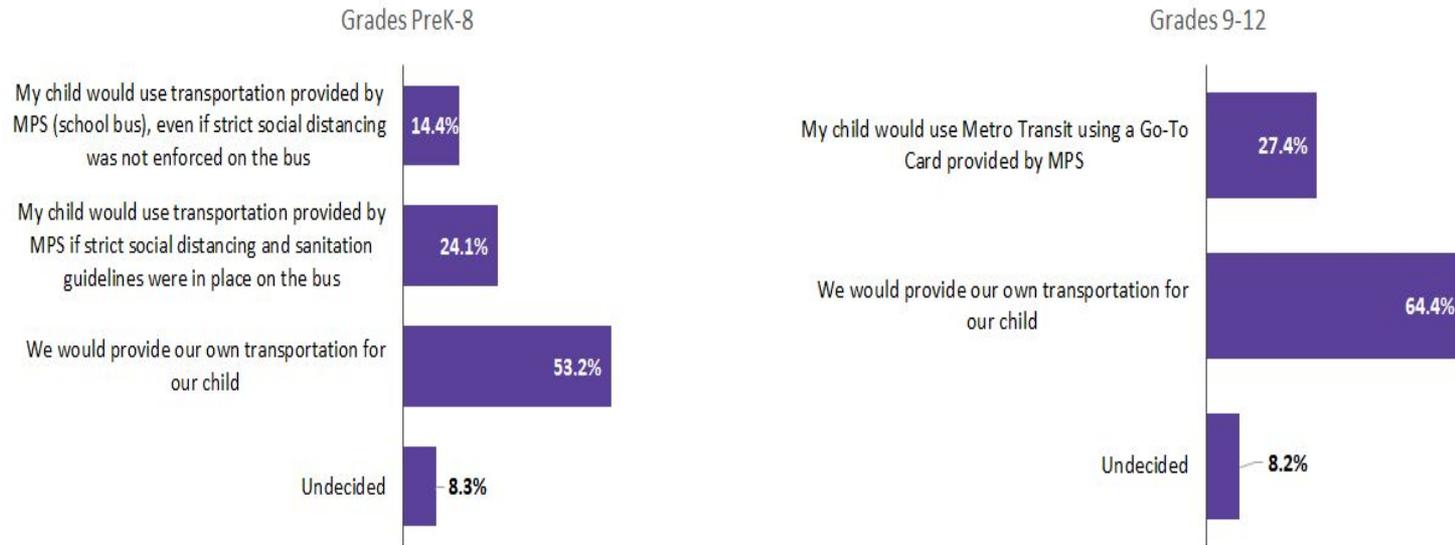
Back to School Family Survey: Scenarios

Overall, a plurality of respondents prefer a hybrid model for their child(ren), followed by a full return to distance learning. Less than a quarter of respondents prefer a full return to in-person learning.
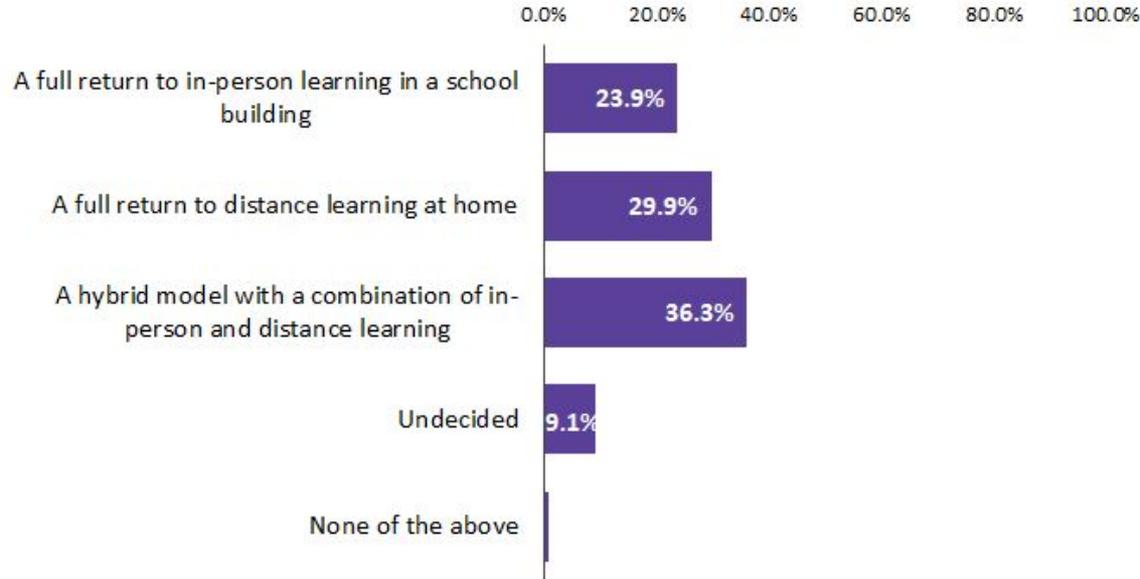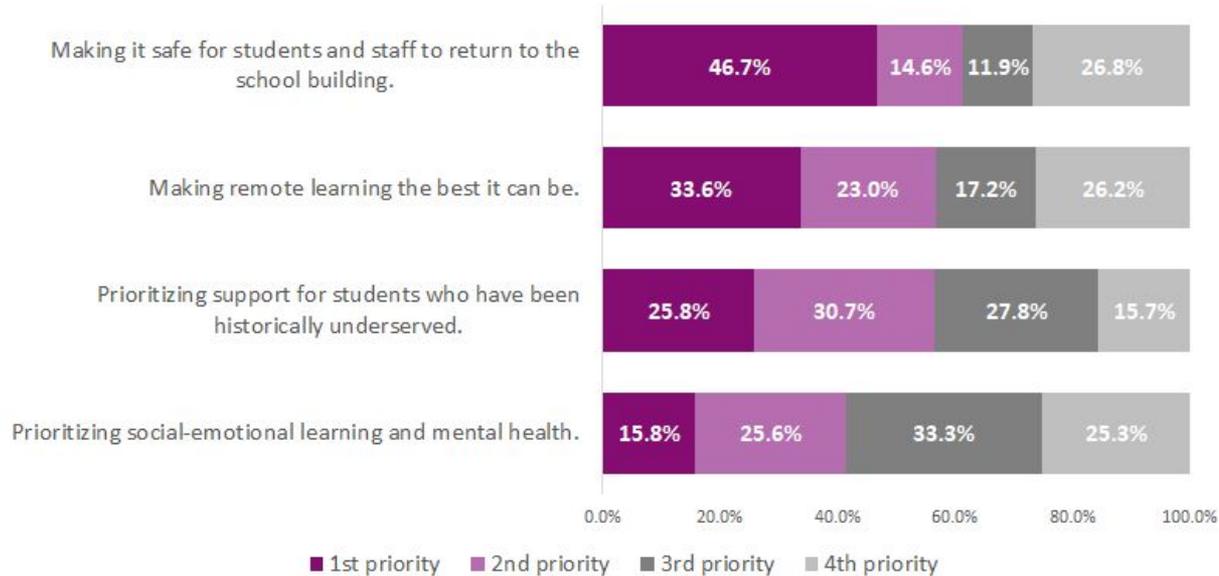
Back to School Family Survey: Transportation

For families who indicated a preference for in-person or hybrid instruction, **most would provide their own transportation for their child(ren),** if students were to return to some form of in-person instruction this fall.

Grades PreK-8

Response	Percentage
My child would use transportation provided by MPS (school bus), even if strict social distancing was not enforced on the bus	14.4%
My child would use transportation provided by MPS if strict social distancing and sanitation guidelines were in place on the bus	24.1%
We would provide our own transportation for our child	53.2%
Undecided	8.3%

Grades 9-12

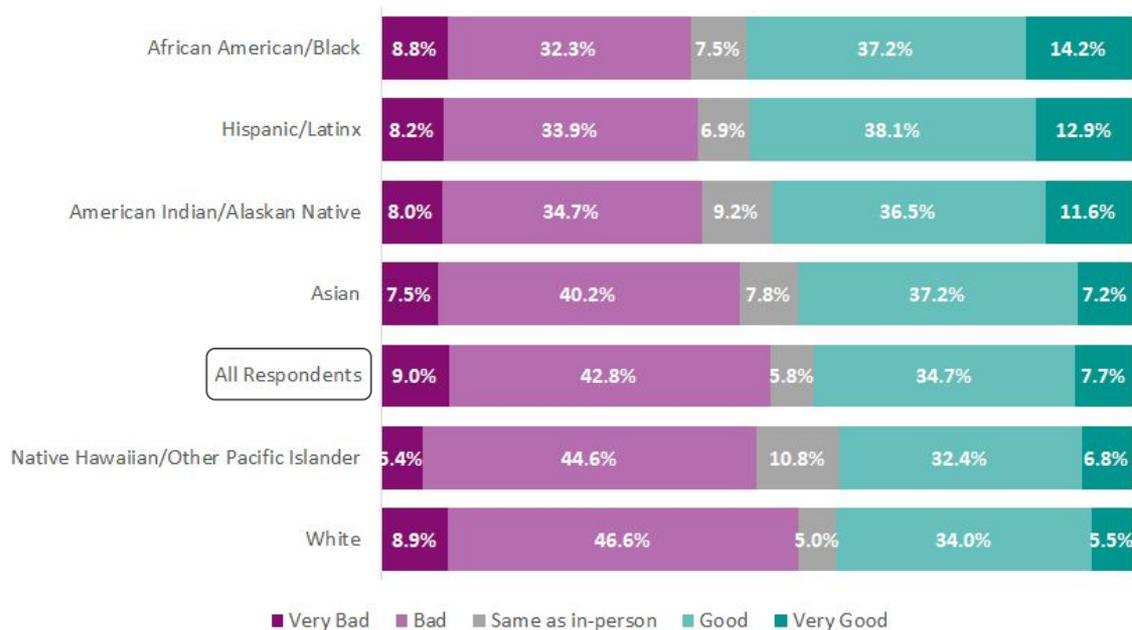| Response	Percentage
My child would use Metro Transit using a Go-To Card provided by MPS	27.4%
We would provide our own transportation for our child	64.4%
Undecided	8.2%

Back to School Family Survey: Priorities

Making it safe for students and staff to return to school buildings should be the district's top priority, followed by making remote learning the best it can be -- according to respondents in all locations and all racial/ethnic identities.

	1st priority	2nd priority	3rd priority	4th priority
Making it safe for students and staff to return to the school building.	46.7%	14.6%	11.9%	26.8%
Making remote learning the best it can be.	33.6%	23.0%	17.2%	26.2%
Prioritizing support for students who have been historically underserved.	25.8%	30.7%	27.8%	15.7%
Prioritizing social-emotional learning and mental health.	15.8%	25.6%	33.3%	25.3%

*Respondents were able to use the same ranking for multiple priorities.

Back to School Family Survey: Experience with Distance Learning

Overall, **about the same amount of families reported having good and bad experiences with distance learning**. Higher percentage of African American/Black, American Indian/Alaskan Native and Hispanic/Latinx respondents reported good distance learning experiences than White and Asian respondents.

|	Very Bad	Bad	Same as in-person	Good	Very Good
African American/Black	8.8%	32.3%	7.5%	37.2%	14.2%
Hispanic/Latinx	8.2%	33.9%	6.9%	38.1%	12.9%
American Indian/Alaskan Native	8.0%	34.7%	9.2%	36.5%	11.6%
Asian	7.5%	40.2%	7.8%	37.2%	7.2%
All Respondents	9.0%	42.8%	5.8%	34.7%	7.7%
Native Hawaiian/Other Pacific Islander	5.4%	44.6%	10.8%	32.4%	6.8%
White	8.9%	46.6%	5.0%	34.0%	5.5%

MPS Return to Work Survey: Overview

- Survey to all staff on Monday, July 13
- To determine staffing levels and potential accommodations needed for distance learning or in-person instruction (following guidance from State of Minnesota)
- 4,329 total responses by July 21

MPS Return to Work Survey: Highlights

Survey asks rating on 5-point scale: **1=very uncomfortable, 5=very comfortable**

4. How comfortable will you be to return to work in-person for the fall semester (with safety precautions in place related to COVID-19) if allowed by the governor?
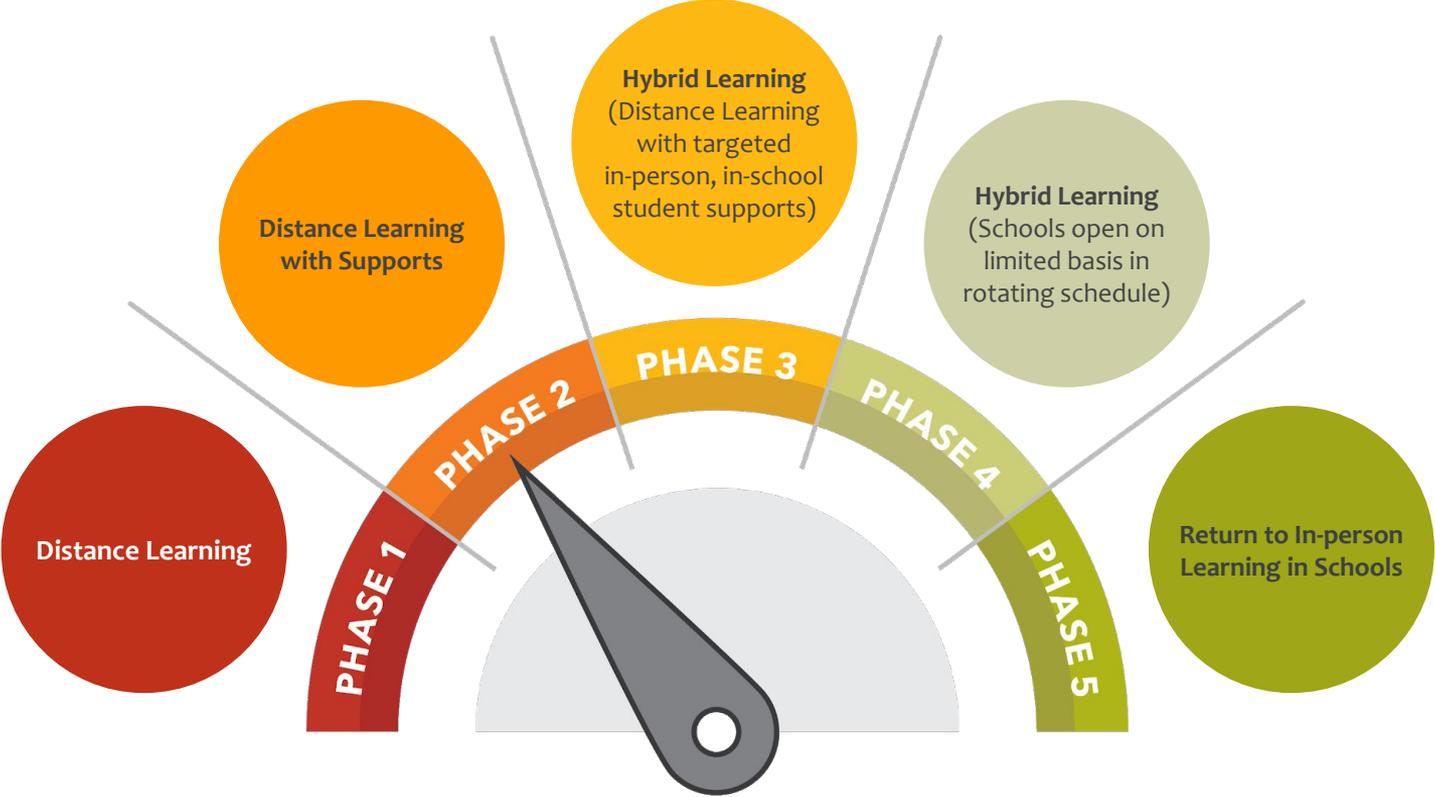
4,329 responses
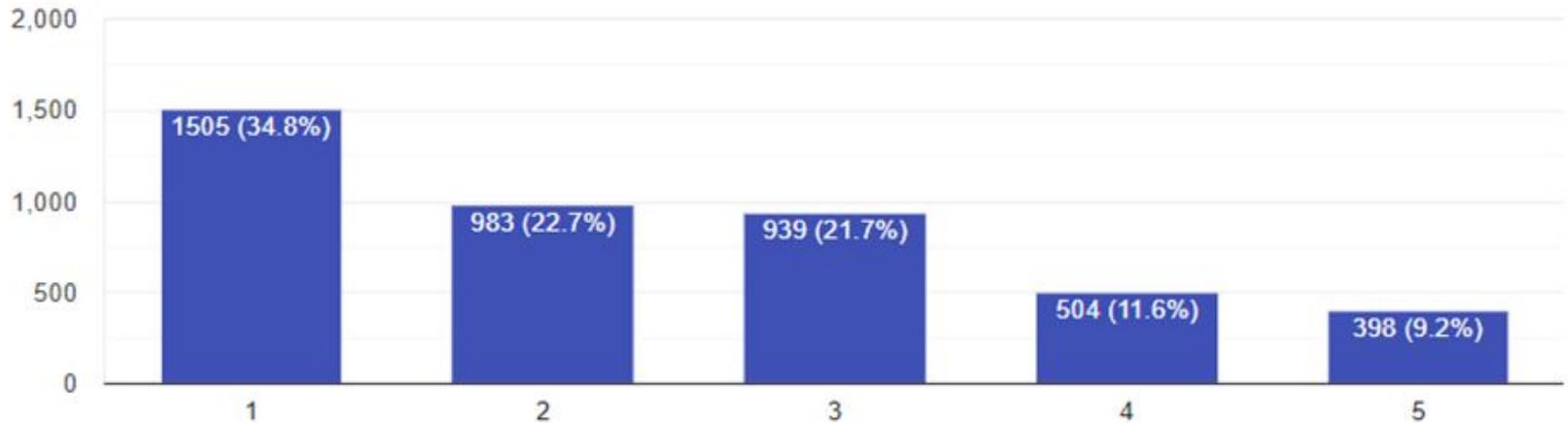
MPS Return to Work Survey: Highlights

Survey asks respondents to select whether they would be able to return under hybrid or full in-person learning.

OPTION	HYBRID OR FULL IN-PERSON
Depends on other factors	1.4%
I will be able to return and perform my job in-person or partially in-person with some additional support due to a medical condition	16.6%
I will be able to return and perform my job in-person or partially in-person	67.8%
I will not be able to perform my job and may need to take a leave of absence	11.2%
Unsure	3.0%

MPS Phases to Safe Learning

MPS Phases to Safe Learning

Distance Learning

Distance Learning with Supports

Hybrid Learning (Distance Learning with targeted in-person, in-school student supports)

Hybrid Learning (Schools open on limited basis in rotating schedule)

Return to In-person Learning in Schools

PHASE 1

PHASE 2

PHASE 3

PHASE 4

PHASE 5

15

Phase 1: Distance Learning (during Shelter-At-Home Order)

- **All instruction and student supports provided through virtual platform**
- Better technology access, including adaptive technology for students receiving special education services
- More rigor, higher expectations, more structure to everyday learning; more consistent teacher interactions
- Continued professional development for educators
- Essential family supports, such as food distribution and limited child care, provided in-person.
- Virtual mental health support through partner agencies

Time Period
- March 2020 through July 2020
- Possible return to model later in the year based on Governor's orders

Phase 2: Distance Learning with Supports

- **Distance learning continues as primary instructional model**
- **Ability to reopen buildings to provide targeted support** such as tutoring, technology and mental health support to students and families
- Some supports will be universal (available at all schools); others school-specific

Time Period
- Schools start September 8; academic supports could start earlier
- Possible return to model later in the year based on Governor's orders

Phase 3: Hybrid Learning -- Add In-Person, In-School Supports

- Signals earliest part of transition back to in-person learning
- **Majority of learning continues on virtual platform with targeted student supports added in-person in schools** to supplement both academic and social/emotional skill building
- School-based staff return based on specific school needs to provide support such as: interventions, pre-teaching, academic reinforcement, lab experiences, increased access to education materials and exchange of paper materials

Time Period
- Anticipated during Quarter 1
- Possible return to model later in the year based on Governor's orders

Phase 4: Hybrid Learning - Schools Open on Limited Basis

- **Schools reopen on limited basis with combination of grade-level rotations** and prioritization of students with specialized services
  - K-3 (or K-5) on rotating AB schedule
  - 4-12 (or 6-12) continue in distance learning
- Focus on small class sizes, social distancing, disinfecting
- Bus transportation and nutrition available and socially distant
- Could include centralized TOSAs/DPFs assigned to buildings to make hybrid possible

Time Period
- To be determined
- Multiple decision factors

Phase 5: Return to Full In-Person Learning in Schools

- **Return to face-to-face instruction in the schools for all students**
- Transportation services expanded
- Nutrition services on-site
- Potential for extracurricular offerings
- All staff (who are medically able) return to normal duties

Time Period
- To be determined
- Multiple decision factors

A Better Distance Learning Experience at MPS

Distance Learning Always an Option

- MPS will honor state guidance
- MPS will implement protocols to allow quick, efficient return to distance learning at both the school and district level if that's the safest option for staff and students
- MPS has developed a stronger distance learning program that:
  - Includes greater rigor, standards, consistency and expectations
  - Ensures technology access for all students
  - Requires more teacher interaction
  - Better manages screen time

MPS Distance Learning: *Technology*

What will be different for students in distance learning in the fall?
- Common online platform, dashboard, design and tools provide ease in accessing multiple classrooms
- Common platform for communication tools ensures safety and accessibility
- Standards created for online course development increase quality and consistency
- Website development requirements ensure accessibility per ADA
- Student online planner helps students better track assignments in one location
- Enhanced approved online tools to support both live and recorded instruction
- Teachers and students both learning how to work better online
- Digital literacy and digital citizenship training ensures students safety and privacy

MPS Distance Learning: *Curriculum and Instruction*

What will be different for students in distance learning in the fall?
- Curriculum resources and materials will supplement online learning
- Students and teachers can expect a structured schedule for instruction and learning
- Lessons will be designated as most effective live or pre-recorded
- Instructional guidance will be made specific to English Learners
- Common course templates and framework will build consistency
- Teachers will be guided on effective online planning and collaboration
- Roles will be better defined for ESL Teachers and Classroom Support Staff

MPS Distance Learning: *Professional Development*

Distance Learning Implementation PD Outcomes
- Understanding of requirements and recommendations for distance learning
- Intention and focus on applying the Curriculum Transformation process to daily lesson
- Collaboration with subject/grade level colleagues to apply proven instructional practices piloted during Quarter 1
- Increase consistency in the content, layout and format within digital classrooms
- Maximizing the usage of digital tools to support increased student engagement and learning

MPS Distance Learning: *Special Education*

Special Education Goals
- Increased capacity for virtual assessments and initial evaluations
- Google Classrooms with materials and resources to support job-alike special education staff
- Protocols to help organize and deliver collaborative services virtually
- Interventions that work on a virtual platform - success with MaxScholar
- Virtual calming spaces
- Examples of lessons/activities
- Progress monitoring
- Virtual job shadowing

MPS Distance Learning: *English Learner*

- **Creating consistent learning routines** to support both student-directed and/or family-directed EL learning.
- **Providing needed collaborative structures among staff** to streamline EL family/student communication and support.
- **Making sure to continue working with EL students to ensure they feel safe,** cared for, and connected in the distance learning experience.
- **Ensuring student- and family-centered learning**

MPS *Enhanced Mental Health Supports*

- Increased partnerships with Community Mental Health Agencies

- District Mental Health Support Coaches

  - Join multidisciplinary team of social workers, school psychologists, and school counselors
  - Consult with staff and resource for families
  - Teach pro-social skills
  - Promote deeper, long-term relationships with identified schools
  - Facilitate learning communities across schools and programs
  - Provide backup support to free up those with relationships with students
  - Deepening professional development

- Consultation with culturally specific community therapists

- New technology to support student/adult relationships

Questions?

Committee of the Whole

Update on Transition to New Safety Models for MPS

July 28, 2020

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Board Resolution

Resolution to Terminate the Contract for Services with the Minneapolis Police Department for the Services of School Resource Officers

WHEREAS, Special School District No. 1, Minneapolis Public Schools (District) is responsible for all interactions students have with adults in our school buildings in order to promote a positive school climate….

…WHEREAS, the District has decided the current contract and any continuing contract for services with the Minneapolis Police Department do not align with the priorities of the District's equity and social emotional learning goals…

…WHEREAS, District policy 1304 states, "Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism…

…FURTHER BE IT RESOLVED that the Board of Directors, Special School District No. 1 **directs the Superintendent to cease any further negotiations with the Minneapolis Police Department for the services of School Resource Officers… directs the Superintendent to provide the Board of Directors with recommendations on how the students of the District will be served and safety maintained by August 18, 2020.**

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Goals

1	2	3
Identify and implement a "Step 1" Security and Emergency Response (SER) plan by September 2020	Identify supports to increase student and staff safety through Climate Framework steering committee and task force engagement	Engagement and planning for a "Step 2" Safety, Security and Emergency response model

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Security and Emergency Support needs

Incidents impacting safety
- Behaviors such as bullying, substance abuse, demonstrating a lack of respect and cultural humility
- Conflicts between individuals or groups of students
- Direct tie to Climate Framework

Incidents impacting building security
- External threats such as unauthorized people attempting to enter schools, neighborhood crime activity
- Both a people and a physical environment need

Incidents requiring an emergency response
- Medical incidents, fire or other building system malfunctions, large altercations, external events
- Focus on building level emergency plans - preparedness

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Previous Safety, Security and Emergency Management functions and roles

Building Security	Positive Engagement and Behavior Supports	Behavior Intervention	Positive Police Interaction	Public Safety
Security Monitor	Education Assistants Associate Educators School Success Program Assistants Community Partners SROs	Principals Assistant Principals SROs	SROs	SROs Part time officers School Patrol officer

Proposed Safety, Security and Emergency Management functions and roles

Building Security	Positive Engagement and Behavior Supports	Behavior Intervention	Critical Incident Management
Security Monitor	Education Assistants Associate Educators School Success Program Assist Community Partners Mental Health supports	Principals Assistant Principals School Success Program Assistants Mental Health Supports	EMSS Specialists *MPD

*Only in cases involving significant or imminent safety threats

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Feedback and insights from community engagement

New approach to security under discussion for the past 5 years
- Groups/stakeholders involved
- Feedback from yearly surveys
- Literature review by a Humphrey Fellow
- Climate and Safety Advisory Committee (CSAC) most recently

Engagement and feedback this summer
- Community leaders
- Internal stakeholders
- Union leadership
- High school Principals

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Specialists as members of school communities

These new staff members **will not** be an extension of the discipline/enforcement systems of the past. They will be:

- Assets for schools in regards to planning and response to incidents that threaten the safety of students and staff;
- Rooted in the core district priorities of Equity, Social and Emotional Learning (SEL), and Multi-Tiered Systems of Support (MTSS);
- Working in collaboration with schools to continue to dismantle the white supremacist culture we operate under; and
- Efforts to continue to deconstruct the school-to-prison pipeline.

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Specialist recruitment and selection

Recruit candidates who understand and reflect the students they serve

- Diverse pool to include multilingual fluency
- Most important experience required for is understanding and making authentic connections with students
- Collaborative, multi-departmental involvement in two-part interview process
  - Principals, community members, teachers, school support staff, students and other subject matter experts screen candidates to create a pool
- Principals involved in matching process choosing candidates from pool
- Equivalencies have been developed

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Recommendations for near-term
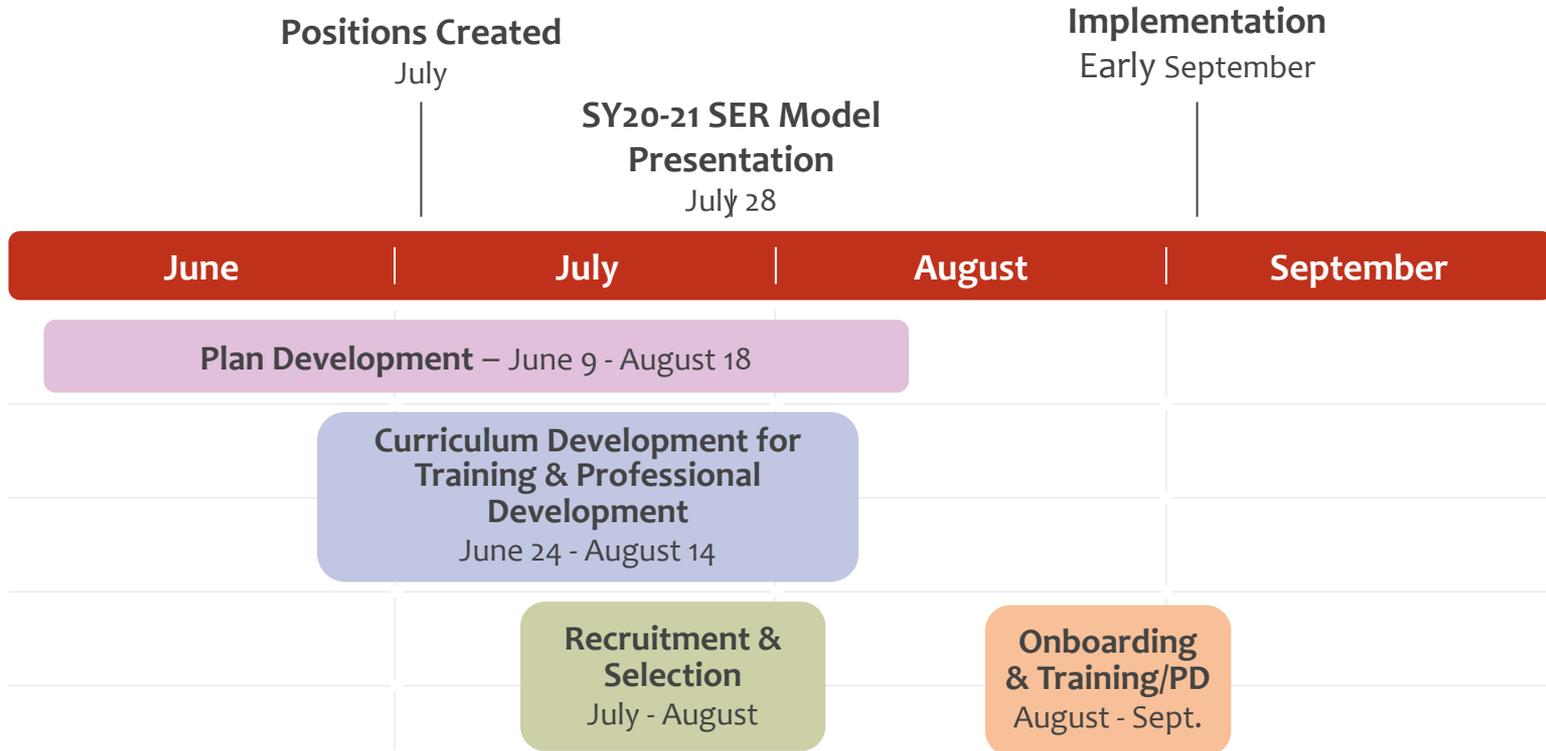
For this school year
- Considered both an internal solution as well as an external contract
- Recommendations
  - **Expand the number of Specialists** under the office of Emergency Management, Safety & Security
    - Provide centralized support while offering differentiated service based on school needs
    - Have more robust and consistent training plan that impacts all schools
  - **Maintain school-based Security Monitors** for quick access and relationship building, strengthening professional development and ongoing training
  - **Create more consistent welcoming experiences** at school entrances
  - **Increase safety** in identified walk zones and bus stops.

Difference from SROs-- Recruitment and selection processes, training and PD, focus on building relationships, partnered with mental health coaches, restorative justice and non-crisis intervention skills, manage and de-escalate security incidents to protect students
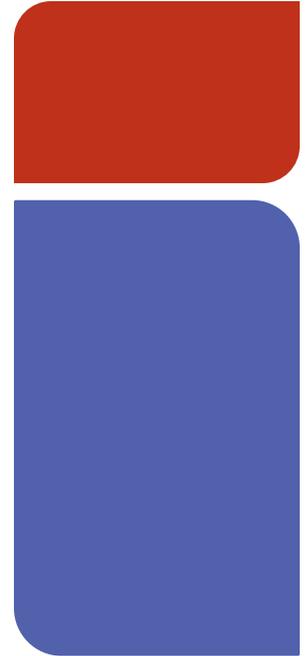
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Training and Professional Development

Well-Rounded Training Plan

Documentation
- Requirements
- Behavior
- Restrictive procedures
- Mandated reporter
- Contact with police

Job Basics
- Team continuity
- Roles and responsibilities
- Stress management
- Unconscious bias
- School Security 101
- Power, authority and intersecting oppressions
- Valuing youth voice

iNCI Instructors Track
- De-escalation
- Intervention
- Restorative practices
- Teaching strategies
- Equity
- SEL
- MTSS

Building on Basics
- Student engagement
- Bullying prevention
- Psychological first aid
- School-based mental health
- Impact of white supremacy
- Anti-racism/sexism and personal responsibility

Technical Skills
- CrisisGo
- Gaggle
- SETeams
- Discovery
- Due process
- First aid

Intro to Complex Topics
- iNCI (6 hour)
- Working with students with IEPs
- Communication and community engagement
- Cultural humility
- Deconstructing school to prison pipeline

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Security and Emergency Response implementation SY 2020-21

Positions Created
July

SY20-21 SER Model Presentation
July 28

Implementation
Early September

June	July	August	September

Plan Development – June 9 - August 18

Curriculum Development for Training & Professional Development
June 24 - August 14

Recruitment & Selection
July - August

Onboarding & Training/PD
August - Sept.

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Committee of the Whole

July 28, 2020

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Comprehensive District Design Update

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CDD Implementation Update

- Accountability
- Academic update
- Climate Framework
- Special Education Update
- Schools update
  - Bell times
- Communications/Enrollment update

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Accountability: Internal Tracking System through Gantt Chart

- Listing of current and projected activities for each Division's CDD Implementation planning

- Projected start date and duration of activity

- Actual start date and duration of each activity

- Percent complete

- Chart covers from April 2020 - March 2025

CDD Implementation Plan
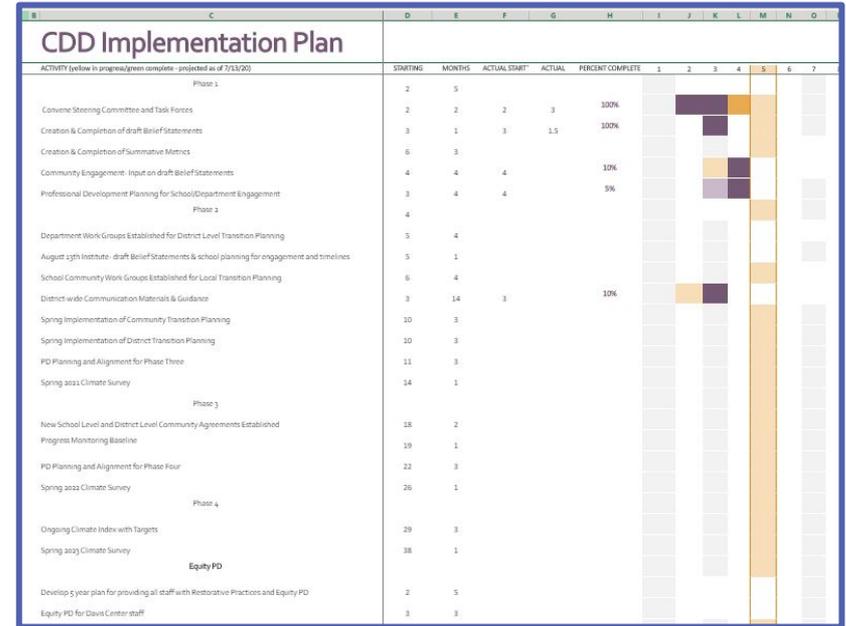
Accountability: CDD activities completed through June 2020

Division	Area	Activities for June Completion
Communications	Spring 2020 School Prep	• End-of-year communication - kinder registration/school placement letters • Community advisory around new enrollment procedures; school one-pagers
ARE	Climate Framework	• Convene Steering Committee and Task Forces • Creation and completion of draft Belief Statements
Operations	5-yr Capital Plan	• Second read/Vote FY 20-21 Capital Plan
Human Resources	Staffing	• Spring 2020 Matching/Placement
Academics	Literacy	• Literacy Evaluation
	Well-Rounded	• Project Lead the Way PD for all 6-8 grade Science teachers • 750 new instruments inventoried

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Accountability: CDD activities for July completion

Division	Area	Activities for July Completion
Communications	Spring 2020 School Prep	- Draft school overviews/impact/ matrix for model - Create full Implementation timeline - Define roles of schools, Principals, District in Communication activities
Operations	Bell Times	Initiated 2021-2022 Bell Time Steering Committee
Human Resources	Teacher Equity Plan	Hire HR recruiter, consultant and specialist to support high need portfolio staffing
Academics	Special Education	- Special Education space walkthroughs - Special education student analysis - Special Education Staff Analysis
	Culturally Sustaining Pedagogy/Curr. Transformation	- Ethnic Studies support in place - CT Framework completed, feedback provided from teachers and principals

Accountability: CDD activities for July Completion (cont.)

Division	Area	Activities for July Completion
Academics (cont.)	Advanced Academics	• Growth areas identified • Grouping/Clustering model approved
	Literacy	• Initial staffing 100% complete (Two resigned and positions are reposted) • Software adoption of Lexia Core and PowerUp • Read Well by Third grade completed
	Math	• Staffing 100% Complete • K-2 Math Adoption - pilot vendors selected and pilot site identified
	Well-Rounded Education	• STEM- for-All logic model complete • STEM team established and work plan developed
	Community & Magnet Schools	• Community Playbook completed • Magnet School Playbook completed

Accountability: CDD activities for August Completion

Division	Area	Activities for August Completion
Communications	Summer Outreach	• Create BTS virtual experiences/overview (CDD Implementation Expectations) • Create/distribute school recommendations for families who are moving schools • Create communication around enrollment season • Community outreach activities
	Back to School	• BTS communications made virtual • BTS Kickoff (if appropriate)
ARE	Climate Framework	• August 13th Institute - draft belief statements & school planning for engagement and timelines
	Equity	• Equity PD for all Davis Center staff

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Accountability: CDD Activities for August Completion (cont.)

Division	Area	Activities for August Completion
Human Resources	Staffing	• Spring External Teacher Hiring • AP Allocation revisions • Partner with MFT/ESP/Forum leadership to identify required changes
Academics	Literacy and Math	Title sites hired PK-2 Math TOSAs. Training completed.
Health Services	Mental Health Supports	Accelerated expansion of mental health supports as outlined in the CDD

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CDD Implementation Update: Next Steps

1. Steering Committee work
   a. Review proposals
   b. Share with their communities
   c. Gather questions and feedback

2. Next Committee Meetings - July 29 and August 26

3. Bell Time Proposal - September COW and October 13 Board of Education Meeting

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CDD Implementation Update: Academic Update

High-Quality Instruction: Culturally Sustaining Pedagogy, Curriculum Transformation
- Professional Development: Introduction, Resources and Strategies

Advanced Academics
- GT Identification and Service Draft Plans and Professional Development

Literacy and Math
- 16/18 Title Sites have hired Pk-2 Literacy and Math TOSA
- School Level Literacy Plans with Target Levels as part of School Improvement Planning and Professional Development
- Literacy Evaluation Completed
- Adopted Lexia Core 5 and Power Up as MPS online literacy software. This is part of Tier 1 and 2 for literacy.
- Read Well by Third Grade completed, uploaded to MDE and posted on MPS website
- PK-12 Literacy Framework
- Competitive Literacy State Development (CLSD) Grant Award
- PK-2 Math Curriculum Adoption

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CDD Implementation Update: Academic Update

Middle Level
- Middle Level Work Plan Being Developed and Professional Development

Well-Rounded
- STEM for All Planning and Professional Development
  - PLTW PD had 50+ teachers. All but 2 MS sites were represented.
  - Logic Model complete
  - STEM Team established and a work plan and supporting principals of new STEM/STEAM Magnet schools
- CTE Centralized Centers Program Planning: CTE TECH Center and NEW programs of study
- Music: 750 Instruments inventoried and delivered to schools

Magnet Schools
- Magnet Schools Planning and School Development PD
  - Magnet Playbook Completed
    - Magnet TOSAs Hiring in Progress

Community Schools
- Community Schools Planning and School Development PD
  - UPDATE:
    - Community Playbook Completed

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CDD Implementation Climate Framework: Areas and Timeline

🟡	**High Expectations for Teaching & Learning**
🟠	**Interpersonal Relationships, Respect & Leadership**
🔴	**Family & Community Engagement**
🟣	**Wellness: Social, Emotional & Physical**
🟣	**Physical Environments, Security & Accessibility**
🟢	**Sense of Safety & Belonging**

July/Aug	Community Engagement for Feedback on Belief Statements
Aug 13	School-based Instructional Leadership and Equity and Engagement teams provide feedback
Sept/Oct	School and Department Engagement • State of the Schools • Plan for engaging staff and families • Evidence that will be gathered
Oct	School Community Bridging Event
Oct/Nov	School and Department Work Groups Meeting
Dec/Jan	Climate Plans Drafted

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CDD Implementation Climate Framework: Community Engagement

Virtual
ThoughtExchange – accessible by phone, tablet, and computer, this platform encourages sharing of personal ideas and perspectives on belief statements and synthesizes findings into a report

Community
Through partnerships with local organizations, will conduct focus groups and conduct a mail in campaign for young students to return a postcard with their drawing of how their school can help them feel they belong.

School-Based
Through both existing Site Councils and a reach out to parents, schools will seek perspectives of their communities on both belief statements and next steps of Climate planning

Department-Based
District departments will also seek out feedback in the creation of their Climate goals in their department plans. Many of these connections and recommendations for change already exist through PPE, DPAC, Advisory and Accountability committees.

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CDD Implementation Climate Framework: Accomplished Activities

1. Convened Steering Committee – Representation of Parent Advisory Councils, Teacher/ESP/Other Union Leadership, Principals, District Senior Leaders

2. Built 6 Task Forces with representation from Teachers, ESPs, other unions, principals, community & parents, district staff, and students

3. Completed Belief Statements from each of the 6 Task Forces (as of 7/15)

4. Established Climate Framework Google site – now linked to MPS homepage rotator

5. Secured ThoughtExchange virtual community engagement contract

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Climate Framework Steering Committee Membership

- **Greta Callahan** - President, MFT Teacher Chapter
- **Shaun Laden** - President, MFT ESP Chapter
- **Jessica Burton** - President, MPS Clerical and Technical Chapter AFSCME
- **Monica Shockency** - President, MPS Association of Professional Employees
- **Martin Goff** - Business Agent, Teamsters
- **Aaron Janson** - President, SEIU Food Service and Janitors
- **Chris Stinson** - Political Director, SEIU
- **Basilio Diaz** - Member, World's Best Workforce Committee
- **Victoria Balko** - Member, World's Best Workforce Committee
- **Nathaniel Genene** - MPS School Board's Student Representative
- **Emily Sowell** - Member, District Parent Advisory Council
- **Dulce de la Rose** - Member District Parent Advisory Council
- **Cheryl Flugaur-Leavitt** - Member, District Parent Advisory Council
- **Asia Givens** - Member, District Parent Advisory Council
- **Maggie George** - Member, District Parent Advisory Council
- **Abdul Abdi** - Member, District Parent Advisory Council

- **Sherrill Lindsey** - Principal Hall Elementary
- **Michael Luseni** - Principal Heritage Academy
- **Ellen Shulman**- Principal Anwatin Middle School
- **Candace Miller Lopez** - Member, Equity Diversity Impact Assessment (EDIA) Committee
- **Aimee Fearing** - Sponsor of the High Expectations for Teaching and Learning Climate Area
- **Maggie Sullivan** - Sponsor of Interpersonal Relationships, Respect and Leadership Climate Area
- **Suzanne Kelly** - Sponsor of the Community and Family Engagement Climate Area
- **Rochelle Cox** - Sponsor of the Wellness: Social, Emotional and Physical Climate Area
- **Karen DeVet** - Sponsor of the Physical Environments, Security and Accessibility Climate Area
- **Eric Moore** - Sponsor of the Sense of Safety and Belonging Climate Area

Climate Framework Task Force Membership

High Expectations for Teaching & Learning	Interpersonal Relationships, Respect & Leadership	Family & Community Engagement	Wellness: Social, Emotional & Physical	Physical Environments, Security & Accessibility	Sense of Safety & Belonging
Elizabeth Nelson	Nafeesah Muhamad	Lucy Nevels	Erik Ziegler	Christie Owens	Mary Manor
Brionna Harder	Angie Kramer	Elizabeth Garten	Maureen Dowling	Erik Wingate	Angela King
Evangelina Stanslaski	Natasha Dockter	Rachel Laoyza	Kelly Schomper	Marcia Wyatt	Michele Urevig-Drilz
Tami Koll	Catina Neal	Jill Kilibarda	Etosha Kemp	Chiquetta Tucker	Nicole Wehr
Jimetra Ruomo	Ma-Riah	Mohamed Ali	Geneva Dorsey	Janie Gholston	Sharon Mandel
Terrence Noble	Roberson-Moody	Jackie Starr	Lindsey Wagner	Carly Siewert	Charleine Williams
Holly Kleppe	Aria Campbell	Relonda Love	Laura Carpenter	Karen Bryce	Jeanette Vyhanek
Heather Frye	Whitney Clemens	Lisa Pawelak	Padmini Udupa	Mary Pat Cummings	Mercedes Walker
Rebecca Slaby	Nancy Goodman	Theresa Stets	Dr. Ora Hoakes	Yusuf Abdullah	Erin Rathke
Blanca Caldas	Karon Cunningham	CurShonda Allen	Suzanne Fust	Michael Bradley	Joe Groves
Heather Andersen	Diane Bagley	Rebecca Gagnon	Kelcie Litchfield	Khulia Pringle	Bonita Jones
Julia Quanrud	Lorraine Rhodes-Dix	Jerry Lee	Kelly Holdgrafer	Toby Schroder	Erin Sugrue
Natasha Parker	Lynne Crockett	Sarah Washington	Mark Sander	Laura Murphy	Greg King
Marium Toure	Chelsea Smitts	Bridie Musser	Julie Young-Burns	Steve Richter	Meghann Gordon
Julie Tangeman	Elizabeth Glidden	Corina Pastrana	Julie Danzl	Jackie Vertigan	Mathew Myrold
Aneesa Parks	Erika Lamboglia	Genna Deprey	Betania Aviles	Vince Jackson	Rebecca Ruddle
Sonia Svedahl	Clare Foley Peters	Sara Etzel		Angie Powell	Leticia Guadarrama
	Mary Lambrecht	Nimo Maadey		Kelly Barrick	Hinda Abdi
	Cathy Dalnes			Nasteha Ali	Joshua Lee-Reid
	Judy Brown				
	Tate Sayaphet				

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Climate Framework Community Engagement

Internal or Directly Related to MPS	External Community Sources
• OBSA - Office of Black Student Achievement • School-based family liaisons • Food pick-up sites • Citywide student government - Janae • Youth evaluators • Teachers and staff with relationships/Case Managers • EDIA - Equity Diversity Impact Assessment Committee • WBWF - World's Best Workforce • Parent Advisory Councils • CDD (Comprehensive District Design) student group • District Social Media • Roosevelt student groups have reached out to the Equity Department	• BOBA Becoming Organizers Becoming Advocates (CAAL Youth) • CAAL (Coalition of Asian American Leaders) • Community elders and leaders • COPAL - Communities Organization Latinx Power and Action • Faith Communities • ISAIAH - state-wide collection of faith communities • Isaroon • Ka Joog - Somali youth organization • MIGIZI • Minneapolis American Indian Center • Minnesota Equity Education Partnership • NAZ - Northside Achievement Zone • Organizations that work with families - ARC, PACER • OutFront Minnesota/GSA Network - Gay-Straight Alliance • Navigate Minnesota (Latinx youth working on inclusive curriculum) • Somali Karmel Mall • Upstream Arts

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Climate Framework Draft Belief Statements

High Expectations for Teaching & Learning

1. It is the right of every MPS student to experience an equitable educational journey that is challenging, affirming, empowering, and filled with access to transformative present and future opportunities.

2. It is the right of every MPS student to have positive, meaningful, healthy relationships with adults at their school that stem from mutual respect, trust, and care. Student voice, choice, and perspective are actively sought, heard, and valued both in creating a safe and rich learning community in the classroom as well as a larger community of belonging in the whole school.

3. It is the right of every MPS student to be able to trust their educators, administrative staff and district members as a result of concrete evidence that adults are creating tangible change that is student-focused and creates greater equity within MPS.

4. It is the right of every MPS student and educator to receive meaningful feedback on their learning and instruction, respectively, that specifically addresses how they can continue to grow.

5. It is the right of every MPS student to be taught by culturally responsive, equity-focused, anti-racist educators.

6. It is the right of every MPS student and family to address biases in teaching and actions of school leaders without fear of retaliation, dismissive behavior, and fragility.

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Climate Framework Draft Belief Statements

High Expectations for Teaching & Learning (cont.)

7. It is the right of every MPS student and family to have educators that reflect, respect, and affirm their identities, backgrounds and lived experiences (racial, cultural, ethnic, socioeconomic, language, gender, sexuality) through both curricula and instruction.

8. It is the right of every MPS student to have curricula and instruction that de-centers and challenges whiteness, ableism, and heteronormativity.

9. It is the right of every MPS student and family to feel safe to engage in both learning and their school community by having educators who acknowledge and understand the impact of their own identities and biases.

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Climate Framework Draft Belief Statements

Interpersonal Relationships, Respect & Leadership

1. It is the responsibility of leadership and staff on all levels to ensure the right of traditionally and currently marginalized staff to be heard, seen, respected, and safe from harm. Additionally, it is also the responsibility of leadership and staff to mitigate any harm through culturally specific (non-Eurocentric) ways.

2. It is the right of traditionally and currently marginalized staff's language, cultural traditions, values, and truths to always be integrated, centered, and celebrated in all Minneapolis Public Schools affiliated spaces.

3. It is the responsibility of everyone in Minneapolis Public Schools to honor and value the dignity of all.

4. It is the responsibility of everyone in Minneapolis Public Schools to understand that giving and receiving respect is not universally the same, it is essential we show and receive respect in a culturally responsive, non-Eurocentric way

5. In order to ensure the inclusion and implementation of an equitable framework, it is the responsibility of all leaders to cultivate, promote, and hire staff that reflect a balanced leader-to-student ratio from within the communities they serve, as well as accurately reflect the demographics of the student population.

6. In order to ensure the inclusion and implementation of an equitable framework, all leaders are accountable to lead with empathy, and promote and provide a trusting, safe and inclusive (emotionally, physically, socially) community for ALL staff, students, families, and community members.

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Climate Framework Draft Belief Statements

Family & Community Engagement

1. It is the responsibility of MPS to design and implement a clear, culturally reflective and accessible decision-making process where families and communities can easily participate and share in decisions that affect the student's well-being and educational experience.

2. It is the responsibility of MPS to proactively partner with, engage, and support families, staff, community members and other stakeholders to create an environment of trust and belonging that honors and reflects the cultural diversity for the benefit of our students; ensuring equitable access to resources and academic rigor.

3. It is the responsibility of MPS to creatively and flexibly engage students, their families and support structures to identify their needs and strengths, in order to develop the confidence in their ability to learn and achieve academic success.

4. It is the responsibility of MPS to use flexible communication systems to share information and gather input from families and community stakeholders at the student, classroom, school, and district level.

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Climate Framework Draft Belief Statements

Wellness: Social, Emotional, & Physical

1. It is the responsibility of adults to ensure that students' social, emotional, and physical needs are identified and addressed.

2. We believe relationships are key to learning and recognize that social and emotional learning is embedded throughout our practice during the school day and our interactions with families and the community beyond the school day.

3. All students, families, and staff deserve a safe and supportive environment that promotes healing as well as social, emotional, and academic growth

4. We value and respect all aspects of each individual's identity.

5. We believe that children are happier and healthier when play and physical activity are built into each and every school day.

6. It is our responsibility to nurture all children through access to active living, as well as quality and culturally relevant food.

7. It is the responsibility of community, family, and staff to work together to eliminate systemic racism and value cultural competence within the education system.

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Climate Framework Draft Belief Statements

Physical Environments, Security, and Accessibility

** Our Task Force also recommends three important disclosures are provided as an overarching statement above the entire Climate Framework:
- Acknowledging the Native land upon which our building are situated, and
- The environmental impact and standards of MPS buildings
- Recognizing that relationships between all in the building have impact that can transcend the physical environment

1. It is the right of every MPS student and staff member to attend <u>equally</u> safe and well-maintained schools, no matter which school they attend, as well as to go to work and school in a space that is conducive to learning and requires all members of the community to take care of the space; more specifically, the space is regularly cleaned, is a comfortable temperature, and has well-maintained grounds.

2. It is the right of every student, parent, staff, and community member to feel physically and emotionally safe, recognized, and respected when entering and accessing a barrier-free MPS facility.

3. Minneapolis Public Schools inherently values the safety of all students, families, staff, and community in our schools. We commit to creating secure entries which are appropriately staffed with personnel who are approachable, welcoming and who support schools as a safe haven. The entries visually represent the communities we serve, are clean, inviting, and easy to navigate through appropriate signage. Our schools reflect and embrace our essential responsibility and commitment: the educational and developmental uplifting of all students.

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Climate Framework Draft Belief Statements

Physical Environments, Security, and Accessibility (cont.)

** Our Task Force also recommends three important disclosures are provided as an overarching statement above the entire Climate Framework:
- Acknowledging the Native land upon which our building are situated, and
- The environmental impact and standards of MPS buildings
- Recognizing that relationships between all in the building have impact that can transcend the physical environment

4. It is the right of everyone in our school communities to feel valued. They should feel welcomed and celebrated, heard without judgement, and be recognized. We need to ensure as our space evolves that it is inclusive of and mirrors our communities.

5. It is the right of every student to have ownership over the space designed to serve them, and for youth to have dedicated opportunities to speak their truth and express their needs through intentional and ongoing dialogues about Climate.

6. It is the right of every MPS student, staff member, and family member to <u>feel</u> safe in every school environment, and to be confident that every school will be provided the resources to appropriately and consistently respond - free of bias - to any individual's concerns related to their physical or emotional health and safety.

7. It is the right of every MPS student, staff member, and family member to be confident in the security measures and staff in place that provide protection from risk, while ensuring staff use an anti-racist approach to utilizing any assessment or surveillance systems in place, and that no member of the school community is criminalized

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Climate Framework Draft Belief Statements

Sense of Safety & Belonging

1. It is the right of every MPS student, family, and staff member to experience consistency of affirming and relevant support of their emotional, psychological, and physical needs without fear of shame or stigma because of the need, their perceived or expressed identity, or their socio-economic status.

2. It is the right of every MPS student to feel that they are an essential member of their school community, to know that the staff recognizes their gifts and will help them rectify their mistakes, and to see themselves reflected in the curriculum, physical space, and staff.

3. It is the right of every MPS student, staff member, and family to co-create and restore positive, trusting relationships by being known (i.e. background, culture, talents, etc.) and valued, and to experience the benefits of restorative practices by teaching, modeling and giving space and time towards learning communication and conflict resolution skills.

4. It is the right of every MPS teacher and student to feel respected by all staff members, and be supported in naming and assured of a response from MPS staff that acknowledges and responds to racist actions and practices by any member of the MPS community.

5. It is the right of every MPS student to know that they have as much input in their own education as the teaching staff, and learn the practices of healthy discourse and to express discontent in the school system and to have those concerns addressed in every level of school administration, as well as to experience/feel that their voice is as important as their White counterparts.

CDD Implementation Update: Special Education Update

- Review of each student receiving special education services placement for the next three years

- Look at classroom movements to reduce student transitions as much as possible

- Preparing for first special education lottery

- Continued research on non-cognitive factors to increase academic achievement

- Development of scope and sequence for PELSB application for alternative licensure

- Input into both the Community and Magnet School Playbook

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CDD Implementation: Bell Time Schedule Considerations

Before & After School Programs	Athletics	Student Attendance & Performance	Staff Development & Duty Day
Students participating in afterschool programs show an increase in academic achievement.	Athletic participation at the Middle School level is impacted by Bell Times.	Early bell times have been associated with an increase in tardies at the high school level.	Bell times impact the amount of time for staff development, particularly at the beginning of the day.

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CDD Implementation Update: Stable Homes Stable Schools

Goal to ensure housing stability and access to needed supports for students and families enrolled in SHSS during the transition to new school transportation zones.

Families Currently Housed (as of 7/1/20)	Families in Housing Search (after 7/1/20)	Demographic Implications
Of the 201 students housed, 66 elementary students and 11 Middle School/High School students will have a school change based on their current address. Each family with a school change will be supported through the transition. School social workers will take the lead on this and will collaborate with the YMCA team.	Families will search within the zone of their school for SY 2021-22 and will receive McKinney-Vento transportation for the duration of SY 2020-21 even if they are outside the current school zone.	Andersen, will no longer be an elementary school. All of the existing school sites are projected to remain above 71% FRL and an additional 3 schools (Folwell, Whittier and Webster) will be at a rate similar to these sites. Propose keeping the existing 14 sites (removing only Andersen 2021-22) and adding Folwell, Whittier and Webster 2020-21.

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Climate Framework
June 2020 Community & Staff Surveys
Summary of Climate Framework Questions

Staff Survey

- June 9 - June 22, 2020
- Online, emailed to all staff
- 2,616 respondents
  - 58% teachers
  - 10% Education Service Support Professionals (ESPs)
  - 9% related services staff
  - 8% district staff

Community Survey

- June 16 - June 28, 2020
- Online, emailed to all family members twice
- Available in Hmong, Somali, and Spanish
- 5,464 respondents*
  - 14% north/northeast; 84% south/southwest
  - 16% indigenous/people of color; 84% white

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Survey Design

- On both surveys, respondents were asked to **rank the 6 climate elements** in order of importance.

- For the top 2 elements, respondents were then asked to **describe what a school and/or district would look like that is strong in that element**

Analysis

- Trained evaluators in the Accountability, Research, and Equity division analyzed responses using inductive coding to identify emergent themes.

- To ensure our confidence in the qualitative themes, we coded well beyond a point in which we had reached data saturation (i.e., when no new themes were emerging).

- Community survey:
  - Because the survey respondents were skewed toward white families living in South and Southwest Minneapolis, evaluators coded all open-ended responses from respondents who identified as indigenous and/or people of color, as well as living in North and Northeast Minneapolis.
  - Evaluators then drew a random sample from the remaining data (white families living in South and Southwest Minneapolis). The sample was calculated to be representative of this larger group within a 5% margin of error at a 95% confidence level.

- Staff survey:
  - Evaluators drew a random sample from the data. The sample was calculated to be representative of the larger group within a 5% margin of error at a 95% confidence level.

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Description of Sample - Community Survey

Respondents' Race(s)/Ethnicit(ies)

	n	%
African American/Black	125	15.9%
American Indian/Alaskan Native	35	4.4%
Asian	94	11.9%
Hispanic/Latino/a	77	9.8%
Native Hawaiian/Other Pacific Islander	7	.9%
White	562	71.3%
Other	20	2.5%
Total	788	-

Region of Minneapolis where Respondents Live

	n	%
North	126	15.8%
Northeast	142	17.8%
South/Southeast	276	34.6%
Southwest	235	29.4%
I don't live in Minneapolis	19	2.4%
Total	798	-

Percentages add up to more than 100% because respondents could select all that apply

Notes:
- *To see a comparison between demographics of the sample and demographics of all respondents, click here.*
- *Because each respondent commented on 2 of the 6 climate elements, the size and composition of the sample varied by question. The tables above represent the sample for the "High Expectations for Teaching & Learning" question, which had the largest overall number of respondents.*

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Suggested Use of Survey Findings

- This survey summary should be viewed as one (among many) data sources to help us understand perspectives related to Climate in MPS.

- Appropriate use of this summary includes cross-referencing themes presented here with other information about Climate in MPS.

- It is **not** appropriate to use this summary in isolation to draw conclusions about perspectives on Climate in MPS; it is not representative of all voices in MPS, nor is it representative of all respondents' complete views on Climate (given ranking process).

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Overarching Themes

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Preliminary Results

- ARE staff presented [preliminary results](#) to Climate Task Force members on 7/8/20, which:
  - Provided an overview of themes for each of the six Climate Elements
  - Highlighted illustrative quotes for each theme
  - Served as a "cross-check" on the Task Forces' drafted Belief Statements

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Five Overarching Themes

After analyzing responses to each Climate Element separately, ARE staff analyzed the data across the Elements and identified **five overarching themes** that are present in three or more of the six Climate Elements:
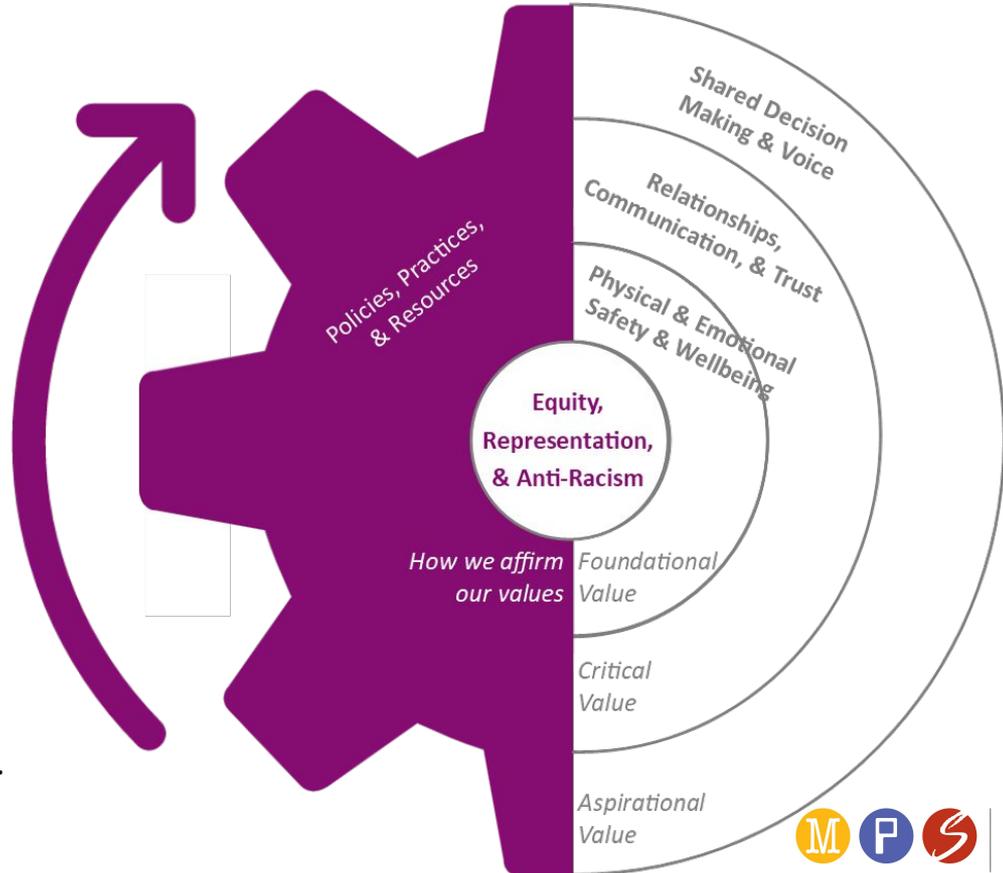
1. **Equity, Representation, & Anti-Racism**: Comments include honoring all identities and cultures present in our school communities, and a shared commitment to actively dismantling systemic racism and white supremacy. This theme intersects with all other themes and must be viewed in relation to all policies and practices across the organization.

2. **Physical & Emotional Safety & Wellbeing**: At minimum, our MPS community needs to feel physically and emotionally safe and secure. This theme includes comments about feeling welcome and well. More specific comments relate to security, response to behavior, bullying, and mental health.

3. **Relationships, Communication, & Trust**: Our MPS community also envisions a climate with strong relationships between all stakeholders (students, parents, and staff across the organization), and a commitment to communication and trust.

4. **Shared Decision Making & Voice**: Our MPS community envisions a climate where all stakeholders have a voice and share power with leadership as decisions are made that impact them. Comments specifically include parents, students, and staff.

5. **Policies, Practices, & Resources**: Our MPS community names the ways in which we as an organization can affirm our expressed values related to climate. Specific strategies include investments in resources, hiring practices, staff professional development, and District policies.

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Connections Between the Five Overarching Themes

The image to the right displays the ways in which ARE staff envisions the connections between these five overarching themes.

Equity, Representation, & Anti-Racism must be present so that *all* students, staff, and families experience **Physical & Emotional Safety & Wellbeing**. Those components form the foundation on which **Relationships, Communication, & Trust** can grow and from which **Shared Decision Making & Voice** can emerge.

Policies, Practices, & Resources must affirm each of these Climate-related values.

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Quotes - Equity, Representation, & Anti-Racism

"Students who are BIPOC, LGBTQ+, non-male, immigrants, or belong to other marginalized groups feel that they can be their whole selves in the school, and feel welcome and valued not just by the official communications of the school, but in the day-to-day behavior of the people within it." - Community Member

"Ensuring that schools are accessible not only improves the experiences of students who are made to be included in school, but sets a tone of respect for all. In contrast, schools that are not accessible to all send the message that we only care for those who are easy to care for. Accessible schools meet basic standards of accessibility, but also respond to the needs of their specific student body, adapting every year as necessary." - Community Member

Quotes - Physical & Emotional Safety and Wellbeing

"Secure and safe in an inclusive environment that fosters a sense of community. If people feel safe and secure they will grow and can take on learning. Without a sense of safety kids will be stagnant." - Community Member

"School would be a safe place and a place for growth. Focus on keeping bodies and minds healthy would be just as important as traditional math and science education. Gym, sports, clubs, and the arts would be prominent and made available to all children, not just the ones whose parents have the resources to provide money and transportation." - Community Member

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Quotes - Relationships, Communication, & Trust

"Relationships are the most important part of education. People should feel connected and in relationship with other people in the school space. This fosters listening, understanding, and open communication. People feel cared about, heard, and respected. This also fosters collective problem solving where the people involved feel heard." - Community Member

"Students have at least one adult that they feel they can go to when they feel unsafe. They feel listened to and understood." - Community Member

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"The school belongs to the families and community. Families and community members would have an active voice in school decision making; be listened to; feel comfortable sharing concerns/hopes/visions; be present in classrooms - sharing knowledge, volunteering, etc.; consistently reach out to include ALL individuals that may be hesitant to participate and welcome them; see the school and its mission as THEIRS." - Staff Member

"Teachers and support staff are listened to in the decision making process. They are the link in the chain that is closest to my children. They should feel supported by their leaders, respected by their peers and students, and have the tools they need to do the best job they can. And that could go in all directions throughout the school. Healthy teams of adult coworkers can provide healthy learning environments for kids." - Community Member

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Quotes - Policies, Practices, & Resources

"It would look like a suburban school - access to technology. Strong curriculum for students and diverse programming for students. Our curriculum needs to include diversity training, anti-racism training and our students need to learn the truth about history. I would hope the staff is also diverse." - Community Member

"If students arrive feeling unsafe or unwell in mind and spirit, we must help them find resources to ensure their safety and wellness...This must include more staff who look like our student body, more social work time, resource assistance from outside agencies that we partner with to provide for our families." - Staff Member

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Theme Frequencies Across Stakeholder Groups

ARE staff calculated the percentage of survey respondents whose response was coded to each overarching theme across three groups: community survey respondents who identify as indigenous and/or people of color, white community survey respondents, and staff survey respondents.

Overarching Theme	Indigenous Respondents / Respondents of Color (Community Survey)	White Respondents (Community Survey)	Staff Respondents
Equity, Representation, & Anti-Racism	34%	31%	33%
Physical & Emotional Safety and Wellbeing	53%	49%	54%
Relationships, Communication, & Trust	51%	45%	56%
Shared Decision Making & Voice	11%	11%	18%
Policies, Practices, & Resources	44%	44%	50%

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Triangulating with other Climate-Related Data Sources

Climate Survey Overarching Theme	YPE	PPE	Spring 2018 Family Exit Survey	Student Placement EDIA	CDD Community Survey (SY19-20)	CDD Student Survey/Focus Groups (SY19-20)
Equity, Representation, & Anti-Racism		X			X	
Physical & Emotional Safety and Wellbeing		X	X	X		X
Relationships, Communication, & Trust	X	X				X
Shared Decision Making & Voice	X	X				
Policies, Practices & Resources	X	X	X	X		

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