

## **Committee of the Whole Meeting**

Tuesday, April 27, 2021 6:00 PM  
Online Meeting

1) **Call to Order**

2) **Presentations and Discussions**

a. School Climate and Culture Framework

3) **Adjournment**

# Committee of the Whole

April 27, 2021

Climate Framework  
and Accountability  
Structures Updates

Senior Officer Eric Moore

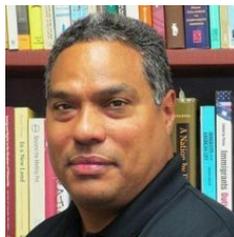
# Agenda

- Grounding
- Climate Framework Updates
  - Current and future work
  - Connection to YPE findings/recommendations
- Accountability Structure
  - Connection to PPE findings/recommendations

# Grounding on race and culture: Why a Framework

“Contrary to the popular belief that educators across the world have typically been agents for progressive racial change, the weight of the evidence suggests that most educational systems and most educators operate to maintain racial hierarchy rather than to challenge it.”

— Eduardo Bonilla-Silva (2001)



“Defensive responses such as anger, fear, and guilt and behaviors such as argumentation, silence, and withdrawal from the stress-inducing situation...work to reinstate white equilibrium as they repel the challenge, return our racial conflict, and maintain our dominance within the racial hierarchy. I conceptualize this process as white fragility.”

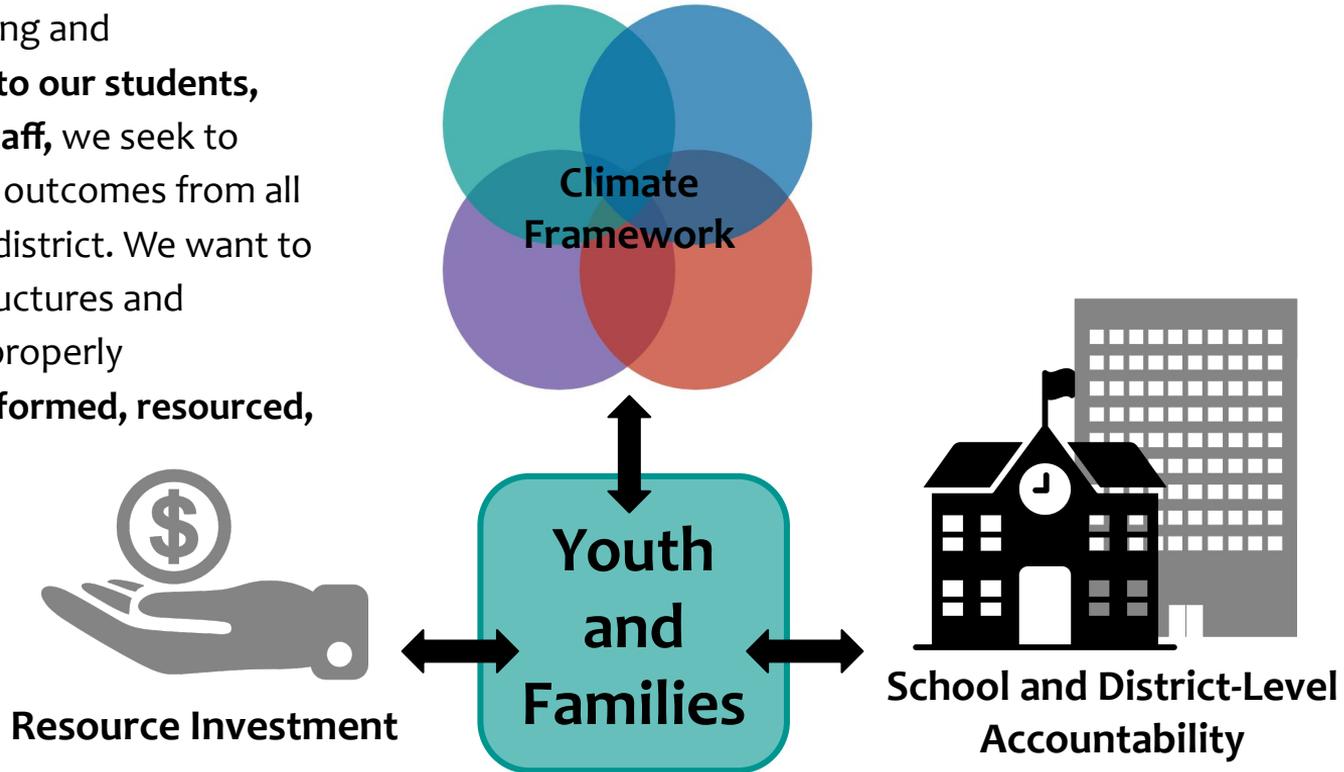
— Robin DiAngelo (2018)

# Climate Framework: Grounding

- **We currently work in a culture of white supremacy.** The way we “know and do” has been impacted by that culture.
- **The Climate Framework will not transform Minneapolis Public Schools’ “way we know and do” in one year.**
  - Changing culture and climate is a process that **requires individual and collective commitment** to be both personally reflective and demonstrate a sense of agency. **We must believe** that we can collectively change the “way we know and do.”
- **The Framework will only be successful if enough of us change** the way we commit to each other individually and professionally in making MPS a place where students, parents, and community members **feel valued, heard and seen.**
  - We must be respectful, supportive and courageous **in holding each other accountable** for being our best selves. As overwhelming as the climate framework may feel, we can begin with being more kind to each other.
- The Climate Framework explicitly identifies the needed values and processes that will change the way we “know and do” in order to **better serve our students and families.**

# Grounding

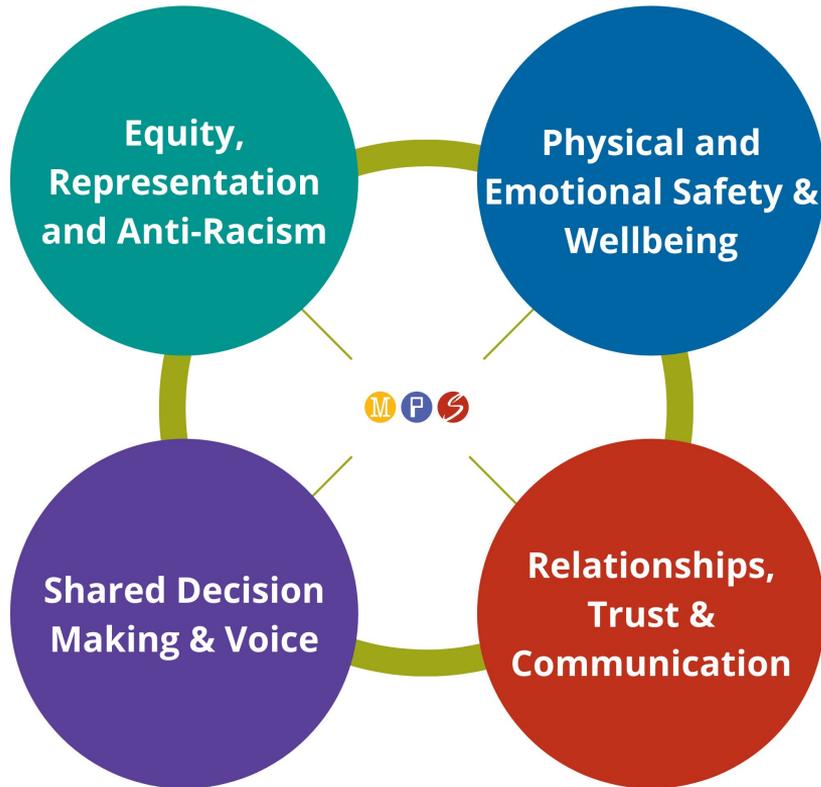
Through planning and **accountability to our students, families, and staff**, we seek to unify work and outcomes from all corners of our district. We want to ensure that structures and processes are properly **understood, informed, resourced, and evaluated.**





# Climate Framework Updates

# The Climate Framework: Four Values



- ➔ In the classroom
- ➔ In our staffing decisions
- ➔ In our family and community engagement
- ➔ In our buildings..

# Climate Framework Feedback Process

## Stakeholder Engagement

- Discussions with students, families, staff, school leaders and community organizations
- Youth Participatory Evaluation (YPE)
- Parent Participatory Evaluation (PPE)

## Will Inform:



Belief Statements



School & Department  
Climate Plans



Climate Index

# Strategies to Support Climate Framework

## Equity, Representation and Anti-Racism

- Teacher Equity Plan
- Teachers and staff of color recruitment and retention
- Equity competencies
- Curriculum transformation
- Equity training for all
- “Racial” incident protocol

## Physical and Emotional Safety & Wellbeing

- Investments in mental health supports
- Increased opportunities for youth enrichment
- Restorative Practice MOA
- Capital improvement
- EMMS positions, Ombudsperson Office, Climate specialists

## Relationships, Trust & Communication

- Intentional feedback loops with students, families and staff
- Signage, videos, website articulating values
- Regular board updates
- Translation, videos, and interpreters

## Shared Decision Making & Voice

- Parent and Youth Participatory Evaluation Programs
- CityWide Student Leadership Board
- Representative site councils
- K-12 aligned principal hiring process

**Note:** These are tangible examples of what Climate Values will look like in practice and how many current initiatives underway align with the Climate Framework. We acknowledge that much of the work is still to come.

# Climate Framework Fall 2021: Expectations

- **Values statements are present** when you walk into schools and district buildings
- **Everyone acknowledged and greeted** with dignity and respect (“Hi” and “May I help you?”)
- **Timely and respectful communication**
- **Parent communication (by request)** in language of preference at events and conferences
- **Multiple opportunities to shape and provide feedback** on school climate through community forums, site councils, YPE & PPE programming, and surveys
- **Clear process for how to provide feedback** on academics, budget and family engagement systems and structures
- **Clearly articulated support systems** for families, students and staff to improve daily experience
- **A clear and transparent process** on how to address racial incidents and racial healing

# Completing Phase One Work

**Phase One**  
Spring 2020 - Spring 2021

1

## Identifying Our Beliefs and Expectations

### Results:

- Record of Engagements
- Final Belief Statements
- Progress Reports to Board and Public

**Phase Two**  
Spring 2021 - Fall 2021

2

## Planning for Our Transitions

### Results:

- Knowledge of Climate Framework
- Preliminary Climate Strategies for Schools & Departments
- Progress Reports to Board and Public

**Phase Three**  
Fall 2021 - Spring 2022

3

## Building Up Our Communities

### Results:

- School Goals and Strategies
- Dept. Goals and Strategies
- Climate Index & Spring 2022 Climate Results
- Progress Reports to Board and Public

**Phase Four**  
2022 - 2023

4

## Sustaining Our Beliefs and Community Practices

### Results:

- Continuous Improvement Planning
- Progress Reports to Board and Public

# Spring 2021 Climate Framework: Connections to Youth Voice

# Transitioning to Phase Two

**Phase One**  
Spring 2020 - Spring 2021

1

**Identifying Our Beliefs and Expectations**

**Results:**

- Record of Engagements
- Final Belief Statements
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**Phase Two**  
Spring 2021 - Fall 2021

2

**Planning for Our Transitions**

**Results:**

- Knowledge of Climate Framework
- Preliminary Climate Strategies for Schools & Departments
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**Phase Three**  
Fall 2021 - Spring 2022

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**Building Up Our Communities**

**Results:**

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**Phase Four**  
2022 - 2023

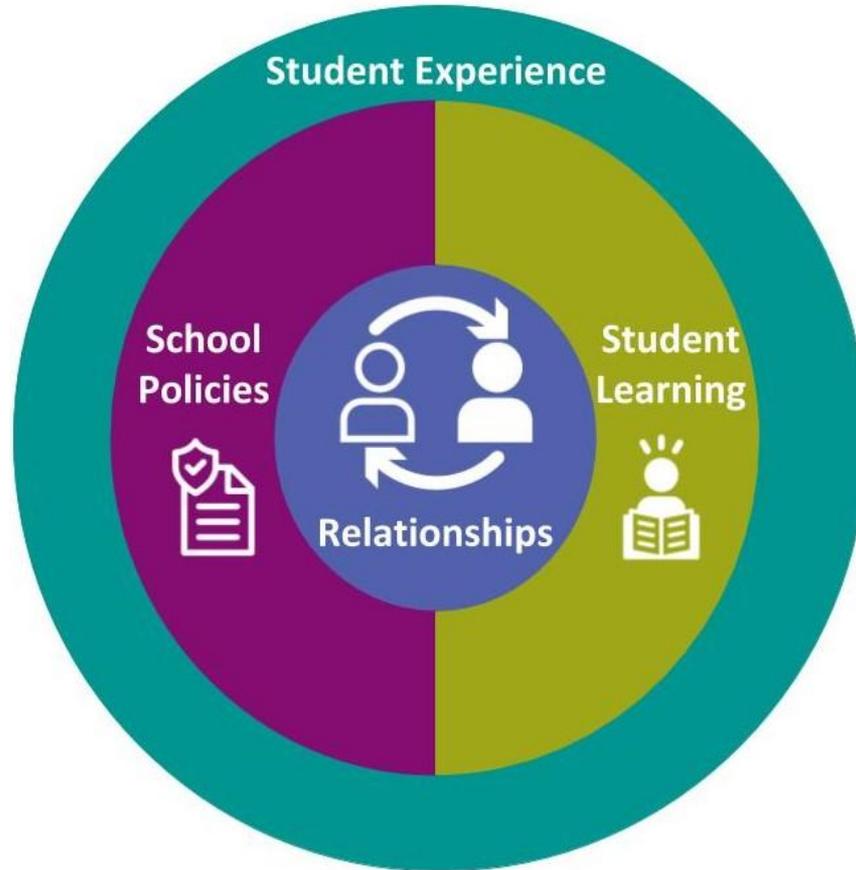
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**Sustaining Our Beliefs and Community Practices**

**Results:**

- Continuous Improvement Planning
- Progress Reports to Board and Public

# YPE Themes: 2015-2019



## YPE: Plan for Sharing Findings (2020-2021)

- This year, **teams will record their project presentations** for expanded use of YPE data across MPS.
  - All videos will be housed and available to the public on our program website.
- In early May, key **MPS decision-makers will review videos and provide actionable responses to youth aligned to Climate Framework.** This response will be captured in a video and shared back with YPE teams.
- At the end of May, **YPE teams will watch and discuss other schools' project presentations.** Teams are encouraged to connect with other schools virtually.

# Relationships, Trust and Communication (YPE)

## Several sites supporting students who have been at K-8 sites as they transition to new middle schools next year

- For example, Lake Harriet Upper Campus (LHUC) and Anthony YPE teams are meeting virtually to make sure LHUC students are prepared to transition to Anthony
- They asked LHUC students to identify questions about their new school, and then asked Anthony students to share answers; also asked Anthony students to share what they love about their school
- This information will be shared with all incoming students in a video created by the YPE students and will also feature a welcome from the Anthony administrative team

# Shared Decision-Making and Voice: YPE-Jefferson

- Jefferson Community School transitioning to a **Global Studies and Humanities Magnet school** in 2021-2022.
- Site Council along with youth evaluators wanted a name that represents our **values and our families**.
- **Youth are leading the work** to identify community priorities for their new name, gathering name ideas from their peers, and determining how they will make a final decision.
- **Their community (students, families, and staff) will select the final name** via a survey and recommend this change to the Superintendent and school board.

# Student Voice Video

## Transition & Welcoming Activities: A & I Funding

- Schools were given **Achievement and Integration** funding to support ***spring events/materials for current and future students and families***
- **Leaders were asked to work with site-based equity and engagement teams** to determine how to make the best use of the funding.
  - Examples include outdoor welcoming event for incoming students and families, school spirit gear, and art activities.
- **Use/purchase/delivery must happen** before June 30, 2021
- **Additional funding will be available** for SY 21-22 school climate related activities

# Accountability

# Climate Index



Using information shared by youth, parents, and school leaders, REAA will create a **new Climate Index** -- or portfolio of ways we gather input on the state of climate at our schools and departments -- and collectively strategize continuous improvement using youth, parent and staff voice.

This Climate Index will include the following types of data:

- District **investments** in improving climate at MPS
- **Implementation** of climate improvement strategies in schools and departments
- **Perceptions** of students, families, and staff related to how they experience climate
- Expected **outcomes** of efforts to improve climate
- Student and Staff **retention** data

# Climate Index: Example Metrics



## Climate Value: Equity, Representation and Anti-Racism metrics related to “In our Staffing Decisions” could include:

- **District Investment:** Number of staff positions in Human Capital Division dedicated to recruitment & retention of BIPOC teachers and other staff
- **School Implementation:** Number of staff attending school community events
- **Stakeholder Perception:** Percent of students report having authentic relationships with adults at their school
- **Expected Outcomes:** Percent of MPS staff who speak Hmong, Somali, and/or Spanish

# Climate Framework: Participatory Evaluation

This year in our **Youth and Parent Participatory Evaluation Programs**, we asked participants to help us understand:



What does each value in the Climate Framework look like **in action**?



How do we know it is happening? (e.g. What would you want MPS to **measure and report on**?)

# Parent Participatory Evaluation



Allison Waukau

# PPE: Findings and Recommendations



## Equity, Representation and Anti-Racism

**In the Classroom:** Academics should represent and value the diverse cultures within MPS

**Staff Hiring and Representation:** Staff should represent the students & families MPS serves

**Staff Expectations and Accountability:** Staff should embody cultural humility and be accountable to the families/communities they serve

## Physical and Emotional Safety & Wellbeing

Families want more students to have more support for mental health in schools and are often concerned about their child's physical safety on the way to school and in the school building.

# PPE: Findings and Recommendations



## Relationships, Trust & Communication

**School-Caregiver Communication:** Parents want proactive, positive communication from their child's school

**Relationships:** Parents want to be partners in their child's education, but need MPS to equitably meet the community's needs related to language and cultural diversity so that all feel welcome as partners

## Shared Decision Making & Voice

The community needs tangible action (not words), and want all stakeholders to be included in decision making

# PPE: Next Steps following Parent Presentations



**Staff and parents are meeting again** after Ramadan to identify mutually-agreed upon action steps that honor parent recommendations.

**PPE findings will also be shared with staff** across MPS, including school leaders and department leaders. Staff are encouraged to consider PPE findings as they develop their Climate Plan.



PPE participants identified metrics that will be incorporated into the Climate Index.

# Re-envisioning School-based Accountability Structures

# Re-envisioning Purpose Statement

- As The Center on School Turnaround notes, **“A strong school community attends to the culture both inside and outside the school, gathering input from stakeholders and gauging perceptions about the school and the turnaround effort.”**
- We are proposing a process for ensuring that MPS meets the imperative for student and family engagement in all of its school improvement efforts.

# School Improvement Team's Mission

To work in partnership with school leaders and district departments to improve and create equitable systems and structures, in order to enhance instruction and create a positive climate for all students, families and staff.

# Updated School Improvement Plan

## SIP CREATION

### School Information, Mission, and Vision

Schools provide background information, along with a mission & vision **informed by students, families, and staff.**



### Needs Assessment

Schools review multiple types of student data, as well as **student and family voice**, to identify high leverage opportunities/areas of need



### Goal Setting

Schools set measurable goals aligned to focus areas: literacy, climate, family engagement, math (elementary), advanced academics (secondary). Goals are informed by needs assessment results.



### Strategy Selection

Schools select strategies that will help them address high leverage areas of need and achieve goals in the focus areas. Strategies should be implemented within an MTSS framework.

## SIP IMPLEMENTATION

### Strategy Progress

Schools track and document their progress implementing their chosen strategies. Schools **regularly consult families, students, and staff** on how they are experiencing improvement.



### PLC Goals & Progress

Professional Learning Communities at schools set student learning goals and document their progress towards those goals.

# Department Level Accountability Structures

# Outcomes for Department Planning Implementation

- Leaders actively build department plans with outcomes that are aligned to district vision and deliver the highest value according to our stakeholders
- Commitment of staff to identify individual climate goal
- Clear alignment drives:
  - responsive work in serving our schools,
  - district budget and resource efficiencies, and
  - department to department collaborations
- Leadership capability is built and resource capacity sustains the planning and reporting system (vertically and horizontally)

# Department Improvement Plan

## DEPT. PLAN CREATION

### Department Information and Direction/Vision

Departments declare vision for work and resources informed by improvement needed in service to schools

### Needs Assessment/Scan

Departments review progress on key performance indicators, implementation (including student and family voice), to identify high leverage opportunities/areas of need

### Goal Setting

Departments set measurable goals and key performance indicators aligned to District direction and priorities

### Strategy Determination

Departments state the initiatives, resources, and professional development needed to ensure implementation

## DEPT. PLAN IMPLEMENTATION

### Strategy Progress Monitoring

Department leadership reports quarterly on goal and strategy progress

### Collaboration

Leaders regularly collaborate cross-departmentally on goals and initiatives, growing system-work understanding and service design

**“We must accept finite disappointment,  
but we must never lose infinite hope.”**

MARTIN LUTHER KING

QUOTE BOLD.COM



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# Questions?