

Committee of the Whole Meeting
Tuesday, October 26, 2021 6:00 PM

Board Assembly Room
1250 West Broadway Avenue
Minneapolis, Minnesota 55411

Agenda

- 1) Call to Order and Roll Call
- 2) Presentations and Discussions
 - a. 2021-2022 Culture and Climate Framework
- 3) Adjournment

Committee of the Whole

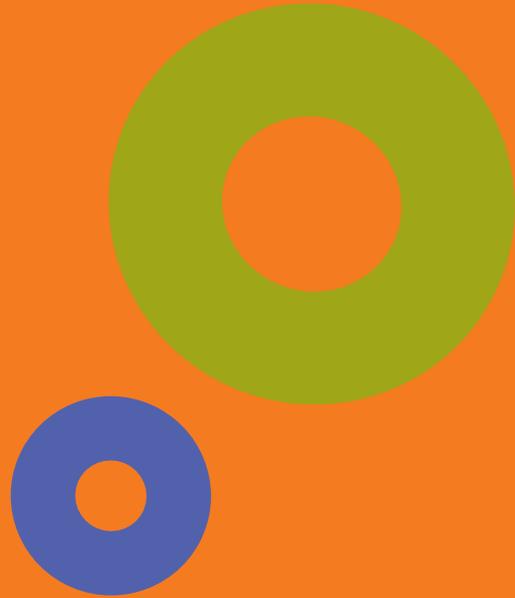
October 26th , 2021

**MPS Together: A
Framework for
Shifting Positive
Climate**

Senior Officer
Eric Moore

Agenda

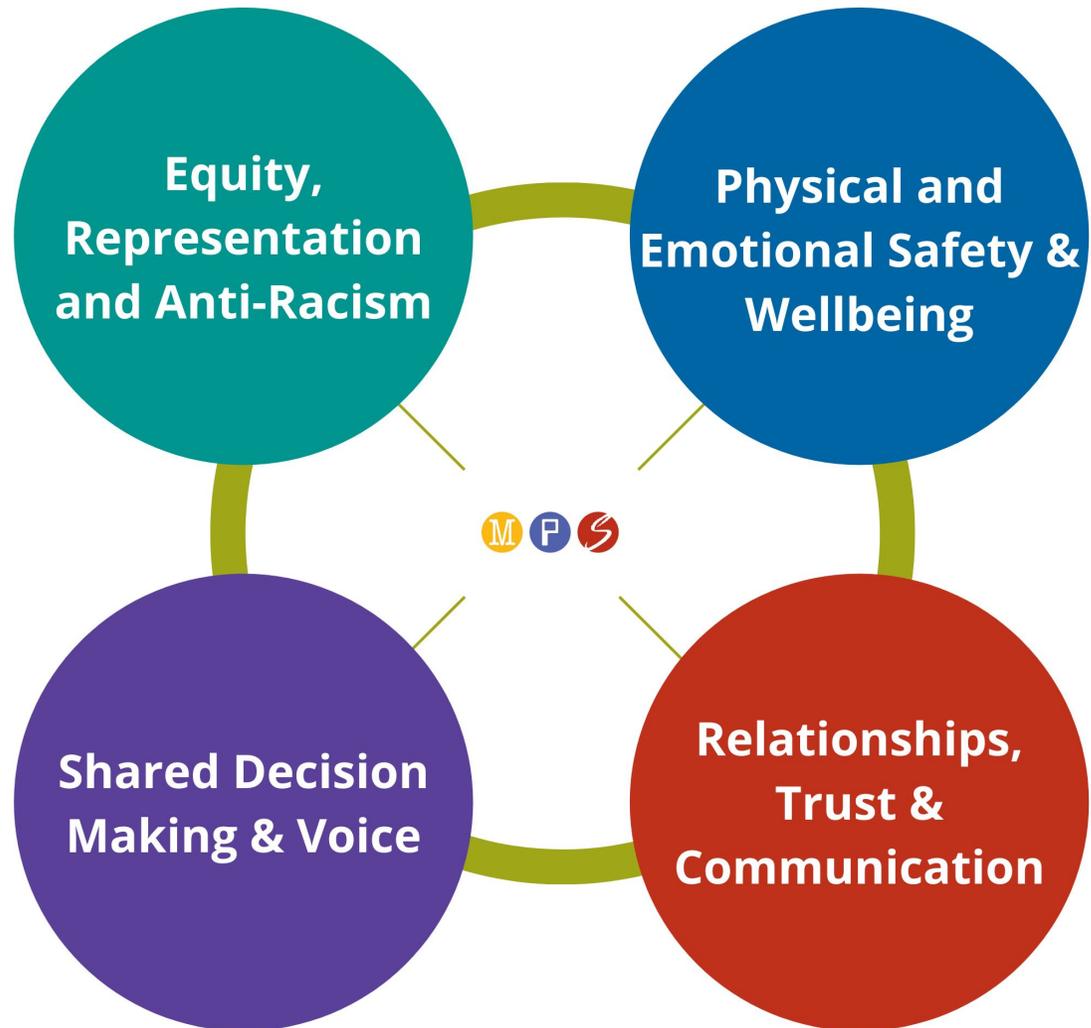
- Climate Framework Overall Timeline
- School Improvement- Needs Analysis
- Site-based Climate Exemplars
- Site-based Parent Participatory Evaluation
- Q Comp Leadership Positions Supporting Climate
- 21-22 EDIA Projects- Site Councils and External Fundraising
- Equity Competencies Update
- Hate/Bias Incident Protocol Update
- Staff Mental and Emotional Well-Being Supports



MPS Together: Climate Framework



The Climate Framework Four Values



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

Transitioning to Phase Three

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

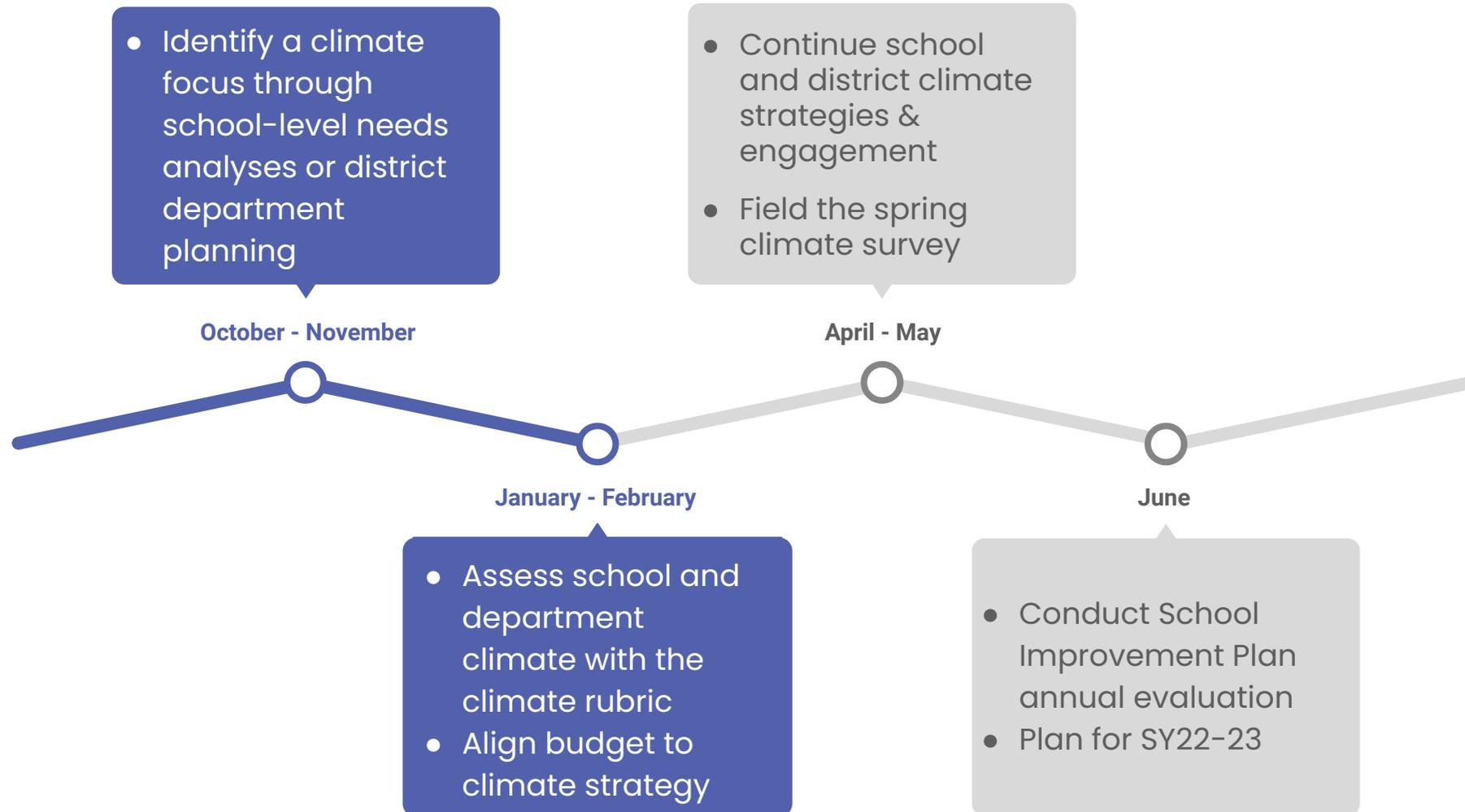
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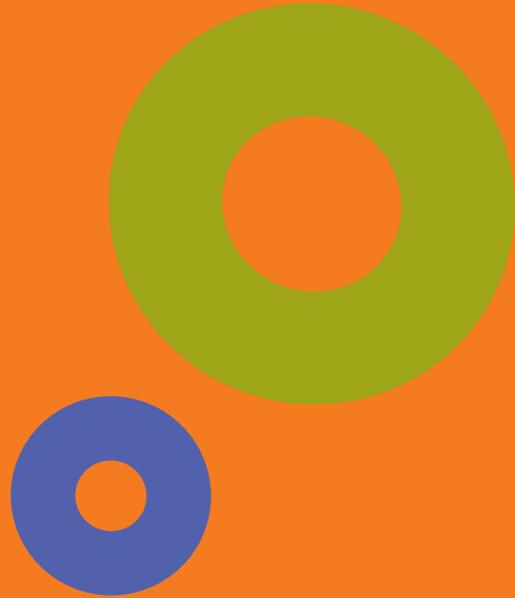
Sustaining Our Beliefs and Community Practices

Results:

- Continuous Improvement Planning
- Progress Reports to Board and Public

2021–2022 Climate Framework Timeline





School Improvement- Needs Analysis



School Improvement Timeline

Needs Analysis Process

September– Early October

ILT reviews past & current data and plans for stakeholder engagement

Mid October – Mid November

Stakeholders engage in co-interpretation of data

End of November–Early December

ILT prioritizes challenges and identifies root causes; SIP goals & strategies are identified

Needs Analysis Meetings

Suggested Meeting Structure & Timeline		
Meeting	Needs Analysis Step	Time
1	Step 1: Where we Started Step 2: Where We've Been	45-60 min.
2	Step 3: Planning to Collect & Review Data	45-60 min.
3	Step 3: ILT Review Student Data	30-45 min.
4	Step 3: Data Co-Interpretation with Students (optional for elementary)	45-60 min.
5	Step 3: Data Co-Interpretation with Parents/caregivers (optional for secondary)	45-60 min.
6	Step 3: Data Co-Interpretation with Staff	45-60 min.
7	Step 4: Prioritizing Challenges	45-60 min.
8	Step 5: Root Cause Analysis	45-60 min.

Completed by ILT

Completed by Stakeholders

Meetings 4-6 can happen in any order

Completed by ILT



Site-Created Culture & Climate Data

- Multiple schools have begun the process of involving their Leadership teams in thinking about the various types of Culture & Climate data they would like to begin collecting from stakeholder groups: *families/caregivers, staff and students.*
- Schools are collecting this data in a variety of manners including surveys, focus groups or individual discussions.
- If family surveys are being utilized, they are also translated in Spanish, Somali and Hmong.
- Once the data is collected, co-interpretation of the data will begin with stakeholder groups.

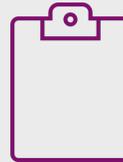
Climate Index – Schools

Climate Perceptions

1. Mid-year **Climate Rubric**
Completed by Students,
Families, and Staff



2. End-of-Year **Climate Survey**
Completed by
Students, Families, and Staff



Climate Indicators

3. **Administrative Data**
Including Student & Staff
Retention Rates



Each School's
Climate Index Report



Equity,
Representation
and Anti-Racism

Physical and
Emotional Safety &
Wellbeing

Relationships,
Trust &
Communication

Shared Decision
Making & Voice



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Climate Index – District

Aggregation of
Each School's Climate
Index Report
(Perceptions + Indicators)

+

District-level Indicators
(including investments
in climate improvement
and representation of
district-level staff and
committees)

=



Districtwide Climate Report

Equity,
Representation
and Anti-Racism

Physical and
Emotional Safety &
Wellbeing

Relationships,
Trust &
Communication

Shared Decision
Making & Voice

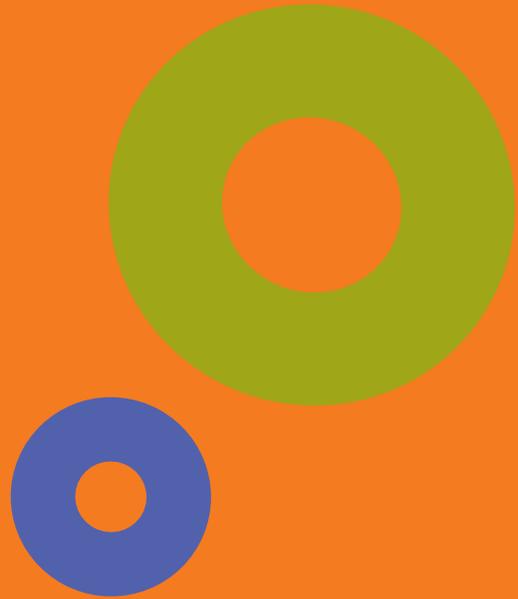


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List of Climate Measurement tools

Climate Index Tool	School Rubric	Cultivate Survey (BELE/UChicago)	Spring Survey	Climate Indicators
Content Alignment	Climate Belief Statements	Classroom Climate <ul style="list-style-type: none"> Affirming identities Student agency Feedback for growth Teacher caring Meaningful work 	Climate Belief Statements	<ul style="list-style-type: none"> Climate Belief Statements Requests from PPE Parents The literature on school & district climate
When	Winter	Fall & Spring	Spring	Ongoing, report EOY
Level	School	Individual	Individual	School & District
Stakeholders	Students, Caregivers, Staff	Students in Grades 6-12	Students, Caregivers, Staff	District, Students, Caregivers, Staff





Site Specific Exemplars



Andersen United Middle School Timeline 2020-2021

CDD Committee Starts Meeting



OCT



Family and Student Input Sessions Begin



NOV



DEC

Values Shared with Staff Stakeholder Survey #2



JAN



FEB

SLT Feedback on Mission & Vision CDD Committee Work



MAR

Begin planning for family and student listening and input session

**Input Sessions Continue
Stakeholder Survey
CDD Committee begins values discussion**

CDD Committee Drafts Mission & Vision





Mission

Our mission is to ensure that Andersen students experience a multilingual, integrated environment committed to inquiry based teaching and learning. Students will have the opportunities and support needed to explore and develop their passions in order to pursue their dreams and create a better and more peaceful world through intercultural understanding and respect.

Vision

Our vision is to ensure that every student at Andersen United Middle School is high school, college and career ready and prepared to lead their future.

OUR CORE VALUES

Inclusion

Andersen is dedicated to the inclusion of each member of our community. Our school is collectively created by and for people of all abilities, languages, races, ethnicities, genders, religions, sexual orientations, ages, and socio-economic status.

Anti-Racism

Andersen commits to be an antiracist community who practices antiracism and equity in all aspects of our community-learning, teaching and relating with others.

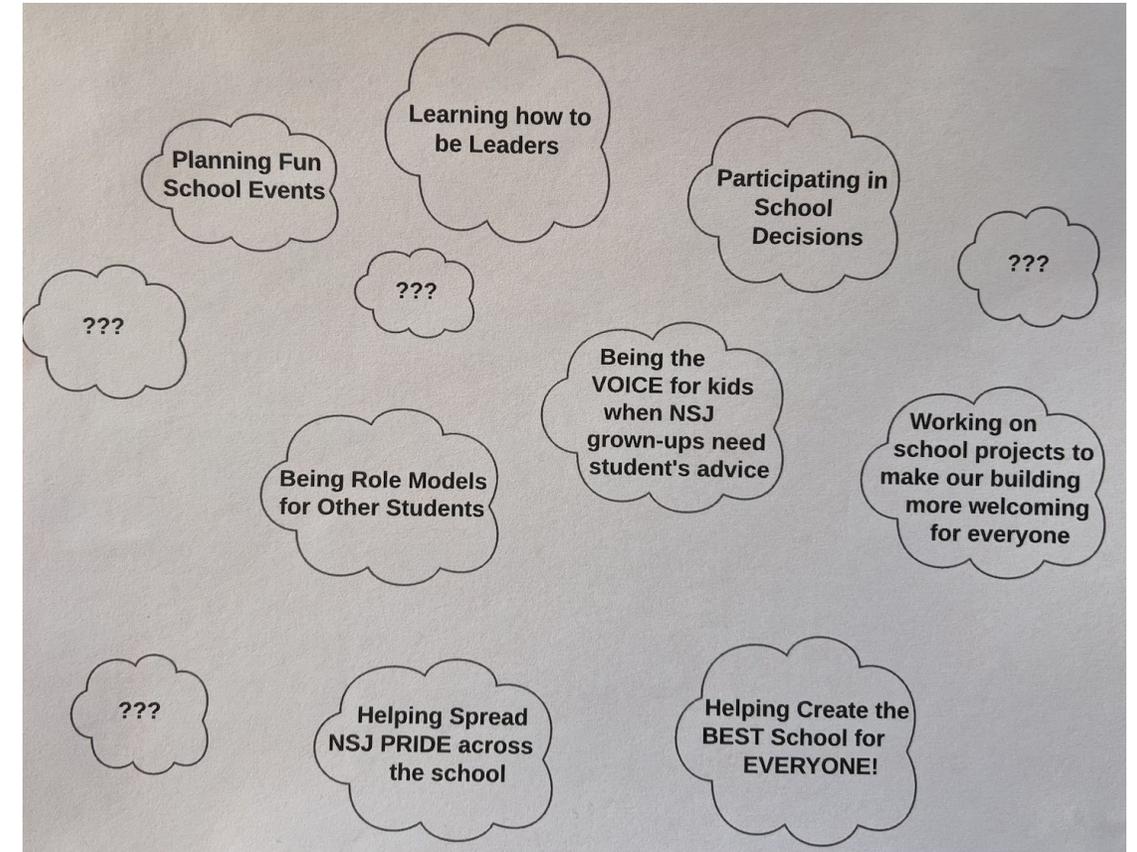
Belonging

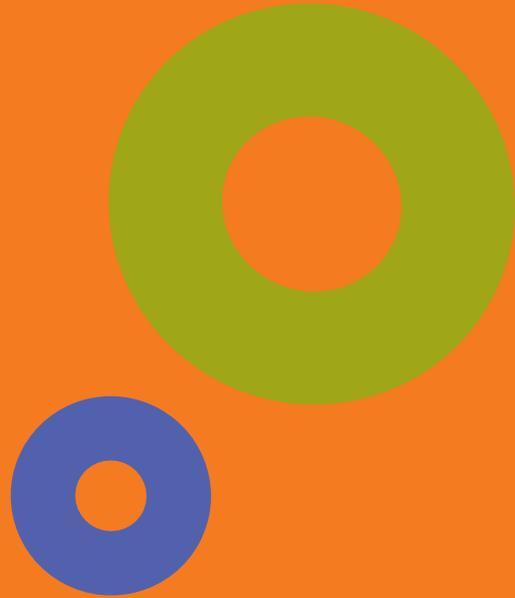
Andersen nurtures and supports a learning community, where we are dedicated to authentic relationships and collaboration, in a caring and supportive environment.

Future Ready

Andersen students are prepared for success in learning, work and life through a focus on inquiry, risk-taking, reflection, academic excellence, persistence, empathy and encouragement to explore their identity.

Nellie Stone Johnson- Student Leadership



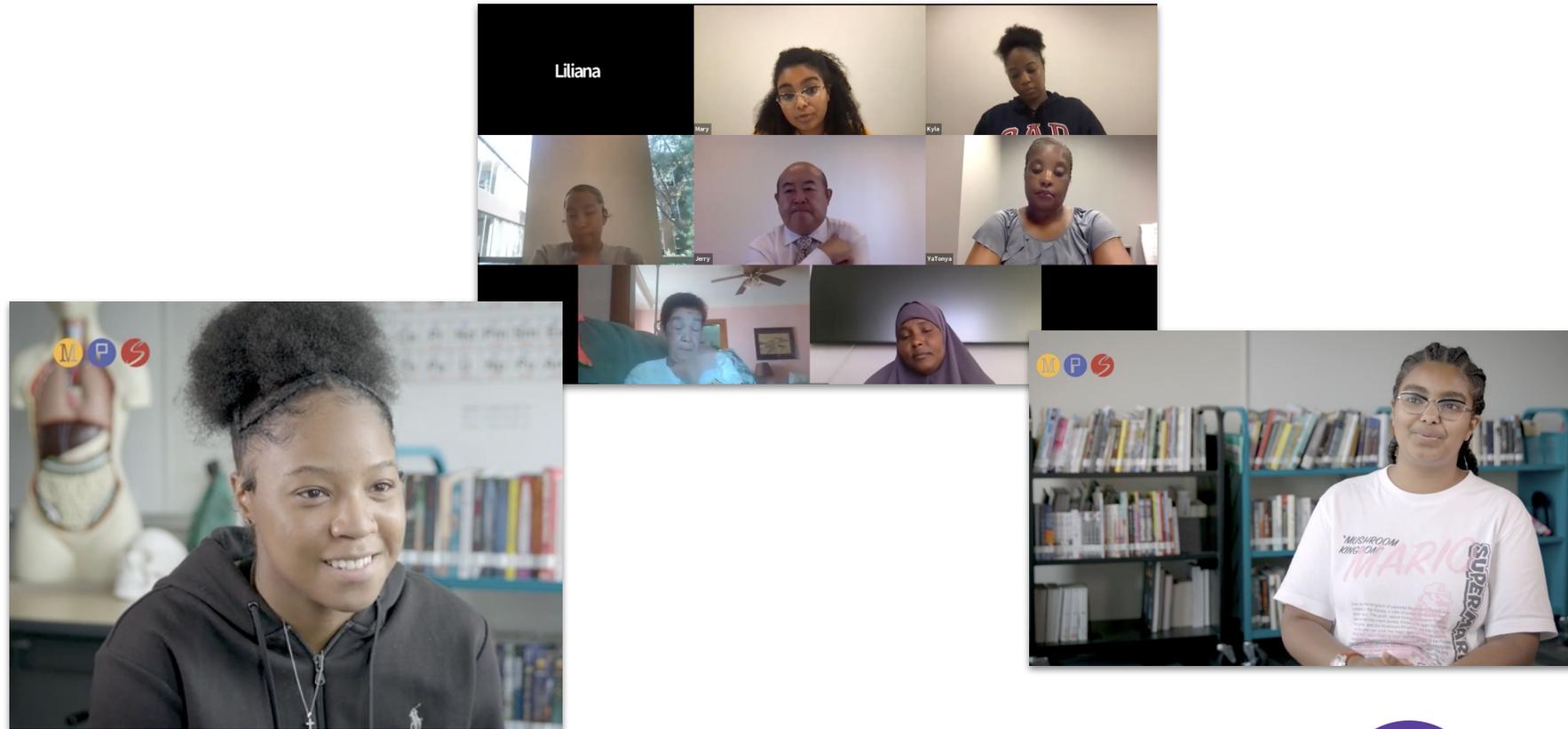


Site-based Parent Participatory Evaluation



Post August 25th Launch- moving to site-based action

We launched our year with the centering of youth and caregiver voice and will be continuing that practice in schools through an expansion of site-based Parent Participatory Evaluation.



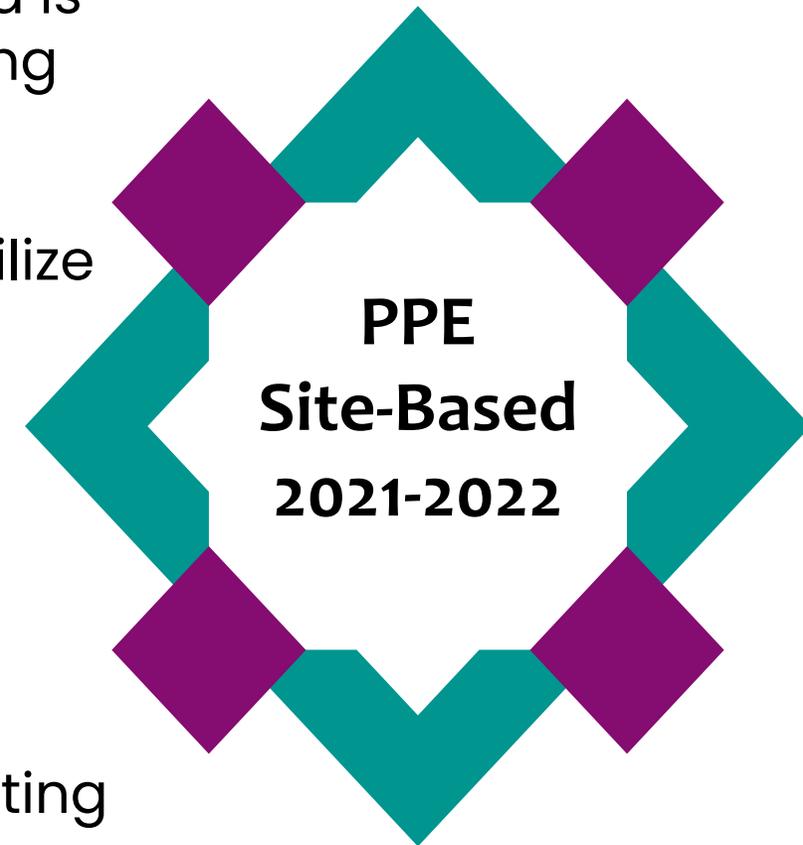
Overview of Site-based PPE

Objective: Parent Participatory Evaluation (PPE) Site-Based is an expansion of district PPE. This year, MPS will be expanding on this model of PPE Site-Based to 15 school communities.

Participating schools will have an opportunity to deeply engage with their caregivers through this process and utilize caregivers feedback as part of their school improvement work (focus on equity competencies),

Timeline: PPE Site-Based will take place at participating schools between October 2021 - March 2022.

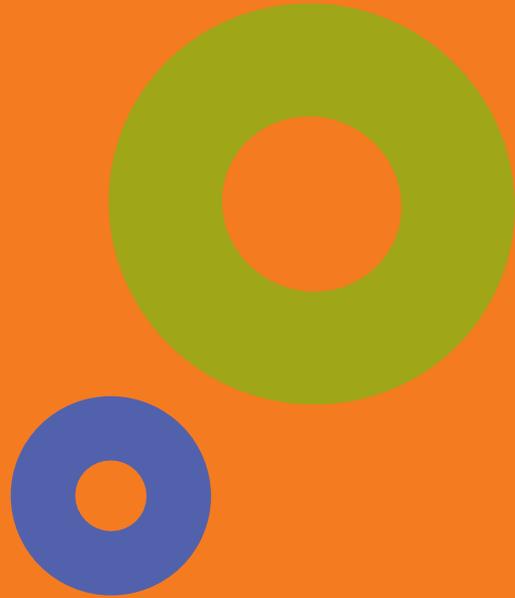
Program Structure: All participating schools will have an opportunity to hold the first parent/caregiver kick-off meeting in-person, and the remaining 4 parent/caregiver meetings virtually.



Schools Eligible to Participate in Site-based PPE

Sullivan
STEAM Magnet

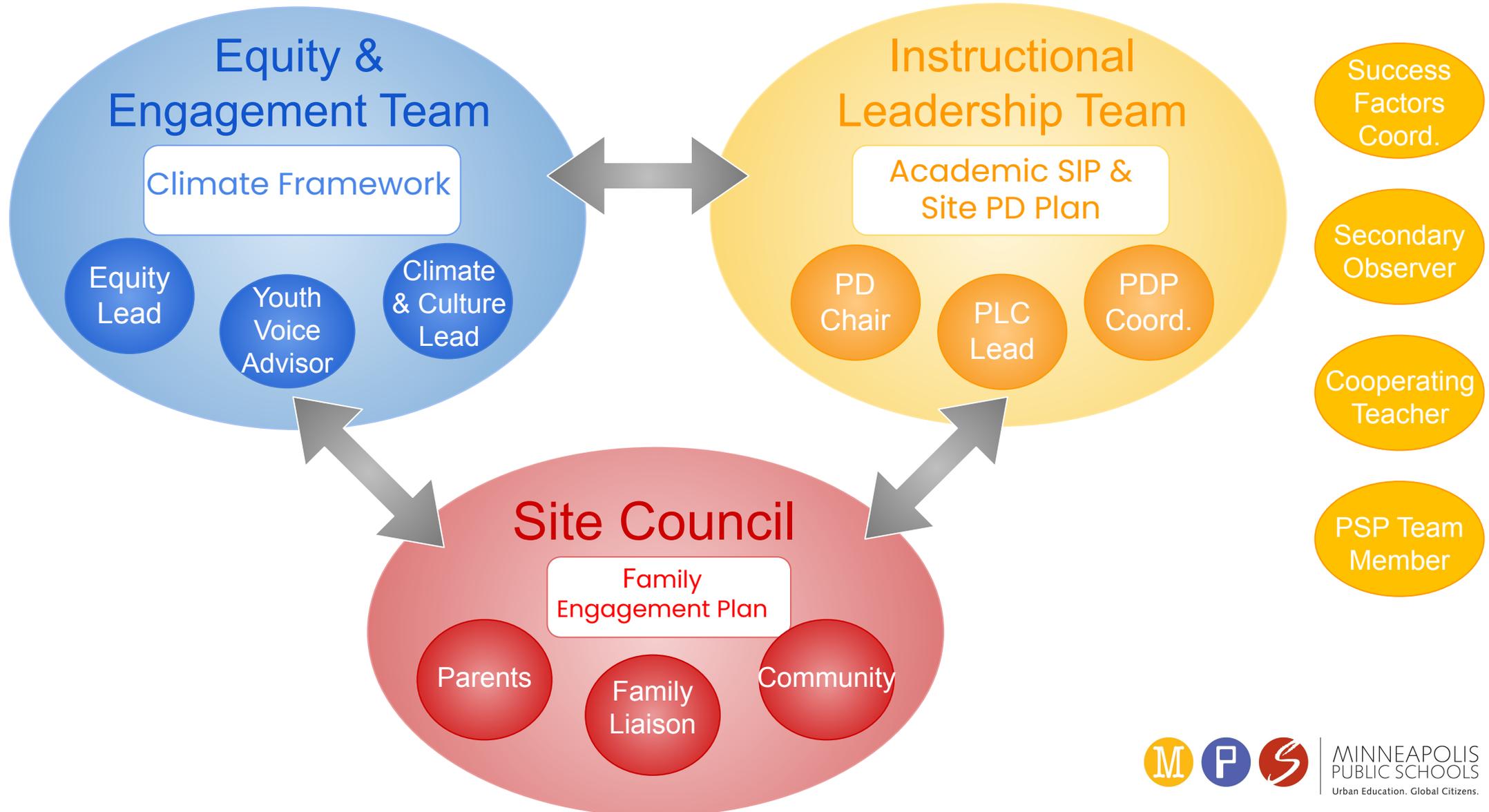




Q Comp Leadership Positions



2021-2022 Q Comp Leadership Roles



Q Comp Lead PD Schedule

All Q Comp funded positions will receive leadership professional development on the following dates:

- November 3 or 4
- December 8 or 9
- February 2 or 3
- March 2 or 3
- April 13 or 14

Times:

Wednesdays: 4:30–6:00 pm

Thursdays: 7:00–8:30 am

Planned Topics of Professional Development (Subject to Change)	
November	Knowing Yourself
December	Cultivating Genius
February	Engaging Student and Family Voice
March	Engaging Student and Family Voice
April	TBD

Role Specific Q Comp PD to support Climate work

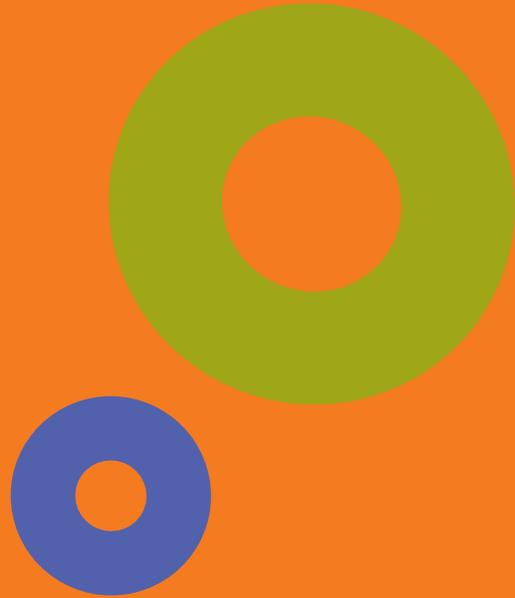
The following Q Comp funded positions will receive role specific professional development related to climate work:

- **Youth Voice Advisors** to support the leading of site-based Youth Participatory Evaluation work
- **Equity and Climate and Culture Leads** to support site-based equity and engagement teams, as well as climate related improvement strategies

CityWide Student Leadership & Youth Voice Network

In order for middle and high school aged youth to lead the systematic collection of authentic and representative student voice that can inform district level decisions, ESSER funds are supporting the following efforts:

- **Creating a formal collaboration** between the district's Student Engagement Coordinator, who supports the CityWide Student Leadership Board and Student Board Representative, and the Evaluation team within REAA.
- **Compensating youth for their time and expertise**, as well as developing a program model that protects their status as "students first."
- **Helping District leaders account for youth voice in their planning processes**, ensuring that enough time is set aside for students to learn about an issue and gather representative, actionable feedback from peers at their schools, as well as helping prepare youth to fully participate in meetings and/or committees with adults.



Full EDIA/Equity Considerations- Site Councils and External Fundraising



Overview of Site Council EDIA Project 2021–2022

The Board of Education and Superintendent directed the Accountability, Research, and Equity (ARE) Division to complete two EDIA Projects – a Full EDIA on School Fundraising and an Equity Considerations for Policies on School Site Council.

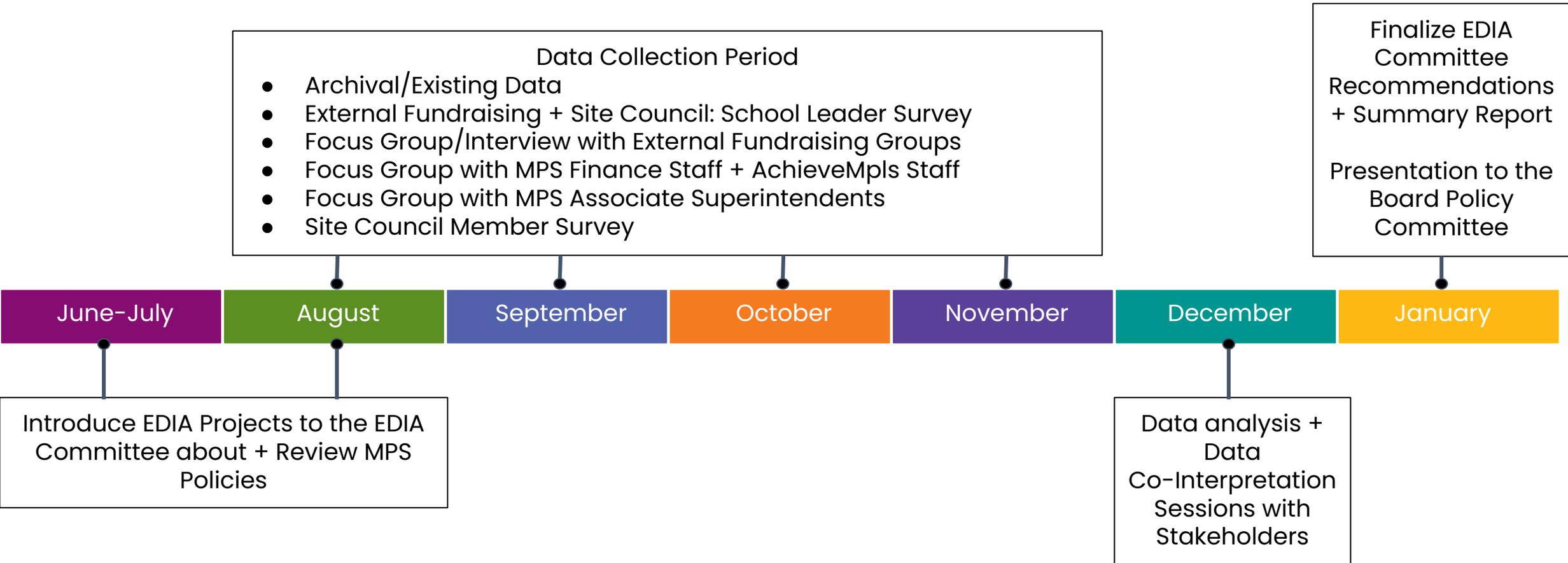
Full EDIA

A Full EDIA will be conducted to examine school-based fundraising policies and practices as well as the district’s infrastructure for gathering information on school fundraising. More specifically, the current state or landscape of school fundraising in MPS.

Equity Considerations for Policies

An Equity Considerations for Policies process will examine the extent to which schools are implementing site councils according to the [MPS School Site Council Policy 1692](#).

EDIA Project Timeline 2021-2022



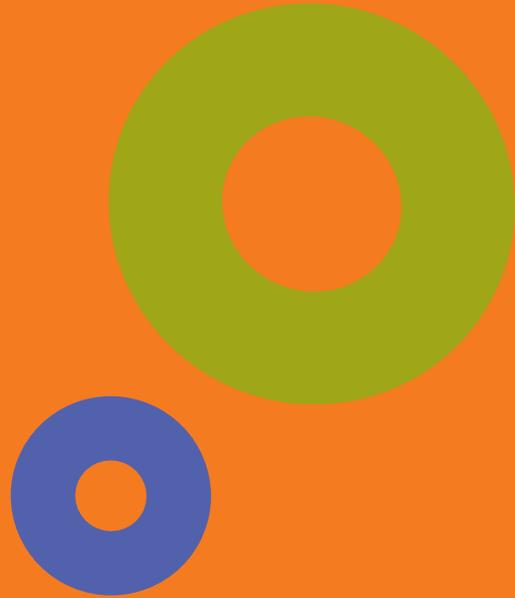
Site Council EDIA

Evaluation Questions

1. To what extent are schools implementing Site Councils according to MPS' Site Council Policy 1692?
2. To what extent do site councils have decision making power?
 - a. To what extent do site councils understand and engage in the activities laid out in MPS' Site Council Policy?
 - b. To what extent are school site councils representative of their school?
3. To what extent do site council members understand and engage in the activities laid out in MPS' Site Council Policy?

Site Council EDIA Data Collection Tools

Data Source	Description
Archival/Existing Data	School site council bylaws
Focus Group with Associate Superintendents	Gather information from associate superintendents (policy owners) to understand the implementation of site councils
School Leader Survey	Gather information from school leaders to understand their experience implementing site councils
Site Council Member Survey	Gather information from current site council members to understand their experience serving on their school's site council



Draft Equity Competencies



Equity Competency Work Group

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Minneapolis Residency Program

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& Integration

Equity Competencies Belief Statements

We collectively agree that...

1. We deserve joy
2. Our intersecting identities must be validated
3. We need time and space to connect to our own bodies
4. We need our bodies and emotions affirmed and validated
5. We do not have all of the answers--that is okay and beautiful
6. We need affinity spaces to thrive
7. We always have enough time to do what we value

Draft Equity Competencies

Category	Competencies
<p>Self Work</p> <p><i>(Understanding One's Lens and Bias)</i></p>	<ol style="list-style-type: none"> 1. Identify self-inflicted fears and barriers that prevent us from reaching our full potential as educators 2. Recognize the trauma associated with our journeys and affirm/validate/embrace/welcome our emotional reactions 3. Learn practices to self-soothe when we are uncomfortable with new learning and growth 4. Being ok with other folks being uncomfortable, validating and allowing feelings to be there, unlearning that folks do not need to feel comfortable, we do not need to soothe them 5. Reconnect with our bodies
<p>Relationship building with students, families and colleagues</p> <p><i>(Cultural, Racial, & Gender Identity Learning; Relationship Building)</i></p>	<ol style="list-style-type: none"> 1. Seek feedback from Black, Brown, and Indigenous students and families around our impact and instruction 2. Admit when we make mistakes, reflect and repair harm 3. Show love and create space for the healing of Black, Brown, and Indigenous students 4. Understand the trauma of students and educators and promote healing 5. Understand that we do not need to fix or save Black, Brown, and Indigenous students, but rather we will cultivate their strengths 6. Listen to understand first.



Current Progress on Build Out

	Belief Statements		
	We collectively agree that... <ol style="list-style-type: none"> 1. We deserve joy 2. Our intersecting identities must be validated 3. We need time and space to connect to our own bodies 4. We need our bodies and emotions affirmed and validated 5. We do not have all of the answers--that is okay and beautiful 6. We need affinity spaces to thrive 7. We always have enough time to do what we value 		
	All Staff	Look Fors: Staff Practices	Look Fors: Classroom Practices
Self - Work <i>(Understanding One's Lens and Bias)</i>	1. Educators can identify self-inflicted fears and barriers that prevent us from reaching our full potential as educators	<ul style="list-style-type: none"> • Educators consistently use reflection as a practice for self development • Educators recognize one's cultural, gender identity, and racial influences 	
	2. Educators can recognize the trauma associated with our journeys and affirm, validate, embrace, and/or welcome our emotional reactions	<ul style="list-style-type: none"> • Educators notice and name feelings associated with their educational journeys • Educators use affirming language with self and others around emotions both large and small • Educators demonstrate an awareness of oppressive interactions between educators, students, families, and society, including one's own complicity in upholding systems of oppression. 	
	3. Educators can learn practices to self-soothe when we are uncomfortable with new learning and growth	<ul style="list-style-type: none"> • Educators can name when they are uncomfortable • Educators understand at least one somatic practice to engage in when they are feeling uncomfortable in situations 	



Current Progress on Build Out

	All Staff	Look Fors: Staff Practices	Look Fors: Classroom Practices
Relationship building with students, families and colleagues <i>(Cultural, Racial, & Gender Identity Learning; Relationship Building)</i>	1. Admit when we make mistakes, reflect and repair harm	<ul style="list-style-type: none"> Educators speak with courage when a student and/or family member have been wronged by biased words, interactions, procedures, or policies. Educators will use listening and reflection in order to identify what mistakes they made and begin to seek to repair harm Educators will use the core principles of Restorative Practices in order to repair harm 	<ul style="list-style-type: none"> Educators model for students and families what it looks like to own mistakes or admit causing harm Educators model listening to others when they share that they have been harmed Educators practice Restorative Practices within their classrooms to repair harm that has been caused between students, colleagues and families
	2. Seek feedback from Black, Brown, and Indigenous students and families around their impact and instruction	<ul style="list-style-type: none"> Educators examine and express curiosity about the racial, cultural, and gendered histories of BIPOC students and families, in order to build relationships. Educators create time and space to gather feedback from BIPOC students and families Educators take time to listen to students and families stories about what is important for them to learn 	<ul style="list-style-type: none"> Educators provide several ways for students and families to provide feedback about impact and instruction



Example of Equity Competency with Look Fors

To Inform Professional Development		To Inform Performance Management Systems	
	All Staff	Look Fors: Staff Practices	Look Fors: Classroom Practices
<p>Relationship building with students, families and colleagues</p> <p><i>(Cultural, Racial, & Gender Identity Learning; Relationship Building)</i></p>	<p>1. Admit when we make mistakes, reflect and repair harm</p>	<ul style="list-style-type: none"> • Educators speak with courage when a student and/or family member have been wronged by biased words, interactions, procedures, or policies. • Educators will use listening and reflection in order to identify what mistakes they made and begin to seek to repair harm • Educators will use the core principles of Restorative Practices in order to repair harm 	<ul style="list-style-type: none"> • Educators model for students and families what it looks like to own mistakes or admit causing harm • Educators model listening to others when they share that they have been harmed • Educators practice Restorative Practices within their classrooms to repair harm that has been caused between students, colleagues and families

Further Development– IBPOC Staff & White Staff

Equity Development for All Educators

All Staff	Every staff member in MPS, no matter their role, has to engage in work around equity if we are to change ourselves and our system
White Staff	While all staff have a role to play in dismantling systems that do harm to our students and families, white-bodied folks have work to do it learning, thinking about and then actively working against white supremacy culture.
IBPOC Staff	Staff who identify as Indigenous, Black, and/or people of color have been most impacted and harmed by systems and the culture of white supremacy. However, IBPOC educators were educated in the same systems and in educator training were taught to perpetuate the system despite not living or experiencing the world in white bodies.

Timeline for Equity Competencies Revision

October

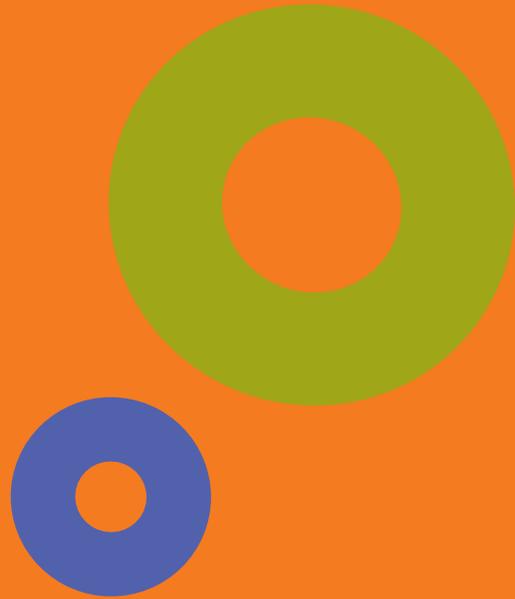
Completed
competencies
for all staff

November

Feedback
gathered from
Principals and
Community
Groups

Late November

Equity
competencies
used in SOEI
revisions



Hate/Bias Incident Protocol



Timeline for Hate/Bias Incident Protocol



Work group has been meeting since August 19th, 2021 to identify a process for responding to incidents of hate and or bias in MPS between students and students, staff and students or staff and staff.

- **Student to Student**
- **Staff to Staff**
- **Staff to Student**
- **Staff to Parent**



Hate/Bias Incident Protocol Work Group

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Executive Director
Human Resources

Tiara Brown
Resolution & Compliance Associate
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Guidance & Counseling Services

Arnise Roberson
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Jason Matlock
Director
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Ron Wagner
Associate Superintendent
K-8

Shawn Harris-Berry
Associate Superintendent
9-12

Tyrize Cox
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Engagement & External Relations

Nandi O'Brien
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Marketing & Communications

Julie Schultz Brown
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Marketing & Communications

Donnie Belcher
Director, Communications
Marketing & Communications

Eric Moore
Senior Officer
Accountability, Research & Equity

Cristin Craig
Interim Executive Director
Equity & Integration

Sarah Hunter
Executive Director
Research, Evaluation, Assessment &
Accountability

Julie Young-Burns
SNOSA, SEL, Culture & Climate
Equity & Integration

Mitch Roldan
Director, Office of Ombudsperson
Office of the Ombudsperson



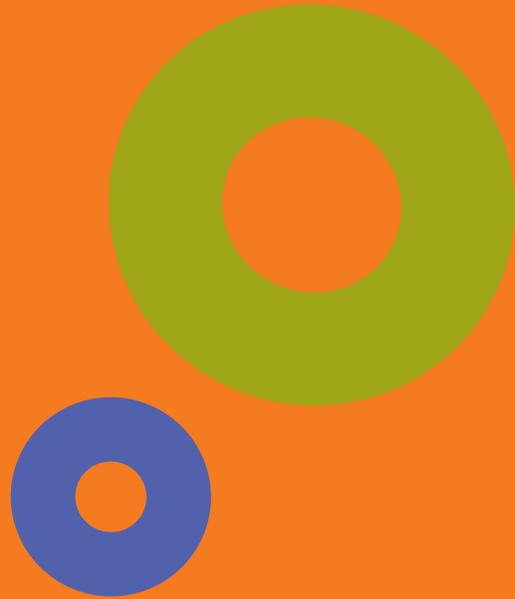
Outcomes of protocol

- Consistent response to hate/bias across the district
- Clear definition of what constitutes an incident
- More transparency with community
- Increased understanding of ombudsperson office
- Stronger reporting system that internally allows for identification of patterns
- Increased timeliness of investigations to improve feedback loops with community
- Consistent application of restorative practices after incident
- Stronger alignment between system application of discipline and district philosophy of restorative practices



Timeline for Hate/Bias Incident Protocol

- Implementation after winter break. Final draft presented to system December 9th.
- Next Steps Oct-Dec
 - Development of flowchart
 - Definition of critical incident
 - Sub-committee of HR, General Counsel and ARE to align current employee discipline practices to restorative practices
 - Clarification of ombudsperson office relative to larger system
 - Identify needs to improve timeliness of investigations
 - Clarify role of restoration after incident
 - Professional development designed and implemented
 - Engagement on protocol



Staff Mental & Emotional Well-Being Supports

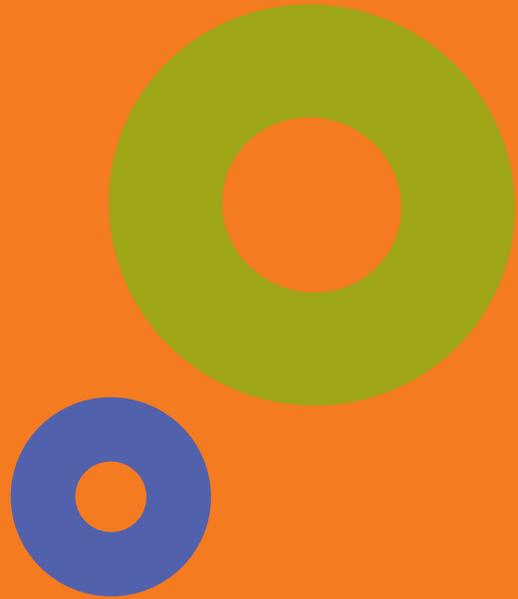


Staff Mental and Emotional Well-Being Supports

- The MPS leadership team is dedicated to reducing the stigma around mental health. We recognize the important impact of our climate and culture as a district on mental and emotional well-being for both staff and students.
- In an effort to support staff well-being, MPS staff can lean on existing internal resources in partnership with our Employee Assistance Program
 - Internal support: Safety & Security, Mental Health Supports Team, SEL/Climate, and Benefits
 - External support: Sand Creek EAP, United HealthCare, Vitality, WellBeats.

Staff Mental and Emotional Well-Being Supports

- What is an Employee Assistance Program:
 - EAP provides face-to-face or virtual counseling and consulting services through a network of diverse and highly trained professional counselors.
 - Sand Creek EAP supports the relationship between individual health and overall organizational health
 - Currently, MPS employees have access to **NO COST** counseling services for up to **four free sessions per issue**. EAP works in partnership with our other benefits to provide comprehensive, wrap around mental health services through our MPS benefits package. EAP is available to employees regardless of health insurance coverage or lack thereof and their dependents.



Appendix



Board Policy Related to Site Councils

Site Council

- [MPS School Site Council Policy 1692](#)
- [Regulation 1692A Site Council Governance](#)

Staff Mental and Emotional Well-Being Supports

Links and resources to current benefits:

- [Employee Assistance Program \(EAP\)](#): EAP is a confidential service available to help employees and their dependents deal with a variety of problems that oftentimes negatively affect well-being and job performance.
- [Sanvello](#): Staff who have MPS' [United Healthcare plan](#) are eligible for free premium access to this program that supports management of stress, anxiety and depression
- [Talkspace](#): Virtual counseling via text, audio and/or video messages.
- [PsychHub Videos](#): Short videos on [liveandworkwell.com](#) that address common mental health topics and challenges.
- [Vitality](#): A comprehensive wellness and incentives program
- [WellBeats](#): On-demand fitness, meditation and well-being classes and courses.