

## **Committee of the Whole Meeting**

Tuesday, February 20, 2024 6:00 PM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

1) **Call to Order and Roll Call**

2) **Presentations and Discussions**

2)a. Strategic Plan Progress and Priorities Review

3) **Adjournment**



# Committee of the Whole

February 20, 2024

# Superintendent Update

## Superintendent Dr. Sayles-Adams

# Agenda

- Mid-year Growth and Achievement Data Review
- Progress on work in each board prioritized strategy
- Next steps



# MPS Strategic Plan Goals



## Goal 1

### Academic Achievement



Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.



## Goal 2

### Student Well-being



Every student's physical and mental well-being is addressed as an integral part of their education.



## Goal 3

### Effective Staff



School and central office staff approach all work centered on students and equity.



## Goal 4

### School and Building Climate



MPS is known by our community as welcoming, responsive, and connected.

# Prioritized Strategies for the 2023–2024 School Year

## GOAL 1

Provide standards-based core instruction with a focus on literacy and mathematics.

.....  
Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

## GOAL 2

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

### Summary of Prioritized Strategies

Deepen strategic recruitment of high quality, diverse teachers and staff

## GOAL 3

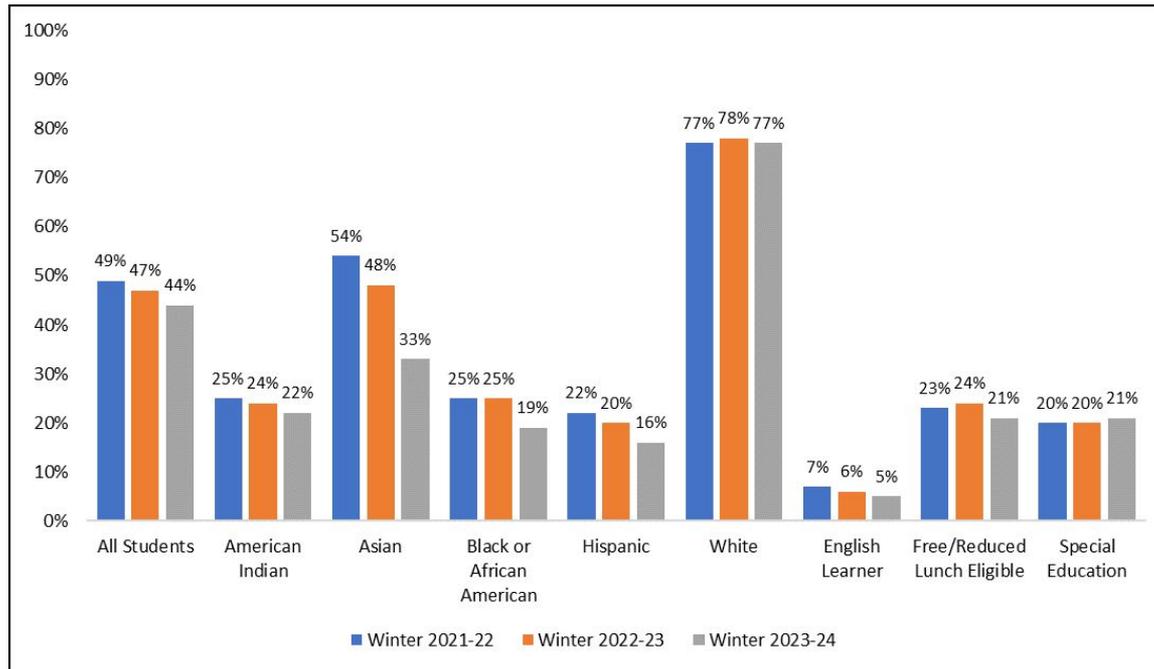
Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

## GOAL 4

# Goal 1: Mid-Year FASTBridge Growth Data

# aReading Winter Proficiency, SY22 to SY24

Percent of 2nd–8th grade students tested on aReading who scored in the “Low Risk” or “Exceeds” **decreased from 22–23 to 23–24 across all subgroups, except for Students Receiving Special Education Services**



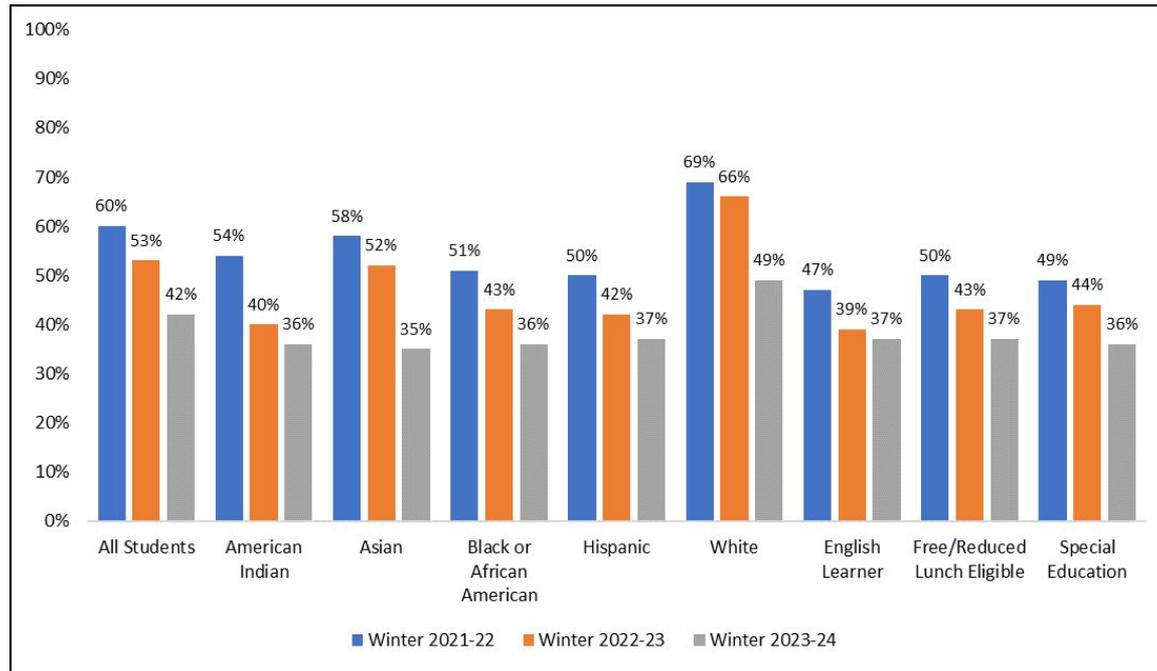
\* Total students tested on winter aReading, grades 2–8:  
SY21–22: 12440      SY22–23: 13521      SY23–24: 13569



MINNEAPOLIS  
PUBLIC SCHOOLS

# aReading Winter Growth, SY22 to SY24

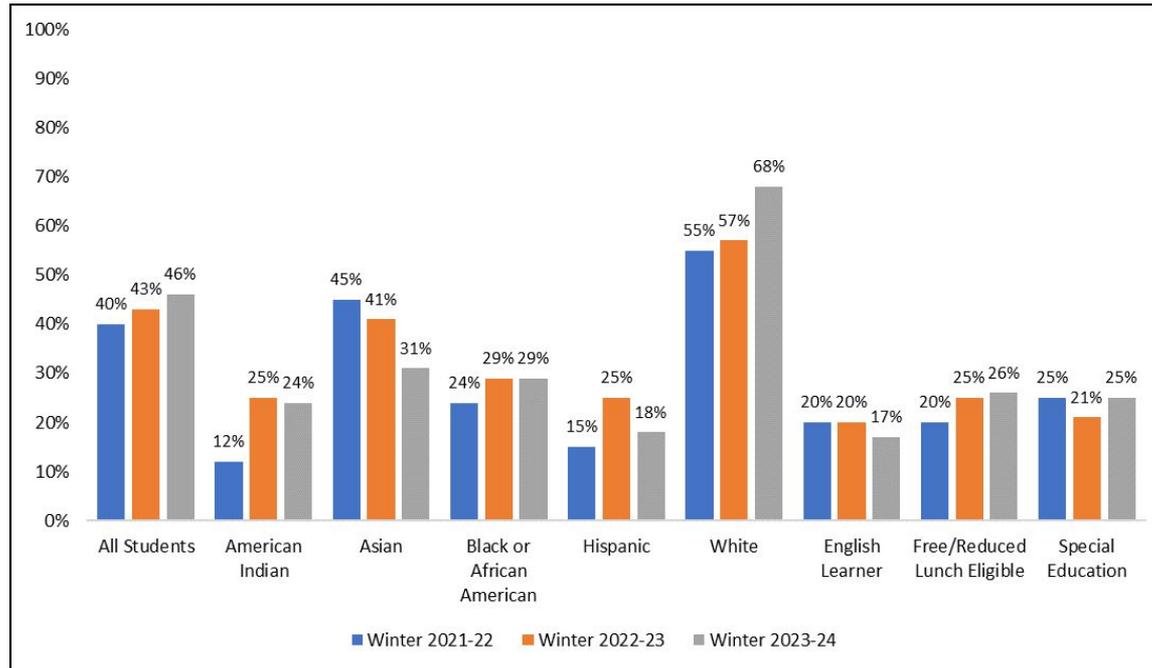
Percent of 2nd-8th grade students tested on aReading in the fall and winter windows with meeting or exceeding growth targets **decreased across all subgroups from 22-23 and 23-24.**



\* Total students with a winter aReading growth score, grades 2-8:  
SY21-22: 11400      SY22-23: 12005      SY23-24: 11882

# earlyReading (K) Winter Proficiency, SY22 to SY24

Percent of kindergarten students tested on earlyReading who scored in the “Low Risk” performance level **increased for all students, White students, students receiving educational benefits and students receiving special education services.** % proficiency **decreased for Asian, Hispanic and students receiving EL services.**



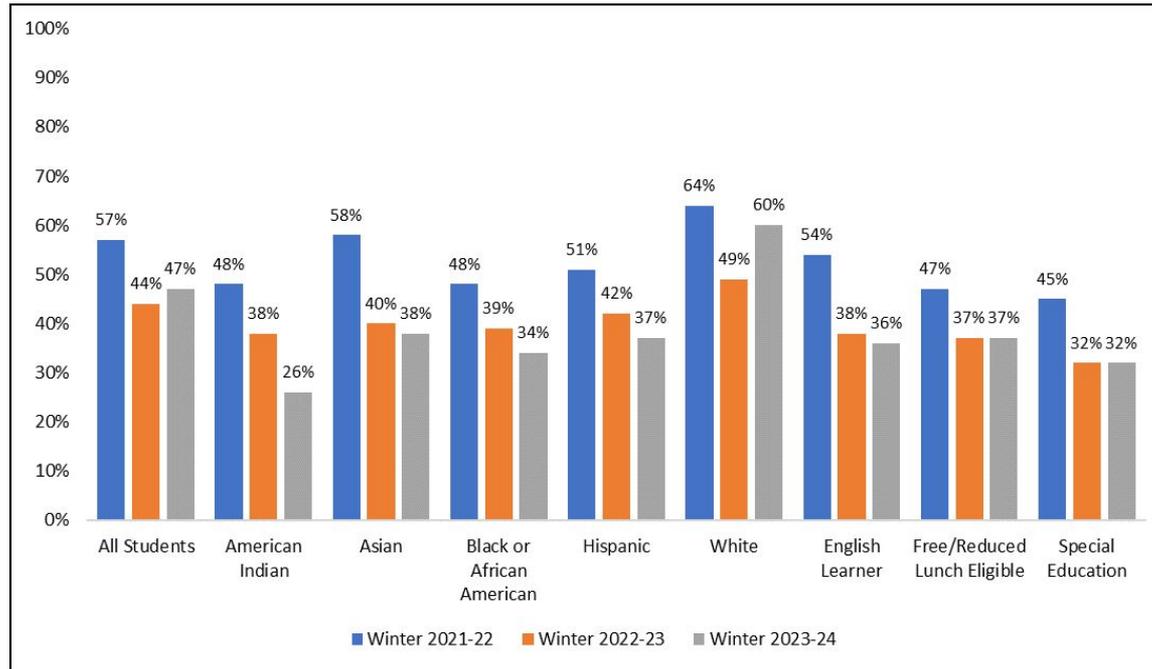
\* Total students tested on winter earlyReading, kindergarten:  
SY21-22: 1896      SY22-23: 2015      SY23-24: 1974



MINNEAPOLIS  
PUBLIC SCHOOLS

# earlyReading (K) Winter Growth, SY22 to SY24

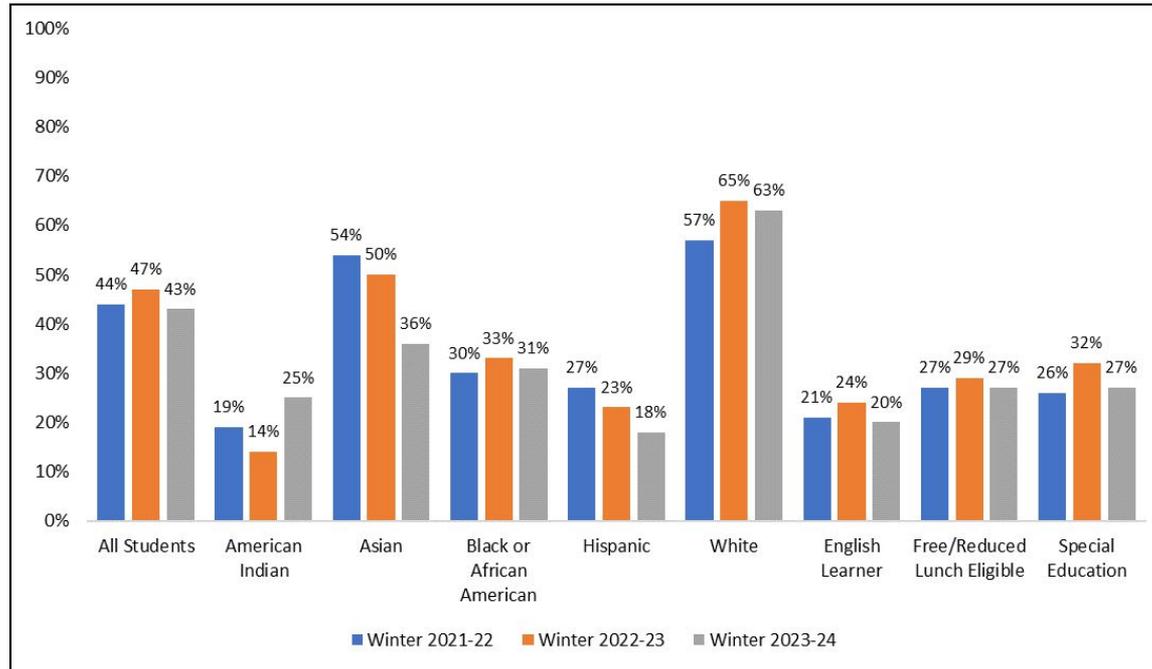
Percent of kindergarten students tested on earlyReading in the fall and winter windows meeting or exceeding growth targets **increased for all students, and White students.** % **decreased for American Indian, Asian, Black, Hispanic, and students receiving EL services.**



\* Total students with a winter earlyReading growth score, kindergarten:  
SY21-22: 1803      SY22-23: 1800      SY23-24: 1807

# earlyReading (1) Winter Proficiency, SY22 to SY24

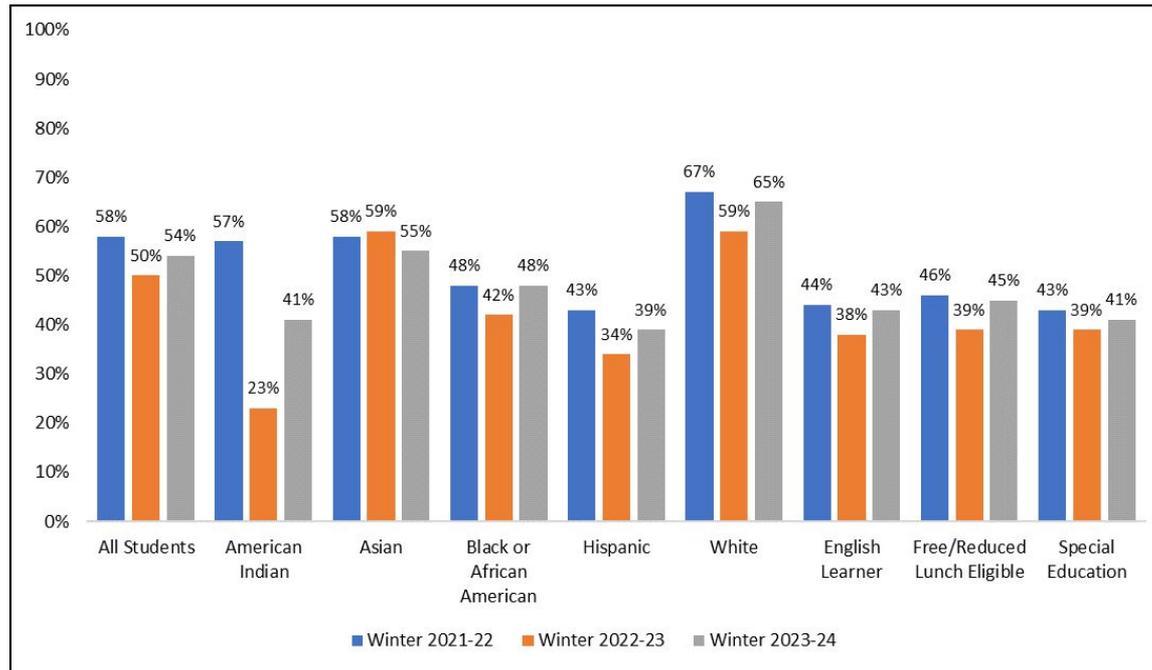
Percent of 1st grade students tested on earlyReading who scored proficient **increased for American Indian students, and decreased across all other demographic groups.**



\* Total students tested on winter earlyReading, 1st grade:  
SY21-22: 1648      SY22-23: 2030      SY23-24: 2071

# earlyReading (1) Winter Growth, SY22 to SY24

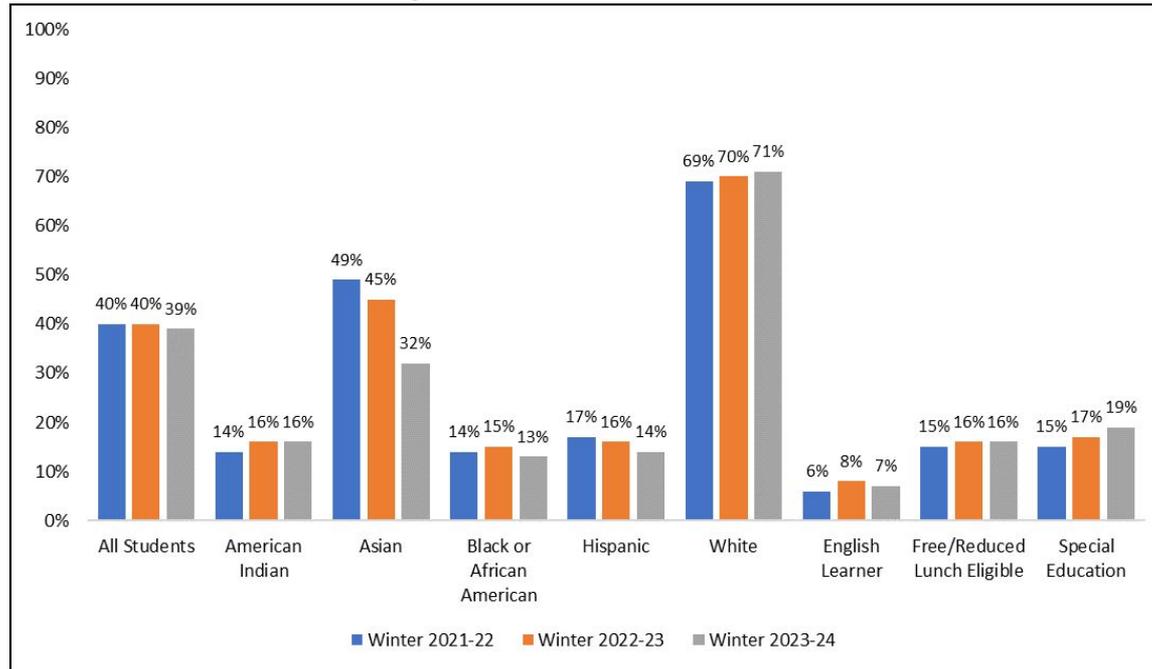
Percent of 1st grade students tested on earlyReading in the fall and winter windows with who met growth targets **increased for all demographic groups, except for Asian students.**



\* Total students with a winter earlyReading growth score, 1st grade:  
SY21-22: 1559      SY22-23: 1937      SY23-24: 1891

# aMath Winter Proficiency, SY22 to SY24

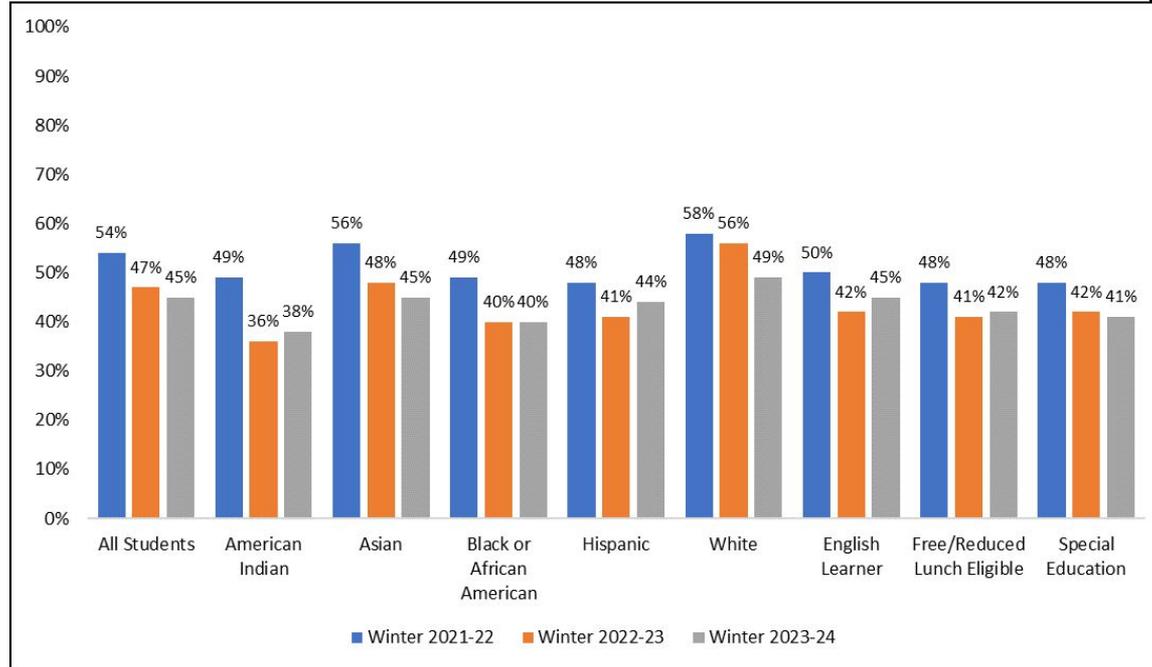
Percent of 2nd-8th grade students tested on aMath who scored proficient **increased for White students, and students receiving Special Education Services. % decreased for all students, Asian, Black, Hispanic, and students receiving EL services.**



\* Total students tested on winter aMath, grades 2-8:  
SY21-22: 11664      SY22-23: 13315      SY23-24: 13703

# aMath Winter Growth, SY22 to SY24

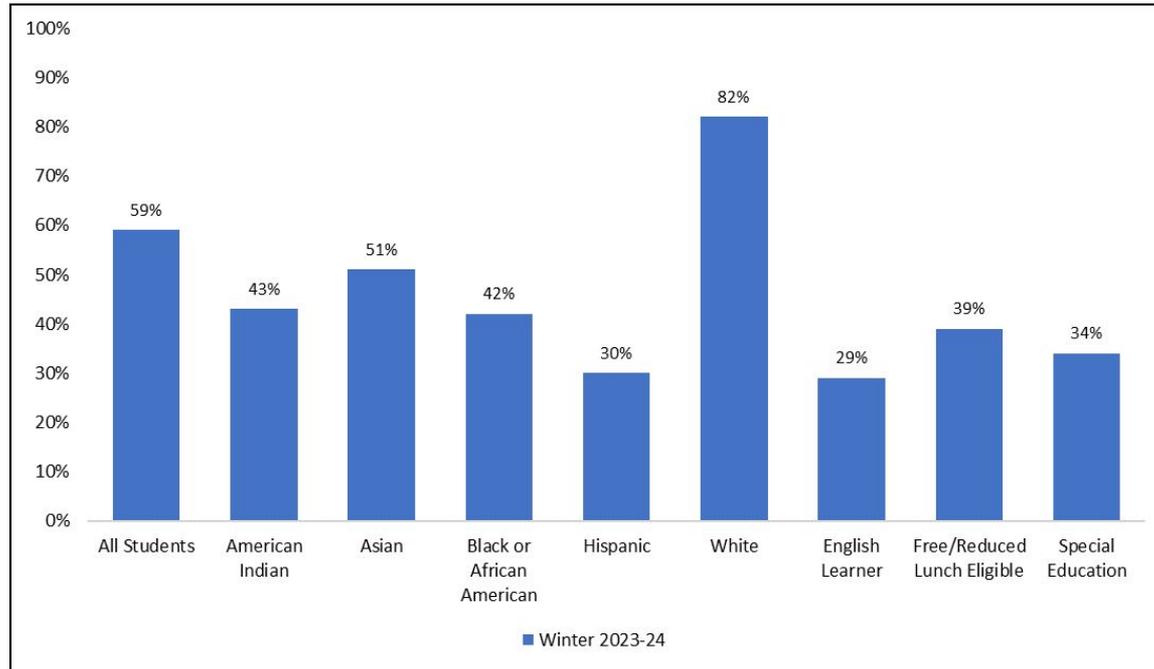
Percent of 2nd–8th grade students tested on aMath in the fall and winter windows meeting growth targets **increased for American Indian, Hispanic, students receiving EL services, and student who qualify for educational benefits.** % **decreased for all students, Asian, White, and students receiving SPED services.**



\* Total students with a winter aMath growth score, grades 2–8:  
SY21–22: 10626      SY22–23: 11618      SY23–24: 11960

# earlyMath (K) Winter Proficiency, SY24

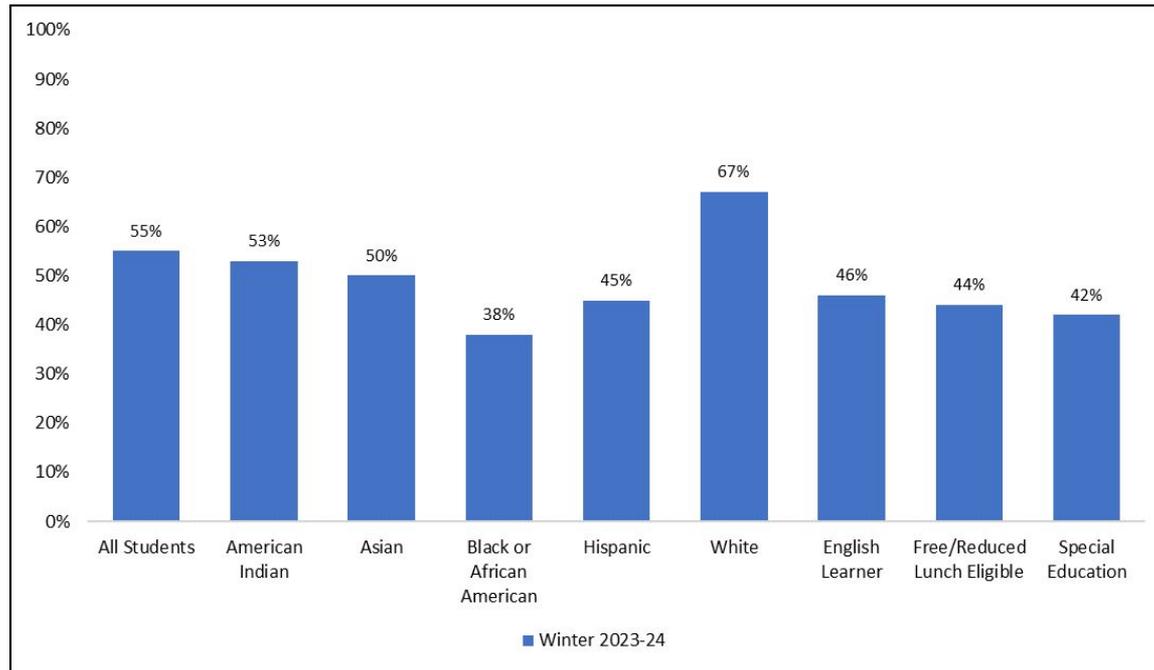
Percent of kindergarten students tested on earlyMath who scored in the “Low Risk” performance level. This is the first year of earlyMath testing at kindergarten and 1st grade.



\* Total students tested on winter earlyMath, kindergarten:  
SY23-24: 2197

# earlyMath (K) Winter Growth, SY24

Percent of kindergarten students tested on earlyMath in the fall and winter windows with a growth percentile at or above 50. This is the first year of earlyMath testing at kindergarten and 1st grade.



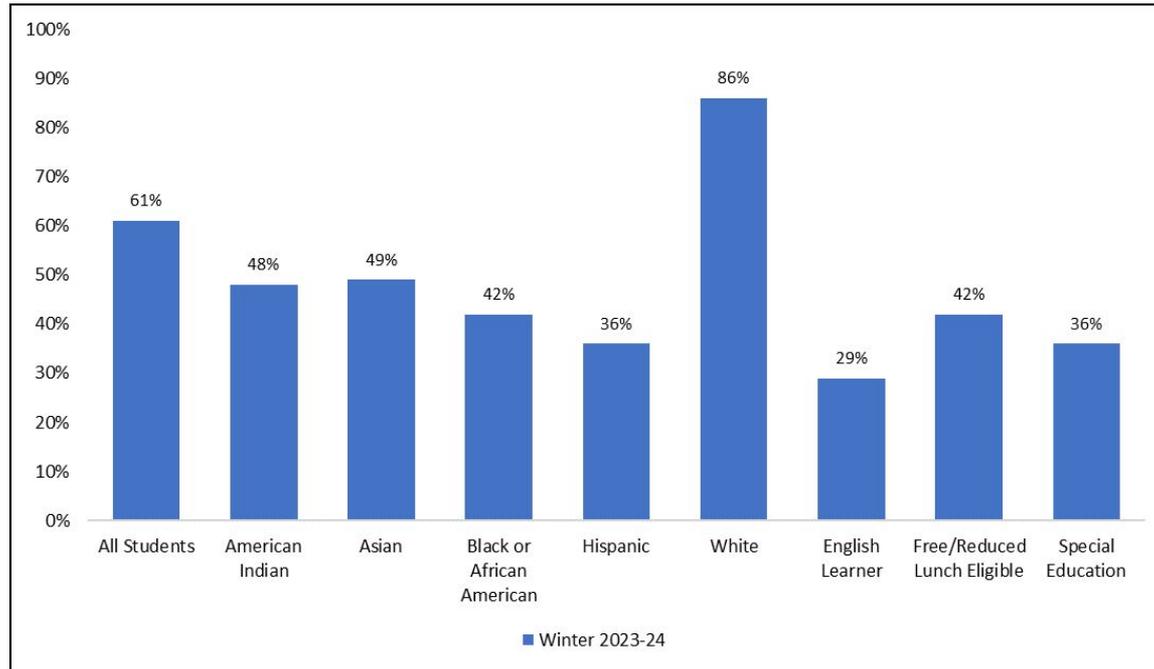
\* Total students with a winter earlyMath growth score, kindergarten:  
SY23-24: 2003



MINNEAPOLIS  
PUBLIC SCHOOLS

# earlyMath (1) Winter Proficiency, SY24

Percent of 1st grade students tested on earlyMath who scored in the “Low Risk” performance level. This is the first year of earlyMath testing at kindergarten and 1st grade.



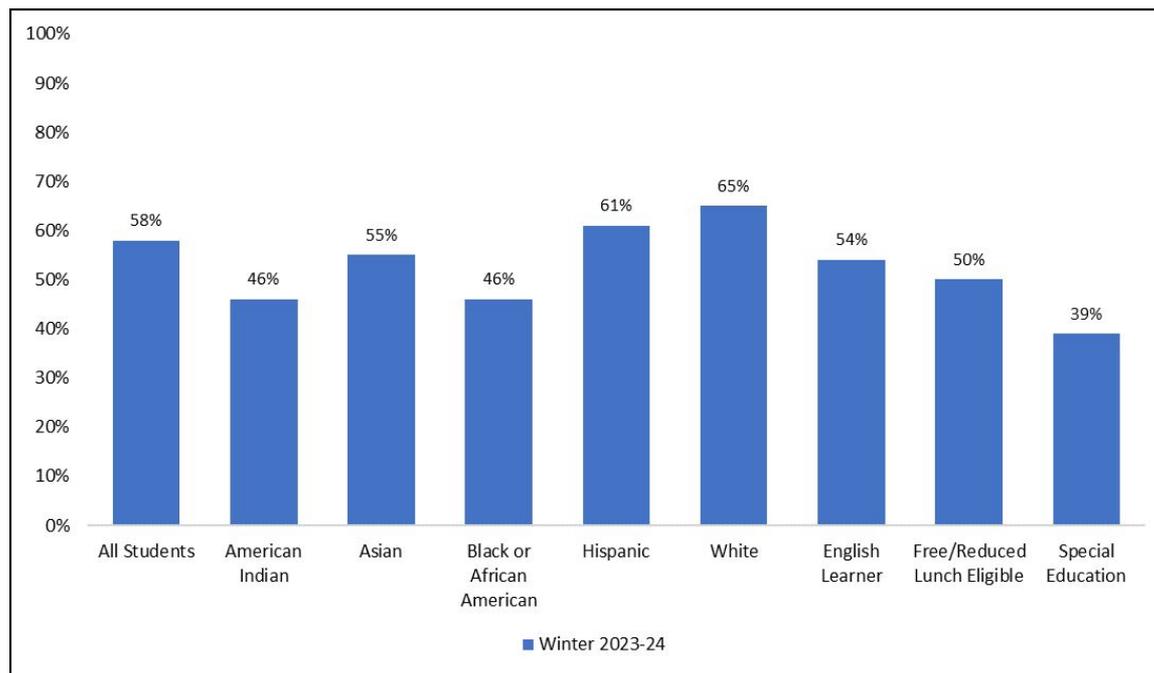
\* Total students tested on winter earlyMath, 1st grade:  
SY23-24: 2324



MINNEAPOLIS  
PUBLIC SCHOOLS

# earlyMath (1) Winter Growth, SY24

Percent of 1st grade students tested on earlyMath in the fall and winter windows with a growth percentile at or above 50. This is the first year of earlyMath testing at kindergarten and 1st grade.



\* Total students with a winter earlyMath growth score, 1st grade:  
SY23-24: 2061



MINNEAPOLIS  
PUBLIC SCHOOLS

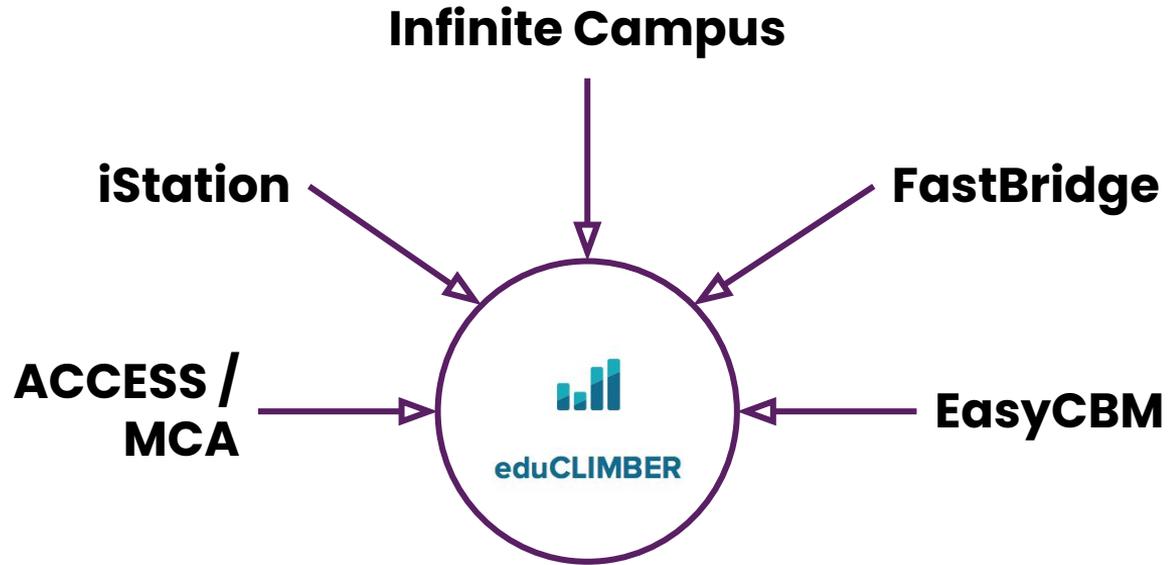
# What's next?

# Next Steps following Mid-Year Data Review

	Action	Status
District leaders from Accountability, REA, Academics and the Associate Superintendent's team are completing the following:	Mid-year data dive	Complete
	Associate team reviewing PLC implementation and progress in mid-year 1:1s	In-Process
	Instructional rounds to identify grade levels/teams where support is needed to increase the quality of instruction	Upcoming
	Adjust support based on results of mid-year data dive and instructional rounds data	Upcoming
In order to get a better sense of the impact of interventions:	Interventions are currently being entered into eduCLIMBER by intervention teams at each site	In-Process
	Associate team reviewing mid-year data with each principal and planning for adjustments to intervention groups	In-Process
	District ILT will review intervention data and make adjustments to professional development and support for intervention triads based on early trends	Upcoming

# eduCLIMBER

eduCLIMBER is the platform that supports MPS with active and dynamic use of student data at the district, building, grade, class, and individual student level to improve outcomes.



# Prioritized Strategies Update

# Goal 1: Strategy 1.1 Progress Update

Provide standards-based core instruction with a focus on literacy and mathematics.

Updates from December 2023 Meeting	Ongoing Work	Upcoming
<ul style="list-style-type: none"><li>• MDE has released a list of approved vendors for reimbursement for K-5 literacy curriculum</li><li>• Cross-departmental Academic Intervention Guidance Group has been created and is creating updated guidance for schools that aligns with best practices and READ act requirements</li><li>• Hired 2 bilingual AEs to support intake needs from schools for newcomer students and families</li><li>• Science K-5 and 6-8 have begun piloting</li><li>• Completion of Quarter 2 look fors with Bridges/Number Corner</li><li>• 6-12 Math Pilot Usage data collected</li></ul>	<ul style="list-style-type: none"><li>• PK-5 Literacy steering committee continues to meet to select pilot materials to begin Fall of 2024</li><li>• Comprehensive health curriculum (6th-12th grade) Request for Proposals is posted. Publisher presentations taking place in February 2024</li><li>• Collaborating with Teacher Development team to revise Standards of Effective Instruction (SOEI) standards</li><li>• Supporting math and literacy intervention triads</li><li>• Working closely with MDE to get updates on the READ Act requirements</li><li>• Providing site based PD in literacy and math</li></ul>	<ul style="list-style-type: none"><li>• February 22nd: PK-5 Literacy Steering Committee Meeting</li><li>• Literacy Steering Committee meeting in February 2024 to begin curricula evaluation (K-5)</li><li>• March 1st: Districtwide PD Day</li><li>• Spring Break Camp sponsored by OLA</li><li>• March 25th and 26th: PD for secondary sheltered content teachers, bilingual AEs, district content leads focusing on instructional strategies</li><li>• Collection of feedback from caregivers, students, and teachers on the 6-12 math pilot curriculum</li><li>• Spring Break Academy sponsored by Extended Learning for grades 11 and 12, April 1st through April 5th</li></ul>

# Goal 1: Strategy 1.2 Progress Update

Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

Updates from December 2023 Meeting	Ongoing Work	Upcoming
<ul style="list-style-type: none"><li>• Completed Principal PD focused on SEL and newcomer supports</li><li>• Additional capacity added in Indian Education department to support the Dream Catcher project</li><li>• Literacy steering committee trained in the Science of Reading</li><li>• Hired 2 bilingual AEs to support intake needs from schools for newcomer students and families</li><li>• Spanish materials request intake form created for schools</li><li>• ESP PD provided by MLD on supporting newcomers</li><li>• Evaluating Telescoped Math programming with the Advanced Learner Department</li><li>• MLD collaborating with the Advanced Learner team to ensure access for EL students to Advanced Learning opportunities</li><li>• 1st Draft of the content agnostic equity rubric for curriculum adoption processes</li></ul>	<ul style="list-style-type: none"><li>• Curriculum review process for Community Education</li><li>• Implementation of MDE ADSIS grant to implement Check and Connect at additional 15 schools</li><li>• Grades 6-12 Literacy steering committee creating a district-wide list of prioritized standards</li><li>• Aligned social studies scope and sequence for MPS high schools</li><li>• MLD compliance and enrollment meet monthly to improve enrollment process</li><li>• MLD updating MPS sharepoint for a professional development hub to be released in the Spring</li><li>• Newcomer cross departmental committee and subgroups meet to update and add to the MPS Newcomer Plan</li><li>• Collaborating with Talent Development in the SOEI revision process</li><li>• Meeting as a sub-committee to make adjustments to the equity rubric</li></ul>	<ul style="list-style-type: none"><li>• PD for EL teachers on healing centered pedagogy and care for newcomer and multilingual families on March 1</li><li>• March 25th and 26th: PD for secondary sheltered content teachers</li><li>• Council of Great City Schools BIRE (Bilingual Immigrant Refugee Education) conference will be held in Minneapolis in May</li><li>• BIRE conference participants will be visiting some MPS schools on May 7th</li><li>• School tours for incoming 6th graders and incoming 9th graders at Dual Language pathway sites</li><li>• Meet with principal, teacher, and student groups to review and provide feedback on the equity rubric</li></ul>

# Goal 2: Strategy 2.4 Student Wellbeing Progress Update

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

<b>Updates from December 2023 Meeting</b>	<b>Ongoing Work</b>	<b>Upcoming</b>
<ul style="list-style-type: none"><li>• Vape detector RFP has been completed and installation will occur this Spring</li><li>• All Community Education Program Coordinators and Specialists trained and given access to Intrado</li></ul>	<ul style="list-style-type: none"><li>• Health curriculum adoption including substance use</li><li>• Updating emergency plan templates and resources</li><li>• Collaboration with the Climate/School Culture team to plan PD on Hate and Bias Protocol</li></ul>	<ul style="list-style-type: none"><li>• Out of school time and event planning and preparedness</li><li>• Late Bus dashboard for families and schools</li><li>• Enhanced plant operations training</li><li>• HVAC upgrades</li></ul>

# Goal 3: Strategy 3.3 Effective Staff Progress Update

Deepen strategic recruitment **and retention** of high quality, diverse teachers and staff

Updates from December 2023 Meeting	Ongoing Work	Upcoming
<ul style="list-style-type: none"> <li>• 20.5% of teachers identify as people of color</li> <li>• Awarded the Special Education Pipeline Grant from MDE, \$747,600 over FY25-29</li> <li>• Two Grow Your Own (GYO) grant applications submitted in Jan. to MN Department of Education to support the Future Educator high school pathway and adult GYO pathways; requesting \$1.25 million total over FY25-26</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing the Early Contract hiring process for 2024-25 licensed positions</li> <li>• Partnering with Metro State University, Mankato State University, and Owatonna Public Schools to develop an undergraduate Teacher Apprenticeship GYO pathway for ESPs who hold an AA</li> <li>• Convening the Q Comp Governance Labor Management Committee to improve Q Comp implementation</li> <li>• Negotiations with ESP union to ensure salaries are competitive and that the infrastructure exists within MPS to ensure that staff are treated as education professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Launch 1st Cohort of MPS Academy in spring 2024 (first PELSB-approved, district-embedded teacher prep program in MN)</li> <li>• Reconvene a labor-management task force to revise the Standards of Effective Instruction (SOEI) and classroom observation model</li> <li>• Develop hiring manager training for Davis Center hiring managers</li> </ul>

# Goal 4: Strategy 4.1 School and District Climate Progress Update

**Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.**

Updates from December 2023 Meeting	Ongoing Work	Upcoming
<ul style="list-style-type: none"> <li>• Hate and Bias protocol is finalized</li> <li>• Student Cultivate survey implemented during winter 2023</li> <li>• Review and editing of staff survey completed January 2024</li> <li>• 3 Part Antiracist Professional Learning Series Development</li> </ul>	<ul style="list-style-type: none"> <li>• ABAR gatherings and celebrations to provide space for BIPOC staff (licensed staff and ESPs)</li> <li>• Intentional inclusive school and community engagement: classroom activities, school and family events, group and affinity space.</li> <li>• Climate Framework Professional learning at school and district department</li> <li>• Equity and School Climate Coordinators implementing Climate Framework Rubric in sites with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Hate and Bias protocol pilot training taking place during spring 2024</li> <li>• Data review and planning based on Cultivate survey data</li> <li>• Caregiver survey distribution in Spring 2024</li> <li>• Finalize Antiracist Professional Learning Series</li> <li>• Evaluate current A&amp;I and submit budget to MDE</li> </ul>

# Next Steps and Upcoming Data

The May Committee of the Whole will be the next and final round of prioritized strategy updates for the 23-24 SY



# Strategic Plan Website



Strategic Plan



The MPS Strategic Plan is a shared framework for the district to empower our students and community. It is a roadmap designed to create an inclusive, nurturing, and dynamic educational environment for all students and is rooted in collaboration.

Together, as a unified MPS community, we embark on this transformative journey which shapes not just academic success, but future generations of compassionate leaders, thinkers, and global citizens.

## Strategic Plan Resources

[Full Strategic Plan Document](#)

[Archived Strategic Plan Presentations](#)

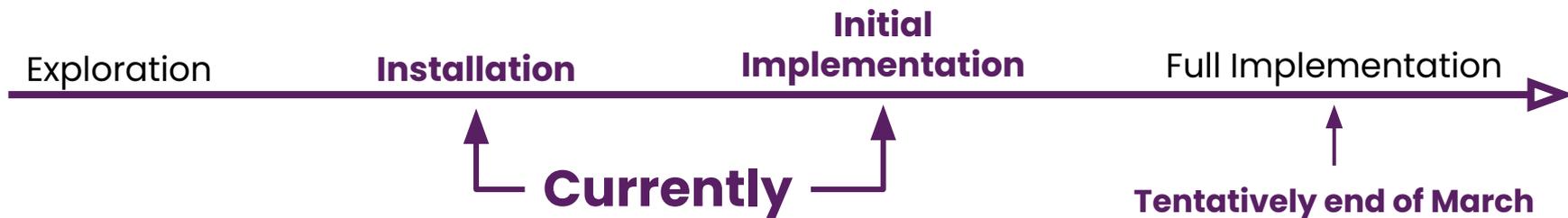


MINNEAPOLIS  
PUBLIC SCHOOLS

# Questions?

# Appendix

# eduCLIMBER Purpose and Roll-out Timeline



## Status of EduCLIMBER Visualizations (as of Feb 8)

<b>Demographics</b>	Visualizing, but we need to update access to lunch status for Building Leaders.
<b>FastBridge</b>	Visualizing (ongoing accuracy checking)
<b>iStation</b>	Visualizing (ongoing accuracy checking)
<b>K-5 Gradebook</b>	Visualizing (ongoing accuracy checking)
<b>6-12 Gradebook</b>	Visualizing (ongoing accuracy checking)
<b>ACCESS / MCA</b>	Work to upload has started, minimum 2 months before visualizations are available
<b>Attendance &amp; Behavior</b>	Visualizing and needs initial accuracy checking
<b>Interventions</b>	Intervention teachers are beginning to create interventions

# eduCLIMBER Training Status

<b>Training Session</b>	<b>Date Received / Scheduled</b>
School Improvement Specialist	Jan 12
Academic Content Lead (Core Academics Dept)	Jan 22
District Program Facilitator (Core Academics Dept)	Jan 22
Research, Evaluation & Assessment	Jan 22
Interventionists - Secondary Math and Lit -Session 1	Jan 30
Interventionists - Elementary Math and Lit - Session 1	Feb 1
MTSS Lead	Feb 2
Interventionists - Elementary Math and Lit - Session 2	Feb 6
Assistant Principal	Feb 8



# eduCLIMBER Training Status (continued)

<b>Training Session</b>	<b>Date Received / Scheduled</b>
Principal	Feb 8
School Psychologist	Feb 13
Equity and School Climate Department	Feb 20
American Indian Achievement Department	Feb 21
Interventionists - Secondary Math and Lit -Session 1	Jan 30
Black Student Achievement Department	Feb 28
Latin Student Achievement Department	Feb 28
Teacher on Special Assignment TOSA (Core Academics Dept)	Feb 28
Multilingual Department	TBD

# eduCLIMBER Training Status (continued)

<b>Training Session</b>	<b>Date Received / Scheduled</b>
School Social Worker	TBD
Special Education Department	TBD
Student Support Services Division	TBD



# Responding To Racial Harm, Hate and Bias Protocol

## Introduction and Purpose of this Guide

Ensuring that students, staff and families of all backgrounds feel welcomed, honored and celebrated is an important component of the [Minneapolis Public Schools Strategic Plan](#). Whenever the intrinsic value of any member of our community is called into question by harmful actions that target *who they are*, it is our responsibility as educational leaders to respond quickly — with justice, compassion, restoration and healing.

**The problem:** Systemic and interpersonal racism continues to exist in our school and community. In May 2020, the world saw and felt the impact of systemic racism with the murder of George Floyd. The news is full of horrible actions of violence and intimidation against people because they are African-Americans, Asian and Pacific Islanders, Jewish, Latinx, Indigenous, members of the LGBTQIA+ community, those with disabilities, and members of other historically marginalized communities. We recognize this hits home, which also includes our Muslim, Hmong, Somali, and new-to-country students. Right here, members of our own MPS community have been targeted for harassment — online and in person, sometimes in school or community events — because they are Black, female, disabled, or perceived to be members of the LGBTQIA+ community. This harassment causes deep and lasting harm to our students and our whole community, and Minneapolis Public School staff members take our duty to respond very seriously.

**Our response.** We hear our students, families and community members' voices. It is our responsibility to respond to *all* instances of race and identity-based harm in the Minneapolis Public Schools community, based on

our district's core values. MPS centers its core values of antiracism, equity, relationships, trust, communication, integrity, belonging, inclusion and transparency to foster change-makers to prevent future harm in our school and community space.

### **Definitions**

**Racial harm** occurs when racism and discrimination perpetuate systemic inequalities, leading to social disparities and causing physical, emotional, and psychological harm to individuals and communities based on their race or ethnicity. This harm is specific to someone's racial identity. Racial harm can also result from **repeated acts** of name-calling, harassment or intimidation, even if each instance is small or subtle. A racial harm incident is any action, speech, or expression, whether conscious or unconscious, that targets individuals or groups based on their racial identity.

**Identity-based harm** happens whenever a person targets another person based on hostility to any aspect of their identity – including race, color, ability status, national origin, sexual orientation or gender identity. Individual instances of identity-based harm are often called "**bias incidents.**" Identity-based harm can also result from **repeated acts** of name-calling, harassment or intimidation, even if each instance is small or subtle. A hate or bias incident is any action, speech, or expression, whether conscious or unconscious, that targets individuals or groups based on their federally protected group, including race, ethnicity, national origin, sex, gender identity or expression, sexual orientation, religion, or disability.

---

The goal of this document is to provide information to MPS staff to prevent and respond to racial harm, hate and bias-motivated incidents. **The guide is divided into three parts:**

- **Before the Incident Occurs.** How can you and other leaders be aware of the social culture and have a pulse on the school or building climate? What practices are in place to combat hate and bias incidents and promote cross cultural unity?
- **When the Incident Occurs:** What are the key areas to consider to proactively respond to an incident of hate and bias?
- **After the Incident:** How can you provide ongoing support and healing to those impacted? What parts of the response plan need to be improved?

## Before An Incident

### 1. Climate Framework and Protocol Awareness

- Implement the District Strategic Plan and School Climate Framework
- Provide ongoing professional development to staff with [best practices](#) for an inclusive school environment and the Racial Harm, Hate and Bias Protocol.
- Collaborate and establish relationships with caregivers and community partners to include diverse perspectives and feedback to uplift the school climate.
- Educate students, staff and families on [school policy](#) and conduct that are considered hate, bias, racist, and discriminatory in the school community. Utilize posters, stickers, school announcements, etc, as reminders of disapproved indicated behavior.

### 2. School Climate Assessment and Proactive School Interventions

- Continuously review and monitor school climate quantitative and qualitative data for trends and gaps for continuous improvement.
- Administer and review school climate feedback through Cultivate survey and school leadership councils.
- Lead proactive classroom and school wide activities promoting an inclusive and identity-affirming school environment.

- Uplift the wide range of identities and lived experiences and allow students to see themselves reflected in the school environment and to understand the experiences of others.

### **3. Prepare your Site Equity and Climate Team**

- Building administrator or designee will collaborate prior to incidents with Equity and Climate Team and EMSS to utilize a restorative plan and approach to support the school community during an incident.
- Partner with diverse community organizations and family groups for insight of the culture of the community.
- Each quarter, review student, staff and community feedback, building and incident report(s), and trends to remain aware of school climate.
- Implement strategies for creating a positive school climate and evidence-based antiracist social emotional learning to prevent and reduce discrimination and improper conduct (see resource page).
- Post posters around school: includes QR code for anonymous student reports

### **4. Stop Hate and Bias: Report**

Hate and bias incidents affect a person or group and negatively impact the school environment. MPS takes such incidents seriously and will respond appropriately to reported or observed incidents of bias or hate. We encourage all in our community to speak up when they see or hear discrimination and hate towards an individual because of their identity. One way to respond and reduce hate and bias incidents is to submit a report. Use the link below to submit a report (Not Me App). Incidents can also be reported to [MPS Office of The Ombudsperson](#).

## When An Incident Occurs

### Approaching a Racial Harm, Hate or Bias Incident

A hate or bias incident is any action, speech, or expression, whether conscious or unconscious, that targets individuals or groups based on their federally protected group, including race, ethnicity, national origin, sex, gender identity or expression, sexual orientation, religion, or disability.

#### 1. Focus On Safety

- Secure area and If there is an immediate threat to you or someone's physical well-being, contact 911, then EMSS.
- Determine and remove impacted students, staff, or community members to a safe spot.
- Administration is responsible for removing images, social media content, text messages chains, or other offensive content involved.
- Assess the need for increased supervision as needed.
- Consider the potential risk of involvement from outside the MPS school and community.

**2. Investigate** what harm has happened and who has been impacted by the harm. Investigation begins within 24 hours.

Building Equity and Climate Team, EMSS, and an administrator will assess the incident. Some questions to assess the situation:

- Who is responsible for creating the harm? Who is secondarily harmed?
- Where could harm continue to occur in the building?
- Who else's voice is important to consider around who has been impacted?

#### 3. Gather Details and Document

- Review the incident report and continue the investigation to better understand the details of the hate and bias incident.

- Building administrators and support team will create appropriate discipline and restorative plan.
- Involve the MPS Labor Relations, in all instances involving a staff member who has caused hate or bias harm.

#### 4. **Communicate/Acknowledge (12-24 Hours)**

- Communicate with relevant building and district leadership throughout the process and people who experienced harm and those who caused harm.
- Engage in [direct communication](#) with caregivers' families of first-level impacted students.
- Explicitly denounce the hate or bias incident and acknowledge that the behavior is misaligned with district values. Collaborate with MPS Communications to deliver school and community messaging.

#### 5. **Respond and Educate**

- Building Equity and Climate Team along with other identified support staff will provide direct support to those that were harmed. Equity Climate Coordinators will consult and advise the team to support the plan.
- Ensure a plan for supporting building staff impacted by the incident. Utilize ABAR Mentors, PAR Mentors, affinity spaces, restorative circles, etc.
- Provide communication and resources for staff to discuss the incident appropriately.
- Be intentional to carefully create a space to acknowledge and start the process of restoration from the harm that took place.

## **After An Incident Occurs**

**1. Restorative Practices:** Work to identify building and district leaders with current relationships to continue holding restorative spaces.

Utilize restorative team(s)/trusted personnel with students, staff, and family/community to offer multiple voluntary services such as (but not limited to):

### Menu of Support

- Restorative conversations
- Conflict circles or conferences
- Classroom circles
- Individual Counseling and Social Emotional Support
- Small group conferences or circles
- [Return to learning planning circles](#)
- Family Group Conferences
- Returning to school space after harm support

For additional resources, reference the [MDE Restoratives Practice Guide](#)

## **2. Continued Student, Staff and Community Support**

- Provide follow-up individual and team staff professional development and support in collaboration with the school site Equity and School Climate Team.
- Develop students' social & emotional skills through the lens of anti-racist/anti-bias education. Spaces can include:

Morning Meeting and Advisory

School-wide or grade-level assemblies

Family/Community conversation spaces

Student-led groups

Mental Health Services

Classroom curriculum resources include:

AMAZEworks

[Common Sense Media](#)

[Anti-defamation League](#)

[Learning for Justice Facing History and Ourselves](#)

Lead cultural learning opportunities in collaboration with community partners to promote understanding, reconciliation, and empathy

- Review Restorative Plan and have site Equity & Climate Team (and any necessary staff: ex. EMSS, specialists, etc.) create safety plan for those involved.

### **3. Site Equity and Climate Team Collects, Reviews, and Reflects on Data (and any necessary staff: ex. EMSS, specialists, etc.)**

- Gather Quantitative: include who, what, where, when, and why, and qualitative information interviews, perception data points (group sessions, small groups, 1on1) from the report and investigation.
- Reflect on your utilization of the Racial Harm Protocol process: What worked well? Where are there opportunities for improvement? What resources did we have, and how did we use them? What resources did we lack? How might we introduce and use new resources in the future?
- Ensure documentation in Infinite Campus (racial harm/harassment is at minimum level 3)

### **4. Provide closing communication of incident**

- Communications Dept. and admin collaborate with site Equity and Climate coordinators

## Resources

[Preventing and Responding to Bias and Hate incidents in K-12 Educational Setting- US Department of Justice](#)

[Roosevelt High School Dare2BReal Responding to Hate](#)

[MPRNews Responding To Hate And Bias Incidents In Minnesota](#)

[Learning for Justice - Hate at School Report](#)

Learning for Justice - [No place for Hate](#)

## Classroom Engagement Content

[Social Media Hate and Bias Video and Lesson](#)

[3<sup>rd</sup>-5<sup>th</sup> Grade Equity Focused Lessons](#)

[MPS Neighborhood Video Series](#)



# Protocolo de respuesta al Daño Racial, el Odio y los Prejuicios

## Introducción y Propósito de esta Guía

Un componente importante del [Plan Estratégico de Minneapolis Public Schools](#) es asegurar que los estudiantes, las familias y personal de todos los orígenes se sientan acogidos, honrados y celebrados. Toda vez que el valor intrínseco de cualquier miembro de nuestra comunidad se pone en tela de juicio por acciones perjudiciales que atentan contra quienes son ellos, es nuestra responsabilidad como líderes educativos responder rápidamente — con justicia, compasión, restauración y sanación.

**El problema:** El racismo sistémico e interpersonal continúa existiendo en nuestra escuela y comunidad. En mayo de 2022, el mundo vio y sintió el impacto del racismo sistémico con el homicidio de George Floyd. Las noticias se encuentran llenas de horribles acciones de violencia e intimidación contra las personas por ser afroamericanas, asiáticas o de las Islas del Pacífico, judías, latinoamericanas, indígenas, miembros de la comunidad LGBTQIA+, personas con discapacidades y miembros de otras comunidades históricamente marginadas. Reconocemos que esto llega a casa, lo que también incluye a nuestros estudiantes musulmanes, hmong, somalíes y los nuevos en el país. Aquí mismo, los miembros de nuestra propia comunidad de MPS han sido objeto de acoso, en línea y en persona, a veces en eventos escolares o comunitarios, porque ser afroamericanos, mujeres, estudiantes discapacitados o percibidos como miembros de la comunidad LGBTQIA+. Este acoso causa un daño profundo y duradero a nuestros estudiantes y a toda nuestra comunidad, y como miembros del personal de Minneapolis Public Schools tomamos muy en serio nuestro deber de responder.

**Nuestra respuesta.** Nosotros escuchamos las voces de nuestros estudiantes, familias y miembros de la comunidad. Es nuestra responsabilidad en la comunidad de Minneapolis Public Schools responder a *todos* los casos de daño relacionados con la raza y la identidad, basándonos en los valores fundamentales de nuestro distrito. MPS tiene sus valores fundamentales de antirracismo, equidad, relaciones, confianza, comunicación, integridad, pertenencia, inclusión y transparencia, centrados en fomentar el cambio y prevenir daños futuros en nuestra escuela y nuestro espacio comunitario.

## **Definiciones**

**Daño racial** ocurre cuando el racismo y la discriminación perpetúan las desigualdades sistémicas, lo cual conduce a disparidades sociales y causa daños físicos, emocionales y psicológicos a las personas y comunidades en función de su raza o etnia. Este daño es específico a la identidad racial de la persona. El daño racial también puede ser el resultado **de acciones repetidas** de insultos, acoso o intimidación, incluso si cada caso es pequeño o sutil. Un incidente de daño racial es cualquier acción, discurso o expresión, ya sea consciente o inconsciente, que se dirige a individuos o grupos en función de su identidad racial.

**Daño basado en la identidad** ocurre cuando una persona tiene como blanco a otra persona en base a la hostilidad hacia cualquier aspecto de su identidad, incluyendo la raza, color, capacidad, el origen nacional, la orientación sexual o la identidad de género. Los casos individuales de daño en base a la identidad a menudo se denominan "**incidentes de prejuicio**". El daño en base a la identidad también puede ser el resultado de **actos repetidos** de insultos, acoso o intimidación, incluso si cada instancia es pequeña o sutil. Un incidente de odio o prejuicio es cualquier acción, discurso o expresión, ya sea consciente o inconsciente, que se dirige a personas o grupos en función de su grupo protegido por el gobierno federal, incluyendo la raza, el origen étnico, el origen nacional,

sexo, identidad o expresión de género, orientación sexual, religión o discapacidad.

---

El objetivo de este documento es proporcionar información al personal de MPS para prevenir y responder al daño racial, el odio y los incidentes motivados por prejuicios. **La guía se divide en tres partes:**

- **Antes de que ocurra el incidente.** ¿Cómo pueden usted y otros líderes ser conscientes de la cultura social y tomar el pulso al clima de la escuela o del edificio? ¿Qué prácticas existen para combatir los incidentes de odio y prejuicio, y promover la unidad intercultural?
- **Cuando ocurre el incidente:** ¿Cuáles son las áreas clave a considerar para responder de manera proactiva a un incidente de odio y prejuicio?
- **Después del incidente:** ¿Cómo puede usted brindar apoyo continuo y sanación a los afectados? ¿Qué partes del plan de respuesta deben mejorarse?

## Antes de un incidente

### 1. Concienciación sobre el marco climático y el protocolo

- Implementar el Plan Estratégico del Distrito y el Marco de Clima Escolar
- Proporcionar desarrollo profesional continuo con las [mejores prácticas](#) al personal, para un entorno escolar inclusivo y con el Protocolo contra el Daño Racial, el Odio y el Prejuicio.
- Colaborar y establecer relaciones con los padres/cuidadores y con los socios de la comunidad con el fin de incluir diversas perspectivas y comentarios para apoyar el clima escolar.
- Educar a los estudiantes, al personal y a las familias sobre las políticas y conductas escolares que se consideran de odio, prejuiciosas, racistas

y discriminatorias en la comunidad escolar. Utilizar carteles, adhesivos, anuncios escolares, etc., como recordatorios de las indicadas conductas desaprobadas.

## **2. Evaluación del clima escolar e intervenciones escolares proactivas**

- Revisar los datos cuantitativos y cualitativos del clima escolar con objeto de conocer las tendencias y las brechas para una mejora continua.
- Administrar y revisar los comentarios sobre el clima escolar a través de la encuesta *Cultivate* y los consejos de liderazgo escolar.
- Liderar actividades proactivas en el aula y en toda la escuela que promuevan un entorno escolar inclusivo y afirmen la identidad.
- Elevar la amplia gama de identidades y experiencias vividas, y permitir que los estudiantes se vean reflejados en el entorno escolar y comprendan las experiencias de los demás.

## **3. Preparación de su equipo de Clima y Equidad**

- El administrador del edificio o la persona designada colaborará antes de los incidentes con el Equipo de Clima y Equidad y con el EMSS para utilizar un enfoque restaurativo con el fin de apoyar a la comunidad escolar durante un incidente.
- Asociación con diversas organizaciones comunitarias y grupos de familias para obtener información sobre la cultura de la comunidad.
- Reuniones a lo largo del año escolar para revisar los comentarios de los estudiantes, el personal y la comunidad, las tendencias de los informes sobre edificios escolares e incidentes, para mantenerse al tanto del clima escolar.
- Implementación de estrategias para crear un clima escolar positivo y un aprendizaje social emocional antirracista basado en la evidencia, con el fin de prevenir y reducir la discriminación y la conducta inapropiada.

#### **4. Detener el odio y el prejuicio: informe**

Los incidentes de odio y prejuicio afectan a una persona o grupo y tienen un impacto negativo en el entorno escolar. MPS toma estos incidentes muy en serio y responderá adecuadamente a los incidentes de prejuicio o de odio reportados u observados. Alentamos a todos en nuestra comunidad a hablar cuando vean o escuchen discriminación y odio hacia una persona debido a su identidad. Una forma de responder y reducir los incidentes de odio y prejuicio es presentar una denuncia. Utilice el siguiente enlace para enviar un informe (Not Me App). Los incidentes pueden también ser reportados en MPS a la Oficina del Representante del Pueblo / [Oficina del Ombudsperson](#).

### **Cuando ocurre un incidente**

#### **1. Abordando un incidente de agresión racial, odio o prejuicio**

Un incidente de odio o prejuicio es cualquier acción, discurso o expresión, ya sea consciente o inconsciente, que se dirige a personas o grupos en función de su grupo protegido por el gobierno federal, incluyendo la raza, el origen étnico, el origen nacional, el sexo, la identidad o expresión de género, la orientación sexual, la religión o la discapacidad.

Investigue qué daño ha ocurrido y quién se ha visto afectado por el daño. La investigación comienza dentro de las 24 horas.

El incidente será evaluado por el Equipo de Construcción de Clima y Equidad, por el EMSS y por un administrador. Algunas preguntas para evaluar la situación:

- ¿Quién es responsable de crear el daño? ¿Quiénes se ven perjudicados de manera secundaria?
- ¿Dónde podría seguir ocurriendo el daño en el edificio?
- ¿La voz de quién más es importante considerar respecto a quién ha sido afectado?

## 2. Reúna los detalles y documéntelos

- Revise el informe del incidente y continúe la investigación para comprender mejor los detalles del incidente de odio y prejuicio.
- Los administradores del edificio y el equipo de apoyo crearán la disciplina adecuada y el plan restaurativo.
- Involucre al Departamento de Relaciones Laborales de MPS en todos los casos en que esté implicado un miembro del personal que haya causado daño por odio o prejuicio.

## 3. Concéntrese en la seguridad

- Asegure el área y, si existe una amenaza inmediata para su bienestar físico o el de alguna otra persona, comuníquese con el 911 y luego con el EMSS.
- Determine y traslade a los estudiantes, personal o miembros de la comunidad afectados a un lugar seguro.
- Trabaje para eliminar imágenes, contenido de redes sociales, cadenas de mensajes de texto u otro contenido ofensivo involucrado.
- Evalúe la necesidad de aumentar la supervisión según sea necesario.
- Considere el riesgo potencial de participación de personas ajenas a la escuela y a la comunidad.

## 4. Comuníquese/Reconozca (12-24 horas)

- Comuníquese con los líderes relevantes del edificio y del distrito durante todo el proceso, y con las personas que sufrieron el daño y quienes causaron el daño.
- Participe en [comunicación directa](#) con las familias de los padres/cuidadores de los estudiantes afectados en mayor nivel.
- Denuncie explícitamente el incidente de odio o prejuicio y confirme si el comportamiento no está alineado con los valores del distrito. Colabore con el Departamento de Comunicaciones de MPS para enviar

mensajes a la escuela y a la comunidad.

## 5. Responda y eduque

- El Equipo de Construcción de Clima y Equidad, junto con otro personal de apoyo identificado, brindarán apoyo directo a quienes fueron perjudicados: los Coordinadores de la Equidad Climática consultarán y asesorarán al equipo para apoyar el plan.
- Asegúrese de contar con un plan para apoyar al personal del edificio escolar afectado por el incidente. Utilizar Mentores ABAR, Mentores PAR, espacios de afinidad, círculos restaurativos, etc.
- Proporcione comunicación y recursos para que el personal dialogue sobre el incidente de manera adecuada.
- Sea intencional al crear cuidadosamente un espacio para reconocer y comenzar el proceso de restauración del daño ocurrido.

## Después de un incidente

**1. Prácticas restaurativas:** Trabajar para identificar a los líderes de edificios y distritos que tienen relaciones actuales con el fin de continuar manteniendo espacios restaurativos.

Utilizar equipos(s) restaurativo(s)/personal de confianza con los estudiantes, el personal y familia/comunidad para ofrecer múltiples servicios voluntarios como:

- Conversaciones restaurativas
- Círculos de conflicto o conferencias
- Círculos en el aula
- Consejería Individual y Apoyo Socioemocional
- Conferencias o círculos en grupos pequeños
- Retornar a los círculos de planificación del aprendizaje
- Conferencias de Grupos Familiares
- Regreso al espacio escolar después de recibir apoyo por daño

Para obtener recursos adicionales consulte la [Guía de Práctica Restaurativa de MDE](#)

## 2. Apoyo continuo a los estudiantes, al personal y a la comunidad

- Proporcionar seguimiento individual y de equipo, desarrollo profesional y apoyo en colaboración con el Equipo de Equidad y Clima Escolar.
- Desarrollar las habilidades sociales y emocionales de los estudiantes a través de la lente de la educación antirracista y antiprejuicio. Los espacios pueden incluir:

Reunión matutina y asesoramiento      Asamblea de la escuela o por grados

Espacios de conversación de familias / conversación comunitaria

Grupos dirigidos por estudiantes

Los recursos curriculares para el aula incluyen:

AMAZEworks      [Common Sense Media](#)   [Anti-defamation League](#)

[Learning for Justice Facing History and Ourselves](#)

Liderar oportunidades de aprendizaje cultural en colaboración con socios comunitarios para promover la comprensión, la reconciliación y la empatía.

## 3. Recopilar, revisar y reflejar los datos

- Recopilar información cuantitativa: incluir quién, qué, dónde, cuándo y por qué, e información de entrevistas cualitativas, puntos percibidos en los datos del informe y de la investigación (sesiones grupales, grupos pequeños, sesiones 1 a 1).
- Reflexione sobre su utilización del proceso del Protocolo de Daño Racial: ¿Qué funcionó bien? ¿Dónde hay oportunidades para mejorar? ¿Qué recursos tuvimos y cómo los utilizamos? ¿Qué recursos nos faltaron? ¿Cómo podríamos introducir y utilizar nuevos recursos en el futuro?



## Ka jawaabista Hab-maamuuska Dhibaateynta, nacaybka iyo Eexda

### Hordhac iyo Ujeedada Hagahaan

Si loo hubiyo in ardayda, shaqaalaha iyo qoysaska kala duwani ay dareemaan soo dhawayn, sharaf iyo dabaaldeg waa qayb muhiim ah oo ka mid ah [Qorshaha Istaratiijiyada Dugsiyada Dadweynaha Minneapolis](#). Mar kasta oo qiimaha asaasiga ah ee xubin kasta oo bulshadeenna ka mid ah ay su'aal geliyaan ficillada waxyeellada leh ee beegsanaya cidda ay yihiin, waa mas'uuliyaddayada hoggaamiyeyaasha waxbarashada ahaan inaan si degdeg ah uga jawaabno - caddaalad, naxariis, soo celin iyo bogsiin.

**Dhibaatada:** Cunsuriyada dahsoon iyo mida dadka dhexdooda ah ayaa weli ka jira dugsigeena iyo beeshayada. Bishii Maajo 2020, dunidu waxay aragtay oo ay dareemeen saamaynta cunsuriyadda habaysan ee dilkii George Floyd. Warku waxa ka buuxa falal xun xun oo rabshado iyo caga-jugleyn ka dhan ah dadka sababtoo ah waa Afrikaan-Maraykanka, Aasiyaanka iyo Jasiiradaha Baasifiga, Yuhuuda, Latin American, asaliga ah, xubnaha bulshada LGBTQIA+. kuwa naafada ah, iyo xubnaha bulshooyinka kale ee taariikh ahaan la takooro. Waxaan aqoonsannahay gurigaan ku dhuftay, oo ay ku jiraan Muslimiin, Hmong, Soomaali, iyo arday ku cusub dalka. Halkan, xubnaha bulshadeena MPS waxa loo beegsaday handadaad - online iyo qof ahaan, mararka qaarkood dugsiga ama dhacdooyinka beesha - sababtoo ah waxay ahaayeen madow, dhedig, naafo ah, ama loo arkay inay xubno ka yihiin bulshada LGBTQIA+. Dhibaatayantani waxay dhibaato qoto dheer oo waarta u keentaa ardaydeena iyo dhamaan bulshadeena, xubnaha shaqaalaha ee Dugsiyada Dadweynaha Minneapolis waxay qaataan waajibaadkeena ah inaan si dhab ah uga jawaabno.

**Jawaab-celinteena.** Waxaan maqalnaa oo dhadeysanaa ardaydeena, qoysaska iyo codadka xubnaha bulshada. Waa mas'uuliyaddayada inaan

ka jawaabno dhammaan xaaladaha jinsiyada iyo waxyeelada ku saleysan aqoonsiga ee bulshada Dugsiyada Dadweynaha Minneapolis, iyadoo lagu salaynayo qiyamka asaasiga ah ee degmadayada. MPS waxay xuddun u tahay qiyamkeeda asaasiga ah ee cunsuriyadda, sinnaanta, cilaaqaadka, kalsoonida, isgaarsiinta, daacadnimada, lahaanshaha, ka mid noqoshada iyo daah-furnaanta si ay u kobciso isbedel-sameyaal si looga hortago waxyeelada mustaqbalka ee dugsigeena iyo goobta beesha.

## **Qeexitaanno**

**Waxyeello isir** waxaa dhacda in mararka qaar cunsuranimada iyo takoorku ay sii jiraan sinnaan la'aanta nidaamka, taasoo keenta kala duwanaansho bulsho oo waxyeelo jireed, shucuureed, iyo nafsiyeed u geysata shakhsiyaadka iyo bulshooyinka ku salaysan isirkooda ama isirkooda. Waxyeelladani waxay gaar u tahay aqoonsiga jinsiyadeed ee qof. Waxyeellada jinsiyadeed waxay sidoo kale ka iman kartaa falalka soo noqnoqda ee magac-xun ugu yeerida, kadeedka ama caga-jugleyn, xitaa haddii tusaale kastaa uu yar yahay ama qarsoodi yahay. Dhacdada waxyeellada jinsiyadeed waa fal kasta, hadal, ama hadal, ha ahaato mid miyirsan ama miyir la', taas oo lagu bartilmaameedsado shakhsiyaad ama kooxo ku salaysan aqoonsigooda jinsiyadeed.

**Waxyeellada ku salaysan aqoonsiga** Waxaa dhacda mar kasta oo uu qof bartilmaameedsado qof kale iyada oo ku saleysan cadaawad loo qabo dhinac kasta oo aqoonsigiisa ah - oo ay ku jiraan jinsiyadda, midabka, heerka kartida, asal qaran, nooca galmada ama aqoonsiga jinsiga. Dhacdooyinka shakhsi ahaaneed ee waxyeellada ku salaysan aqoonsiga waxaa badanaa loo yaqaan "**dhacdooyinka eexda.**" Waxyeelada aqoonsiga ku salaysan waxay sidoo kale ka iman kartaa **falalka soo noqnoqda** ee magac-sheegid, dhibaatayn ama cagajugleyn, xitaa haddii tusaale kastaa uu yar yahay ama aan macquul ahayn. Dhacdo nacayb ama eex ah waa fal kasta, hadal, ama hadal, ha ahaato mid miyirsan ama miyir la', ee lagu bartilmaameedsado shakhsiyaad ama kooxo ku

salaysan kooxdooda federaaliga ah, oo ay ku jiraan jinsiyad, qowmiyad, asal qaran, jinsi, aqoonsiga jinsiga ama hadalka, jihada galmada, diinta, ama naafo.

Hadafka dukumeentigani waa in la siiyo macluumaadka shaqaalaha MPS si ay uga hortagaan ugana jawaabaan waxyeelada jinsiyadeed, nacaybka iyo dhacdooyinka eexda ku salaysan. **Hagaha waxa loo qaybiyaa saddex qaybood:**

- **Kahor Inta Aan Dhacdadu dhicin.** Sidee adiga iyo hoggaamiyeyaasha kaleba ula socon kartaan dhaqanka bulshada oo aad u yeelan kartaan garaaca dugsiga ama dhismaha jawiga? Waa maxay dhaqamada jira si loola dagaallamo nacaybka iyo dhacdooyinka eexda iyo horumarinta midnimada dhaqameed?
- **Markay Shilku Dhacdo:** Maxay yihiin meelaha muhiimka ah ee ay tahay in laga fiirsado in si firfircoon looga jawaabo dhacdada nacaybka iyo eexda?
- **Dhacdada Kadib:** Sideed u siin kartaa taageero joogto ah iyo bogsiiin kuwa ay saamaysay? Waa maxay qaybaha qorshaha jawaabta u baahan in la hagaajiyo?

## Dhacdada Ka Hor

### 1. Qaab-dhismeedka Cimilada iyo Baratakoolka Wacyigelinta

- Hirgelinta qorshaha istaraatiijiyadeed ee degmada iyo qaab-dhismeedka cimilada dugsiga
- Sii shaqaalaha horumarinta xirfadeed ee socda [hab-dhaqannada ugu wanaagsan](#) ee jawi dugsi oo loo dhan yahay iyo Hab-maamuuska Dhibta, nacaybka iyo eexda

- La kaashado oo xiriir la samee daryeelayaasha iyo la-hawlgalayaasha bulshada si loogu daro aragtiyo kala duwan iyo jawaab celin si loo taageero jawiga dugsiga.
- In la baro ardayda, shaqaalaha iyo qoysaska sharciyadda dugsiga iyo anshaxa loo arko nacaybka, eexda, cunsuriyadda, iyo takoorka bulshada dugsiga dhexdiisa. Isticmaal boodhadhka, dhejiska, ogeysiisyada dugsiga, iwm, si ay u xasuusiyaan habdhaqanka la diiday.

## **2. Qiimaynta Deegaanka waxbarashada Dugsiga iyo Waxqabadyada Firfircoon ee Dugsiga**

- Dib u eeg xogta tayada iyo tirada cimilada dugsiga ee isbeddelada iyo daldaloolada horumarka joogtada ah.
- Maamul oo dib u eegis ku samee jawaab celinta jawiga dugsiga iyada oo loo marayo kobcinta sahanka iyo golaha hogaaminta dugsiga.
- Hogaami fasalka firfircoon iyo nashaadyada ballaaran ee dugsiga si kor loogu qaado jawi dugsiyeedka oo loo dhan yahay iyo aqoonsiga.
- Kor u qaad aqoonsiyada kala duwan iyo waayo-aragnimada noloshada oo u oggolow ardayda inay isku arkaan inay ka muuqdaan jawiga dugsiga iyo inay fahmaan waaya-aragnimada kuwa kale.

## **3. Diyaari Kooxdaada Sinnaanta iyo Deegaanka waxbarasho**

- Maamulaha dhismuhu ama qofka loo igmaday waxay la shaqayn doonaan ka hor shilalka Kooxda Sinnaanta iyo Deegaanka waxbarasho iyo EMSS si ay uga faa'iidaystaan hab soo celinta si ay u taageeraan bulshada dugsiga inta lagu jiro shil.
- La wadaag ururada bulshada ee kala duwan iyo kooxaha qoyska si aad u fahanto dhaqanka bulshada.
- Kulmo sannad dugsiyeedka oo dhan si aad dib ugu eegto ardayga, shaqaalaha iyo jawaab celinta bulshada, dhisidda iyo ka warbixinta dhacdooyinka si aad uga warqabto jawiga dugsiga.

- Hirgelinta xeeladaha lagu abuurayo jawi dugsi oo wanaagsan iyo barashada shucuureed bulsho ee cadaymo ku salaysan si looga hortago loona yareeyo takoorka iyo dhaqanka aan haboonayn.

#### **4. Joojinta nacaybka iyo eexda: Warbixin**

Dhacdooyinka nacaybka iyo eexda waxay saameeyaan qof ama koox waxayna si xun u saameeyaan deegaanka dugsi. MPS waxay si dhab ah u qaadataa dhacdooyinkan oo kale waxayna uga jawaabi doontaa si ku habboon dhacdooyinka la soo sheegay ama lagu arkay eexda ama nacaybka. Waxaan ku dhiirigelinaynaa dhammaan bulshadayada inay hadlaan markay arkaan ama maqlaan takoorkid iyo nacayb loo qabo shakhsiga aqoonsigiisa awgeed. Hal dariiqo oo lagaga jawaabo oo lagu dhimo nacaybka iyo dhacdooyinka eexda waa in la gudbiyo warbixin. Isticmaal xiriirka hoose si aad u gudbiso warbixin (Not Me App). Dhacdooyinka sidoo kale waa loo sheegi karaa [MPS Office of The Ombudsperson](#).

## **Marka Dhacdada Dhacdo**

### **1. U dhawaanshiyaha Dhibta Jinsiga, Naceybka ama Dhacdada Eexda**

Dhacdada nacaybka ama eex ah waa fal kasta, hadal, ama hadal, ha ahaato mid miyirsan ama miyir la', ee lagu bartilmaameedsado shakhsiyaad ama kooxo ku salaysan kooxdooda federaaliga ah, oo ay ku jiraan jinsiyad, qowmiyad, asal qaran, jinsi, aqoonsiga jinsiga ama muujinta, jihada galmada, diinta. , ama naafo.

Baadh wixii dhib ah ee dhacay iyo cidda ay waxyeelladu saamaysay.

Baaritaanku wuxuu bilaabmaa 24 saacadood gudahood.

Kooxda Dhismaha Sinaanta iyo Cimilada, EMSS, iyo maamulaha ayaa qiimayn doona dhacdada. Su'aalaha qaarkood si loo qiimeeyo xaaladda:

- Yaa ka mas'uul ah abuurista waxyeellada? Yaa marka labaad la waxyeeleeyay?
- Halkee ayay waxyeelladu ka sii socon kartaa dhismaha?

- Yaa kale codkiisa ayaa muhiim ah in la tixgeliyo agagaarka cidda ay saameysay?

## 2. Faahfaahinta iyo soo xeerinta Dukumeenti

- Dib u eeg warbixinta dhacdada oo sii wad baaritaanka si aad si fiican u fahanto faahfaahinta dhacdada nacaybka iyo eexda.
- Maamulayaasha dhismaha iyo kooxda taageerada ayaa abuuri doona edbin ku haboon iyo qorshe soo celin.
- Ku lug yeel MPS Labour Relations, dhammaan xaaladaha ku lug leh xubin shaqaale oo geystay nacayb ama waxyeello eex.

## 3. Diirada saarka Badbaadada ama amaanka

- Meel amaan ah iyo haddii ay jirto khatar degdeg ah adiga ama qof wanaagiisa jireed, la xidhiidh 911, ka dibna EMSS.
- Go'aami oo ka saar ardayda, shaqaalaha, ama xubnaha bulshada ee ay saamaysay meel aamin ah.
- Ka shaqee sidii aad uga saari lahayd sawirada, waxyaabaha ku jira baraha bulshada, silsiladaha fariimaha qoraalka ah, ama waxyaabaha kale ee meel ka dhaca ah ee ku lug leh.
- Qiimee baahida korjoogteynta marka loo baahdo.
- Tixgeli khatarta ka-qaybgalka ee ka imanaysa meel ka baxsan dugsiga MPS iyo beesha.

## 4. Xidhiidh/garow (12-24 saacadood)

- La xidhiidh dhismaha ay khusayso iyo hoggaanka degmada inta hawsha lagu gudo jiro iyo dadka la kulmay waxyeellada iyo kuwa waxyeellada geystay.
- In [\\_xiriir xiriir toos ah](#) qoysaska xannaaneeyayaasha ee ardayda heerka koowaad ee saameynta leh.
- Si cad u dhaleeceeya dhacdada nacaybka ama eexda oo qir in hab-dhaqanku uu khaldan yahay qiyamka degmada. La shaqee MPS

Isgaarsiinta si loo gaarsiyo dugsiga iyo fariimaha bulshada.

## 5. Ka jawaab oo wax baro

- ● Kooxda Dhisidda Sinnaanta iyo Cimilada oo ay weheliyaan shaqaale taageero oo kale oo la aqoonsaday ayaa si toos ah u siin doona taageero kuwa la waxyeeleeyey Isku-duwayaasha Cimilada Sinnaanta ayaa la tashan doona oo kula talin doona kooxda inay taageeraan qorshaha.
- Hubi qorshe lagu taageerayo shaqaalaha dhismaha ee ay saamaysay shilku. Ka faa'iidayso ABAR Mentors, PAR Mentors, meelaha bannaan ee xidhiidhka, wareegyada soo celinta, iwm.
- Sii isgaarsiinta iyo agabka shaqaalaha si ay uga hadlaan dhacdada si habboon.
- Ku talagal inaad si taxadir leh u abuurto meel aad ku garawsato oo aad ka bilowdo hawsha dib uga soo celinta waxyeeladii dhacday.

## Kadib Dhacdo Dhacdo

**1. Hababka Soo Celinta:** Ka shaqee sidii loo aqoonsan lahaa hoggaamiyeyaasha dhismaha iyo degmada ee xiriirka hadda la leh si ay u sii wadaan qabashada meelaha dib u soo celinta.

Ka faa'ideyso kooxda/shaqaalaha soo celinta/shaqaale lagu kalsoon yahay oo wata ardayda, shaqaalaha, iyo qoyska/ bulshada si ay u bixiyaan adeegyo iskaa wax u qabso ah oo badan sida:

Wadahadalada soo celinta

- Goobo isku dhacyo ama shirar
- Wareegyada fasalka
- La-talinta Shakhsi ahaaneed iyo Taageerada Dareenka Bulshada
- Shirarka koox yar ama wareegyada

- Ku soo noqo wareegyada qorshaynta waxbarashada
- Shirarka Kooxda Qoyska
- Ku soo noqoshada booska dugsiga ka dib taageerada waxyeellada

ilo dheeraad ah, tixraac [Hagaha Dhaqanka Soo-celinta ee MDE](#)

## 2. Taageerada Ardayga, Shaqaalaha iyo Bulshada oo Joogta ah

- Sii daba-galka shaqsi iyo kooxba horumarinta xirfadeed iyo taageerada shaqaalaha iyadoo lala kaashanayo Kooxda Cimilada ee Sinnaanta iyo Dugsiga.
- Kobcinta xirfadaha bulshada & shucuureed ee ardayda iyada oo loo marayo muraayada ka hortagga cunsuriyadda/ eexda. Goobaha waxaa ka mid noqon kara:

Kulanka Subaxnimada iyo La-talinta Dugsiga-ballaaran ama kulammada heerka-fasalka

Goobaha wada sheekeysiga qoyska/Bulshada kooxaha uu hogaamiyo ardaygu

Ilaha manhajka fasalka waxaa ka mid ah

AMAZEworks [Dareenka Caadiga ah ee Warbaahinta ka hortagga sumcad-dilista Barashada Cadaaladda Inaga oo Wajahaya Taariikhda iyo Nafteena](#)

Hogaami fursadaha barashada dhaqanka adoo la kaashanaya shurakada bulshada si kor loogu qaado isfahanka, dib-u-heshiisiinta, iyo dareenka

## 3. Ururi, dib u eeg, oo milicso xogta

- Aruurinta Tirooyinka: ku dar cidda, maxay, meesha, goorta, iyo sababta, iyo wareysiyo macluumaad tayo leh, dhibcaha xogta aragtida (fadhiyada kooxeed, kooxaha yaryar, loni) ee warbixinta iyo baaritaanka.

- Ka fiirso ka faa'iidaydigaaga habka Hab-maamuuska Dhibta Jinsiyada: Maxaa si fiican u shaqeeyay? Halkee ka jiraan fursadaha hagaajinta? Maxaa kheyraad ah oo aan haysanay, sideese u isticmaalnay? Maxaa kheyraad ah oo naga maqan? Sideen u soo bandhigi karnaa oo u isticmaali karnaa ilo cusub mustaqbalka?

DRAFT



## Teb rau qhov Racial Harm, Hate thiab Bias Kev Txheej Txheem

### Kev Qhia thiab Homphiaj ntawm Qhov Kev Tawm Qhia

Kom tias cov menyuam, neeg ua haujlwm thiab cov tsevneeg ntawm txhua haiv neeg muaj kev txais tos zoo, kev hwm thiab kev ua zoo siab yog ib qhov tseem ceeb ntawm [Minneapolis Public Schools Strategic Plan](#). Thaum twg yam uas tsis muaj nuj nqi rau ib tus neeg hauv peb lub zejzoz tau tshwm sim los ntawm li kev ua xob txwm rau *ib tus twg*, muaj kev raug mob, nws yog peb lub luag haullwm li ib cov thawj coj los saib xyuas kom sai – nrog rau kev ncaj ncees, txaus siab, kho kom zoo thiab sib haum xeeb.

**Qhov teeb meem:** Txoj kev coj ua thiab tib neeg kev ntxub ntxaug hauv haiv ua ntu zus tshwm sim hauv peb lub tsev kawm ntawv thiab lub zejzoz. Thaum lub 5 Hlis 2020, lub ntiaj teb tau pom thiab muaj qhov kev coj ua ntxub ntxaug hauv haiv li kev raug tuag ntawm George Floyd. Qhov xovxwm no tau muaj kev ua phem heev ntawm kev sib tawm tsam thiab yog ib qhov kev hem thawj rau cov neeg vim lawv yog neeg African-Americans, Asian thiab Pacific Islanders, Jewish, Latin Americans, Indigenous, cov neeg ntawm LGBTQIA+ lub zejzoz, cov neeg ua muaj kev xiam oob qhab, thiab cov neeg ua ib txwm yog cov neeg pab pawg tsawg. Peb paub tias tej yam no muaj hauv peb lub zejzoz, ua yog muaj peb cov neeg Muslim, Hmoob, Somali, thiab ib cov menyuam uas tau tuaj tshiab rau lub teb chaws no. Nyob rau ntawm no, cov neeg hauv peb lub MPS zejzoz tau raug kev ua phem – saum online lossis tim ntsej tim muag, tej zaum thaum tuaj rau hauv tsev kawm ntawv lossis lub zejzoz cov kev npaj muaj ua – vim lawv yog neeg Dub, poj niam, xiam oob qhab, lossis pom tias lawv yog ib cov neeg ntawm pawg LGBTQIA+ lub zejzoz. Qhov kev ua phem no ua mob tau tob thiab mob ntev rau peb cov menyuam thiab tag nrho rau peb lub zejzoz, thiab Minneapolis

Public School cov neeg ua haujlwm thiaj tau ua cov haujlwm no los daws tiag tiag.

**Peb kev ua.** Peb hnov peb cov menyuam, cov tsevneeg thiab cov neeg hauv lub zejzov cov suab. Nws yog peb lub luag haujlwm los ua daws *tshua* yam ntawm haiv thiab tus kheej-raws kev mob ua phem hauv lub Minneapolis Public Schools zejzov, raws li hauv peb lub district cov kev muaj nuj nqis. MPS muab nws qhov kev muaj nuj nqis ntawm kev tiv thaiv haiv kev ntxub ntxaug, kev ncaj ncess, kev sib raug zoo, kev sib ntseeg, kev txuas lus, kev dawb huv, kev ntiag tug, kev sib khoom thiab kev qhia dawb paug los txhawb txoj kev hloov pauv-ua cov los tiv thaiv txoj kev ua mob yav tom ntej no hauv peb lub tsev kawm ntawv thiab lub zejzov.

### **Cov Kev Tshab Txhais**

**Racial harm** tshwm sim thaum muaj kev saib tsis taus lwm haiv thiab kev ntxub ntxaug ua rau txoj kev coj tsis ncaj ncees, coj mus muaj kev tsis sib raug thiab ua rau muaj kev raug mob, mob siab mob plawv rau txhua tus neeg thiab lub zejzov raws li cov neeg hauv lawv tej pab pawg. Qhov kev mob no yog raws rau tej tus neeg li hauv haiv. Kev mob raws haiv yeej muaj tau **kev ua tas ua dua** ntawm kev hu-lwm tus neeg phem, kev ua saib tsis taus lossis ntxub ntxaug, txawm tej qho txhwm sim me lossis yuav hloov mus raws maj mam. Ib qho racial harm kev tshwm sim yog ib qhov kev ua, kev hais lus, lossis kev ua qhia tsis hais ua tawm lossis hauv nruab siab tuaj, uas ua rau ib cov neeg lossis ib cov pab pawg neeg raws li lawv pab pawg thiab lawv haiv neeg.

**Identity-based harm** tshwm sim thaum uas ib tus tib neeg lom txwm ua rau lwm tus neeg raws li qhov kev ua phem ntawm lawv tus kheej— nrog rau haiv, caj ceg, kev peev xwm, lub teb chaws lawv tuaj, poj niam/txiv neej. Tus kheej kev tau tshwm sim-raws kev mob txhua zaug hu ua **“bias incidents.”** Qhov kev qhia- kev mob raws haiv yeej muaj tau raws **kev ua tas ua dua** ntawm kev hu-lwm tus neeg phem, kev ua saib tsis taus lossis ntxub ntxaug, txawm tej qho txhwm sim me lossis yuav hloov mus raws

maj mam. Ib qho xwm txheej kev ntsub lossis tsis ncaj ncees yog ib qhov kev ua, kev hais lus, lossis kev ua qhia tsis hais ua tawm lossis hauv nruab siab tuaj, uas ua rau ib cov neeg lossis ib cov pab pawg neeg raws li tsoom fvv loj pab pawg lawv kev tiv thaiv, nrog rau haiv, pab pawg neeg, lub teb chaws lawv tuaj, poj niam/txiv neej, lossis kev ua qhia, kev qhia ntawm pojniam/txivneej kev ntseeg, lossis kev xiam oob qhab.

---

Lub homphiaj ntawm daim ntaub ntawv no yog los muab kev qhia rau MPS cov neeg ua haujlwm los tiv thiab thiab daws cov xwm tsheej rau kev mob ua rau haiv, kev ntsub ntiaug thiab lom txwm ua tsis muaj kev ncaj ncees. **Qhov kev qhia no tau muab faib ua peb ntus:**

- **Ua ntej qhov xwm txheej tshwm sim:** Koj thiab lwm cov thawj coj paub txog qhov sib raug zoo ntawm kab lis kev cai thiab paub txog kev txais tos ntawm lub tsev kawm ntawv lidas? Muaj cov kev coj ua los daws kev sib ntsub thiab kev tsis muaj kev ncaj ncees tau tshwm sim thiab tsis txhawb nqa kom muaj kab lis kev cai sib raug zoo sib koom dabtsi?
- **Thaum qhov xwm txheej tshwm sim:** Dabtsi yog ib cov tseem ceeb los npaj siv daws ib qhov xwm txheej ntawm kev sib ntsub ntiaug thiab kev tsis ncaj ncees?
- **Tom qab qhov xwm txheej:** Ua lidas koj thiaj muaj kev txhawb nqa ua ntu zus tau zoo rau cov neeg uas tau raug? Ntu twg ntawm cov kev npaj ua yuav tau txhim kho?

## Ua Ntej Ib Qho Kev Tshwm Sim

### 1. Kev Txais Tos thiab Txheej Txheem Kev Paub

- Ua qhov District Strategic Plan thiab School Climate Framework
- Muab kev cov qhia ua ntu zus rau cov neeg ua haujlwm nrog rau [best practices](#) rau kev muaj tsev kawm ntawv sib koom thiab txog rau cov Racial Harm, Hate thiab Bias Protocol.

- Sib koom thiab tsim kev sib raug zoo nrog rau cov niamtxim thiab lub zejzoz chaw sib koom nrog rau sawv daws kev pom zoo ua thiab tawm suab los txhawb nqa lub tsev kawm ntawv qhov kev txais tos.
- Qhia peb cov menyuam, neeg ua haujlwm thiab cov tsevneeg txog tsev kawm ntawv cov cai thiab kev coj ua uas pom tias muaj cov kev sib ntxub ntxaug thiab kev tsis ncaj ncees, kev saib tsis taus haiv thiab ntxub ntxaug hauv tsev kawm ntawv lub zejzoz. Siv cov posters, stickers, tsev kawm ntawv lus tshaj tawm, etc, li kev ceeb ntawm kev tsis pom zoo qhia ua ntawm kev cwj pwm.

## **2. Soj Ntsuam Tsev Kawm Ntawv Kev Txais Tos thiab Kev Ua Los Tswj Tiv Thaiv Tsev Kawm Ntawv**

- Xyuas tsev kawm ntawv kev txais tos cov ntaub ntawv kom zoo thiab kom ntau rau yam uas tsis tau ua yuav tau muaj kev kho ntxiv.
- Ua thiab los xyuas lub tsev kawm ntawv kev txais tos cov kev tawm suab los ntawm li tsim kom muaj kev nug lus thiab los ntawm cov pawg school leadership councils.
- Coj tsev kawm ntawv lub hoob kawm thiab ntau yam kev npaj ua hauv tsev kawm ntawv los txhawb nqa kev sib khoom- lees paub lub tsev kawm ntawv thaj chaw.
- Txhawb nqa txhua hom tib neeg thiab cov kev tau muaj thiab pub cov menyuam kom pom lawv tus kheej li hauv lub tsev kawm ntawv thiab nkag siab cov kev paub ntawm lwm tus neeg.

## **3. Npaj Koj Pawg Neeg Equity thiab Climate**

- Tsim kom muaj tus tswj lossis tus neeg yuav los muab tau kev sib koom ua ntej muaj kev tshwm sim nrog rau pawg neeg Equity thiab Climate thiab EMSS los siv ib qho kev kho tshiab los txhawb nqa lub tsev kawm ntawv zejzoz thaum muaj l b qhov xwm xheej.
- Koom tes nrog rau cov neeg sib txawv zejzoz koom haum thiab pab pawg cov tsevneeg kom muaj qhov pom txog cov zejzoz kab lis kev cai.

- Sib ntsib nyob rau lub xyoo kawm los saib xyuas cov menyuam, neeg ua haujlwm thiab lub zejzos cov kev tawm suab, tsim kom muaj kev sau tseg cov kev tshwm sim kom paub txog ntawm lub tsev kawm ntawv kev txais tos.
- Ua cov tswv yim rau kev tsim ib qhov tsev kawm ntawv kev txais tos zoo thiab kev muaj qhia tau-raws kev tsis pub muaj qhov social emotional learning kev ntsub ntxaug los tiv thiav thiab txo kev ua phem thiab kev coj tsis zoo.

#### **4. Tsis Pub Muaj Kev Sib Ntsub thiab Kev Tsis Ncaj Ncees: Qhia Tawm**

Qhov kev tshwm sim ntsub ntxaug thiab kev tsis ncaj ncees ua rau ib tus tib neeg lossis pab pawg muaj kev xav phem rau lub tsev kawm ntawv. MPS saib xyuas cov kev tshwm sim no zoo heev thiab yuav ua qhov yog los qhia tawm lossis tsom kwm cov kev tshwm sim ntawm kev tsis ncaj ncess thiab ntsub ntxaug no. Peb xav hais rau txhua tus hauv lub zejzos los hais tawm thaum lawv pom lossis hnov kev ua tsis ncaj ncees thiab muaj kev ua ntsub ntxaug rau ib tus tib neeg twg vim lawv yog neeg txawv. Ib txoj kev ua tau los txo cov kev tshwm sim ntawm txoj kev ntsub ntxaug thiab kev ua tsis ncaj ncees yog los ua ib daim ntawv qhia tawm (report). Siv qhov link hauv qab no los xa koj daim ntawv qhia tawm (Not Me App). Cov kev tshwm sim no qhia tau tawm mus rau [MPS Office of The Ombudsperson](#).

## **Thaum Muaj Ib Qho Kev Tshwm Sim**

### **1. Kev Daws ib qho Kev Tshwm Sim txog Racial Harm, Hate lossis Bias**

Ib qho kev tshwm sim ntsub ntxaug thiab kev tsis ncaj ncees yog los ntawm ib qho kev ua, kev hais lus, lossis kev ua qhia tsis hais ua tawm lossis hauv nruab siab tuaj, uas ua rau ib cov neeg lossis ib cov pab pawg neeg raws li lawv pab pawg thiab lawv haiv neeg, sex, pojniam/txivneej lossis kev ua qhia, pojniam/txivneej, kev ntseeg lossis kev xiam oob qhab.

Tshawb xyuas qhov ua rau mob (harm) uas tau muaj thiab yog raug rau leeg twg los ntawm qhov kev ua rau mob no. Qhov kev tshawb xyuas pib tsis dhau 24 teev.

Pawg Building Equity thiab Climate, EMSS, thiab tus tswj fwm yuav los saib txog qhov kev tshwm sim no. Ib cov lus noog los saib txog qhov tau tshwm sim:

- Leej twg los ev rau qhov kev tsim muaj qhov kev rau ua mob no? Leeg twg thiab qhov kev ua rau mob no raug rau ntxiv?
- Qhov kev ua mob no yuav muaj ntxiv hauv lub tsev kawm ntawv no qhov twg thiab?
- Leej twg lub suab thiaj tseem ceeb los hais rau cov neeg uas tau raug cov kev ntxub ntxaug thiab kev tsis ncaj ncees no?

## 2. **Khaws Cov Ntsib Lus thiab Ntaub Ntawv**

- Saib xyuas qho kev tshwm sim daim ntawv sau tseg thiab ua ntu zus saib qhov kev tshawb xyuas kom nkag siab zoo rau cov ntsiab lus ntawm qhov kev ntxub ntxaug thiab kev tsis ncaj ncees.
- Cov building administrators thiab pawg neeg txhawb nqa yuav los tsim ib qhov kev ua cob qhia thiab qhov them tus nqi rov qab.
- Khoom nrog rau MPS Labor Relations, nyob rau hauv txhua qhov kev tshwm sim uas muaj cov neeg ua haujlwm uas tau tsim muaj kev ntxub ntxaug thiab kev tsis ncaj ncees.

## 3. **Saib Xyuas txog Kev Nyab Xeeb**

- Ceev tseg thaj chaw thiab yog muaj kev tau hem ua phem rau koj lossis lwm tus neeg, hu rau 911, thiab EMSS.
- Los txiav txim thiab tshem cov menyuam, neeg ua haujlwm lossis neeg zejzoz tawm mus rau qhov chaw nyab xeeb.
- Ua haujlwm los tshem cov images, social media content, text messages chains, lossis lwm yam tsis zoo uas muaj.

- Tshawb ntsuas qhov kev xav tau rau kom muaj kev saib xyuas ntxiv li xav tau.
- Xav txog qhov muaj feem tsis zoo ntawm kev koom tes los ntawm sab nraum MPS lub tsev kawm ntawv thiab cov zejzos.

#### 4. **Kev Txuas Lus/Kev Lees Paub (12-24 Teev)**

- Sib txuas lus nrog lub tsev kawm ntawv thiab cov thawj coj hauv txoj kev ua thiab cov neeg uas tau ntsib teeb meem kev mob thiab cov uas ua rau raug mob.
- Koom rau hauv qhov [direct communication](#) nrog rau cov niamtxiv cov tsevneeg ntawm thawj qhov raug rau cov menyuam.
- Qhia meej txog qhov kev ntxub ntxaug lossis tsis ncaj ncees tau tshwm sim thiab lees paub tias tus cwj pwm tsis raug rau hauv lub district cov kev xa tau. Koom tes nrog lub MPS Communications los xa tsev kawm ntawv thiab lub zejzos cov lus xa tawm.

#### 5. **Daws thiab Qhia**

- Pawg Building Equity thiab Climate nrog rau lwm cov neeg ua haujlwm txhawb nqa yuav los txhawb cov uas raug kev mob. Cov Equity Climate Coordinators yuav tawm tswm yim thiab qhia pawg team los txhawb lawv txoj kev ua.
- Kom muaj ib qho kev npaj ua los txhawb tsev kawm ntawv cov neeg ua haujlwm ua raug los ntawm qhov kev tshwm sim. Siv ABAR Mentors, PAR Mentors, affinity spaces, restorative circles, etc.
- Muaj kev sib txuas lus thiab kev pabcuam rau cov neeg ua haujlwm los sibtham qhov kev tshwm sim kom tsim nyog.
- Npaj los ua tib zoo tsim ib qho chaw los lees paub thiab pib qhov txheej txheem kev ua ntawm kev kho kom rov qab los yog los ntawm kev puas tsuaj uas tau tshwm sim.

## Tom Qab Muaj Qhov Kev Tshwm Sim

**1. Cov Kev Ua Tsim Kho Rau Qab:** Ua haujlwm los nrhiav cov tsev kawm ntawv thiab lub district cov thawj coj uas muaj kev sib raug zoo los muaj cov chaw kev ua tsim kho rov qab.

Siv pawg restorative/cov neeg menyuam, neeg ua haulwm, thiab tsevneeg/lub zejzoz ntseeg siab los muab kev pab dawb ib yam li:

- Kev ua tsim kho rov qab kev sibtham
- Pab pawg daws kev tsis sib haum xeeb
- Pab pawg kev sibtham huav hoob kawm
- Individual Counseling thiab Social Emotional Support
- Pab pawg me kev sibtham
- Rov qab los kawm txog cov pab pawg kev npaj ua
- Tsevneeg Pab Pawg Kev Sibtham
- Rov qab rau tom tsev kawm ntawv tom qab kev txhawb nqa kev mob

Rau kev pabcuam ntshiv, xyuas qhov [MDE Restoratives Practice Guide](#)

## 2. Kev Txhawb Nqa Cov Menyuam, Neeg Ua Haujlwm thiab Lub Zejzoz

- Muab kev soj ntsuam raws ib tus neeg thiab pab neeg ua haujlwm kev txhim kho thiab txhawb nqa hauv kev koom tes nrog pawg Equity and School Climate Team.
- Tsim qhia cov menyuam kev paub txog kev sib raug zoo & kev xav los ntawm kev pom ntawm kev kawm tawm tsam kev ntshub ntshaug/kev tsis ncaj ncees. Cov chaw tuaj yeem muaj nrog:

Morning Meeting and Advisory      School-wide or grade-level assemblies

Family/Community conversation spaces      Student-led groups

Cov hoob kev kawm txhawb nqa muaj:

AMAZEworks      [Common Sense Media](#)   [Anti-defamation League](#)

[Learning for Justice Facing History and Ourselves](#)

Ua cov hauv kev kawm kab lis kev cai hauv kev koom tes nrog cov neeg koom tes hauv zejzoz los txhawb kev nkag siab, kev sib haum xeeb, thiab kev pom zoo.

### **3. Khaws, Saib Xyuas, thiab Paub Cov Ntaub Ntawv**

- Khaws Tseg Cov Tseem: nrog rau leeg twg, dabtsi, qhov twg, thaum twg, thiab yog vim licas, thiab cov lus qhia yog ntawm kev xam phaj, cov ntaub kev qhia tau (pab pawg neeg sibtham, pab pawb neeg tsawg, ib leeg ntawm ib leeg) los ntawm daim ntawv tau sau tseg thiab kev tshawb nrhiav.
- Saib raws koj kev siv ntawm qhov Racial Harm Protocol kev ua: Dabtsi ua tau zoo? Nyob qhov twg cov caij nyoog rau kev txhim kho ua tau zoo? Cov kev pabcuam uas peb tau muaj, thiab peb tau siv licas? Kev pabcuam dabtsi uas peb tsis muaj? Peb yuav qhia licas thiab siv cov kev pabcuam tshiab rau yav tom ntej?



# A framework for positively shifting our MPS climate.

Equity, Representation, and Anti-Racism	Physical and Emotional Safety and Well-being	Relationships, Trust, and Communication	Shared Decision Making and Voice
<ul style="list-style-type: none"> <li>• Being valued and respected for who you are and showing others that you value and respect them</li> <li>• Being welcomed, honored, and celebrated in all of our spaces</li> <li>• Acknowledging, challenging, and interrupting biases, and racism</li> <li>• Celebrating and accepting the cultural diversity and talents of all of our students, families, and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting physical, social, and emotional, wellbeing</li> <li>• Meeting the needs of each individual, family, and community</li> <li>• Nurturing students' strengths and interests as they come</li> <li>• Being a place of joy that welcomes and supports growth and learning</li> <li>• Practicing different ways of healing and restoring relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Building positive relationships between students, families, and staff</li> <li>• Creating conditions for students, families, and staff to speak up when they feel wronged and ensuring that they're heard and are part of a process of reconciliation and repair</li> <li>• Providing multiple avenues for transparent communication</li> </ul>	<ul style="list-style-type: none"> <li>• Creating spaces for students, families, and staff to feel heard and understood without judgment</li> <li>• Involving historically marginalized and under-represented students, families, and staff in decisions that impact them</li> </ul>



Visit our website to learn more about how the 4 Climate Values are being implemented into our classrooms, staffing, community engagement, and buildings.



# Un modelo para cambia positivamente nuestro clima de MPS.

Equidad, Representación y Antirracismo	Seguridad y Bienestar Físico y Emocional	Relaciones, Confianza y Comunicación	Decisiones y Voces Compartidas
--	--	--------------------------------------	--------------------------------

- Ser valorado y respetado por lo que eres y mostrar a los demás que los valoras y respetas
- Ser bienvenidos, apreciados y celebrados en todos nuestros espacios
- Reconocer, desafiar y romper los prejuicios y el racismo
- Celebrar y aceptar la diversidad cultural y los talentos de todos nuestros estudiantes, familias y personal

- Apoyar el bienestar físico, social y emocional
- Satisfacer las necesidades de cada persona, de la familia y de la comunidad
- Fomentar las fortalezas e intereses de los estudiantes a medida que van surgiendo
- Ser un lugar alegre que acoge y apoya el crecimiento y el aprendizaje
- Practicar diferentes formas de sanación y descanso

- Establecer relaciones positivas entre los estudiantes, las familias y el personal
- Crear condiciones para que los estudiantes, las familias y el personal puedan hablar cuando se sientan agraviados, y asegurarse de que sean escuchados y formen parte de un proceso de reconciliación y reparación
- Proporcionar múltiples vías para una comunicación transparente

- Crear espacios para que los estudiantes, las familias y el personal se sientan escuchados y comprendidos sin ser juzgados
- Involucrar a los estudiantes, familias y personal históricamente marginado y subrepresentado en las decisiones que les afectan



Visite nuestro sitio web para obtener más información sobre cómo se están implementando los 4 Valores Climáticos en nuestras aulas, en la participación comunitaria, personal y edificios escolares.

# 4 Qhov Kev Txais Tos Tseem Ceeb

## Ib txoj hauv kev rau hloov ntawm peb MPS qhov kev txais tos.

Kev Ncaj Ncees, Kev Sawv Cev, thiab Tiv Thaiv Kev Ntxub Ntxaug	Kev Nyab Xeeb thiab Nyob Huv ntawm Lub Cev Ntaj Ntsug thiab Kev Xav	Kev Sib Raug, Kev Sib Ntseeg, thiab Sib Txuas Lus	Muaj Kev Txiaiv Txim thiab Tawm Suab Ua Ke
--	---	---	--

- Saib koj rau nqi thiab hwm koj thiab qhia lwm tus tias koj saib lawv rau nqi thiab hwm lawv
- Muaj kev txais tos, saib rau qhov siab, thiab ua kev zoo siab hauv peb ntawm txhua cov chaw
- Lees paub, tawm tsam, thiab txwv txiaiv kev tsis ncaj ncees thiab kev ntxub ntxaug
- Ua kev zoo siab thiab txais txhua yam kab lis kev cai thiab kev txawj ntse ntawm peb txhua tus menyuam, cov tsevneeg thiab neeg ua haujlwm

- Txhawb nqa kev nyob huv ntawm lub cev ntaj ntsug, kev sib raug, thiab kev xav
- Ua kom raws kev xav tau ntawm txhua tus neeg, tsevneeg thiab lub zejz
- Txhawb nqa menyuam lub zog thiab lawv kev nyiam li lawv xav kawm mus ua
- Ua ib qhov chaw kaj siab uas txais tos thiab txhawb nqa txoj kev loj hlob thiab kev kawm
- Xyaum ua ntau txoj ke ntawm kev kho ua zoo thiab muaj los so

- Tsim kom muaj kev sib raug zoo ntawm cov menyuam, cov tsevneeg thiab neeg ua haujlwm
- Tsim kom muaj qhov rau cov menyuam, cov tsevneeg thiab neeg ua haujlwm hais tau tawm thaum lawv xav tias tsis yog thiab tias hnov tau los ntawm lawv li txoj kev ua ntawm kev koom siab thiab kev rov txhim kho
- Npaj kom muaj ntau txoj hauv kev rau qhov kev sib txuas lus sib xws

- Tsim kom muaj qhov rau cov menyuam, cov tsevneeg thiab neeg ua haujlwm kom lawv muaj suab thiab kev nkag siab yam tsis muaj qhov los tib
- Kom tau kev sib koom tawm suab hauv kev txiaiv txim los ntawm cov menyuam, tsevneeg thiab neeg ua haujlwm pawg tsawg txog yam raug rau lawv

Xyuas tau peb lub vamsab los kawm kom paub ntau ntxiv li 4 Qhov Kev Txais Tos Tseem Ceeb uas tab tom ua nyob hauv peb cov hoob kawm, kev ua haujlwm, lub zejz kev sib koom, thiab cov tsev kawm ntawv.





# Qaabka togan ee lagu beddelayo deegaanka waxbarasho ee MPS

Sinnaanta, Matalaadda, iyo Ka-hortagga Cunsuriyadda	Badbaadada fayo-qabka Jirka iyo Dareenka iyo Fayoobida	Xiriirka, Kalsoonida, iyo Isgaarsiinta	Go'aan Qaadashada iyo Cod la Wadaaga
---	--	--	--------------------------------------

- In lagu qiimeeyo laguna ixtiraamo qofka aad tahay iyo in dadka kale loo Muujiyo in aad qiimeyso oo aad ixtiraamto
- Lagu soo dhawaynayo, lagu sharfay, laguna xusayo meelaheenna oo dhan
- Aqoonsiga, loolan, iyo joojinta eexda, iyo cunsuriyadda
- Dabaaldegyada iyo aqbalida kala duwanaanta dhaqanka iyo kartida dhammaan ardaydeena, qoysaska, iyo shaqaalaha

- Taageerida jireed, bulsho, iyo shucuureed, fayo-qab
- Buuxinta baahiyaha qof kasta, qoys, iyo bulsho
- Kobcinta awooda iyo xiisaha ardayda markay yimaadaan dugsiga
- Iney helaan goob farxadeed oo soo dhawaysa oo taageerta koritaanka iyo waxbarashada ardayga
- Ku celcelinta hababka kala duwan ee bogsashada iyo nasashada ardayga

- Dhisida xiriir togan oo u dhexeeya ardayda, qoysaska, iyo shaqaalaha
- U abuurista shuruudaha ardayda, qoysaska, oo shaqaaluhu la hadlaan marka ay dareemaan in laga gardaran yahay iyo hubinta in la maqlo oo ay qayb ka yihiin habka dib u heshiisiinta iyo hagaajinta
- Bixinta wadooyin badan oo isgaarsiin hufan

- U abuuritaanka goobo amaana ardayda, qoysaska, iyo shaqaalaha si ay u dareemaan in la maqlay oo la fahmay xukun la'aan
- Ka-qaybgalka howlaha ardayda, qoysaska, iyo shaqaalaha taariikh ahaan la takooro iyo kuwa aan matalaysnayn ee go'aamada iyaga saameeya



Booqo websaydkayaga si aad wax badan uga ogaato sida 4ta Qiimood ee Cimilada looga hirgalinayo fasaladeena, shaqaaleysiinta, ka qaybgalka bulshada, iyo dhismayaasha.