



School Board Special Meeting
Virtual Meeting
Wednesday, July 22, 2020, 7:00 PM

I. Determination of Quorum, Call to Order and Approval of Agenda

II. Discussion

A. EPS Strategic Plan, Strategy B: "Ensure an Equitable and Inclusive Culture"

- a. Description: This work session will facilitate a discussion around Edina's Strategic Plan Strategy B: "Ensure an Equitable and Inclusive Culture", which states " EPS welcomes, respects, supports, and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community." (See Attached Strategy) This report will provide a look into the work session and a context for discussions about how we deliver dynamic learning and educational excellence for all students who enter Edina's schools and programs. At the end of this report you will find the District's Mission, Vision, Values and Strategy B. The intent of this work session is threefold:
- To have a better understanding of our own experiences and how they shape our thinking about race and equity work. The document "What's Your Narrative?" attached to this report will be used for this discussion. Board members are asked to reflect on the questions in the document before the work session.
 - To discuss two overarching questions to better understand our commitment as a leadership team to doing equity work and listening to key stakeholders:
 - What are the benefits of leading and doing this work?
 - What are the costs of not doing this work?
 - To discuss next steps as a Board to our equity plan.
- b. Presenters: Paula Forbes, Consultant; Erica Allenburg, Board Chair; Dr. John Schultz, Superintendent

III. Leadership Updates

TITLE: Discussion on Edina Public School's Strategic Plan: Strategy B: "Ensure an Equitable and Inclusive Culture"

TYPE: Discussion

PRESENTER(S): Erica Allenburg, Board Chair, Paula Forbes, Consultant, John Schultz, Ph. D.

BACKGROUND:

This work session will facilitate a discussion around Edina's Strategic Plan Strategy B: "**Ensure an Equitable and Inclusive Culture**", which states "**EPS welcomes, respects, supports, and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.**" (See Attached Strategy) This report will provide a look into the work session and a context for discussions about how we deliver dynamic learning and educational excellence for all students who enter Edina's schools and programs. At the end of this report you will find the District's Mission, Vision, Values and Strategy B. The intent of this work session is threefold:

- 1) To have a better understanding of our own experiences and how they shape our thinking about race and equity work. The document "What's Your Narrative?" attached to this report will be used for this discussion. Board members are asked to reflect on the questions in the document before the work session.
- 2) To discuss two overarching questions to better understand our commitment as a leadership team to doing equity work and listening to key stakeholders:
 - a. What are the benefits of leading and doing this work?
 - b. What are the costs of not doing this work?
- 3) To discuss next steps as a Board to our equity plan.

RECOMMENDATION: Discussion Only

PRIMARY ISSUE(S) TO CONSIDER: Discussion about Strategy B: Ensure an Equitable and Inclusive School Culture.

ATTACHMENTS:

1. Edina Strategy B: Ensure an Equitable and Inclusive Culture
2. What's Your Narrative?

Mission Statement

Edina Public Schools is a dynamic learning community delivering educational excellence and preparing all students to realize their full potential.

Through academics, activities and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills. We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.

Core Values and Beliefs

We are guided by our **ICCCAR** values of **Integrity, Compassion, Courage, Commitment, Appreciation** and **Responsibility** and commit to the following core beliefs:

Academic Excellence

We believe each student deserves access to academic excellence which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs.

Equity

We believe it is critical to eliminate barriers to success and provide the supports, opportunities and environment so all students can reach their full potential.

Family, School and Community Collaboration

We believe students learn best when students, families, educators and the community partner to provide dynamic support and share responsibility for learning.

Healthy Learning Environment

We believe students thrive in a balanced, healthy environment that promotes the free exchange of ideas and supports students' physical, social-emotional and intellectual needs.

Inclusion

We believe in the inherent dignity of all people, we celebrate individuality, and we value and appreciate diversity.

Life Skills

We believe that inspiring students to grow as critically-thinking collaborative learners will prepare them to be productive, accountable, self-motivated and responsible citizens.

Operational Excellence

We believe in high performance of governance, administration and partnerships, and effective and efficient use of time, human, financial and physical resources in support of the mission.

Professional Excellence

We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.

Vision

For each and every student to discover their possibilities and thrive

Priority Strategies

In 2020-2025, the Mission and Vision will be achieved by taking action on the following priority strategies:

Strategy A: Advance Academic Excellence, Growth and Readiness

Edina Public Schools provides our students with access to a comprehensive curriculum that develops critical thinking skills and dispositions, and assures students are ready for their next level and the challenges and opportunities in the next phase of life.

Strategy B: Ensure an Equitable and Inclusive School Culture

EPS welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.

Strategy C: Foster Positive Learning Environments and Whole Student Support

EPS fosters a caring school environment where students feel safe physically and emotionally, in order to be fully engaged in their academic, personal and social growth.

Strategy D: Develop Leadership Throughout the District

Edina Public School Schools continuously develops innovative, committed, and exemplary leadership at all levels and from all constituencies, student and adult.

Strategy E: Engage Parents, Schools and Community

Edina Public Schools works in partnership with parents, students, staff, alumni and community to serve as a reflection of Edina's strong commitment to education.

Strategy B: Ensure an Equitable and Inclusive School Culture

EPS welcomes, respects, supports and values everyone so students can learn effectively, develop a deeper understanding of complex issues and become empowered to contribute to the school community.

OUTCOMES / IMPLEMENTATION

What are expected outcomes and key action steps for implementing the strategy?

RESOURCE NEEDS:

What added staff, funds, etc. are required?

Action SUCCESS: Process Metrics

How do we evaluate success in action implementation?

B.1 Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities.

1. Students will be instructed using critical thinking models so that they can engage in civil discourse appropriate to their developmental level. Staff will use resources that reflect the diversity of our world.
 - a. Provide a district roadmap/framework to guide teaching and dialogue that is always age-appropriate and equity-based, with a willingness to experience discomfort at times to help students navigate within a community of diverse backgrounds, perspectives and beliefs.
 - b. Develop a critical thinking/civil discourse goal and implement district-wide guidance for teaching tolerance curricula.

Professional development time, funds and resources

Invest time and money in curriculum development. materials and teacher training

Resources for developing district selected critical thinking framework with resource selections that involve rigorous selection rubrics aligned with our goals for diverse resources

District-level framework and curriculum guidance developed and implemented with teacher and staff training and support materials

B.2 Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Courage, Commitment, Appreciation and Responsibility.

1. Conduct root cause analysis to identify what factors are preventing the participation of all families in all school events, activities, services and operations and develop a plan for expanding participation that addresses the gaps related to influence and engagement of all families.
 - a. Conduct an audit of how existing site/district-level practices are working and not working for all families. Currently the participation is not representative of the student population
 - b. Analyze the issues, causes and needs for expanding family participation and develop effective strategies for sites and the district
 - c. Assess, analyze and adopt communication methods that work best for sharing information, collecting input, reaching out to communities, inviting participation and conducting site and district conversations that are meaningful and productive for all.

Funding and staff/consultant time to conduct the analysis and identification of strategies for family participation at the district and site level

Audit of existing site/district-level practices conducted to identify what needs to continue and change in fostering a sense of belonging for all students and families.

Root causes of family participation inequities conducted and recommendations used to develop effective strategies

		<p>Meaningful and productive communication methods identified and recommendations made and adopted to substantively increase effective outreach and expanded family engagement</p>
<p>2. Survey students to understand belonging, create a plan to address disparities with a commitment to respond with strategies and resources based on what we learn from the survey</p>	<p>Time to develop and conduct a survey that can be used both as a baselining instrument and a progress monitoring tool.</p> <p>Time and resources for creating and responding to the belonging disparities</p>	<p>Proactive strategies identified and implemented to increase a sense of belonging for all students</p>
<p>3. Expand Peer Insights/inclusion programs across schools and grades. This should not be limited to expansion of programs to only Peer Insights.</p> <ul style="list-style-type: none"> a. Develop programs to support all groups: b. Expand and encourage student participation in interest-based activities and leadership opportunities such as Student Council (This could be added to or included in Strategy E) 	<p>Funding needed to expand gifted programming at all levels</p>	<p>Peer Insight and other gifted programs added to all grade levels</p> <p>Increased participation of un- and underrepresented student groups in advanced academics.</p> <p>Teachers, counselors and staff trained and equipped to proactively and equitably encourage all students to gifted opportunities</p> <p>Increased participation of students in under and unrepresented groups in school activities and leadership opportunities</p>

B.3 Support equity by identifying and eliminating structural barriers to success.

<p>1. Critically review and refine all policies, procedures and practices in the district and each site using an equity lens to assure that all students' needs are met:</p>	<p>Time and resources to develop a "tool" that critically reviews policies and practices at each site through an "equity perspective"</p> <p>Time and resources needed to administer the tool to a diverse panel of parents, teachers and community members</p> <p>Time and resources to analyze the findings and submit a report</p>	<p>All district and site policies reviewed and refined using the equity lens</p>
<p>2. Identify and develop community partnerships based on the results of reviews/audits/analyses in B.3.1 and B2.1.</p>	<p>Staff position/time to develop and sustain partnership operations</p>	<p>Partnerships with community organizations and providers develop to address structural gaps in serving all students equitably</p>

B.4 Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences and perspectives.

<p>1. Set retention goals, strategies and supports for retaining staff of color</p> <ul style="list-style-type: none"> a. Assess the present support for staff of color currently in place and develop support strategies based on the data. b. Embed deeper, ongoing training in cultural competency embedded as part of professional development with staff. IDI could be a tool for this. c. Implement ways to recognize and reward staff who speak a second language fluently and are able to assist with translation and other language-needs at sites (consider hourly compensation paid to official interpreters). 	<p>Minimal needs. Requires development of survey to adequately assess teacher beliefs and attitudes</p> <p>Time to develop recommendations, gain stakeholder reactions and make final recommendations to the board</p> <p>Cost of training more administrators and paying for inventories. Money for existing bi-lingual and hiring new bi-lingual staff</p>	<p>Proactive plan developed and steady progress made to increase the number of culturally diverse staff/ bi-lingual staff in the next 5 years at EPS</p> <p>Training, evaluation and support in place to build the cultural competency and IDI scoring for all staff</p>
<p>2. Each site reviews with HR diversity of staff in each bargaining unit in relation to student population and given a 5-year goal for creating a staff that is more reflective of the students they serve.</p>	<p>More resources to advertise positions for culturally diverse positions, review of application processes; hiring criteria: e.g. bi-lingual or multi-lingual requirement</p>	<p>Diversity hiring goals and 5-year plans created in each bargaining unit</p>
<p>3. Formalize partnership with St Thomas to “Grow Your Own” diverse workforce</p>	<p>Apply for funding for teacher prep programs</p>	<p>“Grow Your Own” strategy developed and implemented as a key part of diversifying the EPS staffing</p>
<p>4. Expand the number of cultural liaisons to serve essential student and family needs while EPS builds a more diverse and culturally competent staff</p>	<p>Add access to and/or number of cultural liaisons to serve essential student and family needs while EPS builds a more diverse and culturally competent staff.</p>	<p>Cultural liaison service capacity increased to fulfill the family and student needs as identified in all Strategy B audits, surveys and evaluations</p>



What's my story?/Who Am I?

What were my hopes and dreams as a young scholar?

What are my hopes and dreams now?

Name:

Years on Board:

Why Am I here?

Did you experience any blocks/constraints in school?

Who was your favorite influencer during your K-12 school years?