



**School Board Work Session
Tuesday, January 19, 2021; 5:00 PM
Virtual Meeting**

- I. Determination of Quorum and Call to Order**
 - II. Presentation of Information and Collective Learning**
 - A. Equity Learning Experienced by Edina Staff in Alignment with Edina Public Schools 2020-2025 Strategic Plan, Strategies B and C**
 - Description:** The focus of the presentation will be to highlight the ways in which racial equity work and the New Teacher/Staff Equity Training align with successful implementation of the EPS 2020-2025 Strategic Plan, specifically, Strategies B and C.
 - Presenter(s):** Kany Seck, Instructional Dean at Normandale Elementary; Kristin Benson, English Teacher at Edina High School; Steven Cullison, Social Studies Teacher at Edina High School; Heather Henke, Spanish Teacher at Edina High School; Jody De St. Hubert, Director of Teaching and Learning
- III. Board Chair Updates**
- IV. Superintendent Updates**



Board Meeting Date: January 19, 2021 Work Session

TITLE: Equity Learning Experienced by Edina Staff in Alignment with Edina Public Schools 2020-2025 Strategic Plan, Strategies B and C

TYPE: Presentation of Information and Collective Learning

PRESENTERS: Kany Seck, Instructional Dean at Normandale Elementary; Kristin Benson, English Teacher at Edina High School; Steven Cullison, Social Studies Teacher at Edina High School; Heather Henke, Spanish Teacher at Edina High School; Jody De St. Hubert, Director of Teaching and Learning


FOCUS: The focus of the presentation will be to highlight the ways in which racial equity work and the New Teacher/Staff Equity Training align with successful implementation of the EPS 2020-2025 Strategic Plan. Specifically, we see the role of racial equity work in the district as integral to Strategies B and C:

- Ensure an equitable and inclusive school culture
- 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.
- Create a school culture that enhances learning and fosters a sense of belonging for all students through our values of Integrity, Compassion, Commitment, Appreciation and Responsibility

AGENDA ITEMS:

- Introductions and Community Builders
- Establishing Shared Goals: "Education at its Best is..."
- EPS 2020-2025 Strategic Plan: Strategy B and the foundations of racial equity work
- Overview of NewTeacher / Staff Training, highlighting central concepts and activities
- Current State of Racial Equity Training in EPS
 - Required vs. opt-in site based offerings
- Opportunities to further the work and improve our joint goals
- Questions / Discussion

PRIMARY ISSUES TO CONSIDER: We look forward to sharing our knowledge and perspectives about racial equity efforts in the Edina Public Schools, and appreciate your support.




Equity Work in Edina Public Schools

Presentation to the Edina Public Schools Board

January 19, 2021

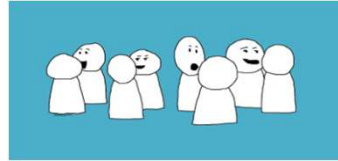
Kristin Benson
Steven Cullison
Heather Henke
Kany Seck



Introduction

- Thank you for the opportunity to showcase the training opportunities and share our perspectives on equity and inclusion work in Edina Public Schools.

Community Builder: This or That?



Write your answers in the chat in the Google meet.

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THIS
OR
THAT ?





THIS
OR
THAT ?



THIS
OR
THAT ?



THIS



OR



THAT ?

Today's Presentation Agenda

- Education at its very best...
- Racial Equity and the 2020-2025 Strategic Plan (Strategy B)
- Current State of Racial Equity in the District
 - New Teacher Training: Overview and highlights
 - Other mandatory vs. opt-in training opportunities
 - Hopes, Needs, and Perspectives
- Questions

Education at its very best ...

- Please reflect and finish the phrase above in the next minute.
- Then, use the chat to offer your ideas. Please type and wait to press enter.
- I will count down, and we will press enter together to create a waterfall of ideas.

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EPS Strategic Plan 2020 -2025



STRATEGY B

Ensure an Equitable and Inclusive School Culture

Edina Public Schools 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 B

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.



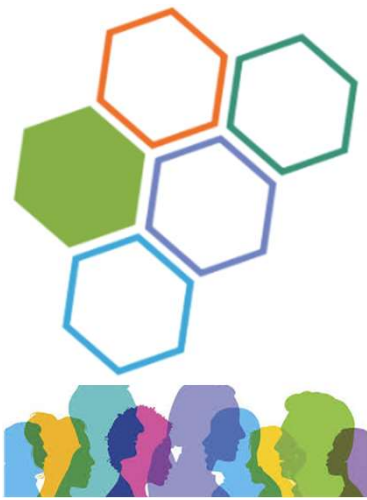
Strategy B

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



Strategy B

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

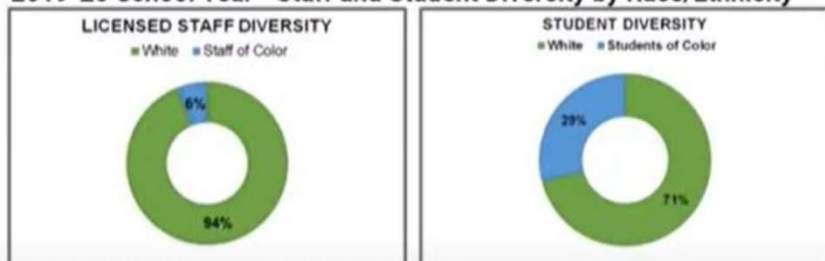


Strategy B

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



2019-20 School Year - Staff and Student Diversity by Race/Ethnicity



Source: MDE MN Report Card 11-19-20

Overview of New Staff Training

- Diversity, Cultural Competency and Racial Equity
- Equality vs. Equity
- Critical Thinking
- Race, Culture, Ethnicity
- History of Race in the United States
- Implicit bias
- Definition of Racism (Institutional & Individual)
- Racism Dynamics: Tube Diagram
- Whiteness and White Normativity

Core values

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.
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.
3. Support equity by identifying and eliminating structural barriers to success.
4. Support and retain quality, culturally competent staff with increasingly diverse backgrounds, experiences and perspectives.

Critical Thinking

- CT involves examining issues from **multiple, non-dominant** perspectives and sources of information,
 - “Who is at the table? Who is not at the table?”
- CT always considers issues of **power** and **privilege** from the smallest to the most significant levels of society and understands that power must always be a part of the discussion when educating critically,
 - “Who benefits from this? Who is not served / is disadvantaged? Who is overly served / advantaged?”
- CT involves **rigorous self-reflection**.
 - “How do I actually know what I think is true?”

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“Attack on New Ulm During the Sioux Outbreak”



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Race, Culture, and Ethnicity

Race

1* Skin Color
2* Physical features
Socially constructed (a "lie")

**Assigned
Meaning**

Culture

Food
Language
Clothing
Traditions
Music
Celebrations

**Intrinsic
Meaning**

Ethnicity

Ancestry
Origin
Geography

"Carrier" of culture

**Intrinsic
Meaning**



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What do we mean when we say racism?

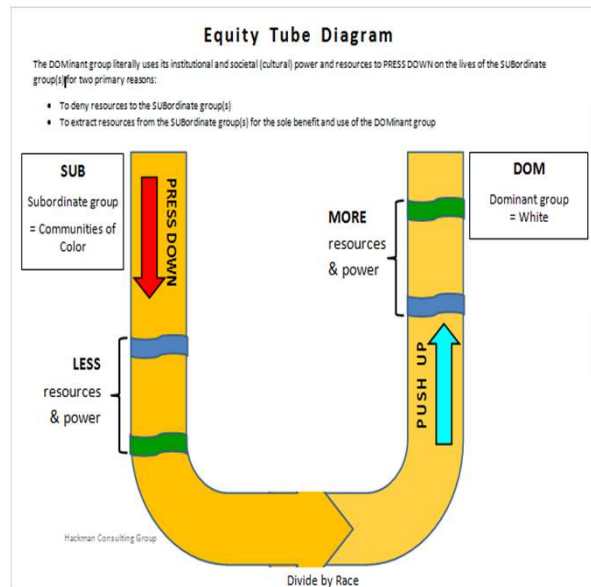
Racism: A system, based on the social construct of race, which advantages white people and disadvantages people of color/native people and is reinforced through legal, social and institutional power.

Racism can also be unintentional, but still has real impacts.

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Institutional/cultural power - dominant forces - press down on subordinate groups.

- Creates inequity - through transactional system
- Deny/extract resources
- Benefits divert to dominant group, whether intentional or unintentional
- Graduation rates 89% v. 70%; Median MN income, \$47,000 gap (Census Bureau, 2018)

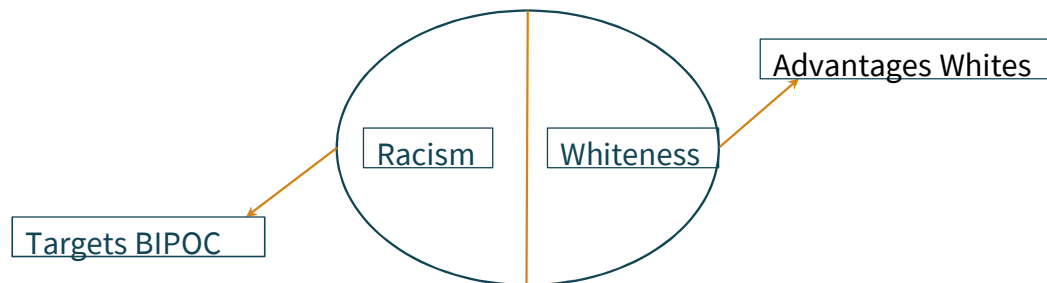


What does this look like in Minnesota?

- Not just a Southern Problem Jim Crow of the North
- Mapping Prejudice
- Yeah, but this was in the past...
 - 50% more of white households own their homes in Minnesota compared to black households.
 - Predatory Lending
 - Policing policies
 - Environmental Racism
 - Resources for education

Two sides of the same coin

Racial Justice MUST address BOTH sides of this...



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White Privilege

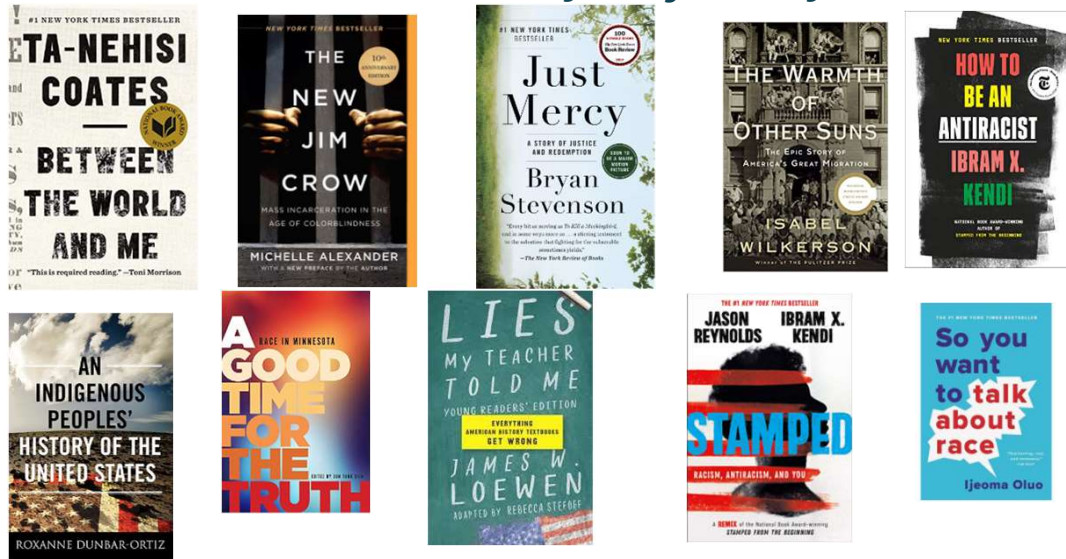
A system of benefits and advantages that comes purely from being born with white skin.

- **Unearned** (and often economically quantifiable.)
- **Actively taught not to see it** (taught not to see the systems)
- **It (“whiteness”) becomes the norm** and all things are measured against it.

When people say a person has white privilege -this does not diminish individual struggle and hardship. Rather, the idea is that those problems do not come from racial oppression and that some people of color have the burden of facing both.

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How to continue your journey



Past Training Opportunities:

- National Urban Alliance
- West Metro Education Program (WMEP)
- Pacific Educational Group
- Dr. Heather Hackman (Diversity, Equity, Social Justice)
- Dr. Sharroky Hollie (Culturally Linguistically Responsive Teaching)

Required Training 2018-2020

- New teacher training (since 2014)
- Fall 2020 Schoology Module on RE
- Abolitionist teaching 2020

Opt-in Training (2018-2020)

"I Learn America" Race and Immigration Film Viewing and Discussion	Re-Examining Equity	Race, Culture and Ethnicity
	Timeline	Racial Equity: Mistakes I've Made
	Racial Narratives	South Asian students in the classroom
	Children about Race?	Synthesizing Skills Around Classroom Encounters Through the Lens of Equity and Diversity
Critical Thinking around Race	Implicit Bias / CLRT	Systems of Oppression - Racism Dynamics
Cultural Identity via Paseo Protocol (Circles of Identity)	Interrupting the Narrative	Talking about Race in Predominantly White Spaces
Culturally Responsive Teaching and the Brain	Introduction to Cultural Competence	The Latino Parenting Style and How to Engage Parents in American Education
Culturally Responsive Vocabulary Instruction	Lunch & Learn Sessions around RE	Understanding Cultural Elements to VABB
Culture and Language of Students of Color living in a predominantly white community	Making an Impact through Culturally Responsive Teaching	Understanding historical racism and modern day consequences
Diversity, Cultural Competence, and Racial Equity	Mandated Reporter & Equity	What is Code-Switching?
Engaging Somali-American Students and their Families	Mitigating Implicit Bias	White Privilege
Equity 2 Training	NETT: Culturally & Linguistically Responsive Teaching	White Privilege / Institutional Racism
Equity Today	New Teacher Orientation	Whiteness- what is it and why it matters in education
Examining Equity	On Demand: Racial Equity	

"I Learn America" Race and Immigration Film Viewing and Discussion	Re-Examining Equity	Race, Culture and Ethnicity
Case Studies on Immigrant Status	History and Race: A Timeline	Racial Equity: Mistakes I've Made
Checking our bias at the classroom door	History of Race / Racial Narratives	South Asian students in the classroom
CLRT Summer Institute Levels 1 and 2	How to Talk with Children about Race?	Synthesizing Skills Around Classroom Encounters Through the Lens of Equity and Diversity
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Progress

- Racial Equity Discussions in Collaborative Teams
- Discussions with parents - examples at Highlands and Normandale
- Relationship Building with Students
- A start to RE work across buildings
- Equity Teams

Data Shows Some Student Groups Are Left Behind

2019 MCA Rates of Proficiency

	Math	Science	Reading
Asian	90.6%	98.2%	86.4%
Black	44.1%	82.1%	46.9%
Hispanic	36.4%	82.6%	66.7%
Multiracial	38.5%	73.7%	57.3%
White	77.9%	97.1%	79%

Opportunities for Improvement

- Required on-going training - across sites
- Accountability for implementation
- Dedicated position(s) and pay for equity work
- Districtwide Equity Audit
- Dialogue with families for strong partnership in RE
- Explicit communication and support for staff members at all levels engaged in RE.

How to Make Anti-Racism More Than a Performance

School districts and colleges around the country formed task forces, committees, and working groups to address what they already know: that despite good intentions for racial justice, the work is at best elusive without substantive commitment from the institutions and is dead on arrival without significant structural changes that address systemic racism.

- *Dr. Bettina Love*

