

Meeting: DEC

Date: July 15th

Time: 1:00pm- 3:00pm

Location: WSHS Learning Commons & Virtual link on Zoom

Present:

Our Vision:

One community of lifelong learners, engaged in creating our culture, where all are safe, valued and accountable to one another for success.

Our Mission:

Expect excellence, grounded in compassion, to meet the needs of all learners.

DEC General Statement.

Fostering and supporting conditions throughout the district through an equity lens to address equitable access and achievement gaps, to work in pursuit of creating culturally responsive educational environments for students, staff, parents, and the community.

Strategic Directions: Strategies to Achieve Our Vision

- A. Expecting high achievement for all students by improving our practices and building positive relationships
- B. Understanding and meeting everyone's social-emotional, mental health, and cultural competency needs
- C. Operating with and communicating clear expectations, support, and accountability
- D. Implementing safe and secured schools and environments
- E. Engaging and partnering with parents, families and community
- F. Securing and managing all of our resources: people, money, facilities, time

WBWF: All racial and economic achievement gaps between students are closed.

2020-21 Committee Goal: TBD-Based on Pillars of Focus (Reimagine MN)



Agenda Item	Discussion and Agreements	Action Items	Notes
Opening/guidelines/check-in	<ul style="list-style-type: none">• Human ConversationsQuote- Margaret Wheatley• DEC meeting Guidelines• What is one thing that brings your joy/energy?		
Meeting Announcement:	We call attention to this space we keep in our meetings. In the spirit of creating and maintaining a safe space environment for sharing and		Members expressed concern about not recording. Will address at July 22nd meeting. Clarification from Chairperson that the meeting is

<p>Concept from: AIPAC (American Indian Parent Advisory Council)</p>	<p>personal contributions at our meetings we will move forward with the following statement we have adopted from the AIPAC circle: <i>Out of respect for who is sharing and what is shared absolutely no recordings or pictures of the Talking Circle will be allowed. Leave with only your story and the positive energy to grow.</i></p> <p>Please know from now forward our meeting minutes will be shared with the school board and will remain the means the public and media can access our planning, gathering, discussion, work, and progress.</p>		<p>not a circle the concept from AIPAC was being shared here.</p>
<p>June follow up</p>	<p>Following our last meeting, where we engaged in a dialogue regarding student voices and addressing needs of our students, parents, and community related to systemic forms of racism and discrimination in our school. We need to listen to the voices of our past and current students and seek to re-evaluate our practices, policies, and systems that oppress and prevent change. We can no longer move forward with our ally stance while doing anti-work.</p> <ul style="list-style-type: none"> ● Anonymous comments form for DEC members ● In regards to our school policies. Dr. Freiheit has reached out to Dr. Jonathan Locust and received helpful tools to explore policies that exist through an equity and diversity lens. ● The Director of Teaching 		<ol style="list-style-type: none"> 1. Student advisory group query <ol style="list-style-type: none"> a. Group meeting during GSH difficult for students who are not achieving? b. Who members are what they would do? 2. Concerns related to recruitment and retention <ol style="list-style-type: none"> a. Past turning down of research presented b. Interest in work c. Advocate to truly explore and research 3. Members used time to ask about items not included on agenda <ol style="list-style-type: none"> a. Our voices <ol style="list-style-type: none"> i. Discussion around our voices no longer a part of WAPS ii. Addressed with comment from members iii. Chairperson suggested this was an activity

	<p>and Learning and the Curriculum teams will be looking at standards and curriculum through a culturally responsive lens.</p> <ul style="list-style-type: none"> ● HR- is teaming with WSU & St. Mary's regarding hiring and retention of teachers. Also exploring recruiting efforts of diverse student groups into pre-service teacher programs ● WSHS has implemented a student advisory team <ul style="list-style-type: none"> ○ Team will chose name ○ Lead by students ○ Membership will mirror district demographics ○ Will meet during guided study hall ● AVID cultural competency strategies will be implemented during guided study hall throughout WSHS ● District devised 4 leadership teams to support hybrid needs for Fall 2020 (will utilize D&E lens) <ul style="list-style-type: none"> ○ Academic Guidance ○ Student and family support ○ Educator support and professional learning ○ Operations guidance ● Movement as committee into zone of proximal development Journal Article explaining zones & adds in Tom Senninger's learning zone model 		<p>outside of DEC district level meeting was site related and any discussion needed to include the advisor of this group & students. Chairperson added the concern brought up at the last meeting through email was forwarded to the director of activities and the principal for WSHS</p> <ul style="list-style-type: none"> iv. Money that was donated was asked about <ul style="list-style-type: none"> 1. Superintendent responded to this item b. Cultural liaison <ul style="list-style-type: none"> i. This item was addressed by follow up with Superintendent regarding her research following dissolving SRO c. Membership not on the agenda <ul style="list-style-type: none"> i. Addressed it was on the agenda and we would get to if time permitted d. A conversation about the direction of the committee, bylaws, and purpose was addressed by the Director of Teaching and Learning after conversation lead to check-in with all members and final agreement to move forward with planning
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Cruz-Guzman V. Minnesota	Facts of case WCCO story Cruz-Guzman		Members are asked to read and watch videos
Re-imagine MN	Reimagine MN - website Reimagine MN Background- video to engage - background video Reimagine Minnesota Creating a Collective Education Plan - engagement A Collective Education Roadmap for Action A commitment to create lasting equity and excellence in education for all students - document Levels of Membership/Subcommittees	Want to drive deeper view the 2019 Conference: AMSD Annual Conference 2019: Parents as Partners 1. Share your team's initial thoughts <ol style="list-style-type: none"> a. Aha moment b. Strengths c. Takeaways d. needs/ what would/ could this pillar offer our team for planning 2. Highlight and discuss direction recommendations DEC July 15th planning worksheet 3. Make recommendation for selected	Members were asked to view and read content on Reimagine MN ahead of time. Members took 10 minutes to define two strategies for DEC and District. Members shared out their responses. Tally of responded and task to complete outside of the planning meeting. Membership was discussed broadly and it was identified the conversation would continue at the next meeting

		<p>pillars of focus (2 pillars each)</p> <ul style="list-style-type: none"> a. Site based teams b. DEC <p>Monthly/Quarterly Activities Website Podcast Community Outreach Newsletter with Resources Food</p> <p>(Plan on a page) Planning for Action</p>	
<p>Closing/Agenda Items for next meeting</p>	<p>Before you leave today- What are you taking away from our planning meeting today? What do you need? What can you offer?</p>		<ul style="list-style-type: none"> ● Focus at elementary level (Dave) ● Find the right committee structure-get different grade level teams set up (Dwayne) ● Middle level-move forward-work through things from the past (Drew) ● Willing to do the work that needs to be done (Dawn) ● Passionate -teacher leader driven or admin., parent involvement, time and efforts(Amber) ● Building blocks, change is possible, accountability and right the wrong to move forward (Tova) ● Strong base and membership, solid foundation, Can put in time and time and effort (Stacy) ● Seems passionate, actionable things need to happen, need understanding of hiring practice(Marci) ● Need additional transparency, we need to understand the past, teacher

			<p>leadership, student as part of group, make WAPS a welcoming environment to teachers of color (Maurella)</p>
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Figure eight: Senninger's Learning Zone Model (Watling, 2016, February 26)