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# **Student Services Design Team Phase II: Looking Around**

Prepared for March 26, 2024 School Board Meeting



Personal, Local, Immediate -  
Keep a Spotlight on Race -

Gather Multiple Perspectives -  
Establish Parameters -

Establish A Racial Equity  
Transformation Plan -

**PHASE I:**  
**LOOKING INWARD**  
*KNOW THYSELF*

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

**PHASE II:**  
**LOOKING AROUND**  
*DISTINGUISH KNOWLEDGE FROM  
FOOLISHNESS*

- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials (Pilot Curriculum)
- Engage in Courageous Conversation

**PHASE III:**  
**LOOKING OUTWARD**  
*BUILD FOR ETERNITY*

- Develop Content Area Belief Statements
- Adopt New Curriculum with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Develop 3, 5, and 8 year benchmarks
- Engage in Courageous Conversation

# Curriculum & Instructional Program Development Timeline

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**2019-2022**

**Mathematics**  
**Gifted/Talented**  
**World Languages**

**2020-2023**

**Science**  
**Language Arts & Literacy**  
**Multilingual Learning**

**2021-2024**

**Social Studies**  
**Phy Ed /Health**  
**Progress Reporting**

**2022-2025**

**Music**  
**International Baccalaureate**  
**Student Services**

**2023-2026**

**Art/Design**  
**Summer School**  
**Special Education**

**2024-2027**

**Media**  
**Digital Literacy**  
**Career and Technical Ed.**

**2025-2028**

**BARR**  
**Advanced Placement**  
**Immersion**

**2026-2029**

**Mathematics**  
**Talent Development**  
**World Languages &  
Cultures**

<b>Tenet</b>	<b>Key Question for Self-Reflection</b>
<b>Staff/Adult Collaboration</b>	How are adult leaders positioned to collaborate with a focus on equity?
<b>Student Integration</b>	How are your students integrated, involved, engaged?
<b>Systemic Implementation</b>	How embedded is D2BR in your school system?
<b>Support from the Top</b>	How well am I able to garner support from those with positional and cultural authority?
<b>Shared Experiences</b>	How are you building a collective learning identity?
<b>Safe &amp; Sacred Space</b>	How do students perceive the culture for being real about race?
<b>Common Language/Protocol</b>	How have we heightened the protocol for racial discourse and developed language for racial literacy?
<b>Focus: Identity Development</b>	How are we developing our individual and collective racial and cultural identity?
<b>Active Anti-Racist Leadership</b>	How do we develop their will, skill, knowledge, and capacity as anti-racist leaders?
<b>Family/Parent Involvement</b>	How do we partner and communicate with families as we develop our student leaders?

# Our Design Team Members

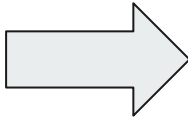
2022-2023

Omar, Kelsey, Michelle, Kelson, Rachel

Design Team Member changes

2023-2024

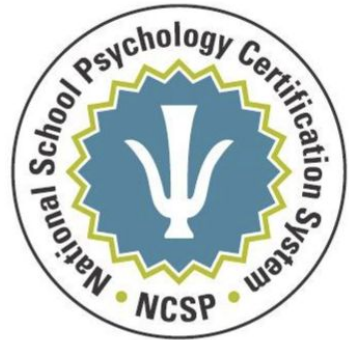
Omar, Kelsey, Kelson, Dan



# Our New Design Team Member

## Dan Philippe

- SLP community member and parent
- 15th year as an educator – 7 in SLP
- School Psychologist, former classroom teacher



# Our Racial Equity Purpose Statement

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- The Student Support Services Design Team subscribes to the St. Louis Park Mission and Vision Statements. We have deliberately included the word “families” to ensure all of our students' loved ones are included and emphasize the importance of families outside of our school boundaries.
  - **We see, inspire, and empower each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirits of our community and families. We endeavor to support students so that they are seen and valued and may become their best selves as racially conscious, globally minded contributors to society.**
- This Racial Equity Purpose Statement drives our work because we wholeheartedly believe that all students and families are directly impacted by their access to services from our district. We strive to be inclusive of all students in services, both proactively, and reactively if we must. This work crosses any systemic boundary that exists at SLP Schools. We feel it is our obligation to cite the district’s mission statement, which has already been drafted and supported by so many.

# Phase I: Looking Inward Update

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## PHASE I: LOOKING INWARD *KNOW THYSELF*

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What's happened the past year

- Learning together about the process at a design team retreat
- Getting to know each other personally and professionally, shared our racial autobiographies
- Discussing what and who falls within Student Services - gathering multiple perspectives
- Created our REP Statement
- Presented to the School Board (May 2023) ([Slides](#))





# Phase II: Looking Around Update

**PHASE II:**  
**LOOKING AROUND**  
*DISTINGUISH KNOWLEDGE FROM  
FOOLISHNESS*

- Research and Visit Regional, National, and International Exemplars
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Where we're currently at

- Welcomed a new Design Team Member
- Reviewed where we've been and our next steps
- Met with Consulting Team 2/4/24
- Prepared for our School Board Presentation on 3/26/24
- Set tentative date for a DIPAC Meeting on 5/14/24
- Reviewed data from the Consulting Team Meeting to work towards our next action steps
  - Narrowing down our focus areas
    - School Culture/Mental Health, MN MTSS, School Counseling
  - Deciding:
    - What additional data do we need
    - Who else we need to meet with (i.e. students, families, staff, administration, etc.)
    - Where we might need to visit (in and outside of the school district)

