



Board Meeting Date: Feb 13, 2023

Title: District Equity and Inclusion Plan Board Update

Type: Discussion

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; Jody De St Hubert, Director of Teaching and Learning; Dr. Sayali Amarapurkar, Southeast Asian Cultural Liaison

Description: Strategy B of the strategic plan identifies areas of district focus that will support the growth of an equitable and inclusive school culture. They include the following:

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.

The DEI Guiding Change document in alignment with strategy B was presented to the school board in the winter of 2021-2022.

Recommendation: This report is intended to be an update to the school board on the critical action steps in alignment with Strategy B and the DEI Guiding Change document that have been in implementation since the start of the 2021-2022 school year. No recommendation is being made at this time.

Desired Outcomes from the Board: Review in detail, have questions prepared, and provide feedback on the Edina District Equity and Inclusion implementation steps.

Attachments:

- See attached report
- DEI Guiding Change document

CPSS: Culturally Proficient School Systems

What is CPSS?

Cultural Proficiency School Systems consists of a set of four tools that are interrelated. The tools are: Overcoming The Barriers, The Guiding Principles, The Continuum of Cultural Proficiency and The Essential Elements. These tools are not single practices that give you strategies to respond to isolated situations. They are, however, a collective framework that “when used authentically, provides one the opportunity to improve one’s own practice in service of others. The tools provide you with the means by which to perform your professional responsibilities in a Culturally Proficient manner.”

CPSS Professional Development Plan:

In Edina over the next three to five years all 1,603 Edina staff will engage in training that provides in depth learning of and interaction with the CPSS framework. This includes administration, teachers, paraprofessionals, office administrative staff, health care staff, community education staff, bus drivers, custodians, kitchen staff, and district office staff. ALL staff in each and every department will collectively engage in learning that will, in the words of Dr. Stanley, ensure that all Edina “students, families, and staff knows and feels deep in their souls that they belong.” We will grow in our ability to value our collective strengths and adapt to our differences. The content and the depth of the learning will require a 4 day training. Approximately, one tool in the framework is taught per day with additional time for an overview of the framework and a synthesis of learning. In addition to the four day training a symposium will be part of the synthesis of learning. The symposium will take place for each cohort of staff learners two to four months after the four day training. The symposium is an opportunity for staff to share experiences with the implementation work in relation to the tools and continue to learn and grow with each other. The first CPSS symposium is scheduled for April 21st.

What Progress Has Been Made?

As of February 2023, 99 total staff have completed the 4 day CPSS training. This training has occurred in two different cohorts of 50 to 60 Edina staff members. The training has been facilitated by Dr. Trudy Arriaga.

In addition to training 99 staff in the first two cohorts on the CPSS framework, Dr. Arriaga has trained a group of 19 Edina educators to facilitate the continuation of training for all Edina staff over the next three to five years. A group of these trained facilitators will be leading the next group of 60 educators in CPSS training starting February 9th and 10th. Dr. Arriaga will be present during the first two days of the training to debrief with the facilitators and continue to mentor and guide the Edina CPSS Trained Facilitators team. By using a “Train the Trainer” model Edina is poised for implementation by maximizing resources and impact throughout our system. A subgroup of those trained to be facilitators is also working on organizational structure, calendar, communication, and additional implementation plans.

Partnership with Dr. Trudy Arriaga:

The depth of the partnership Edina currently has with Dr. Trudy Arriaga is a definite strength in implementation of our District Equity and Inclusion work. Not only has Dr. Trudy Arriaga facilitated two cohorts of CPSS training and trained the group of Edina CPSS Trained Facilitators, she has also:

1. Addressed all Edina staff at our 2022-23 Back-to-School week kick off, providing a big picture overview of the CPSS framework.
2. Met with Equity lead representatives from each district site as a group and as individual building sites, providing guidance on current building implementation efforts.
3. Facilitated conversations at board training sessions, providing professional development at the highest level in our system.

Strategy B of the Edina Strategic Plan states that we will **Ensure an Equitable and Inclusive School Culture that** 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. The CPSS Framework has begun to provide a structure that all decision making will be guided by in Edina Public Schools so that we can live out this objective. Even more specifically the current implementation of CPSS is positively impacting Edina students and families:

Examples of Impact from Current CPSS Implementation:

Strategy:

B.1 The use of 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.

Examples of Impact:

- Restorative practices are being implemented in K-12. In restorative practices students take turns sharing insights, thoughts, and feelings that help strengthen their connections and build empathy.
- Student leadership groups are operating in all elementary and secondary buildings that empower students in a variety of different ways. Some of the specific leadership skills being developed are building collaboration skills and organizing and implementing activities that embrace diverse identities. Some of the leadership groups are across grade level. For example, Normandale 5th grade ambassadors are working with the EHS Mosaic Group on projects that deepen connections and help all students involved explore multiple perspectives.
- Ensuring bulletin boards, displays, instructional materials, and other visuals in the classroom and building-wide reflect racial, ethnic, and cultural backgrounds represented by students.
- Learning, using, and displaying some words in students' heritage language in the classroom and building-wide.

Strategy:

B.2 The creation of 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.

Examples of Impact:

- Using a monthly school-wide read aloud that identifies and focuses on EPS Core Values.
- Student leadership teams are operating with the goal of making our school more

welcoming. They imagine and implement various team and culture-building activities like themed door decorating, dress-up days, school videos, and ambassadors for our building.

- Monthly recognition and celebration of students who demonstrate our ICCCAR values.

Strategy:

B.3 The support of equity by identifying and eliminating structural barriers to success.

Examples of Impact:

- The use of the FastBridge Assessment system to identify instructional matches for students in order to open literacy doors for each and every student. (Example: Winter FastBridge data, 2023)

Table 1: Students in grades K-1 (Growth: Flat, Modest, Typical, Aggressive)

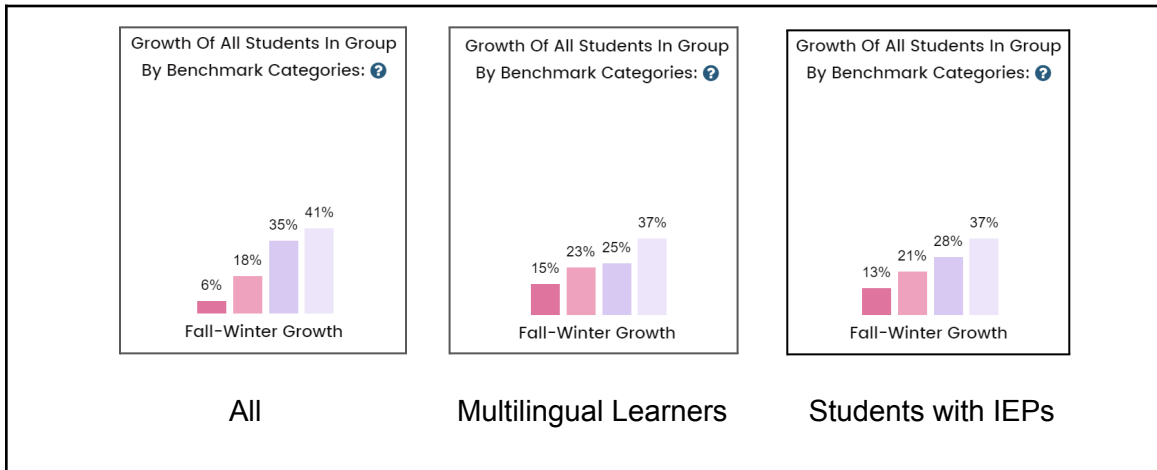
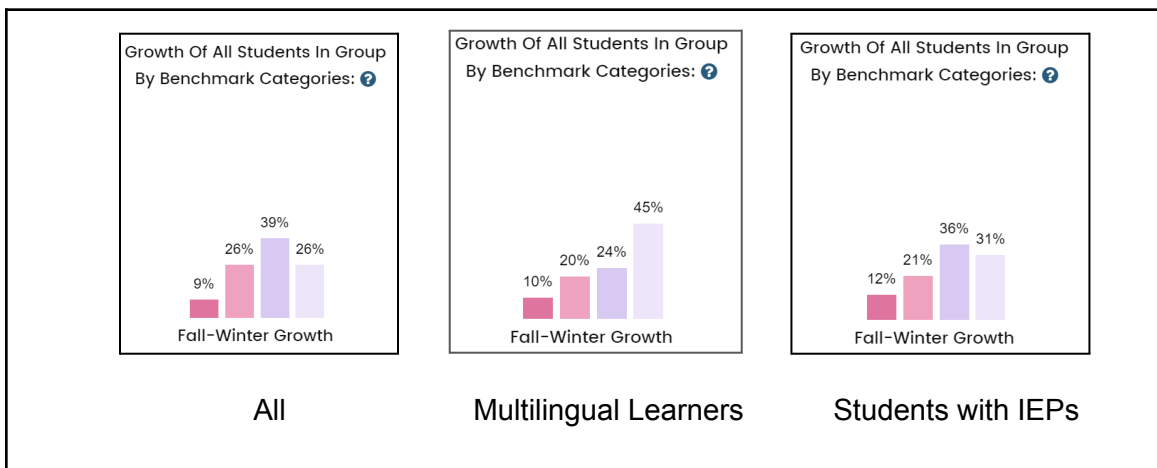


Table 2: Students in Grades 2-9 (Growth: Flat, Modest, Typical, Aggressive)



- Field trip costs are being named and barriers to payment are being removed.
- Cost of school supplies are being reviewed and being adjusted to be more accessible for all.
- Home/School communications are being reviewed with the question in mind: Are we communicating in a way that each & every family has access and is familiar with the tool?
- Fifth grade graduation (any expectations of bringing in items, costs, field trip)
- Student Leadership teams are being structured to create opportunities for all to participate. Transportation is being removed as a specific barrier.
- Providing winter gear for outside recess and ski field trips.
- The District Equity Advisory Team is in place and is providing multiple perspectives on policies to ensure barriers within policy are identified and eliminated.

District Equity Advisory Committee

What is the District Equity Advisory Committee (DEAC)?

DEAC is a committee that examines issues related to diversity, equity, inclusion and belonging in order to advance strategic plan B initiatives to growing an equitable and inclusive school culture. Members of the committee provide feedback to administration about changes needed for policy and or practices in order to advance inclusivity and belonging in Edina schools for each and every learner, family and staff member. The committee began in the fall of 2021 and meets quarterly. Attendees include Parents, Teachers, Administrators and Students.

DEAC has provided feedback on policies that are under review as outlined in the district's policy review calendar. Policies that have been discussed in DEAC to date include the following:

- 911 - District Volunteers
- 425 - Staff Development and Mentoring
- 110 - Decision Making Process
- 107 - Public Relations and School Communications
- 111 - Equity in Educational Achievement
- 208 - Development, Adoption and Implementation of Policies

Recommendations for language change to policies are provided to administration. Other discussions have centered around involvement in schools, curriculum, technology tools that help families stay informed and connected to the schools, ideas for enhancing communication and opportunities to advance recruitment and retention of staff of color. The committee offers opportunities to connect families to district resources, clarify misinformation about the schools and honor the voice of families to ensure the desired impact of school programming is meeting the needs of our learners. The diversity of the stakeholders attending DEAC provides multiple perspectives on issues.