



A – Request decision – closure required
B – Update/status report
C – Discussion and input – final decision at a subsequent meeting

School Board Work Session
Monday, July 15, 2024
AGENDA

1. **Call to Order (1 minute)**

07-15-24 School Board Important Dates 2
2. **Approve Board Agenda (1 minute)**
3. **Work Session (105 minutes)**
 - 3.A. Community Survey Review (15 minutes) - **B**
Cory McIntyre, Superintendent, Dr. Johnna Rohmer-Hirt, Executive Director of Research, Evaluation & Testing, Jim Skelly, Executive Director of Communications & Public Relations
 - 3.B. Policy 102.0G Review - Equal Educational Opportunity Policy - Gender Inclusion Guidance (20 minutes) - **B**
Tim Palmatier, General Counsel, Denise Collins, Assistant Director of Student Services

Appendix A 3
 - 3.C. Equity Achievement Plan Review (30 minutes) - **B**
Becky Brodeur, Associate Superintendent for Middle Schools & Student Services

Appendix B 6
 - 3.D. Guidance on Specific District Terms - (20 minutes) - **B**
Cory McIntyre, Superintendent, Tim Palmatier, General Counsel

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 - 3.E. Respectful Learning Environment (20 minutes) - **B**
Cory McIntyre, Superintendent, Tim Palmatier, General Counsel

Appendix C 22
Appendix D 23
4. **Board Correspondence & Communication**
5. **Adjourn**

ANOKA-HENNEPIN SCHOOLS

A FUTURE WITHOUT LIMIT

July 15, 2024

Dates to Remember

1. **July 15** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
2. **July 15** **School Board Work Session, Sandburg Education Center, 7:00 p.m.**
3. August 7 Leadership Workshop, Andover High School, 7:30 a.m.
4. August 12 Board Policy Committee Meeting, Educational Service Center, 4:30 p.m.
5. **August 12** **School Board Work Session, ESC, 5:30 p.m.**
6. August 19 CIAC, Educational Service Center, 5:30 p.m.
7. **August 26** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
8. August 20-22 New Teacher Orientation
9. August 26-29 Teacher Workshop, No Students
10. August 29 Convocation, Virtual
11. September 2 School District Closed, Holiday, No Students
12. September 3 First Day of School



Zach Arco
CO-CHAIR



Kacy Deschene
CO-CHAIR



Jeff Simon
CLERK



Matt Audette
TREASURER



Linda Hoekman
DIRECTOR



Michelle Langenfeld
DIRECTOR

This agenda will be provided in an alternate format upon request in order to accommodate individuals with disabilities. A minimum of three days notice is needed.
Please call Debbie Koffski at 763-506-1002 to request an alternate format.

102.0G Equal Educational Opportunity Policy – Gender Inclusion Guidance 7/2024

I. **Purpose:** The purpose of Guidance is to support all students regardless of gender identity and to ensure compliance with the Minnesota Human Rights Act and Title IX of the Education Amendments of 1972 and corresponding regulations.

II. **General Statement of Guidance:**

A. The District is committed to providing a safe and respectful learning environment and to providing an education that respects all students and families.

B. Students of all gender identities are valued and welcome in the District.

C. School administration and staff must attempt to act in the best interests of students when accommodating gender identity requests.

D. School administration and staff must respect the right of parents in the care, custody, and control of their minor children.¹ Except in exceptional circumstances outlined in this guidance (See § VI), staff should never actively and deliberately withhold information about a student from parents in a manner that impedes upon parental rights.

E. School administration and staff should strive to engage in an interactive process with both students and parents/guardians that supports the student when it receives requests to accommodate or support the gender identity of a student.

III. **Names and Pronouns:** Gender non-conforming students and their parents may request a change to their forenames/pronouns that differ from their previously used forename/pronouns or from their forename on their birth certificate.

A. **Name of Student in Data Management Systems.** Students and their parents (in the case of minor students) who want to have school staff address them by a forename or pronoun that differs from their previously used forename/pronoun or from their forename on their birth certificate should contact or will be directed to the Title IX Coordinator (for secondary students) or the school social worker or principal (for elementary students). Students and parents will be required to complete the Title IX Planning Guide supporting their name change request. After the planning guide is fully completed, the student's requested/preferred name will be changed in the District's student data management system (i.e. Synergy or other program in use by the District). The name of the student listed in the District's student data management system will be utilized in all of the following:

- Class rosters
- Student identifications (ID's)
- Extracurricular, co curricular and other student activities
- Graduation ceremonies (see, below for further information on diplomas)
- Student year books
- other potential items

¹ In the case of divorced or separated parents, only parents who possess or have been assigned legal custody by a proper court are allowed to make educational decisions on behalf of a minor student.

102.0G Equal Educational Opportunity Policy – Gender Inclusion Guidance 7/2024

Staff and administration will be expected to utilize the name of the student listed in the District's student management system.

B. Official Transcripts. Current and former students who want to change the name on their official District transcript must first obtain proof of a legal name change pursuant to Minn. Stat. § 259.10 or similar statute in a U.S. jurisdiction outside of Minnesota.

C. School Diplomas. School diplomas will be printed using the student's name listed in District's student data management system. Acceptable change of a student's forename used on a diploma will be limited to the following:

- A middle name instead of first name
- An abbreviated name (Rob instead of Robert, Manny instead of Emmanuel)
- An Americanized name (Wendy instead of Haiyan)
- A name which better reflects one's ethnic, racial or gender identity
- A name to which you are in the process of legally changing

D. Use of Nicknames. Nothing in District policy or procedure is intended to limit staff and administrations' use of appropriate and respectful nicknames for students. However, the use of nicknames with students should not be actively and deliberately withheld from parents of minor students.

IV. Rest Rooms and Locker Rooms: The District will provide all students with access to use all facilities consistent with the students' gender identity. Reasonable efforts must be made to have restrooms and locker rooms with private enclosed changing areas, shower areas, and toilets for all students. Upon their voluntary request, any student who desires increased privacy shall be provided with a reasonable alternative changing area (e.g., a nearby restroom stall with a door, an area separated by a privacy partition changing area (e.g., a nearby restroom stall with a door, an area separated by a privacy partition or a curtain, a PE instructor's office in the locker room or a nearby health office restroom) or with a separate changing schedule. Transgender and gender non-conforming students may only be required to use individual-user or otherwise separate facilities if every student is required to do so. The goal should be maximizing students' social integration and equal opportunity to participate in physical education classes and sports, ensuring the students' safety and comfort, and minimizing stigmatization of students.

V. Gendered Activities: Gender is often used as a classification for dividing classes into parts or as a prerequisite for participation. Staff and administration should avoid using gender as a characteristic for divisions whenever possible. When groups are separated by gender, students and parents (in the case of minor students) should be permitted to select their gender grouping.

The Minnesota State High School League has also adopted a policy addressing eligibility determination for male-to-female transgender student athletes stating in general that all students, regardless of their gender identity or expression, should be allowed to participate in athletics in an "environment free from discrimination".

VI. Data Privacy Considerations: Under both state and federal law, information and data regarding one's transgender status or sex assigned at birth is classified as private

102.0G Equal Educational Opportunity Policy – Gender Inclusion Guidance 7/2024

educational data. Only employees with a legitimate educational reason to know this information in order to perform their job have the right of access to this data. Transgender and gender non-conforming students may decide to discuss and express their gender identity openly or may decide when, with whom, and how much to share private information. Schools should work closely with the student and family in devising a plan that works for both the student and the school. Privacy considerations may also vary with the age of the student.

Parents or guardians of minor children have a right of access to data on their child unless a court order provides otherwise or in keeping with Minnesota law (Minn. R. 1205.0500) the student makes a written request that particular data be withheld and the school determines, consistent with applicable legal standards, that it is in the best interest of the student. Students making such a request should use the following form.

[\[insert hyperlink to form\]](#)

VII. Complaints Regarding Compliance with Guidance.

Students and parents (in the case of minor students) can file a complaint for failure to comply with these guidelines or if they otherwise believe that their rights have been violated under Title IX or the Minnesota Human Rights Act. Information on how to file a complaint is contained in Harassment, Violence and Discrimination Policy 413.0 and Harassment, Violence, Discrimination or Bullying Report Form 413.0F. Contact Assistant Director of Student Services, Denise Collins at 763-506-1120 or at denise.collins@ahschools.us for additional information.

Harassment or discrimination complaints based upon a student's gender identity can also be filed with;

Minnesota Department of Human Rights
540 Fairview Ave North, Suite 201
Saint Paul, MN 55104
Email: info.mdhr@state.mn.us

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Dept. of Education Building
400 Maryland Ave., SW
Washington, DC 20202-1100
Email: OCR@ed.gov

Rewritten: _____ 2024

Equity achievement plan

July 15, 2024



ANOKA-HENNEPIN
SCHOOLS
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Overview

Review Anoka-Hennepin Equity Achievement Plan and provide updates for 2024-2025.

Provide information explaining and clarifying the components and purposes of the Achievement and Integration Plan.

District statements

The Equity Achievement Plan serves to support the Anoka-Hennepin mission and vision and is aligned to district core values.

Mission statement: It is the primary mission of the Anoka-Hennepin School District to effectively educate each of our students for success.

Vision statement: It is the vision of the Anoka-Hennepin School District to be a public school system of excellence, with high quality staff, programs and successful graduates.

Background

Timeline

- Consent Decree (2012)
- Cruz-Guzman lawsuit (2015)
- Reimagine MN (2017)
- Midwest and Plains Equity Assistance Center supported Equity Context Analysis Process (ECAP) (2018)
- Anoka-Hennepin Equity Achievement Plan (2019)
- Implementation impacted by pandemic



Background

Strategic priority for implementation

2018-19 ANOKA-HENNEPIN SCHOOLS STRATEGIC PRIORITIES <small>Mission: It is the primary mission of the district to effectively educate each of our students for success. Vision: It is the vision of the district to be a public school system of excellence, with high quality staff, programs and successful graduates.</small>		
INCREASED STUDENT ACHIEVEMENT	SAFE AND WELCOMING ENVIRONMENTS	EFFECTIVE ORGANIZATIONAL SUPPORT
IMPLEMENTING		
1.1 Elementary English Language Arts curriculum. 1.2 Middle school reading strategies materials. 1.3 Secondary math materials. 1.4 Special education recommendations, year one. 1.5 Technology plan 2.0, year one. 1.6 Hoover STEM magnet program. 1.7 Talent development recommendations, year two.	2.1 Bond construction, year one. 2.2 Multi-tiered systems of support for academics and behaviors. 2.3 Class size improvements.	3.1 Elementary/middle school boundary process. 3.2 Recruitment and retention of employees. 3.3 Elementary collaboration time. 3.4 HR/pay/finance software. 3.5 Employee recognition.
REVIEWING		
1.8 Elementary math materials. 1.9 High school program schedule.	2.4 Equity achievement plan.	3.6 Student support recommendations.
CONSIDERING		
1.10 Standards based practices for secondary. 1.11 Q-Comp program impact. 1.12 Middle school literacy materials. 1.13 Middle school magnet offerings.		3.7 Strategic investments. 3.8 Continuous improvement process.
MONITORING		
1.14 College and career readiness. 1.15 High school magnet programs (CHS Biomedical/CEMS, AHS STEAM). 1.16 Well-rounded academic programming at every level.		



Background

Strategic priority for implementation

2019-20 ANOKA-HENNEPIN SCHOOLS STRATEGIC PRIORITIES <small>Mission: It is the primary mission of the district to effectively educate each of our students for success. Vision: It is the vision of the district to be a public school system of excellence, with high quality staff, programs and successful graduates.</small>		
INCREASED STUDENT ACHIEVEMENT	SAFE AND WELCOMING ENVIRONMENTS	EFFECTIVE ORGANIZATIONAL SUPPORT
IMPLEMENTING		
1.1 Elementary English Language Arts curriculum. 1.2 Special Education program improvements, Year two. 1.3 Hoover STEM specialty school. 1.4 Enhanced elementary talent development practices. 1.5 Gifted and talented school within a school program. 1.6 Updated elementary math.	2.1 Bond Construction and facilities improvements 2.2 Multi-tiered systems of support (MTSS) 2.3 Improved School Security 2.4 Systemic efforts to respond to disruptive students and students in crisis. 2.5 Equity achievement plan	3.1 Elementary and middle school boundaries. 3.2 New student support model. 3.3 Improved employee recruitment and retention 3.4 Improved Human Resource/payroll/finance software 3.5 Increased staff and stakeholder involvement in district planning and continuous improvement.
REVIEWING		
1.7 Evergreen Park magnet theme shift 1.8 Standards based practices for secondary teachers. 1.9 High School program schedule. 1.10 Northdale Middle School specialty school program. 1.11 Secondary math materials and instruction improvement.		3.6 Investing unrestricted funds to support the implementation of strategic priorities
CONSIDERING		
1.12 Personalized learning and 21st century skills. 1.13 Aligning Q-Comp Goals to Student Achievement 1.14 Co-Curricular Middle School Program 1.15 K-12 Science Standards Implications	2.6 Synthetic turf for stadium fields. 2.7 Long term facility needs	
MONITORING		
1.16 Middle School reading intervention supplemental materials. 1.17 Enhanced elementary collaboration time model.	2.8 Retention of district students enrolled	

Background

Strategic priority for implementation



2021-22
ANOKA-HENNEPIN
SCHOOL DISTRICT

Mission: To effectively educate each of our students for success.

Vision: To be a public school system of excellence, with high quality staff and programs and successful graduates.

STRATEGIC PRIORITIES

IMPLEMENTING: Changes that are happening during this school year. Changes may take multiple years to complete.

REVIEWING AND PLANNING FOR POTENTIAL IMPLEMENTATION: Studying our current program for possible improvements and making plans for potential implementation. Some of these items may move to implementation immediately while others may not lead to action.


MONITORING AND CONSIDERING: Items in this area fall into one of two categories. Some initiatives were recently implemented and are continuing to be monitored to ensure they are meeting intended outcomes (M). Others are potential areas of need that haven't risen to the level of review yet (C).

SAFE AND WELCOMING ENVIRONMENT	INCREASED STUDENT ACHIEVEMENT	EFFECTIVE ORGANIZATIONAL SUPPORT
1.1 Equity achievement plan.	2.1 Equity achievement plan.	3.1 Equity achievement plan.
1.2 Systemic efforts to respond to student disruptions and students in crisis.	2.2 Monitoring and adjusting academic programming post COVID-19.	3.2 Improving employee recruitment and retention.
1.3 Bond construction and facilities improvement.	2.3 Special Education program improvements.	3.3 Determining options and community support for technology and operating levy.
1.4 Improving school security.	2.4 Standards based practices for secondary teachers.	3.4 Finalizing referendum decision and operationalizing information campaign.
1.5 Synthetic turf for stadiums and high school campuses.	2.5 Secondary math materials and instruction improvement.	3.5 Investing unrestricted funds to support the implementation of strategic priorities.
1.6 Implementing K-5 social-emotional learning materials.	2.6 Enhancing elementary talent development practices.	3.6 District communication and branding plan.
1.7 Preparing for 6-12 social-emotional learning implementation.	2.7 Evergreen Park magnet theme shift.	3.7 Elementary and middle school boundaries (M).
1.8 Facility capacity needs based on student population (enrollments).	2.8 K-12 science standards implementation.	
1.9 Long-term facility needs.	2.9 Creation and opening of Anoka-Hennepin online school.	
1.10 Retention of district students enrolled (C).	2.10 Focusing on third grade literacy.	
	2.11 High school program schedule.	
	2.12 Portrait of a Graduate.	
	2.13 Co-curricular middle school program.	
	2.14 Middle school specialty school program.	
	2.15 Gifted and talented school within a school program (M).	
	2.16 Transitioning gifted and talented students to secondary schools (C).	

VERSION 1.4
UPDATED 2021.07.23

Background

Strategic priority for implementation



ANOKA-HENNEPIN SCHOOLS

MISSION: To effectively educate each of our students for success.

VISION: To be a public school system of excellence, with high quality staff and programs and successful graduates.

EQUITY COMMITMENT: Anoka-Hennepin School District is committed to creating equitable learning environments which provide access, representation, meaningful participation, and highly positive outcomes for each student.

STRATEGIC PRIORITIES

IMPLEMENTING: Changes that are happening during this school year. Changes may take multiple years to complete.

REVIEWING AND PLANNING FOR POTENTIAL IMPLEMENTATION: Studying our current program for possible improvements and making plans for potential implementation. Some of these items may move to implementation immediately while other may not lead to action.

MONITORING AND CONSIDERING: Items in this area fall into one of two categories. Some initiatives were recently implemented and are continuing to be monitored to ensure they are meeting intended outcomes (M). Others are potential areas of need that haven't risen to the level of review yet (C).

SAFE AND WELCOMING ENVIRONMENT	INCREASED STUDENT ACHIEVEMENT	EFFECTIVE ORGANIZATIONAL SUPPORT
1.1 Systemic efforts to support students in crisis.	2.1 Academic programming to support students impacted by COVID-19.	3.1 Improving employee recruitment and retention.
	2.2 Efforts to improve instruction and comprehension at the secondary level.	3.2 District communication improvements.
	2.3 Efforts to improve third grade literacy.	3.3 Potential boundary review and adjustments.
	2.4 Reviewing the high school schedule to determine solutions to address the following: instructional gaps that lead to lower student performance in math and literacy, address lack of collaboration time for teachers.	3.4 Bond construction and facilities improvements (M).
	2.5 Preparing students to enter the workforce of the future.	3.5 Analysis of district student enrollment trends in other education settings (C).
	2.6 Transitioning elementary gifted and talented magnet school students to secondary sites (M).	



Educational equity

Commitment to achievement for all

Anoka-Hennepin Equity Commitment

Anoka-Hennepin School District is committed to creating equitable learning environments which provide access, representation, meaningful participation, and highly positive outcomes for all students.



Educational equity

Commitment to achievement for all

Educational equity is when educational *policies, practices, interactions, and resources*, are representative of, constructed by, and responsive to all students such that each individual has *access* to, can meaningfully *participate* and make progress in high quality learning experiences that empower them towards self-determination and reduces disparities in *outcomes* regardless of individual characteristics and cultural identities.

EFFECTIVELY EDUCATE EACH STUDENT FOR SUCCESS

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Equity Achievement Plan

Remove gaps · Increase academic achievement

Our schools promote high academic achievement for all students while providing opportunities that meet the individual learning needs of each student. Through the Equity Achievement Plan, Anoka-Hennepin will focus efforts and monitor student achievement results with the goal of eliminating predictable gaps amongst student groups.

Priority educational equity domains

1

School climate

Safe and supportive schools that value involvement from students and families.

2

Student engagement

All students are active and engaged in learning.

3

Instruction and assessment

Curriculum, instruction and assessment practices challenge and support all students.

The Equity Achievement Plan includes **8** strategies and **41** action steps with defined timelines, goals and methods to measure progress. Students, parents/guardians, staff and School Board members **worked in collaboration to create the plan** and will continue to monitor progress.

8
Strategies

41
Action steps

Goals

Increase academic achievement for all students while eliminating predictable and persistent achievement gaps between student groups.

↑

Student achievement

↓

Gaps

Math
Reading
College and career readiness

EQUITY ACHIEVEMENT PLAN STRATEGIC PRIORITIES

- 1** Increase effective adult behaviors and decrease ineffective adult behaviors and ensure policies do not lead to disproportionality; provide growth-oriented student, staff and family support.
- 2** Recruit and retain staff of color
- 3** Build bridges between school and community
- 4** Create and sustain consistent shared understanding of equity and high level skill application for leaders at all levels
- 5** Elevate student voice and leadership and improve / ensure inclusiveness in the school culture and environment
- 6** Prioritize and ensure personalized education with emphasis on acceleration vs. intervention
- 7** Develop and implement curriculum and assessment systems
- 8** Provide professional development for all staff who work directly with students

✉ 2727 N. Ferry St., Anoka, MN 55303

🌐 ahschools.us/equityachievementplan

✉ 2727 N. Ferry St., Anoka, MN 55303

🌐 ahschools.us/equityachievementplan

Goals

Aligned with World's Best Workforce

Increase academic achievement for all students while eliminating predictable and persistent achievement gaps between student groups.

- **Math proficiency:**
 - Increase proficiency and reduce gap between students of color and white students.
- **Reading proficiency:**
 - Increase proficiency and reduce gap between students of color and white students.
- **College- and career-readiness:**
 - Increase college-credit course taking.
 - Increase graduation rates.

Equity Achievement Plan

Data informed decision making

Anoka-Hennepin Student Services team structure

- Student Services Advisory Committee
 - Parents, students, teachers, support staff, administrators, and School Board members
- Student Services Leadership Team
 - District administrators and School Board members
- District-wide Equity Team
 - Site representatives and district administrators
- Site-based Equity Teams
 - Site staff; may include parents and students

Equity Achievement Plan Updates

Updated in 2021 and 2022.

Recent updates included:

- Identified completed action items.
- Defined terms: At request of the board, a glossary of terms was added.
- Updated timelines, leader responsibility for action items, and clarified language items.



Program alignment

Creating efficiencies and reducing duplicative efforts

- Equity Achievement Plan
- Achievement and Integration Plan
- World's Best Workforce Plan
- Title Plans
- Districtwide improvement
 - Department goals and plans
 - School Improvement Plans



Program alignment

Creating efficiencies and reducing duplicative efforts

Achievement and Integration Plan is required by legislation and ***Equity Achievement Plan*** was uniquely developed by the Anoka-Hennepin Schools community.

Achievement and integration

Legislation

Achievement and integration is established to:

- Pursue racial and economic integration.
- Increase student achievement.
- Create equitable educational opportunities.
- Reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds.

Minnesota statute 124D.861-862; Minnesota rule 3535.0100-180

Qualifying for revenue

- Racially isolated school district:
 - Anoka-Hennepin School District
- Racially identifiable school sites:
 - Monroe Elementary School
 - Evergreen Park Elementary School

Integration collaborative

Northwest Suburban Integration School District

Anoka-Hennepin	Racially isolated
Brooklyn Center	Racially isolated
Buffalo-Hanover-Montrose	Adjoining
Elk River	Adjoining
Fridley	Racially isolated
Osseo	Racially isolated
Rockford	Adjoining

Plan Development and Feedback

Team/committee input

- Student Services Leadership Team
- Student Services Advisory Council
- Community Curriculum Advisory Committee
- American Indian Parent Advisory Committee
- Research, Evaluation and Testing Department
- Finance Department
- Racially Identifiable Schools (Evergreen and Monroe)
- Curriculum Integration Coordinators and Principals of Magnet and Specialty Schools
- Associate Superintendents

Achievement and Integration

2024-2026 strategies

Achievement and Integration components	Anoka-Hennepin Strategies
Career and College Readiness	AVID; magnet and specialty programs, college field trips
Professional Development	Effective professional practice
Targeted Interventions to Improve Achievement	Middle school and high school reading and math intervention teachers; Student Achievement Advisors (SAAs)
Family Engagement	Student Support Advocates, Cultural Liaisons, Student Services Coordinator
Innovative and Integrated Learning Environments	Magnet and specialty programs; Northwest Suburban Integration School District (NWSISD) activities
Recruitment and Retention of Diverse Teachers and Administrators	Recruitment Specialist, Grow Your Own program, leadership development groups, mentorship program

Achievement and Integration

FY25 Budget

Expenditures	Amount	Percent
Administration	\$435,011	5.5%
Direct Services to Students	\$7,265,381	91.4%
Professional Development	\$247,555	3.1%
Total	\$7,947,947	100%

Resource Allocation

Expenditures using Achievement & Integration (A&I) revenue must be aligned to the district's A&I plan and approved by MDE.

The Equity Achievement plan does not have a budget aligned to it. Leaders responsible for each action step make resource allocation decisions for their department or area of responsibility in alignment with district policy.

Continuous improvement

Creating efficiencies and reducing duplicative efforts



ANOKA-HENNERIN SCHOOLS STRATEGIC PRIORITIES		
2023-24 STRATEGIC PRIORITIES		
<p>MISSION: To effectively educate and empower students for success.</p> <p>VISION: To be a leading district in providing exceptional learning and professional development opportunities for all students and staff.</p> <p>STRATEGIC COMMITMENT: Anoka-Hennepin Schools District is committed to providing a safe, equitable, and high-quality learning environment for all students and staff.</p>		
<p>DEVELOPING LEADERSHIP</p> <p>1.1 Develop a strategic plan for leadership development.</p> <p>1.2 Implement a leadership development program.</p> <p>1.3 Evaluate the effectiveness of the leadership development program.</p>	<p>INCREASED STUDENT ACHIEVEMENT</p> <p>2.1 Increase student achievement in reading and math.</p> <p>2.2 Increase student achievement in science and social studies.</p> <p>2.3 Increase student achievement in arts and physical education.</p>	<p>DIRECTIVE OPERATIONAL SUPPORT</p> <p>3.1 Increase operational efficiency.</p> <p>3.2 Increase operational effectiveness.</p> <p>3.3 Increase operational sustainability.</p>

Superintendent's goals

Cabinets' goals

Principal and central administrator's goals

School improvement and departmental goals

Quality compensation teacher goals / Classroom and student goals

Annual performance goals flow from the district scorecard and strategic priorities to the superintendent and cascade throughout the system.



Systemic alignment

Creating efficiencies and reducing duplicative efforts

Goals for 2024 - 2025 revisions and implementation:

- greater focus to work by reducing the number of action steps.
- reduction of duplicative efforts found in other plans.
- increased school board involvement.

2024 - 2025 EAP Work

Equity Achievement Plan (EAP) revision options for consideration:

- Using the Student Services teams structure, revise current EAP as we have done in previous years.
- Embed the work of the EAP into the strategic priorities continuous improvement process.

Option: EAP Revisions

Maintain Equity Achievement Plan as a separate document and edit:

- Student Services Leadership Team will meet to review, edit, and make necessary updates
 - Reduce number of action steps
 - Ensure alignment with strategic priorities
- Recommended changes will be shared with the school board for review and feedback.
- Cabinet will provide direction to schools and departments to support goal attainment.

Option: Strategic Priorities Document

Sunset separate plan and embed action steps into strategic priorities document:

- Articulate the district's commitment to ensuring highly positive outcomes for all students through school board adopted strategic priorities.
- Action items from the EAP will be represented as action steps within the strategic priorities document with school board approval.
- Cabinet will provide direction to schools and departments to support goal attainment.

Questions or comments



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RESPECTFUL LEARNING ENVIRONMENT – CURRICULUM POLICY

The Board is committed to providing a safe and respectful learning environment and to providing an education that respects all students and families.

It is the professional responsibility of the teacher to follow the Board-adopted curriculum, which is designed to meet Minnesota state standards.

Political, religious, social, or economic issues may become contentious in a learning environment in which conflicting views are held by a broad segment of people in our schools, our community, and the nation.

It is not the District's role to take positions on these issues. Teachers and educational support staff shall not attempt in the course of their professional duties to persuade students to adopt or reject any particular viewpoint with respect to these issues.

Curricular discussions of such issues shall be appropriate to the maturity and developmental level of students; be of significance to course content; and be presented in an impartial, balanced and objective manner, allowing respectful exchange of varying points of view. Lessons shall be designed to help students think critically and develop decision-making skills and techniques for examining and understanding differing opinions.

In the course of discussions of such issues, district staff shall affirm the dignity and self-worth of all students, regardless of their race, color, creed, religion, national origin, sex/gender, marital status, disability, familial status, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.

Anoka-Hennepin District No. 11
Anoka, MN 55303
Adopted: February 13, 2012
Revised: November 12, 2014



Anoka-Hennepin School Board

Briefing Notes

DATE: 9/28/20

CLASSIFICATION: Report

AUTHOR: Dr. Eric Melbye, associate superintendent

SUBJECT: Equity Update

PURPOSE:

Update the school board on the development of a process for schools to use when developing value statements.

BACKGROUND:

Schools sometimes create value statements which they use for team building, school signage, and marketing. A recent example is the verbiage the Champlin Park cluster schools added to a graphic they were already using to highlight the CP Family. The district would like a common process for all school and/or cluster groups to use when creating value statements. This process will include opportunities for stakeholder groups (staff, students, parents) to provide feedback.

CONSIDERATIONS:

When schools create public value statements and, in particular, when they are highlighted on graphics that include other buildings who may or may not have actively participated in the creation process, it can cause conflict. A board-approved process for buildings and clusters to follow when creating value statements will help reduce negative unintended consequences of such work. This aligns with the work in our board-approved Equity Achievement Plan, in particular, to the priority domain related to school climate. Additionally, the board has expressed a desire to highlight the Equity Achievement Plan and attempt to educate our staff, students and public on the fact that we have a plan which is currently being implemented. Finally, students have indicated that they would like to see visual representations of our Equity Achievement Plan and values. Value statements which acknowledge the plan may help with this.

OPTIONS/CONCLUSIONS:

The board, at its September 14, 2020 work session, tasked associate superintendent Melbye to work with his team to propose a process for creating value statements.

RECOMMENDATIONS/NEXT STEPS:

After consultation with the superintendent, communications department leadership and student services leadership, we propose tasking our culturally responsive teaching teams at the building level, with support from our district's student services department, to develop a written process for schools to follow which will allow stakeholder groups to vet and provide feedback on proposed value statements. That process will ultimately result in school board review and approval of the statements. Dr. Melbye will share a first draft of the written process at the October 12, 2020 school board work session and plans to present a final version for a vote at the October 26, 2020 school board meeting.

Anoka-Hennepin Building/Program Value Statement Creation Guidelines

12/14/20

Schools and/or programs may, at times, want to create value statements to share with their staff, students and community on signage, email signatures, websites, marketing materials, etc. Some organizations make value statements to express the heartbeat, priorities, and how they desire to be perceived by internal and external members. At Anoka-Hennepin, we believe that value statements can help build a sense of purpose and direction and increase connection to the school/program by students, staff and the community.

Here's a look at how value statements differ from other organizational pieces:

- *Mission statements* express why an organization exists, usually by expressing their short-term goals.
- *Vision statements* provide a long-term view of what the organization wants to achieve.
- *Value statements* share what's important to an organization and sets the tone for how it will conduct itself.

It's our hope through this process to be supportive, with an emphasis on meaningful and substantive outcomes that are aligned with such value statements. In brief, value statements are positive. However, demonstrating what we profess is more impactful and makes the clearest statement by what we model and display. In order to support a uniform and systemic process when creating these statements, the following guidelines should be followed:

1. When an individual or group wants to develop a value statement, they should share that with the building principal. The building principal will vet their request and either approve or deny moving forward in the process. If more than one building is interested in developing and using the value statement, continue to follow these guidelines while taking steps to ensure the multiple buildings are working together on the statement development. Schools/clusters should not develop multiple value statements. If they choose to develop one, there should only be one per building/cluster.
2. If the building principal approves moving forward, the individual or group interested in creating the value statement will bring it to the building's Equity Achievement Team. The building principal will also notify the Communications and Public Relations Department to review and comment on the proposal.

3. The Equity Achievement Team will review the value statement proposal and ensure that multiple stakeholders (students, staff, parents/guardians) have input and provide guidance on the proposed value statement. Please note that value statements must be aligned with the district mission and vision statements and, when appropriate, align with the district Equity Achievement Plan.
4. Once the Equity Achievement Team has reviewed and received advice/guidance from stakeholders, they will present the value statement to the building principal and share the advice/guidance they received from the various stakeholder groups.
5. If approved by the building principal, the principal will share the proposed value statement with the appropriate associate superintendent.
6. The associate superintendent will share with the superintendent's cabinet to vet.
7. If approved by the superintendent's cabinet, the superintendent will bring the proposed value statement to the school board for final approval.

Note: Schools should engage with the Communication and Public Relations department when they are ready to start using the approved value statement.