

Attachment A

DLTL System Leaders Advance Agenda

August 15, 2019

Regan Hall

8:00 a.m. – 4:00 p.m.

Breakfast will be served at 7:30 a.m.

Principal Growth and Evaluation documents are located here:

U: ESC\DLTL\Principal Evaluation\2019-20 Principal Growth and Evaluation

Purpose: To lead transformational change to ensure equitable student achievement.

What is equitable student achievement?

- ensuring high levels of achievement for all students, and
- accelerating growth for students of color and other underperforming groups, in order to
- close the achievement gap on all state-mandated measures.

Protocols: In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes: Leaders will:

- PBIS/Disproportionality –
 - review district discipline data and begin development of site action plans to measure efficacy of PBIS work.
- I2T2 –
 - be able to support teachers through the #DL4A plan.
 - be informed on the role of cyber security at their sites.
 - learn how Hoonuit can support their building work through data.
 - be informed on technology projects that will have an impact on their work.
- SIP Update –
 - understand action steps needed to be taken for 2019-2020 Family Engagement goal in SIP.
- EL –
 - understand DOEE Equity Team staffing and delivery model.
 - preview upcoming work to support the implementation of best practices for our emerging multilingual learners (EL).
- L&A: Desired & Required –
 - engage in multiple professional learning opportunities connected to system priority work in order to be prepared to support educators in the upcoming school year.

Agenda:

7:30 a.m.	Breakfast	All
8:00 a.m.	Welcome	Assistant Superintendents
9:00 a.m.	PBIS/Disproportionality	Jill Lesné Kate Emmons Sara Vernig
10:15 – 10:30 a.m.	Break	All
10:30 a.m.	I2T2	Anthony Padrnos
11:30 a.m.	SIP Update	Sara Vernig Brian Siverson-Hall
12:00 – 12:45 p.m.	Lunch	All
12:45 p.m.	EL	Rev Hillstrom Kiersten Nicholson
1:45 p.m.	L&A – Desired and Required	Jeremy Willey Robin Gunsolus
3:45 p.m.	Announcements	Assistant Superintendents
4:00 p.m.	Adjourn	

Tier 1 Checklist

This checklist is designed as an informative instrument (not evaluative) for an observer/consultant to engage in a systematic problem-solving process with a teacher to assess the implementation of Tier 1 classroom-based supports. This checklist is intended to identify potential areas for improvement of classroom-based supports that could be used to improve the behavior and performance of individually identified students with behavior problems or the class as a whole.

Practice	Item	Rating	Comments
Relationship Practices			
Establishing relationship	To what extent has the teacher established a positive relationship with the student characterized by trust, connection, and understanding?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Maintaining relationship	To what extent does the teacher implement the 5 to 1 ratio of positive to negative interactions with the student?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Restoring relationship	To what extent does the teacher use restorative practices with the student after a negative interaction to repair any lingering harm done to the relationship?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Proactive Strategies			
Positive greetings at the door	To what extent does the teacher positively greet, welcome, and provide encouragement to the student each day when transitioning into the classroom?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Behavioral expectations: established, taught, and posted	To what extent have 3-5 positively stated, crystal clear behavioral expectations been established, systematically taught to the students, and are posted in order to prompt and cue the students when to exhibit them?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Precorrection	To what extent is the student reminded of and encouraged to exhibit the behaviors that will result in success in the class before the class begins?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Choice Making	To what extent is the child provided with opportunities to make choices in	0 = Not at all 1 = Slight extent	

	preferences?	3 = Great extent	
Opportunities to contribute	To what extent is the student provided with opportunities to make positive contributions to the class by helping others, taking the lead on an activity, or being the one who is able to earn things for the rest of the class?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Opportunities to respond and interact with the learning	To what extent do students have multiple opportunities to respond by answering questions, engaging in choral responding, or partnering with a peer (pair-share)?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Academic adaptations	To what extent has academic activities and materials been adapted such that the student has the prerequisite skills (reading, mathematics, writing) to be able to effectively participate in and complete?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Motivation/reinforcement system	To what extent does the teacher provide access to reinforcing activities, experiences, and items that go beyond earning good grades contingent upon the student exhibiting desired behavior?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Reactive Strategies			
Proximity	To what extent does the teacher utilize proximity (getting close to the student) as an initial attempt to correct problem behavior?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Redirections	To what extent does the teacher effectively use redirection tactics (making a request that there is a high	0 = Not at all 1 = Slight extent 2 = Moderate extent	

	probability that the student will comply with) when the student exhibits problem behavior in order to get him or her back on track?	3 = Great extent	
Effective prompts	To what extent does the teacher use an effective verbal prompt that is positively stated, delivered as a statement and not a question, and involves one request at a time?	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	
Teaching interaction	To what extent does the teacher engage in a brief private structured teacher interaction with the student that begins with an empathy statement, labels the inappropriate behavior, then labels the appropriate behavior, follows with limit setting through giving a warning about in-class consequence for failure to correct, provides the student with time to think about the choice he or she wants to make and then reinforces the student verbally if he/she performs the desired behavior or non-emotionally provides the consequence if a positive change is not made	0 = Not at all 1 = Slight extent 2 = Moderate extent 3 = Great extent	

PLAN, DO, STUDY, ACT (PDSA) CYCLES

PLAN:

Identify students that will be directly impacted by your work this year (increase achievement, decrease behaviors, etc.). Pay close attention to the role that race plays in your disciplinary and special education pre-referral data. What can be done to affect the desired outcome? What barriers might impede your plan? How will you measure implementation and outcomes?

DO:

Carry out your plan. How will you alleviate any barriers? What kind of information, training, or ongoing coaching/support will be needed? By whom will that training, coaching and support be provided?

STUDY:

Continually examine your data to assess whether there was an impact or change. Was the plan carried out as intended? How have the outcomes changed? Do changes need to be made?

ACT:

Is the problem solved? Is the plan working? Is plan maintenance required?
Does support need to be gradually withdrawn? Does the problem still exist? What adjustments could be made to the (new) PDSA to further improve the outcome?

Activity:

Between now and the **November** PBIS Priority Results meeting, you will identify student(s) who are in need of a tiered intervention. Choose student(s) who do not have high Tier 3 needs. Again, pay close attention to the role that race plays in our disciplinary data.

Today, you will work on the **PLAN** phase. Consider the unique needs of the student(s) you have chosen. Take care to identify target outcomes that can be measured and some change can be seen in 4-6 weeks.

Please keep this form and record your progress on the reverse side of this sheet.

For the **November** meeting please bring student information and any available data (academic, behavioral, attendance) that you have collected for the student(s) that you will be directly impacting with this work.

PLAN:

DO:

STUDY:

ACT:

Learning Leaders: Elementary/Secondary Combined

October 24, 2019

ESC – Board Room

8:00 a.m. – 12:10 p.m.

7:30 a.m. – Catered Breakfast from Roasted Pear (Courtesy of Check & Connect)

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes

1. Legal: Transgender –
 - Learning Leaders will have an understanding of current guidance and case law addressing appropriate practices in accommodating requests of transgender students.
2. EL: Reinforcing Work from E-Teams –
 - Learning Leaders will increase understanding about the process for multilingual student shadowing and identify how this could be implemented successfully at each school.
3. PBIS: Discipline Data Share/PDSA –
 - Learning Leaders will review discipline expectations, September discipline data, and the Plan Do Study Act (PDSA) process for PBIS.
4. WBWF Board Presentation –
 - Learning Leaders will examine various data points related to Osseo Area Schools' World's Best Workforce Strategic Plan from the 2018-2019 school year.

Agenda

8:00	Welcome	Superintendent Cory McIntyre
8:05	Legal: Transgender	Tim Palmatier
9:05	EL: Reinforcing Work from E-Teams	Kiersten Nicholson
10:05	PBIS: Discipline Data Share/PDSA	Sara Vernig/Kate Emmons
11:05	WBWF Board Presentation	Jeremy Willey/Tom Watkins
12:05	Announcements	Assistant Superintendents
12:10	Adjourn	

OSSEO AREA SCHOOLS
ISD 279

Review Discipline Data and Expectations

October 24th, 2019

1

Strategy
We will create transformational system change to ensure equitable student achievement.

Priority Result
All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

2

Expectations regarding paperwork

- ▶ Use the custom discipline incident form in Synergy.
- ▶ Use the suspension form on the U: drive.
- ▶ You must send home a copy of the referral or the suspension paperwork with the student.
- ▶ PFDA must be given to the student when you send them home **and** mailed home with the suspension form.

3

Expectations regarding paperwork

- ▶ All suspension paperwork needs to be sent to Sara Vernig, District-level Principal, in DLTL within a day or two after suspension.
- ▶ Please double-check your paperwork for spelling, punctuation, and grammar prior to mailing to the families. The paperwork is a legal document and it needs to look professional.
- ▶ You must have a clear, legible signature at the bottom so the parent or guardian knows who sent it and who they can contact with questions.
- ▶ Only use the forms located in the U: Drive. Use the checklist provided to ensure you have all of the documentation necessary prior to sending the file to me in DLTL.
- ▶ Expulsion paperwork needs to be completed within 48 hours after the suspension and **at** the ESC. Do not suspend students for more than three days without consulting Sara Vernig or your supervising Assistant Superintendent first.

4

Important things to remember

- ▶ We do not use out-of-school suspension for students for any reason other than unsafe behavior such as fight(s)/assaults, chemicals, or weapons (this doesn't include play-fighting).
- ▶ The number of days for a suspension is not necessarily progressive.
- ▶ When suspending students, do not suspend for half-days. The state counts half days as one day in DIRS.
- ▶ When using alternatives to suspension for special ed students, it does not count as a suspension if they have access to their services identified on their IEP. You should provide access to their services as much as possible.
- ▶ Use behavior contracts, check-in/check-out, parent meetings as interventions and document what you have done.

5

History of Violent Behavior

- ▶ History is defined as the current or previous school year.
- ▶ Immediate notification is required upon the receipt of the information per MN Statute 121A.64.
- ▶ Any disposition (court order) that you receive must be communicated as well.
- ▶ Use the template provided in the U: Drive under the discipline/discipline SEC or discipline ELEM
- ▶ Paper copies should be put in staff mailboxes

6

Trends in District Data

- ▶ ATS incidents decreased, OSS increased
- ▶ Top three ATS violations remained the same: 1) disruptive behavior, 2) inapp. behavior or gesture, and 3) part. in a fight
- ▶ Top two reasons for OSS remained the same: 1) part. in a fight, and 2) physical assault
- ▶ Black students still make up the majority of the incidents (68%)
- ▶ Suspensions for students receiving special education services made up half of the OSS this year and increased by 19 suspensions since last September

7

Examining the Data

With your team or cluster, examine your site data in the different tabs provided in Google Docs:

- ▶ What do you notice about your site data?
- ▶ Is it reflective of the district data?
- ▶ What patterns do you see? (i.e. +/-, trends, disproportionality with race, sped, EL?)

8



3. b. OSS_ATS_ September 18-19 and 19-20 SY

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Gender		A	B	C	D	E	F	G	H	I	J
4	EL		(All)								
5	Econ Indicator		(All)								
6	Violation		(All)								
7	School		(All)								
8											
9				Year	Values						
10				2018-R	2019-R						
11	Disposition	Resolved Race		# of Incidents	Disposition Days	# of Incidents	Disposition Days				
12	Alternative To Suspension	1 Am Indian/Alaskan		1		3	4				
13		2 Asian/Pacific Islander		2		5	8				
14		4 Black, not Hispanic		123		88	112				
15		5 White, not Hispanic		23		18	19				
16		Hispanic		10		8	11				
17		Two or More		10		7	7				
18	Alternative To Suspension Total			169		129	161				
19	Out-of-school Suspension	1 Am Indian/Alaskan				1	1				
20		2 Asian/Pacific Islander				1	7				
21		4 Black, not Hispanic		43		67	158				
22		5 White, not Hispanic		12		10	31				
23		Hispanic		5		4	4				
24		Two or More		9		10	16				
25	Out-of-school Suspension Total			69		93	217				
26	Grand Total			238		222	378				
27											
28											

School ▾ Violation ▾ Race ▾ Spec Ed ▾ EL ▾ Multiple Incident Pivot ▾



2019-20 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader makes a copy of the template in googledocs, renames the document and completes the team charter template and sends an e-mail to the superintendent. Complete team charters are due November 22, 2019.

Strategic priority:

Ensure all sites have implemented culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

Strategy alignment:

We will create transformational system change to ensure equitable student achievement.

CLEAR Model alignment:

Cultural--all supports for students should be culturally relevant

Learning--all learning at district team meetings will isolate race

Equitable--3-5 positively stated behavior expectations will include student voice

Achievement--goal of implementing PBIS is with the intent that students will benefit from a safe and supportive environment

Responsive--goal of implementing PBIS is to strengthen relationships between adults and students

Team lead(s):

Kate Emmons, Jill Lesné, Sara Vernig, Tim Palmatier

Team members/participants: List team members being intentional about the racial composition of the group

Name	School	Race
Deb Amelse	Basswood	5
Sarah Anderson	Fair Oaks	5
Maria Anderson	Zanewood	5

Alex Berg	North View Middle	5
Kim Berling	Park Center Senior	5
Kristan Bidwell	Osseo Middle	5
Kelly Booth	Crest View	5
Chris Buerman	OALC	5
Keisha Davis	Birch Grove	4
Jessica Ellingson	Elm Creek	5
Kate Emmons	ESC	5
Betsy Fine	Weaver Lake	5
Steve Flisk	ESC	5
Amy Fouquette	Fernbrook	5
Joshua Fuchs	ESC	5
Cedric Fuller	Maple Grove Middle	4
Eric Hansen	ECFE	5
Danny Hernandez	Maple Grove Senior	2
Becky Hespen	EMO	5
Victor Johnson	Osseo Senior	4
Tara Johnson	Woodland	5
Rachel Kalk	Brooklyn Middle	5
Gwen Krutzig	Rush Creek	5
Paris Kyles	Park Center Senior	4
Sarah Lancette	ESC	5
Janell Leisen	Maple Grove Senior	5
Jill Lesné	ESC	5
Rachel Lund	Garden City	5
Shannon Lund	Enrollment Center	5
Sheila Mayer	Palmer Lake	5
Crista Murphy	ECSE	5
Dan Nelson	Park Brook	5
Barb Nyhammer	ECSE	5

Stacy Olstadt	Brooklyn Middle	5
Tim Palmatier	ESC	5
Amy Paton	Basswood	5
Kathy Petruzzi	Zanewood	5
Leona Santillan	Cedar Island	5
Noah Sims	ESC	4
Brian Siverson-Hall	ESC	5
Liz Stuprich	ECSE	5
Alia Sutor	Edinbrook	5
Erik Thompson	Park Center Senior	5
Brian Thul	Fair Oaks	5
Brenda Tollas	Woodland	5
Sara Vernig	ESC	5
Beth Vos	Osseo Education Center	5
Ben Waldhauser	Edinbrook	5
Alex Wallner	Rice Lake	5
Dave Warner	Oak View	5
Aaron Barnes	MDE	5
Janet Christensen	MDE	5
Rebecca Jackson	MDE	5
Eric Kloos	MDE	5
Alex Migambi	MDE	4
Lauren Sparr	Metro ECSU	5
Kelly Wilson	EM-O	5

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

For each meeting this year, PBIS leadership will use the CLEAR Solutions Framework graphic organizer to embed culture and race in the work of this priority result as well as teaming with Department of Equity staff to directly teach how to use the equity tool in this work.

How will you engage members of the department of educational equity to support your work?

We have requested a member from the equity department (Joshua Fuchs) be a part of the group and co-present with building PBIS leads to demonstrate the use of the CLEAR Solutions graphic organizer to identify and respond to the influence of race and culture when implementing the core components of PBIS.

Work plan and timeline Outline team goals, deliverables and due dates.

Goals: Outline team goals below.

1. All sites will complete an action plan with goals identified by the Tiered Fidelity Inventory (TFI). They will use the Plan Do Study Act (PDSA) to ensure that the action plan is effective in initiating change for students.

Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.

Due Dates

Review Board Policy 506 and integrate PBIS language into policy.	May 2020
Focus on PBIS implementation, fidelity and supports and disproportionality at monthly Learning Leader meetings.	May 2020
Implement IM4 (tier two intervention and monitoring system) and train all problem-solving and PBIS teams on the online software system.	May 2020
Explore evidence-based behavioral interventions for tier two at the elementary and secondary levels.	May 2020
Each site will complete the TFI I & II with their PBIS team.	April 2020
Create a yearlong PBIS action plan at each site with measurable goals that will be monitored by PBIS leadership and outcomes shared at the PBIS end of year celebration	Monthly
Each site will share their mid-year progress with other team members	January 2020

Success Criteria - Add your *Measurables* that were identified in 2018-19

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

Deliverable	Approximate Due Date
<ul style="list-style-type: none"> ● Evaluate the implementation of school wide PBIS via the Tiered Fidelity Inventory. ● Continue to assess the impact of restorative practice pilot site at Crest View 	<p>April 2020</p> <p>May 2020</p>

<p>Elementary via staff and student engagement survey data, and student behavior.</p> <ul style="list-style-type: none"> ● Site PDSA plans will be presented in April to show the effects of the PBIS work at sites this year. ● Review site PBIS action plans and progression towards attainment of goals. ● Report out on all out-of-school suspensions and office discipline referrals. ● New evidence-based behavioral interventions, if found, will be assessed for potential implementation (IM4). 	<p>April 2020</p> <p>Monthly</p> <p>Bi-monthly</p> <p>On-going</p>
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Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

Monthly meeting times, PDSA framework from Minnesota Department of Education (MDE), CLEAR Solutions Framework, SWISS, TFI, with on-going support from MDE staff

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

Team members need to be using data from the TFI evaluation and the PDSA on a monthly basis to be making data informed decisions regarding behavior and the implementation of PBIS at their sites.

Sub-teams Identify sub-teams, if any.

N/A

Links Consider other departments or strategic priorities that may have overlap with the team's work.

Department of Educational Equity, Learning & Achievement, Information Systems

Submitted by:

Kate Emmons, Jill Lesné, Tim Palmatier, and Sara Vernig

Date presented to District leadership Equity Team:

December 16, 2019

2019-20 Strategic Priority Team Charter

Instructions: Each Strategic Priority team will create a team charter to document the work plan, timeline, and desired outcomes for the team. The Strategic Priority Team leader(s) will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader makes a copy of the template in googledocs, renames the document and completes the team charter template and sends an e-mail to the superintendent. Complete team charters are due November 22, 2019.

Strategic priority:

We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

Strategy alignment:

Employees identify and respond to the influence of race and culture learning.

CLEAR Model alignment:



Cultural: The cultural component of the CLEAR model will be accomplished through EFT sections such as: Cultural Frame of Reference, Implicit Bias, What Will Your Hands Do, and the Racially Taxonomy



Learning: Through the CLEAR/NUA collaboration and the CLEAR/NUA Instructional Mediation teachers will get hands on experience of creating CLEAR/NUA Lesson plans and implementing them in classroom instruction. The strategies they learn will allow the L in the CLEAR model to operate in its complete capacity.



Equitable: Through the EFT, Equity Team Boosters, and CLEAR solutions framework teachers will set and begin to develop an equity consciousness. They will gain the knowledge and skills to be able to situate students racial, ethnic, and cultural identities in learning. The CLEAR Solutions Framework will ensure that the consciousness that teachers develop is more than words and can lead to critical, equitable action.



Assessment: Through the CLEAR/NUA collaboration and the CLEAR/NUA Instructional Mediation teachers will learn a multitude of formative and summative assessment strategies that ensure student choice and attainment at different points in time.



Responsive: Through hands on experience with the CLEAR/NUA collaborations followed by implementation and reflection of the CLEAR Solutions Framework teachers will be able create

racially and culturally responsive environments in their classrooms. Through CLEAR elements and NUA strategies, teachers will be able to consistently reflect and change their practice so that their spaces remain responsive to the changing needs of students.

Team lead(s):

Rev Hillstrom and Patrick Smith

Team members/participants: List team members being intentional about the racial composition of the group

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

We will isolate race through demographic data and the use of the district's Equity Foundation protocol.

Data reflection will disaggregate participants by race and all trainings will be consistently held in the Equity Foundation protocol.

How will you engage members of the department of educational equity to support your work?

All DOEE equity teachers are part of this priority result team. We will consciously involve members based upon their unique racial identity and professional skill sets to help address key learning opportunities through our departments Situational Adaptive Leadership approach.

Work plan and timeline Outline team goals, deliverables and due dates.

Goals: Outline team goals below.

1.

<p>Deliverables: Define the outputs. The deliverables can include documents and key indicators that lead to meeting the success criteria. Deliverables should be concrete and observable.</p>	<p>Due Dates</p>
Equity Foundation Training	
CLEAR/NUA collaboration	
DLET	
Equity Team Boosters	
CLEAR Model & CLEAR Solutions Framework	

Success Criteria - Add your *Measurables* that were identified in 2018-19

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

- Equipping six school cohorts with CLEAR/NUA strategies
- Building internal CLEAR/NUA instructional mediators
- Survey data that will measure levels of staff consciousness, conviction and commitment.

The expectations would be that through these efforts we would see an increase in our capacity to identify and respond to the influence of race and culture on learning [(K + S) x W = C]. The EFT protocols help create awareness of the role and presence of systemic racism in our system and begin to recognize that we are the system.

Supporting Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

We will need to work in collaboration with members from the other priority results teams listed below to ensure we are not operating in a silo and that we are gaining multiple perspectives and best understanding the need of our district. This priority result could play a significant role in other results and may need to be guided by outside sources on how to best be of services to other departments and result teams to help them achieve the priority results they are responsible for.

Scope

Think through the scope to help define the boundaries for the team. The scope sets parameters and helps the team leader(s) easily identify tasks that are outside of the scope, minimizing scope creep. constraints and assumptions. What can change? What cannot change?

Sub-teams Identify sub-teams, if any.

At this time no sub-teams have been identified.

Links Consider other departments or strategic priorities that may have overlap with the team's work.

- The school district has developed and engaged in the use of culturally responsive instructional strategies to ensure high levels of learning for each student.
- At every elementary site, student outcomes and measurements of achievement are aligned and PreK is integrated into all school processes.
- All sites have implemented research-based positive behavior intervention practices that promote equitable student achievement.
- Strategies have been implemented to interrupt the disproportionate representation of Black students in special education.
- The school district has expanded blended learning opportunities for educators and students and increased the skills of educators to use digital tools to promote student learning.
- The middle school model, including interdisciplinary teams, advisory, differentiated instruction, and out-of-school time programming, has been strengthened by measurement of proven middle level practices and specific action for improvement.

Submitted by:

Rev Hillstrom, Patrick Smith

Date presented to District leadership Equity Team:

Recommended Priority Work 2019–2020

We will create transformational system change to ensure equitable student achievement*.

- All sites will engage in the use of culturally responsive instructional strategies.
- At every elementary site, student outcomes and measurements of achievement are aligned, and Pre-K is integrated into all school processes.
- All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.
- All sites engage in the use of differentiated instructional strategies to support language learner success.
- Students will experience learning that is personalized in path, place, and pace through strengthening teaching and learning practices that support student success.

* Equitable student achievement means:

1. Ensuring high levels of achievement for all students, and
2. Accelerating growth for students of color and other underperforming groups, in order to
3. Close the achievement gap on all state-mandated measures.

We will engage students and families as partners to achieve our mission and strategic objectives.

- Implement a systemwide plan to engage and empower families to support their student(s).

We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

- Employees will identify and respond to the influence of race and culture on learning.
- Effective staff recruitment and retention practices will build toward a workforce that reflects the demographics of enrolled students.
- Implementation of the Enrollment and Capacity Management Framework will lead to increased community trust in the school district through engagement in long-range planning for enrollment and building use.

Additional School Board Priorities for 2019-20:

1. Onboarding of new superintendent
2. Strategic planning
3. Referendum decision

We will create transformational system change to ensure equitable student achievement*

All sites will engage in the use of culturally responsive instruction strategies.

ACTION PLAN:

- Provide ongoing professional learning experiences that build capacity for staff members.
- Implement systematically culturally responsive pedagogy.

MEASUREMENT:

- Staff and student survey data.
- Overall site achievement data (MCA and MAP).

At every elementary site, student outcomes and measurements of achievement are aligned, and Pre-K is integrated into all school processes.

ACTION PLAN:

- Implement agreed-upon administrative oversight for Pre-K programs, assessment and data.
- Finalize and consistently use kindergarten success criteria to better prepare our Pre-K students for kindergarten.
- Create data systems to monitor academic and social-emotional progress, which informs supports needed for our Pre-K students through grade 3.

MEASUREMENT:

- TS Gold data
- Teacher observations
- Surveys of staff and parents/guardians

We will create transformational system change to ensure equitable student achievement*

All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

ACTION PLAN:

- Review Board Policy 506 and potentially integrate PBIS language into policy.
- Focus on PBIS implementation, fidelity and supports and disproportionality at monthly Learning Leader meetings.
- Implement IM4 (tier two intervention and monitoring system) and train all problem-solving and PBIS teams on the online software system.
- Create a yearlong PBIS action plan at each site with measurable goals that will be monitored by PBIS leadership and outcomes shared at the PBIS end of year celebration.
- Explore evidence-based behavioral interventions for tier two and three at the elementary and secondary levels.
- Implement SABERS universal behavior screener at each elementary site.

MEASUREMENT:

- Evaluate the implementation of school wide PBIS via the Tiered Fidelity Inventory.
- Assess the impact of the restorative practice pilot site at Crest View Elementary via staff and student engagement survey data, and student behavior.
- Site data regarding tier two and tier three interventions will be assessed for implementation fidelity.
- Site data regarding tier two and tier three interventions will be evaluated for success rate of interventions.
- Review site PBIS action plans and progression towards attainment of goals.
- Report out on all out-of-school suspensions and office discipline referrals.
- New evidence-based behavioral interventions, if found, will be assessed for potential implementation.

We will create transformational system change to ensure equitable student achievement*

All sites will engage in the use of differentiated instructional strategies to support language learner success.

ACTION PLAN:

- Implement research-based instructional practices for multilingual learners, including our partnerships with:
 - E3: Education, Excellence and Equity (activates student self-identification of 21st century skills and transforms how educators perceive and engage each of their students; and
 - The ELM Project through Hamline: English Learners in the Mainstream (addresses the needs of English learners in the K-12 school system through intentional training of classroom and specialist teachers).
- Continue professional development cohorts ("*Cultivating Practices to Support Language Learner Success*" and "*CLIMBS – Content and Language Integration as a Means of Bridging Success*") professional academic language development for all students.
- Expand Native Speakers courses into middle school; explore elementary dual-language programming.
- Incorporate additional data into our needs analysis specifically through the implementation of student shadowing to learn more about students' lived experiences and impact of instructional practices on achievement.
- Explore effective, differentiated support for multilingual family engagement.
- Review current EL staffing models.

MEASUREMENT:

The achievement gap between multilingual students in Osseo Area Schools and in the State of Minnesota will narrow on all state academic measures.

- Growth and proficiency data for all the Minnesota Comprehensive Assessments (MCAs) in reading and math and ACCESS for ELLs (annual English language proficiency assessment).
- Student and staff survey data related to implementation of differentiated instructional practices.
- Increase in the number of students achieving bilingual seals or certificates.

We will create transformational system change to ensure equitable student achievement*

Students will experience learning that is personalized in path, place, and pace through strengthening teaching and learning practices that support student success in the digital age.

ACTION PLAN:

- Implement Revised #DL4A Plan, phase 2 focus at the middle school.
- Provide ongoing training and support at the high school.
- Conduct elementary digital learning study.
 - Determine the digital resources needed at elementary.
 - Determine the instructional model at the elementary level.
 - Understand the role of educational screen time.
- Develop elementary school #DL4A phase 3 launch and training plan.

MEASUREMENT:

- Promising practices study data aligned to #DL4A instruction and learning outcomes.
- Resource utilization data (how the Chromebooks are being used).
- Recommendations on process goals (elementary model, technology section, screen time guidelines).
- Technical support data (repair statistics, distribution statistics, etc.).

We will engage students and families as partners to achieve our mission and strategic objectives

Implement a systemwide plan to engage and empower families to support their student(s).

ACTION PLAN:

- All sites and departments will create, implement, and report out on a family engagement goal on their 2019-2020 improvement plans.
- School Board, superintendent, and priority result team will generate ideas for family engagement, select areas of focus, and create action steps to implement.

MEASUREMENT:

- Student stakeholder survey will see a 1% increase in all three domains of Welcome, Respect, and Trust priority work.
- Parent stakeholder survey will see a 1% increase in Communication, Adult Trust, Belonging, Help for Parents, and Trust in the School District domains.

We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives

Employees will identify and respond to influence of race and culture on learning.

ACTION PLAN:

- Implement Equity Foundation Training during 2019-2020 school year: EFT 1.0 for new employees and EFT 1.5 for all employees.
- Provide professional learning for site-based equity teams in the area of multi-lingual learners.

MEASUREMENT:

- All Osseo Area Schools staff will complete EFT 1.5 training.
- A survey will be conducted following training which will use the following questions to measure effectiveness:

Survey Question 1: Learning about the influence of race and culture on student learning will help further our journey toward accomplishing the district mission;

Survey question 2: Embedding the Equity Foundational Training System Tools in my daily work could improve my leadership toward equity;

Survey question 3: Providing the Equity Foundational Training was an effective use of the resources of Osseo Area Schools;

Survey question 4: Providing the Equity Foundational Training was an effective use of the resources of Osseo Area Schools.

We will leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives

Effective staff recruitment and retention practices will build toward a workforce that reflects the demographics of enrolled students.

ACTION PLAN:

- Focus on retention efforts including but not limited to the Teachers of Color Mentorship Program and district and higher education school partnerships.
- Develop an enhanced Human Resources webpage that reflects our vision and strategic work, and how it aligns with the district's initiatives. Additionally, it will showcase the efforts of the district's equity work to attract a broader base within the applicant pools.
- Search for additional funds for programs and initiatives such as the Teachers of Color Mentorship Program.
- Explore innovative partnerships that encourage students and staff to become teachers, which will lead to an increase in the amount of staff of color overall.

MEASUREMENT:

- New staff of color hired
- Total employees of color
- Hire rates for applicants of color
- Retention rates for teachers of color
- Hits on HR webpage
- Total applicants of color

Implementation of the Enrollment and Capacity Management Framework will lead to increased community trust in the school district through engagement in long-range planning for enrollment and building use.

ACTION PLAN:

- Determine and evaluate the implications of identified options to address overcapacity conditions at Basswood, Garden City and Rice Lake Elementary Schools.
- Develop option(s) to address overcapacity conditions at Maple Grove Senior, Osseo Senior, and Park Center Senior High Schools.
- Quantify the timing of future housing development in the Northwest Maple Grove area.
- Develop plan to inform and engage the community about ECMAC's work.
- Recommend option(s) to administration to address overcapacity conditions at all school facilities.

MEASUREMENT:

By December 31, 2019, a recommendation will be made to the superintendent.

2019-20 Priority Result Team Charter

Instructions: Each priority result team will create a team charter to document the goal(s), work plan, timeline, and desired outcomes for the team. The Priority Result Team leader will facilitate the team charter discussion. The charter discussion may require up to four hours. When decisions about the team charter are complete, the leader should document the decisions using this team charter template and submit it to the superintendent.

Result statement

All sites will engage in the use of culturally responsive instructional strategies.

Strategy alignment

We will create transformational system change to ensure equitable student achievement.

CLEAR Model alignment



Cultural: The cultural component of the CLEAR model will be accomplished through guiding teachers through specific parts of the EFT such as the circle map activity and the taxonomy.



Learning: The learning component of the CLEAR model will be accomplished through the instructional mediation collaboration with NUA. Through mediation, teachers will learn how to operate a culturally responsive lesson that allows for learning to happen at different points in time.



Equity: Through CLEAR/NUA collaborations, Equity Team Boosters, and CLEAR lesson planning teachers will learn how to create and maintain lessons and strategies that center students racial and cultural identities.



Achievement: Through CLEAR/NUA Instructional Mediation and CLEAR/NUA collaboration teachers will learn culturally responsive assessment strategies that create new processes of assessment depending on subject matter and grade level.



Responsive: Through the EFT modules, CLEAR/NUA Instructional Mediation, and CLEAR/NUA collaboration teachers will get hands on experience on what it means to create vigorous learning experiences and lessons that allow the real world experiences of students to be centered.

Team lead(s)

Jill Lesne, Jeremy Willey, Rev Hillstrom, Patrick Smith

Team members

List the members of the team being intentional about the racial composition of the group.

- Kelli Parpart
- Steve Flisk
- Kate Emmons
- Angie Freese
- Sara Vernig

* We will engage system stakeholders (site leaders, department leaders, parents/families, students) throughout the process.

Work plan and timeline

Identify team goals, deliverables and due dates. Outline the team's goals and major deliverables.

Goal(s):

- Support a framework for culturally responsive instruction.
- Support an integrated approach for delivery of our work.
- Collaborate with National Urban Alliance to implement the C.L.E.A.R. model and high operational instructional practices.

Deliverable	Approximate Due Date
NUA Cohort Training (six elementary sites): professional development will include culturally responsive instructional strategy teaching, modeling, coaching, and observation.	May, 2019
Instructional Mediator Training (50 teacher leaders): coaches will learn to exhibit their instructional leadership by sustaining the successes of improved school climate and High Intellectual Performances through the use of the NUA High Operational Practices and philosophies outlined in the "Pedagogy of Confidence".	Sept. 14, 2018 Nov. 16, 2018 Jan. 18, 2019 Mar. 15, 2019
C.L.E.A.R./NUA Collaboration: professional development design and implementation planning. NUA and District staff will collaborate, design, and plan sessions to ensure that the transformational work continues to address the issues of race and culture on teaching and learning.	February 21, 2019
Leadership Development: team will provide leadership development at Learning Leader meetings regarding C.L.E.A.R.	September 20, 2018 October 25, 2018 November 15, 2018 December 13, 2018

	January 24, 2019 February 21, 2019 March 8, 2019 April 18, 2019 May 16, 2019
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Success Criteria

How will the team define success? How will the team measure effectiveness? Describe the data you will collect, from whom, and when.

- Increased capacity of coaches to help facilitate culturally responsive instructional practice professional development at sites.
- Teachers and administrators are using culturally responsive teaching and administrative practices (Equity Foundational Tools are present/used within each school).
- Cross-department collaboration has been used to develop system level and site level professional development on culturally responsive instructional practices.
- Specific culturally responsive instructional strategies have been determined to support the tenants of the CLEAR model.

Isolate race

How will you isolate race in your priority result work? Describe the steps you will take.

- We are focusing on race and culture in the use of the C.L.E.A.R. model and culturally responsive instructional strategies. We are looking to increase capacity [(K + S) x W = C] for the use of culturally responsive administrative and teaching practices to help accelerating learning for students of color and other marginalized groups of students.

Engage equity team

How will you engage members of the department of educational equity to support your work?

- The DOEE staff will help support and deliver the C.L.E.A.R model and other culturally responsive practices at the building level.

Reporting and communication

Who is the team accountable to? How often will you communicate to this person/team?

Describe the audience (e.g., cabinet, learning leaders, school board, etc.) and method you will use to keep others informed. To whom and how often?

- The team is accountable to the superintendent, priority results leadership team, and the core planning team.
- We will communicate the progress of our work at every priority result leadership team meeting (cabinet and directors).

Resources

Identify resource needs and availability. What person or group will your team need information or decisions from?

- We will need to get feedback from leaders, teachers, and staff who attend any of the professional development offered this school year.
- We will need to identify financial resources to support professional development on the components of the C.L.E.A.R. model and culturally responsive instructional practices to continue the work we started this school year.

Scope

Define the boundaries, constraints and assumptions. What can change? What cannot change?

Can Change

- The current model for Summer Institute could be changed moving forward.
- Accountability measures could be developed to measure the effectiveness of the professional learning offered.
- Additional/fewer sites could be identified for cohort participation.

Cannot Change

- The C.L.E.A.R model and culturally responsive instructional strategies will be utilized in classrooms with students.
- CIES, DOEE, SS, & RAA will continue to collaborate to support culturally responsive instructional practices and related learning.

Sub-teams

Identify sub-teams if needed

- Leaders (solicit input on the C.L.E.A.R. model and culturally responsive instructional strategies being taught).
- DLTL Departments [CIES, DOEE, SS, RAA] (solicit input on the C.L.E.A.R. model and culturally responsive instructional strategies being taught).
- Participants of trainings being offered (solicit input on the C.L.E.A.R. model and culturally responsive instructional strategies being taught).
- Students at cohort sites (experience in classrooms where culturally responsive instructional strategies were being implemented).

Links to Other priority result teams

- District uses a comprehensive system to measure and report progress on equitable gains and to plan for continuous improvement. Employees identify and respond to the influence of race and culture on learning. A plan has been developed to expand the use of instructional technology and digital learning to promote equitable student achievement.

Submitted by: Jill Lesne, Rev Hillstrom, Jeremy Willey, and Patrick Smith

Date presented to priority result leadership team:

District 279 PBIS Priority Result Team Meeting
Thursday, November 7, 2019
8:00-11:00 a.m.
ESC

Purpose: The purpose of the PBIS Priority Result Team is to:

Ensure all sites have implemented culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

Outcomes: Participants will:

- Present preliminary findings on PDSA plan
- Use the CLEAR Solutions Framework to influence the mental models of PBIS work
- Gain deeper understanding of an intervention strategies

Protocols: In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and communicate with good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun in what we do!

8:00	Welcome and check in	Kate
8:10	CLEAR Solutions Framework	Joshua Fuchs Leona Santillan
9:15	BREAK	
9:30	Intervention Strategies - Executive functioning skills deficit & Social skills deficit	Jill
10:55	Check Out	Sara

District 279 PBIS Priority Result Team Meeting

Tuesday, October 10, 2019

8:00-11:00 a.m.

ESC

Purpose: The purpose of the PBIS Priority Result Team is to:

Ensure all sites have implemented culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

Outcomes: Participants will:

- Understand implementation fidelity
- Use the CLEAR Solutions framework to influence mental models of PBIS work
- Review Plan, Do, Study, Act (PDSA) cycle for year-long action plan
- Be introduced to IM4 as a tool for intervention strategies

Protocols: In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

8:00	Welcome and Introductions	Sara
8:15	Implementation Fidelity	Kate
8:30	Data	Kate
8:45	CLEAR Solutions Framework	Josh Fuchs
9:45	Break	
10:00	PDSA	Sara
10:30	Intervention Strategies <ul style="list-style-type: none">• Anxiety	Jill
10:55	Check out	Jill

District Leadership Equity Team, September 23, 2019

Purpose: To increase capacity for systemic leadership action to ensure equitable student achievement.

Outcome: DLET will understand and apply Critical Race Theory to strategic priority leadership work.

Protocols: In order to facilitate our work together, we agree to:

- Identify and respond to the influence of race and culture using district systemic equity transformation tools;
- make and keep rigorous promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding and contribute individual perspectives and interests openly;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Time	Agenda	Facilitator
8:00	Light Breakfast	
8:30	Welcome / Check-in: purpose, outcomes, review protocols	Rev/Patrick
	Critical Race Theory - Review of last year's book study	Josh
	White Fragility: Chapters 1-2	Josh
	Priority Result Charters	Patrick/Cory
11:30	Adjourn	

White Fragility

DLET - September 23, 2019

White Privilege

Compass Conversation



BELIEVING SOUL	THINKING MIND
What do you care about? What is important to you? What values do you hold?	What are you curious about? What questions do you have? What are your thoughts in the moment?
Happy Sad Angry Annoyed Excited Hurt Confused Fearful Nervous Hopeful Worried Embarrassed	What does action look like to you? What would your response be?
FEELING HEART	ACTING HANDS AND FEET

5 Tenets of Critical Race Theory

- 1.
- 2.
- 3.
- 4.
- 5.

Tenets of Critical Race Theory

- Counter-Storytelling
 - a method of sharing a story that aims to cast doubt on the validity of accepted views or myths, especially ones held by the majority. It is a strategy and means of exposing and critiquing dialogues that perpetuate racial stereotypes

Tenets of Critical Race Theory

- **The Permanence of Racism**
 - The notion that racism is a permanent component of American life. Racism in the USA is pervasive and operates like the air we breathe; it is ubiquitous and omnipresent.



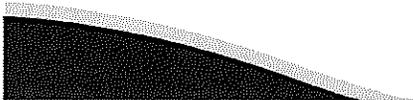
Tenets of Critical Race Theory

- **Whiteness as Property**
 - Due to the history of race and racism in the United States and the role of the U.S. jurisprudence has played, whiteness can be considered a property of interest in three ways -
 - 1. The right to possess
 - 2. The right to use
 - 3. The right to disposition



Tenets of Critical Race Theory

- **Interest Convergence**
 - Civil rights gains for people of color should be interpreted with measured enthusiasm because the first civil rights have been enjoyed by Whites forever because they were basic tenants of U.S. democracy



Tenets of Critical Race Theory

- **Critique of Liberalism**
 - Three basic notions that have been embraced by liberal legal ideology
 - The notion of colorblindness
 - The neutrality of the law
 - Incremental change



Capacity Reflection

KNOWLEDGE	SKILL	WILL	CAPACITY
What is your knowledge and/or beliefs about the concept of White Fragility? Place yourself on the compass as you have read the first two chapters.	What skills do you have in navigating White Fragility in moving adult beliefs and what skills do you hope to acquire in the coming year?	As you engage in the book study regarding White Fragility what are your current set of beliefs in regards to impact this can have on our system?	What is your maximum aptitude leading systematic change on a system that has embraced racial equity work, but has had minimal impact thus far on outcomes for students?

Adapted by Fair Oaks staff

- Ask Questions
- Start with self reflection Own Where You Are

Robin Diangelo

Being seen racially is a common trigger of white fragility, and thus, to build our stamina, white people must face the challenge: of naming our race.

pg. 7

Self - Frequency of naming race when engaged in this work

1 - never to rarely

2 - somewhat and/or inconsistently

3 - often

MCQ - Individualism

We come to understand who we are by who we are not. Pg. 11

Reflecting on your social identity wheel how has individualism affected where you are at in your career?

Framing Privilege as Whiteness



Osseo's definition of dominant culture: "Whiteness - A normative set of values and beliefs that determines access and opportunities with the strongest variable being race."

Isolate Race and Culture

- Understand the social construction of race
- Own where you are
- Investigate the role and presence of whiteness

Invisible Perspectives

Which identities from the social identity wheel are NOT represented or seen?

Own Where You Are

- Investigate the role and presence of whiteness

What it takes to be racially literate?



Diangelo

Colin Powell, Clarence Thomas, Marco Rubio, Barack Obama -- they support the status quo and do not challenge racism in any way significant enough to be threatening.

Pg. 27

Language, Politics, and Composition, by Noam Chomsky

Q. You have suggested that “intellectuals are the most indoctrinated part of the population...the ones most susceptible to propaganda.” You have explained that the educated classes are “ideological managers,’ complicit in controlling all the organized flow of information.’



Centering MCQ

After participating in a learning activity focused on dominant and invisible perspectives:

What action do you need to take to center invisible identities?

- Ask questions
- Engage fully
- Isolate race and culture
- Own where you are
- Use what you learn to impact change

Decentering MCQ

After participating in a learning activity focused on dominant and invisible perspectives:

What action do you need to take to decenter dominant identities?

- Ask questions
- Engage fully
- Isolate race and culture
- Own where you are
- Use what you learn to impact change

Diangelo

Mills makes two points that are critical to our understanding of white fragility. First white supremacy is never acknowledged. Second, we cannot study any socio-political system without addressing how that system is mediated by race. The failure to acknowledge white supremacy protects it from examination and holds it in place.

Pg. 29-30

PROTOCOL

To Identify and Respond to the Impact of Race and Culture

Ask questions

- Start with self-reflection
- Seek various racial perspectives
- Inquire mindfully

Engage fully

- Embrace discomfort
- Commit to ongoing conversations about race

Isolate race and culture

- Examine the impact and intersection of race and culture
- Understand the social construction of race

Own where you are

- Analyze your own racial and cultural identity
- Share your own racial and cultural lived experiences
- Investigate the role and presence of whiteness

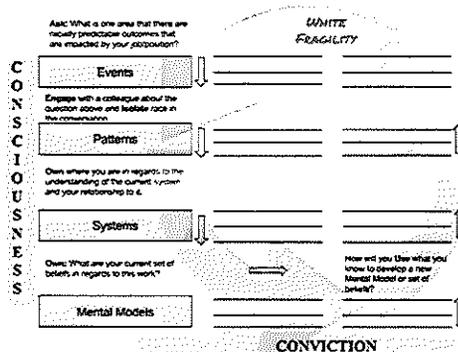
Use what you learn to impact change

- Identify and respond to racialized experiences
- Address racial and social dominance/privilege
- Continue to develop racial consciousness, measure conviction, and implement commitment

Adapted from AVID, Learning Forward & Courageous Conversations, Glen Singleton & Corwin Publishing

MCQ - System Ask

- Data/Quantitation
- Stories/Qualitative
- Self-Ambush
- Self-Reflection
- Isolate/Spec
- Various Perspectives

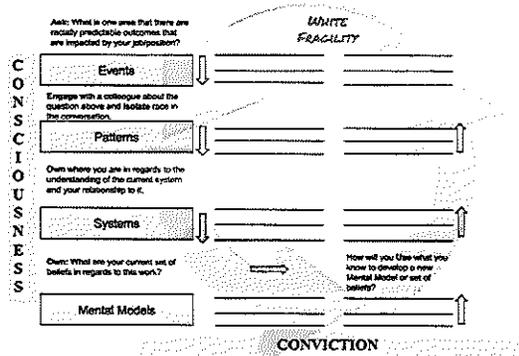


The Art of Coaching Teams, by Elena Aguilar

Knowing who you are as a leader involves a lot of exploration-- into your emotional landscape, your personality styles, your skills and abilities, and the cultural construction of self.

MCQ - System Ask

- Data Quantitative
- Stories, Qualitative
- Self-Analysis
- Self-Reflection
- Isolate Pace
- Various Perspectives



District Leadership Equity Team, December 16, 2019

Purpose: To increase capacity for systemic leadership action to ensure equitable student achievement.

Outcome: DLET will understand and apply Critical Race Theory to strategic priority leadership work.

Protocols: In order to facilitate our work together, we agree to:

- Identify and respond to the influence of race and culture using district systemic equity transformation tools;
- make and keep rigorous promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding and contribute individual perspectives and interests openly;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Time	Agenda	Facilitator
8:00	Light Breakfast	
8:30	Welcome / Check-in: purpose, outcomes, review protocols	Rev/Patrick
	Critical Race Theory -	Rev
	White Fragility: Chapters 4-5	Rev
	- How Does Race Shape The Lives of White People	
	- Good/Bad Binary	
10:00	Priority Result Charters	Patrick/Cory
	- work with your teams	
	- Charter template posted in DLET Google Docs Shared Drive	
11:30	Adjourn	