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# Community Talking Circles- Educational Equity

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# The Why

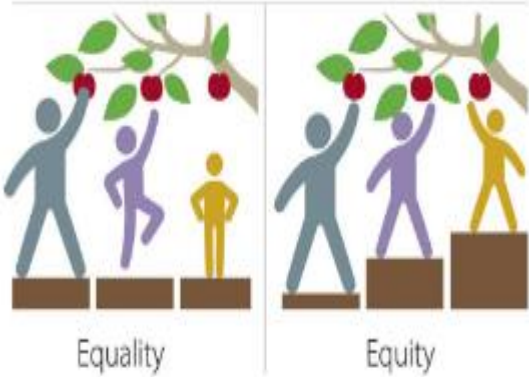


*To obtain community feedback to inform actions and decision making for Moorhead Area Public Schools in the area of educational equity.*

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# Educational Equity



*Education equity is the condition of justice, fairness, inclusion, and cultural responsiveness in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of education equity recognizes the historical conditions and barriers that have*

*prevented opportunity and success in learning for students based on their races, ethnicities, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunity requires systemic change that allows for distribution of resources, information, and other support depending on the student's situation to ensure an equitable outcome.*

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# Participation

In-Person  
60 Attendees

Electronic survey  
71 Responses





Do students and families  
feel  
**Accepted and Included**  
at Moorhead  
Area Public Schools?

Yes

61

No

29

Sometimes/  
Unsure 60



## Why do you feel accepted?

“Always feel open to contact building  
admin, counselors, can reach out for help”

“Some communication w/ school is in our  
language”

“My principals greet me everyday”

“Caucasian, Cisgender, Able-Bodied,  
English-Speaking”

“IEP/504 process easier to navigate than  
other places we have lived”

“Should I feel included because I don't feel  
rejected?”

“My child is treated warmly by teachers &  
given support”

“Because my kids like their teachers and I  
like the way they teach”

“Me: I feel heard & understood when I  
advocate for my children & have felt good  
about the collaboration.”

**98 Responses**

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## Why do you not feel accepted?

“I do not feel accepted”

“If you have talking circles, maybe you should invite the whole community, not just parent/guardians”

“Biased against same sex parents or transgender or gay. Targeted and excluded from activities with peers due to the topic on same sex parents.

“Language barriers make it hard for parents to feel involved

“Where do we get help if needed. Participation throughout the system. Knowledge in the community. Being accepted. Knowing what is acceptable for students. What challenges are ahead. “

“When people who have offered support but not followed through turn away when they see me.”

“Staff make comments that are not supportive or are offensive”

“Not one of my teachers looks like me”

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**103 Responses**



Do school administrators,  
teachers and staff offer a  
**welcoming and inclusive**  
environment to people of all  
backgrounds?

Yes

55

No

26

Sometimes/  
Unsure 54



# Why do you feel MAPS is welcoming and inclusive?

“I think teachers and staff often make efforts to make students feel welcomed. I think Moorhead teachers and staff care about kids. My experiences with teachers in Moorhead have been extremely positive.”

“Because every staff is nice”

“Through dialogue with staff and administrators, I feel that the district is welcoming and inclusive”

“Because they ALWAYS say welcome to Horizon West in the mornings.”

“They try. They try to be welcoming and/or inclusive, but I think this needs more work.”

“The multi-language messages and options for New American parents is great.”

41 Responses



Why do you feel

## MAPS is not welcoming and inclusive?

“Even when we have school events for like the education for computer usage and other events, they do not have a person who can translate for people of other backgrounds. “

“Just one example of many: Doughnuts for Dads/Muffins for Moms events needlessly exclude between 30-45% of our student population who don't have mothers or/and fathers in their daily lives.”

“i don't really”

“I do not think that faculty and staff are very well educated about the life experiences of many of our migrant/refugee families..”

“I feel like there could be a lot done for representation of and accommodation for students from non-traditional families (LGBTQ+ and single parent families especially).”

“Because we can always do better. “

33 Responses

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What can MAPS do to cultivate a **more diverse**  
learning environment for students and staff?

*Curriculum/Instruction Focus*

What can MAPS do to cultivate a more **welcoming**  
**and inclusive** learning environment for students and  
staff?

*What do you see? How do you feel?*

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Blue (64)  
Current Work/Actions



Pink (136)  
Immediate  
Work/Actions



Yellow (94)  
Long-Term Actions

How did we ask for  
solutions or  
recommendations?



**Curriculum and Class Structure**

**Language/Diversity/Inclusion**

**Communication/Community  
Outreach**

**Staffing/Professional Development**

**Policy**

**Other**

**THEMES**

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- 1. Community Listening Sessions**
- 2. Signage in multiple languages/diverse images**
- 3. Greeting students at the doors**
- 4. Music Curriculum**
- 5. Media Center book selections**
- 6. Individual School Work**
- 7. Spectrum group-LGBTQ**
- 8. Spanish Immersion**

## Celebrations

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- 1. Recruitment of teachers/Leaders of color**
- 2. Diversity in Curriculum**
- 3. Barriers in transportation for Extracurricular activities**
- 4. Cultural competency training**
- 5. Understanding/Inclusion of holidays and traditions of other cultures**
- 6. Understanding/Inclusion in school activities**
- 7. Communication**
- 8. Ongoing work to review school discipline procedures**

Concerns/Opportunities

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1. Increase in language classes
2. More opportunities for special education students
3. Community schools
4. Affinity groups/Mentorships with persons of color
5. More listening sessions
6. Grow our own programs
7. Explicit training on diversity, inclusion, bias
8. Diverse curriculum & Staff
9. Storytelling PD- trauma, diversity, etc.
10. Offer food from other cultures

Ideas

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# Lessons Learned

More opportunities = More feedback

Bring sessions to specific sites/groups

Student Meetings

Staff Meetings

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# Next Steps

1. Continue to analyze the data.
2. Provide recommendations to Administration.
3. Administration will identify recommendations in strategic planning process.
4. Summary of listening sessions with recommendations brought to the School Board in August.
5. Identify additional groups to speak to AND additional questions to ask.

