

Meeting of the School Board Racial Equity Committee
David Douglas School District No. 40
January 26, 2021

A Virtual School Board Racial Equity Committee meeting was held on Tuesday, January 26, 2021 at 4:00pm.

Racial Equity Committee Members present were: Christine Larsen, Board Member; Ken Richardson, Superintendent; Kelly Devlin, Director of ESL & Equity; Taye Spears, Vice Principal; Rolando Florez, Assistant Principal; Florence Protopapas, Administrator; Francesca Aultman, Teacher; Muhammad Rahman, Teacher; Jon Archer, Teacher; Dena Henry, Teacher; Etema Banks, African American Student Liaison; Joann Robinson Tillery, Transition Mentor; Adriana Govea, District Parent; Misgana Merid, student; Aide Valerio-Juarez, Family and Community Partnership Coordinator.

Welcome

Sharing Information

In recognition of Black History Month in February, Ms. Spears and Ms. Banks provided the following information.

- During the first week of February:
 - Kick off with the 13 guiding principles of the Black Lives Matter movement on the District website.
 - Will share information around readings and Pod Cast information around Black History.
 - Promoting the opportunity for people to wear Black Lives Matter gear.
 - Promoting Black owned businesses and organizations.
 - Sending out videos to highlight staff of color and their positions within the District.

Commitment Workgroups - Sharing First Drafts – Commitment Workgroups shared their draft templates of the four commitments in the Racial Equity Plan: Student Achievement, Student Discipline, Systems Accountability, and Workforce Policies. The following information was provided.

Commitment 1: Student Achievement – Narrowing the gaps between the highest and lowest achieving students by increasing opportunities for all students while focusing on raising the achievement of our lowest performing students.

Focus Area 7: Seek and implement culturally responsive curriculum, teaching and learning practices reflecting the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

- **Action steps:**
 - Revise adoption process with an equity lens to create a process that meets the criteria.
 - Supplement the curriculum based on the knowledge of our team and review the findings.
 - Training: onboarding materials, district mentor training, and adding to new teacher training.
- **Suggestions on who will do the work:**
 - Curriculum Department, Staff of Color, and DDEA Equity Committee.
- **Accountability measures:**
 - Targeted outreach for staff of color to participate, mandatory training on anti-racist/anti-bias lens, and establish a review process that incorporates the training.
 - Completed Curriculum Maps.
 - Funding for Supplemental Materials.
 - Follow-up on in classroom use.
 - Ongoing review process.

Focus Area 8: Collaborate between teachers and administrators to create and implement culturally responsive instructional practices, curriculum, interventions, and assessments.

- **Action steps**
 - Training series on anti-racist/anti-bias lens.
 - Adopt research-based culturally responsive practices district-wide.
 - Create implementation agreements.
 - Establish intervention review cycle that will review intervention programs for purpose, effectiveness, cultural responsiveness.
 - Establish assessment review cycle that will review assessments for purpose, effectiveness, cultural responsiveness.
- **Accountability measures:**
 - Student feedback on how well they are represented in curriculum and instruction.
 - Instructional rounds and walkthroughs.

Commitment 2: Student Discipline – Eliminate racial disparity and disproportionality in all aspects of the educational and administrative systems (e.g. disproportionality in discipline of students of color, their over-representation, and under-representation in various advanced learning programs).

- The District is in the second year of a five year School Climate Transformation Grant for restorative practices, mindfulness practices, and SEL. The following behavior data from 2018-19 and 2019-20 was shared.
 - The # of incidences that led to ISS/OSS.
 - The # of incidences by students who identify as black.
 - The # of incidences by students with disabilities.
- What we know: Black and Brown students over represent the District's behavioral data.

Focus Area 11: Eliminate disciplinary practices that disproportionately impact particular student groups, focusing on replacing skewed discipline models with district-wide, standardized restorative growth practices.

- **Action steps**
 - Modify, update, and rename the Rights and Responsibilities Matrix.
 - Train administrator team, teachers, and staff in the ways of restorative practices.
 - Rewrite, revamp, and rename the behavior referral.
 - Create and implement a pre-referral checklist and feedback loop for referral writers.
 - Collect and publish monthly referral data by demographics.
- Reported on the commitment workgroup's review and edit suggestions for the current Discipline Matrix.

Commitment 3: Systems Accountability - Ensure all students graduate from the David Douglas School District ready to succeed in a racially and culturally diverse local, national, and global community.

Focus Area 2: Develop, analyze and utilize accountability systems and metrics focused on racially equitable outcomes.

- In filling in the action steps and accountability measures for this commitment, the workgroup discussed and analyzed the following questions and statements.
 - The three action steps have to be looked at system wide.
 - We are a data rich institution but how do we utilize the data?
 - What are the most important data components to look at and how do we look at it?
 - Brainstormed all of the things we need to provide equitable opportunities for all students.
 - What are we doing to make sure there is no opportunity gap or disproportionate gap?

Focus Area 3: Consistently and intentionally involve families, students, and community members in all aspects of our educational community to bring multiple perspectives and views that work to solve issues that arise in order to drive systemic changes.

- How do we involve our constituents to be able to give us feedback from a different perspective?
 - Youth Truth.
 - Pulse checks.
- We need to be purposeful and reach out equitably on how we get our feedback.
- We could be collecting feedback at some of our events.

Focus Area 4: Invite representatives of historically underserved populations to join in examining issues and finding adaptive solutions, which address the root causes of inequities.

- What is the root cause of inequities and what are we going to do to change the outcome?
- What is the feedback loop?
 - How do we go back to the community who's giving us the feedback to let them know what we have discovered and what are we going to do about it?

Focus Area 5: The District will use a racial equity lens and racial equity analysis when developing or reviewing district policies, procedures, programs and services and professional development to ensure that racial equity exists.

- First step: have an agreement on a racial equity lens to begin the review of policies, procedures, and programs.
- What is the professional development that needs to happen when we begin to use an equity lens?
- How do we show evidence that the decisions we are making were based on using an equity lens?

Focus Area 6: Allocate resources equitably to provide every student with access to a high quality curriculum, support, facilities, and other educational resources.

- We need to relook at our communication to our students and families in regards to resources and opportunities available to them.
- How do we provide information, resources, and opportunities at an early age to students and families so they are on the trajectory to graduate?

Focus Area 10: Use an equity lens and culturally responsive practices to identify barriers leading to the over representation of any particular student group in interventions or under-representation of any particular student group in enrichment programs.

- Focus on interventions.

- If we are using our equity lens and collecting data: do we have over-representation or under-representation in certain areas based off of interventions?
- In what areas are there opportunity gaps or over/under-representation?

Focus Area 13: Assess the racial equity impacts of budget to ensure programs, projects, and other investments help reduce disparities, promote service level equity, improve participation and support leadership development.

- How do we eliminate disparities in our budgeting and contract systems?
- What is our protocol and process to review different contractors?
- How do local companies know if we have an RFP out for bid?

Commitment 4: Workforce Policies – Increase staff of color so that District Staff more accurately reflect the student population, in accordance with State Law.

Focus Area 1: Recruit, employ, support, retain and continuously develop a workforce that is racially diverse and culturally responsive in all employee groups (e.g. administrative, certified, and classified personnel), in accordance with State law.

- **Action steps**

- Review and update the Strategic Hiring Plan.
- Look at actionable steps and timeframes (evaluation accountability - check-ins).
- Recruit: what, how, where, when, and who are the recruiters?
- Have a plan in place to reach out nation wide.
- Community organization employees or IA's with an aptitude to become teachers.
- Provide professional development to become certified teachers.
- HR staff person dedicated to recruiting.
- Support and Retain: create a robust mentorship program for new teachers.
- Make sure every teacher has a mentor and have a protocol in place for both teacher and mentor.

- **Suggestions on who will do the work:**

- DDEA, Affinity Group, District administrators, HR, Assistant Superintendent, Director of Education, Director of Curriculum and Instruction, BIPOC Administrators, staff/teachers, and mentors.

- **Accountability measures:**

- Updated hiring plan with specific targets.
- Data driven evaluation to update the plan if needed.
- Get feedback from teachers on how they are relating with their mentors.
- Evaluation of mentors.

Focus Area 9: Make culturally competent professional development and support resources a personal, professional, and organizational imperative in order to recognize, engage, disrupt, and eliminate racism.

- **Action steps:**

- Develop and provide a culturally specific training plan for current classified, certified, and administrators as well as new staff. Make it systematic.
- Provided examples of PD.
- Equity TOSA who's dedicated exclusively to equity within teaching and hiring practices, curriculum adoption, etc.

- **Suggestions on who will do the work:**

- Equity Department, Curriculum, BIPOC staff, and Affinity Group.

- **Accountability measures:**

- Include trainings in the calendar.
- Communication with staff.
- Survey: What kind of PD is staff looking for?
- Evaluation of PD.

Plan next Meetings Dates and Times and our Workgroup To Do's

- Ms. Devlin will reach out with the next steps.