

12/10/18 Beyond Diversity Committee Meeting Notes

In attendance: N. Pitt, J. Ebert, M.J. Laqui, A. Bush, L. Garcia, C. Mayers, D. Threepersons, M. Murphy-Bowie, D. Gee, J. Foy, M. Goodwin, R. Marsh, M. Daley, K. Wilkins, Y. Subhani, S. Khan, D. Diaz, V. Bing, M. Mack

Notes/Takeaways:

- Welcome and introductions
- Dot Activity – *How have we been socialized? What institutional walls keep us in a box? What walls do we put up for ourselves?*
- Vision/Value Mapping Prompt:
What support systems does the student mention as part of their growth and learning in Teaneck Public Schools?
How do students view their connection to the world community?
What skills and/or knowledge has the student developed through their experiences in the Teaneck Public Schools?
- Outline of data reports collected: Special Education Audit (2018), Noguera Study (2006), Implicit Bias District Survey Results (2018), suspension data, sign-out (GED/HSE) data, AP/Honors enrollment data, student race/ethnicity/gender data, administrative staff demographic data
- Some committee members will process the raw data to refine the information
- More data to follow including: teaching staff demographic information, TAG enrollment data, High School Saturday detention data including amount spent to pay staff to supervise

BEYOND DIVERSITY COMMITTEE
Vision/Value Mapping
December 10, 2018

SUPPORT SYSTEMS the student mentions as part of their growth and learning:

Students see themselves reflected in a progressive K -12 curriculum that fosters critical social justice perspectives, community organizing and allyship
Credible-Messenger Mentoring inside and outside of school
Affinity groups by race, ethnicity, gender, orientation for students, faculty/admin, parents
Community service program
Professional networking/mentoring opportunities
Authentic leadership experiences (i.e., internship, unique job shadowing)
Student leadership development with social justice lens
Systems that support student activism and advocacy
Humanizing, restorative discipline system
Systems/services that consider the whole child (i.e., food pantry, laundry, counseling, help for parents, college application help)
Families/community included and welcomed into the school system
Parents volunteer on a regular basis
A caring, supportive, culturally responsive faculty and administration who value the social and emotional growth of students
Diversity, Equity, Inclusion Director to work with curriculum, counselors, APs, etc

How do students view their CONNECTION to the world community?:

Students have internalized the capacity to impact their local, national and international community for the better.
Students feel a social responsibility to do what they can to help create a more just society.
Students believe change is possible through political, economic action
Students saw themselves reflected in curriculum and will have the knowledge of self to move out into the world.
Students will have developed positive racial/ethnic self-identity.
Students see themselves as playing a key role in the world they live in.
Students will recognize the uniqueness of Teaneck's diversity and inclusion. Spaces outside of Teaneck may not have the same representation.
Students will have tolerance and appreciation of other perspectives and experiences.

BEYOND DIVERSITY COMMITTEE
Vision/Value Mapping (12/10/18 continued)

SKILLS and/or KNOWLEDGE the student has developed:

Ability to question authority and/or willingness to challenge the status quo
Ability to speak with no fear and think radically
Ability to discuss rather than debate
Knowledge, experience and skill in advocacy and organizing (i.e, start a club, create a program, advocate for a new course)
Students will leave with a critical social justice framework and an anti-racist lens
Deep knowledge of the struggle for civil rights and the intentional attempts by government and systems to prevent access for some
Know how to be an ally
Know how to build authentic cross-cultural relationships
Know how to be an advocate
Ability to recognize injustice that is rooted in oppression
Ability to uncover individual and collective socialized blindspots, implicit biases
Know how to think critically
Know how to innovate
Entrepreneurial skills
Knowledge of their individual and collective power
Knowledge of governing bodies
Will use the tools they have developed to be able to access systems of power
Will have the knowledge and capacity to navigate white gatekeeping organizational structures and an inherently biased world
Ability to research
Ability to recognize their own privilege/oppression
Ability to think creatively, conceptually
Visionary thinking
Ask questions, find solutions
Problem-solving, conflict-negotiation skills
Ability to always ask who writes the narrative, who benefits from the narrative, who is missing from the narrative?
Self-awareness, inner strength, confidence
Empathy
Knowledge of healthy relationships, mental health and well-being
Understanding of self-care and healing
Strong academic footing as graduates of a progressive curriculum