

1/23/19 Beyond Diversity Committee Meeting Notes

In attendance: J. Ebert, M.J. Laqui, K. Wilkins, Y. Subhani, M. Daley, R. Adeoti, D. Diaz, M. Mack, N. Cooper, C. Mayers, L. Garcia, D. Gee, R. Ha, L. Dash-Grimes, A. Halpern

Group Agreement:

Listen to learn
Respect
Participate (step up/step back)
Liberated zone
Growing edge
No quick-fix
Non-hierarchical space
Remember self-care
Participation is self-determined
Use “I” statements
Ouch and educate
Accept the unknown, we may be left with questions

Action Research Framework:

Select a Focus (*How well does our current school system work to provide all students and staff with equitable access to education?*)
Clarify Theories
Identify Research Questions
Collect Data
Analyze Data
Report Results
Take Informed Action

Notes/Takeaways:

- Welcome and introductions
- Activity: Rip a Piece of Your Heart – What has been done to your heart? How have systems of oppression impacted our lives? Why *Beyond Diversity*? Build equity literacy to avoid conflating celebration of diversity with equity and justice.
- Beyond Diversity Vision/Value Mapping themes: offer curricula that fosters critical social justice, allyship and community organizing, humanizing and restorative system, culturally responsive faculty and administration who value the social and emotional growth of students, understanding of self-care and healing, connection to world community
- Data processing share: AP student data
- Examination of other data in stations (review and discuss): district demographics (student, administration, teaching and support staff), Special Education Audit (2018), Noguera Study (2006), Implicit Bias District Survey Results, Saturday detention (THS)
- Recommendations/Additional Questions:

Special Education Audit:

- 1) Conduct focus groups with special education students to gather more data
- 2) Analyze behavioral issues and cultural expressions and ascertain to what extent student's behaviors are labeled “special education” inaccurately
- 3) Increase training and accountability of special education teachers
- 4) More parent outreaches about special education and what it means to be labeled as special education
- 5) Put special education training for all teachers in Foundations Training and ongoing PD

Implicit Bias Staff Feedback:

- 1) A district-wide commitment to ongoing implicit bias/antiracism professional development for all school personnel, not just teaching faculty
- 2) Review of curriculum and pedagogy and inclusion of culturally sustaining pedagogies

- 3) Revamp Foundations Training – include antiracist development and raising consciousness component
- 4) Institute a culture of caring

Alignment of Vision/Values:

- 1) Prepare the child for the road, not the road for the child
- 2) Ethnic/Gender studies Freshman Seminar course that introduces 9th graders to African-American Studies, Latin-American Studies, Asian-American Studies, Gender Studies, etc. through a critical antiracist lens taught by culturally competent teachers

Saturday Detention:

- 1) Different school start time (e.g., 8:45am)
- 2) Bus system (all grade levels)
- 3) More passing time between classes
- 4) Survey students' sleeping/eating habits
- 5) Offer breakfast program
- 6) THS library to remain open later to 5-6pm for students to do HW

AP Data/Demographic Data (students/teaching & support staff/ administration):

- 1) Decolonize curriculum – textbook review, additional exposure
- 2) Hiring practices
 - Are you a good fit for the culture?
 - Repurpose Foundations Program
 - Representation (students to teachers)
 - Community-based process
- 3) Tour of the Town
 - History of redlining (Black side, White side, Spanish door etc.)
 - Led by the people of the town
- 4) Institutional support for affinity groups
- 5) Lesson plans for teachers: reconceptualize what it means for teachers to plan, institute lesson plan policy that is restorative, not depleting
- 6) Rethink the use of Faculty Meeting time

Noguera Study:

- 1) Content-based PDs for teachers
 - 2) Free SAT/ACT prep course (student feedback: was not beneficial)
 - 3) Communication/articulation between elementary middle schools and between middle schools and high school
 - 4) Connect student's education with parents: more than just parent conferences, who goes to Back to School Night
 - 5) Treat us like people: initial conversation with freshman (GPA convo), get rid of rank, lose value
- Check-Out: Continuum on Becoming an Antiracist Multicultural Institution – Where would you place our school system today? Responses ranged from 1 - 4