



Oswego Community Unit School District 308
SERVING ALL OR PARTS OF THE COMMUNITIES OF
AURORA, JOLIET, MONTGOMERY, OSWEGO, PLAINFIELD AND YORKVILLE

Equity Advisory Committee
School District 308
Wednesday, January 27, 2021
VIA GOOGLE MEET
6:00 pm - 7:00 pm

MEETING MINUTES

1. Meeting called to order at 6:04 pm by Faith Dahlquist.

Members in Attendance: Ruth Kroner, Board Member/Co-Chair, Toni Morgan, Board Member/Co-Chair, Faith Dahlquist, Associate Superintendent, Dr. John Sparlin, Superintendent, LaTonya Simelton, DEI Coordinator, Charles Barr, Sandra Blood, Elizabeth Boone, Ivan Chambers, Alexis Davis, Ayo Dahunsi, Julianna Karvelius, Dr. Tawanda Kitchen, Jennifer Koller, Michael Leali, Eliseo Martinez, Diana McClarien, Leo Raspberry, Renee Sartore, Saima Shah, Shaunise Thomas

Members Absent: Mailyn Abella, Megan Brereton, Maurice Dollison, Larie Godinez, Maryam Osuch, JC Reveles, Judi Webster,

Guests in Attendance: Eugene Gatewood, Jen Johnson, Dr. Marino, Eulalia Valdez
Recording Secretary: Tina Moore

2. Motion was made to approve the December 2, 2020 minutes by Leo Raspberry ; seconded by Michael Leali; all were in favor.
3. Review of Polices:
6:280 Grading and Promotion
6:310 High School Credit
4. Review of Equity Statements - Members made suggestions to the current document of equity statements. Faith will put these suggestions together and they will be sent to the committee members.
5. Public Comments - None
6. The meeting was adjourned at 7:07 and all were in favor



Next Meeting Date: Wednesday, March 3, 2021



These statements reflect the vision of diversity, equity, and inclusion that SD 308 aspire to. These statements and action steps will be used to guide and monitor the work of SD308 at the classroom, school and district level(s).

Revised 1/28

Curriculum

We will deliver curriculum and instruction that is responsive to the needs of all students and is relevant and effective.

First Action Step: Make diversity, equity, and inclusion a top priority in all future adoptions of curriculum and textbooks materials by building it in as a necessary component in all materials that will be piloted and/or selected.

Racism

We acknowledge the existence of racism in our schools and community. We will not remain silent and will actively speak out and address injustices, dismantle structures that lead to inequities and work to educate and change behaviors to ensure an inclusive and equitable school community.

First Action Step: Develop and promote an Equity Resolution Statement. Integrate and use as guiding principle,

Traditionally Marginalized Identities

We acknowledge the existence of biases and inequities of marginalized identities in our schools and community. We will not remain silent and will actively speak out and address injustices, dismantle structures that lead to inequities and work to educate and change behaviors to ensure an inclusive and equitable school community for people of all identities.

First Action Step: Develop and promote an Equity Resolution Statement. Integrate and use as guiding principle,

Recruitment and Retention of Staff with Diverse Backgrounds/experiences

We will prioritize the recruitment, retention, and evolution of administrators and staff from diverse backgrounds and experiences



First Action Step: Form an action committee with short and long term goals toward recruiting and retaining staff from diverse backgrounds and experiences.

Student Voice

We will empower student voices as a critical tool in creating an inclusive, and socially just school community.

First Action Step: Create forums at the district and secondary school levels to seek out and amplify student voice and then take action on that critical feedback.

Professional Development

We will engage in ongoing equity-centered professional learning through internal and external critical reflection

First Action Step: Create a 3 year plan for training for staff on diversity, equity and inclusion.

Climate for Learning

We will cultivate a students and staff's sense of belonging, by providing a physical, intellectual, cultural and socio-emotional safe place for individuals to learn and express their ideas.

First Action Step: Implement the Climate for Learning Framework

Policy

We will embed equitable structures in our school systems' policies, practices, and procedures.

First Action Step: Engage leadership in discussions with all stakeholders of current scenarios that may shed light on the inequitable structures in policy and build plans to resolve them.

Community Partnerships



We will partner with community groups to promote the academic, social and emotional success of all students.

First Action Step: Provide updates to the community on the progress being made in equity three times a year. Create action committees that will develop structures to collaborate with community organizations.

First and second drafts of Equity Statements as well as original statements from the Equity committee.

Statement about Curriculum- Second draft

We will deliver curriculum and instruction that is responsive to the needs of all students and is relevant and effective.

First Action Step: Make diversity, equity, and inclusion a top priority in all future adoptions of curriculum and textbooks materials by building it in as a necessary component in all materials that will be piloted and/or selected.

Statement about curriculum - First draft

We pledge to deliver a curriculum free of bias, and instruction that is responsive to the needs of all students and is relevant and effective

First Action Step: Make diversity, equity, and inclusion a top priority in all future adoptions of curriculum and textbooks materials by building it in as a necessary component in all materials that will be piloted and/or selected.

Curriculum and instruction that represents diverse cultures, etc./7

Drive curriculum that is inclusive/1

Adding culturally diverse curriculum at each level of schools/1

Incorporate and recognize the importance of diversity by including strategies and outcomes as part of our curriculum/2



Forming a more inclusive background in curriculum. As a former student of color in the district, sometimes the curriculum does not touch on below the surface racial issues/1

Curriculum that meets the cultural aspect of the student body/2

Superior curriculum/1

Diverse curriculum at all levels/3

Curriculum and instruction that represents diverse cultures, etc./7

Drive curriculum that is inclusive/1

Statement about Racism - Second Draft

We acknowledge the existence of racism in our schools and community. We will not remain silent and will actively speak out and address injustices, dismantle structures that lead to inequities and work to educate and change behaviors to ensure an inclusive and equitable school community.

First Action Step: Develop and promote an Equity Resolution Statement. Integrate and use as guiding principle, Core Values

Statement about Traditionally Marginalized Identities

We acknowledge the existence of biases and inequities of marginalized identities* in our schools and community. We will not remain silent and actively speak out and address injustices, dismantle structures that lead to inequities and work to educate and change behaviors to ensure an inclusive and equitable school community for people of all identities.

Statement about Racism - First Draft

We acknowledge the existence of racism in our schools and community. We pledge to speak out about injustices and inequalities and to work to shift mindsets and behaviors to ensure equity throughout our school system.



<p>First Action Step: Develop and promote an Equity Resolution Statement. Integrate and use as guiding principle, Core Values</p>
<p>Take a no tolerance stance against racism/1</p>
<p>Acknowledge existence of systemic racism in school/5</p>
<p>Diversity include systemic racism, racial and cultural injustice and ableism/9</p>
<p>Condemn and overcome systemic racism and social injustice/2</p>
<p>Speak out against injustice/inequities/5</p>
<p>Take a no tolerance stance against racism/1</p>
<p>Acknowledge existence of systemic racism in school/5</p>
<p>It is not enough to support justice, we must be against injustice/1</p>
<p>Inclusive of everyone/0</p>
<p>We will work to shift mindsets where behaviors advantage some and disadvantage others based on a person's cultural identity or individual characteristics (race, gender, national origin, religion, dis/abilities)</p>
<p>Recognize the value of including the voices of those affected by bias/7 (This was copied from below)</p>
<p>Statement on Recruiting and retaining staff with diverse backgrounds /experiences - Second Draft</p>
<p>Prioritize the recruitment, retention, and evolution of administrators and staff from diverse backgrounds and experiences</p> <p>First Action Step: Form an action committee with short and long term goals toward recruiting and retaining staff from diverse backgrounds and experiences.</p>
<p>Statement on Recruiting and retaining staff with diverse backgrounds /experiences - First Draft</p>
<p>Prioritize the recruitment, retention, and evolution of administrators and staff from diverse backgrounds and experiences</p>



First Action Step: Form an action committee with short and long term goals toward recruiting and retaining staff from diverse backgrounds and experiences.

Diverse staff and administration/2

Acknowledged importance for a diverse staff at all levels and plan to change the landscape/0
Hiring diverse admin/staff/0

Hire diverse people/7

Hire more minority/black teachers/5

Diverse administration and staff/0

Diverse administration and staff/0

A diverse administration and staff/

Have a staff that represents the student body make up/2

Develop plan for increasing diversity of teaching staff/3

Equal representation of all races and gender in staff/2

Diverse staff and administration/2

Acknowledged importance for a diverse staff at all levels and plan to change the landscape/0

Statement on Student Voice - Second Draft

We will empower student voices as a critical tool in creating an inclusive, and socially just school community.

First Action Step: Create forums at the district and secondary school levels to seek out and amplify student voice and then take action on that critical feedback.

Statement on Student Voice - First Draft

We pledge to utilize student voice as a critical tool in creating an inclusive school community.



First Action Step: Create forums at the district and secondary school levels to seek out and amplify student voice and then take action on that critical feedback.
Acknowledge the diverse voices of students, staff and community members to include in advancing efforts/2
Recognize the value of including the voices of those affected by bias/7
Cultivate an environment where student voice and sense of belonging matters/5
Acknowledge and value the voices of all diverse groups within school in SD308/2
Listen to students voices-they should be included in these changes/5
Student voices need to be included and heard/1
Student voice/6
Elevating student voices within the school and link it to the community to establish impactful change for the future of the district/1
Openness to listening to students concerns/1
Courageous voices of our students/4
Openness of expression by students/1
Listen to students and what they think is needed to feel included/2
Acknowledge the diverse voices of students, staff and community members to include in advancing efforts/2
Recognize the value of including the voices of those affected by bias/7
Cultivate an environment where student voice and sense of belonging matters/5
Acknowledge and value the voices of all diverse groups within school in SD308/2
Listen to students voices-they should be included in these changes/5
Surveys to get student feedback and expectations/1



Statement on professional development - Second draft

We will engage in ongoing equity-centered professional learning through internal and external critical reflection

First Action Step: Create a 3 year plan for training for staff on diversity, equity and inclusion.

Statement on professional development - First draft

We pledge to engage in equity-centered professional learning through internal and external critical reflection

First Action Step: Create a 3 three year plan for training for staff on diversity, equity and inclusion.

Commit to annual cultural bias training for all board, admin, and teachers/1

Provide training to faculty/staff on implied bias and culturally responsive teaching/2

Raise awareness of the impact of racial microaggressions/4

Training faculty on implicit bias and culturally responsive teaching/5

Professional training for educators/1

Provide training and resources at the DAC level and building level, acknowledging the backgrounds and skills of staff/0

Provide trainings to faculty and staff/2

Diversity education for administration and staff/2

Commit to annual cultural bias training for all board, admin, and teachers/1

Provide training to faculty/staff on implied bias and culturally responsive teaching/2

Statement on Climate for Learning - Second draft



We will cultivate a students and staff's sense of belonging, by providing a physical, intellectual, cultural and socio-emotional safe place for individuals to learn and express their ideas.

First Action Step: Implement the Climate for Learning Framework

Statement on Climate for Learning - **First draft**

- We pledge to cultivate a students and staff's sense of belonging, by providing a physical, intellectual, cultural and socio-emotional safe place for individuals to learn and express their ideas.

First Action Step: Implement the Climate for Learning Framework

Truly equitable environment for all students and staff/0

Undo inequities to create a truly equitable environment for all/0

Create a safe environment for learning and living/2

Create an environment where staff and students don't have to conform to the accepted/2

Create an environment where students feel comfortable for who they are/3

Welcoming environment that yields creativity/1

Equal representation of all races and gender in staff/2

Recognition of student talents/1

Celebrations of diversity/1

Truly equitable environment for all students and staff/0

Be open minded to change in policies/procedures/0

Undo inequities to create a truly equitable environment for all/0

Genuinely inclusive culture/2

Compassion from faculty/staff/2

Equality for all students/staff/1



Celebrate diversity and different cultures/2
Recognition of all student achievements/2
Have a storytelling culture in the district/1
Open mind to listening to our BiPac students, staff, and families/1
Statement on Policy - Second draft
<p>Equitable structures will be embedded in our school systems' policies, practices, and procedures.</p> <p>First Action Step: Engage leadership in discussions with all stakeholders of current scenarios that may shed light on the inequitable structures in policy and build plans to resolve them.</p>
Statement on Policy- First draft
<p>We pledge to advocate for any inequitable structures embedded in our school systems policies and practices.</p> <p>First Action Step: Engage leadership in discussions of current scenarios that may shed light on the inequitable structures in policy and build plans to resolve them.</p>
Advocate for policies that enable great leaders and their students to thrive/3
Build transformational leadership focused on success for all students/2
Advance the policies and practices that allow great leaders to succeed/1
Consistent and continued leadership (top down) examples of commitment to these statements/3
Develop and implement policies that promote equitable environment for all students and staff/1



Statement on community partnership - Second draft

We will partner and collaborate with community groups to promote the academic, social and emotional success of all students.

First Action Step: Provide updates to the community on the progress being made in equity three times a year. Create action committees that will develop structures to collaborate with community organizations.

Statement of community partnerships - First draft

We pledge to collaborate with community groups to promote the academic, social and emotional success of all students

First Action Step: Provide updates to the community on the progress being made in equity three times a year. Create action committees that will develop structures to collaborate with community organizations.

Engagement and inclusion of all families/0

Advocacy of...Not something we can do alone, need community included/0