



April 19, 2021

Thomas Nanninga

VIA EMAIL – tning70@yahoo.com

Re: FOIA request dated & received 4/13/21

Subject: All emails of school officials/school board members and other documents related to the discovery or inclusion of Critical Race Theory in the curriculum of the students of any grade in the district and/or in the training of any school district teacher. Clarification 4/14/21: School Official defined as School and School District Administrators (Superintendent, Principals and other administrators responsible for curriculum) and time period 1/1/21-4/14/21.

This letter will serve as Oswego Community Unit School District 308's response to your April 13, 2021 request under the Freedom of Information Act (5 ILCS 140/1 et seq.), in which you asked for the above referenced information. The information regarding your request is attached.

To promote district transparency and assist others who may have a similar question, this responsive document will be posted online on the district's website. To access it, go to www.sd308.org and select *Our District > Freedom of Information Act Request > FOIA Request Responses > FOIA Requests Responses -2021 > then select FOIA ID #21-23*.

Please let me know if you have additional questions. Thank you.

Carrie Szambelan

Carrie Szambelan
Freedom of Information Officer

SUBJECT: Commit to (Re)commit: Making Equity Work Personal
FROM: Midwest & Plains Equity Assistance Center <glec@iupui.edu>
TO: Faith Dahlquist <fdahlquist@sd308.org>
DATE: 19/03/2021 10:05
ATTACHMENTS (20210319-100542-0000000): "[text.htm](#)"

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Equity Dispatch

Volume 5, Issue 2



[Did You Know?](#) |

[Why It Matters](#) |

[For Equity Now](#) |

Commit to (Re)Commit: Making Equity Work Personal



"There's a different between interest and commitment. When you're interested in doing something, you do it only when circumstances permit. When you're committed to something, you accept no excuses, only results."

- Art Turock



Did You Know

(Re)Commitment is a Daily Process

The need for educators newly engaged in the pursuit of equity to commit themselves to the work is evident. Commitment is a necessary part of developing a foundational awareness and understanding of equity. Such understandings are central to reflecting upon normative school and classroom practices that may result in inequities for marginalized students, or the ability to critically consider personal bias (Kohli et al., 2019). Less discernable, however, is the need for individuals long engaged in educational equity efforts to continually re-focus on their passion, and (re)commit themselves to ensuring equitable opportunities to learn for all students (Leea & Turner, 2017). [[Read More](#)]



Why It Matters

(Re)Commitment Disrupts Complicity

Without a continual (re)commitment to equity and justice, even the most equity-centered educators can become complicit (Theoharis, 2007). Educators' commitment to keeping equity at the forefront ensures they are avoiding "patterns of thinking and behavior that trap the possibilities for creating equitable schools" (McKenzie & Scheurich, 2004, p. 603, as cited in Radd, 2019). To avoid said traps and (re)commit to equity, we ask educators to recognize the ways in which the educational system has potential to propel them back into being complicit. [[Read More](#)]



For Equity Now

(Re)Commitment Requires Action

A (re)commitment to equity means being intentional not only about considering the future, but also being intentional about the need to critically examine the past. This may mean re-examining and re-adjusting personal and professional goals, being transparent about one's equity journey, and being self-reflective about the barriers

encountered while engaging in the work. Re-commitment also means understanding that equity work can be challenging and sometimes isolating therefore, equity-focused educators must seek out a community as part of their commitment to critical self-care and to moving their equity work forward. [[Read More](#)]

Meet the Authors

This March 2021 issue of Equity Dispatch was written and edited by:
Tammera S. Moore, Erin K. Sanborn, Robin G. Jackson, Seena M. Skelton, &
Kathleen King Thorius

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Midwest & Plains Equity Assistance Center is committed to the sharing of information regarding issues of equity in education. Reference in this newsletter to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of Midwest & Plains Equity Assistance Center. The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.



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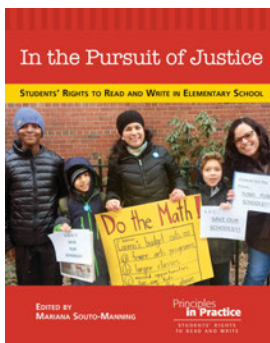


SUBJECT: Help Students Find Their Voices in Challenging Times
FROM: National Council of Teachers of English <booksteam@ncte.org>
TO: eaceret@sd308.org
DATE: 12/01/2021 05:08



National Council of
Teachers of English®

Even as we begin a new year, we continue to live through unprecedented times, and NCTE provides you with resources to help students of any age tell their own powerful stories about what is happening in their lives and their world. Check out the titles below, then explore the many resources available in the 2020 NCTE Fall/Winter Catalog.



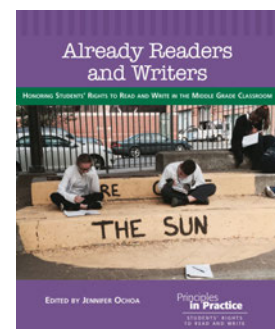
In the Pursuit of Justice: Students' Rights to Read and Write in Elementary School

Promoting an equitable and inclusive understanding of literacy, Mariana Souto-Manning and her teacher contributors explore how elementary teachers can welcome the voices and languages of their students into their classrooms in their pursuit of reading and writing experiences that showcase children's skills and practices. [Principles in Practice imprint](#)

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Already Readers and Writers: Honoring Students' Rights to Read and Write in the Middle Grade Classroom

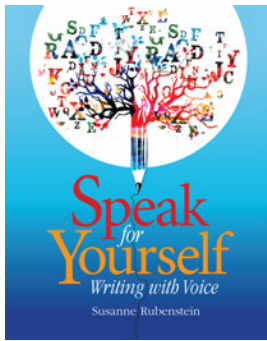
By showcasing their experiences and activities, and positioning NCTE policy statements—*The Students' Right to Read* and *NCTE Beliefs about the Students' Right to Write*—as foundational guiding documents, Jennifer Ochoa and her colleagues prove that even in today's standards-driven environment, authentic reading and writing practices can create literacy-rich middle school classrooms. [Principles in Practice imprint](#)



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Speak for Yourself: Writing with Voice

Susanne Rubenstein shows how to focus on voice in the teaching of writing to help students take ownership of



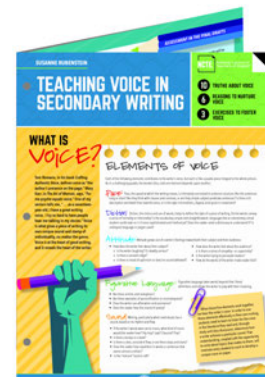
their work, enjoy what they're writing, and produce writing that shows depth of thought and originality of expression.

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Teaching Voice in Secondary Writing QRG

This quick-reference guide is full of practical and easy-to-implement strategies that help students take ownership of their writing through the development of voice. These tips and techniques allow students to move beyond template-based writing to produce work that is original, authentic, and powerful.

[LEARN MORE](#)



Counterstory: The Rhetoric and Writing of Critical Race Theory

Humanities scholar Aja Y. Martinez makes a compelling case for counterstory as methodology in rhetoric and writing studies through the well-established framework of critical race theory (CRT). [CCCC Studies in Writing & Rhetoric Series](#)

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Featuring nine new titles—eight books and a quick-reference guide (QRG)—as well as bestsellers from NCTE's collection, our latest catalog is filled with the latest thinking in our field. Discover fresh ideas, thoughtful research, and the voices of educators like you who are in constant pursuit of the best ways to reach their students.

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SUBJECT: JCAR ISBE amendment "Culturally Responsive Teaching & Leading Standards"

FROM: [REDACTED]

TO: LDoyle@sd308.org, RKroner@sd308.org, BLightfoot@sd308.org, HMoyer@sd308.org, ASwanson@sd308.org, TMorgan01@sd308.org, MBauman@sd308.org, JSparlin@sd308.org

DATE: 08/02/2021 17:41

I am a resident of Oswego and just learned of this mandate to incorporate left-leaning standards into Illinois public schools. The adoption of this proposal would make Illinois schools the most radical in the country (yes, even more so than California and Minnesota). The progressive political issues of Critical Race Theory, the 1619 project, BLM, and identity politics would be mandated standards. As members of the board, have you considered if this agenda is embraced by residents of SD 308? Many of my neighbors and myself feel this is overreach by the state into local school districts and the communities they support. Why should more conservative areas of the state have Chicago ideology imposed upon us?

I can see the adoption of this amendment resulting in dedicated teachers leaving public education and families moving out of state to avoid this indoctrination. I would encourage you to voice your objection to this amendment to our state legislators and ISBE by February 16, which is when a vote will take place.

Thank you for your service to SD 308.

[REDACTED]

SUBJECT: Commit to (Re)commit: Making Equity Work Personal
FROM: Midwest & Plains Equity Assistance Center <glec@iupui.edu>
TO: Chris Ferko <cferko@sd308.org>
DATE: 19/03/2021 10:01
ATTACHMENTS (20210319-100136-0000000): "[text.htm](#)"

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Volume 5, Issue 2

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Commit to (Re)Commit: Making Equity Work Personal



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Tammera S. Moore, Erin K. Sanborn, Robin G. Jackson, Seena M. Skelton, &
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Equity Dispatch

Volume 5, Issue 2

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Commit to (Re)Commit: Making Equity Work Personal



"There's a different between interest and commitment. When you're interested in doing something, you do it only when circumstances permit. When you're committed to something, you accept no excuses, only results."

- Art Turock



Did You Know

(Re)Commitment is a Daily Process

The need for educators newly engaged in the pursuit of equity to commit themselves to the work is evident. Commitment is a necessary part of developing a foundational awareness and understanding of equity. Such understandings are central to reflecting upon normative school and classroom practices that may result in inequities for marginalized students, or the ability to critically consider personal bias (Kohli et al., 2019). Less discernable, however, is the need for individuals long engaged in educational equity efforts to continually re-focus on their passion, and (re)commit themselves to ensuring equitable opportunities to learn for all students (Leea & Turner, 2017). [[Read More](#)]



Why It Matters

(Re)Commitment Disrupts Complicity

Without a continual (re)commitment to equity and justice, even the most equity-centered educators can become complicit (Theoharis, 2007). Educators' commitment to keeping equity at the forefront ensures they are avoiding "patterns of thinking and behavior that trap the possibilities for creating equitable schools" (McKenzie & Scheurich, 2004, p. 603, as cited in Radd, 2019). To avoid said traps and (re)commit to equity, we ask educators to recognize the ways in which the educational system has potential to propel them back into being complicit. [[Read More](#)]



For Equity Now

(Re)Commitment Requires Action

A (re)commitment to equity means being intentional not only about considering the future, but also being intentional about the need to critically examine the past. This may mean re-examining and re-adjusting personal and professional goals, being transparent about one's equity journey, and being self-reflective about the barriers

encountered while engaging in the work. Re-commitment also means understanding that equity work can be challenging and sometimes isolating therefore, equity-focused educators must seek out a community as part of their commitment to critical self-care and to moving their equity work forward. [[Read More](#)]

Meet the Authors

This March 2021 issue of Equity Dispatch was written and edited by:
Tammera S. Moore, Erin K. Sanborn, Robin G. Jackson, Seena M. Skelton, &
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Volume 5, Issue 2

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Commit to (Re)Commit: Making Equity Work Personal



"There's a different between interest and commitment. When you're interested in doing something, you do it only when circumstances permit. When you're committed to something, you accept no excuses, only results."

- Art Turock



Did You Know

(Re)Commitment is a Daily Process

The need for educators newly engaged in the pursuit of equity to commit themselves to the work is evident. Commitment is a necessary part of developing a foundational awareness and understanding of equity. Such understandings are central to reflecting upon normative school and classroom practices that may result in inequities for marginalized students, or the ability to critically consider personal bias (Kohli et al., 2019). Less discernable, however, is the need for individuals long engaged in educational equity efforts to continually re-focus on their passion, and (re)commit themselves to ensuring equitable opportunities to learn for all students (Leea & Turner, 2017). [[Read More](#)]



Why It Matters

(Re)Commitment Disrupts Complicity

Without a continual (re)commitment to equity and justice, even the most equity-centered educators can become complicit (Theoharis, 2007). Educators' commitment to keeping equity at the forefront ensures they are avoiding "patterns of thinking and behavior that trap the possibilities for creating equitable schools" (McKenzie & Scheurich, 2004, p. 603, as cited in Radd, 2019). To avoid said traps and (re)commit to equity, we ask educators to recognize the ways in which the educational system has potential to propel them back into being complicit. [[Read More](#)]



For Equity Now

(Re)Commitment Requires Action

A (re)commitment to equity means being intentional not only about considering the future, but also being intentional about the need to critically examine the past. This may mean re-examining and re-adjusting personal and professional goals, being transparent about one's equity journey, and being self-reflective about the barriers

encountered while engaging in the work. Re-commitment also means understanding that equity work can be challenging and sometimes isolating therefore, equity-focused educators must seek out a community as part of their commitment to critical self-care and to moving their equity work forward. [[Read More](#)]

Meet the Authors

This March 2021 issue of Equity Dispatch was written and edited by:
Tammera S. Moore, Erin K. Sanborn, Robin G. Jackson, Seena M. Skelton, &
Kathleen King Thorius

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"There's a different between interest and commitment. When you're interested in doing something, you do it only when circumstances permit. When you're committed to something, you accept no excuses, only results."

- Art Turock



Did You Know

(Re)Commitment is a Daily Process

The need for educators newly engaged in the pursuit of equity to commit themselves to the work is evident. Commitment is a necessary part of developing a foundational awareness and understanding of equity. Such understandings are central to reflecting upon normative school and classroom practices that may result in inequities for marginalized students, or the ability to critically consider personal bias (Kohli et al., 2019). Less discernable, however, is the need for individuals long engaged in educational equity efforts to continually re-focus on their passion, and (re)commit themselves to ensuring equitable opportunities to learn for all students (Leea & Turner, 2017). [[Read More](#)]



Why It Matters

(Re)Commitment Disrupts Complicity

Without a continual (re)commitment to equity and justice, even the most equity-centered educators can become complicit (Theoharis, 2007). Educators' commitment to keeping equity at the forefront ensures they are avoiding "patterns of thinking and behavior that trap the possibilities for creating equitable schools" (McKenzie & Scheurich, 2004, p. 603, as cited in Radd, 2019). To avoid said traps and (re)commit to equity, we ask educators to recognize the ways in which the educational system has potential to propel them back into being complicit. [[Read More](#)]



For Equity Now

(Re)Commitment Requires Action

A (re)commitment to equity means being intentional not only about considering the future, but also being intentional about the need to critically examine the past. This may mean re-examining and re-adjusting personal and professional goals, being transparent about one's equity journey, and being self-reflective about the barriers

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Meet the Authors

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Tammera S. Moore, Erin K. Sanborn, Robin G. Jackson, Seena M. Skelton, &
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Volume 5, Issue 2



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Equity Dispatch

Volume 5, Issue 2



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Commit to (Re)Commit: Making Equity Work Personal



"There's a different between interest and commitment. When you're interested in doing something, you do it only when circumstances permit. When you're committed to something, you accept no excuses, only results."

- Art Turock



Did You Know

(Re)Commitment is a Daily Process

The need for educators newly engaged in the pursuit of equity to commit themselves to the work is evident. Commitment is a necessary part of developing a foundational awareness and understanding of equity. Such understandings are central to reflecting upon normative school and classroom practices that may result in inequities for marginalized students, or the ability to critically consider personal bias (Kohli et al., 2019). Less discernable, however, is the need for individuals long engaged in educational equity efforts to continually re-focus on their passion, and (re)commit themselves to ensuring equitable opportunities to learn for all students (Leea & Turner, 2017). [[Read More](#)]



Why It Matters

(Re)Commitment Disrupts Complicity

Without a continual (re)commitment to equity and justice, even the most equity-centered educators can become complicit (Theoharis, 2007). Educators' commitment to keeping equity at the forefront ensures they are avoiding "patterns of thinking and behavior that trap the possibilities for creating equitable schools" (McKenzie & Scheurich, 2004, p. 603, as cited in Radd, 2019). To avoid said traps and (re)commit to equity, we ask educators to recognize the ways in which the educational system has potential to propel them back into being complicit. [[Read More](#)]



For Equity Now

(Re)Commitment Requires Action

A (re)commitment to equity means being intentional not only about considering the future, but also being intentional about the need to critically examine the past. This may mean re-examining and re-adjusting personal and professional goals, being transparent about one's equity journey, and being self-reflective about the barriers

encountered while engaging in the work. Re-commitment also means understanding that equity work can be challenging and sometimes isolating therefore, equity-focused educators must seek out a community as part of their commitment to critical self-care and to moving their equity work forward. [[Read More](#)]

Meet the Authors

This March 2021 issue of Equity Dispatch was written and edited by:
Tammera S. Moore, Erin K. Sanborn, Robin G. Jackson, Seena M. Skelton, &
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Volume 5, Issue 2

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Equity Dispatch

Volume 5, Issue 2



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Commit to (Re)Commit: Making Equity Work Personal



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- Art Turock



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Tammera S. Moore, Erin K. Sanborn, Robin G. Jackson, Seena M. Skelton, &
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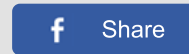
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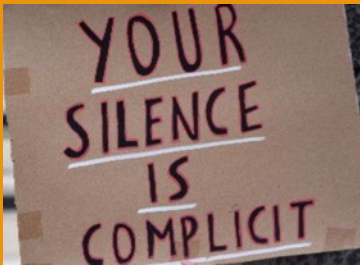
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(Re)Commitment Requires Action

A (re)commitment to equity means being intentional not only about considering the future, but also being intentional about the need to critically examine the past. This may mean re-examining and re-adjusting personal and professional goals, being transparent about one's equity journey, and being self-reflective about the barriers

encountered while engaging in the work. Re-commitment also means understanding that equity work can be challenging and sometimes isolating therefore, equity-focused educators must seek out a community as part of their commitment to critical self-care and to moving their equity work forward. [[Read More](#)]

Meet the Authors

This March 2021 issue of Equity Dispatch was written and edited by:
Tammera S. Moore, Erin K. Sanborn, Robin G. Jackson, Seena M. Skelton, &
Kathleen King Thorius

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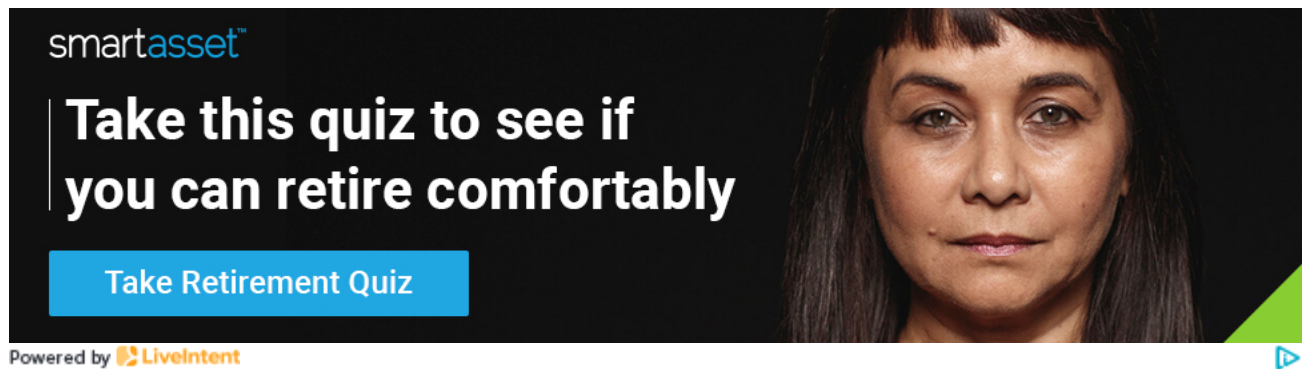
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Key Takeaways from the National Safe School Reopening Summit



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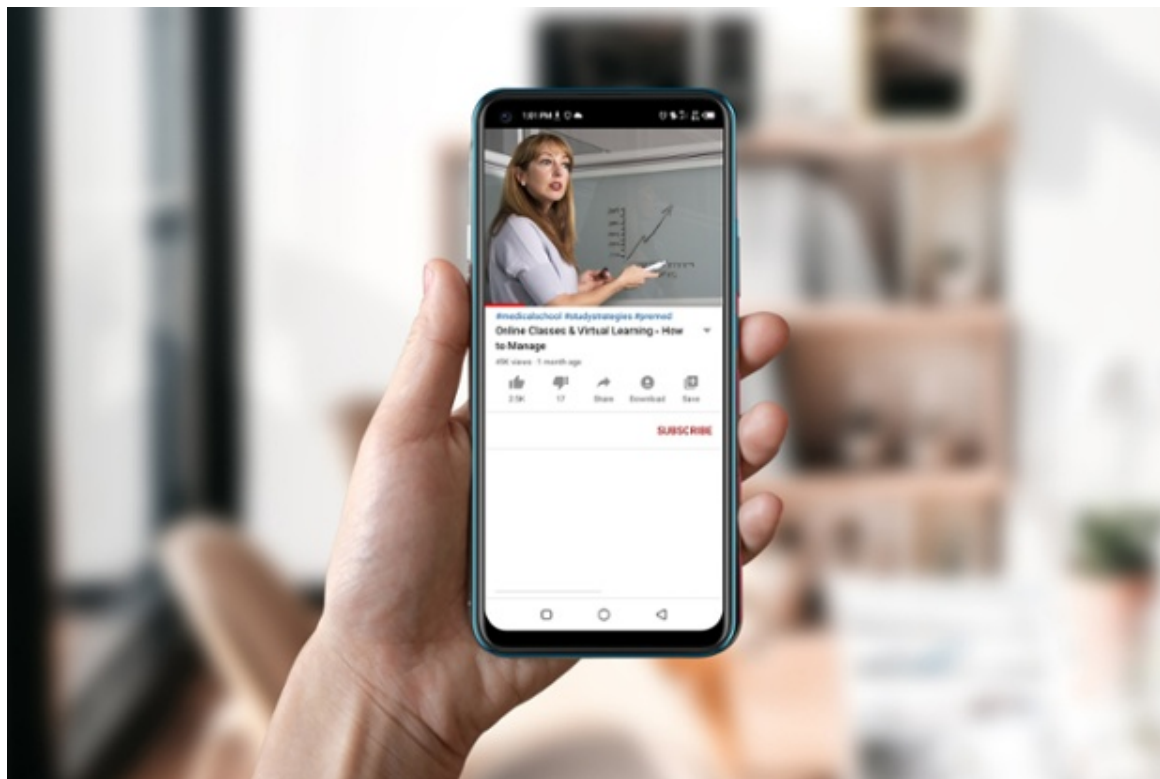
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5 Things to Know About Virtual Academies



The pandemic has

demonstrated how well online education can work for certain students and now district leaders are looking to permanently integrate it into education. "We never wanted this to be a COVID response as much as it is a learning response," says Dr. Ben Gauyan, Highline Public Schools' Instructional

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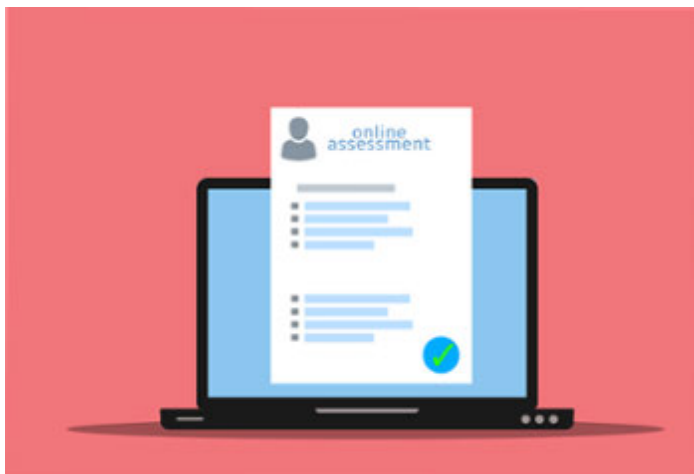
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Assessing Students in Online and Virtual Classrooms



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With the school year drawing to an end, finding the best way to effectively assess students in online and virtual classrooms is a challenge. Face-to-face classroom assessments are easily monitored and graded but how does that same effective assessment of learning take place in a remote environment? Teachers in Alabama's Mobile County Public Schools have become creative in how they are assessing their students. Many are using tools that are free but also allow their students easy access to the

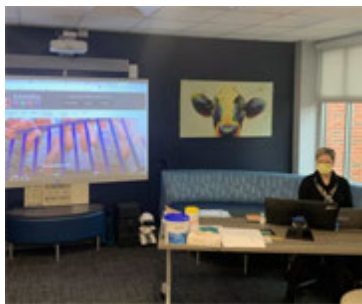
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Another Day, Another CDC Guideline



The word “pivot” has become a staple in the education vernacular this past year. Schools have pivoted to remote learning, then to hybrid learning, then to face-to-face and back again as COVID cases ebb and flow in classrooms across the country.

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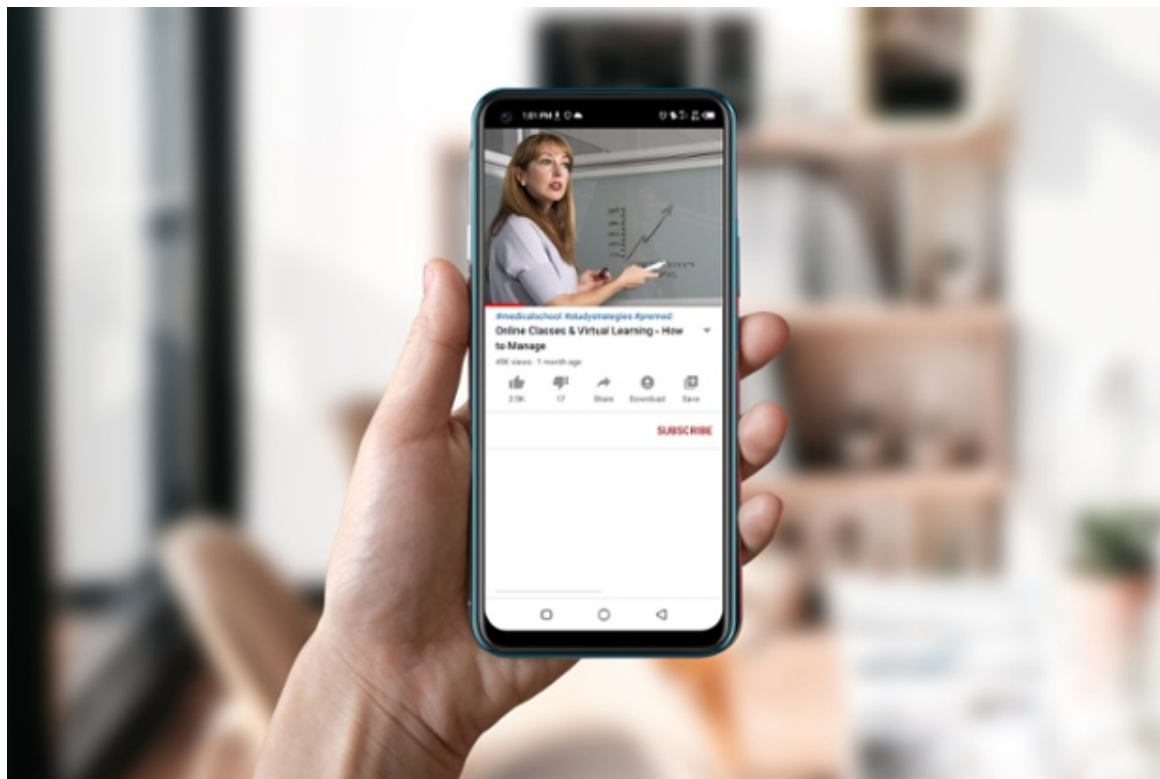
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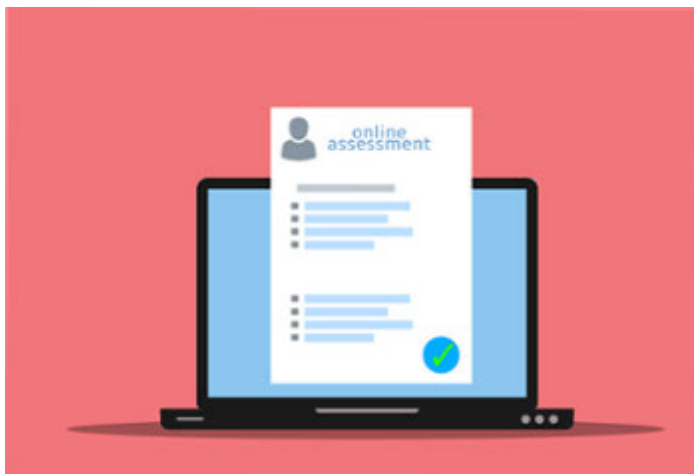
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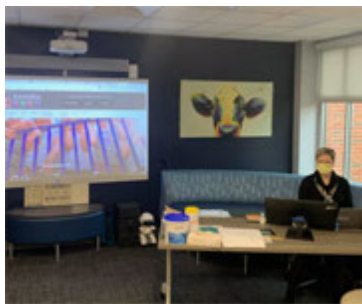
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Principal
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Good evening, Attached are the presentations from District 86 and District 203. Thank you to Kelly, Robin, and Rakeda for sharing your journey with us and for inspiring us to continue to champion this work. At our next meeting on March 18th we will hear from Dr. Rocio del Castillo from Huntley and have either a presentation on the new Culturally Responsive Teaching and Leading Standards -- <https://www.isbe.net/Documents/23-24RG-P.pdf>, or focus our time on the facilitation of student panels. Stay tuned for more details.

Wishing you a safe and peaceful week and the courage and wisdom to navigate this unprecedented time. Take care of yourselves, your students and colleagues need you.

Jean

Jean Barbanente, Ed.D.
Interim Superintendent
FOIA Officer
DuPage High School District 88
630-530-3985
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Naperville CUSD 203 Diversity, Equity, & Inclusion Update

Facilitated by Dr. Rakeda A. Leaks (she/her/ella)

Hello!

I am Rakeda Leaks

Executive Director of Diversity & Inclusion
Naperville CUSD 203
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In my experience, the equity problem usually is not that a school hasn't found the right strategy or initiative to "close" a disparity, but that leaders have skipped the step of deeply understanding why the disparity exists, guaranteeing our inability to eliminate it." - **Paul Gorski**

DEI: Key Steps

- Review data
- Listening tour: Internal and External
- Identify priority areas
- Create network/support system
- Affirm equity commitments



Priority Areas

1. Examine Systemic Inequities

Examine our current policies and practices to identify and eliminate institutional biases and norms through systemic, ongoing, and authentic work.

3. DEI Trainings & Resources

Offer trainings to deepen the work of personal growth toward cultural competence and understanding implicit racial bias for teachers, certified staff, and educational leaders.

2. Curriculum Review

Build education leaders' and teachers' capacity to make equity-focused curricular decisions and to utilize culturally responsive and sustaining instructional practices.

4. Recruit, Hire, & Retain a Diverse Workforce

Increase the representation of our workforce through innovative recruitment and pipeline building strategies as well as train hiring managers including school building leaders on culturally responsive hiring practices.



DEI Trainings & Resources

Staff

- ▣ Deep Equity
- ▣ MAP Center: Equity-centered curriculum
- ▣ Implicit bias
- ▣ Anti-racism resources
- ▣ DEI course for staff
- ▣ Equity conference
- ▣ Experiences of Black students in D203
- ▣ Supporting undocumented students/families
- ▣ Black staff affinity group

Students

- ▣ Student panels
- ▣ Student focus groups
- ▣ Student workshops
 - ▣ DEI guest speakers
- ▣ Student publications
- ▣ Class visits
- ▣ Student organizations
- ▣ Tentative: mandatory DEI training

Community

- ▣ Implicit bias
- ▣ Courageous Conversations about Race
- ▣ Anti-racism resources
- ▣ Immigrant and Undocumented Persons Rights & Resources
- ▣ Supporting LGBTQ+ youth
- ▣ Asian-American alum panel

Equity Commitments

- **Board Policy Changes**
- **Board Equity Resolution**
- **District Comprehensive Equity Plan**



Comprehensive Equity Plan

Pillars of **Success**



Systemic
Transformation
of Culture



Courageous,
Equity Centered
Staff



Equity Centered
Schools and
Classroom Practices



Perpetuating
Systems of Equity
and Opportunity



Family and
Community
Empowerment



Comprehensive Equity Plan

Indicators of Success By 2023

- Principles of comprehensive equity plan are the foundation of school improvement and will be reflected in school improvement plans.
- District data trends will indicate at least a nine percent (9%) reduction in academic gaps for the following student groups: Black/African American, Hispanic/Latinx, special education, English learners, and economically disadvantaged.
- District data trends for students who are eligible for special education services will be proportional to the overall district demographics.
- Data trends in the area of discipline, advanced classes and extracurricular activities will reflect positive movement towards district demographics.
- District data trends will indicate at least a nine percent (9%) reduction in demographic workforce gaps for certified and non-certified permanent staff, respectively in each racial/ethnic group including Asian, Black/African-American, and Hispanic/Latinx.
- Retention rates for racial/ethnic groups including Asian, Black/African-American, and Hispanic/Latinx will remain substantially equal to the overall retention rate for certified and non-certified permanent staff, using 2020 as a benchmark year.
- At least 80% of student respondents from non-majority identity groups in grades 6-12 will report that they have a meaningful and positive connection in their school as evidenced by survey data and focus group participation and feedback.
- At least 80% of respondents from families of students in non-dominant identity groups will report that they have a meaningful and positive connection in their school as evidenced by survey data and focus group participation and feedback.



**Started from
the Bottom
Now We're Here**

“Here” is a few
notches up not
the top. 🤔

Lessons Learned

Clearly call out racism

Student voice is essential

Community Engagement

Do not wait for staff to be “ready” to address DEI issues.

Make sure leaders and educators are well supported and have access to relevant resources and begin DOING the work.

Thanks!

Any questions?

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District 86 Equity Journey



Kelly Owens & Robin Vannoy

Staff Outreach- Summer and Fall 2020

The Equity Teacher-Led Team reached out to staff members this summer after the death of George Floyd and began the collective equity journey for District 86.

1. Reached out to Administration to get Building and District Admin. on board.
2. Staff Letter to Admin. signed by over 175 teachers demanding action on equity awareness in our schools.
3. Teacher-Led Discussions with staff on personal racial awareness.
4. Teacher-Led Student Group (SOAR) Students Organized for Anti-Racism
5. District Level Equity Committee Established. (50+ members)

So the journey begins...

Staff Development and Outreach

Using Courageous Conversations Mindset Compass to steer responses in active voice.

Teacher-led phone conversations over the summer with staff.

Group Zoom Sessions regarding Racial Awareness, staff led.

Continued in the Fall 2020 with PD time on Wednesdays during Remote Planning time for staff to meet, discuss their racial journeys. Encourage staff to “share their stories.”

Teach with openness, racially aware I statements. “As a *White Woman, as a Black Man...*”



Reducing Racial Disproportionality in Exclusionary Discipline for Black Students



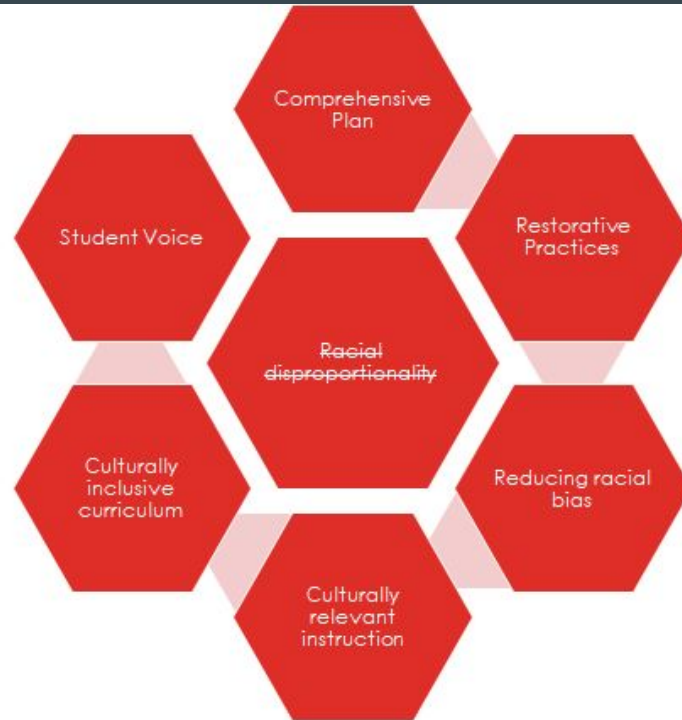
Racial Disproportionality Data

	2017-18	2018-19	2019-20 (until 3/13/20)
Racial Disproportionality Rate Eligibility	Yes	Yes	Yes
Total Expulsions and Suspensions White Students	30	14	<10
Total Expulsions and Suspensions Students of Color	71	44	<10
Racial Disproportionality Rate	4.398	5.8435	1.8208
Top 20% in RD Rate	Yes	Yes	No
RD Rate Rank	37	15	162

Contributing Factors

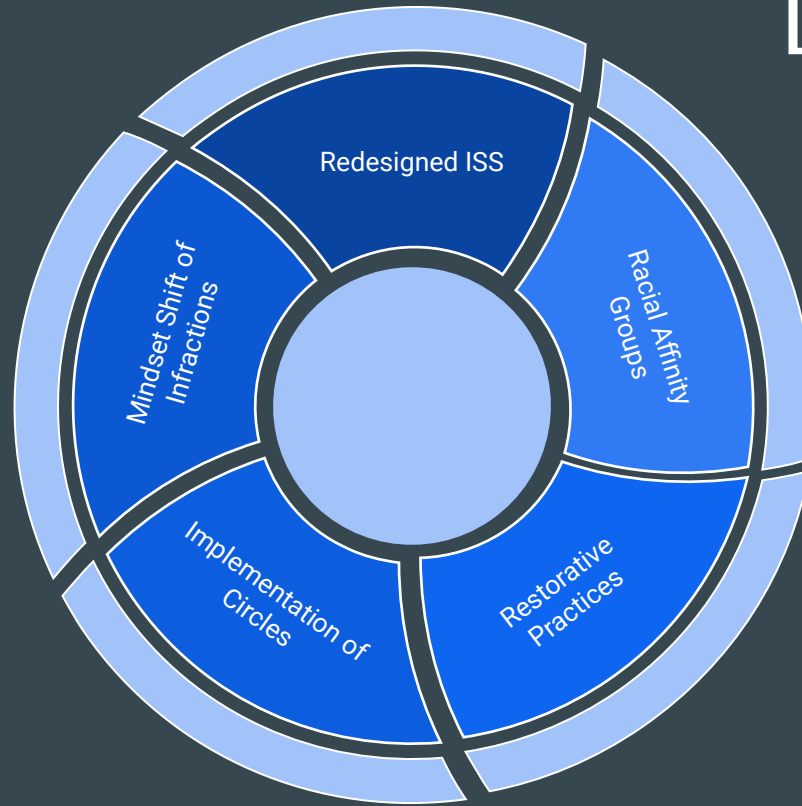
- Statistically, Black students are more likely than White students to receive behavioral referrals (Bradshaw et al., 2010).
- Scholars have examined this social justice issue from a variety of micro and macro levels including increasing teachers' cultural competence (Ladson-Billings, 2009), addressing implicit bias (McIntosh et al., 2014), countering systemic racism in the American educational system (Ladson-Billings & Tate, 1998), and restructuring disciplinary policies (Welsh & Little, 2018).

Holistic Plan



Restructuring

Discipline



Student Success Center



- Re Engagement Plan
 - Mawi Turbo Growth
 - Canvas E-Cig/Vaping Course
 - SEL & Behavioral Interventions
 - Social Work/Groups
 - Student Goal Setting
 - Progress Monitoring
 - Conflict Resolution
 - Lunch Intervention Program
 - Amita Health Collaboration
 - SSC/ISS Exit Survey
- Employ a variety of proactive practices that are positive and restorative in nature.
 - Provide a continuum of progressive and restorative discipline, interventions, supports and consequences that are consistent with prevention and early intervention strategies.

Racial Affinity Groups & Restorative Practices

- Bee Fly
- Hornet Advisory Committee
- Ritmo
- Rhyme and Reason
- Substance Use Assessments
- District paid drug education
- Healing Circles
- Mediations
- Restorative Detentions
- Academic support in lieu of detention



Restorative Practices & Mindset Shifts

- A multidisciplinary team was trained.
- Teacher reached out for help and was coached on how to implement community circles in her classroom.
- That teacher then became a spokesperson and advocate for classroom circles.
- Whole building mini-training.
- Next steps: continued coaching for interested teachers.
- Critical to have superintendent and principal support.
- Do we **have** to externally suspend this student?
- What situations are truly safety risks?
- District paid safety assessments



References

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- Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education, 11*(1), 7-24.
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