



Welcome!

Achieving Educational Racial Equity Through Policy and Beyond—Part IV

Crowne Plaza Seattle
November 10, 2016

- To deepen and clarify our “why” with regards to adopting and implementing racial equity policies.
- To learn from local and school district teams who have successfully adopted racial equity policies
- To engage with communities and students of color who collaborate with us to define the “beyond” once policy has been the adopted.



These Convenings are a part of a series of learning experiences designed to share the conditions and steps for creating organizations in which racial equity is a way of life through policy and practice.

Achieving Educational Racial Equity through Policy and Beyond Convenings



❖ Objectives of Spring Convening, 2015

- Why Focus on Race? – A Historical Perspective
- It Starts from Within - Harvard Process Implicit Bias Test
- Student Fishbowl and Debrief
- Keynote: Professor Kimberly Jenkins Robinson, *Professor of Law, University of Richmond School of Law*
- Racial Equity Policy Development: Identifying Next Steps for Your District

❖ Objectives of Fall Convening, 2015

- Engage in a learning lab with Dr. Kandy Steele to illustrate the important leadership moves needed to ensure our system is designed to promote racial equity.
- Deepen your racial equity lens so you are able to depict a vision of racial equity for your organization.
- Commit to a call to action to create a racial equity policy and culture of practice that aligns with the pol

Achieving Educational Racial Equity through Policy and Beyond Convenings



❖ Objectives of Spring Convening, 2016

- ❖ Identify and gain an understanding of the three forms of racism and how they manifest in the educational system
- ❖ Learn strategies from national and local leaders about how to develop and implement racial equity policy
- ❖ Commit to a call to action to create a racial equity policy and culture of practice that aligns with the policy

❖ Objectives of Fall Convening, 2017

- ❖ To deepen and clarify our “why” with regards to adopting and implementing racial equity policies
- ❖ To learn from local district teams who have successfully adopted racial equity policies
- ❖ To engage with communities and students of color who collaborate with us to define the “beyond” once policy has been adopted

Raise Your Hand If...

- How many of you are having conversations about creating a racial equity policy?
- How many are in the process of creating policy?
- How many have started the process of presenting about the racial equity policy?
- How many of you have passed a policy and in the process of implementation?

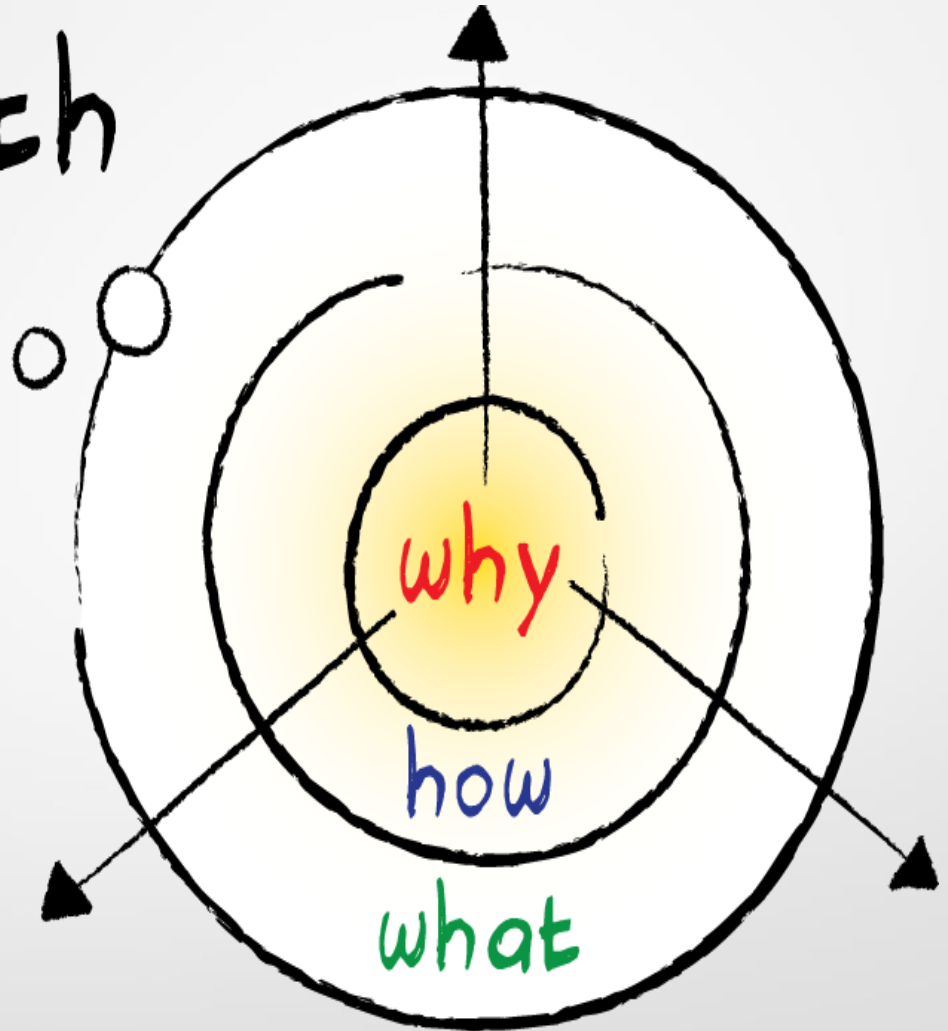



Celebrating Success:
Progress since the Last Convening



- Speak Your Truth
- Stay Engaged
- Experience Discomfort
- Refrain from pivoting to other –isms (sexism, classism, ageism etc...)
- Be aware of intent, own your impact
- Accept and expect non-closure
- Recognize this is about enhancing or gaining your equity lens
- Maintain a learner stance and remain open to new thinking

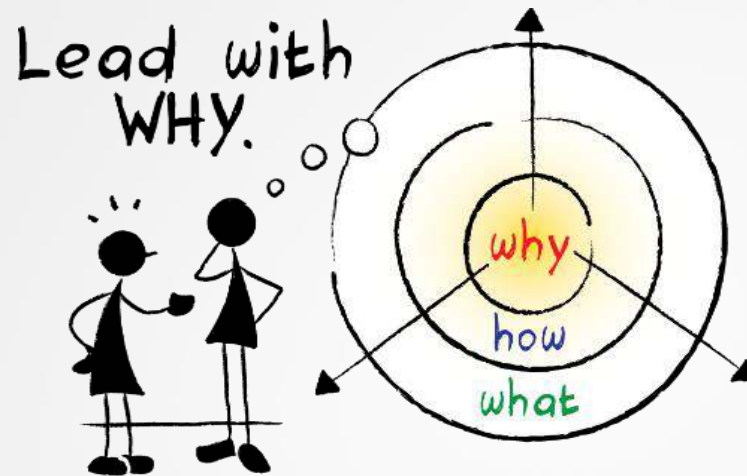
Lead with
WHY.





Framing the “Why”

Remembering Our History



What Do Students Teach us about the “Why?”

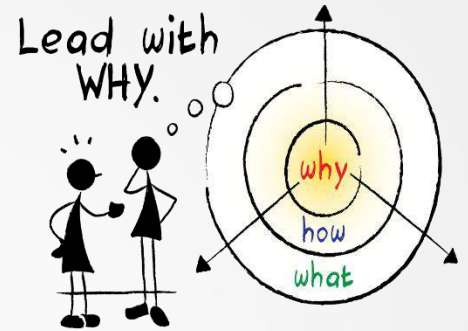
[Tukwila Video](#)

<http://money.cnn.com/video/news/2016/10/23/shes-probably-gonna-blow-us-up---how-students-turned-trumps-rhetoric-to-racism.cnnmoney/index.html>

Silent Individual Reflection

- Journal Activity
 - What's your emotional response to this video?
 - As an educator, how would you respond to this reality for your students?
 - Have you witnessed this kind of situation at your school? Classroom? District? If not, how might you find out?

Table Reflection



- When you develop your racial equity policy, how will you going to include student voice?
- What structures do you have in place for students to voice these kinds of concerns?
- What structures and supports need to be included in a racial equity policy to ensure teachers, students and families feel honored, dignified and valued?

What is Your Compelling “why” ?

Complete this Sentence Stem:

Our compelling “why” for creating and implementing a racial equity policy is.....






What is the “And Beyond?”

Defining the Work Beyond Racial Equity
Policy Implementation

Break





*Achieving Educational Racial Equity Through Policy and
Beyond, Part IV*

Auburn School District

Panel

- Dr. Alan Spicciati- ASD Superintendent
- Anne Baunach- School Board Director
- Heidi Harris- Asst. Supt. of Dept. of Student Learning
- Denise Daniels- Asst. Dir. Equity, Outreach, and Engagement
- Vicki Alonzo- Director of Communication
- Terri Herren- Principal –AMHS
- Erin Hall- Teacher Leader- AMHS

Starting the Process

Why?

- Data
- Outcomes
- CEE Surveys

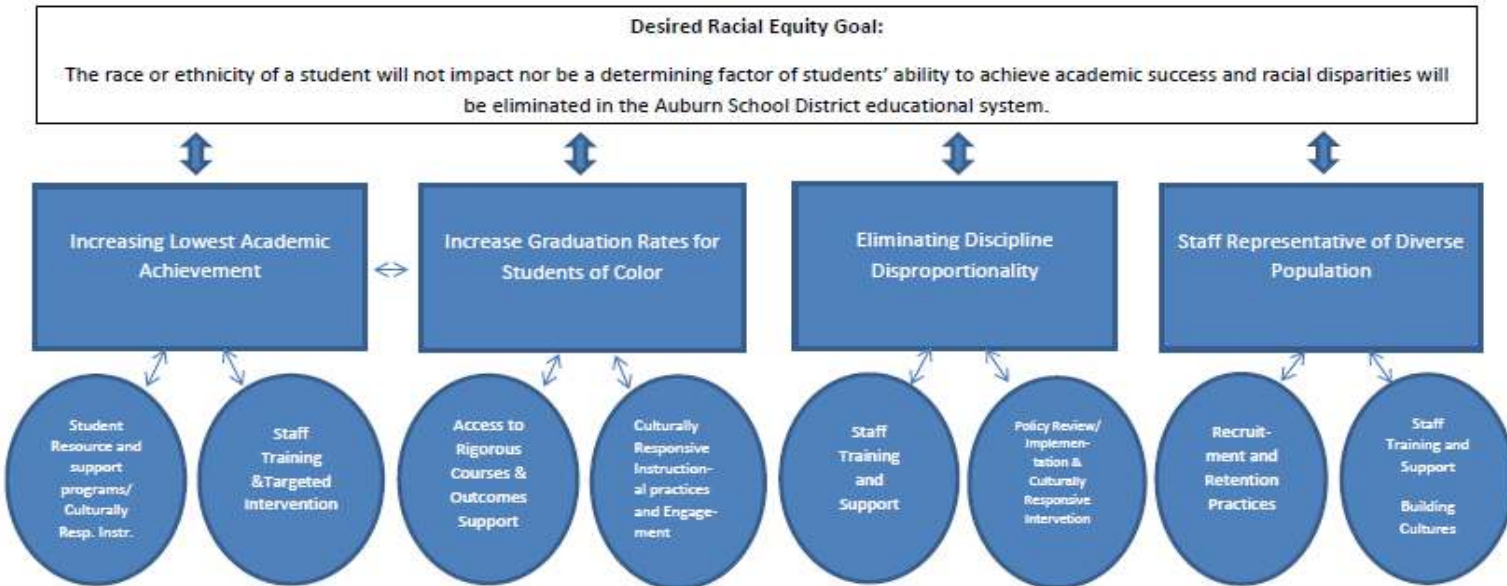
What?

- Developed C.O.R.E Team
- Reviewed Data
- Determined Focus Areas

How?

- Educating Ourselves
- Sharing Information
- Open Discussion

Theory Of Change



What we have to know:

- Our capacity for offering professional development for the school board, administration, and building staff on implementing racial equity practices throughout the district.
- Strategies around policy implementation, establishing buy-in, and accountability measures for the School Board, Superintendents, Administrative Staff, Principals, and Teachers.
- Methods of measuring various student, staff, and board outcomes to determine successes and what will be the process of evaluation.

What we have to do:

- Set strategic priorities and establish a plan of education and implementation around Racial Equity Policy and Practices.

Action Steps:

- Establish Equity Leadership Team (board, staff, student, and parent/community membership) and provide necessary training and support to begin discussion around the causes of disparate racial outcomes
- Review all academic and discipline data disaggregated by race and ethnicity
- Develop Racial Equity Policy and Practices
- Design implementation and professional development plan for district board, staff, and support staff.

Policy Development

- Researched current examples
- Centered around area of focus
- Sharing process
- Providing PD

Next Steps...

- Subcommittee work
- Increase student and community involvement
- Develop outcomes and monitoring processes



Question and Answer



Applying What you Learned

Table Activity


Share out:
*How will you hold yourselves accountable
to take action?*





LUNCH

- Networking
- Gallery walk to review district “why” statement
- Make sure you received a parking pass




OneAmerica :Youth Scholars and Community Members

Panel



Question and Answer



Applying What You Learned

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Break



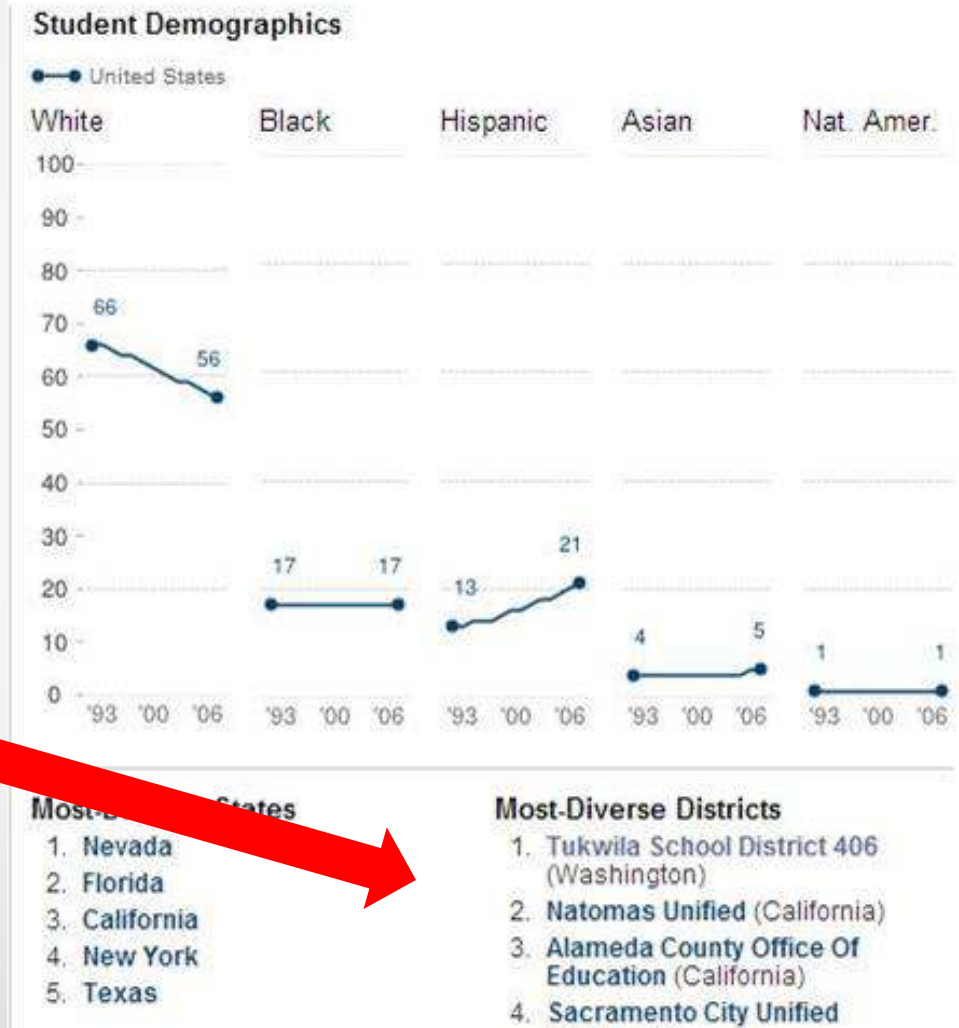
A Look Back, a Look Ahead

Race and Equity Policy and Beyond

Why Race and Equity? Our Journey



Named **the most diverse** district in that nation by the New York Times in 2012



Tukwila
SCHOOL DISTRICT

DEMOGRAPHICS

- **About 3,000 students**
- **75 percent poverty**
- **11 percent McKinney-Vento (homeless)**
- **Almost 90 world languages**
- **More than 60 percent immigrant/refugee**

Student Voice

“As a student I too often see groups of kids fall behind in class. And the teacher silently watches as the students fall farther behind...until the students can no longer be seen. Often times teachers dismiss the fact that a student is falling behind because the color of his skin makes that the norm as if a darker hue of skin permits failure.”

Showalter Middle School

Timeline

2013-2014

- Race and Equity Committee formed
- Worked throughout the year looking at various discipline policies/trained on restorative practices

2014-2015

- Began book study (*Courageous Conversations*)
- Looked at current “policy” to begin unpacking what wasn’t there
- Professional development: Dr. James Peterson provided feedback

2015-2016

- Reviewed multiple policies (Portland, Boston, Minneapolis)
- Adopted Race and Equity Policy June 2016
- Increased representation from all schools including students

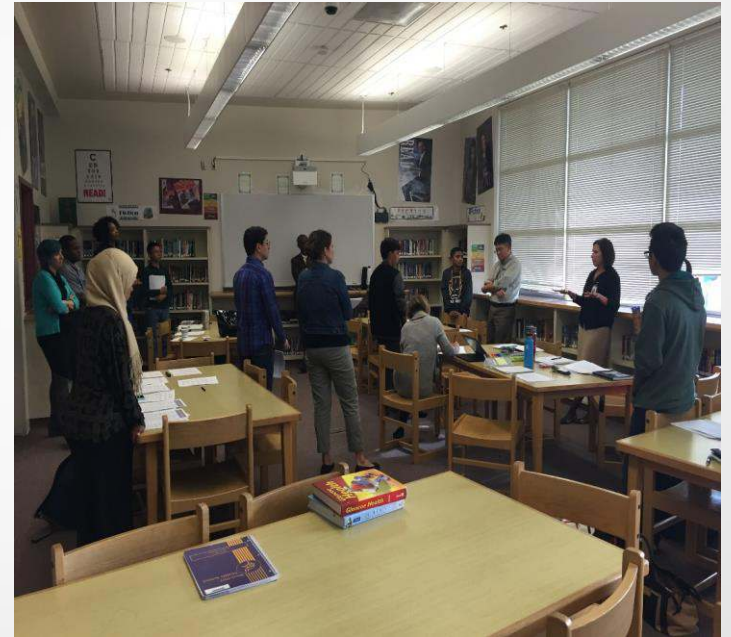
Staff



Facilitator



Students



Social Justice Fridays - Herda's Social Studies





Day of Solidarity

January 2016

Ethnic Studies



Board Priorities

Race and Equity

Strategic Plan-Pillar 1: Equitable Access to Standards-Aligned Instruction

The Board is committed to modeling on-going learning and supporting the District's Race and Equity work. Every school will have representation on the Race and Equity Committee. This committee should accommodate parents and meetings should be held during a time when parents are available to participate.

- A. The Board will be reading and discussing *Courageous Conversations About Race* by author Glenn E. Singleton
- B. The Board is directing the superintendent to have completed procedures as well as a comprehensive Race and Equity Plan for the TSD by 2017.

C. The superintendent if directed to continue focusing on race and equity work in order to develop a comprehensive Race and Equity Plan. To do this will require expert facilitation which will have budget implications for the district.

D. Ethnic Studies Class: The Board is interested in pursuing a potential implementation of an ethnic studies class at the middle and high school for the 2017/2018 school year with student/family input. The Board understands that this request will have budget implications, and will engage our students in an interdisciplinary study of difference.



2016-2017 school year

- Active Student Participation at the middle school
- Board participation in ***Courageous Conversations***
- Work on procedures in collaboration with PSESD while engaging in ***Courageous Conversations***
- Increase representation to include all schools, students, community members, parents on committee
- Identify opportunities to assist other districts

2016-2017 school year

- Continue with informing and educating our Board and staff using data.
- Continue to advocate for what is ***fair and just***
- Finish the procedures and develop a comprehensive Race and Equity Plan
- Institutionalize the policy and procedures



Words and Actions

By: Russel Ramos

The ignorance of people is prevalent
Fueling the flames of the stereotypes
Bigotry and prejudice is malevolent
Contradicting the stars and stripes

I watch and hear from the shadows
People being closed-minded and
discriminating

Red-lining, Islamophobia, and more on the
down low

People need to stop berating and start
equating

But we can try to make a difference and
eradicate this hate

Through participating in social justice
Decreasing

Peacefully fighting against injustice

Social justice is contagious and can cause
a chain reaction

But only if you speak with words and take
action

Infinite possibilities...




RESOURCES

- *Diversity, Equity and Inclusion* (Caprice Hollins and Ilsa Govan)
- *Courageous Conversations* (Glenn Singleton)
- *Race Matters* (Cornel West)
- *Whistling Vivaldi* (Claude Steele)
- *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools* (A. Lewis & J. Diamond)
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (Michelle Alexander)
- *Other People's Children* (Lisa Delpit)
- *Critical Race Theory* (Richard Delgado & Jean Stefancic)
- *White Privilege: Unpacking the Invisible Knapsack*
http://www.cirtl.net/files/PartI_CreatingAwareness_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf



Question and Answer



Applying What You Learned

Table Reflection

Share out:
*How will you hold yourselves accountable
to take action?*



Action Planning: Priorities

- Return to your completed action plan and review
- Identify the top two priorities your district/organization will implement between now and the next convening in April.
- Design Team member will gather contact information from each Recorder so they can be contacted with a copy of the completed plan.



Introducing.....

Kyla Crawford

Thank You!

- *PSESD Board Members and WSSDA for supporting this event*
- *Design Team Members*
- *Gates Foundation*
- *Tukwila School District*
- *Auburn School District*
- *OneAmerica, Dania Nuno, Shereese Rhodes, Gerardo Gallegos, Ty Rhodes, Teresa Garcia*
- *Kyla Crawford*
- *Facilitators, Brad Brown and Bernardo Ruiz*
- *Caroline Clement*

