

## SD54 Equity & Inclusion Task Force

April 10, 2021

Meeting #4

Action Planning

Agenda

Norms

1. Use the words you have.
2. Experience discomfort.
3. Speak your truth.
4. Expect and accept non-closure.
5. Listen patiently, listen actively, listen to your own voice.
6. Assume positive intent.
7. Be respectful of each other and our stories being shared.
8. Opinions are not right or wrong, they are built off experiences.
9. Address the point - not the person.

Presentation by Associate Superintendent Dr. Erin Knoll, Dr, Nick Meyers, and Assistant Superintendent Danette Meyers

**What is already in place as a foundation for this pillar as you are generating ideas?**

### PILLAR 1 Develop a culture of Belonging and Dignity

- Curriculum Review Process for Equity and Inclusion
- Student Ambassadors
- Clubs
  - WE Club (all JH)
    - School-based clubs based on student interest
      - Friendship Club
      - Fishing Club
      - Origami Club
      - Sign Language Club
      - Drama Club
      - Justice Club
      - STEM Club
      - Keys to Kindness Club
      - Podcast Club
      - Club Unify

Social-Emotional Learning Curriculum

- What is SEL?

Social and emotional learning (SEL) is the process through which children and adults ***acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.***

- Social-Emotional Learning Curriculum
- Every School has a guidance team that support students at the individual level, classroom level and school level

**PBIS -Positive Behavior Interventions and Supports**

- a positive school culture is promoted
- feedback is provided
- academic success is maximized
- prosocial skills are acknowledged

**Five Characteristics Of Restorative Practices**

**RELATIONSHIPS:**

Developing caring connections and finding common ground

**RESPECT:**

Listening to others’ opinions and valuing them

**RESPONSIBILITY:**

Being accountable for actions taken

**RESTORATION:**

Repairing harm that has been caused

**REINTEGRATION:**

Ensuring all remain included and involved

Pillar 2: Build the Cultural Competency of our Professional Learning Communities

**District 54’s PLC Journey**

- Work began in 2005 school year in response to lagging academic achievement outcomes for ALL identity groups.
- Our commitment to PLC implementation has been emphasized in all of our District-wide strategic planning efforts since 2005.
- Ongoing training in the language, structures and processes anchoring effective PLC implementation have been regularly provided at the District and building levels.
- Shared Commitment to Vision, Mission and Goals
  - Belief in the Limitless Potential of ALL Students
  - Results Orientation
  - Learning By Doing
- Collaborative Culture and Processes Intentionally Embedded Into Daily Routines of Schools
  - Establishing High Performing Collaborative Teams
  - Dedicated Instructional Blocks for Core Content Instruction and Daily “Acceleration for All”
  - Coordinated Approach to Providing Services to EL and SPED Students

**Outcomes of PLC Implementation in D54**

- A shift towards a results orientation to our work.
- A greater focus on the academic achievement levels of students from ALL identity groups.
- Improved academic achievement outcomes.

### **Characteristics of Teams Where Work is Anchored in Trust and Purpose**

- Agreement on and commitment to a clear mission and vision.
- Agreement on shared beliefs about students.
- Team members discuss their hopes and dreams for their students.
- Common goals focus the interdependent work of the team.
- Guiding and inclusive norms are established and adhered to to ensure a professional, productive and respectful work environment is maintained.

### **Cultural Competency**

- Starting in 2018 all District 54 staff participated in annual professional development on cultural competency and the student impact.
- These professional development sessions challenged individual and school level reflection on cultural competency.
- Teaching Tolerance: Webinars, articles [www.tolerance.org](http://www.tolerance.org)

### **Questions For Teams To Examine and Address Through an Equity Lens**

- Is our work effectively ensuring that all students are engaged, inspired and successful? How will we respond when this isn't the reality for each student?
- Is our work effectively eradicating existing achievement gaps across all identity groups? How will we respond when this isn't our reality?
- Do all members of our collaborative team recognize that every student comes to school with a unique identity profile that is too often impacted by racism, bias or bigotry? How will we respond when this isn't the case?
- Is our collaborative team willing to engage in sensitive, courageous, and candid conversations and actions to ensure equitable educational outcomes for each of our students? How will we address this moving forward?

### Pillar 3: Recruit, Select and Retain a staff that is reflective of our student demographics

#### Recruitment, Selection and Retention in District 54

#### **Recruitment Goals 2019-20**

- In state job fairs with greater diversity
- Out of state job fairs
- Teachers Recruiting Teachers

#### **Certified Applicants Selection Process**

- Dispositional Hiring
- Retention: Day 1 Induction

#### **Development**

- Induction Week
- Building-Based and Full-time Release Instructional Mentors
- Building and District-Based Instructional Coaches
- District sponsored Professional Development Courses
- Summer PD Offerings
- Collaborative Teaming
- Leadership Academy

Equity Task Force broke into three groups to generate action steps for each pillar presented. Action steps were shared by each group with the whole task force.