

MEETING ONE 10/11/2017

11 October 2017 / 10:00AM - 12:00PM / California Community Center

JCPS FACILITATORS AND ADMINISTRATION PARTICIPANTS

Facilitators: Krista Drescher-Burke and Delquan Dorsey

JCPS Administration ParticipantS: Marty Pollio, Jonathan Lowe

COMMITTEE PARTICIPANTS

Shelley Thomas, Patty Kannapel, Frank Mellen, Felix Garza, Rashaad Abdur-Rahman, Dana Jackson, Daryle Unseld, Kellie Watson, Denise Clayton, Brandon Lawrence, John Marshall

BOARD MEMBER ATTENDEES

Diane Porter, Steph Horne

AGENDA

- Introduction
- Committee description and group norms
- Tenets of policy
- Questions for consideration and reflection
- Data related to tenets
- Discussion
- Wrap up and reflect

NOTES

- J. Marshall opened with briefly explaining purpose of committee, and highlighted the need to focus on curriculum, staffing, and the achievement gap.
- Each member explained why they are serving on the committee.

- M. Pollio addressed the committee and community members. He highlighted several points:
 - Wants to ensure this is done right.
 - Stressed the importance of policy needing to address achievement gap.
 - Policy needs to provide equitable access.
- While there is a sense of urgency, this should not be something passed too quickly without due deliberation. J. Marshall provided additional introductory comments:
 - JCPS departments must realize all have to be committed.
 - Discussed the definition of equity vs. equality, per request of D. Unseld.
 - Prior to next meeting, committee will know if there is a change in tenets.
 - Each meeting will focus on different tenet.
- J. Marshall shared a presentation with the subcommittee that provided information and data organized around six tenets (see PowerPoint).
- The six tenets will be used as the framework for organizing the work of the subcommittee and the development of the policy. The tenets are as follows:
 - Diversity in curriculum
 - Cultural competency training
 - Staffing diversity/classroom diversity
 - Programmatic access
 - School culture and climate

Central office and departmental resolution and commitment to racial equity. Notes organized by tenet.

- **Diversity in curriculum**
 - F. Garza suggested all teachers should be given History of Immigration training because of the great diversity within each ethnic group and vast diaspora.
- **Cultural competency training**
 - K. Watson wanted to explore implicit bias training.

- So much discipline is subjective
- A subcommittee member asked how training can be added.
- Requiring implicit bias training will require JCTA support. J. Marshall said the training is available, but is currently elective: teachers choose what training to attend to satisfy their requirements.
- Members discussed the possibility of requiring performance evaluations, rather than a requirement to attend training.
- F. Mellen suggested we look to partner with postsecondary institutions that train JCPS teachers (e.g., UL, Bellarmine), which could be influenced to include implicit bias training in their curriculum. D. Clayton suggested colleges could incorporate cultural competency within ethics classes, a point that was reiterated by F. Garza.
- F. Mellen cautioned that if too many requirements are placed on out-of-state recruits, HR may object because of their ability to recruit.
- F. Garza asked how will it be known that people have correct training.
- D. Jackson wanted to know what trainings currently exist and are offered/required.
 - JCPS will respond at next meeting with JCPS trainings
 - R. Abdur-Rahman and K. Watson both outlined the trainings Metro uses, and some resources that might be appropriate for JCPS.
 - Will cost money
 - “Undoing Racism”
 - “Race to Power and Illusion”
 - “Governmental Alliance on Racial Equity”

- A subcommittee member suggested that often teachers are placed in schools with a culture and climate that does not value cultural competence and become discouraged; there is great need for support of these teachers, after initial training.
- S. Thomas: Cultural competency should be thought of as lifelong training.

- **Staffing/classroom diversity**

- K. Drescher-Burke showed data on teachers--84% of JCPS teachers are white, while more than 50% of students are students of color. There is a supply problem of certified teachers of color.
- S. Thomas suggested that we need to find ways to enact policies and develop strategies to recruit and retain more teachers of color.
- A subcommittee member asked whether focus groups been done to ask teachers about the environments in certain schools. *Anetria Swanson, a doctoral student, is possibly a person to help with this*

- **Programmatic access**

- K. Drescher-Burke shared data on the relatively low numbers of Black and Latino students in the Gifted and Talented Program, as well as the low numbers of Black and Latino students taking Advanced Placement tests AND receiving credit. The problem is complex: students of color take fewer tests and pass tests at lower rates.
- S. Thomas would like information on dual credit participation.
- D. Jackson would like to focus on the opportunity gap (housing, transportation, etc.) that is contributing to achievement gap.

- **School culture and climate**

- K. Drescher-Burke shared data regarding school culture and climate. Whites in almost every category report higher satisfaction on culture and climate surveys than Black students.
- A question was raised about which school(s) have highest suspension rates.
- **Central office and departmental resolution and commitment to racial equity**
 - There was a suggestion that this ad hoc subcommittee review existing policies from other large urban districts(e.g., the one for Seattle public schools) and incorporate successful policy components into the JCPS policy.
 - F. Mellen suggested the subcommittee also explore the process of policy implementation, including conflict and how it was dealt with.
 - R. Abdur-Rahman stressed that accountability will be critical to ensure desired outcomes.
 - D. Clayton asked who will hold JCPS accountable and ensure that outcomes are measured.
 - D. Dorsey suggested the possible consideration of the creation of an ongoing committee to deal with accountability.
 - J. Lowe suggested the District be required to conduct periodic evaluations of the policy and its outcomes.

General notes

- J. Lowe recommended not being too specific with certain things:
 - Establish the expectations for school and district staff, without delineating the details of implementation within policy.
 - Keep in mind it is difficult to make changes later.

- In regard to language, it is helpful to create space within a high-level policy framework for things to be included as action steps.
- F. Mellen suggested the subcommittee could develop two sets of suggestions: One for the policy, and one for implementation that can be adopted to comply with the policy.
- When asked if Metro has experienced some pushback, D. Clayton responded that it was not necessarily pushback, but rather tensions brought on by the policies challenging how people have done their jobs for years.
- Is there an organization for school systems similar to the Governmental Alliance on Racial Equity?
- What insight can the National Equity Project offer?

Recap

- Committee suggests all employees be required to have implicit bias training and cultural competency training.
- If this is mandated, the District must have tools and ongoing, in-school supports for teachers.
- Subcommittee members agreed that student voice ought to be represented on the subcommittee moving forward.