



# RESOLUTION ON RACISM

Committee Updates  
November 4, 2020

# BACKGROUND



## **ADOPTED AUGUST 4, 2020**

Resolution to declare racism is a public health crisis as it adversely impacts our students, families, staff, and community at large.



## **COMMITTEES FORMED**

To address 13 sections of the Resolution that require action by the Board of Education and members of DPS leadership and staff.




## **SHARE PROGRESS**

Tonight Board representatives of each Resolution section committee will share progress made on the work contained in that section.

# SECTION I

The Board hereby declares that racism is a public health crisis that negatively impacts our students, our families, our community, and our staff; the Board hereby declares its commitment to establishing, supporting, and sustaining a culture of anti-racism districtwide.



A close-up, grayscale photograph of a file folder tab. The tab is dark gray with a white rectangular label in the center. The word "Policies" is printed on the label in a bold, black, serif font. In the background, other file folders are visible, slightly out of focus, with one label partially showing the word "Clients".

# Policies

## SECTION II

The Board directs its Board Policy Committee, in collaboration with student ambassadors and members/ graduates of the Decatur Public Schools Parent Leadership Training Institute (PLTI), to develop a racial equity policy to guide our district's equity work in an effort to reduce the effects of racism on our Black, Latinx and other marginalized students, families, staff, and community.



## SECTION II

# RACIAL EQUITY POLICY

### COMMITTEE MEMBERS

- Beth Creighton
- Dan Oakes
- Dr. Paul Fregeau
- Dr. Todd Covault
- Student Ambassadors – Jalyn Pierce and Daniel Flores
- PLTI Members/ Graduates – Heather Johnson, Nichele Gavin, Lashonda Anderson, Kent Howe, Meagan Novak, and Rachel Emmons

### MEETINGS HELD

- Tuesday, August 25, 2020
- Thursday, September 10, 2020
- Tuesday, September 29, 2020
- Tuesday, October 20, 2020

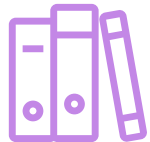
# PROGRESS TO DATE



## **RACIAL EQUITY POLICY**

Collected examples we liked from other businesses and school districts. Used our own Resolution on Racism to construct general outline.

Our goal was to keep the Policy short and sweet – knowing that the Resolution and the Procedure would cover more details.



## **RACIAL EQUITY PROCEDURE**

Collected examples we liked from other businesses and school districts. Compiled a list of words we felt needed to be defined as part of this work and then started collecting definitions.

The Procedure is a living document that can be edited as we continue the work on this Resolution. Because it does not have to be approved by the Board, the operational definitions can be updated often and with fidelity.

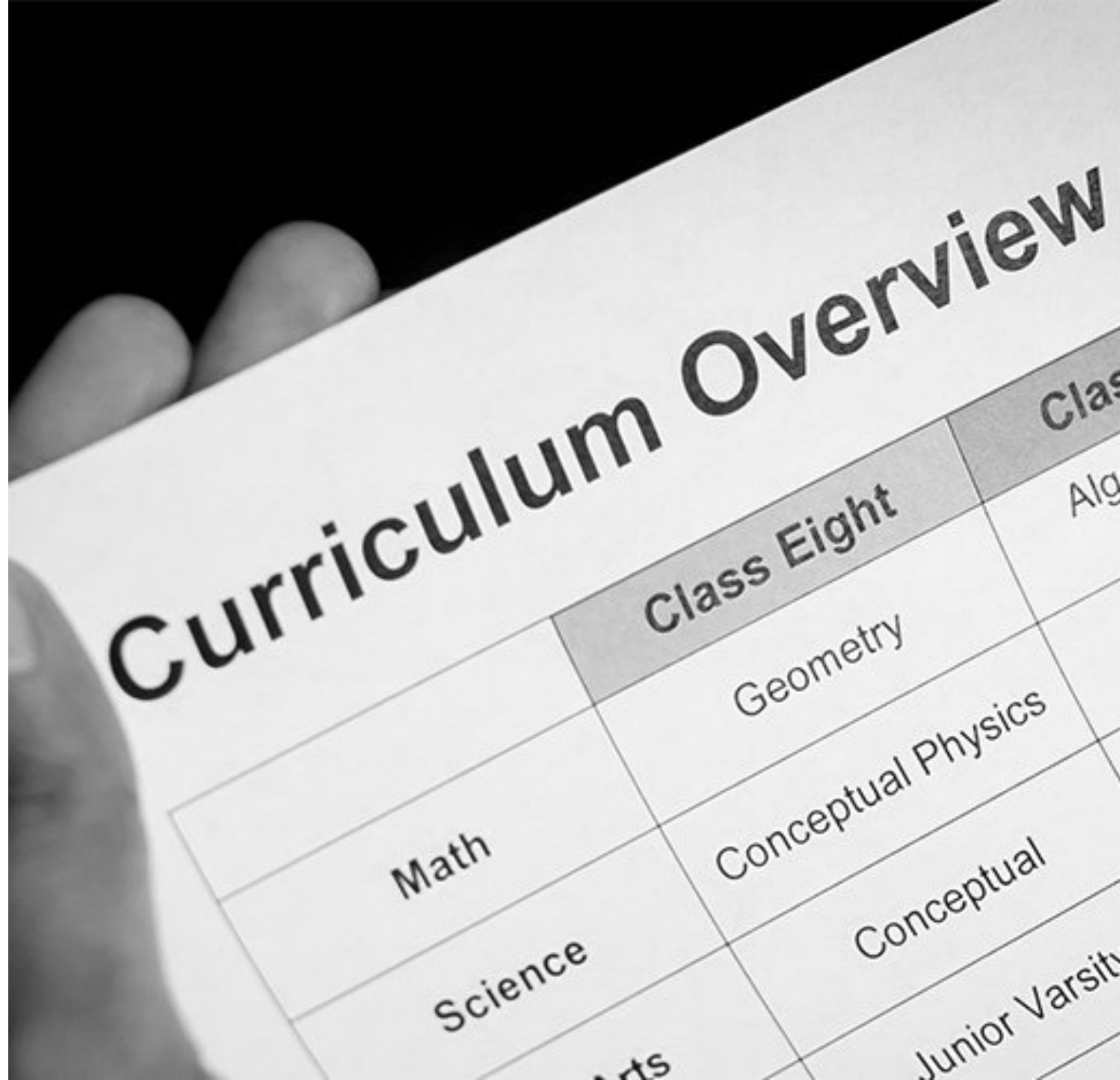


“ First drafts  
don't have to  
be perfect.  
They just have  
to be written. ”

Author Unknown

## SECTION III

Representatives of the DPS Teaching and Learning Team, along with member(s) of the Board, will develop or revise policies and protocols that integrate additional racially and culturally relevant content, along with anti-racism instruction, into the curriculum. Additionally, this team will bring forward recommendations around the implementation of an aligned, culturally responsive social-emotional learning curriculum. This team will also review and decide if “College African-American History” should be a general education course, as opposed to its current status as a general elective course, or if there is a better way to achieve the desired result of including such history in our curriculum and bring a recommendation before the Board. Similarly, this team will address course naming and bring any recommendations of revisions to the Board.



## SECTION III: SUB-COMMITTEE #1

# ANTI-RACISM PROFESSIONAL DEVELOPMENT & CURRICULUM REVIEW/ADOPTION SUB-COMMITTEE

### COMMITTEE MEMBERS

- Ron Lybarger, EHS English Teacher: Facilitator
- Temethia Joyner, Montessori Teacher
- Dr. Ollie Taylor, Hope Counselor
- Marie Jagger-Taylor, Arts Education Specialist
- Brittany Huff, MHS Social Studies Teacher
- Andrew Klein, MHS Agriculture Teacher & Coach
- Tarin Mills (alternate), EHS Social Studies Teacher
- David Barista (alternate), EHS Art Teacher

# CURRICULUM REVIEW/ADOPTION

## Statement

We as a committee have found through personal reflection on our own discipline and experiences in DPS as well as through perusal of the Humanities (English, Social Studies, Art and Music) curriculum K-12, that we are in need of equity as pertains to people of color and inclusivity. In some cases, entire curriculums need to be revisited and modified to be more multicultural and reflective of the students we serve, and in other cases, minor adjustments such as companion texts and multi modal opportunities will help create equity and broaden our students' comfort zones when it comes to issues of race and multiculturalism.

Ultimately, it is our recommendation that part of our PLC work, ongoing in this district, should be to evaluate our curriculum K-12 to ensure equity when it comes to people of color in order to promote multiculturalism, positive representation, tolerance and a balanced educational experience. We offer suggestions, tools, and protocols to manage and maintain PLCs as guidelines, not mandates, and recommend that PLCs continue the work we have started.



# CURRICULUM REVIEW/ADOPTION CONT.

## Current District Policies

We have board policies in place: 6.60 Curriculum Content number 13 & 17 and 6:210:

- [Curriculum Board Policy](#)
- [6:210 Instructional Materials Policy](#)

## Research

Culturally Responsive Curriculum Scorecards

- [CRCSC: Representation](#)
- [CRCSC: Representation\(2\)](#)
- [CRCSC: Social Justice Orientation](#)

## Recommendations

PLC Focus

- Education and Awareness of Board Policies
- Design rubrics that are content specific to review existing curriculum for equity.
- Rubric Based Comprehensive Curriculum Review for existing curriculum
- Revision where necessary
- Use of rubric when adopting new curriculum
- Financial support for PLC work after school hours and/or summer work where necessary

## Suggested Implementation Dates

- Design Content Specific Rubrics to review curriculum beginning immediately to be complete by January 15th 2021
- Review all Existing Curriculum and Revise where needed by May 2021

# PROFESSIONAL DEVELOPMENT

## Overview

We are looking to assess and improve cultural responsiveness through the use of self-assessment and courageous discussions about race and racial biases in a micro (PLC) and macro setting (whole district) in order to create a culture and environment in Decatur Public Schools of inclusivity and Anti-Racism.

## Survey Results

The survey sent out to staff and district personnel netted building specific needs as well as individual needs; all survey results were anonymous.

## Recommendations

Utilize data derived from our survey and additional surveys and input from all district staff members that will drive district and building level PD involving intercultural relationships. Establish and maintain a professional development committee consisting of a broad range of staff members and stakeholders to recommend and design professional development.

- [Multicultural Toolkit](#)
- [Teaching Tolerance](#)

## Suggested Implementation Dates

Suggested Spring 2021 but ultimately left up to committee recommendations.

## SECTION III: SUB-COMMITTEE #2

# SOCIAL-EMOTIONAL LEARNING CURRICULUM SUB-COMMITTEE

### COMMITTEE MEMBERS

- Leslie Johnson, Teacher-Johns Hill, 6th Grade
- Crystal Lyons, Teacher-Eisenhower, ELA
- Kelley Morrision, Principal, William Harris Learning Academy
- Kelli Murray, Coordinator, Professional Development Institute
- Chrissy Petitt, Union President, Decatur Education Association

## **DPS STRATEGIC PLAN STRATEGY #3: WHOLE STUDENT**

**"WE WILL ESTABLISH A  
SUPPORT NETWORK  
THAT WILL IDENTIFY AND  
ADDRESS STUDENTS'  
PHYSICAL, SOCIAL/  
EMOTIONAL, AND  
MENTAL HEALTH NEEDS  
TO ALLOW EACH  
STUDENT TO REACH  
THEIR FULL POTENTIAL."**

## **Goals of Sub-Committee**

- Evaluate curriculum currently being piloted in Decatur Public Schools.
- Provide a rubric to assess potential SEL programs and/or curriculum adopted by Decatur Public Schools

## **SEL Curricula Being Piloted During 2020-21 School Year**

- Character Strong
- 7 Mindsets

# CULTURAL RESPONSIVE RUBRIC TO EVALUATE SEL CURRICULUM

| Questions to Ask about SEL Curriculum                                                                           | YES OR NO | JUSTIFICATION<br>FOR YES OR NO |
|-----------------------------------------------------------------------------------------------------------------|-----------|--------------------------------|
| Does the SEL curriculum build students' and educators' awareness of their own implicit biases                   |           |                                |
| Does the SEL curriculum teach students to exercise a growth mindset                                             |           |                                |
| Does the SEL curriculum focus on inclusiveness and acceptance of all students and families                      |           |                                |
| Does the SEL curriculum support teachers in expanding their own mindsets regarding their students' capabilities |           |                                |
| Does the SEL curriculum build a foundation for restorative practices                                            |           |                                |

# CURRICULA CURRENTLY BEING PILOTED

## **Does the SEL curriculum build students' and educators' awareness of their own implicit biases?**

Yes, an entire course is designated to address equity. Lessons on Inequity, Confronting our Discomfort, The Power of Privilege, and Implicit Biases are just some example lessons used to build students' and educators' awareness. There is also a measurement tool that will gauge the effectiveness of the lessons.

## **Does the SEL Curriculum build a foundation for restorative practices?**

Yes, this curriculum does lay the foundation for restorative practices in that it gives students the tools to recognize their own emotions and how they react to situations as well and how to empathize with others. It also gets students used to talking about these things which is an important part of restorative practices.



## SECTION III: SUB-COMMITTEE #3

### RESULTS STATEMENT:

**THE DPS TEACHING & LEARNING TEAM WILL EMBED AND SUPPORT PURPOSEFUL CURRICULAR OPPORTUNITIES, PREK-12, FOR STUDENTS TO DEVELOP A WELL-ROUNDED WORLD VIEW AND UNDERSTANDING OF THE STRUGGLES & CONTRIBUTIONS OF UNDERREPRESENTED PEOPLE**

### COMMITTEE MEMBERS

- Megan Glover-Flanigan, Literacy Specialist EHS: Facilitator
- Sam Mills, Social Studies Department Chair EHS
- Tarin Mills, Social Studies Teacher EHS
- Lynnette Rotramel, Curriculum Coordinator PDI
- Al Scheider, Guidance Counselor MHS

# GOALS FOR THE WHOLE DISTRICT

## PreK-12

All students in Decatur Public Schools should be able to see themselves and relate to others in our curricular materials and learning experiences

## PreK-Adult

Support interdisciplinary efforts to embed equity driven, culturally inclusive and responsive learning opportunities for all students, staff and families within Decatur Public Schools and our community.

# ORIGINAL TASK

Review and decide if “College African-American History” should be a required course, as opposed to its current status as a general elective course, or if there is a better way to achieve the desired result of including such history in our curriculum.

# RECOMMENDATION #1: HIGH SCHOOL

Students are required to take either a semester of *Inequality & Social Change* or *Dual Credit African-American History* in order to graduate from high school.

- 11<sup>th</sup> or 12<sup>th</sup> grade
- Create the Inequality & Social Change class and add it to the course handbook.
- Semester course requirement partners well with other existing high school social studies semester courses.
- Either course option focus on learning from the voices and experiences of underrepresented groups.
- Embedded public service projects in either course.

# RECOMMENDATION #2: HIGH SCHOOL

## Implement Community Service Project Opportunity

- Equity driven public service projects embedded specifically in high school *Civics, Dual Credit African-American History* and *Inequality & Social Change*
- Create committee to design Community Service Projects and plan to replace some of the current Community Service hours as a graduation requirement.
- These projects would marry well with new Social Studies standards of Taking Informed Action and insure a purposeful learning experience for our students

# RECOMMENDATION #3: HIGH SCHOOL

## **11<sup>th</sup> Grade U.S. History**

- Course will include the required utilization of primary sources from underrepresented groups
- Select and implement new historical fiction or non-fiction book studies in order to ensure the voices of all Americans are heard in the learning process
- All current state mandates ensuring that students learn the role, contributions and experiences of various underrepresented groups continues to be supported in this course



# RECOMMENDATION #4: HIGH SCHOOL

## 10<sup>th</sup> Grade World History

Adopting the currently planned changes for *World History*, creating a less Western-centric course

- Include more content from Africa and Asia, in order to make the curriculum more balanced and whole-world focused
- Spend more time on disparities and conflicts between different groups of people, including changes and continuities over time
- Emphasis on understanding the cause and effect relationships that created our current world system

# RECOMMENDATION #5: HIGH SCHOOL

## **Merge a new *World Cultures & Human Geography* Social Studies course with our existing Freshman Seminar course**

- Curriculum would integrate all essential skills from the Freshmen Seminar scope and sequence into a course focused on exposing students to cultural diversity
- Freshmen-focused SEL will be included in the curriculum
- Curriculum will utilize diverse points of view & literacy based instructional strategies to better understand diverse traditions and experiences.
- Curriculum will create a base knowledge of world cultures and traditions, to create a foundation for understanding a diverse world.

# RECOMMENDATION #6: HIGH SCHOOL

**Align high school Social Studies graduation requirements with new course requirement as follows:**

- Move from 2.5 years to 3 years due to the new class senior year
- 1 year of either World History or AP World History
- 1 year of United States History or AP United States History
- .5 Civics or AP Government
- .5 *Inequality & Social Change* or *Dual Credit African-American History*

## RECOMMENDATION #7: MIDDLE SCHOOL (GRADES 6-8)

Require *Introduction to African-American History* as a semester course at the Middle School level

- African-American voices continuously utilized throughout the course curriculum, with an emphasis on primary sources
- Recommend a grade-level appropriate book study
- Public service project recommended

## RECOMMENDATION #8: MIDDLE SCHOOL (GRADES 6-8)

Required implementation of existing historical fiction book study units that purposely represent the voices and experiences of adolescent minorities and girls in history.

Primary sources of underrepresented groups will be a major curricular support for all Middle School Social Studies courses

# RECOMMENDATIONS #9 & #10: PREK-5<sup>TH</sup> GRADE

- Careful and purposeful selection of new curricular adoption materials that insure positive and diverse representation of underrepresented groups including, but not limited to minorities and women.
- Required units built into all grade level district curriculum that specifically provides grade level appropriate understanding of inequalities and social change at the local, state and national level
- Establish support resources, picture books, novels, and supplementary materials in addition to textbook adoption for all Prek-5 Social Studies, particularly those that help teachers teach about underrepresented groups and their contributions and experiences to our nation



# RECOMMENDATIONS #11 & #12: WHOLE DISTRICT

## PreK-12

Establish permanent funding source for authentic, equity driven Social Studies field experiences, PreK-12

*Example: 3<sup>rd</sup> grade (local history focus) visit the African-American Cultural & Genealogical Society of Decatur*

## Community

Teachers and students collaborate with local media partners to create and broadcast PSA's that help to educate our community about the realities and impact of explicit and implicit bias and racism.



## SECTION IV

The Board requests the Calendar Committee to recognize Juneteenth as a district holiday in the district calendar. The Board requests the Calendar Committee recognize the second Monday in October as Indigenous Peoples Day. Moving forward, the Board requests that the Calendar Committee reach out to various populations represented in our District to ensure our calendar is inclusive of important cultural holidays celebrated by our students, their families, our staff, and our community.

## SECTION IV

# SCHOOL CALENDAR

### COMMITTEE MEMBERS

- Beth Creighton
- Denise Swarthout
- Dr. Todd Covault
- Also communicated with: Brian Braun, Dr. Judith Campbell, Beth Nolan, Colin Cloney, Decatur Park District employees, Champaign Unit 4 School Board, local legislators, several DPS bargaining units

### MEETINGS HELD

- Tuesday, August 25, 2020
- Thursday, September 3, 2020
- Thursday, October 8, 2020

# PROGRESS TO DATE



## **Policy 5:330 approved by BOE on 09/22**

Approving this policy added Indigenous Peoples' Day to our district calendar, along with Juneteenth.



## **Discussions with DPS Unions impacted by Policy 5:330**

Dr. Covault met with representatives from DESPA, Teamsters, and Custodians/Maintenance who all approved changes.



## **Continuing to Update District Calendar**

We recognize that other cultural holidays are important to our DPS staff and families. We are currently working to compile that list and recognize those dates on our district calendar.



## **Community Juneteenth Celebration**

Initial conversations with the Decatur Park District about a joint DPS/DPD Juneteenth Celebration. Currently on hold while we wait to see what 2021 has in store.



## **Continue to work with other local school boards and area legislators**

Other districts are working on similar changes to their calendars. It would be nice to see the state government adopt the same.



## **Celebration of Important Cultural Holidays in Our Schools**

We had some of these initial conversations, but believe it falls more under the curriculum pieces of the Resolution.



# SECTION V

Representatives of the DPS Teaching and Learning Team, along with member(s) of the Board, will determine how to best recognize and honor the lives and history of local and national Indigenous Peoples and the impact that history has had on their heritage within our curriculum. Additionally, this team will seek to strengthen Board policies around racist and offensive imagery in our classrooms and school buildings.

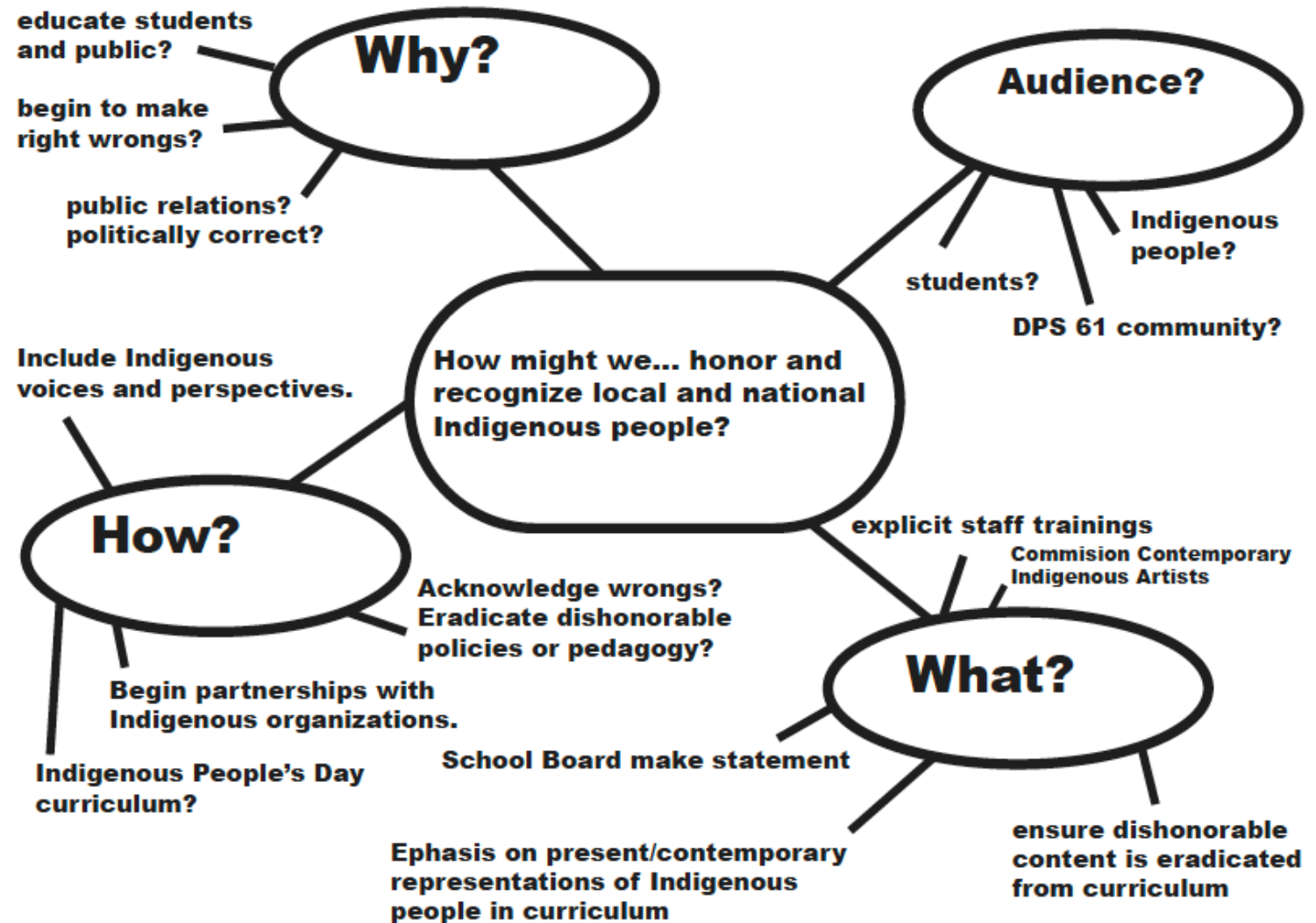


## SECTION V: SUB-COMMITTEE #1

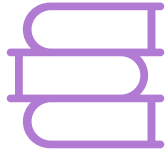
# HONORING INDIGENOUS PEOPLES

## OBJECTIVE

Determine how to best recognize and honor the lives and history of local and national Indigenous People and the impact that history has had on their heritage within our curriculum.



# RECOMMENDATIONS



Purchase library materials for all grade levels that represent Indigenous People.



Remove activities or content from curriculum that might perpetuate harmful Native American stereotypes or reinforce biases.



Purchase music and materials for the district music library that reflect Native American culture.



Encourage schools to adopt a grade level field trip to a Native American Museum.



Compile and disseminate to DPS teachers a list of resources available to incorporate the contribution of Indigenous Peoples into their lessons.



Establish Native American Partnerships and invite guest speakers.



Create a culture garden with a statue or plaque to honor local Indigenous Peoples.



## SECTION V: SUB-COMMITTEE #2

# RACIST & OFFENSIVE IMAGERY

### **OBJECTIVE**

Strengthen Board policies around racist and offensive imagery in our classrooms and school buildings.

### **COMMITTEE MEMBERS**

- Lexy Carson
- Keith Creighton
- Stephanie Strang

### **MEETINGS HELD**

- September 15, 2020
- September 22, 2020
- September 28, 2020
- October 19, 2020
- October 22, 2020



# PURPOSE STATEMENT

The artifacts (symbols, artwork, decorations and messages) a school chooses to display reveal the beliefs of the school. We want to ensure that there is no existing racist and offensive imagery. When thinking about creating spaces where diverse students feel comfortable, we want to be intentional in adding cultural artifacts to the school buildings. Adding artifacts alone will not create change but can be used to facilitate much needed conversations. Meaningful conversation can give value to authentic cultural elements of underrepresented people and cause a shift in power in the space as teachers begin to learn from students.

We propose the development of a school board policy to annually audit our school spaces and intentionally incorporate a more diverse set of artifacts in our schools.

We believe this proposal will allow all students to see themselves, and their limitless choices, with pride when they walk our halls.

# PROPOSAL

School board will write a policy to audit the imagery of all school buildings each year and will support the addition of more diverse imagery (funding). The audit will include the following components:



Rubric for establishing a baseline of a school's imagery and a way to identify growth over time



Conversations with building leadership and stakeholder groups



Survey of student impressions of the school's imagery



## SECTION VI

The Board directs the Superintendent or their designee(s) to conduct expanded mandatory diversity and inclusion, equity, cultural relevancy, and implicit bias training, to the extent it is not already being provided to district administration, teachers and staff (in accordance to their representative contracts) and all volunteers (including all members of the Board of Education), guest teachers, and pre-certified teachers who serve our students.

## SECTION VI

# TRAINING

### **COMMITTEE MEMBERS**

- Beth Creighton
  - Dr. Judith Campbell
  - Deanne Hillman
  - Scott Davidson
- 
- Also communicated with: Brian Braun, Jeff Ingle, six DPS Principals and eleven DPS Staff

### **MEETINGS HELD**

- Friday, September 4, 2020
- Wednesday, September 23, 2020
- AND LOTS OF EMAILS!

# STARTED LOOKING...



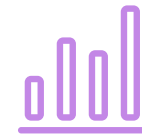
## SOONER RATHER THAN LATER

Tuesday, December 15 at the Decatur Club: BOE and DLT will have their first session.



## DPS LEADING THE CHARGE

Just like bringing the Resolution forward, we want DPS to lead the way in making change and we want our people to be seen as leaders on this topic.



## MAKE SURE PROGRAMS ARE WORKING TOGETHER

Take stock of what we're already doing and make sure what we offer is what we need.

# Q&A

## LOTS OF QUESTIONS



How do we train a large group in the midst of COVID-19?

How does this training differ and/or partner with the other work already happening in the district?

Who receives the training first?

How do we train the entire Board while still upholding the OMA?

## SOME ANSWERS



Find a location that allows us to spread out and break out as needed.

We want this training to provide some foundational work for the other programs being offered. If the adults don't have the foundation, how can we teach it to our students?

Top-Down Approach: Everyone needs to be involved and starting at the top allows us to make sure it will permeate through the rest of the district.

Any training with all seven Board members will be considered a Special Board Meeting.

# DIVERSITY, EQUITY, & INCLUSION: WHAT'S THE GAME PLAN?

This workshop has been designed to define the term “culturally competent,” while outlining its direct connection to diversity and inclusion that promotes a culture of equity. The learning intentions for this first workshop model are to:

- Define Cultural Competence: What is it and what it's not
- Determine what game we continue to play as it relates to being Culturally Competent
- Discuss Cultural Competence in relationship to equity and pedagogy
- Create Personal Stories

Participants will have the opportunity to engage in dialogue and activities that reveal how every person is developed in some type of culture, based upon environment and experiences. This workshop will bring awareness to assumptions and biases that impact a work environment, while providing strategies to eliminate perceptions, while working to define what a diverse, equitable, and inclusive culture will entail for them professionally.



# DR. JUDITH CAMPBELL:

## DPS P-12 DIRECTOR OF TEACHING & LEARNING



- Presentation and training at Women's Conference at Unity Village
- Presentation and training in Raytown Quality School District (building level); 2015-2020
- Presentation and training to the Missouri Association of Elementary School Principals (statewide); 2018
- Presentation and training development to KCPS teachers; 2018
- Presentation and training to school leaders of Kansas City, Missouri, for Griot Institute (citywide); 2017
- Presentation and training at Raytown Quality Schools Superintendent's Retreat; 2017
- Presentation and training in Raytown Quality School District (building level); 2015-2020



# SECTION VII

The Board directs the Superintendent to aggressively recruit and develop teachers and staff who reflect the diversity of our students. The Superintendent should submit an annual report to the Board outlining the hiring and promotion trends and practices among racial groups inside DPS61, including information regarding the racial composition of those hired from outside of the district for open positions. The Board directs the Superintendent or their designee(s) to identify the person(s) specifically responsible for planning and implementing the marketing and strategy of recruitment and retention of Black educators.



## SECTION VII

# RECRUITMENT EFFORTS

### **COMMITTEE MEMBERS**

- Regan Lewis, Board of Education
- Dr. Paul Fregeau, Superintendent
- Deanne Hillman, Director of Human Resources
- Jey L. Owens, Recruitment and Retention Specialist

### **MEETINGS HELD**

- August 28, 2020
- September 22, 2020
- September 30, 2020

# PROGRESS TO DATE



## Research Data

As of September 22, 2020, of 1,264 total staff in DPS:

- Black/African American: 192\*
- White: 1034
- Latino: 12
- Asian: 15
- Two or More: 9
- American Indian: 2

\*Most staff in paraprofessional and custodial roles

Security: out of 17 staff members, 14 identify as black

Promotions of POC Staff:  
From 7/2017 – 7/2019: 7



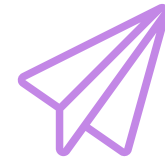
## Hurdles & Barriers

- Pandemic
- Department capacity
- Budget
- Minority candidates not applying for our jobs
- Teaching vacancies have resulted in focus being on hiring, not retaining
- Prospective applicants: "Does Decatur want me?"



## Recommendations & Resources

- Recruitment Committee and DPS Recruitment & Retention Ambassadors
- Expand student teacher pipeline
- Refine student internships and experiences
- Revamp exploratory teaching
- Assist existing staff in obtaining teaching license
- Double stipend for minority hires and minorities in science
- Work with school counselors to track and follow up with graduating students planning to major in Education
- Cultural Competency training during onboarding process



## Deliverables & Sustainability

- Overall goals: eliminate internal bias and diversify our staff in color and experience
- Twice annual review of current market, recruiting, and onboarding practices, plus promotion and retention trends
- Establish support for Recruitment and Retention Specialist to ensure full circle recruitment process is fully implemented through Recruitment Committee and DPS Recruitment & Retention Ambassadors



## SECTION VIII

The Board directs the Superintendent to prepare an annual report to the Board that highlights successes inside and outside the classroom and outlines challenges including: the number of complaints received from teachers, staff, parents, students or community members regarding racial bias, the status of the investigation and the general outcome of each complaint, while maintaining individual privacy and confidentiality. The Board directs the Superintendent to provide quarterly updates to the Board with this information.

## SECTION VIII

# ANNUAL REPORT

### **COMMITTEE MEMBERS**

- Beth Creighton
- Kendall Briscoe
- Dr. Paul Fregeau
- Denise Swarthout
- Deanne Hillman
- Lawrence Trimble
- Also communicated with Brian Braun

### **MEETINGS HELD**

- Tuesday, September 1, 2020
- Thursday, September 24, 2020
- Thursday, October 15, 2020

# PROGRESS TO DATE



## Quarterly Report

- First Quarterly Report will be to the Board in March 2021
- Baseline data of racial bias complaints, status of resolution, etc.



## Annual Report

- First Annual Report will be during Open Session in June 2021
- Template created to help gather information from different committees, etc. prior to June 2021

# RACIAL BIAS REPORT & RESPONSE FORMS



## Report Form

- Based on Bullying Form Template
- Will be "fillable" + available on website (hopefully easy to find!)
- Info about how to access and fill out will be offered to various stakeholder groups over the coming weeks



## Response Form

- Based on Bullying Response Form Template
- Will be "fillable" + used internally to capture info for quarterly/annual reports
- Info about how to access and fill out will be offered to various stakeholder groups over the coming weeks



# SECTION IX

Representatives of the DPS Student Services Team, along with the Discipline Action Committee, and member(s) of the Board, will work directly with administrators, teachers, students, and families to provide a recommendation to the Board for a revised discipline and safety system that protects the physical, mental, and social health of students and staff through a culturally responsive, restorative justice model that prioritizes the goal of involving the Decatur Police Department only in emergent violent crises.



## SECTION IX

# DISCIPLINARY ACTION

### COMMITTEE MEMBERS

- Regan Lewis, Board Member
- Courtney Carson, Board Member
- Temethia Joyner, Teacher
- Holly Kitson, Principal
- Jodi Tull, Transition Coordinator
- Thurston Wiggins, Care Room Assistant
- Anthony Mansur, Principal
- Lawrence Trimble, Director of Student Services

### MEETINGS HELD

- 4 one-hour meetings held
- Comprehensive discussions on topics:
  - Implementing restorative practices at all levels
  - Integration of Cultural Competency trainings and support.
  - Restructuring Discipline Action Committee



# RESTORATIVE PRACTICES & CULTURAL COMPETENCY

## RECOMMENDATION

**DPS FORMALLY ADOPT RESTORATIVE PRACTICES AS ITS SYSTEM OF DISCIPLINE**

## HOW?

- **RESTRUCTURE DISCIPLINE ACTION COMMITTEE**
- **COMPREHENSIVE ROLLOUT WITH CONTINUAL TRAINING, PROGRESS MONITORING, AND FIDELITY MONITORING CHECKS**
- **MTSS BEHAVIOR MANUAL**
- **DISCIPLINE EQUITY PROFILE**
- **SAFE SPACES**

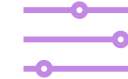
## PROGRESS TO DATE

### IDENTIFY CURRENT TARGETS OF RESTRUCTURING



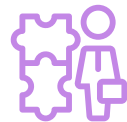
- School discipline/prevention systems
- Care rooms
- School Resource Officer contract
- Mental health supports

### BUILDING/STUDENT IMPLEMENTATION



- Establish discipline implementation matrix
- Review SEL implementation
- Establish fidelity checks to ensure Restorative Practices are embedded into daily practice

### BUILD STAFF CAPACITY



- Conduct staff training on Restorative Practices (including support, custodial, Alltown, and anyone else in contact with students)
- Cultural competency
- Trauma-informed practices

### PROGRESS MONITORING



- Create fidelity checks and data review process through the Discipline Action Committee
- Restructure Discipline Action Committee to include student and parent voice; redefine responsibility of committee to meet the needs of the individual building



## SECTION X

The Board directs the Superintendent or their designee(s) to publish student rights and responsibilities on every campus where School Resource Officers (SRO) are assigned and to increase training for teachers, principals, and administrators on their responsibilities to provide fair and equitable discipline that prioritizes the physical and mental health of all students and staff. The Board requests a discussion that includes the voices of a representative group of students, the Chief of Police, and other district stakeholders, accompany the SRO contract as it is presented to the Board annually to make informed decisions on the role of armed police officers in our schools.

## SECTION X

# SRO & STUDENT RIGHTS

### COMMITTEE MEMBERS

- Courtney Carson
- Kendall Briscoe
- Amanda Reeve
- Temethia Barbee
- Eric Newbon
- Carrie Hogue
- Joe Caputo
- Anthony Mansur
- Alicia Alves
- Leslie Risby
- Keith Creighton
- Rod Wilson
- Yolanda Minor
- Megan Novak
- Holly Kitson
- Thurston Wiggins
- Kristi Mullinix
- David Barista
- Ferlaxanes Carson
- Courtney Odle
- Megan Meyrick
- Tracy Wickline
- Ashley Tyler

### MEETINGS HELD

- 8/21/20 – Carson and Briscoe met
  - Outlined deliverables from Section X
- 8/26/20 – Carson met with Chief Getz
  - Objective of meeting: to get background regarding the contract and PD's selection process for the SRO
- 10/7/20 – Carson, Briscoe and Todd Covault met
  - Objective of meeting: to get background regarding DPS and the SRO contract

# PROGRESS TO DATE

## OUTLINED DELIVERABLES

1. Publish student rights and responsibilities on every campus where SRO's are assigned - This is the rights and responsibilities for students to know in relationship to their interaction with SRO's
  - ✓ Identify what is already presented in this format and try and use that platform for delivery. If nothing seems appropriate, then create a vehicle for this message and outline an ongoing communication plan
2. Increase training for teachers, principals, and administrators on their responsibilities to provide fair and equitable discipline that prioritizes the physical and mental health of all students and staff.
  - ✓ Identify current training that is available and required. Identify gaps and research and recommend training to fill the gaps.
3. The Board requests a discussion that includes the voices of a representative group of students, the Chief of Police, and other district stakeholders accompany the annual SRO contract.
  - ✓ A timeline will be set that includes meeting(s) that allow for stakeholders to share ideas, learn and make thoughtful, executable decisions regarding the role of the SRO in our school buildings.

# PROGRESS TO DATE

## NEXT STEPS

### HOST TEAM MEETING

- ✓ Review deliverables
- ✓ Identify sub-teams that need to be formed:
  - Rights and Responsibilities
  - HR/Training
  - SRO Contract Preparedness sub-committee
- ✓ Create timeline for the team and sub-committees
- ✓ Schedule meeting with the team and Todd Covault and the Principals that have SRO's
  - Team can ask any outstanding questions and identify any additional information that is needed
- ✓ Schedule meeting with Chief Getz and the team
  - Team can ask any outstanding questions and identify any additional information that is needed

# SECTION XI

The Board directs its Board Policy Committee to draft a policy that establishes Employee Resource Groups (or, affinity groups) focused on intentionally supporting and improving retention, morale, professional growth, and opportunities for teachers and staff to collaborate in a supportive, affirming atmosphere. Additionally, the Board directs the Superintendent or their designee(s) to work with our nearly 1,300 employees to begin gathering feedback regarding the establishment of Employee Resource Groups (or, affinity groups).





## SECTION XI

# EMPLOYEE RESOURCE GROUPS

### **COMMITTEE MEMBERS**

- Dan Oakes – 3 hours
- Andrew Taylor – 3 hours
- Deanne Hillman – 3 hours
- Jey Owens – 3 hours

### **MEETINGS HELD**

- September 11 – Approx. 1 hour
- October 2 – Approx. 1 hour
- The committee met on both dates primarily to self-define the terminology, expectations and scope of the task.

# PROGRESS TO DATE

## WHERE WE ARE?



We have developed a rough employee interest [survey/form](#) to gauge potential participation in “affinity groups” as well as what the expectations of these groups will be.

Following Board approval, we plan to distribute this tool to our employees to collect input, and potentially register for membership and/or leadership rolls.

## WHERE WE ARE GOING?



There are questions on the organizational status of these groups and to the extent they are directly organized, managed and funded by DPS. We will need to work with our Unions and council to address these.

Committee members are currently reaching out to other organizations to help determine best practices and other lessons learned for the establishment of similar groups.





## SECTION XII

The Board directs the DPS Teaching and Learning Team, along with the DPS Student Services Team, to regularly report to the Board and make public (while maintaining individual student privacy and confidentiality) the educational outcomes of students of color specific to curriculum, discipline, opportunities, and social climate.

## SECTION XII

# EDUCATIONAL OUTCOMES

### **COMMITTEE MEMBERS**

- Andrew Taylor – 3 hours
- Denise Swarthout – 3 hours
- Dr. Judith J. Campbell - 3 hours
- Lawrence Trimble – 3 hours

### **MEETINGS HELD**

- September 29 – Approx. 1 hour.
- The committee met to discuss the potential format, content and frequency of a simple “Dashboard” style report covering the prescribed outcomes of this section

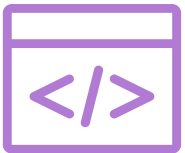
# PROGRESS TO DATE



## WHERE WE ARE?

We have developed a simple, easy to understand, easy to reproduce “Dashboard” style report.

Such a report is generally 2-3 pages in length covering 3-4 major topics or sections (such as curriculum, discipline, opportunities, and social climate.) Under these topics, three static data points are selected and monitored on a regular basis to represent the overall operational state of the system, much like the dashboard of a car.



## WHERE WE ARE GOING?

Pending board approval of this format, the committee will work with Teaching & Learning as well as Student Services to finalize the major sections, select the representative data points, and produce a pilot report.



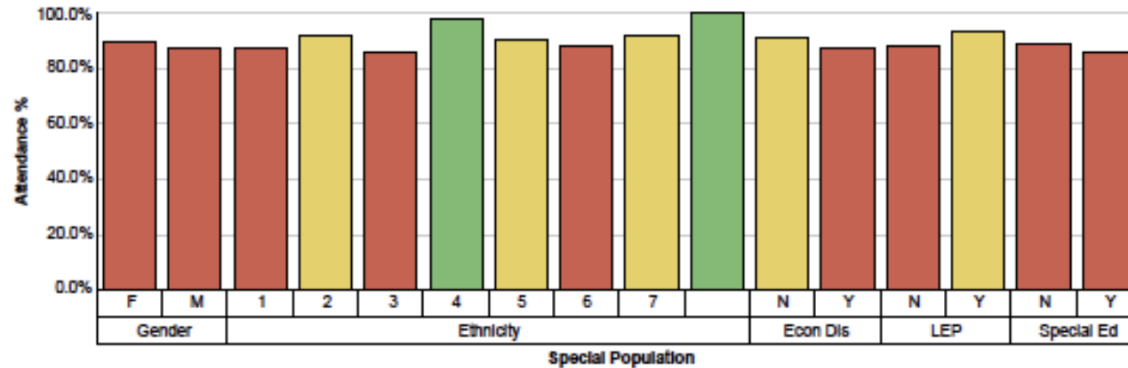
**Decatur Public Schools**  
*Educating for Success*

# RESOLUTION ON RACISM

## EDUCATIONAL OUTCOMES OF STUDENTS OF COLOR

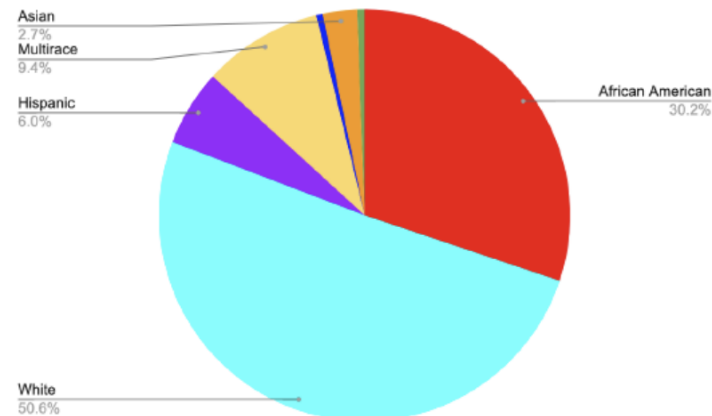
### 2020-2021 YEAR TO DATE DATA

#### ATTENDANCE RATES BY STUDENT GROUP

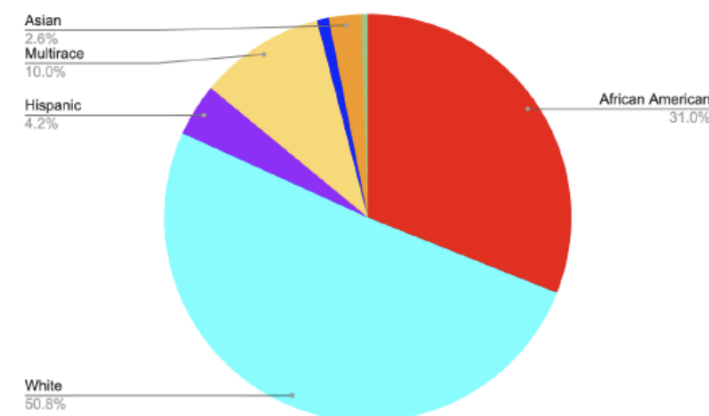


#### ACADEMIC OUTCOMES BY STUDENT GROUP

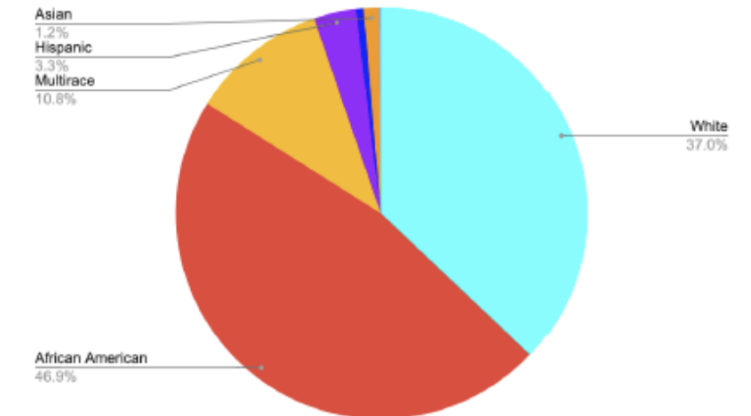
##### Math Achievement



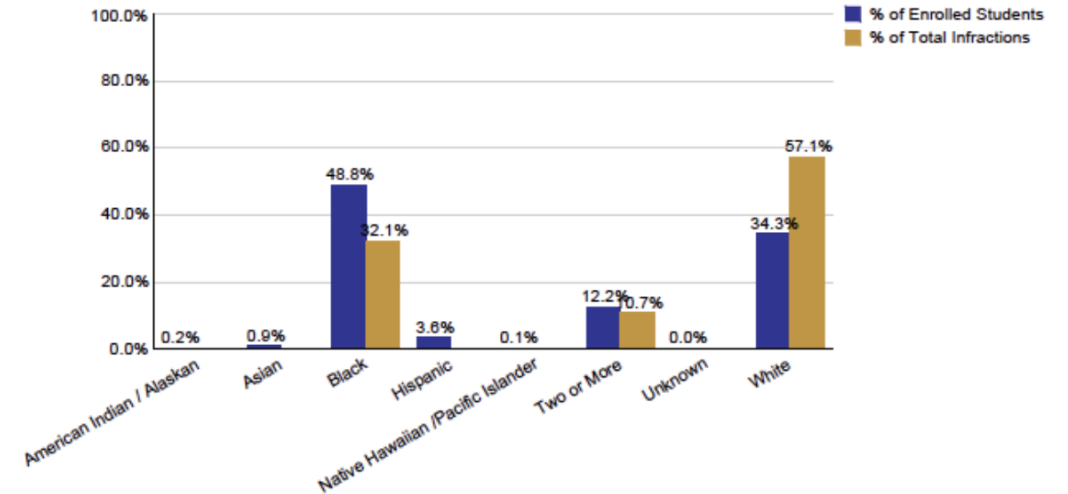
##### ELA Achievement



##### Graduation Rate



#### INFRACTIONS BY STUDENT GROUP





# RESOLUTION ON RACISM

QUESTIONS &  
DISCUSSION