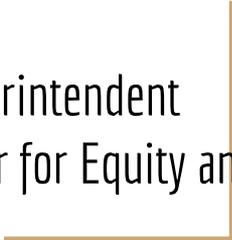




Commitment to Equity

Update from
Chad Mazza, Assistant Superintendent
Dr. Jessica Boston Davis, Director for Equity and
Excellence



2019 - 2020 School Year



Some of our focus areas include:

Professional Development

- Building Common Knowledge
 - Common language/definitions
 - Understanding Oppression
- Unconscious Bias
- Deficit Based Thinking
- Amplifying and learning from voices of our community

Targeted and Data Driven Planning

- All administrators engaged in a year long planning/ implementation process
 1. Identifying an inequity within data
 2. Developing problem of practice
 3. Creating a plan
 4. Targeted feedback and planning time

Specific School Based Support

- Responding to the needs of schools
- Classroom library diversification
- School based PD

Norms

1. Stay engaged, focused, and on task. Come prepared to do the work. Remain morally, emotionally, intellectually, and socially involved in dialogue.
2. Suspend judgement of self and others. Assume good will and best intentions.
3. Experience discomfort as part of the process of healing and transformation.
4. Expect and accept non-closure. Recognize there is no “quick fix”. Commit to an ongoing dialogue as an essential component of action planning.
5. Maintain confidentiality. Support collective risk-taking by respecting group member’s identity and life experiences, but reserve the right to share ideas and learning.
6. Maintain a respectful learning space. Respect silence, practice active listening, avoid interrupting, be aware of personal air time.
7. Trust the process and follow the norms. Expect respectful follow up when norms are broken.
8. Privilege and position do not allow a free card. Norms apply to all.

Agreements

1. Work to build community and trust in the spirit of the process norms.
2. Notice professional, personal, and societal power dynamics in the room related to yourself and others, and take action to disrupt when needed.
3. Challenge yourself to listen, learn, and be curious about other people's experiences and historical realities.
4. Give others full space to own their own experience.
5. Speak your truth, knowing that this work leaves you vulnerable to the possibility of multiple emotions and triggers.
6. Learn to be explicit and accurate with your language about race and color, class, gender, gender expression, national origin, religion, immigration, sexual orientation, age, and abilities, and avoid coded and ambiguous language. Ask questions if you are unsure, and be open to adjusting your language based on accuracy and preferences of various groups.
7. Know that racially biased systems and processes exist and commit to seeking out and interrupting them.

Example of Equity Plan Template

1	What are you planning to/working on this year to advance equity?	
2	On which Levels of Systems Change does this work live?	
3	Why is this a priority? What data/evidence indicates that this is a priority? Why did you choose these data?	
4	Where does it fit in the NAS framework (if at all)?	
5	How does it connect to the equitable future we envisioned? (Futures Protocol)	
6	What is the problem you are solving, and what do you think the root causes are? What conditions are holding this problem in place?	
7	What short term and long term actions need to be taken? Why?	
8	How are you approaching adaptive work (people's beliefs and attitudes)?	

9:	How will you measure the results of actions taken? How will you measure success? Instead of <u>second</u> sentence - How will you learn from what works? How will you learn from what does not work? Or How will you learn from successes? How will you learn from struggles?	
10	Who is your team? Who are you working on this with?	
11	What are possible unintended consequences? How might you manage these?	
12	What training needs to be provided for adults?	
13	What time and structures are available to you to do this work?	
14	What support might you need from District ILT, Jess, outside consultants etc.?	
15	Name one next step that you will have completed by our next meeting:	

Partnerships



Our Current Work

In response to the killing of George Floyd and international response:

Leadership Development Meeting with all district administrators...

- Space for individual processing (How are we connecting intellectually, emotionally, ethically and professionally?)
- Collaborative work time for planning response
 - Immediate response
 - Short term response
 - Long Term response

How is this impacting our students, families, and staff?

How will you support students, families, and your staff during this time? Think immediate, short term, and long term.

- Resource Guides
- Office Hours
- Revision of Equity Plans

Continued Work

- Support with development and implementation of Equity Plans
- **Equity and Anti-Bias focused PD over the summer**
- Advancing Equity Task Force (Developed through DESE Teacher Diversification Grant)

“The SPS Advancing Equity Task Force will focus on improving the learning environments of all students by identifying, understanding, and mitigating or removing the barriers of current inequities, while also highlighting and advancing best practices in policy and practice.”

Who: 18 members (8 are people of color) who work in schools across the district

Range of Experience: 2-35+ years in education

Continued Work

- Equity “ambassador” JD being developed to have a stipended specialist at each school to advance equity plans next year
- Student centered initiatives:



Thank You

Questions?
