



Equity Task Force
 Thursday, December 19, 2019
 9:00 am – 11:00 am
 W.E.A Office, 1890 Donald St., Reno
Facilitator: Tiffany Young, Director
 Equity and Diversity Department
 775-789-4670

AGENDA

#	Topic	Facilitator
1.	Greeting/Welcome/Introductions	ALL
2.	Equity Task Force Meeting Review/Recap	Tiffany Young
3.	Committee Formation and Focus	ALL
4.	Superintendent Search Focus Group	Tiffany Young
6.	Open Discussion and Next Steps	ALL

Notes	Responsible Party

District Wide Equity and Diversity Focus

- **Personal Equity:** Guides the process of centering one’s self in equity and uncovering one’s own biases, stereotypes and privileges.
- **Institutional Equity:** Explores how a school system can overcome institutionalized factors that limit student achievement, especially for students of color and those from diverse backgrounds.
- **Professional Equity:** Focuses on how efforts to successfully implement equitably practices can assure individualized support for all students.
- **Moral Equity:** Is a plea to engage honestly and sincerely in this work of educating students equitably, since their future depend upon our own successful efforts as educators.

Agenda items included: District Data and Disproportionality revisited; Superintendent Search Focus Group; Consideration of a Racial Equity Policy and launching Diversity Dialogues.

Recap of district data and disproportionality discussion:

- Discussion of proficient vs. competency. It was mentioned that students of color do better when you measure proficiency. The Smarter Balance Assessment has a bias review, and if the group does not do well on a question, they remove it.
 - Discussion around why we are not more alarmed about where we are for student achievement.
- Discussion of suspensions of students under the age of 7 and students with disability being protected. The schools that have Victory funding have deans to support and will be working on Restorative Practices.
- There is a real challenge with some teachers that do not recognize that they may be part of the challenges. At the University level, culturally responsive teaching is being worked on more in depth. Diversity is a target goal at UNR College of Education for pre service teachers. The challenge is that Culturally Responsive Teaching should not just be one class, and the potential teachers need to get into the schools more at the preservice level. We should include WEA in the Equity Discussion and additional supports for teachers. The US population is increasing in students of color, while our teacher demographics is staying the same. There was discussion on ethnic matching, and if at least one teacher of color was in a classroom with a student over time, they would be do better. The racial diversity would not just help students, but teacher peers as well.
- The data around teacher/administrator demographics may not be accurate in the identification box in IC. Some due to individual choice, and some do to data entry.
- Discussion on what does the partnership looked like with the Department of Education around the recruitment of teachers, and teacher pathways? Shared that the district is looking at data on teachers who are here, who leave the field, various positions, etc. UNR is changing some of their requirements around grade point averages for seeking higher education teaching degrees. Discussion on the demographics of the internal district groups like WASL, Teacher leadership Pool, etc. Equity and Diversity recently worked with the Teacher Leadership Pool committee on building cultural competency questions.
 - Discussion around the representative individual's k-12 and/or higher education being the token person to participate or speak on behalf of... on committees, or speaking up regarding concerns or causes is of concern. For some, there is a loss of passion for cause and topics.

Superintendent Search

- Discussion around the future Superintendent needing to hold the University accountable for the teachers that come out of their system as well as hold teachers accountable within the school district.
- Discussion around there being systemic issues, and institutional barriers. There is a need to address historic challenges this district has had in retaining the person that is hired. This has been a challenge for some time.
- The Task Force has been invited to participate in the focus group to provide their feedback.

Racial Equity Policy/Diversity Dialogue

- Discussed Jefferson County and Montgomery County policies as resources. There was discussion on whether to have a racial equity policy or social justice policy.
- Discussion on where the accountability is for racial incidents in the district, what will be done when they occur, and whether we have a structure/system in place? Does the district's Board Core Values align with addressing racial equity?
- Discussion of White Supremacy Swastika's on school grounds, and what supports are in place to address the matter. There should be some language around consequences that address "if, then...". UNR currently has a policy in place that we can examine. There is direct correlation between K-12 and higher education experiences for students in marginalized groups. The data shows that black

and brown kids are still disproportionately suspended, not feeling engaged, and the University Climate Survey mirrored similarities when attending the university.

Next Steps/Areas of Focus

- Teacher pathway – consider revisiting Affinity Groups
- Student demographic discussion – should be ongoing
- Racial Equity/Social Justice Policy development
- Consider putting out a report to the community
- Focus on recruitment and retention (incentives; spaces that support people of color; research affinity associations for staff to participate in who may be missing cultural and like experience connections; work with the Deans Future Scholars Program; look at the HR application process)