



**Equity Task Force**  
 Thursday, November 20, 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 Overview/Review	Tiffany Young
3.	Recap of District Data and Disproportionality Discussion	Ben Hayes
4.	Superintendent Search Focus Group	Tiffany Young
5.	Racial Equity Policy/Diversity Dialogues	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 discussion and District High School Grading Regulation.

### Data

- Is the disconnect around graduation rates and proficiency directly related to assessments?
- What is the criteria that determines proficiency for our district?
- What are the specific standards for proficiency? How are they different from grade level or content standards?
- Are special population accommodations that are not provided taken into consideration when reviewing test results?
- Who determines how students will be labeled?
- Is there a profile or specific criteria around what college and career readiness means based on data that has been received from student voice?

### Grading Regulation

- 4b- are there stipulations on types of supplies and a cap amount on lab fees? Will ample time be allotted to students and parents to obtain supplies or funds requested? Are these two allowed to be mandatory or optional? Is this equitable?
- 4d- clarification on exactly what constitutes poor behavior and lack of engagement? Will these definitions be the same throughout the district or will teachers be allowed to use discretion?

- Grade 10 Credits
  - Look back at how they did all along. Were the students always behind?
    - 10<sup>th</sup> grade is late in the game
    - Math, Climate Survey
    - Other ways of support besides pulling students out of electives, thus making school less fun
  - Don't always rely only on academic progression
    - What else affects them from excelling in academics?
    - Social justice, environment in schools, food insecurity, bullying, other factors.
- Minoritized groups with large majority population in the zone school
  - *Whistling Vivaldi* – Stereotype threat (resource)
  - Gender/Racial stereotypes lower performance, take up mental space, get in the way of student learning
- Accessibility of classes
  - Who has what conversations and with whom?
- Data outside of core credits
  - What kinds of classes are kids taking?
  - Demographics of elective classes?
  - Help counselors have conversations with kids.
- Institution is reactive
  - Relationships seem low for placement.
  - How students check out.
- Average of 2 quarters in Middle School for grading system
  - Are Middle schools adamant about keeping it?
  - Large disconnect with High School system practices.
- Suspension rates
  - What goes on?
  - Are students doing well, feeling respected?
  - Consistent measures of suspension? **No** – Big problem.
  - Inequities in Zero Tolerance.

- Depends on school administrator, very subjective.
  - How students are viewed and treated is an issue.
  - Do we examine what we think about students?
  - Law
    - Do not suspend kids under a certain age.
    - Practice is without self-reflection.
  - Higher suspension rates for kids of color across the board.
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- Finding ways to make sure students are prepared from middle to high school (academically, particularly in math and ELA).
  - Having opportunities for teachers to look at data and makes changes based on data.
  - Finding a way to have better transitions between middle and high school (if student struggles in middle school math, how can we ensure they receive the resources needed to prepare them for high school math?).
  - Having a consistent system that shows how to remediate & when to remediate.
  - When is mediation/tutoring available? Are we offering before and after school sessions and not thinking about students who do not have access? If we know a student is struggling with a subject, can their next class period be geared toward enrichment of the skills being learned?
  - Looking at student groups and identifying if expectations are low. If we see students struggling in Infinite campus, have MTSS or RTI intervened if we don't see that info documented?
  - Are we intentional in how students use the 3 week grade recovery? Is there a program in place (a class) that students can take during the 3 week period to help them with the course or are we just giving out work packets?
  - Can we provide a better credit recovery system for middle school students so that they are better prepared for the rigors of high school?
  - Provide academic planning especially to middle school parents and families.
  - Clearly explain how to obtain diplomas (AP, IB) and what the different diplomas mean. Also, how can we help students and families understand the requirements to get into signature academics?
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- If such a high number of students are low performing in the area of Math, and we are placing them all in a resource class with one teacher with 30-40 students. How are we providing the teacher with enough support to be effective?
  - Once a student has mastered the learning in these supports classes, how are we preparing them to exit out of this class? What does that transition look like?
  - How do teachers look at the math data of students to make proper assessments of student progress?
  - Who has access to the MTSS tab in I.C.?
  - Breakdown of racial demographic of the Men of Color program at TMCC.  
Mentors- 10 Hispanic, 2 Black, 2 Asian; Students demographics mirrored that of the mentors with the only addition of 1 Native American/Alaska Native student.