School District of River Falls

Educational Program Committee

Monday, July 6, 2020 - 6:00 PM
District Office
852 E Division Street
River Falls, Wisconsin 54022

Committee members: Alan Tuchtenhagen (Chair), Bob Casey and Mike Thompson
A quorum of the Board may be present for information-gathering purposes only.
Agendas can be viewed at https://www.rfsd.k12.wi.us/district/school-board.cfm or at https://meetings.boardbook.org/Public/Organization/1447

1. **Call to Order - 6:00PM - District Office Conference Room**
2. **Manner of public notification of meeting**
3. **Hearing of visitors or delegations**
4. **Chinese Language and Culture program Spring Semester Update**

   Background: Nate Wells, RFPME Principal and Esther Wang, Chinese Instructor, will present a program update regarding the Chinese Language and Culture Program this Spring at the RFPME. Staff will share information and photos demonstrating student learning and instructional experiences. Ms. Wang will be presented with a certificate of recognition for her work in the district this spring semester.

   Recommended Action: None, informational only.
5. **Approve Academic Standards Notice**

   Background: Jennifer Peterson, Director of Academic Services, will present the Academic Standards used in the School District of River Falls that identifies standards utilized to guide classroom instruction. Standards adopted are used by teachers to develop their curriculum maps, instructional units, and classroom assessments. This is a required annual notice based on Act 55 for approval at the first board meeting after July 1st of each school year.

   Recommended Action: Approve the 2020-21 Academic Standards Notice.
6. **Meyer Middle School Math Textbook Adoption and Elementary School Bookroom Informational Presentation**

   Background: Mark Chapin, Meyer Middle School Principal, and Jennifer Peterson, Director of Academic Services will present board members with information regarding the recent MS Math Adoption process as well as information regarding the Elementary School book room resource updates.

   Recommended Action: None, informational only.
7. **Equity, Inclusivity and Diversity (EID) Committee Progress Report and Future District Social Justice Planning Efforts**

   Background: David Bell, Director of Human Resources & Leadership Development, and Nate Wells, River Falls Public Montessori Elementary Principal will present an update regarding the District's work aligned to Equity, Inclusivity and Diversity. Information presented will identify previous work completed over the past several years as well as address current District action steps moving forward in response to current events and a heightened sense of urgency within the District.

   Recommended Action: None, informational only.
8. **Determine Possible Future Agenda Items**

   Background: Discussion regarding potential future agenda items to be included on upcoming meeting agendas.

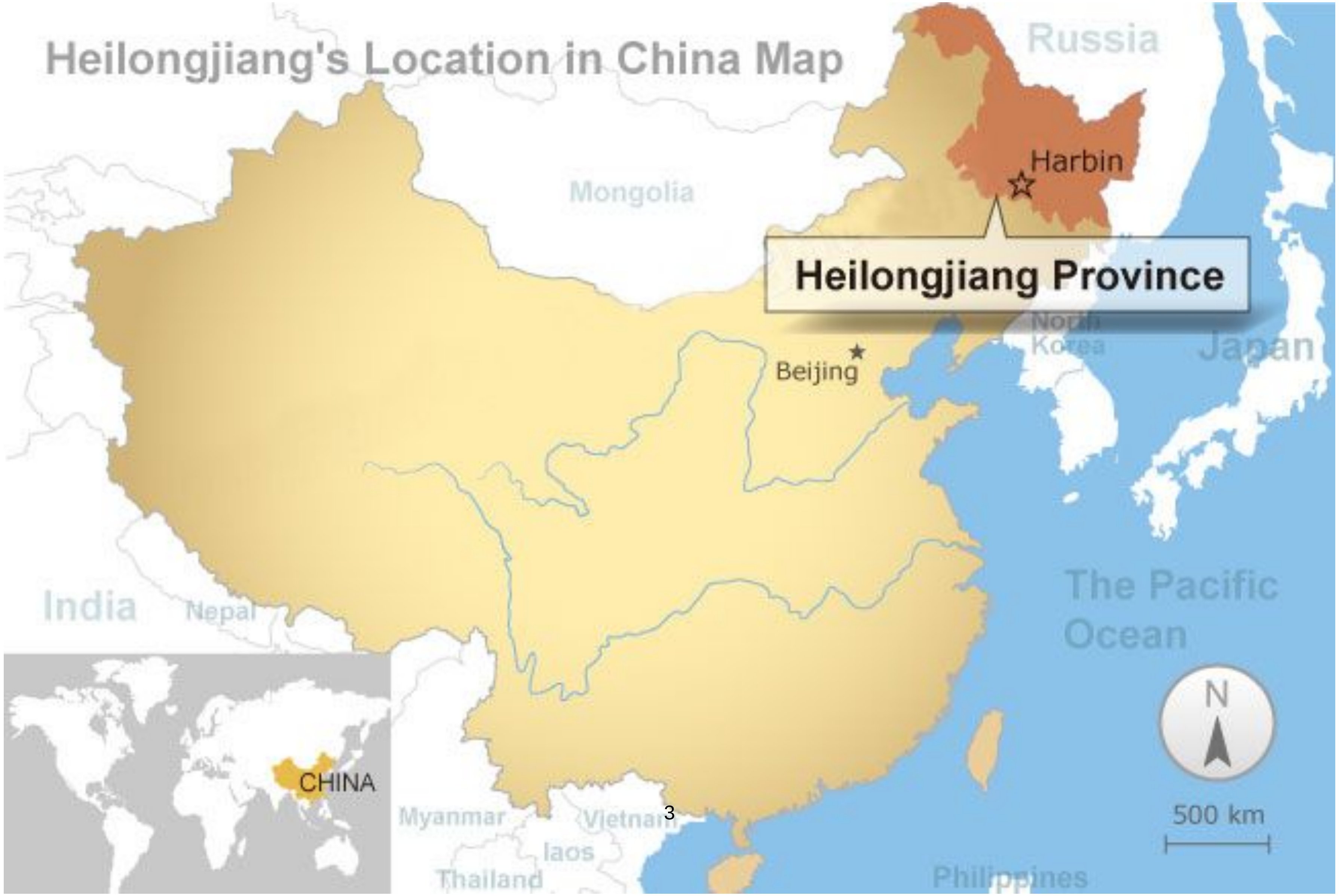
   Recommended Action: Determine future agenda items as needed.
9. **Recommend next Educational Program Committee meeting date**

   Suggestion: Monday, August 3, 2020, at 6:00 pm in the District Office Conference Room, 852 E Division St.
10. **Adjournment**

Chinese Teaching at Montessori

Educational Programs Committee Meeting

July 6, 2020


Heilongjiang's Location in China Map
Russia
Harbin
Mongolia
Heilongjiang Province
North Korea
Japan
Beijing
The Pacific Ocean
India
Nepal
CHINA
Myanmar
Vietnam
laos
Thailand
Philippines
N
500 km

Program Goals

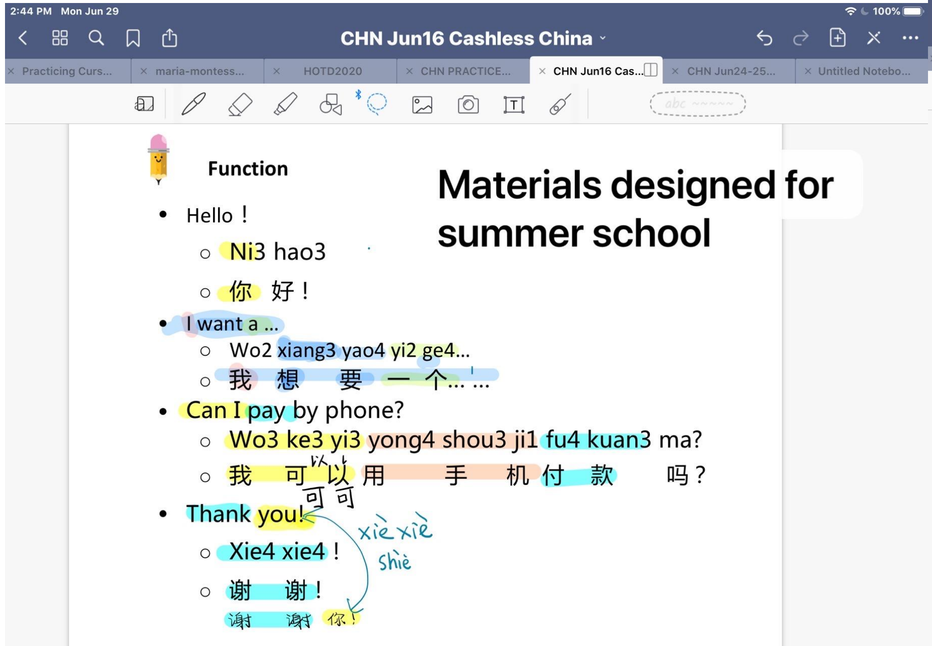
The proposed project, offered as a collaborative initiative between the University of Wisconsin-River Falls (UWRF), the School District of River Falls and the Department of Education in Heilongjiang Province, China, has been developed to offer exposure to basic Chinese language and cultural learning to expand interest in second language acquisition and cultural appreciation among young children.

Learning Chinese & Chinese Culture in the School

- Students will be provided with the opportunity to obtain language in Mandarin Chinese utilizing a “specials” rotation.
- Grades 4K-6
- Mandarin Chinese Language Instruction
- Calligraphy
- Chinese Culture & Experiences
- Chinese teachers will co-instruct with a Montessori instructor during the morning content

Teaching Chinese Language of Summer School

Materials designed for summer school


2:44 PM Mon Jun 29
100%
CHN Jun16 Cashless China
Practicing Curs...
maria-montess...
HOTD2020
CHN PRACTICE...
CHN Jun16 Cas...
CHN Jun24-25...
Untitled Notebo...

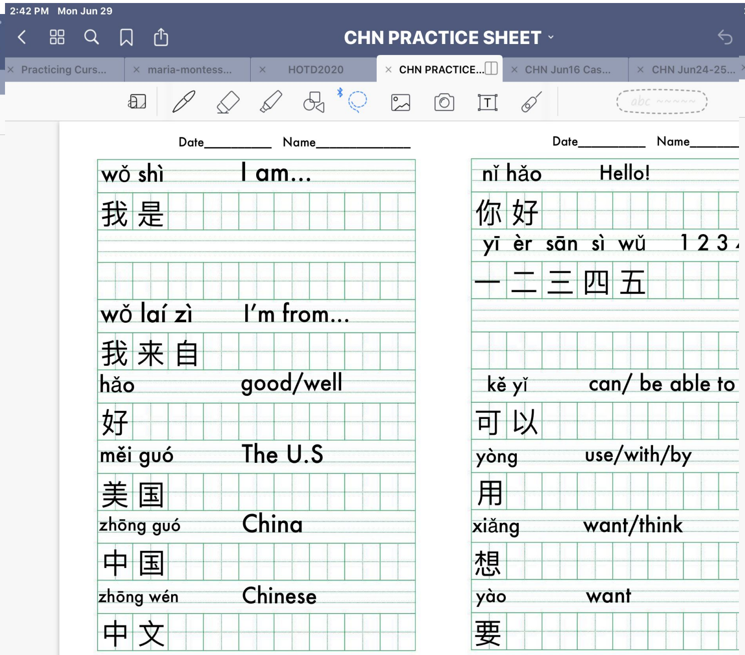
Function

- Hello！
  - Ni3 hao3
  - 你 好！
- I want a ...
  - Wo2 xiang3 yao4 yi2 ge4...
  - 我 想 要 一 个... ...
- Can I pay by phone?
  - Wo3 ke3 yi3 yong4 shou3 ji1 fu4 kuan3 ma?
  - 我 可 以 用 手 机 付 款 吗？

以 可 可

- Thank you!
  - Xie4 xie4！
  - 谢 谢！

xiè xiè
shiè
谢 谢 你！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CHN PRACTICE SHEET
Practicing Curs...
maria-montess...
HOTD2020
CHN PRACTICE...
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CHN Jun24-25...

Date_________ Name____________

wǒ shì I am...
我 是

wǒ laí zì I'm from...
我 来 自

hǎo good/well
好

měi guó The U.S
美 国

zhōng guó China
中 国

zhōng wén Chinese
中 文

Date_________ Name_______

nǐ hǎo Hello!
你 好

yī èr sān sì wǔ 1 2 3

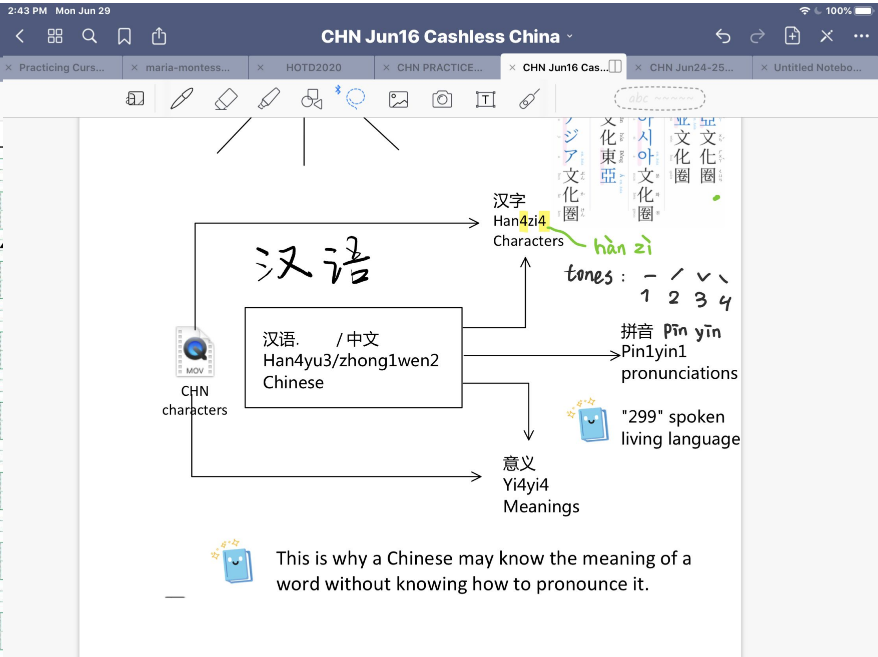
一 二 三 四 五

kě yǐ can/ be able to
可 以

yòng use/with/by
用

xiǎng want/think
想

yào want
要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maria-montess...
HOTD2020
CHN PRACTICE...
CHN Jun16 Cas...
CHN Jun24-25...
Untitled Notebo...
汉语
MOV
CHN characters
tones : ˉ ˊ ˇ ˋ
1 2 3 4
hàn zì

汉字
Han4zi4
Characters

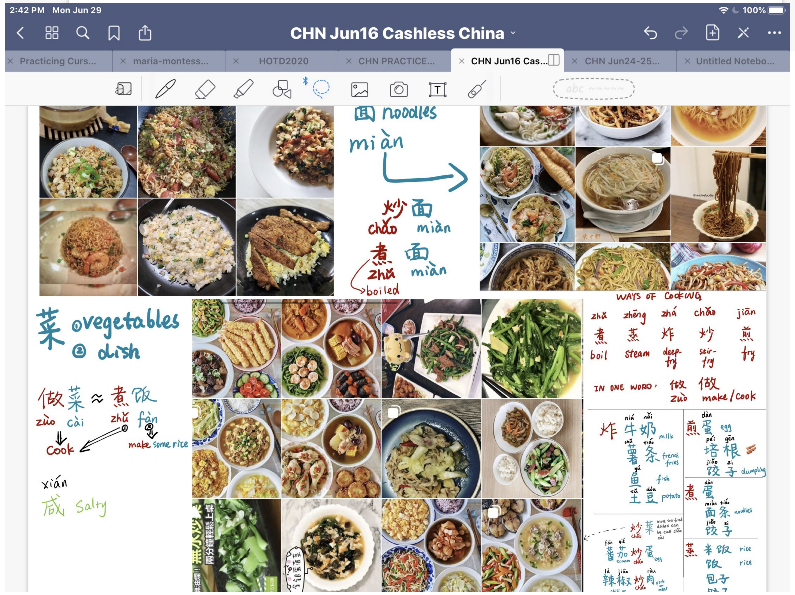
汉语. / 中文
Han4yu3/zhong1wen2
Chinese

拼音 Pīn yīn
Pin1yin1
pronunciations

"299" spoken
living language

意义
Yi4yi4
Meanings

This is why a Chinese may know the meaning of a word without knowing how to pronounce it.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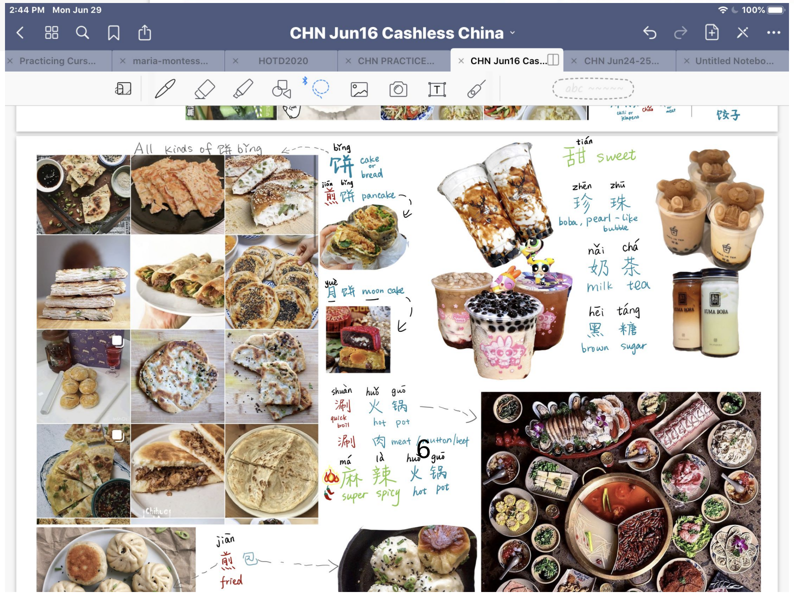
CHN Jun16 Cashless China
Practicing Curs...
maria-montess...
HOTD2020
CHN PRACTICE...
CHN Jun16 Cas...
CHN Jun24-25...
Untitled Notebo...
面 noodles
miàn
炒 面
chǎo miàn
煮 面
zhǔ miàn
boiled
菜 ① vegetables
② dish
做 菜 ≈ 煮 饭
zuò cài zhǔ fàn
cook
make some rice
xián
咸 salty
WAYS OF COOKING
zhǔ zhēng zhá chǎo jiān
煮 蒸 炸 炒 煎
boil steam deep-fry stir-fry fry
IN ONE WORD : 做 zuò 做 make/cook
炸 牛奶 milk
薯条 french fries
鱼 fish
土豆 potato
煎 蛋 egg
培根
饺子 dumpling
煮 蛋
面条 noodles
饺子
炒 菜 most stir fried dishes can be call chǎo cài
蕃茄炒蛋 tomato egg
辣椒炒肉 pork or meat
蒸 米饭 rice
饭 rice
包子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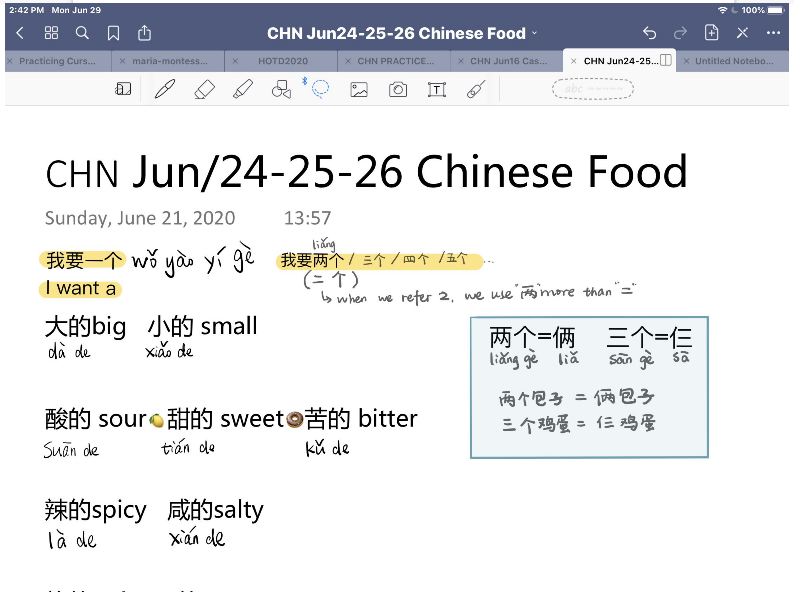
CHN Jun16 Cashless China
Practicing Curs...
maria-montess...
HOTD2020
CHN PRACTICE...
CHN Jun16 Cas...
CHN Jun24-25...
Untitled Notebo...
饺子
All kinds of 饼 bǐng
bǐng 饼 cake or bread
jiān bǐng 煎 饼 pancake
yuè 月 饼 moon cake
tián 甜 sweet
zhēn zhū 珍 珠 boba, pearl-like bubble
nǎi chá 奶 茶 milk tea
hēi táng 黑 糖 brown sugar
KUMA BOBA
shuàn huǒ guō 涮 火 锅 quick boil hot pot
涮 肉 meat / mutton/beef
má là huǒ guō 麻 辣 火 锅 super spicy hot pot
jiān 煎 包 fried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maria-montess...
HOTD2020
CHN PRACTICE...
CHN Jun16 Cas...
CHN Jun24-25...
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CHN Jun/24-25-26 Chinese Food

Sunday, June 21, 2020 13:57

我要一个 wǒ yào yí gè
I want a

我要两个 / 三个 / 四个 / 五个 ...
liǎng
(二 个)
when we refer 2, we use "两" more than "二"

大的big dà de 小的 small xiǎo de

酸的 sour 甜的 sweet 苦的 bitter
Suān de tián de kǔ de

辣的spicy là de 咸的salty xián de

两个=俩 liǎng gè liǎ
三个=仨 sān gè sā
两个包子 = 俩包子
三个鸡蛋 = 仨鸡蛋

Some Highlights of Teaching Activities at school

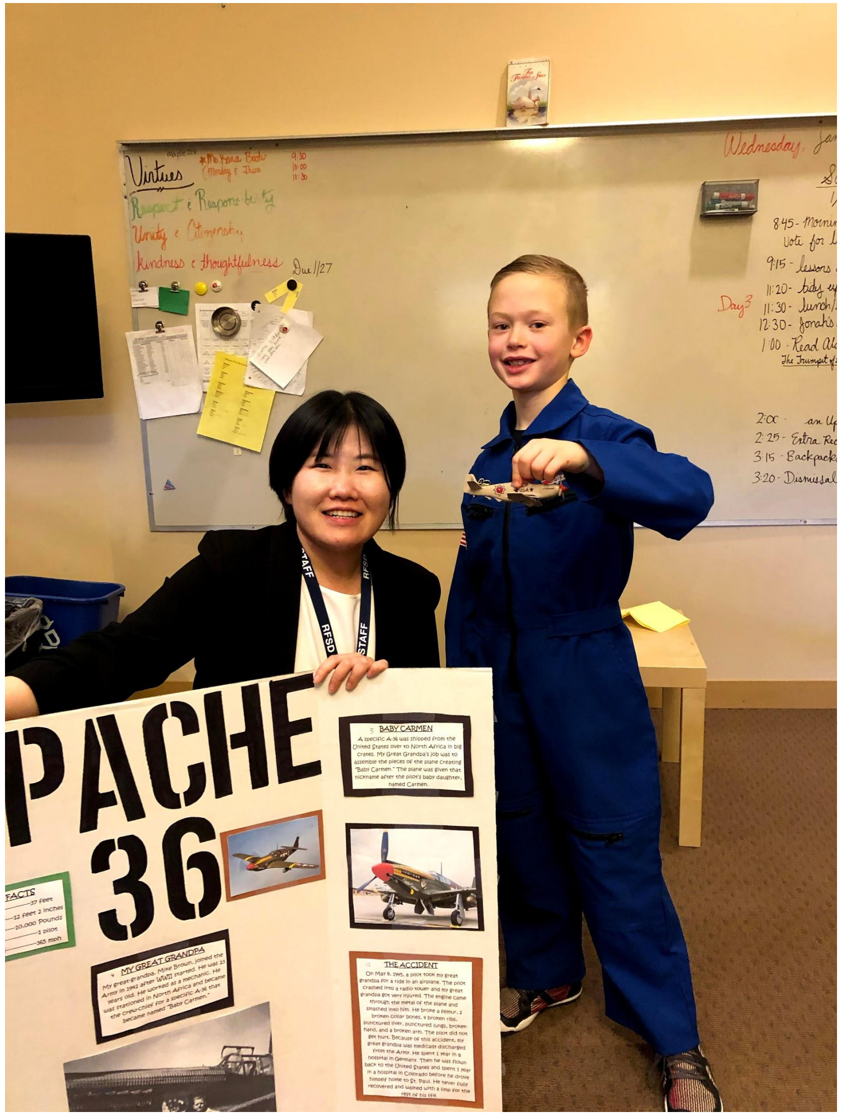
Students making different shapes creatively with the Magic Rulers broug from China

Practicing Chinese calligraphy

Co-teaching and Class Assistance Work

我喜欢
我喜欢
The Steppes
Yellow River
River
Tian Shan
Altai Mountains
Gobi Desert
Ob River
Thar Desert
Tian Shan

Co-teach lessons of the Bio map of Asia with Ms. Maggie


Virtues
Respect & Responsibility
Unity & Citizenship
Kindness & thoughtfulness
Wednesday
PACHE
36
BABY CARMEN
FACTS
MY GREAT GRANDPA
THE ACCIDENT
STAFF
RFSD

Other Experiences During Visit

- Trip to Chicago
- Trip to Arkansas
- Kayaking
- Swimming in the St. Croix
- Biking to explore the city

Next Steps

- Virtual Instruction during the 2020-2021 School Year
- Limited Travel opportunities

Appreciation

- Ye “Esther” Wang

- Appreciation for her instruction at the River Falls Public Montessori Elementary
    - January 21, 2020 - June 26, 2020

- Board Presentation of Certificate of Appreciation

Questions or Comments?

SCHOOL DISTRICT OF RIVER FALLS
ACADEMIC STANDARDS PUBLIC NOTICE

July 20, 2020
Board of Education Meeting

In order to ensure that every child graduates ready for further education and the workplace, the School District of River Falls has adopted the following Academic Standards for the 2019-20 school year. Identified curriculum delivered by highly-qualified educators using innovative and research-based instructional strategies will prepare our students to excel as responsible, productive, global citizens.

The standards listed below align to expectations intended to best prepare our students for external assessments (e.g. ASPIRE, ACT, WorkKeys, PSAT, Advanced Placement, Forward, Dynamic Learning Maps, ACCESS 2.0, etc.) that will be used for college and career opportunities.

Instructional materials and resources are utilized in conjunction with the below list of standards to support student learning.

Content Area	Curricular and Instructional Standards
Agriculture	Agriculture, Food, and Natural Resources
Art	Art & Design Education
Business and Marketing	Wisconsin Standards for Business and Information Technology Wisconsin Standards for Personal Finance Literacy Wisconsin Standards for Marketing, Management, and Entrepreneurship
English Language Arts (ELA)	Wisconsin Standards for ELA
Family Consumer Sciences	Wisconsin Standards for Family and Consumer Science
Information and Technology Literacy	Information and Technology Literacy
Mathematics	Wisconsin Standards for Math
Music	Wisconsin Model Academic Standards for Music
Physical Education and Health	Wisconsin Model Academic Standards for Physical Education Wisconsin Model Academic Standards for Health
Science Environmental Literacy and Sustainability	Wisconsin Model Academic Standards for Science Next Generation Science Standards Environmental Literacy and Sustainability
Social Studies	Wisconsin Model Academic Standards for Social Studies
Technology and Engineering	Wisconsin Standards for Technology and Engineering
Theater	Wisconsin Model Academic Standards for Theater
World Language	Wisconsin Model Academic Standards for Learning World Languages
Kindergarten Readiness	Wisconsin Model Early Learning Standards
School Counseling	Wisconsin Comprehensive School Counseling Model ASCA School Counselor Association Model ASCA School Counselor Performance Standards CASEL Core SEL Competencies

In addition to the standards listed above, additional standards are embedded into our instructional practices intended to personalize student learning and meet individual student needs. These standards include: Disciplinary Literacy Standards, Wisconsin Common Career Technical Standards, and International Society of Technology in Education (ISTE) Standards.

Some of our coursework is dual enrollment or includes a post-secondary experience within the course and follows additional outcomes.

AP Coursework	AP Course Outcomes
Dual Enrollment Courses (Early College Credit Program and Start College NOW Options)	UW-River Falls, etc.
Transcripted Credit Courses	CVTC Course Outcomes; Dakota County Course Outcomes

Meyer Middle School Math Adoption

Selection Process to Identify New Curricular Resources to Support Mathematics Instruction

SUPPORTING EVIDENCE & RATIONALE

- End of current Math Curriculum Resource adoption contract

- Lack of Rigor and Current Best Mathematical Practices in our Current Math Curriculum as supported by Ed Reports (Glencoe Math)-2014

- Low Forward Test Scores in Mathematics when compared to surrounding districts and at the state level.
    - In 2018-19 Meyer Middle School had 5.3% of their students scoring “advanced” on the Forward Exam when compared to the state average of 9.4%.
    - The four year average of students in 5th grade scoring proficient and advanced is 52.7%. The four year average of students leaving 8th grade scoring proficient and advanced is 35.3% (state average is 35%).

Why Materials Matter

Instructional materials make a difference for kids. What instructional materials are chosen matter.

> *Research shows that students learn primarily through their interactions with teachers and content.*

Instructional Core materials are the foundation for ensuring that ALL kids are college and career-ready and have the skills and knowledge they need to thrive in school and beyond.

When teachers don't have access to great materials they hunt for them online - often leading to inconsistent quality that impacts low-income students and student of color the most.

Review Criteria

- Resources align to Wisconsin Academic Standards for Mathematics
- Utilized the Ed Reports Adoption Process (https://www.edreports.org/resources/adoption-steps)

Criteria:

- Maintain Focus and Coherence
  - Materials cover criteria and assess skills across a continuum of grades surrounding the grade level in which the skill should be taught.
  - Students and teachers, using the materials as designed, devote the majority of class time in each grade to the focus/essential standards of the grade level.
  - Content that enhances focus and coherence simultaneously by engaging students in the essential grade-level standards.
  - How do these resources align to day by day relevance and application for students.

Review Criteria

- Contain Rigor and Embed Mathematical Practices
    - The instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by giving appropriate attention to: developing students' conceptual understanding; procedural skill and fluency; and engaging applications.
    - Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.

- Provide Instructional Supports and Usability
    - Materials are well designed and take into account effective lesson structure and pacing.
    - Materials support teacher learning and understanding of the Standards.
    - Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.
    - Materials support teachers in differentiating instruction for diverse learners within and across grades.

Review Process

Participants:

All Meyer MS Math Department Staff, Meyer MS Administration, K-5 Math Coach and Director of Academic Services.

Steps:

- Reviewed Curriculum Resources that met our initial screening process
- Contacted other School District’s
- Participated in Vendor Presentations
- Reviewed National Council for Teachers of Mathematics (NCTM) Best Practices in Selecting a Curriculum Resource

Review Process & Timeline

Timeframe:

- Winter/Spring 2019 - Initial Planning
- Summer 2019
  - Developed review rubric
  - Researched curriculum resources
- August 2019 - April 2020
  - Teacher collaboration & review of math curriculum resources
  - Vendor presentations
    - Narrowed down the selection to four (4) remaining resources *(Big Ideas, Illustrative Mathematics, College Prep Math (CPM), and Into Math)*
    - Second vendor presentations
    - Final Selection (*Into Math*)

Review Process & Timeline

  - Contacting other Districts regarding program use
  - Committee collaboration and final decision

- May 2020 - Negotiations and Budget Considerations
- June 2020 - Purchase and Prepare for Implementation

Next Steps:

- Onboarding Staff with Professional Development & Coaching Support
- Full Implementation Fall 2020

Questions & Comments

Elementary Bookroom Updates

Following our adoption of new K-5 English Language Arts curriculum resources selected (2018-19 School Year), we have taken additional steps to update our Elementary School Bookrooms for the upcoming school year.

A bookroom is a shared instructional resource that provides teachers with a greater range of books for their readers and for their instructional goals. It is meant to become an integral part of a teacher's or grade-level team's planning for meaningful, targeted instruction for all students. It's a space where teachers can go to meet with other teachers or visit on their own. It is the perfect complement to a school library and well-designed classroom library. Essential elements include authentic quality literature, culturally relevant and accurate, books that inspire children to think and question, and books that align with the school's curriculum.

Current bookrooms contain materials that are outdated, do not support the literacy instruction that is occurring in our classrooms and often lack student interest. Additionally, we want to expand the range of reading levels available to all of our readers during their Guided Reading instruction.

Elementary Bookroom Update – Process

Bookroom Audit was conducted with our Literacy Coaches in consultation with our resource representative:

Bookroom Quality

- The bookroom contains titles designed for guided reading. It should not contain phonics readers or trade book titles that would be included in classroom libraries.
- The bookroom should contain a ratio of 50% Fiction to 50% nonfiction.
- Bookroom materials should reflect cultural, racial, and socioeconomic diversity; and provide windows, mirrors and sliding glass doors for students.
- The bookroom contains a blend of current resources, as well as classic, high-quality materials.
- All titles should have a minimum of six copies per title.
- The bookroom should contain books from a variety of publishers.

Elementary Bookroom Update – Process

Bookroom Management

- Committee and team to make decisions regarding these literacy materials
- Regular usage by all staff of bookrooms
- The bookroom is located in an inviting space that is easily accessible to staff.
- The bookroom is well-organized and processes in place for checking titles in and out.

RFSD Goals

- Provide additional inter-disciplinary books, more diversity, genres, and student engagement.
- To increase the number of books containing Social Studies content alignment
- To increase the number of books that support our District's *Equity, Inclusivity and Diversity* work.

Elementary Bookroom Update – Process

Bookroom Management

- Committee and team to make decisions regarding these literacy materials.
- Regular usage by all staff of bookrooms.
- The bookroom is located in an inviting space that is easily accessible to staff.
- The bookroom is well-organized and processes in place for checking titles in and out.

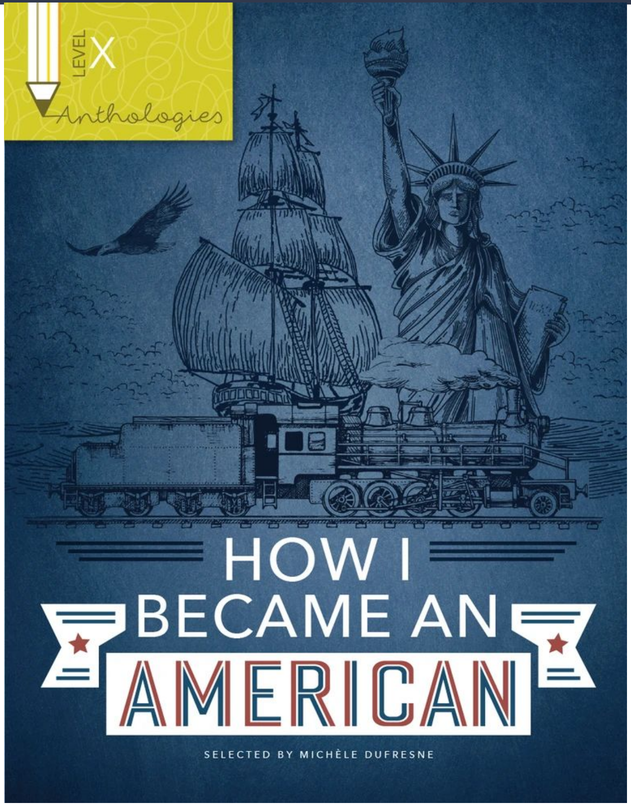
RFSD Goals

- Provide additional inter-disciplinary books, more diversity, genres, and student engagement.
- To increase the number of books containing Social Studies content alignment.
- To increase the number of books that support our District's *Equity, Inclusivity and Diversity* work.
- Focus on authentic literature for students.

Elementary Bookroom - Sample Resources

Explore the World
Physical Science
Life Science
Social Science
Earth Science
Pup
Hunger Around the World
Iceland
Land of Fire and Ice
Mighty Brave Girls
Jane Goodall
Trina Lawrence
Moving to Mars
How Did You Hear That?
In the Desert
Michele Dufresne

Elementary Bookroom - Sample Resources


LEVEL X
Anthologies
HOW I BECAME AN AMERICAN
SELECTED BY MICHÈLE DUFRESNE

This 36-page compendium features seven short Level X reads for guided reading, all related to a single topic. Each fiction and nonfiction piece is designed to be completed in one 20-minute guided reading session and boast text features and comprehension focuses that are crucial for fluent readers.

Includes:

- Celebrating Citizenship!
- Working on the Railroad
- The Mop Bucket Encore
- The Last Gobble
- Immigrants from around the World
- Gateway to America
- Hauntings

Elementary Bookroom – Sample Resources

Additional Book Selections:

https://pioneervalleybooks.com/products/civil-rights?variant=17590369648697

https://pioneervalleybooks.com/products/anthologies-t-it-s-our-right?variant=17590382264377

Elementary Bookroom Update – Process

Who Was Involved

- Literacy Coaches & Director of Academic Services
- Building Level Literacy Coaches
- Grade Level English Language Arts Leaders
  - Representation from each Grade Level
  - Representation from each Elementary School
- Building Principal Support

Next Steps

- Purging current outdated resources .
    - Books that don’t support best practices in Literacy instruction
    - Outdated by copyright
    - Books in poor condition

- Repurposing some books into Classroom Libraries; Donations to Little Free Libraries

- Planning for Professional Development to showcase new instructional resources for all staff.

- Unboxing, labeling books, and setting up school bookrooms.

- Continuing to review books for ongoing additions & improvements.

Questions & Comments

	Big Ideas	Into Math	Illustrative	CPM
Ed Reports	Foc & Coh: 13/14 Rig & MP: 11/18 Align: Part. Meet Ex Usability: NA	Foc & Coh: 14/14 Rig & MP: 17/18 Align: Part. Meet Ex Usability: 35/38	Foc & Coh: 14/14 Rig & MP: 18/18 Align: Meet Ex Usability: 37/38	Foc & Coh: 8/14, 8/14, 13/14 Rig & MP: 18/18 Align: PME, PME, ME Usability: NA, NA, 32/38
Rigor				
Standards Tracking Tools	Yes	Yes	Yes	???
Math Talks (constructing viable arguments)	Materials prompt students to construct viable arguments: 1/2 Materials assist teachers in engaging students in constructing viable arguments: 1/2	Materials prompt students to construct viable arguments: 2/2 Materials assist teachers in engaging students in constructing viable arguments: 2/2	Materials prompt students to construct viable arguments: 2/2 Materials assist teachers in engaging students in constructing viable arguments: 2/2	Materials prompt students to construct viable arguments: 2/2 Materials assist teachers in engaging students in constructing viable arguments: 2/2
Explicit Mathematical Practices	The standards for MP are identified and used to enrich math content: 2/2 Materials carefully attend to the full meaning of each mathematical practices standard: 0/2	The standards for MP are identified and used to enrich math content: 2/2 Materials carefully attend to the full meaning of each mathematical practices standard: 1/2	The standards for MP are identified and used to enrich math content: 2/2 Materials carefully attend to the full meaning of each mathematical practices standard: 2/2	The standards for MP are identified and used to enrich math content: 2/2 Materials carefully attend to the full meaning of each mathematical practices standard: 2/2
Conceptual understanding, procedural fluency, and applications is balanced, with explicit connections among the three	Conceptual: 1/2 PF: 2/2 Application: 2/2 Balance: 1/2	Conceptual: 2/2 PF: 2/2 Application: 2/2 Balance: 2/2	Conceptual: 2/2 PF: 2/2 Application: 2/2 Balance: 2/2	Conceptual: 2/2 PF: 2/2 Application: 2/2 Balance: 2/2

The materials are focused. Curriculum materials should give sufficient attention to the critical topics identified in the standards for each grade (the "major work" of the grade), so that students have the time and support to develop the identified proficiencies. Major Grade Level Work	Yes (EdReport) 6th, 7th, 8th grade: 13/14	Yes (EdReport) 6th, 7th, 8th grade: 14/14	Yes (EdReport) 6th, 7th, 8th grade: 14/14	6th Grade: Partially Meets Expectations (8/14) 7th Grade: Partially Meets Expectations (8/14) 8th Grade: Meets Expectations (13/14)
Rich Math Tasks	???	Many developed by Robert Kapinsky		Yes
Course Sequencing Options	Several Viable Options	Several viable options	Limited	???
Useful Teacher Tools and Resources		Waggle	ALEKS	
Follow Up Questions & Responses				

Equity, Diversity, and Inclusivity

Educational Programming Committee Update
July, 2020

Outcomes

- Summarize the work of the EID Committee since 2016
    - Focus on the committee’s goals, actions, accomplishments, and areas of growth
- Discuss the Integrated Comprehensive Systems for Equity (ICS) Framework
    - Four Cornerstones of the Framework Overview
    - Deeper Dive into Cornerstone 1
        - History of Marginalization in Public Schools, Asset vs. Deficit Thinking, Identity Development, Equity Audit, Equity Non-Negotiables
    - Summarize progress districtwide
- Recommendations for 2020-21 and beyond
    - Committee structure and reporting
    - Universal ICS Cornerstone 1 Training
    - Student-Community-School Engagement
    - EID sub-committee work

Vocabulary

- **Equity-** We give people what they need, rather than giving all people the same (equality)
- **Inclusivity-** We make all people feel accepted, respected, and heard.
- **Diversity-** We respect and recognize all peoples experience and unique qualities
- **EID Committee-** Equity, Inclusivity, and Diversity Committee
- **ICS-** Integrated Comprehensive System
- **Social Justice-** Social justice refers to a concept in which equity or justice is achieved in every aspect of society rather than in only some aspects or for some people.

RFSD Equity, Inclusivity, and Diversity Timeline

2016-17

- Diversity Committee is created via RFSD Strategic Plan
    - Action Step 6.1: Educate students and staff about cultures and diverse populations via comprehensive diversity training (students & staff) as well as integrated classroom learning activities and curricular specific adaptations.

2017-18

- A team of administrators go through the Leading for Equity Academy (LEA) sponsored by AWSA. Team is introduced to Integrated Comprehensive Systems (ICS) framework.
- The district adopted ICS (Leading with Equity Presentation)
    - Advanced Training for School Leaders *(School Board Training, Admin-Summer Institute Training, Diversity Committee Trainings, Fall Equity Institute)*

2018-19

- Support rollout of ICS Cornerstone 1 Training for teachers and administrators
    - *Module 1.0/1.1-History of Marginalization, Module 1.2-Asset vs. Deficit Thinking, Module 1.3-Identity Development*
    - *Equity Audit*
- Connect with students and community
    - *HS Student Equity Trainings*
- Support and develop system awareness of EID.
    - *Hiring Policy Review, Multicultural Perspectives, Holidays/Celebrations*

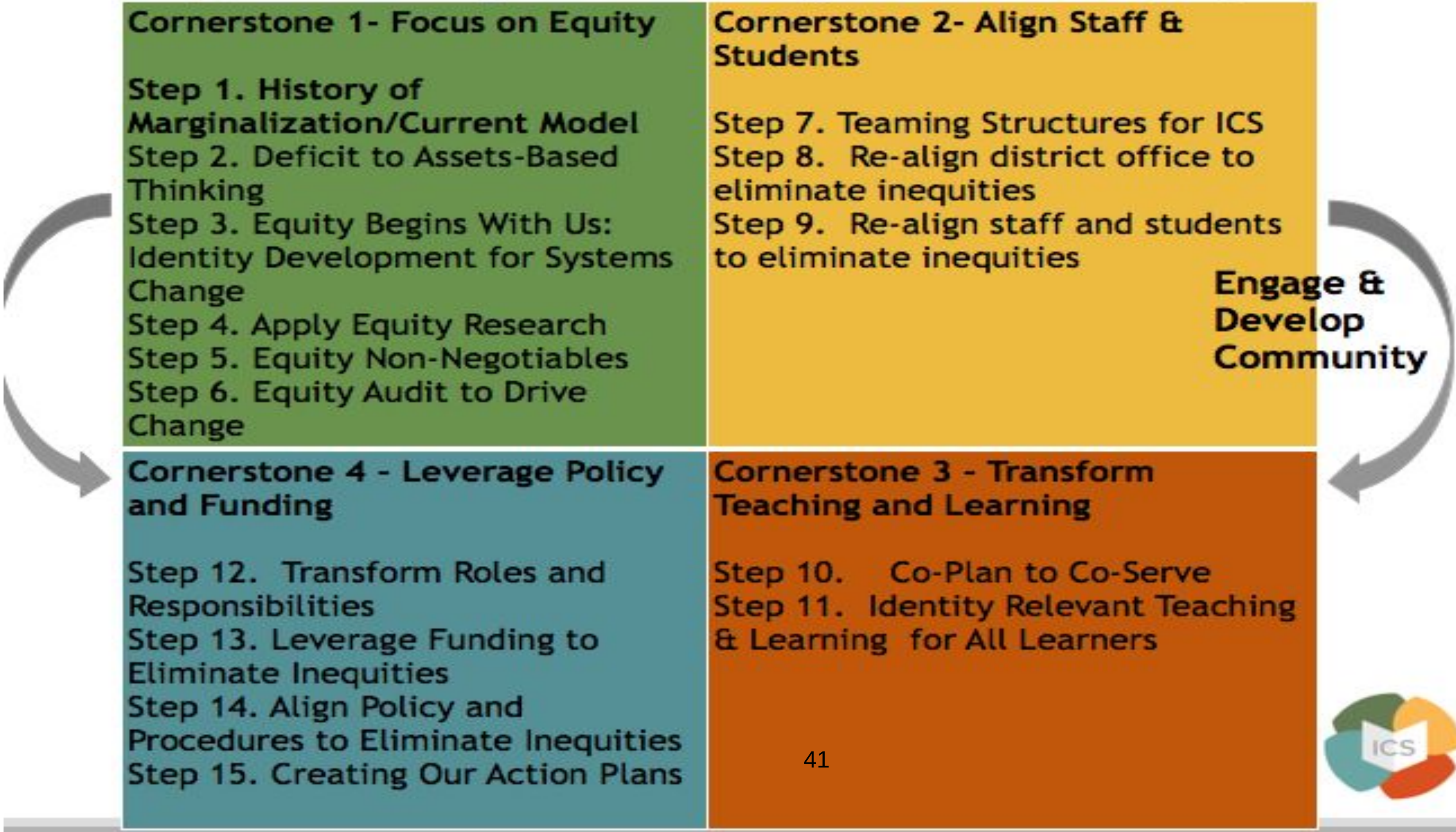
2019-20

- Leverage the Equity Audit to Drive Change
    - *Priority areas→ School/Student Learning Objectives*
- Analyze proposed Equity Non-negotiables to ensure alignment to District priorities.
- Provide opportunities for Identity Development strategies for teaching diverse students.

Assessment of Progress

- ‘Too Safe’ ➔ urgency and competing priorities
- Reactive progress vs. proactive change
- Where are our areas of growth?
    - Lack of universal ICS training
    - Optional vs. universal professional development
    - Student/Community awareness of EID Priorities
    - Understanding student and community experiences
    - Attracting and retaining employees with diverse backgrounds
    - Systems of accountability to ensure EID is a district priority
    - Districtwide promotion of multicultural analysis of curriculum, instruction, and resources

Integrated Comprehensive Systems for Equity - Four



Cornerstone 1- Focus on Equity

Step 1. History of Marginalization/Current Model
Step 2. Deficit to Assets-Based Thinking
Step 3. Equity Begins With Us: Identity Development for Systems Change
Step 4. Apply Equity Research
Step 5. Equity Non-Negotiables
Step 6. Equity Audit to Drive Change

Cornerstone 2- Align Staff & Students

Step 7. Teaming Structures for ICS
Step 8. Re-align district office to eliminate inequities
Step 9. Re-align staff and students to eliminate inequities

Engage & Develop Community

Cornerstone 3 - Transform Teaching and Learning

Step 10. Co-Plan to Co-Serve
Step 11. Identity Relevant Teaching & Learning for All Learners

Cornerstone 4 - Leverage Policy and Funding

Step 12. Transform Roles and Responsibilities
Step 13. Leverage Funding to Eliminate Inequities
Step 14. Align Policy and Procedures to Eliminate Inequities
Step 15. Creating Our Action Plans

ICS INTEGRATED COMPREHENSIVE SYSTEMS SERIES™

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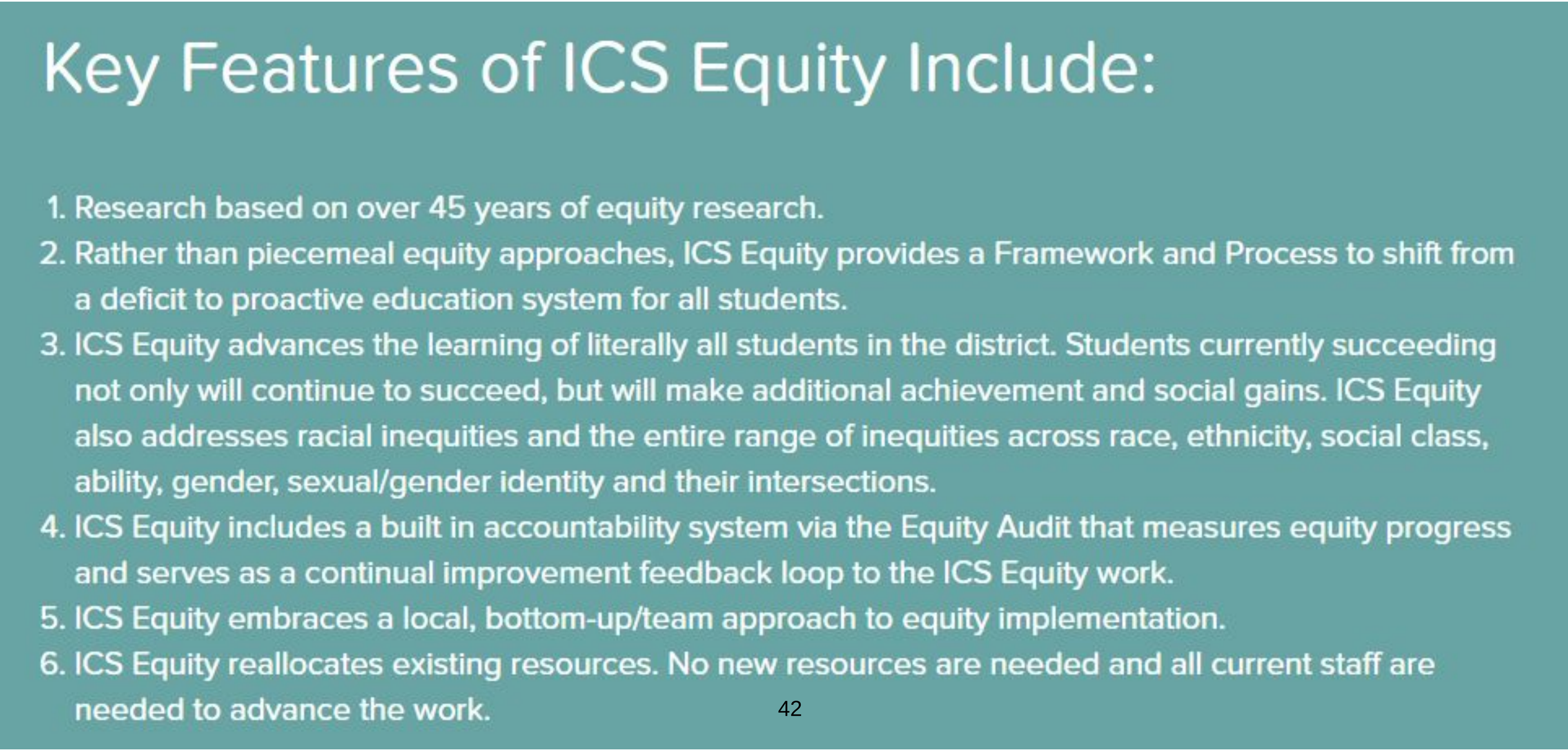


Key Features of ICS Equity Include:

1. Research based on over 45 years of equity research.
2. Rather than piecemeal equity approaches, ICS Equity provides a Framework and Process to shift from a deficit to proactive education system for all students.
3. ICS Equity advances the learning of literally all students in the district. Students currently succeeding not only will continue to succeed, but will make additional achievement and social gains. ICS Equity also addresses racial inequities and the entire range of inequities across race, ethnicity, social class, ability, gender, sexual/gender identity and their intersections.
4. ICS Equity includes a built in accountability system via the Equity Audit that measures equity progress and serves as a continual improvement feedback loop to the ICS Equity work.
5. ICS Equity embraces a local, bottom-up/team approach to equity implementation.
6. ICS Equity reallocates existing resources. No new resources are needed and all current staff are needed to advance the work.

2020-21 EID GOALS

Revise organizational and reporting structure of the EID Committee

Design Hate/Bias Reporting System (align to discrimination/harassment complaint procedures)

Ensure universal ICS Cornerstone 1 Training for Teachers and Support Staff.

Create a Land Recognition Statement

IDI Training for Admin, EID, and Mental Health Teams (Social Worker, Counselors and Psychs)

Recommend 2021-22 staffing plan to support EID goals

Sub-Committee Work-LBGTQ Awareness Campaign, Review Dress Code Policy, Review Holiday/Celebrations Policy

2020-21 ICS GOALS

Universal ICS Cornerstone 1 Training for all staff

BOE reviews and approves one Equity Non-Negotiable per month

2020-21 Equity Audit and Analysis

Teacher training on evaluating curriculum and instructional practices through a multicultural lens

Professional Learning Communities (PLC) growth

- Level 1: Forming-->Develop a team structure aligned to ICS
- Level 2: Norming--> Protocols and commitments developed by each team that are aligned to ICS.
- Level 3: Storming/Performing-->Collaboration agenda and minutes

2019-20 EID Community Engagement

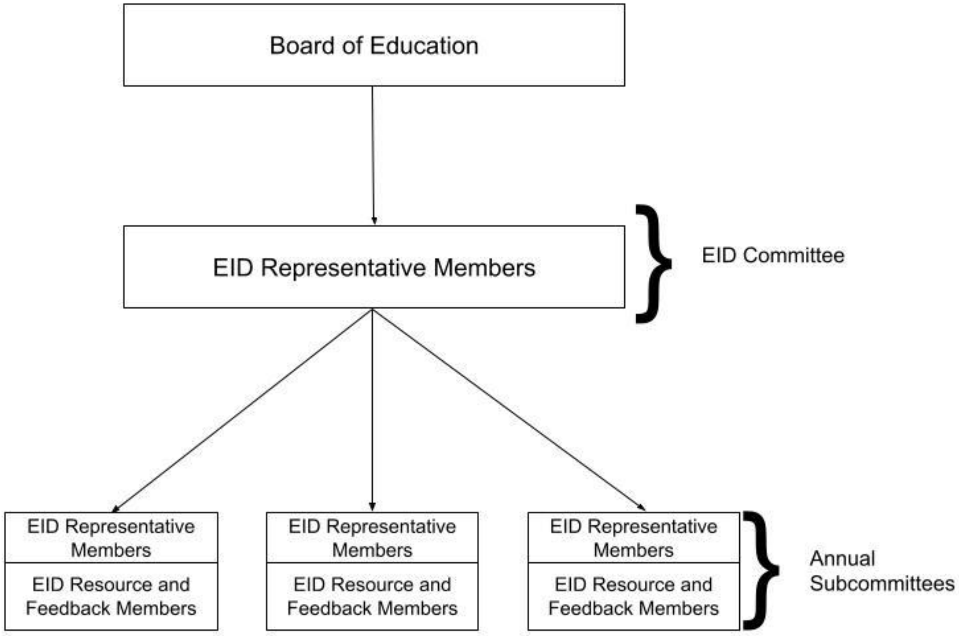
Community ICS Presentation

Student Experience Project

Mid-Year Review of Action Steps with Community

Use Mid-year and End of the Year Community Engagements to Guide 2020-21

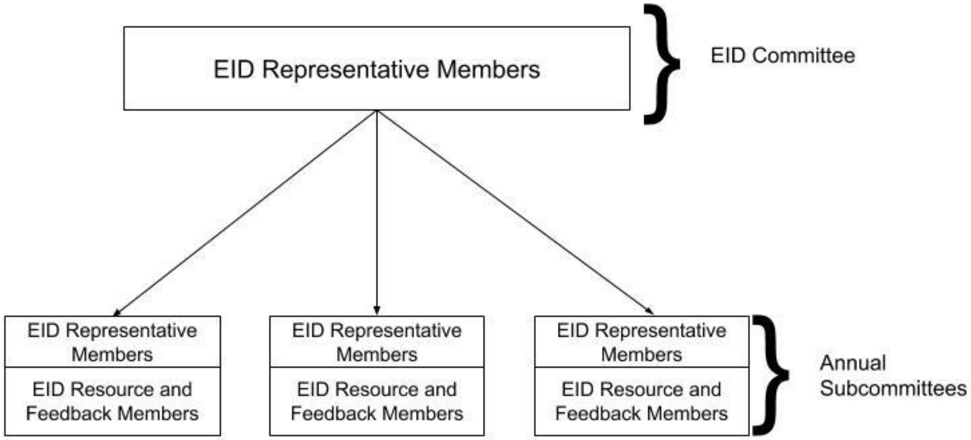
EID Committee Structure


Board of Education
EID Representative Members
EID Committee
EID Representative Members
EID Resource and Feedback Members
EID Representative Members
EID Resource and Feedback Members
EID Representative Members
EID Resource and Feedback Members
Annual Subcommittees

The **EID Committee** meets monthly to discuss current work, provide direction and feedback to the annual subcommittees. All members are welcome to attend the monthly meetings. Monthly meetings will operate under Robert's Rules of Order.

Annual Subcommittees work on goals identified by the EID Committee. These subcommittees meet as needed to work towards the annual goals. Each subcommittee will have representative members assigned to help facilitate the work of the subcommittees.

EID Committee Structure: Members

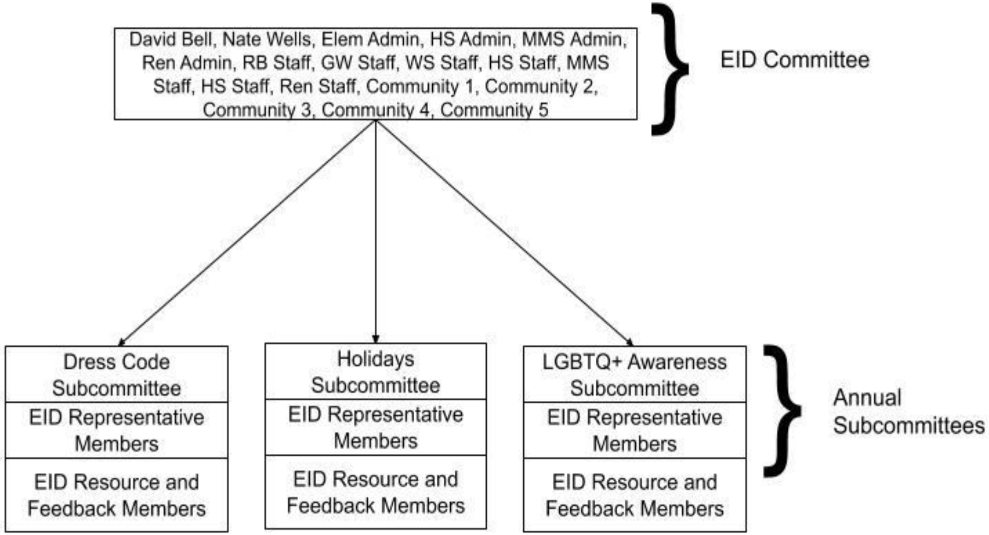

EID Representative Members
EID Committee
EID Representative Members
EID Resource and Feedback Members
EID Representative Members
EID Resource and Feedback Members
EID Representative Members
EID Resource and Feedback Members
Annual Subcommittees

EID Representative Members consist of the following and are used for consensus building around recommendations to the board.

- One Elementary, Middle School, High School, and Renaissance Rep (4)
- One Building Staff Representative (7)
- One School Board Representative (1)
- 5 Community Representatives (5)

EID Resources and Feedback Members consist of any employee or community member that would like to serve on the annual subcommittees to help develop school board recommendations.

2020-20 EID Organization Chart and Subcommittee Goals



David Bell, Nate Wells, Elem Admin, HS Admin, MMS Admin, Ren Admin, RB Staff, GW Staff, WS Staff, HS Staff, MMS Staff, HS Staff, Ren Staff, Community 1, Community 2, Community 3, Community 4, Community 5

EID Committee

Dress Code Subcommittee
- EID Representative Members
- EID Resource and Feedback Members

Holidays Subcommittee
- EID Representative Members
- EID Resource and Feedback Members

LGBTQ+ Awareness Subcommittee
- EID Representative Members
- EID Resource and Feedback Members

Annual Subcommittees