

Racial Equity Transformation

Keeping the Momentum

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We do the best we can with what we know, and when we know better, we do better.

— *Maya Angelou* —

AZ QUOTES

Keeping the Momentum

Welcome

- Recognizing how race impacts your work
- Name a time in your life that you didn't have privilege
- Name a time in your life that you had privilege

Where are you on the Compass?
Why does it matter?

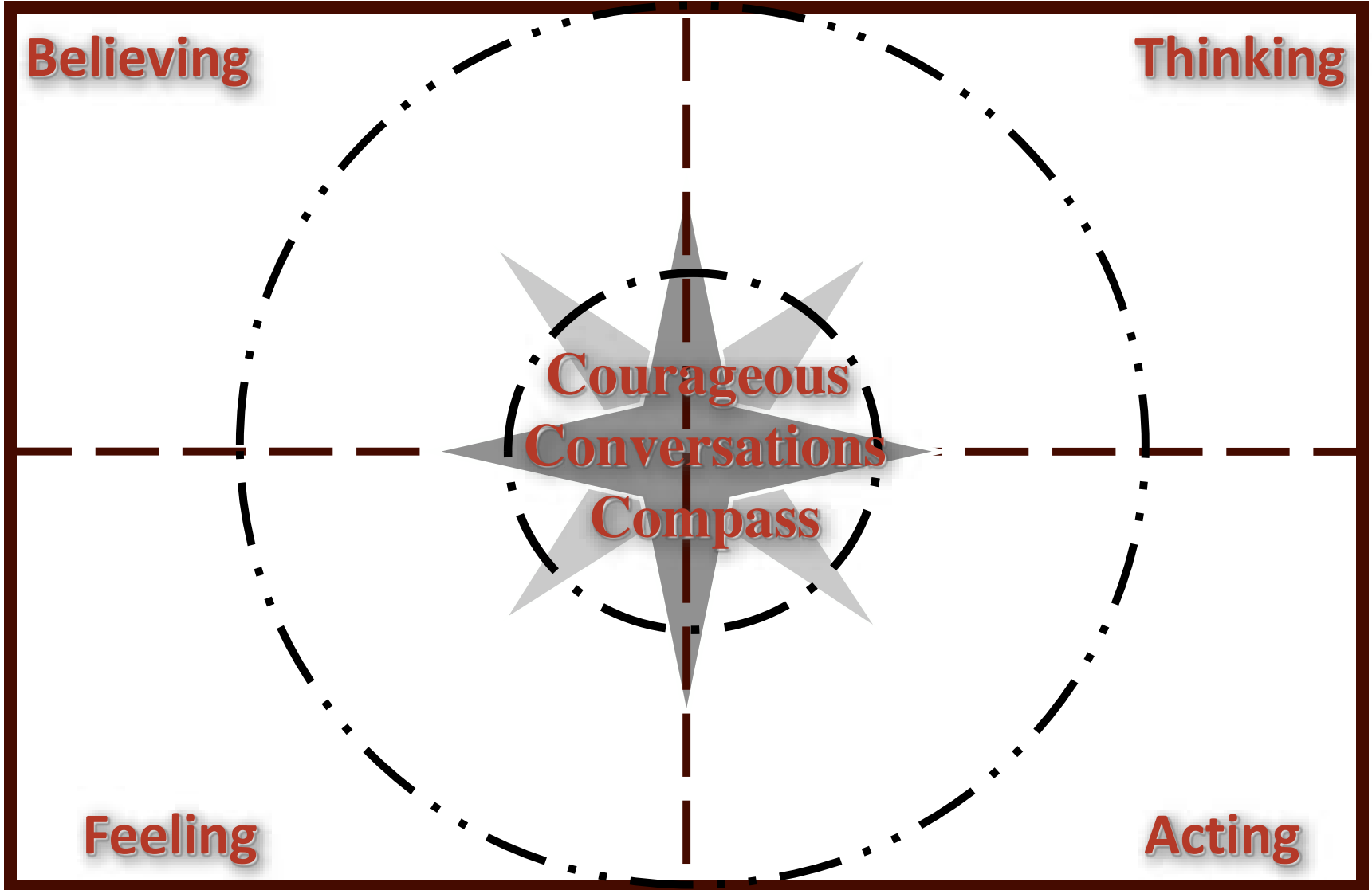
Believing

Thinking

**Courageous
Conversations
Compass**

Feeling

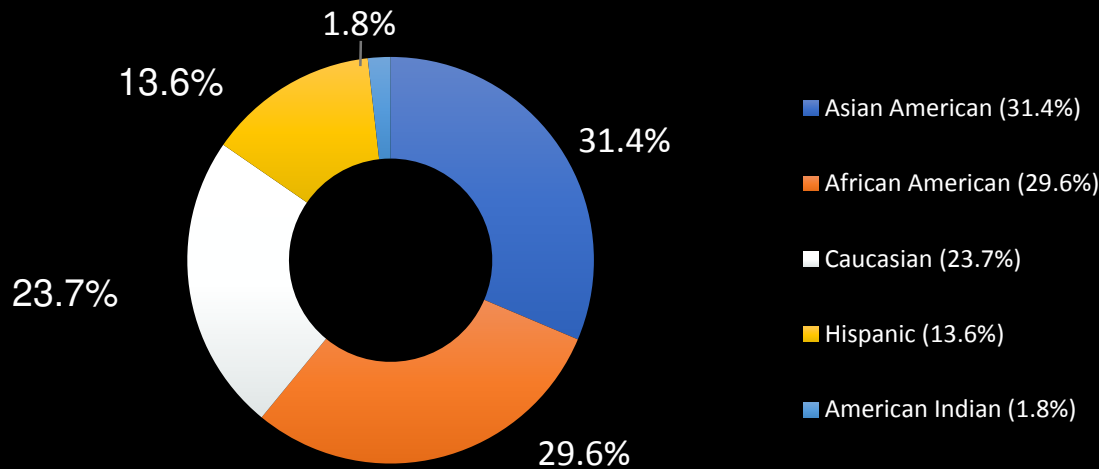
Acting



Overview

- Its not enough to have a racial equity policy – with implementation comes accountability.
- What is the role of Superintendent and Board in implementation?
- How do budgets reflect a policy implementation line item?
- Share/describe the resistance/push back the district received and how they dealt with it.
- How has student voice played a role in your district's work with policy implementation?

SPPS District-at-a-Glance



- Students speak more than 100 languages and dialects
- Approximately 4,000 new students each year, 2,000 at the secondary level
- 17% require special education services
- 73% eligible for free or reduced-price lunch
- Approximately 2,000 students experience homelessness during the school year



Framework

- Shared language
- Starts with interpersonal
- Recognizing and interrupting structural inequities

SPPS' Racial Equity Programming

Leadership Focus



Phase I: Training & Development 2010-2012

- Training for school board, Cabinet, district leadership, & principals
 - Beyond Diversity-Foundational Training
 - Ongoing Leadership training (LEADS)
- Development of School and Department Equity Teams
 - Beyond Diversity-Foundational Training
 - Equity Team Training (E-Team)

Racial Equity Policy

- Passed in July 2013
- Work had been in place since Fall 2010
- Built on previous cultural competency work
- Necessity to isolate race
- From the boardroom to the boiler room
- Differing levels of transformation and engagement

Policy Purpose

- Respectful learning environments where races, cultures and languages are indicators of opportunity, rather than academic disparity.
- Eliminate racial predictability and disproportionality by:
 - increasing achievement for all students and
 - narrowing the gaps between the highest and lowest performing students.



Engagement - Policy

“SPPS employees will develop and implement equitable practices for and with our students, their families and other community members including:

- 1. Intentionally seeking and including **students’ multiple racial perspectives** in the development and implementation of culturally responsive teaching and learning practices and curriculum;*
- 2. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of **culturally appropriate and effective partnerships between home and school**;*
- 3. Inviting and **including community members** to bring multiple cultural perspectives to examining and solving issues that arise.”*

St. Paul Public Schools

Courageous Conversation & Courageous Leadership

What Do I Do In SPPS?

Racial Equity Policy 101.00

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Eliminating our district's institutional racism will increase achievement, including on-time graduation, for all students, while narrowing the gaps between the highest- and lowest-performing students.

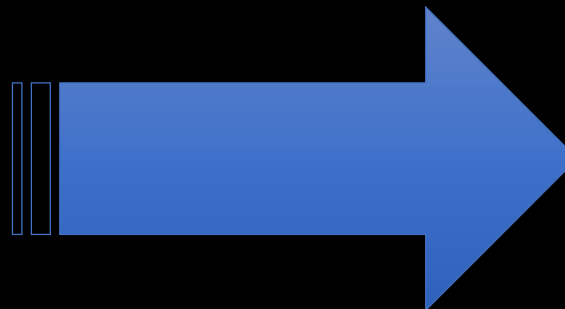
How Do I Do It?

(Your Work)

What Are The Equity Implications/Intersections?



My Racial Equity Challenge(s)



What's Next For Me?

A Racial Equity Leadership Goal

Monitoring

- Vision Card

Identifying Metrics

Keeping students at the center

Aligning to the policy

Interrupt systems that perpetuate inequities

- **Invite and Include** people of all races and ethnicities to examine issues.
- **Create adaptive solutions** to equity issues.
- **Develop skills and knowledge** to lead from a racial equity lens.
- **Transform practices** that are racially predictable and disproportionate.

Gathering the Work in all areas of the organization

- ❖ Board of Education
- ❖ Facilities
- ❖ Classroom
- ❖ School Sites
- ❖ Cabinet Leadership-DELT
- ❖ Departments
- ❖ Programs
- ❖ Student Programming
- ❖ Family and Community Programming

Student Voice

- [SEAB](#)
- Classroom Partnerships
- Compass for Kids
- [Dare2BeReal](#)
- Hmong Youth Summit

Family and Community Programming

- Beyond Diversity for Asian Families
- Latino Decree Presentation
- Parent and Family Cultural Groups
- Cultural School Events
- The Center for Equity and Culture

In the face of resistance.....

- Stand firm in your purpose
- Recognize detours
- Have a clear system of accountability
- Monitor the work
- Build strong allies
- **Pay attention to the teachers**

Transition

- Identify how and where the work can continue at a transformational level.
- Engage the Board of Education
- Get out of the way if necessary
- Pay attention to the teachers
- Rely on community partners
- Stand firm in the “why”

Wrap-up

- Questions
- Four Square:
 - What did you learn?
 - What do you still want to know?
 - What will you do next?
 - What do you think?

Thank you

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