



Diversity Council

July 20, 2020

Agenda:

- Provide an update on MISD's effort to end discrimination and continue developing an action, implementation, monitoring and evaluation plan that celebrates the power of diversity. This overall plan includes diversity, inclusion and equity.
- Discuss and take action on Diversity Council action team recommendations in the areas of:
 - Midlothian ISD Resolution
 - Student Code of Conduct
 - Employee and Student Handbooks
 - Dress Code
- Gain insight on the district's professional development plan designed by the Diversity Council's action team.
- Discuss and take action on the shifting from a Coordinator to Director of Diversity, Inclusion & Equity
- Share next steps with the hiring methodology of the Director position and Consultants



To Date:

- June 16: Met with Diversity Council to connect and begin our action team work.
- June 18: Met with the community members who participated in the input portion of the Board meeting. Gained input to share with our Diversity Council.
- June 23: Diversity Council Action Team work
- July 8: Received [Midlothians for Change recommendations](#)
- July 14: Diversity Council Action Team work
(Many teams met more than this to work on their recommendations.)
- July 14: Diversity Council action teams provided input on action team recommendations.
- July 20: Board of Trustees meeting





Diversity Council Action Teams

Action Teams:

- MISD Resolution Action Team
- Student Code of Conduct Action Team
- Student & Employee Handbook Action Team
- Student Dress Code Action Team
- Professional Development Action Team





Resolution Action Team

Action Team: MISD Proclamation/Resolution

MISD Diversity Council Members:

- Leslie Garakani, CTO
- Christy Shelton, LEAP Academy
- Diana Hall
- Donette Moss
- Haywood Thomas, Assistant Principal
- Jim Norris, Assistant Superintendent
- Jennifer Campbell, Special Education Teacher
- Joshua Marek, Fine Arts Elementary Teacher
- Melissa Wolfe, Executive Director of Specialized Learning
- Shelle Blaylock, MILE Administrator
- Rola Fadel, Director of Construction



Our Purpose

Develop the framework and proposed Midlothian ISD resolution.



Our Research

Reviewed various K-12 and Higher Education proclamations.

- Danville Independent Schools
- [Shawnee Mission School District](#)
- [Oregon School Board Association](#)
- TASB - [Addressing equity and diversity inclusion in schools](#)
- [Richardson ISD](#)
- [University of North Texas](#)
- [Taft School](#)
- [University of Texas](#)
- [Dallas ISD](#)
- [The Duke School of Nursing](#)
- [The Town School](#)
- [Harvard Medical School](#)



Our Recommendation

WHEREAS, the mission of the Midlothian Independent School District (Midlothian ISD) is to educate students by empowering them to maximize their potential.

WHEREAS, the vision of Midlothian ISD is inspiring excellence today to change the world tomorrow.

WHEREAS, We acknowledge that in historical and present times, there are systemic social inequities and barriers, not just on the national and statewide level, but also in our own community.

WHEREAS, We commit to recognizing, understanding, accepting, and investing in the unique attributes of every student, staff member, and family member as a part of our diverse family.

WHEREAS, We stand for diversity, inclusion, and equity as essential facets of our community and celebrate each person as an individual through personalized learning,

WHEREAS, We honor relationships by respecting and embracing our different beliefs, practices, cultural norms, embracing one's uniqueness, and engaging in genuine inclusive action for diverse populations.



Our Recommendation (continued)

WHEREAS, We commit to maximizing our students' unlimited potential by creating equitable access to educational opportunities for lifelong success.

WHEREAS, We are further committed to purposeful and meaningful action to elicit change in systemic inequalities.

WHEREAS, We strive for inclusiveness, diversity, racial equity, socioeconomic equity, educational equity, staff equity, programmatic equity, and achievement equity through inclusion, acceptance, dignity, and equal rights for all.

Therefore BE IT RESOLVED, We, the Board of Trustees and Superintendent of Schools of the Midlothian Independent School District, recognize the strengths and weaknesses of our history as a community, state, and nation and thusly pursue systemic improvements to policies, programs, and practices in ways that eliminate inequities;

Therefore BE IT FURTHER RESOLVED, We, the Board of Trustees and Superintendent of Schools of the Midlothian Independent School District ensure educational success for every student regardless of, and not limited to the student and their family's race, ethnicity, nationality, immigration status, gender, and gender identity, sexual orientation, socio-economic status, age, physical and/or mental capabilities, beliefs, and all these vast diversities that exist among and between the students, staff, families, and communities everywhere; and enrich the lives of all.





Student Code of Conduct & Student/Employee Handbook Action Teams

Action Team: Student Code of Conduct/Student Handbook/Employee Handbook

MISD Staff Members:

Kara Wendel, Assistant Principal
Krista Tipton, Principal
Kevin Reed, Assistant Principal, MHS
Kristen Shelton, Assistant Principal, Baxter
Deanna Cannon, Coor. Transportation
Carly Woolery, Principal, WGMS
Brian Blackwell, Exec. Dir of Finance & Operations
Georgie Swize, Principal, Mt. Peak
Paige Alfaro, Teacher
Al Hemmle, Administrator of Student Services

Parent/Community Members:

April Bibbs
Thomas Bledsoe
Motheisia Howard
Symphony Lowe
Dannion McLendon



Our Purpose

To take a bold stand against systemic racism and work toward diversity, equity, and inclusion transformation among students and staff.



Action Team

What is our purpose for the 2020-21 school year related to the Student Code of Conduct/Student & Employee Handbook?

What research have you conducted? What school districts did you look at to compare with the current MISD student code of conduct?

What similarities did you find among school districts?

What benefits do you see with the student code of conduct change

What were some of the differences?

Possible Recommendations:



Our Research

[Area ISD's Student Code of Conduct](#)

[MISD Student Code of Conduct](#)

[Chapter 37 Education Code](#)

[Secondary Handbook](#)

[Elementary Handbook](#)

[Employee Handbook](#)

<http://naos.risbo.org/wp-content/uploads/2017/04/Cyprus-antiracism-code.pdf>

[Section 42.07 \(a\)\(1\) Penal Code](#)

[Houston ISD](#)

[Anti-racism Education for Schools](#)

[Lake Dallas ISD](#)

[Dallas ISD Code of Conduct](#)

[San Bernardino City USD](#)

[anti-bullying policy\)](#)

[targeted student achievement department](#)



Our Recommendations

Add to Student Code of Conduct/Student Handbooks/Employee Handbook:

Statement: Midlothian ISD values the diversity of its students and staff members. It is the position of the Midlothian ISD that the use of slurs or offensive language that targets specific groups, as defined below, in the school environment is unacceptable and tends to create a hostile work and educational environment. Such language includes, but is not limited to, the use of slurs or offensive language related to race, color, ethnicity, religion, sex, national origin, disability, age, sexual orientation, gender expression, gender identity, or any legally protected characteristic. Use of such language by a student may constitute a violation of the *Student Code of Conduct* and result in disciplinary action in accordance with the *Student Code of Conduct*. In order to maintain a safe and appropriate educational environment for students and employees, all district employees are required to report such violations of the *Student Code of Conduct* to the appropriate campus administrator.



Our Recommendations

Add to Student Code of Conduct: Under Mistreatment of Others

Engage in using slurs or offensive language that targets specific groups, is any statement that degrades or demeans any person's race, ethnicity, religion, sex, national origin, disability, sexual orientation, gender expression, gender identity, or any legally protected characteristic.

Add to Student Code of Conduct Glossary:

Slurs or Offensive Language that targets specific groups: A slur or offensive language that targets specific groups, is any statement that degrades or demeans any person's race, ethnicity, religion, sex, national origin, disability, sexual orientation, gender expression, gender identity, or any legally protected characteristic.

ASSIST: Administrator assigned 3 hour after school detention

CHOICES: Administrator assigned extended In-School suspension

Restorative Practice: Wide variety of discipline actions focused on changing student behavior coupled with punitive consequences.



Our Recommendations

Add to the Employee Handbook:

Midlothian Independent School District prohibits retaliation of employees or students for raising, in good faith, an alleged concern regarding a violation of policy or law or for participating in an investigation of an alleged violation of policy or law. . Any person regardless of position cannot prevent or influence someone from reporting a wrong doing. Retaliation is a violation of District policy and anyone who engages in retaliatory behavior may be subject to discipline, up to and including termination. See Policy DGBA & DG



Our Recommendations

***Campus Administrator's Guideline to
Address Issues of Diversity, Equity, and Inclusion:***

[*Diversity, Equity, and Inclusion Discipline Guide*](#)





Student Dress Code Action Team

Action Team: Student Dress Code K-12

MISD Staff Members:

Josh Roberts, Principal
Shannon Thompson, Director Special Education
Tracy Xavier, Teacher
Hollye Walker, Principal, Vitovsky
Sherise Webster, Teacher
Stacy Germany, Principal, McClatchey
Ryan Timm, Principal, Baxter
Karena Blackwell, Principal, Longbranch
Adam Henke, Assistant Principal, Mt. Peak
Gary Gates, Principal, MHS
Manny Medina, Assistant Principal, MHS
Kris Vernon, Principal, FSMS
Dr. Shorr Heathcote, Director of Human Resources

Parent/Community Members:

April Bibbs
Thomas Bledsoe
Motheisia Howard
Symphony Lowe
Dannion McLendon



Our Purpose

Work towards an equitable student dress code that recognizes diversity, equity and inclusion transformation in the Midlothian ISD.



Action Team

What is our purpose for the 2020-21 school year related to the Student Dress Code?

What research have you conducted? What school districts did you look at to compare with the current MISD student code of conduct?

What similarities did you find among school districts?

What benefits do you see with the student dress code.

What were some of the differences?

Possible Recommendations:



Our Research

Research work completed by the 2020-2021 dress code committee:

- Survey Data
- Feedback from June School Board Meeting
- Research how other district's meet diversity, equity, and inclusion for students related to student dress codes
 - Cedar Hill
 - Mansfield
 - Grapevine
 - Forney
 - Waxahachie
 - Red Oak
 - South Lake
 - Wylie
 - Highland Park



Our Recommendations

Overview of Recommendations		
Proposed Changes	Specifics	Narrative/Purpose
Gender Neutral Dress Code	-no longer separate girls/boys	-Celebrate Diversity-Cultural Tenet -Protect the students emotional well-being
Non-Grade Level Specific Dress Code	-consistent policy across the district -expectation remains the same at all grade levels	-Equity among elementary and secondary expectations.
Updates to Hair	-boys hair length will not be restricted -hair color will not be restricted -beards and mustaches are allowed if neatly groomed. -hair styles that impedes the ability of other students to learn are prohibited..	-Celebrate Diversity -Jewish student wanting to grow out facial hair in accordance with religious custom -Remove barriers, accept all students as they are. We are family. -Differences will be celebrated.



Our Recommendations

[Recommendation for Dress Code 2020-2021](#)





Professional Development Action Team

Our Action Team: Professional Development

MISD Staff Members:

Judy Walling, Deputy Superintendent
Melissa Wolfe, Executive Director of Specialized Learning
Becky Wiginton, Director of Guidance & Counseling
Catherine Weaver, Teacher
Cari Nix, Assistant Principal
Amanda Rodgers, Principal
Tyesha Glover, Assistant Principal
Shannon West, Principal
Debra Johnson, Teacher
Scott Fiorenza, Teacher
Jessica Lewis, Teacher
Carvin Thompson, Teacher
La-shea Slaydon, Assistant Principal
Sheri Brezeale, Teacher
Kim Cavender, Teacher
Audree Johnson, Teacher

Parent/Community Members:

Sabrina Michaels
Crystal Rentz
Gene Morrow Jr.
Donice Arrington
Jerrod Ramirez



Our Purpose

To develop a culturally responsive professional development learning plan for all district employees and leaders.



Our Research

[Anti Defamation League](#)

[DEI - Diversity, Equity and Inclusion](#)

[CASEL - SEL as a lever for Equity](#)

[Teaching Tolerance](#)

[Kirwan Institute](#)

[Courageous Conversations](#)

[Leadership ISD Brave/R Space Academy](#)

[Leadership ISD Brave/R Leadership Academy](#)

[Harvard Study](#)

[Medium](#)

Other school districts or educational institution such as:

- Arlington ISD
- Ft. Worth ISD
- Dallas ISD
- Irving ISD
- Prosper ISD
- Lewisville ISD,
- Waxahachie ISD
- Stephenville ISD
- Northwest ISD
- Worthington School
- Ohio, Hiram College

Various Books:

- ***Unconscious Bias "Turning Unconscious Bias Into Conscious Thought": A Book About People*** by Phil L. Claybrooke & Harvey Phelps
- ***Blind Spot: Hidden Bias of Good People*** by Mahzarin R. Banaji & Anthony G. Greenwald
- ***The Person You Mean to Be*** by Dolly Chugh
- ***How to Be an Antiracist*** by Ibram X Kendi
- ***White Fragility*** by Robin Diangelo
- ***Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*** by Gholdy Muhammad
- ***Being the Change: Lessons and Strategies to Teach Social Comprehension*** by Sara K. Ahmed
- ***Playing in the Dark: Whiteness and the Literary Imagination*** by Toni Morrison
- ***Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*** by Zaretta L. Hammond



Sub-Committee Sample Workspace

Action Team

What is our purpose for the 2020-21 school year related to Professional Development?

(MISD develops long-term Professional Development Plans. Ultimately, we will have a long-term PD plan as we continue to become more culturally proficient. What can we achieve this coming school year?)

What recommendations for PD this school year:

What research have you conducted? What school districts did you look at to compare with the current MISD for culturally responsive professional development?

What similarities did you find among school districts?

What were some of the differences?

Additional iPlan days (on campus or district-wide)?

What benefits do you see with this year's PD?

What are some opportunities to put training into practice?



Our Recommendation

Overall Parameters:

- Training to include school board, district admin, campus level leaders, and all staff
- Collection of stories that have been shared to explain the “why”
- PD should be relevant for teachers to take back to campus/classroom to facilitate the work
- Pre and post test before each professional learning opportunity
- Survey parents and students BOY and EOY to get a baseline and measure outcomes
- iPlan Days and Faculty Meetings
 - Time for small groups
 - Circle activities
 - Learning, discussion, reflection, action
- Topics throughout the year:
 - Implicit biases, discrimination
 - Racism
 - Gender Equity
 - Vocabulary/Definitions - Who are the experts/bio information
 - Ableism
 - Socio economic bias and inequality



Next Steps & What to Expect

Provide action team work to Diversity Consultant and Director of Diversity, Equity and Inclusion

- a. Collaborate to develop the specific resources to be used for training
- b. Opportunities and timelines for training, including iPlan and faculty meetings
- c. Topics/categories for focus
- d. Evaluation measure drive growth and change





Next Steps

Current & Next Steps:

Currently:

- Posting Director of Diversity, Inclusion & Equity position (*Action Required to shift to Director*)
- Posting RFP for Diversity, Inclusion & Equity consultation services
- Diversity Council representative sign-up to serve on hiring committees for both Director and Consultant

Next Steps:

- July 21: Diversity Council hears Midlothians for Change efforts and survey results
- July 23: Host Thought Exchanges (closes July 28) to seek community input on:
 - Desires & Traits needed for the Director of Diversity, Inclusion & Equity
 - Criteria required and leadership needs for the Diversity, Inclusion & Equity Consultation
- July 28- August 23) Diversity Council Teams that will:
 - Take data to design Leader Profile, Develop questions, review resumes, and participate in the interview process
 - Take data to design hiring criteria and rubric, Develop questions, review proposals and participate in the interview process
 - Make recommendation to the Board of Trustees



Current & Next Steps Continued:

Director Diversity, Inclusion & Equity	Consultant
<p>Launch: Thursday, July 23 Closes: Tuesday, July 28 12 p.m. Thought Exchange <i>What traits or characteristics do you feel are important in a Director Diversity, Inclusion & Equity?</i></p>	<p>Launch: Thursday, July 23 Closes: Tuesday, July 28 12 p.m. Thought Exchange <i>What qualifications/criteria do you believe is important in a consultant to provide MISD diversity, inclusion and equity consultation services?</i></p>
<p>Wednesday, July 29 9 a.m. - Subcommittee A develops the Director of Diversity, Inclusion and Equity leader profile & Interview questions/themes. 5 p.m. - Subcommittee B reviews candidate resumes to identify candidates to interview</p>	<p>Date: August 4 9 a.m. Subcommittee E to review data and develop criteria and rubric 5 p.m. Subcommittee F to review proposals and select top consultants to interview</p>
<p>Thursday, July 30 Call/email candidates to interview</p>	<p>August 5, 2020 Call/Email candidates to interview for consultation services.</p>
<p>Tuesday, August 4 8 a.m. - 5 p.m. Subcommittee C Interviews candidates</p>	<p>August 19, 2020 9 a.m. - 5 p.m. Subcommittee G interviews consulting firms</p>
<p>Monday, August 10 8 a.m. - 5 p.m. Subcommittee D interviews finalists</p>	<p>August 24, 2020 1-5 p.m. Subcommittee H Interviews finalist consulting firms</p>



Current & Next Steps Continued:

See Something, Say Something, Do Something

- Bullying
- Discrimination/Racism
- Self Harm
- Threat to a person or building

Submissions are immediately sent to MISD Safety/Security Team for further investigation.

Reports can be anonymous.

Reports can be made by teachers, students, staff, parents and community.

Communication Efforts:

- Is on every page of the website
- Posters at each campus and throughout the campus
- Magnets to go home to Elementary parents with reporting information
- Business card size to hand out to all secondary to put in their wallets
- Promotional video and information in Back to School information



