

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING
Administration Building
360 Colborne Street

June 26, 2013
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Policy 101.00 Racial Equity in Education

- | | |
|------------------------------|---|
| 1. Introduction | 2 |
| 2. Presentation | 3 |
| 3. Discussion | 6 |
| 4. Action (To Be Determined) | |

B. Overview of Text Book Adoption

- | | |
|---------------------------|----|
| 1. Introduction | |
| 2. Presentation | 10 |
| 3. Discussion | |
| 4. Action (None Required) | |

C. EMID Report (Tentative)

- | | |
|-----------------|--|
| 1. Introduction | |
| 2. Presentation | |
| 3. Discussion | |
| 4. Action (TBD) | |

D. Standing Item: Policy Update

III. ADJOURNMENT



**Independent School District 625
Saint Paul Public Schools
360 Colborne Street - 5th Floor
Saint Paul, MN 55102-3299**

**Office of Accountability, Planning and Policy
Joe Munnich, Administrator
Policy, Planning, and Intergovernmental Relations**

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MEMORANDUM

TO: Board of Directors
FROM: Joe Munnich, Policy, Planning, and Intergovernmental Relations Administrator
DATE: June 21, 2013
RE: Racial Equity Policy Revision for Third Reading

At the Committee of the Board meeting on June 26, Board Directors will discuss potential revisions to proposed *SPPS Policy 101.00 RACIAL EQUITY*, to prepare for action that will be taken at the third reading as part of the regular Board of Education meeting on July 16. For this discussion, staff members have reviewed all the stakeholder input from the past two months and prepared the attached version, which attempts to reconcile all recommendations into a single document.

Primarily, this draft responds to strong feedback from many stakeholders – notably including Board Directors – to make clear and simple the language, intent and expected impact of this policy. As such, this version includes clarifying language to explain key concepts, including “adaptive solutions.” A few terms, such as “racial equity lens” and “racially predictable,” which were widely characterized as “jargon,” have been replaced with plain-language explanation. In addition, specific references to Board, staff and other stakeholders have been used judiciously and intentionally, to indicate who is involved in, and who is responsible for, key actions. In instances where everyone in the district has a role, we have kept the broader term “SPPS” to convey that.

This version also contains additional content in several areas:

- 1) The Purpose section – in addition to being revised – has been amended to include acknowledgement of societal and historical factors that contribute to racial disparities, while also recognizing that SPPS is still responsible for racial equity. It is important to note that, for clarifying purposes, this addition was revised from language as drafted by Director Seeba.
- 2) The Teaching and Learning section has been expanded to reflect feedback from SPPS teachers and other staff, to describe the nature of racial equity work in curriculum, instruction and assessment.
- 3) Planning, monitoring and reporting expectations have been clarified and moved to a dedicated section. A reference to accountability has also been added to the Leadership section.

COB discussion also included the need for references at the end of the policy to reflect a range of other policies, laws and legal documents that are connected to racial equity. However, since all SPPS policies are related in some way to our racial equity work, I added to this draft a representative cross-section of related policies that I recommend to be included based on their direct connection to concepts and terms used in the proposed policy. In addition, SPPS General Counsel listed applicable legal references, which have also been added.

Finally, as a reminder, no Board action can be taken on the policy until the third reading on July 16.

Adopted:

Saint Paul Public Schools Policy 101.00

Revised:

RECOMMENDED REVISED DRAFT: 6/21/13

101.00 RACIAL EQUITY

I. PURPOSE

Saint Paul Public Schools (SPPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes.

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 for *all* students, while narrowing the gaps between the highest- and lowest-performing students.

SPPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

II. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems that perpetuate inequities, SPPS will:

1. invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
2. develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of racism; and
3. eliminate practices that result in predictably lower academic achievement for students of color than for their white peers.

III. ENSURE SYSTEMIC EQUITY

SPPS will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.

1. Family, Student and Community Engagement

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

- a. intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;
- b. 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 home-school partnerships; and

- c. inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

2. Leadership

SPPS leaders will ensure that racial equity guides employee actions and leads to improved academic results by:

- a. recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel;
- b. engaging in racially equitable business and operational practices; and
- c. focusing monitoring and accountability systems on racially equitable results.

3. Teaching and Learning

SPPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

- a. ensuring a positive and academically rigorous school environment that engages all students;
- b. collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum and assessments; and
- c. eliminating practices that lead to the:
 - i. over-representation of students of color in areas such as special education and disciplinary actions, and/or
 - ii. under-representation of students of color in accelerated academic programs and coursework.

IV. IMPLEMENTATION AND MONITORING

The Board directs the Superintendent to develop a system-wide racial equity plan with clear accountability and metrics, which will result in measureable academic improvements for SPPS students. The Superintendent shall report on progress annually.

CROSS REFERENCES

102.00, Equal Opportunity/Non-Discrimination
415.00, Harassment, Violence and Other Offensive Behavior
506.00, Student Discipline / Rights and Responsibilities Handbook
601.00, Educational Programming
601.01, Achievement
602.00, Curriculum Development, Instruction and Accountability
602.01, Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection)
20 U.S.C. § 1703 (Equal Educational Opportunity)
42 U.S.C. § 2000c et seq. (Desegregation)

42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)
25 U.S.C. § 452 et seq. (Johnson-O'Malley Act)
Minn. Stat. § 124D.855 et seq. (School Desegregation and Integration)
Minn. Stat. § 124D.71 et seq. (American Indian Education Act of 1988)
Minn. Stat. § 123B.02, subd. 11 (Agreements with Indian Tribes)
Minn. Stat. § 123B.30 (Classification of Pupils by Race)
Minn. Stat. § 124D.74, subd. 2 (Assignment of Students by Race)
Minn. Stat. § 124D.123 (Race discrimination in Flexible Year Programs)
Minn. Stat. § 181.59 (Discrimination by Contractors)
Minn. Stat. Chapter 363A (Minnesota Human Rights Act)
Minn. Rules Part 3535 (Equal Opportunity in Schools)

Garcia et al. vs. The Board of Education of Independent School District No. 625: Order, Consent Decree and Final Judgment Dated July 9, 1984, United States District Court for the District of Minnesota (Latino Consent Decree)

Proposed RACIAL EQUITY Policy (101.00)

Examples from the Field

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I. PURPOSE

Saint Paul Public Schools (SPPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes.

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 for *all* students, while narrowing the gaps between the highest- and lowest-performing students.

SPPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

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<u>Policy Section</u>	<u>Examples</u>
II. ELIMINATE SYSTEMIC DISPARITIES To interrupt systems that perpetuate inequities, SPPS will:	
1. invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;	• <i>Racial Equity Council-Staff meet regularly to review processes in SPPS and make recommended changes-Materials donated or offered to be donated to SPPS- This Council is working on a process that will include multiple racial perspectives and be equitable and consistent for all school sites.</i>
2. develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of racism; and	• <i>Teachers at a SPPS Beacon School are working together on instruction and observing each other's classrooms to learn from each other, and also observe how individual students are engaged in the classroom work. (Beacon Schools are schools that began equity work and training at a faster pace than other schools so we could learn from them.)</i>

Proposed RACIAL EQUITY Policy (101.00)

Examples from the Field

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3.	eliminate practices that result in predictably lower academic achievement for students of color than for their white peers.	A SPPS Beacon school had a rewards system for students that was not working as an incentive for African American student nor increasing student achievement. The school brought in a variety of people to look at other ways to engage African American students, which resulted in the abandoning of this historical and ineffective practice.
III. ENSURE SYSTEMIC EQUITY		
SPPS will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.		
1.	Family, Student and Community Engagement SPPS employees will develop and implement equitable practices for and with our students, their families and other community members including:	
a.	intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;	- Meeting with student groups about curriculum that is going to be used in classes. - Work with Central Touring Theatre Alumni on student-led racial equity professional development for teachers and administrators
b.	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 home-school partnerships, and	- Parent Academy - Meeting regularly with Latino families to look at curriculum. - Working together to plan programs at school sites that connect to the culture of our students - DPAC led task force to research and advise Superintendent on school start times changes
c.	inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.	Teachers are writing curriculum over the summer, and community experts are working with the teachers as they plan and write the curriculum

Proposed RACIAL EQUITY Policy (101.00)

Examples from the Field

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2. Leadership SPPS leaders will ensure that racial equity guides employee actions and leads to improved academic results by:	
a. recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel;	• <i>New and current staff participate in racial equity staff development</i> • <i>New staff orientation includes racial equity training</i> • <i>HR interview protocols revised to solicit awareness of specific SPPS challenges and racial inequity within and without the districts</i>
b. engaging in racially equitable business and operational practices; and	• <i>Nutritional staff invited Somali families to learn about school lunch and eat a meal together to better understand the school lunch program</i>
c. focusing monitoring and accountability systems on racially equitable results	• <i>District departments have equity performance goals</i> • <i>District Vision Cards embed equity and SPPS also monitors equitable practices with its Equity Vision Card.</i>
3. Teaching and Learning SPPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:	• <i>Training and developing staff in practices that are culturally competent and reflect our students.</i> • <i>Social studies courses have materials that include racially and ethnically diverse perspectives</i>
a. ensuring a positive and academically rigorous school environment that engages all students,	• <i>One school created an African American Literature class for African American male students. The students increased their reading levels in one quarter.</i>
b. collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum and assessments; and	• <i>Teacher and administrators are both part of the school Equity Teams and they work together with the whole school.</i>

Proposed RACIAL EQUITY Policy (101.00)
Examples from the Field

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c. eliminating practices that lead to the: i. over-representation of students of color in areas such as special education and disciplinary actions, and/or	• <i>Co-teaching with special education and regular education teachers in the same classrooms.</i>
ii. under-representation of students of color in accelerated academic programs and coursework.	• <i>Advancement Via Individual Determination (AVID) Programming</i>
IV. IMPLEMENTATION AND MONITORING The Board directs the Superintendent to develop a system-wide racial equity plan with clear accountability and metrics, which will result in measureable academic improvements for SPPS students. The Superintendent shall report on progress annually.	

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Social Studies Recommended Adoptions

All adopted curriculums can be viewed online. You will need to create trial accounts that will allow access.

Grade	Title	Publisher	Online Access	Notes
4 th grade North America Geography	Social Studies Alive! Regions of Our Country	TCI	www.teachtci.com Free 30 Day Trial Additional subscriptions can be added by going to 'My Programs'	The units for Canada and Mexico will be developed independently of the textbook.
5 th grade Early Americas History (up to 1800)	Social Studies Alive! America's Past	TCI	www.teachtci.com Free 30 Day Trial Additional subscriptions can be added by going to 'My Programs'	Additional digital units are the purchase order to address Mesoamerica benchmarks.
6 th grade MN Studies	Northern Lights	Minnesota Historical Society	Unavailable at this time.	Textbook has not yet been printed.
7 th grade American Studies (1800 to present)	America, History of Our Nation	Pearson/Prentice Hall	Visit www.PearsonSuccessNet.com Type in username and password Username: MNSSTeacher Password: password1	
8 th grade Global Studies	World Geography	Holt McDougal	http://my.hrw.com/ - Preview - Sample word – NASS12	
9 th grade World History	World History	Pearson/Prentice Hall		Login still to come
10 th grade Human Geography	Contemporary Human Geography	Pearson/Prentice Hall	Go to: www.masteringgeography.com Under Established User enter: Login: MasteringGeography.PearsonSchool Password: PearsonSchool1	
11 th grade U.S. History Survey	History Alive! Pursuing American Ideals	TCI	www.teachtci.com Free 30 Day Trial Additional subscriptions can be added by going to 'My Programs'	
12 th grade Economics	Economics Alive! The Power to Choose	TCI	www.teachtci.com Free 30 Day Trial Additional subscriptions can be added by going to 'My Programs'	
12 th grade Government	Government Alive! Power, Politics and You	TCI	www.teachtci.com Free 30 Day Trial Additional subscriptions can be added by going to 'My Programs'	