

Minutes

March 22, 2023

Inclusivity Advisory Committee

3:30pm – 5:30pm

Shana Cutaia (co-facilitator), Vincent French (co-facilitator), Taj Smith (co-facilitator), Julie Barker, Jennifer Canning, Kevin Curran, Liesa Ehrlich, Danielle Gary, Bridget Graff, Sarah J. Jacob, Melissa Julian, Nahoko Kawakyu-O'Connor, Annalise Johnson-Smith,

Attendees: Crystal Petit-Frere, Radhika Ramesh, Eric Rathfelder, Shawna Sweet, Karoline Trojian, Melanie Ward, Werni Vimika

Presenter

Connection Activity

- Shana Cutaia opened the IAC meeting with a connection activity that grounded the committee members in unpacking and reflecting on the IAC norms.

PCSD Calendar Red Dates

- IAC looked at the Cultural and Religious Holidays document to determine if changes should be made to the 'red dates,' which are used to block District events from being planned on high holy days. The committee made two recommendations:
 - Adding the red dates to the calendar days would help the staff and families understand which days are blocked from event planning
 - Adding Juneteenth to the document would be appropriate as it is a cultural holiday

Equity Action Plan Goal Metrics

- IAC members read the Educational Equity and Excellence Policy prior to the meeting and engaged in discussion to determine how we can best measure the impact of our goals. The group looked at the areas in the Policy from which the Equity Action Plan was created and discussed how we would know we were making a positive impact in each area. In each area, we used the following prompt to support our discussion:

If we were successful in creating positive change in this area...

- What would the data show?
- What would look/feel different?
- What would our families be saying?
- What would our staff/teachers be saying?
- What would our students be saying?

As an example, one area we discussed was

Equitable Access- Provide every student with equitable access to rigorous, culturally and linguistically relevant curriculum and instruction, support, and facilities to promote success. This includes differentiating resources within budgetary limitations, to ensure elimination or significant reduction of systemic inequities affecting achievement.

How would we know we are making an impact?

- The number of students accessing AP/Honors courses would be proportionate by subgroup
- Students would say that they feel engaged; appropriately challenged (I belong in the class I'm in); sense of belonging; see themselves in the curriculum
- The number of students in instructional challenge would be proportionate by subgroup
- The number of students in Academic interventions would be proportionate by subgroup
- Performance on state assessments (proficiency and mastery) would be proportionate by subgroup

This discussion will continue during the April IAC meeting. Notes from our discussion will be shared and we will look at further areas to help develop appropriate metrics for the group to review regularly.

Closure

- Vincent French closed out the meeting asking IAC members to circle up and share one thing that they were proud of related to their work on IAC (thus far), and one area where they hope to grow and improve moving forward.

IAC Group Norms:

- Keep students at the center
- Listen with intention of learning
- Be present- physically and mentally
- Speak your first draft
- Maintain a safe and confidential space
- agree upon items to share out
- Respect the process
- Keep work within the role and scope of the committee
- Expect to experience discomfort/non-closure
- Assume positive intent and be responsible for your impact
- Remain tough on ideas, soft on people