

Agenda

Inclusivity Advisory Committee

April 24, 2024

3:30 PM – 5:30 PM

Attendees: Orlando Benzan (co-facilitator), Shana Cutaia (co-facilitator), Taj Smith (co-facilitator), ~~Jennifer Canning~~, Kevin Curran, Kristen Dolan, Danielle Gary, Sarah J. Jacob, Melissa Julian, Stephanie Barg, ~~Nahoko Kawakyu O'Conner~~, Annalise Johnson-Smith, ~~Lina Maine~~, ~~Crystal Petit-Frere~~, Radhika Ramesh, Eric Rathfelder, Karoline Trojian, ~~Melanie Ward~~, ~~Shaunta Vallejo~~, ~~Werni Vimika~~

The committee reviewed the Equity Walk Report from 2019; teams used the below questions to guide their conversations:

1. What do you think you will see?
2. What did you notice?
3. How can we build on the successes we have?
4. In looking at the 'approaching effective to areas of focus' how could this committee work to address these points?

Groups shared out major takeaways and additional questions:

- What is the expectation? Has that been shared (curriculum,
 - What needs to be consistent?
- How do we teach components of culture?
 - Beyond heritage and holidays
 - Creating culture within classroom and school (ask the kids how to do this)
 - Some students may not know who they are and their culture (we are one generation removed from 'forgetting' cultural references)
- We do a good job of teaching students to accept others, but not as much teaching about how to accept self (including LGBTQIA)
- Stigma associated with disability (maybe particularly with middle school)
 - Embracing diversity affirming practices (neurodiversity)
- Sometimes we are reluctant to have conversations around race and disability, but we can also make a big production around events supporting equity; how can we normalize these conversations on a daily basis?
 - Teachers and staff need to be able to do that
- Danielle shared about SEPTA's project to create a video that shares experiences of students and staff across the District
- Staff get emails about upcoming holidays- we need a way to learn without calling out students
- Having some consistent approaches around curricular choices (ie- having pronouns, religions, names in worksheets and activities).
- This is a tool- not the only thing to look at
- Is it more impactful to have smaller (micro) equity teams to do walks and give feedback?

- The power is in the process
- Acknowledge the differences in cultures in each building- not all activities, etc. can be implemented the same in different settings
- There's a lot of good things happening- it's an external audit
 - How do you tell this story internally and externally?

Orlando shared the 2023-24 report to discuss at next meeting

Please complete the IAC evaluation survey by June 24th

We will also discuss the meeting schedule for next year at our final meeting in May

2023-24 Goals:

1. The Inclusivity Advisory Committee will make recommendations to the Superintendent regarding communication of District work toward Equity Goals
 - a. Metrics will be recommended for District use to determine progress
 - b. Data will be reviewed to make recommendations for additional areas of focus
2. The Inclusivity Advisory Committee will improve the effectiveness and efficiency of the committee by increasing and leveraging the expertise of members to respond to District needs
 - a. Team building opportunities will be scheduled and embedded to allow for increased comfortability, safety, and understanding of the unique expertise of each member.
 - b. Embedded learning opportunities will be scheduled into meetings to allow for deeper engagement in topics discussed.

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