

## **I. Presentation and Discussion of Strategies**

### **Personnel: Recruitment and Retention**

- The impact of new standards and changes at the University of Oregon College of Education
- University of Oregon student unions engaging middle school students
- What happened to applicants of color who were not hired and how were they distributed in the applicant pool
- Holding principals accountable to the new cultural competency standards
- Principals holding teachers accountable to the new cultural competency standards
- What is early diversity hiring? Require monthly reports from Human Resources
- Principals should report how they determine who is hired and the pool availability of highly qualified applicants
- Recruitment/retention - reports of new teachers being bullied, discuss staff-to-staff bullying with union
- Mentoring for new teachers during their three-year probation period
- Develop community support for new teachers so they feel connected
- Find ways to get people to value diversity
- Conduct an annual survey of current employees and those who are leaving

### **Suspension/Expulsion/Discipline/Harassment/Bullying/Discrimination and Welcoming Environment/Parent Involvement**

- Look at data that indicated disparity by ethnicity in discipline and achievement
- Determine what interventions already existed at buildings with extreme disparities
- Discuss interventions with those buildings, including equity education for staff and/or students, student racism talking circles, curriculum alignment
- Implement some type of specific research-based anti-bullying program at middle and high school levels
- Ask principals to run data reports that highlighted disproportionalities by specific teachers to pinpoint staff that were the source of significant inequities
- Strategize with principals on how to work with those staff members in a positive, not punitive way
- Teacher evaluations - strategize with the unions on how to implement evaluations by using data to illustrate problems and concerns
- Comprehensive data collection at all sites on harassment and bullying

### **Achievement Gap**

- Obtain the results of the State's audit of the district's ELL program
- Determine the status of the TAG program, how it was distributed through the district, how it was implemented
- How are students who are no longer in the ELL program being supported, particularly Latino students
- Obtain data on reading and math levels for ELL students
- High proportion of Latino students identified as learning disabled - how is that determination made