



Working Group to Ensure Culturally Relevant and Responsive Education

Update to the Board of Education
February 16, 2021

Group #1

Eliminating bias in our curricula and educational materials



Effecting Long-Term Change

- For Students
 - Improved sense of belonging
 - Learning beyond the classroom – activism, advocates for fair treatment
 - Literature/curriculum includes broad representation of cultures and identities
- For Teachers
 - Provide tools to implement Social Justice Standards domains
 - Increase self-awareness regarding identity and the dynamics of bias
 - Support student advocacy, promote fair treatment
- For Community
 - Avoid sending accidental racists out into society
 - Awareness and support for Social Justice Standards domains/implementation



Key Steps to Bring Change

- Piloting lessons from Learning For Justice (formerly Teaching Tolerance) to support Social Justice Standard implementation
 - Training Pilot teachers
 - Feedback from teachers and students
- Ensure broad implementation of Learning For Justice lessons (pending successful pilot)
- Review current literature and adjust to include broad representation of various cultures and identities (library as partner)

Short Term Goals

- Learning for Justice Pilot
 - Pilot teachers have been trained
 - Teachers trying lessons and providing their feedback and student feedback
 - Ongoing support and collaboration of pilot teachers
- Review/update literature/curriculum to be more culturally relevant and responsive
 - Secondary ELA teachers meeting in March to review literature
 - Resources in development for infusing Social Justice Standards and Learning for Justice lessons into all curricular areas



Group #2

Actively recruiting a more diverse workforce and providing professional development to ensure culturally competent, anti-biased leadership



Effecting Long-Term Change in Recruitment

- A school district that cultivates schools as bias-free zones, evident at every school site and the district office
- Hiring practices that ensure equitable representation of our communities and support a culturally relevant and responsive educational and work environment
- Mindful, purposeful interactions, habits, and practices across the system to sustain efforts to recruit and retain diverse personnel



Key Steps to Bring Change

- Ongoing professional development to create the conditions to support diversity in the workplace
- Parent and family engagement in anti-bias curriculum and practice
- Use of data for goal setting and monitoring
- Strategic partnerships with universities for teacher recruitment



Short Term Goals

- Comprehensive plan for anti-bias and anti-racist training for all staff and faculty
- Plan to increase hiring of Black teachers and a model for supporting Black teachers at school sites



Group #3

Analyzing student discipline data and continuing the use of Restorative Practices to build community, strengthen school culture, and repair relationships



Effecting Long-Term Change

- Consistent use of Restorative Practices (RP) and Positive Behavioral Intervention and Supports (PBIS) across schools to address behavior challenges, appropriately minimizing exclusionary discipline and keeping students in the classroom
- School- and districtwide use of RP and PBIS to proactively build community, strengthen school culture, provide clear expectations and frequent feedback
- Developed understanding and use of Restorative Justice to react thoughtfully to repair harm to relationships



Key Steps to Bring Change

- Improve input, analysis, and interpretation of student data, especially as it may highlight disproportionality, inequitable access, opportunity gaps, and outcomes
- Training to engender the use of IIRP Restorative Practices Questions as regular practice supporting proactive solutions across the district
- Create and monitor data-based accountability of RP implementation across school sites (e.g. walkthroughs, brief interviews, Panorama SEL)



Short Term Goals

- Student Support Services leaders meeting with site principals to gauge PBIS goals and needs while highlighting existing support
- Working with Panorama Education to improve assessment of SEL and RP while developing school-based practices to effectively utilize Panorama results to assess and improve their SEL culture
- Recommence IIRP Restorative Practices two-day trainings in 2021-2022 and expand district training capacity to serve Tier II and III needs for repairing harm and restoring relationships



Group #4

Engaging students and families to proactively develop inclusive school communities



Effecting Long-Term Change

- All students and families feel seen, represented, and respected in our school communities
- All students feel safe and confident, empowering them to excel academically and socially
- All students become global citizens, connected to and responsible for themselves and their community



Key Steps to Bring Change

- Increase exposure to diverse perspectives and experiences by creating opportunities for community action and input
- Provide frequent opportunities for conversation about identity, history, culture, and society among students, families, and community members
- Broaden family and community engagement and share resources including speakers and activities across school sites

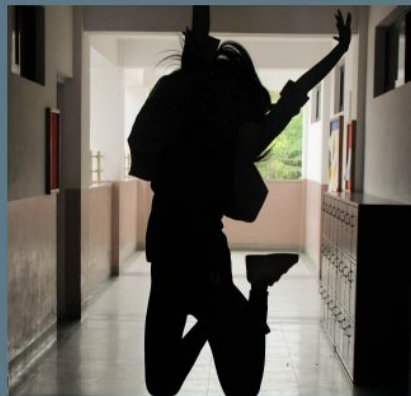
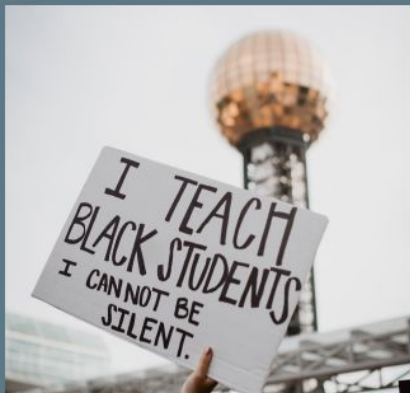
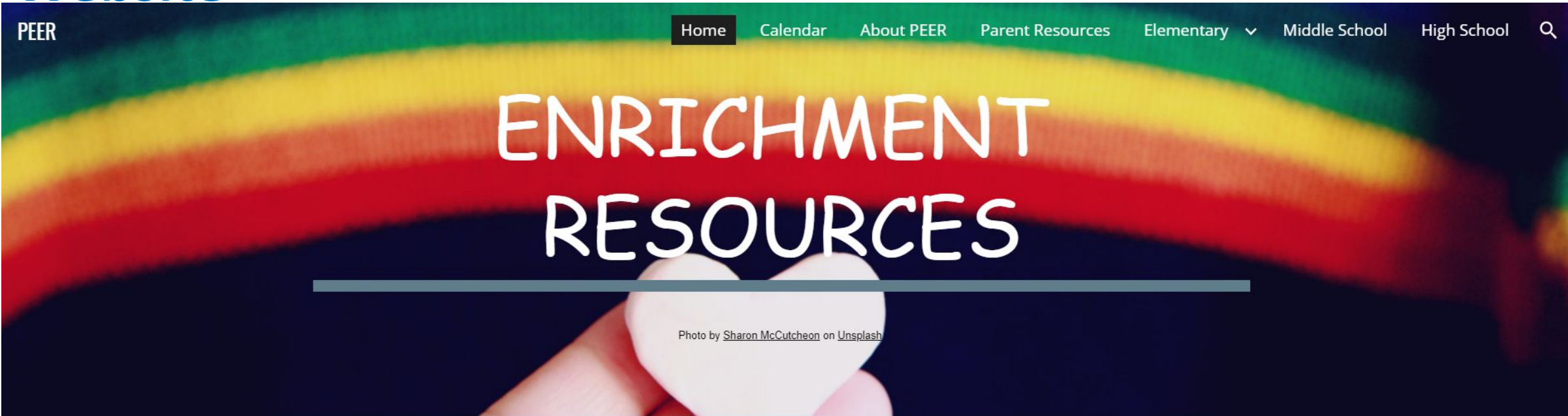


Short Term Goals

- Develop library of sharable diversity and inclusion resources for students, families, and community
- Support interested parent/guardian leaders in developing diversity and inclusion groups at their schools
- Engage district, school, parent, and community leaders and work proactively to build more inclusive school communities



Parent Engagement & Enrichment Resources (PEER) Website



Group #5

**Connecting with community partners
to support this work and provide
culturally relevant educational
opportunities for students**



Effecting Long-Term Change

- Strengthen existing community partnerships and create new ones to address gaps, whether they are social, economic, environmental in nature
- Increased sense of belonging (as defined by students): adults and students who work together within these spaces - both within and outside the school doors - are connected, respected, and empowered, especially students whose identities have historically been overlooked, marginalized, and minimized



Key Steps to Bring Change

- Gather input, focusing on students who are historically not self-selecting for community work.
- Identify existing community partnerships (both within schools and outside of them)
- Build on partnerships that are working well
- Create new partnerships and community spaces to address gaps



Short Term Goals

- Survey and audit existing community spaces and programs across GUSD (clubs, community service, internships, etc.) so that we know what already exists and how representative/ inclusive/ student-centered these spaces and programs are
- Gather student perspective on community partnerships
- Identify adults (teachers, staff) who want to nurture communities for students (affinity groups)
- Message community that we are seeking partnerships

