Diversity, Equity, and Inclusion Work Group
2019-20

Carla London
Chief Equity Officer
Comprehensive School Improvement Plan (CSIP)

VISION: To be the best school district in our state
MISSION: To provide an excellent education for all our students
VALUES: Trust; integrity; collaboration; transparency; empathy; grace
STAKEHOLDERS: Students, teachers/staff, parents, taxpayers, and community

“WE ARE ONE” MEANS... • We all practice the 5 pillars of Columbia Public Schools
• Students and adults build relationships
• We pursue a culture of deep learning

GOAL 1: All students graduate college-, career-, and life-ready

Columbia Public Schools will be a valuable asset for our community by preparing our children so that they will be competitive in an ever-changing, unpredictable world

SUCCESS INDICATORS:
1.1 Get them to school
1.1.1 Ninety percent of students will attend school at least ninety percent of the time
1.2 Keep them in class
1.2.1 Out of school suspension numbers will decrease for all student groups
1.2.2 Referral numbers will decrease for all student groups
1.2.3 Ninety percent of 8th grade students will enter high school with a 2.5 GPA and zero out of school suspensions
1.3 Catch them up and advance them further
1.3.1 Student excellence in math and math, particularly in 3rd grade
1.3.2 Students graduating in 8th grade
1.3.3 Students entering college
1.4 All students will achieve academic progress

GOAL 2: Every teacher becomes the best

GOAL 2 ACTION: Continue this five-year plan that establishes a culture of dignity and empowers stakeholders to take ownership of learning, monitor growth, and seek continuous feedback

SUCCESS INDICATORS:
2.1 Columbia Public Schools’ staff will foster student-centered relationships through supportive classroom practices
2.1.1 Student satisfaction/acceptance of relationships and leadership in their school
2.1.2 Positive stakeholder feedback regarding teaching and support staff
2.1.3 Student needs are met, especially through personalized learning where students have voice and choice
2.2 Columbia Public Schools will recruit, develop, and retain quality staff
2.2.1 Staff hiring/retention of leadership, faculty, and support staff
2.2.2 District and site level staff satisfaction
2.2.3 Cross-functional meetings to model evaluation
2.4 Administrator, teacher, and staff retention

GOAL 3: Our operations make our mission possible

SUCCESS INDICATORS:
3.1 Columbia Public Schools will prioritize learning time
3.1.1 Prioritize effective use of learning time
3.2 Columbia Public Schools will ensure a safe and nurturing environment (Safety and Security)
3.2.1 Provide supports that meet the physical needs of all students
3.2.2 Provide supports that meet the emotional needs of all students
3.2.3 Provide supports that meet the behavioral needs of all students
3.3 Columbia Public Schools will inform and engage stakeholders to increase transparency and support for the classroom
3.3.1 Communicate district data and information to support learning
3.3.2 Communicate district financial and budget data and information
3.3.3 Engage stakeholders in financial and budget planning
3.4 Columbia Public Schools will demonstrate fiscal responsibility
3.4.1 Maintain a minimum of 50%–70% reserves
3.4.2 Ensure a systematic, systemic, and balanced deployment of resources
3.4.3 Identify and implement efficiencies district-wide while meeting the needs of students

STRATEGIES, EVALUATION METHODS, AND TOOLS:
- Meet the Challenge of Graduating High school
- Multi-tiered systems of support (MTSS)
- Academic, Behavior (Differential Equity) audits, attendance, and student survey
- Missouri Assessment Program (MAP), End of Course Assessment (EOC), American College Testing (ACT), Schoolwide Assessment Test (SAT), MAP Reading, STAAR Reading, STAAR Math, ACT, PSAT, SAT, 8th grade graduation, and trajectory data
- A+ Academy (Differentially Equity) Coaches
- AVID College Readiness System (Collegeboard, Comprehensive School Counseling Program)
- Implementation of Facilities Plan
- Implementation of Everyday Math K-5
- MAC Scholars
- Evasion of Grief

Columbia Public Schools will involve stakeholders to become a student-focused team

Columbia Public Schools will be a student-focused culture that demonstrates responsible management to add value to the system for the benefit of students, staff, and patrons of the district

Columbia Public Schools will be a stakeholder-focused culture that demonstrates responsible management to add value to the system for the benefit of students, staff, and patrons of the district

STRATEGIES, EVALUATION METHODS, AND TOOLS:
- Goal-setting, budgeting aligned to district goals, stakeholder feedback, analytic data, safety audit, and Board of Education committees
- Schools responsible for data integrity and security of the 1 student information
- Ten Squares Long Range Facility Plan

Columbia Public Schools
Overview

• My Story

• Equity Work Group: Member Selection Process

• Historical Perspective – Listening and Learning

• Mining the Collective Wisdom

• First Step: Recommendation for BOE Policy Statement

• Next Steps
My Story

Before Columbia Public Schools

• “the other CPS”
• CMC – Dallas
• Business owner (MWBA)
• Teacher - Elementary
• HSC
• Teacher - Secondary (new program at request of CPS)
• Teacher/Administrator – TX
My Story Continues...

Back to CPS – Various Roles

- Parent Concerns
- Discipline Hearing Officer
- Transfers and Waivers
- Homeless and Foster Care Liaison
- Secondary Assistant Principals
- ACE program
- Home School Communicators
- District Registrar
- Certified Equity Trainer and District Team Leader

- Anti-Bullying Coordinator
- Special Education (former LEA)
- English Learners Program (EL certified)
- CACC
- AC/Title IX Compliance Officer
- Student Services
- Student Support Services
- MAC Scholars
- Certified Restorative Practices Trainer and District Team Leader
Overview

• My Story

• **Equity Work Group: Member Selection Process**

• Historical Perspective – Listening and Learning

• Mining the Collective Wisdom

• First Step: Recommendation for BOE Policy Statement

• Next Steps
Equity Work Group Member Selection Process

- CPS staff with a variety of backgrounds, including race, sex, gender, ability, and sexual orientation identities
- Community members with children currently or previously enrolled in CPS
- Law enforcement
- CPS Board member (Board member and one community member who were originally included, had to step out due to time conflicts)
• Members were asked to complete an application and agree to an initial 2-year term

• New members will be added on a rotating basis, following the 2-year term, with 2 to 4 new members added bi-annually
Role of the Diversity and Equity Work Group

The District’s Diversity and Equity Work Group will meet throughout the academic year and act as an advisory group to the Columbia Public Schools Board by providing support, guidance and information about issues related to equity, diversity and inclusion in our schools and programs.
Diversity and Equity Work Group will focus on the following:

- Promotion of inclusion and equity for all within our schools by examining issues of institutional equity and advising district staff on responses to incidents of bias and harassment.
- Review and analysis of student performance, program participation and behavior data in order to form policy and/or procedural recommendations.
- Development and oversight of implementation of the District’s Equity Strategic Plan.
- Support in identifying, reviewing and implementing curricula, initiatives, resources and efforts that best support students.
- Support of Human Resources’ (HR) efforts and focus on hiring, retaining, and supporting a more diverse workforce.
- Review and recommendation of new and/or revised language to board policies to guide and support focus on equity/diversity throughout the district.
# Group Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Meeting Participation Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla London</td>
<td>Chief Equity Officer/Group Facilitator; parent; NCCJ Certified Equity Trainer; IIRP Certified Restorative Practices Trainer</td>
<td>1/10, 3/3, 4/14, 6/10</td>
</tr>
<tr>
<td>Vince Thompson</td>
<td>Student Support Services Coordinator; 20-Plus years working in Special Education; Safe Crisis Management Trainer; NCCJ Certified Equity Trainer; IIRP Certified Restorative Practices Trainer</td>
<td>1/10, 3/3, 4/14, 6/10</td>
</tr>
<tr>
<td>Monica Naylor</td>
<td>Community Rep; Retired CPS classroom teacher, Director of Multicultural Education, and the Minority Intern Program</td>
<td>1/10, 3/3, 4/14, 6/10</td>
</tr>
<tr>
<td>Keisha Edwards</td>
<td>CPD/School Resource Officer; parent of former CPS student; DMC Collaborative; Restorative Practices trainer</td>
<td>3/3, 6/10</td>
</tr>
<tr>
<td>Karen Sander</td>
<td>Teacher Rep. – English Learner Instructional Coach; Teachers as Therapists trained</td>
<td>1/10, 3/3, 4/14, 6/10</td>
</tr>
<tr>
<td>Dr. Tim Gallimore</td>
<td>Community rep/parent of former CPS students; Trained facilitator in conflict resolution and trauma counseling</td>
<td>1/10, 3/3, 4/14, 6/10</td>
</tr>
<tr>
<td>James Melton</td>
<td>Director of Fine Arts; parent; SHRM-CP</td>
<td>3/3, 4/14, 6/10</td>
</tr>
<tr>
<td>Dr. Annelle Whitt</td>
<td>MAC Scholars Coord.; parent of former CPS students; NCCJ Certified Equity Trainer; IIRP Certified Restorative Practices Trainer</td>
<td>1/10, 3/3, 4/14, 6/10</td>
</tr>
<tr>
<td>Erica Dickson</td>
<td>Assistant Supervisor of Student Services; parent; NCCJ Certified Equity Trainer; IIRP Certified Restorative Practices Trainer</td>
<td>1/10, 3/3, 4/14, 6/10</td>
</tr>
</tbody>
</table>
Most of the successful people I’ve known are the ones who do more listening than talking.

Bernard M. Baruch
Our Path

• Initial introductions – Who are we?
• Short video review: “The Unequal Opportunity Race”
• Article Review: “A Crooked Seat at the Table: Black and Alone in an Honors Class” by Dr. Kiara Lee-Heart
• Re-introductions - What are “our stories?” Sharing the “WHY”
• What work has already been done? A review of the internal and external work
Overview

• My Story

• Equity Work Group: Member Selection Process

• Historical Perspective – Listening and Learning

• Mining the Collective Wisdom

• First Step: Recommendation for BOE Policy Statement

• Next Steps
<table>
<thead>
<tr>
<th>Social Identity</th>
<th>Agent</th>
<th>Border</th>
<th>Target</th>
<th>Oppression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Cisgender, Gender-Conforming</td>
<td>Gender Ambiguous Gender variant, Androgynous</td>
<td>Transgender, Gender non-conforming, Gender Queer</td>
<td>Genderism</td>
</tr>
<tr>
<td>Sex</td>
<td>Males</td>
<td>Transsexual, Intersex People</td>
<td>Females</td>
<td>Sexism/Patriarchy</td>
</tr>
<tr>
<td>Race</td>
<td>White or European American</td>
<td>Biracial &amp; Multiracial People (White/Black, White/Asian)</td>
<td>People of Color Asian, Asian American, Native American, Pacific Islander, Black &amp; African American, Latino/a &amp; Hispanic, Non-white &amp; non-European Immigrants, non-native English speakers</td>
<td>Racism &amp; White Supremacy</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Anglo-Saxon, Western European, “Caucasians”</td>
<td>Immigrants from Eastern Europe, Middle Eastern “Caucasians”</td>
<td></td>
<td>Eurocentrism &amp; Xenophobia</td>
</tr>
<tr>
<td>Ability</td>
<td>Temporarily Able-bodied, Able-minded</td>
<td>People with temporary or hidden disabilities</td>
<td>Persons with Disabilities (physical, learning, motor, hearing, psychological, developmental)</td>
<td>Ableism</td>
</tr>
<tr>
<td>Religion</td>
<td>Christian</td>
<td>Roman Catholic (historically)</td>
<td>All others (Muslim, Buddhist, Hindu, Wiccan, Atheist, Jewish, Pagan, no religion, etc.)</td>
<td>Christocentrism, Anti-Semitism, Religionism, Islamophobia</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>Heterosexual, Straight people</td>
<td>Bi-, Pan-, Omni-, A-[sexual] &amp; Questioning</td>
<td>Gay men &amp; Lesbians</td>
<td>Heterosexism</td>
</tr>
<tr>
<td>Socioeconomic Class</td>
<td>Rich, Upper &amp; Owning Classes</td>
<td>Middle Class</td>
<td>Poor, Lower &amp; Working Classes</td>
<td>Classism</td>
</tr>
<tr>
<td>Age</td>
<td>Middle-Aged Adults</td>
<td>Young Adults</td>
<td>Children, youth and elderly people</td>
<td>Ageism &amp; Adultism</td>
</tr>
<tr>
<td>Appearance</td>
<td>Gym-toned Lean, Classic</td>
<td>Average looking, not fit nor flabby</td>
<td>Overweight, Underweight, Plain</td>
<td>Lookism, Sizeism</td>
</tr>
</tbody>
</table>
Our Theory of Change

Professional Development
- Address cultural competence

Understanding
- Understand the role of difference

Individual Change
- Improve cultural literacy in individual relationships and interactions

Systems Change
- Eliminate institutionalized sources of inequity

A Just Society
- Resulting in elimination of disparities and social justice for all

Columbia Public Schools
Historical Work—Internally
(and with Other Districts)

2012-13
• First group of 8 trainers sent through full NCCJ Inclusion Institute and Training
• Superintendent’s cabinet received training

2013-14
• Second group of 8 trainers
• Monthly equity training for all secondary administration
• Optional additional training for buildings

2014-15
• 8 additional trainers and all elementary administrators received monthly equity training
• Optional additional training for buildings

2015-16
• 8 additional trainers
• Optional additional training for buildings
Historical Work—Internally
(and with Other Districts)

<table>
<thead>
<tr>
<th>Year</th>
<th>Trainers and Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>• 8 additional trainers&lt;br&gt;• Beginning of mandatory equity training for all buildings (minimum 2 annually)</td>
</tr>
<tr>
<td>2017-18</td>
<td>• 8 additional trainers&lt;br&gt;• Beginning of all new teachers and new-to-CPS staff receive an additional 3 training sessions&lt;br&gt;• 4 annual Board of Education equity training sessions</td>
</tr>
<tr>
<td>2018-19</td>
<td>• 8 additional trainers&lt;br&gt;• C&amp;I staff and Special Services staff received training</td>
</tr>
</tbody>
</table>
Historical Work—Internally (and with Other Districts)

2019-20
- 8 additional trainers
- Secretarial staff and bus drivers received training on Equity and Restorative Practices

2017-20
- External work with Park Hill, University City, and Springfield school districts
Historical Work with Community Partners

Facilitated Training/Assisted with the Development of Equity Training Program

- University of Missouri
- Stephens College
- Columbia College
- City of Columbia
- Boone County Health Department
- Shelter Insurance

Regular, Ongoing Community Conversations, Meetings, and Partnerships

- DMC (Disproportionate Minority Contact) Collaborative
- JDAI (Juvenile Detention Alternatives Initiative) Collaborative – Teen Court and Day Treatment Programs
- Faith Voices
- Centro Latino
- Inclusive Impact Institute
Overview

• My Story

• Equity Work Group: Member Selection Process

• Historical Perspective – Listening and Learning

• **Mining the Collective Wisdom**

• First Step: Recommendation for BOE Policy Statement

• Next Steps
Our Guiding Questions

• Established 4 main areas of focus:
  – What are the numbers of minority students and staff in our district, including a projection of what Columbia will look like in the next 5, 10, 15 years?
  – How do we remove barriers to success for our students of color within CPS?
  – How do we support a more inclusive hiring, onboarding, and continuous growth and development program for all staff?
  – What are the community interactions with the school district?
Our Work

• Review of district data (Scorecard), especially achievement and discipline

• Review of district data – proportion of minority staff to student ratio

• Review of other districts’ work around an inclusive policy statement, including Elk Grove Unified School District (California), Evanston/Skokie School District and Community High School (Illinois), and Iowa City Community School District

• Delineated our Mission and Vision Statements and focused on the Mission, which is the heart of the work and the “yardstick” by which we can measure progress
Overview

• My Story

• Equity Work Group: Member Selection Process

• Historical Perspective – Listening and Learning

• Mining the Collective Wisdom

• **First Step: Recommendation for BOE Policy Statement**

• Next Steps
Columbia Public Schools Board Policy Equity Statement

Columbia Public Schools, through action and in partnership with families and the community, will uphold the values, policies, and practices that promote cultural competence. We will embrace and empower students and staff in their individual identities to establish and sustain human dignity, justice, equitable treatment, and inclusiveness in the classroom and workplace.
Columbia Public Schools believes that excellence for all can only be achieved through equity. Our commitment to equity will be achieved by:

• Preparing all students to succeed in a multicultural, global society by ensuring a culturally relevant curriculum.

• Recruiting, hiring, and retaining a diverse staff that more closely reflects the school community in terms of age, cultural background, abilities, race, religion, sex, and sexual orientation.
Our Proposed District Commitments

• Supporting the strategic plans to eliminate the racial and socioeconomic limitations/barriers to achievement.

• Assuring that all CPS staff members, with deliberate effort, continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuate disparities in achievement.

• Ensuring that equitable distribution of resources across schools is based on campus and community needs.
Our Proposed District Commitments

• Providing all CPS students with access to resources, opportunities, supports, and interventions that maximize academic success and promote social emotional growth.

• Continuing community partnerships (e.g., parents, health and social service agencies, community organizations, businesses, and higher-education institutions) to better address the needs of students and families.
Overview

- My Story
- Equity Work Group: Member Selection Process
- Historical Perspective – Listening and Learning
- Mining the Collective Wisdom
- First Step: Recommendation for BOE Policy Statement
- Next Steps
All Staff Thought Exchange

• What can CPS do to make our schools more welcoming to students and staff of all diverse backgrounds and identities?
  – Identify key words used by staff
  – Identify key areas of focus
• Align a Comprehensive Implementation Plan with the current Strategic Plan to include the following:
  – Continue required Equity Training and Listening Sessions for staff
  – Require all district and building leaders to attend the 3-day Inclusion Institute through NCCJ
  – Establish the “Equity Leadership Training” for newly-hired leaders to receive additional equity training
  – Continue working with the Curriculum and Instruction Department, in line with our CSIP, to ensure an inclusive and equitable curriculum and delivery of instruction
• Continue Working with the HR Department to ensure:
  – Job postings reach a diverse audience
  – Diverse hiring committees as well as targeted questions around diversity
  – District guidance and ongoing coaching for conducting culturally competent interviews
  – The implementation of measurable goals for the recruitment, hiring, and retention of a more diverse staff, including an evaluation tool for leaders, to increase accountability for retention
  – The establishment of a supportive group for minority staff (CMNEA had a group at one time)
Recommended Next Steps—Internal

Our Current Reality

Students and Teachers of Color

- 18,600 students attend Columbia Public Schools, 39% are students of color.
- 1,500 teachers employed in Columbia Public Schools, 14% are teachers of color.

Our Goal

Teachers of Color 19%

- Current: 356
- Year 1: 383
- Year 2: 410
- Year 3: 437
- Year 4: 464
- Year 5: 491
District Board Policies:

• Begin systematic review of Board policies, with a focus on Enrollment (JEC; JECA), Transfer (JCB), Grading (IK), and Behavior (JG; JGD-R1) policies to ensure compliance with Board equity statement; make any recommended changes to the district’s Policy Committee
Recommended Next Steps—Internal

Behavior Education Plan:

- Utilizes matrix system – starts with the least restrictive consequence appropriate for the behavior
- Builds on relationship between students and teachers
- Incorporates the use of restorative practices
Recommended Next Steps—External

Parent/Guardian and Student Thought Exchange

• What can Columbia Public Schools do to make our schools more welcoming to students and families of all diverse backgrounds and identities?
  – Identify key words used by students, and families
  – Identify key areas of focus
  – Continue with Parent Community University series
  – Create/facilitate listening sessions for community members
  – Solicit applications for additional members of the Equity Work Group
  – Identify additional partners to help carry out our mission statement
Inclusion is a belief system. It begins with the belief that every child has strengths to build upon, interests to share, and experiences to honor.