

**LISLE COMMUNITY UNIT SCHOOL DISTRICT 202
LISLE ELEMENTARY SCHOOL
5801 WESTVIEW LANE**

**LISLE, ILLINOIS 60532
Educational Excellence and Equity (E3) Committee
November 17, 2021
11:00 AM**

1. Call to Order and Roll Call
2. Public Comment
3. Selection of Committee Chairperson
4. Approval of February 16, 2021 Meeting Minutes 2
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6. District Equity Belief Statement 70
7. Committee Objective and Goal 71
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11. Agenda Topics for Future Meetings
12. Adjournment

LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202
BOARD OF EDUCATION
EDUCATION, EQUITY & EXCELLENCE (E3) COMMITTEE MINUTES
FEBRUARY 16, 2021

DRAFT for approval at the next E3 Committee Meeting

Record of minutes of the Education Equity & Excellence Committee of the Board of Education of Lisle Community Unit School District No. 202, DuPage County, Illinois, which was held via zoom, on February 16, 2021.

The meeting was called to order at 6:00 p.m. by Ms. Ahlmann

Present: Pam Ahlmann, Committee Chairperson
Dan Helderle, Committee member
Lisa Kiener-Barnett, Committee member
Eunice McConville
Meg Sima
Ranee Simms

Not Present: Wendy Nadeau

Also Present: Dr. Keith Filipiak, Superintendent
Dr. Linda Kotalik, Asst. Superintendent
Jennifer Law, Director of Student Services

Public Comment

None

Meeting Minutes

Minutes from the E3 Committee Meeting from November 17, 2020 were agreed upon.

Discussion items

Ms. Ahlmann introduced Dee Molinari and Sandra Kwasa, Field Service Representatives from the Illinois Association of School Boards (IASB). They led the committee in a workshop entitled **Equity: An Educational Imperative**.

The workshop concluded at 9:01 p.m. Ms. Ahlmann thanked Dee and Sandra for a very well done and informative workshop.

Agenda Topics for Future E3 Meetings

Ms. Ahlmann suggested that we pick up where we left off at the November meeting, including review and discussion of IASB journal articles pertaining to equity and further discussion of Next Steps.

Meeting was called to Adjourn

At 9:02 by Ms. McConville, seconded by Mr. Helderle

February 19, 2021

Board of Education Lisle District 202
Meg Sima, Board of Education President
Keith Filipiak, Superintendent
5211 Center Ave.
Lisle, IL 60532

Dear Members of the Board of Education and Mr. Filipiak:

Thank you once again for inviting Dee and me to facilitate the **Equity: An Educational Imperative** workshop on February 16, 2021. It was a delight to meet such a dedicated, analytical, eager, energetic, friendly, disciplined, helpful and particular governance team. Your open and thoughtful engagement was quite refreshing and demonstrates your commitment and passion to equity in the District.

The following are the "Next Steps" identified during the session. We encourage the Board to review them and make any necessary wording changes to better capture the board's consensus.

1. Review existing policies with an equity lens.
2. IASB will provide sample equity policies/statements. See attached.
3. IASB will provide a list of vendors that perform Equity Audits. See below.
 - Bea Young Associates – Bea Young, bea.young@beayoung.com
 - Consortium for Educational Change (CEC) Dr. Arlana Bedard, Director, arlana.bedard@cecweb.org
 - Ivette Dubiel - Website: systemicedequity.com. You can email her at dubielequity@gmail.com or idubiel@systemicedequity.com
4. The team has a desire to recruit a diverse pool of candidates. In addition to referencing the suggestions on page 47 of the Participant Manual, I will mail a copy of a publication titled **Guide to Recruiting School Board Candidates** to the Superintendent.
5. The team wants to continually engage with the community. Consider sharing at your next meeting your ongoing equity efforts, including your attendance at the Equity workshop.
6. The team is considering establishing a Diversity Advisory Committee.

PLEASE REPLY TO:

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217/528-9688
Fax: 217/528-2831

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Executive Director

7. The question of how the District defines success was raised. How do you measure progress toward creating an equitable school district? Pre and Post data along with qualitative and quantitative will be considered?
8. The board will review/discuss an equity article from the IASB School Board Journal.
9. Per your suggestion, IASB will check-in with you in 3 or 4 months to see what progress has been made toward your equity goals and determine what ways we may continue to assist you.

In appreciation to you for piloting this virtual workshop, you will not receive an invoice. The workshop is complimentary. We thank you for being “trailblazers” and value the feedback given.

Thank you for your time and dedication to this vital work. Please do not hesitate to contact us any time.

Sincerely,

Sandra Kwasa
IASB Field Services Director
skwasa@iasb.com

Dee Molinare, Ed. D.
IASB Field Services Director
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Field Services

Equity: An Educational Imperative

Facilitated by

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Equity: An Educational Imperative

CULTURAL RESPONSIVENESS FOR EQUITY SUCCESS

Directions for taking this survey: For each question, rate yourself on a scale of 1 to 5 in terms of how you perceive yourself right now, with 5 representing the highest level of responsiveness and 1-4 representing an area you may want to explore. We will refer to this at the end of our session. This is not meant to be judgmental; just a way to get some personal insights.

To what extent do I...

A. Encourage those with different ethnic/racial backgrounds and perspectives to contribute their ideas?

_____1 _____2 _____3 _____4 _____5

B. Understand that my perspectives may be different than those in my communities?

_____1 _____2 _____3 _____4 _____5

C. Understand the importance of the difference between equality and equity?

_____1 _____2 _____3 _____4 _____5

D. Encourage the people I work with to value long-term approaches to cultural change?

_____1 _____2 _____3 _____4 _____5

E. Educate myself regarding the importance of being culturally responsive?

_____1 _____2 _____3 _____4 _____5

F. Use words and actions that inspire others to create an environment of excellence in which ALL students thrive?

_____1 _____2 _____3 _____4 _____5

To what extent do I...

G. Advocate for diversifying our district teaching staff?

_____1 _____2 _____3 _____4 _____5

H. Understand the impacts when a staff member, a student or a parent feels like an Outsider?

_____1 _____2 _____3 _____4 _____5

I. Ask, "Can you tell me more..." when I hear a negative comment about my words or actions?

_____1 _____2 _____3 _____4 _____5

REVIEW YOUR RESULTS:

After you've completed this Cultural Responsiveness Survey, take time to note what insights have surfaced.

EQUITY: AN EDUCATIONAL IMPERATIVE



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Quick Survey

Cultural Responsiveness for Equity Success

Initial Introductions

- Name and role in your school district/organization
- School district/organization and location
- Years with your school district/organization
- One word others might use to describe you

Understanding WHY Educational Equity is Needed

*Education is the most powerful
weapon which you can use to
change the world.*

— Nelson Mandela

Shared Definitions Needed on an Educational Equity Journey

Ethnicity – People share an ethnicity when they have cultural aspects in common such as ancestry, geography, history, language, beliefs, customs, and traditions. Our ethnic cultures can give us a collective design for living: “This is how we do things here.”

Race – the larger and most recent arbitrary groupings of humankind by shared physical characteristics.

Diversity – a word that is used to define differences which impact how we relate to others in society, communities, and organizations.

Inclusion – exists when people embrace and value racial, ethnic, linguistic, religious, sexual orientation, class, disabilities, and other diverse differences.

Cultural Responsiveness – is about understanding others’ cultural lens to build collaborative relationships and dissolve cultural divides; thus, enabling respect, communication, and organizational effectiveness at all levels.

Implicit Bias – refers to the unconscious assumptions or stereotypes that affect our understanding, actions, and decisions.

Explicit Bias – refers to the assumptions or stereotypes we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as a direct result of a perceived threat.

Insiders/Outsiders – When a system of advantages and disadvantages is set up in a society, Outsiders usually do not get to experience most of the advantages. Insiders often take their advantages for granted.

Valuing Our Ethnic Backgrounds: Shared Discussion

If you DO identify with an ethnic group:

- What is your ethnic group(s)?
- Where does your ethnic group(s) come from?
- What is one of your favorite things about being part of your group(s)?
- What is one of the proudest achievements of your group(s)?

If you DON'T identify with an ethnic group:

- Through family, work, or community connections, to what ethnic groups(s) do you have exposure?
- What do you enjoy most about the group(s)?
- For what is the group(s) respected, honored, and appreciated?

Cultural responsiveness isn't just about adding other cultural references. It's about listening to and understanding others' cultural lens.

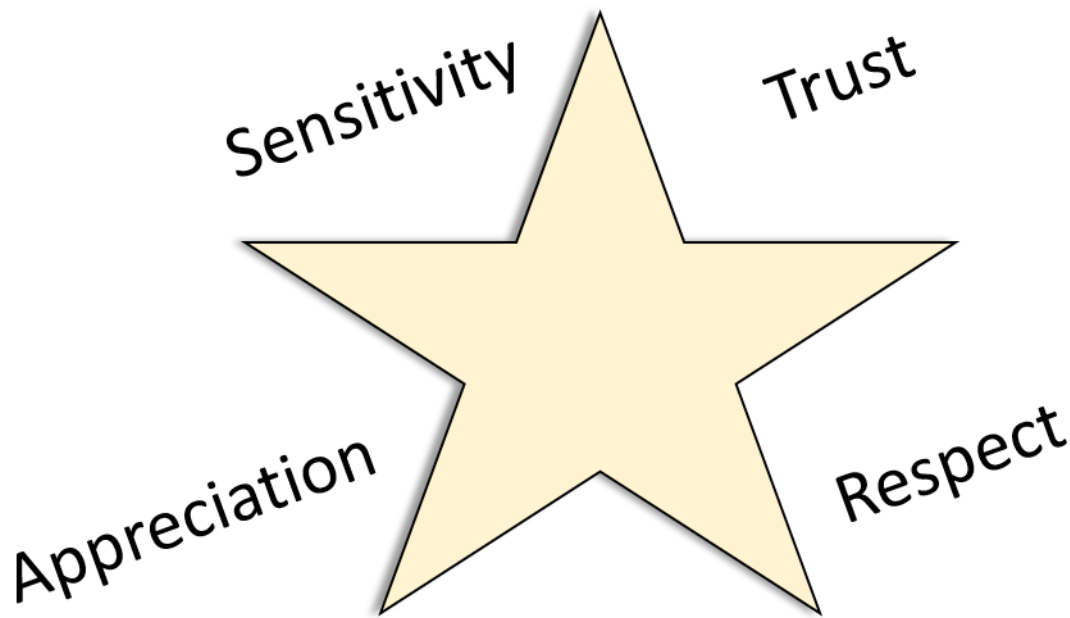
Agenda

Understand WHY educational equity is needed,
WHAT is educational equity; and
HOW to make it a reality through Cultural Responsiveness.

Objectives

- Clarify why equity is an educational imperative.
- Explore the importance of valuing our ethnic backgrounds.
- Differentiate equality vs. equity.
- Value a systemic approach to achieving equity.
- Gain greater Cultural Responsiveness.
- Practice personal and organizational awareness and skills.
- Review the Illinois Association of School Boards Foundational Principles through an Equity Lens.
- Create a sustainable action plan.

The STAR Principle



Guidelines

- Use the STAR Principle
- Honor confidentiality
- Participate fully – stay focused
- Agree to disagree
- Listen for understanding
- Others

Looking Backward to Inform a Path Forward

Key Learnings

All dates and sources appear in the Appendix.

*If a society has discriminated on the basis of color,
then color blindness will only ensure that the discrimination continues.*

- The history of the U.S. has created racial/ethnic Insiders and Outsiders to this day.
- The discrimination against people of color has been persistent, pervasive, and unrelenting.
- While Insiders and Outsiders continue to exist, some educational gains have been made.
- However, the 50th anniversary of the Coleman Report in 2016 confirmed that educational equity remains a goal rather than a reality for most of the nation's students and school districts.
- Equity can happen when there's a focus on Cultural Responsiveness and inclusion.

Capture here some of your “Ah-ha” moments:

The IASB Foundational Principles Through an Equity Lens

IASB Foundational Principles of Effective Governance

The board:

1. Clarifies the district purpose.
2. Connects with the community.
3. Employs a superintendent.
4. Delegates authority.
5. Monitors performance.
6. Takes responsibility for itself.

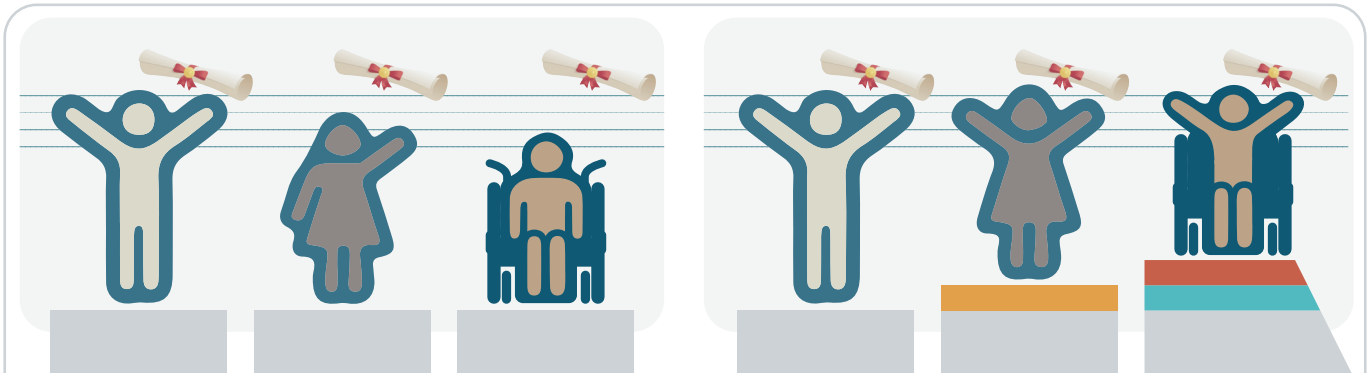
Notes about seeing the IASB Foundational Principles through an Equity Lens:

Understanding WHAT is Educational Equity

*You may not control all of the
events that happen to you,
but you can decide not to be
reduced by them.*

— Maya Angelou

Equality vs. Equity in Education



Equality = SAMENESS

Equality is about SAMENESS, it promotes fairness and justice by giving everyone the same thing.

BUT, it can only work IF everyone starts from the SAME place, in this example equality only works if everyone is the same height, ability, race and gender.

Equity = FAIRNESS

EQUITY is about FAIRNESS, it's about making sure that each student gets access to the opportunities they need.

Sometimes our differences and/or history can create barriers to participation, so we must FIRST ensure EQUITY before we can enjoy equality.

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Educational Equity Definitions: Sharing Equity Statements

The National School Boards Association Equity Matters Advocacy Agenda (2019)

“We affirm in our actions that each student can, will, and shall learn. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated.”

Illinois Association of School Boards (IASB) Definition of Equity (2019):

“Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education, and students’ needs are not going unmet due to race, ethnicity, dominant language, disability, gender, sexual orientation, religion, family background, and/or family income.”

Bea Young Associates, LLC Definition of Equity:

“Educational Equity is a set of practices developed by a school district to ensure educational outcomes are not negatively impacted by race, ethnicity, dominant language, family income, gender, and religion among others. It posits that all students must be taught to the same standards – that’s the ‘equal’ part. And, importantly it provides cultural responsiveness to effect positive outcomes for all – that’s the ‘equitable’ part.”

The Coleman Report 1966

In 1966, Dr. James Coleman published his 737-page report, Equality in Educational Opportunity, which became known as the Coleman Report. It documented the achievement gap, offering the first concrete evidence that African-American students were testing several grade levels behind their white counterparts in reading and mathematics.

This gap between students of color and white students remains largely unresolved nationally over the last 50-plus years. The Coleman study was a result of the Civil Rights Act of 1964, which required the Commissioner of Education to conduct a survey with a report to President Lyndon B. Johnson and Congress “concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion or national origin in public educational institutions.”

A Systemic Approach to Achieving Educational Equity: Educational Equity Journey

Educational Equity Journey



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Guiding Principles of the Educational Equity Journey

The Educational Equity Journey model illustrates the systemic change process that organizations need to go through to transform into a culturally equitable organization.

The sequential stages build on one another and create a solid foundation for the following stage. The success of the system change is linked with overall commitment of the Board of Education and executive leadership to execute each stage with fidelity until systemic change is achieved.

Learning organizations that abide by a step-by-step process are able to effectuate change to create educational equity for all students.

Organizational Educational Equity Assessment

Below are questions that relate to each step on the Educational Equity Journey. This will give you an opportunity to see how your organization can consider using a systemic approach to achieving educational equity. If your responses suggest that you're just beginning, don't fret, the rest of this program has tools to help you get there.

Directions: Using the scale below, place an "X" next to your selected response to each statement. Each number below represents the following responses:

- 1: We haven't considered it.** **2: Discussions have taken place.**
3: Initial action has begun. **4: We are fully engaged.**
5: Action has been completed.

A. Our district leaders are engaged in discussions about what cultural responsiveness and equity look like in our district.

_____1 _____2 _____3 _____4 _____5

B. We understand our organization's strengths and barriers impacting equity success.

_____1 _____2 _____3 _____4 _____5

C. Educational equity strategies are integrated into our organization's vision, mission, and strategic plan.

_____1 _____2 _____3 _____4 _____5

D. Culturally responsive professional development has been provided for all stakeholders.

_____1 _____2 _____3 _____4 _____5

E. Our curriculum is infused with resources and teaching methodologies congruent with the organization's vision of cultural responsiveness and educational equity.

_____1 _____2 _____3 _____4 _____5

Organizational Educational Equity Assessment, *continued*

F. The message of cultural responsiveness and educational equity has been integrated into all district vehicles of communication.

_____1 _____2 _____3 _____4 _____5

G. Practices are in place to attract, recruit, and retain qualified diverse school staff.

_____1 _____2 _____3 _____4 _____5

H. Administrators, staff, and faculty are held accountable in their performance reviews to cultural responsiveness and equity objectives.

_____1 _____2 _____3 _____4 _____5

I. Equity improvement strategies are regularly reviewed and reported to all stakeholders throughout the system.

_____1 _____2 _____3 _____4 _____5

Reflections on Your Responses to this Assessment:

Systemic Model: Key Learnings

- Educational equity can best be addressed by a systemic/measurable approach
- Must begin at the center with board of education and superintendent's commitment to educational equity
- There is no quick fix – it's a Journey

First Step on the Journey: Cultural Audit



The first step is awareness through a Cultural Audit.

There are many ways to gain perceptions of your stakeholders including anonymous surveys, questionnaires, feedback forms, etc. However, one of the most effective methods is a Cultural Audit, which includes confidential and anonymous interviews with board of education members and top administrators, and racially/ethnically homogeneous focus groups including building administrators, teachers, support staff, students, parents, and community leaders.

The goal of the Cultural Audit is to determine how the district's mission, values and ideals show up or not in performance. The anonymous interview and homogeneous focus group process assures you will gain open and honest feedback not achieved in mixed-race groups.

The feedback report shows connects and disconnects between stated values and how those values are actually experienced. It also helps to convince the need for cultural change and helps to guide the District's overall strategy.

For more information, refer to the Appendix page 46.

Steps in a Cultural Audit

Workplan: Cultural Audit

1



1. Conduct Individual Anonymous interviews

With Board of Education members and District Leadership

2

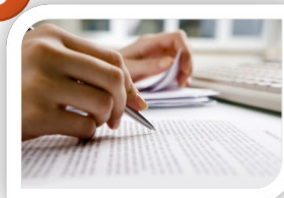


2. Conduct Homogeneous* Focus Groups

Representing Building Administrators, Teachers, Support Staff, Middle/High School Students, Community and Parents

* Similar race, ethnicity, and organizational levels required to create the maximum level of openness and trust

3



3. Development of Report & Recommendations for the 'Way Forward'

Key themes which highlight the district's strengths, opportunities for improvement, and recommendations

4



4. Presentation of Report & Recommendations

Reviewed and discussed report findings directly with the Superintendent

“Lowering the Waterline” of the Cultural Iceberg

When we reach the Continuum Stage of “Valuing” we are being Culturally Responsive to all the many beliefs, perspectives, concepts, and norms of different cultures of which we may have been unaware because they’re usually under the waterline of the Cultural Iceberg.



Understanding HOW to Make Educational Equity a Reality

*Ultimately we have to change
attitudes, not by law but by
education.*

— The Dalai Lama

Making Ethnic/Racial Community Connections

Past

Asian American/ Pacific Islander	Black/ African American	Latinx/ Hispanic	Middle Eastern	Multi-Racial	First Nations	White/ European American

Present

Asian American/ Pacific Islander	Black/ African American	Latinx/ Hispanic	Middle Eastern	Multi-Racial	First Nations	White/ European American

- You control where your future checkmarks will land.
- In the next 2-3 years, with what ethnic/racial groups do you want to be able to make new connections personally and as a school board member?

Personal Skill:

Making Respectful Ethnic/Racial Community Connections

- Because of our history of segregation, all of us will have to get “comfortable with the discomfort” of making connections with people with whom we may have less familiarity. For example, participate in public events, socialize with new people, participate in groups where you are in the minority.
- Lead with basic kindness and friendliness knowing we are similar AND we are different. Remember no one represents their entire ethnic or racial group. People are always part of, and distinct from, the groups to which they belong.
- Know the difference between an interrogation, grilling, or cross-examination and a mutual conversation.
- Take responsibility to educate *yourself* about different cultures.

Board of Education Organizational Skill:

Making Ethnic/Racial Community Connections

- Ask, “What other perspectives do we need?” Then, reach out across lines of difference.
- Ensure that the stakeholders who are being affected by decisions are given a voice.
- Share the reasons for your decisions.

Managing Our Biases

*Our intention is to see all of our students as 10s!
But our biases can get in the way.*

Where do biases come from?

- Your brain takes in about 11 million bits of information each second.
- You consciously process 40 bits/second.
- Lots of misinformation gets stored in your unconscious without your permission.



Confirmation bias

The tendency for people to respond to a circumstance or person in a way that confirms already established beliefs or ideas.

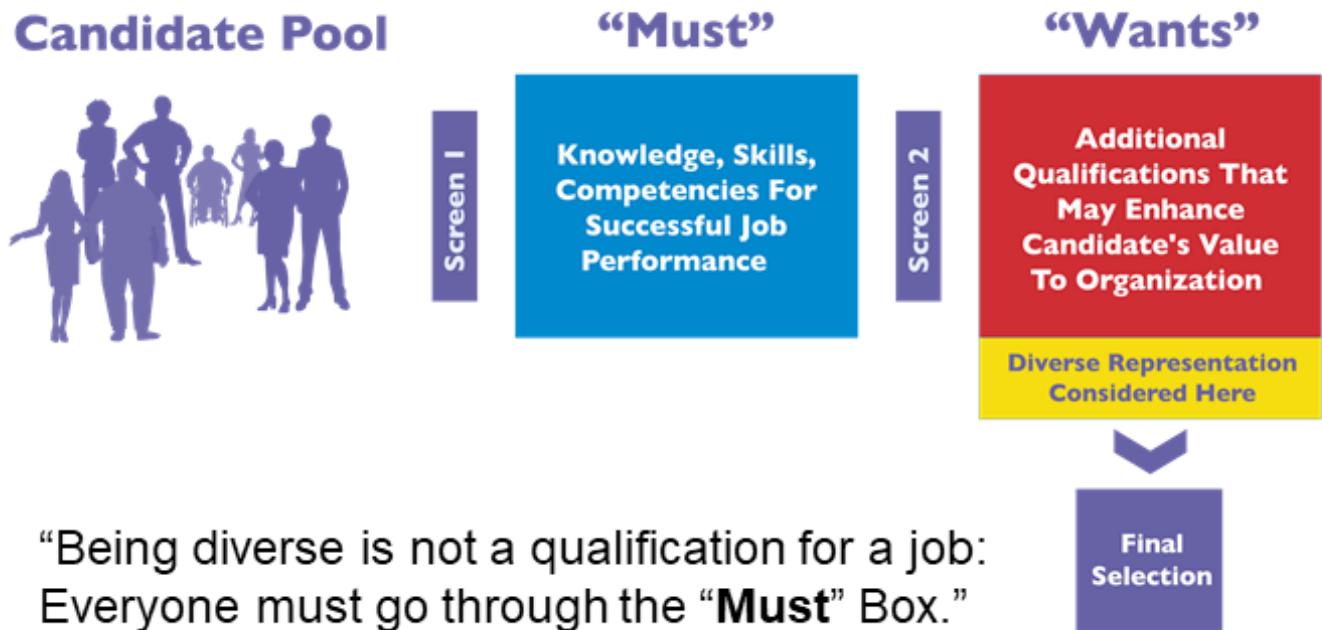
Hua-Yu Sebastian Cherng, an Assistant Professor of International Education at New York University's Steinhardt School of Culture, Education, and Human Development, analyzed the Education Longitudinal Study of 2002 and found:

“Consistent with stereotypes of race and academic abilities, both math and English teachers were more likely to perceive their class as too difficult for Students of Color compared to White students, even after controlling for standardized test scores, homework completion, and a host of other factors.”

People can unintentionally hurt others, not because they have biases but because they don't know they have biases and, therefore, haven't learned how to manage them. Basically, we often “don't know what we don't know.”

One of the places where our unconscious biases can show up is in the hiring process.

Diverse Staffing: “Must/Wants” Selections Model



Current research proves that diverse staffing will:

- Improve students’ academic performance
- Lead to higher standardized test scores
- Improve attendance
- Result in fewer suspensions
- Increase college and career aspirations
- Provide crucial role models

Brookings Institute

Diverse Staffing, *continued*

The Role of Leaders in Talent Acquisition, Selection, and Retention

- How can you impact the candidate pool?
- How can you ensure and communicate a fair and inclusive selection process?
- How can you support new employees?

For more information, refer to the Appendix pages 47-48.

The Importance of Diverse Staffing: Key Learnings

- Have input from multiple sources on the “Musts.”
- Recruit from diverse candidate pools; everyone is a hiring “ambassador.”
- Diversity is not a qualification for a job.
- Diversity falls in the “Wants” box.
- Many times, when a person who is different is hired, some will automatically assume that they are not qualified, so advocacy is needed.

The Urgency of Moving from Unconscious Exclusion to Conscious Inclusive Behaviors

Inclusive vs Exclusive Behaviors



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Now, take a minute to consider which of these five Inclusive Behaviors would be the most difficult for you and why?

For more information, refer to the Appendix page 49.

The Urgency of Moving from Unconscious Exclusion to Conscious Inclusive Behaviors, *continued*

- Realize that small, subtle, demeaning encounters can have impacts similar to overt acts of discrimination.
- Exclusive Behaviors affect staff effectiveness and retention as well as students' academic achievement.
- We need to replace Exclusive Behaviors with practiced Inclusive Behaviors.
- Teaching, recognizing, and reinforcing Inclusive Behaviors can go a long way toward diminishing the achievement gap.

For more information, refer to the Appendix page 49.

Skill Practice: Giving Challenging Feedback

A Four-Step Process

1. I saw... I heard... I wonder... (no judgment)
2. The impact is...
3. I'd prefer...
4. Would you? Let's check in...

Skill Practice: You hear a colleague use the words “those students” or “those people” or “you people” when referring to Latinx or Black students or parents. You say...

1. I saw... I heard... I wonder... (no judgment)
2. The impact is...
3. I'd prefer...
4. Would you? Let's check in...

Key Learnings

- It's important to use non-judgmental and respectful words.
- Keep it brief – shorter is better.
- Realize people often don't know the impact of their behaviors. (We often don't know what we don't know.)
- Give feedback in the spirit of collaboration.

Adapted from: Perrone-Ambrose Associates.

Skill Practice: Receiving Challenging Feedback

A Four-Step Process

1. Understand the concern.

“Tell me more...”

“So _____ is really important to you.”

2. Ask questions and paraphrase.

“What led to this feeling/perception/event?”

“What I heard you say is...”

3. Discuss outcomes.

“What does it look like when it’s solved?”

“What is most important to you...?”

4. Agree on next steps.

“Here’s what I’m able to do...”

“Will that work for you?”

Key Learnings

- Show appreciation for the feedback.
- Consider the feedback as growth – don’t take it personally but do take it responsibly. Be willing to admit and learn from mistakes.
- You may have to direct the other person to a more constructive way of communicating with you later. When someone is upset, it’s not a teaching moment. Listen actively.
- “Tell me more...”

Educational Equity Personal Action Plan

To create your Action Plans, review both your Personal and Organizational Equity Assessments, the table of contents, and learnings from this session.

Step 1

Create one or two personal actions that you will commit to implementing during the next two weeks. (Remember the title of this session Equity: An Educational Imperative)

Step 2

Capture below your suggestions for next steps for your board of education.

Step 3

Together let's identify the next steps for your board of education.

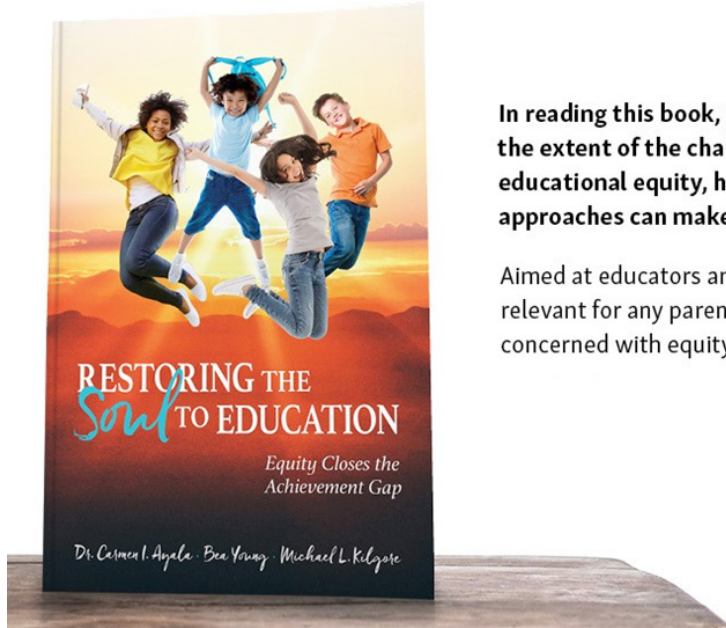


Equity Resources Available

Restoring the Soul to Education: Equity Closes the Achievement Gap

by Dr. Carmen I. Ayala, Bea Young, Michael L. Kilgore

www.restoringthesoultoeducation.com



In reading this book, you will be able to grasp the extent of the challenges of pursuing educational equity, how it originated, and what approaches can make a significant difference.

Aimed at educators and administrators, it's also relevant for any parent or community member concerned with equity and quality education.

Free Videos

www.RacebridgesStudio.com

Over 250 stories on race and belonging with discussion questions and resources



Free Webinar

<https://www.courses.susanohalloran.com/free-webinar>



Three Common Mistakes Teachers Can Make that May Have Them Unintentionally Offending Students, Parents and Co-workers Of Different Races



www.iasb.com

The Culturally Responsive Board Archive

Learn what it means to be culturally responsive to your other board members and how to make your role as a board member even more productive.

Appendix

*In the end,
we will remember not
the words of our enemies,
but the silence
of our friends.*

— Martin Luther King Jr.

The Historical Need for Educational Equity

1619

Four hundred years ago, enslaved Africans were first brought to Point Comfort, a coastal port in the English colony of Virginia. A Dutch ship carried 20 enslaved Africans, who were sold to the colonists. Slavery followed, for 250 years.

*“The 1619 Project,” The New York Times Magazine. August 18, 2019,
<https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>*

1776

The Declaration of Independence declares “All Men Are Created Equal.”

OurDocuments.gov

1787

The Preamble to the U.S. Constitution includes, “We the People of the United States, in Order to form a more perfect Union, establish Justice ...and secure the Blessings of Liberty...”

OurDocuments.gov

1790

The second Continental Congress votes the Bill of Rights and the first Naturalization Law that states which immigrants can become citizens of the United States. Congress says it will have a policy of “open immigration” and that “no category of people” will be excluded from the United States. But then, with no debate or, at least, nothing that appears in the annals of Congress, Congress restricts the process of becoming a citizen to “free white people.”

Hymowitz; Weissman (1975). A History of Women in America. Bantam.

Schultz, Jeffrey D. (2002). Encyclopedia of Minorities in American Politics: African Americans and Asian Americans. p. 28

The Historical Need for Educational Equity, *continued*

1819–1847

Anti-Literacy laws are enacted in most Southern states prohibiting teaching enslaved people to read or write or to perform jobs that use reading and writing. However, laws restricting the education of black children and adults are not limited to the South. The penalties include fines, whippings, and imprisonment.

Christine Pawley, Reading Places: Literacy, Democracy, and the Public Library, Univ of Massachusetts Press, 2010

Slave Codes quoted on the website Boundless U.S. History.
www.Boundless.com/history

Heather Andrea Williams, Self-Taught: African American Education in Slavery and Freedom, Univ of North Carolina Press, Nov 20, 2009, p. 17

1819-1973

Beginning with the Indian Civilization Act of 1819, Native American children are taken from their homes and placed in Indian Residential Boarding Schools where they are forced to assimilate into Euro-American culture by banning the use of their native dress, languages, customs, and spirituality. U.S. Military, missionaries, and teachers act with Congressional and presidential order to forcibly remove American Indian children ages 6 to 16 and place them in boarding schools far from home in harsh and, sometimes, deadly conditions. If parents refuse, annuities or rations are withheld, or parents can be jailed.

The National Native American Boarding School Healing Coalition
<https://boardingschoolhealing.org/education/us-indian-boarding-school-history/>

1896

In *Plessy v. Ferguson*, the U.S. Supreme Court rules that “separate but equal” facilities for African Americans do not violate the Fourteenth Amendment that had granted citizenship and equal civil and legal rights to African Americans and those enslaved who had been emancipated after the American Civil War. The separation includes schools, public transportation, theaters, restaurants, parks, and cemeteries and ignores evidence that the facilities for blacks are inferior to those intended for whites.

Encyclopedia Britannica
www.Britannica.com/event/Jim-Crow-law

The Historical Need for Educational Equity, *continued*

1927

In its decision, *Lum v. Rice*, the Supreme Court holds that the exclusion on account of race of a child of Chinese ancestry does not violate the Fourteenth Amendment. The decision effectively bars Chinese children and children from other minorities from schools reserved for whites.

Gong Lum v. Rice, 275 U.S. 78, via Justia Supreme Court,
<https://supreme.justia.com/cases/federal/us/275/78/>

1930

Mexican Americans face continued discrimination in employment, housing, public facilities, the judicial system, and educational institutions. The Texas Court of Appeals rules that school districts can use such criteria as language and irregular attendance due to seasonal work as a justification to separate Mexican American and white students.

History Matters – The U.S. Survey Course
<http://historymatters.gmu.edu/d/6584>

1954

In a landmark decision, the Supreme Court decision in *Brown v. Board of Education* declared “separate-but-equal” education and other services were not, in fact, equal.

Brown v. Board of Education via
<https://www.history.com/topics/black-history/brown-v-board-of-education-of-topeka>

1957

President Dwight D. Eisenhower signs *Executive Order 10730: Desegregation of Central High School* to enforce integration in Little Rock, Arkansas. He sends the Army’s 101st Airborne Division to Little Rock after Governor Orval Faubus had ordered the Arkansas National Guard to block nine Black students from enrolling in the formerly all-white high school.

OurDocuments.gov
<https://www.ourdocuments.gov/doc.php?flash=true&doc=89>

The Historical Need for Educational Equity, *continued*

1964

The Civil Rights Act of 1964 passes and outlaws discrimination based on race, color, religion, sex, or national origin. It prohibits unequal application of voter registration requirements, employment discrimination, and racial segregation in schools, employment, and public accommodations.

National Park Service

<https://www.nps.gov/articles/civil-rights-act.htm>

1966

After analyzing surveys from 60,000 teachers and 600,000 students, James Coleman publishes his 737-page report “Equality of Educational Opportunity” and coins the phrase “The Achievement Gap.” His report details the first concrete evidence that African American children were testing several grade levels behind their white counterparts.

John Hopkins Magazine

<https://hub.jhu.edu/magazine/2016/winter/coleman-report-public-education/>

1971

In *Lee v. Johnson*, Judge William Douglas rules the 1954 *Brown v. Board of Education* decision applies to Chinese Americans, saying “*Brown v. Board of Education* was not written for blacks alone...”

Asian American Law Journal

Guey Heung Lee v. Johnson, 404 U.S. 1215,1216

<https://scholarship.law.berkeley.edu/cgi/viewcontent.i?article=1044&context=aalj>

1990

U.S. schools have become more separated by race. 83% of black children in Illinois attend segregated schools. These schools show the highest levels of neglect.

Education Week reporting on Harvard Civil Rights Project Report,

<https://www.edweek.org/ew/articles/2001/08/08/43deseg.h20.html>

The Historical Need for Educational Equity, *continued*

2002

No Child Left Behind is signed into law by President George W. Bush and seeks to advance American competitiveness and close the achievement gap between poor and minority students and their more advantaged peers. It is the first federal recognition of the need to boost the performance of nine groups of students (including English-language learners, students in special education, and poor and minority children) whose achievement, on average, trails their peers.

Education Week

<https://www.edweek.org/ew/section/multimedia/no-child-left-behind-overview-definition-summary.html>

2007

A McKinsey and Company Report states that “the persistence of the achievement gap in the U.S. has the economic effect of a “permanent national recession.”

“The Economic Cost of the Education Gap” Report by Byron G. Auguste, Bryan Hancock, and Martha Laboissier (McKinsey and Company)

<https://www.mckinsey.com/industries/social-sector/our-insights/the-economic-cost-of-the-us-education-gap>

2014-2015

The State of Illinois passes a law prompting changes in discipline policies stating that current policies are ineffective and contribute to disproportionately high rates of discipline among students of color.

Illinois General Assembly - Public Act 099-0456,

<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=099-0456>

2018

The Southern Poverty Law Center surveys more than 1,700 social studies teachers and finds that little over half of surveyed teachers said they talk with their students about the continued legacy of slavery in today’s society.

Southern Poverty Law Center

<https://www.splcenter.org/news/2018/01/31/splc-report-us-education-american-slavery-sorely-lacking>

The Historical Need for Educational Equity, *continued*

2019

A UCLA and Penn State Report states that U.S. students are increasingly attending racially isolated schools. As a result the gap between black and Latino students and white peers is growing wider. They are now racially and economically segregated. “Segregation is not simply an education issue; it threatens the cohesiveness of our nation.”

“Harming our Common Future: America’s Segregated Schools 65 Years After Brown” Report by the UCLA Civil Rights Project and the Penn State Center for Education and Civil Rights, <https://news.psu.edu/story/573944/2019/05/10/research/new-research-details-increasing-segregation-transformed-school>

2019

The National School Boards Association Equity Matters Advocacy Agenda states: “We are at a moment in history where we have an opportunity to make unprecedented progress to bring about educational equity, and we must.”

<https://nsba.org/-/media/NSBA/File/nsba-advocacy-agenda-2019.pdf>

Cultural Audit

Sample of Internal Cultural Audit Voices: Board, Leaders, Administrators, Teachers, Support Staff, Students

We have shoved diversity under the carpet for a long time. (white teacher)

The importance of this topic is magnified due to the change in demographics of the district.
(BOE member)

This initiative will bring everyone in the district closer. (Hispanic non-licensed staff)

The handwriting is on the wall. It's time to embrace, incorporate, and teach diversity and be good examples to the students. (Hispanic administrator)

Finally, we will meet the changing needs of our students. (black non-licensed staff)

Sample of External Cultural Audit Voices: Community Leaders and Parents

There is always room for improvement and although change is difficult, it must happen.

Very refreshing that I was asked to participate in this External Audit.

There is still some fear in our community of people who are culturally different.

The demographics are changing significantly, and it would do the community good to embrace these new changes; there will be resistance with some residents.

There still are comments such as, "We live in America, speak English."

- **Which of these perceptions might show up on a Cultural Audit of your school district?**
- **Can you anticipate a few other anonymous quotes from your school district?**
- **Why could a Cultural Audit be an important first step?**

Importance of Diverse Staffing

Requirements for the “MUST” BOX

RECRUITMENT SUGGESTIONS:

- Market the impact teachers have and classroom successes.
- Promote diverse teacher role models through social media and other media platforms.
- Advertise career and leadership opportunities and teacher support systems in your district.
- Partner with high schools, colleges, and teacher training programs to offer college credit for internships in your schools.
- Mention institutional values that promote diversity and inclusion.
- Advertise community resources that include ethnic churches, stores, restaurants, hair stylists, ethnic minorities holding leadership positions in city government, and ethnic minority social clubs and/or service organizations and professionals of color to provide medical, dental, and legal services.
- Highlight proximity to larger cities and communities of color if in smaller, more homogenous communities.
- Form alliances with and recruit from diverse sources: businesses, corporations, military, government agencies.
- Contact temples, mosques, and churches and ask them to make job announcements to the congregation in their bulletins, during services, and at community events.
- Contact the Midwest Consortium of Latino Research for a position listing on their e-mail network – MCLR ListServe.
- Contact the National and/or State Black or Hispanic Caucus organizations and state and local legislators and representatives.
- Place advertisements in periodicals and communications such as *Black Enterprise*, *The Black Resource Guide*, *The Black Collegian*, *Hispanic*, and *American Visions*.
- Write to historically black, predominantly Latino, and tribal colleges and universities to secure lists of students graduating in a particular field.
- Contact local and statewide field-specific associations to secure a list of ethnic minority members.
- Write to ethnic minority caucus groups (e.g., Black Coalitions of Higher Education) that may have a network of professionals within their organization.
- Contact corporations that publish newsletters and/or communications that include job announcements.
- Send job announcements to social organizations (black sororities and fraternities, League of United Latin American Citizens, and the National Association for the Advancement of Colored People).
- Ask to speak at meetings of the above groups – give real information as well as talk about open positions.
- Write directly to colleagues, family members, and community leaders to request nominations of ethnic minority candidates.

Importance of Diverse Staffing, *continued*

- Visit campuses where potential ethnic minority students/applicants reside. Write students a year before graduation and follow up with phone calls and emails.
- Meet with ethnic minority groups during national/regional conferences.
- Don't become complacent after hiring "a few" ethnic minorities. Recruitment is a year-round, forever activity that pays off.

RETENTION:

Forty-four percent of new teachers in Illinois leave their initial school of employment within the first two years. By the fifth year of teaching, 67 percent leave their initial school of employment and 25-30 percent leave the teaching profession altogether.

Karen DeAngelis and Jennifer Presley, Leaving School or Leaving the Profession: Setting Illinois' Record Straight on New Teacher Attrition (IERC, 2007). These statistics can be found in Teach Illinois: Strong Teachers, Strong Classrooms – Policy Decisions to Alleviate Teacher Shortages in Illinois 2018 by the Illinois State Board of Education.

The full report can be found at: <https://www.iasb.com/equity/index.cfm>

PROVIDE:

- Professional Development
- A Career Path
- Leadership Opportunities
- Support Groups
- Mentoring
- A Welcoming, Inclusive Work Environment

Exclusive Behavior Examples

Below are Exclusive Behaviors taken from actual school districts' cultural audits.

- *The District is disconnected from the diverse communities of color we serve*
- *Staffing is not reflective of the student population*
- *Parents are unable to participate in Parent-Teacher Conference because they do not speak English*
- *Teachers treat students of color with lower expectations*
- *Curriculum does not reflect the District's diverse communities*
- *Support staff feels treated as "less than"*
- *A new staff person keeps to themselves and complains that they are not being asked to be on committees*
- *Staff blames parents for students' poor achievement*
- *White teachers fear that an equity initiative will mean that they are not valued and their jobs are at risk*
- *Administrators hear demeaning comments and do not address them*
- *Diverse staff are told, "Stop complaining about not being heard. You just need to speak up more."*

Can you think of other examples of Exclusive Behaviors from your school district?

How did/would you address them?

Learning the Inclusive Behaviors and applying them to your school district is straightforward but not easy. The first rule to remember is:

Become comfortable with discomfort.

Laws Related to Educational Equity

Federal

Every Student Succeeds Act (ESSA), Pub.L. 114-95, eff. 12-10-15.

- ESSA repealed the No Child Left Behind Act of 2001 (NCLB). ESSA, like NCLB, is an amendatory act that does not stand alone but is under the umbrella of the Elementary and Secondary Education Act of 1965 (ESEA). ESSA reauthorizes its umbrella statute ESEA and amends other related federal statutes, e.g., the McKinney-Vento Homeless Assistance Act, Protection of Pupil Rights Act, the Boy Scouts of America Act, etc.
- ESSA relates to educational equity because it allows for more local control (when compared to NCLB) and contains provisions that can be used to advance equity. For example, ESSA:
 - Requires the use of multiple measures to assess school performance and progress (not just test scores and graduation rates);
 - Requires states to focus on equity during the state application process;
 - Requires the reporting of per-pupil spending on school report cards;
 - Requires states to evaluate and address resource inequities for schools identified as needing intervention assistance (be they *targeted or schoolwide* interventions);
 - Requires the implementation of evidenced-based interventions for schools identified for school improvement; and
 - Provides funding streams for early childhood education and community schools.

State

Truancy Reform

- HB 5771/P.A. 100-819, eff. 7-1-19.
 - Facilitating the work of the Balanced Accountability Model, established a definition of chronic absenteeism and requires state funded early childhood programs to collect and review the data and determine needed resources to engage chronically absent students and their families.
- HB 3784/P.A. 100-825, eff. 8-13-18.
 - Amended the conditions in 105 ILCS 5/26-2(c) under which school districts can deny enrollment to a student 17 years of age or older, from academic based reasons to attendance based reasons. Now, to deny 17+ year old student enrollment for one semester for failure to meet minimum attendance standards, all of the following conditions must be met:
 - The student was absent without valid cause for 20% or more of the attendance days in the semester immediately prior to the current semester;

Laws Related to Educational Equity, *continued*

- The student and the student’s parent or guardian are given written notice warning that the student is subject to denial from enrollment for one semester unless the student is absent without valid cause less than 20% of the attendance days in the current semester;
- The student’s parent or guardian is provided with the right to appeal the notice, as determined by the State Board of Education in accordance with due process;
- The student is provided with attendance remediation services, including without limitation assessment, counseling, and support services; and
- The student is absent without valid cause for 20% or more of the attendance days in the current semester.
- Amended 105 ILCS 5/26-12 to prohibit punitive action against truant minors (previously chronic truants) unless available supportive services and other school resources have been provided to students.
- Added the following prohibition to 105 ILCS 5/26-12:
 - Notwithstanding the provisions of Section 10-22.6 of this Code, a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available support services, compel the student to return to school.
- SB 3466/PA. 100-810, 105 ILCS 5/10-22.6(c-5), eff. 1-1-19.
 - Added “the appropriate and available supportive services for the promotion of student attendance and engagement” to the list of items on which school districts must make reasonable efforts to provide ongoing professional development to teachers, administrators, school board **members, school resource officers, and staff.**
 - Note: Subsection (c-5) was originally added to Section 10-22.6 by SB 100 (see below).

Evidence-Based Funding

- P.A. 100-465, 105 ILCS 5/18-8.15, eff. 8-31-17.
 - Repealed 105 ILCS 5/18-8.05 and replaced it with the evidenced-based funding formula at 105 ILCS 5/18-8.15.
- P.A. 100-582, eff. 3-23-18.
 - Made fixes to the Evidence-Based Funding formula.

Laws Related to Educational Equity, *continued*

Implicit Bias Training

- HB 3869/P.A. 100-14, 105 ILCS 5/10-20.60, eff. 7-1-17.
 - States that the General Assembly finds:
 - Implicit racial bias influences evaluations of and behavior toward those who are the subject of the bias;
 - Understanding implicit racial bias is needed in order to reduce that bias;
 - Marginalized students would benefit from having access to educators who have worked to reduce their biases; and
 - Training that helps educators overcome implicit racial bias has implication for classroom interactions, student evaluation, and classroom engagement; it also affects student academic self-concept.
 - Requires in-service training for school personnel to include training to develop cultural competency, including understanding and reducing implicit racial bias.
 - Defines implicit racial bias as “a preference, positive or negative, for a racial or ethnic group that operates outside of awareness. This bias has 3 different components: affective, behavioral, and cognitive.”

School Discipline Reform

- SB 100/P.A. 99-456, 105 ILCS 5/10-20.14 and 5/10-22.6, eff. 9-15-16.
 - Aimed at destroying the school-to-prison pipeline, this legislation comprehensively reformed school disciplinary practices by:
 - Encouraging schools to create memoranda of understanding with local law enforcement agencies that clearly define law enforcement’s role in schools;
 - Prohibiting zero-tolerance policies (except those required by law, such as the federal Gun-Free Schools Act);
 - Requiring the use of all available and appropriate interventions before schools resort to exclusionary discipline;
 - Restricting the use of exclusionary discipline to cases meeting particular requirements;
 - Requiring that schools provide “appropriate and available support services during the period of their suspension” to students who are suspended out of school for longer than 4 school days;
 - Requiring that schools create a policy to facilitate the re-engagement of students who are suspended out of school;
 - Requiring that schools create a policy giving suspended students an opportunity to make up missed work for equivalent academic credit; and
 - Prohibiting school officials from advising/encouraging students to drop out voluntarily due to behavioral or academic difficulties;
 - Prohibiting the issuance of monetary fines/fees to students as a disciplinary consequence (except for restitution); and

Laws Related to Educational Equity, *continued*

- Mandating school districts make “reasonable efforts to provide ongoing professional development to teachers, administrators, school board members, school resource officers, and staff on the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate methods that promote positive and health school climates.”
- HB 5786/P.A. 100-1035, eff. 8-22-18.
 - Amended 105 ILCS 5/10-22.6 to allow in-school suspension programs for K-12 students to focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel. Also allows a school district to employ a school social worker or mental health professional to oversee such a program.
- SB 2925/P.A. 100-914, eff. 1-1-19.
 - Codifies the role of school resource officers (SROs) in schools, establishes a training process for SROs as developed by the Illinois Police Training Board, and requires any law enforcement agency providing SROs to schools to certify the have been trained beginning January 2021.
- HB 2627/P.A. 101-478, eff. 8-23-19.
 - Creates new 105 ILCS 5/22-85 (final citation pending) to require that, before detaining and questioning a student on school grounds who is under 18 years of age and suspected of committing a criminal act, a law enforcement officer or other school security personnel must make reasonable efforts to ensure that the student’s parent or guardian or school personnel is present during the questioning.

Transportation

- HB 5195/P.A. 100-1142, eff. 11.30.18.
 - Section 29-3 of the School Code (105 ILCS 5/29-3) requires school districts, except for CPS, to provide free transportation for students residing more than 1.5 miles from school. P.A. 100-1142 amended this section to allow school boards to provide free transportation for any pupil residing within 1.5 miles from the school attended where conditions are such that walking to/from school or a pick-up point/bus stop constitutes a serious safety hazard due to a course or pattern of criminal activity.

Laws Related to Educational Equity, *continued*

Student Fees

- SB 2428/P.A. 100-1092, eff. 8-26-18.
 - Allows students, regardless of ability to pay, to accumulate a minimum school lunch debt of \$500. Once the \$500 threshold has been passed, schools would have to go through a state reimbursement and withholding process to attempt to recoup the money owed.

Bridge Program

- HB 5696/P.A. 100-1063, eff. 8-24-18.
 - Creates the Bridge Program for Underrepresented Students Act. Defines underrepresented students as Black/African American, Hispanic/Latino, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander. Such students who are Illinois residents would receive additional counseling, tutoring, and skill development.

PRESS Sample Policies Related to Equity

Section 5 - Personnel

General Personnel

- 5:10, *Equal Employment Opportunity and Minority Recruitment*
- 5:20, *Workplace Harassment Prohibited*
- 5:100, *Staff Development Program*

Section 6 - Instruction

Philosophy and Goals

- 6:10, *Educational Philosophy and Objectives*
- 6:15, *School Accountability*

Section 7 - Students

Equity

- 7:10, *Equal Educational Opportunities*
 - 7:10-E, *Equal Educational Opportunities Within the School Community*
- 7:15, *Student and Family Privacy Rights*
- 7:20, *Harassment of Students Prohibited*

Rights and Responsibilities

- 7:130, *Student Rights and Responsibilities*

Educational Equity: Suggested Readings

Black School, White School: Racism and Educational (Mis)Leadership. Brooks, Jeffrey S. (2012) New York. Teachers College Press.

Culturally Responsive Teaching: Theory, Research, and Practice. (2018) New York. Teachers College Press.

Culturally Proficient Leadership: The Personal Journey Begins Within. Terrell, Raymond D. and Randall Lindsey. (2009) Thousand Oaks, California. Corwin Press.

Gaining on the Gap: Changing Hearts, Minds, and Practice. Smith, R., Crawley, A., Robinson, C., Cotman, T., Swaim, M., and Strand, P. (2011) Lanham. Rowman & Littlefield Education.

Latinos Facing Racism: Discrimination, Resistance, and Endurance. Feagin, J.R., and J. A. Cobas. (2014) Boulder, Colorado. Paradigm Publishers.

Restoring the Soul to Education: Equity Closes the Achievement Gap. Writers of the Round Table Press. (2019). Dr. Carmen I. Ayala, Bea Young, Michael L. Kilgore.

Stamped from the Beginning: The Definitive History of Racist Ideas in America. Kendi, Ibram X. (2016) New York. Nation Books.

Striving for Equity: District Leadership for Narrowing Opportunity and Achievement Gaps. Smith, Robert and Brazer, S. David (2016) Cambridge, Massachusetts. Harvard Education Press.

Teaching for Educational Equity: Case Studies for Professional Development and Principal Preparation, Vol. 2. Beese, Jane A. and Martin, Jennifer L. (2017) Lanham, Maryland. Rowman & Littlefield.

Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us. Steele, Claude M. (2010) New York. W.W. Norton & Company.

Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms. Howard, Tyrone. (2010) New York. Teachers College Press.

How to Be an Antiracist. Kendi, Ibram X. (2019) New York. One World.

The Flat World and Education: How America's Commitment to Equity Will Determine Our Future. Darling-Hammond, Linda. (2010) New York. Teachers College Press.

White Fragility: Why It's So Hard for White People to Talk About Racism. DiAngelo, Robin. (2018) Massachusetts. Beacon Press.



Lisle Community Unit School District 202
Educational Excellence and Equity Committee

November 17, 2021

District Belief Statement on Lisle 202.org [Website](#)

EQUITY – “We believe in fostering an educational environment that integrates the principles of equity, diversity, and inclusion. “

E3 Committee Background

Original E3 Committee, appointed October 2014, First review of Committee Charter, 1/27/2015 (2015) Anne Blaeske, Tim Corrigan, Dr. Darryl Franklin; (2016) Bob Tarasewicz, Anne Blaeske
Current Members: Pam Ahlmann; Dan Helderle, Lisa-Kiener-Barnett

Lisle202 School District New Board Committee Proposal (2015)

"Diverse learning environments provide benefit for all students, including improved academic achievement, the inculcation of democratic and civic values, and critical thinking, collaborative, and communication skills."

Objective:

To support the District's mission to further enable our students to be college and career ready successful life-long learners by maximizing the educational benefits for all students that result from a diverse student and faculty body.

The Committee's goal will be to work collaboratively with District representatives to research resources and develop recommendations for the development and implementation of diversity policies that advance the education and achievement of all students in the District.

The Committee's initial work will likely center on three key areas:

1. Inclusion - of all students in the District
2. Awareness and education - regarding cultural differences of diverse groups of students/employees
3. Recruitment - provide options for additional outreach and marketing options for the District
4. Parental engagement

It is important to note the recently enables, "*Community Engagement*" project will play a key role in shaping and undergirding the Committee's efforts.

It is suggested the Committee's initial work will focus heavily on efforts to understand current best practices of diversity and inclusion at other school districts. It is likely that this committee will only report quarterly for the first year.

The Committee recommends that the new committee be names the **Education Equity & Excellence** committee or "**E3**" or short.

Coleman, A.L., Negron, F.M., & Lipper, K.E. (2011). *Achieving Educational Excellence for All: A Guide to Diversity-Related Policy Strategies for School Districts*, Nation School Board Association. 6.

Some Previous E3 Committee Discussions:

District Book Reads: *I Got Schooled* by M. Night Shyamalan; *Voices* by Lourdes Ferrer, Ed.D. and Stephen Garlington, MSW/LCSW

Equity aspect of Special Olympics

Career ready aspects of college and career readiness - Naviance, Trade Schools, TCD (including fee aspects for students attending TCD), preparation for and alternatives to 4-year college

Review of practices of additional student costs over and above published/approved fees such as field trips; fine arts fees (e.g., lyres, piano accompanists)

Review of diversity in music programs/selections

Bullying and equity issue; BESS Screener, discipline practices

District communication and inclusion for families who do not speak English; resulting Bilingual Parent Nights

Providing breakfast, snacks, lunches; Friends Feeding Families (F3)

Board Policies - review with an equity lens

Lisle Community Unit School District 202

Educational Excellence and Equity Committee

Committee Work Plan for 2020-2021 – Established November 17, 2020

- Plan for opportunities to learn how to promote equity in the District
- Review all Board Policies with an "Equity lens"
 - All present agreed that since we govern by Board Policy, it was best to include a District Equity statement in our School District Philosophy (Board Policy 1:30) Beliefs and on the District website with our District Mission statement.
 - Board Policies 1:30, 5:10, 5:100, 6:10, 7:10, 7:20 and 7:180 were all reviewed and changes proposed to reflect or cross-reference the proposed District Equity beliefs
- Identify Facilitating Team to assist with future District discussions on Equity
- Read September/October 2020 IASB Journal articles on *Perspectives on Equity* and discuss at future E3 meetings
 - Ms. Kiener-Barnett recommended books: How to Be an Antiracist and White Fragility
- Reschedule In-District Workshop from 5/10/2021 to 2/16/2021 (Tuesday) and request topic "Equity: Educational Imperative"

**HIMES, PETRARCA & FESTER, CHTD.
2021 SCHOOL LAW SEMINAR**

CRT: Critical Race Theory; NOT “Come Reason Together”

JUSTINO D. PETRARCA

**OCTOBER 15, 2021
HAMBURGER UNIVERSITY
OAK BROOK, ILLINOIS**

“CRT”

CONCEPTS YOU SHOULD KNOW

A. “Critical Race Theory” (CRT)

CRT is a theoretical framework, originating in the 1970s, for discussing academic topics involving social, cultural, and legal issues related to race and racism. It is most commonly found in college and university courses. Originally, CRT was first used to help law students think critically about the current and historical impact of racism on our legal system.

In the 1990s, CRT was introduced in some colleges of education. It was incorporated into coursework to assist aspiring teachers and administrators better understand inequities in the context of education.

B. “The Amistad Commission”

A 2002 New Jersey legislative initiative (the “Amistad Bill”) to ensure that the State Department of Education and New Jersey public schools identify materials, for school use, which integrate the history and contributions of African Americans and descendants of slavery. The mandate of the Commission was to promote a wider implementation of educational awareness programs regarding the African slave trade, slavery in America and the contributions Africans have made to American society. This is a curriculum initiative in the state of New Jersey to introduce African American history into the K-12 schools.

C. “The 1619 Project”

This Project is a lengthy journalism project developed by writers for the New York Times and New York Times Magazine. The goal of this initiative was to “reframe the country’s history by placing the consequences of slavery and the contributions of Black Americans at the very center of the United States national narrative”. First published in the Times Magazine in August 2019 for the commemoration of the 400th anniversary of the arrival of the first slaves to the colony of Virginia, the Project later included a series of longer articles, liven events and podcasts.

Despite the authors winning the 2020 Pulitzer Prize Contemporary award, the Project has been the subject of criticism and debate among prominent historians and political commentators, who pointed out inaccuracies and requested factual corrections. While several corrections have been made, the Project, in collaboration with the Pulitzer Center and support from the Smithsonian Institute, developed a school curriculum. Additionally, the Project created a panel of noted historians to research, develop and fact-check content.

The Project has received both praise and criticism from varied political figures. In 2020 President Trump established the “1776 Commission” organizing 18 conservative leaders to generate an opposing response to the 1619 Project. The 1776 Commission issued its report on January 18,

2021. It was widely criticized for factual errors, incomplete or missing citations and lack of “academic rigor”. The Commission was terminated by President Biden 2 days later.

D. Illinois’ Mandatory Units of Instruction

Article 27 of the Illinois School Code mandates various courses of study required to be taught in public schools. The list is organized by grade levels where instruction is required in the noted area and a summary of the instructional requirement. Many are familiar to you (mathematics, English, physical education, etc.). However, there is a long list of other topics which must be included in various units of instruction.

Relevant to my presentation, among the required courses are Black History (Code Section 27-20.4). This requirement covers grades K-12 and provides for the study of “events of Black history”. Included in the required content are the following:

- a. History of pre-enslavement from 3000 BCE to 1619 AD;
- b. The African slave trade;
- c. Slavery in America;
- d. The reasons why Black people came to be enslaved;
- e. The vestiges of slavery in this country;
- f. The American civil rights renaissance;
- g. Contributions of individual African Americans in government, the arts, humanities, sciences, as well as to the socio-economic, cultural and political development of the United States and Africa; and
- h. The socio-economic struggle collectively experienced by African Americans in striving to achieve fair and equal treatment under US law.

The State Superintendent of Schools is charged with developing and making available to all districts, instructional materials, “including those established by the Amistad Commission”, which may be used as guidelines for this unit of instruction. However, “each school board shall determine the minimum amount of instruction time which shall qualify as a unit of instruction”.

E. Illinois Mandatory Staff Development

Section 10-20.61 of the Illinois School Code requires each school board to require in-service training of “school personnel” to include “training to develop cultural competency, including understanding and reducing implicit racial bias”. The term “implicit bias” is defined as a “preference, positive or negative, for a racial or ethnic group that operates outside of awareness”. The statute contemplates three (3) components to such “bias”: affective, behavioral, and cognitive.

House Bill 3100 (Now Public Act 102-0604) now provides that effective January 1, 2022, this training requirement applies to “mandated reporters” under the Abused and Neglected Child Reporting Act. The law prescribes that “implicit bias”, and “racial and ethnic sensitivity” must be included in the training, as well as a pre-test and post-test bracketing the required training.

F. Illinois Culturally Responsive Teaching and Learning Standards

Adopted in February, 2021, these standards apply to educator preparation programs in the state (i.e., colleges and universities which train individuals for careers in teaching). They do not apply to public schools or to your curriculum.

ISBE has provided the following rationale for adopting these standards:

“In order for teachers to effectively integrate culturally relevant teaching into their existing practices, professional development must enable teachers to recognize how they racially, culturally and economically view themselves and others.”

G. Educational Equity and Diversity

A long-standing K-12 goal (national and local) of providing equal educational opportunity to all students and ensuring that historically underserved or underrepresented student populations meet the same rigorous standards for academic performance expected of all students. To achieve these goals, districts often examine whether there exist policies, practices and programs which result in differential student treatment based upon non-research-based criteria (e.g., race, ethnicity, gender, etc.)

This concept is NOT CRT! Instead, it often is used to refer to federal and state policies and requirements. Examples of federal initiative designed to promote educational equity are “No Child Left Behind”, “Race to the Top”, and “Every Student Succeeds Act”. The U.S. Department of Education, through these laws attempted to create local flexibility to states in exchange for rigorous and comprehensive state plans to close the achievement gap, increase equity, improve the quality of instruction and increase academic outcomes for all students. Federal funding was provided as an incentive.

While approaches to equity may differ in every district, the goal is the same: Excellent academic outcomes for ALL students.

Lisle Community Unit School District 202
Educational Excellence and Equity Committee
November 17, 2021

Board Policies for Review:

[6:60 Curriculum Content](#)

[6:65 Student Social and Emotional Development](#)

[6:80 Teaching about Controversial Issues](#)

[6:210 Instructional Materials](#)

[6:260 Complaints about Curriculum, Instruction Materials, and Programs](#)

[7:180 Prevention of and Response to Bullying, Intimidation, and Harassment](#)