

REIAC Meeting Minutes

Date: 1/12/2021

Time: 6:30pm - 8:30 pm

Location: Zoom

Chair: Lisa Hasbrouck

Minute Taker: Melissa Y. Rock

Attendance: Lisa Hasbrouck (chair), Melissa Rock (minutes), Alana Florencio-Wain, Jenn Pizzarello, Jenn Berry, Allison Lauchaire, Elizabeth Pickett, Lilly Skinner, Matthew Lai, Diana Armstead, Kristen Masson-Diedhiou

- A. **Confirm date and time of next REIAC meeting-** February 9, 2021
- B. **Establish minute-taker and Chair for next meeting :**
Chair: Melissa Y. Rock
Minutes: Elizabeth Pickett
Report out to BOE: February 3rd, 2021(Melissa Y. Rock)
- C. **Community Agreements (Please review prior to the meeting):** [Meeting Ground Rules](#)
- D. **Discussion to consider recognizing several community members for their local work toward dismantling racism and the pursuit of equity during Black History month.**
- *REIAC has decided to recognize community members who have dedicated their service and work towards dismantling racism and the pursuit of equity - with the aim of recognizing those members during Black History Month 2021.*
 - *Diana will collect biographies of candidates/nominees that REIAC will review and prepare to discuss in our February 9th, 2021 REIAC meeting.*
 - *Melissa will connect with Anthony Dandridge at SUNY New Paltz with Diana to further organize a way to recognize community members who have been working for equity in our community/school district.*
 - *Matthew Lai is an editor on the Student Newspaper and could help organize a piece there.*
- E. **Review [REIAC Immediate Priorities Task List](#)** Update information, progress and completion dates.
1. Updates to web page (DASA Form and Glossary of Terms) to REIAC page
BOE and Superintendant are currently revising the DASA form, so once it is completed, we are requesting that they make sure that the revised DASA form should be posted on the student and parent page. (Lisa Hasbrouck will follow up further)
 2. DASA form added to the student and parent page.
While it's on the website, it's only easily found if you do a search for DASA... it is not available/listed on the Parent Directory, or as a drop

down option on the Student Page. It should be much more prominent. (Liz Pickett will follow up - regarding accessibility)

3. REIAC getting space on the front page of web page on the sidebar with announcements

Liz Pickett will follow up.

4. Feedback from student members (What are your needs?)

- *Mental Health issues - for students, faculty, staff & administrators... how will we repair the damage experienced across the board?*
- *The Insurrection at the Capital on January 6, 2021: Students noted that the topic was not broached by Principals, but rather it was up to each teacher to decide if they were even going to acknowledge what happened and discuss it. Some students brought it up, and conversations occurred, but there seemed to be little guidance about how to engage in conversations on the matter.*
- *We discussed whether REIAC should recommend that grades 7-12 engage with the book "Stamped" by Ibram X. Kendi as a way to foster discussions on race in the classroom. (however, not all faculty are well equipped to lead these conversations - perhaps the book could be facilitated in a different way that could provide a more consistent 'reading' of the text?)*

5. Testing protocol for Covid-19. Is the information and form accessible in other languages, what are some strategies for helping families access forms in their first language?

New Questions: What are the privacy protections involved for students? We'd like clarification about how the information is getting to the families (and repercussions for not following through as well as how the data is going to be handled) before the testing? PDFs do not translate via the chrome translation function. We understand that PDFs will be translated into spanish, but what about other languages? How is the 20% # calculated (based on people actually present, or the numbers of people who were anticipated to be present)?

6. Questions/concerns regarding policy/plans for discipline in the new setting and/or equity concerns for this blended learning environment Data collection of attendance and types of models (hybrid, remote) Who is being impacted negatively? (attendance, grades, submitting assignments, organization of remote work) [See minutes from 12/10/20](#) for specifics.

If REIAC can come up with a specific list of questions regarding areas of DATA to be gathered, it would be helpful to send directly to the Superintendent. REIAC will generate a list of questions to send to Superintendent Urbina-Medina.

Sample Questions below:

- *Who is missing? Which students have been absent?*
- *What are the patterns (demographics) of students who are failing or doing poorly?*

- *What's the data on the children who are being brought to the attention of the people who track attendance and what is the follow up on that?*
- *What is the protocol for tracking students/how can the school district beyond their main teacher support outreach to check on students who have been MIA?*
- *How do lateness, or schedule changes (meetings on an asynchronous day), or absences due to doctor's appointments, etc... impact grading? What is the communication protocol for students/parents in these situations?*
- *What are the special education dropout rates? Or rates of participation?*
- *What is the ENL dropout rate? And participation rates within classes?*
- *How are we assessing the mental health for students and staff? Based on these assessments, how can the district budget for the needs anticipated for 2021-22.*

F. **Updates from BOE** Liaison Diana Armstead (skipped item, Diana had to leave for another meeting early).

G. **Member Check-in** - Do any members have something to bring to REAIC for future discussion?

- *How will we address this moment in our country - recognizing that students and families of color/marginalized communities may be more isolated and more vulnerable to hate speech or action? What is needed from our district leadership?*
- *How can REIAC focus on creating safe spaces for students to process/understand their experiences, empower them to advocate for themselves, and to teach one another? Youth for Unity is one example, but perhaps another could really engage with these topics critically, but also to share experiences, be heard and connect. REIAC will put it on the task chart (ie/ curriculum committee or code of conduct) to make sure we follow up on this point.*

H. **Public Comment:** No public in attendance.

I. **NEW BUSINESS:**

1. Webinar Discussion: [Institutional Racism: Raising Awareness and Meeting the Needs of All Students](#)
(Put this on the agenda for next meeting, 2/2021, to discuss)
 - a. Reflection: anti-racism work needs to involve everyone... top down, and all ways.
 - b. People on the BOE are the gatekeeper, they need to develop an equity lens.
2. Explore the use of *Intercultural Development Inventory*, a bias level assessment tool. Jennifer Berry is becoming a Qualified Assessor of this inventory.

Intercultural Development Inventory

J.B. - the assessment breaks through the question of “who’s willing?” It’s much more clinical - this is what you said you think about you. It may break open spaces of receptivity.

L.H. - engaging in critical thinking with a clinical lens (vs. political/emotional lens)

Cost? \$30/assessment + \$ for assessor

So, it would be an individual assessment - that we could recommend to the BOE that REIAC members be able to attend....

3. Discussion & consider recognizing several community members for their local work toward dismantling racism and the pursuit of equity during Black History month. (discussed at the beginning of the meeting - see notes above.)

END OF 1/12/2021 MEETING

For our next meeting (2/2021) we will be splitting into subcommittees for the latter portion of our meeting in order to discuss *ongoing business* topics in a more structured way (so that we may more efficiently address the broad scope of our work in a more manageable fashion):

Review who has signed up for which subcommittee (*note, some subcommittees may want to refer to [REIAC Immediate Priorities - Tasks List](#) to guide discussion in the smaller group discussion*)... sign up for which subcommittee we want to sit on here:

<https://bit.ly/35dAJf4>

The committee would like to use the [REIAC Immediate Priorities - Tasks List](#) as a living document. It will be visited before each meeting and after each meeting. Members should individually go into the Google form and brainstorm individual goals prior to meeting. We will go into breakout rooms into our groups. Google form from Melissa Rock

SUBCOMMITTEES:

Website & Communications (Matthias Lai, Jenn Berry)

[REIAC Immediate Priorities - Tasks List](#) IM #2

[REIAC Immediate Priorities - Tasks List](#) IM #7

Communication with superintendent

Vision to focus our work and shape our communication: (Make this a priority.)

- Where does REIAC fit in?
- How can REIAC best serve the students, parents and community in collaboration with the BOE/admin?
 - Build a relationship with the superintendent so that we can include her in our work. Give a history of what we have brought to the table. This is what we continue to work on. This is what we have not been able to do. How can we support her?
 - We should have something written up and invite her to our meeting with a

date and time. Alison and Kristen will write up an invitation and brief history of our role for the next meeting on January 6th.

- Yearly wrap up of our accomplishments, capture items that went unaddressed, and decide where we go from here.

Action Plan (Darren Chen)

[REIAC Immediate Priorities - Tasks List](#) IM #4

Hiring and Retention (Jenn Berry, Liz Pickett, Lilly Andino-Skinner, Melissa Y. Rock)

[REIAC Immediate Priorities - Tasks List](#) IM #1

Code of Conduct (Kristen Masson-Diedhiou, Molly Brooks)

[REIAC Immediate Priorities - Tasks List](#) IM #3

Student Groups (Allison Lauchaire, Melissa Y. Rock - both offered to help/assist)

[REIAC Immediate Priorities - Tasks List](#) IM #5?

Curriculum/ Culturally Responsive Practices (Allison Lauchaire, Lisa Hasbrouck, Alana Florenco-Wain)

[REIAC Immediate Priorities - Tasks List](#) IM #5

[REIAC Immediate Priorities - Tasks List](#) IM #6

Racial Equity Professional Development/Curriculum development [RESOURCES](#)

Dignity for All Students Act (DASA) (Allison Lauchaire, Jenn Pizzarello, Kristen Masson-Diedhiou)

[REIAC Immediate Priorities - Tasks List](#) IM #2

[REIAC Immediate Priorities - Tasks List](#) IM #5

Review racist incident [protocols](#) shared Dr. Josefsberg

Discussion of DASA requirements for reporting (who should be required to report, in what format, etc.)

Previous Recommendations to the Board on January 6th

- Statistics about how students are doing with the different models. We are trying to understand and how to adjust what we do? What is happening district wide to support students in various groups?
- [Failing Grade Spike in Virginia's Largest School System as Learning Gap Emerges](#)
[Nationwide Online Learning is Failing the Most Vulnerable Students](#)
- We have tried to increase our visibility on the webpage. Students did not have knowledge or access to the DASA form. We have added the DASA form to the student page, parent page and the REIAC. We have also added the glossary of terms that we use to the REIAC page.
- Student members of REAIC continue to update other members of what is happening at the high school. We acknowledge that everyone is working hard and putting in a lot of extra effort. Students share the challenges of submitting work remotely is so much different than in person submissions. Work can easily get missed or forgotten, impacting student grades.

Report out to the Board

Items for the Next Agenda (2/2021)

- REIAC recognition of community members who have long worked for racial equity and justice in New Paltz/NPCSD. (Diana)
- Black Lives Matter informational flyer and support for curriculum development (Jenn P.)
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