

## Agenda and Minutes for REIAC Meeting

**Date:** 3/09/21

**Time:** 6:30pm - 8:30 pm

**Location:** Zoom

**Chair:** Melissa Y. Rock

**Minute Taker:** Jennifer Berry

**Report out to BOE:**

**In attendance:** A. Lauchaire, M. Yang Rock, J. Berry, D. Armstead, D. Chen, M. Brooks, E. Pickett, A. Florencio-Wain, K. Masson-Diedhiou, Lisa Hasbrouck

**Deadline for approval of minutes: 3/15/2021**

**Approval of Minutes from 3/9/2021**

**Approve: Jennifer Berry, Allison Lauchaire, Molly Brooks, Melissa Y. Rock, Diana Armstead**

**Date and Time of next meeting: 4/13/2021**

**Chair and Minute Taker for Next meeting:** Chair: Jennifer Berry, Minutes: Molly Brooks

**Report Out:** Liz Pickett

### Community Agreements (Please review prior to the meeting)

[Meeting Ground Rules](#)

Abbreviated agenda

Melissa update on **last report out:**

We have no mechanism for tracking how kids are doing during covid which means we will not have means of knowing who needs what kind of help as we enter the next school year.

Lifted up Black History Month and the lack of consistent commitment to it.

Generation Ready - with this off the table, there is no 'plan B.' That we have not followed through with this may be why there is no consistent Black History Month work - teachers may not feel prepared to take on these topics, highlighting the need for training and curriculum.

Generation Ready was not an effective tool for dismantling racism in the district. While there may be some left over information/material from this, there is no need to seek this out as a means to move forward. There was not even a need to have a basic understanding of definitions.

Melissa was clear with the Board that REIAC wants to be deeply involved in the choosing of any program to follow Gen. Ready.

Invited all administrators to join us at our meetings.

Diana: **Updates from BOE**

We have a draft of the Anti-Racism Policy and we need to approve it/comment upon it/change it.

There were promises in the policy statements, but there is no requirement for data, and as such we have no means of tracking success or failure.

To prevent the district from manipulating the data we should make recommendation regarding what data to collect and by what means so that the district is not self policing.

Without data collection no consultant will be able to tailor a program to meet the needs of this particular district.

Diana will ask that each building report to the BOE on their racial equity work.

These ideas are being added to the **Anti-Racism Policy Draft Review** (Link for all edits made) [https://docs.google.com/document/d/1OT\\_1YNZXSPhInKJDWJLm6G53elIosbLgsfMTZxra\\_Y/edit?ts=6026fa42](https://docs.google.com/document/d/1OT_1YNZXSPhInKJDWJLm6G53elIosbLgsfMTZxra_Y/edit?ts=6026fa42)

Data that needs to be collected by building and grade:

- Disciplinary Reporting
  - (there is currently no uniform way of coding discipline - needs separate addressing)
  - Race/gender/educational track of those under discipline

Each building (District Office included) shall have a Racial Equity Team, and that body will report to the REIAC at least once per marking period. Each team must meet at least once a month.

DASA coordinators should play a clear role in holding buildings accountable to implement anti-racism work. (Under Policy)

At the beginning of every school year there must be a video produced to explain the role of DASA, the district commitment to it, and the mechanism to access it. This video will remain available throughout the school year.

Staff of color need an affinity space (this may not be viable as policy - how else can we recommend/include the idea?)

It's not clear if each building has a racial equity team. Teachers are looking for guidance and direction, but there is no clear sense of who is in charge or what is required/desired.

There has to be outside oversight of the process by a specialist, as is required by a class action suit.

Akia (sp?) Gross, from wokekindergarten.org may be an ideal consultant for the elementary grades.

What if REIAC was empowered by the BOE to oversee anti-racism changes in the district? Beginning with an audit, the choice of a consultant and the review of each buildings plan.

Problems: the level of commitment; the power of the BOE, the recalcitrant racism of the community. Teachers on the committee will then be in a compromising supervisory position.