

Minutes REIAC Meeting

Date: 6/9/2020

Time: 6:00pm - 8:00 pm

Location: Zoom

Chair/Co-Chair: Melissa Rock/Allison Lauchaire

In attendance:

Sophia Skiles, Allison Lauchaire, Glenn LaPolt, Melissa Yang Rock, Jenn Berry, Diana Armstead, Michael O'Donnell, Cathy Sanchez, Tricia Bowen, Bianca Tanis, Pilar Duvivier, Kristen Masson Diedhiou, Lilly Andino-Skinner

- I. Establish minute-taker and Chair for next meeting
 - a. Kristin and Tricia
- II. Confirm date and time of next meeting
 - a. Tuesday, June 30, 6:00-8:00
- III. Update from BOE Liaisons Sophia Skiles and Diana Armstead
 - a. Question about technology access - are families with multiple children able to get more than one Chromebook?
 - i. District initially gave one per family, but gave out more based on family need.
 - b. District released survey today to get feedback on remote learning.
 - i. Looking for info on internet and computer access at home
 - ii. Question about how much the survey addresses equity issues
 - c. Will summer food for Free and Reduced Lunch students continue in the summer?
 - i. Can district send out communication about food and include Free/Reduced lunch applications?
 - d. Budget
 - i. Money slated for equity work was not decreased
 - e. New Superintendent to begin July 1,
 - i. How would REIAC like to meet her?
 1. Attend REIAC meetings beginning in July
 - a. Before she attends, can we come up with background info on REIAC to share with her?
 - i. Yearly accomplishments are in shared drive
 - ii. We'd like for her to hear from the students on REIAC
 2. BOE working on a method to introduce her to everyone in district
- IV. New Business:
 - a. Recognize Seniors - Pilar, Carlos, Levi
 - i. Appreciation of Service certificate?
 - ii. Legacy Book - Add a book to the library in their honor?
 1. Ask students which book has impacted them the most and that they think students in NP should read. (Cathy)
 2. Purchase books from Black-owned business (Melissa has info)

- iii. BOE is drafting a letter that serves as a thank you for serving on the committee and can be attached to application or resume - can REIAC be added to the BOE letter?
 - iv. Should also recognize students who aren't graduating
 - b. What to do about the application received by the District?
 - i. Received in February 2020
 - ii. Sandy E will reach out to the person and let her know that if a teacher, spot is immediately available. If not a teacher, we will review application when parent spot opens up.
 - iii. Was there also a teacher who applied? - KMD said she thinks application is from a teacher in the district. Application indicates to only check one - either parent or teacher.
 - 1. Cathy's seat is up as a parent spot.
 - 2. LAS will ask Duzine teacher to reapply. (unless it's the same application we already have.
 - iv. How can we confirm that applications are going through and applicants are getting responses after applying?
 - c. Discuss REIAC Application blurb
 - i. Add link to REIAC page to application
 - ii. Cathy will look for blurb that was previously written.
 - iii. Can REIAC members film a short message about our work? Students too!
 - 1. Melissa can edit video message
 - iv. Committee is recommending that communication about REIAC applications come from one person in the district - superintendent - and be sent to all families.
 - ~~d. Yearly wrap up of our accomplishments, capture items that went unaddressed, and decide what to focus on for the future.~~
 - i.
 - e. Partnership goals/REIAC involvement with incoming Superintendent (schedule meet and greet) - SS
 - f. Mascot - time for change
 - i. students at high school are already talking
 - ii. Racial Equity Coalition is already talking about this - a community-level project
 - 1. Include new supt, high school students, Huguenot Street Organization, local clergy
 - g. Generation Ready
 - i. Not being done as a school system, each school doing work in isolation
 - ii. No connection to content/curriculum from each grade/school
 - iii. No mention of mandatory of professional development for *all* school staff
 - 1. There is a one-time training for all staff, but it is performative
 - iv. Data is old/anecdotal (needs data on who's getting referrals/suspended & why, who's in the AP courses, need data on everything in the school). The data they gathered is insufficient.

- v. No mention of REIAC, though there was mention of diversity committees, but it's unclear what they were referring to.
- vi. Report seemed very vague.
- vii. Terminology was sanitized to avoid mention of race/identity - but putting language in categories of "dominant race" or "cultural groups."
- viii. REIAC Recommendations to BOE - wait for new superintendent?
 - 1. Generation Ready work and product did not meet district's needs. In order to have more input and collaboration in selecting a new organization to support equity work, REIAC recommends the creation of a committee to review organizations and select.
 - a. Committee should include teachers of color who are already doing the work
 - 2. Data should be centralized
 - a. More data on participation in extracurricular activities and higher-level classes

V. ~~Old Business:~~

- ~~a. Review racist incident protocols shared Dr. Josefsberg~~
- ~~b. Racial Equity Professional Development/Curriculum development [RESOURCES](#)~~
- ~~c. Need to crowdsource "ground rules" for future meetings especially involving parent/child incidents~~
- ~~d. Written ground rules to address cross-talk, among other challenges that arise when discussing difficult topics - [Ground Rules](#) drafted by Cathy/Tricia~~
- ~~e. Vision to focus our work and shape our communication:

 - ~~i. Where does REIAC fit in?~~
 - ~~ii. How can REIAC best serve the students, parents and community in collaboration with the BOE/admin?~~~~

VI. Adjourn

Previous Recommendations to the BOE:

- The district needs to adopt a racial equity glossary to help with building common language in order to build common understanding. We are including the glossary used by the Arlington School District as an example.
- Committee Students suggested that, instead of having stories about their culture/heritage chosen and told to them by a teacher who is not a member of their culture/heritage, why not have students choose and share stories of their culture/heritage from their perspectives. The goal is to create richer, more authentic conversations and learning opportunities.
- The current Global Studies curriculum only has 3 days to cover South American history and no mention of pre-european American History. How is this being remedied?
- Creating a "Student Equity Team" to create a workshop for teachers taught by students.
- Workshop Topic: This is what we value/This is what's important to us. This is being done in the Arlington School district with positive feedback from the teachers.
- Generation Ready should provide regular updates to the BOE and by extension the community on how the district is progressing with it's Curriculum updates. This way we

can all assess if the money spent moves us forward on the Racial Equity Action Plan timeline? How are we measuring success of the Generation Ready Program? What data points are we measuring to show success?

- Is our district teachers encouraged to participate in “BLM Students Week” in February 2020?
- SUNY New Paltz partners with other school district to provide content for BLM week, can our district also partner with the college?