



Superintendent's Anti-Racism and Inklusivity Task Force Draft Recommendations

Update to the Board of Trustees
December 15, 2021





Board item overview

- Overview and history of the Task Force (TF)
- Overview of the TF's draft recommendations
- Review / update on district equity-based initiatives
- Next steps



Intent of the Task Force

- The TF was formed in response to strong district stakeholder and community input seeking further review of district policies, practices, and programs in the areas of anti-racism, equity, and inclusivity.
- The TF was formed by the Superintendent as an “ad hoc” group to provide the Superintendent and district leadership with policy and program recommendations that could possibly be incorporated into the district Local Control and Accountability Plan (i.e. the district’ three-year strategic plan).



Task force makeup

● Current district students	5
● Certificated staff (teachers, counselors, etc.)	9
● Classified staff (site level, paras, dept.)	5
● Administration (district office, site leaders)	6
● Student alumni	4
● Parents (current)	5
● Community members	6
Total	40



Task force timeline

- **June 30, 2020:** Anti-Racist and Inclusive Education at Nevada County Public Schools Petition Officially Released to General Public by a group of district alumni and students
 - Gathered over 900+ signatures from current students, parents, alumni, and community members
 - The petition was not sponsored or endorsed by the district
- **July 22nd:** Petition is presented to the NJUHSD Board of Trustees
- **August 12th:** Board Meeting where community members and petition creators followed up to the board with desire for accountability + forward movement on the petition
- **August 27th:** Preliminary Superintendent's "ad hoc" group convened virtually
 - Composed of approx. 20 individuals (students, alumni, parents, district staff, and community members / leaders)
 - Purpose: introduction of Task Force members, establish Task Force norms + community guidelines, and analyze Healthy Kids survey



Timeline (cont.)

- **September 24:** Board Meeting-- Public Comment Collective Call to Action
 - Over 40 individuals attended the Board Meeting and presented for public comment around importance of this issue.
- **October 14:** Overview of the Superintendent's "ad hoc" group presented to the board by district staff
- **November 16th:** First official Task Force meeting
 - Composed of approximately 35 individuals (students, alumni, parents, district staff, and community members / leaders)
 - Facilitated by Dr. Eric Andrew and Dr. Lisa Andrew - *Efficacious Consulting*



Timeline (cont.)

- **January 11, 2021:** Second Task Force Meeting
 - This meeting was focused on breaking into seven subcommittees to conduct research and create draft recommendations for the Superintendent
- **February - April:** Subcommittees met independently to develop draft recommendations
- **April 12th:** Third Task Force Meeting
 - Draft subcommittee recommendations were presented to the full TF and Superintendent
- **The final TF meetings scheduled for July/August to prioritize recommendations were delayed**



Task force workgroups

Based on petition recommendations

- Review of NJUHSD **course access** to improve equity, inclusion, and diversity
- Re-imagining **student conduct codes and disciplinary**
- Creation of identity based **affinity groups**
- Review of NJUHSD **curriculum** to improve equity, inclusion, and diversity
- **Professional learning** on implicit bias, equity, inclusion, and restorative justice
- Review of NJUHSD **hiring** to improve equity, inclusion, and diversity
- Update school **websites** to outwardly express anti-racist and inclusive ideals



Draft subcommittee recommendations

The following slides highlight the draft recommendations from the TF's seven subcommittees. TF members recommended that their recommendations be divided into seven areas as outlined in the community petition. The subcommittees were tasked as follows:

- 1. Find evidence of anti-racist/ inclusive ideas and racist/exclusive ideas in existing:**
 - Policies
 - Practices
 - Publications

- 2. Make recommendations for changes and additions needed in:**
 - Policies
 - Practices
 - Publications



Subcommittee #1: Course access

Recommendation: Undertake a third-party, holistic review of the NJUHSD **course access** to search for areas of potential improvement in the fields of equity, inclusion, and diversity.

1. New Bell Schedule

Implementing a bell schedule with built-in intervention time and more class periods would allow for equitable support and a decrease in the number of scheduling/transportation conflicts (no need for zero periods or after school tutoring)

2. Education on the College and Career Readiness Indicator (CCI)

Educating staff, students, and parents on the CCI is essential. Once educated, stakeholders can review/change policies to ensure all NJUHSD graduates are prepared for their future.

3. Advise District Curriculum Committee (DCC) to review course access issues as part of their approval process.

First, the district should add the following question to DCC's course proposal form: "How will this course help students access their college and career goals?"

Second, DCC should consider the following prompt before approving a course:

"Will this course create any barriers to students achieving their college and career goals?"



Subcommittee #2: Student discipline policies

Recommendation: Undertake a third-party, holistic review of the NJUHSD **student discipline policies** to search for areas of potential improvement in the fields of equity, inclusion, and diversity.

What we recommend as next steps for the district:

1. Implementation of additional Tier 1 behavioral interventions
2. Further training for staff & admin, training for the Board
- 3 Collect data on the current student culture (micro-aggressions, prejudice, where staff struggle, etc)
4. Reinforcing Prop 64 grant implementation
5. Investigate Building Equity Through Trauma Responsive Discipline
6. Look at all the initiatives (funding, where can we add that "human" element to student discipline, how to be more culturally responsive approach rather than a "one-size-fits-all"?)



Subcommittee #3: Student affinity groups

Recommendation: Create identity-based **affinity groups** (Black Student Union, Asian Student Alliance, Queer and Questioning Groups, etc.) as a brave space for students to explore their identities.

What we recommend as next steps for the district:

1. Implement policies that protect students in affinity groups + outline what restorative practices will take place if harm happens.
2. Mandatory trainings for educators/staff to be equipped to understand the purpose of affinity groups, advocate for students in affinity groups, and hold space for courageous + educational conversations for students who want white affinity groups/feel it is "reverse racism"/"unfair"/etc.
3. School administrators will review Affinity Group's purpose, needs, process with all students at their school
4. Identify the community/staff members that can be leads for this (ensure that we have people already ready and committed to action when students reach out with desire to be a part of an affinity group)



Subcommittee #4: Curriculum

Recommendation: Undertake a third-party, holistic review of the NJUHSD **curriculum** to search for areas of potential improvement in the fields of equity, inclusion, and diversity.

What we recommend as next steps for the district:

- Adoption of an official Anti-Racism & Inclusivity Policy
- Update Board and Administrative Policy Documents
- Anti-Bias Education Plan
- Instructional Materials Audit
- Updates to Curriculum Review Process
 - Anti-Bias Educational Goals and ELOs
 - Inclusion of Equity-Oriented Learning Units
- Annual Equity Assessment of Curriculum



Subcommittee #5: Professional development

Recommendation: Hold **training(s)** on implicit bias, equity, inclusion, and restorative justice for NJUHSD faculty and staff.

What we recommend as next steps for the district:

1. Contract or professional development services that are both overarching and ongoing.
 - training needs to occur at every level, including contractors,
 - understand NJUHSD's current culture,
 - be inclusive of student voice (both past and present)
 - provide implicit bias training, including the impacts of bias-based actions, while promoting awareness and sensitivity

2. Consider creation of a "Dean of Equity" position within NJUHSD
 - work with administration, certificated, and classified staff
 - identify necessary board policy changes
 - identify necessary changes to hiring practices
 - coach staff in practical applications of the professional development provided to ensure ongoing progress in identified focus areas.



Subcommittee #6: Hiring policies / practices

Recommendation: Undertake a third-party, holistic review of the NJUHSD **hiring process** to search for areas of potential improvement in the fields of equity, inclusion, and diversity.

What we recommend as next steps for the district:

Develop an organizational Diversity, Equity, and Inclusion statement.

Make a Statement of Commitment & Will towards the work of this Taskforce.

Establish a reconciliation of past and present real, local, incidents, history, legacy, and other evidence of systematic racism and bias.

Develop a Diversity, Equity, and Inclusion Statement for Hiring Practices.

Develop a culture and process of support for marginalized groups of staff and their allies.

Communicate the process by which staff report issues of racism, harassment, etc.

Set specific goals for hiring a diverse workforce

Identify an anti-bias in hiring professional development resource; schedule this training.

Develop and use criteria/rubrics for screening/selection for interview and recommendations.



Subcommittee #7: District website / social media

Recommendation: Update school websites, mission and values, and student conduct codes to outwardly express anti-racist and inclusive ideals.

What we recommend as next steps for the district::

PROFESSIONAL DEVELOPMENT: School PR Day, Access for All: A Mobile-First Mindset for Inclusivity BUDGET: Put it in the LCAP

WEBSITE REDESIGN: Develop recommendations and guidelines (meets Web Content Accessibility Guidelines (WCAG) 2.0, Google Translator to switch languages, A Mobile-First mindset

WEB CONTENT GUIDELINES: Develop content guidelines (list of inclusive words, tone, give examples

IMAGES Inclusion imagery needed, create a strategy, hire a photographer, include type of images, where to find them, how to crop them, etc.

SYMBOLS: Research and add appropriate symbols to website.

RESOURCES: Develop a list of resources for anyone who works on the website



NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Vision, Mission, and Values

Adopted by the Board - January 15, 2020

VISION

California's district of choice, preparing all students for success in college, career, and life

MISSION

*Provide quality educational opportunities
for high school students in western Nevada County*

VALUES

QUALITY teaching and learning

OPTIONS for all students

RESPECT and **INCLUSION**

HEALTHY and **SAFE** environments

PARTNER with students, families, and the community



LCAP Highlights

1. A **response to the learning loss** and credit deficiencies due to the COVID-19 pandemic.
2. Support for a **transition in bell schedule** at Nevada Union, Bear River and NPA, to include Advisory and Flex Time Intervention/Enrichment.
3. **Targeted Learning Lab** at North Point Academy.
4. Ongoing commitment to the **Professional Learning Community** process to continue to support advancements in curriculum, instruction, assessment, and intervention.
5. A response to community calls to **address issues of race, inclusion, equity and bias**.
6. Increased efforts toward **Restorative Practices** and reductions in punitive consequences for discipline.
7. Additional **mental health services** and increased staffing of licensed therapists.
8. Additional services to support **Intervention and Flex Time** scheduling (Flexisched, Illuminate, etc.).



History of Priorities

2017-18 LCAP “Key Features”

- An increased focus on academic intervention and support, mental health, and social-emotional services.
- Continuing to ensure that all students and staff feel like they belong to safe and healthy schools...
- A concerted effort will be made in the coming year to increase focus on academic intervention and support, mental health, and social-emotional services.

2018-19 LCAP “Greatest Needs”

- The sites... will implore restorative practices within the programs (strategies that have been recently acquired through trainings over the past two years).
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District Mission & Vision

These are not all new initiatives

- Review of LCAP goals
- Feedback from LCAP committee
- Definition of Equity
- Definition social-emotional learning
- Definition of restorative practices
- Trauma-informed practices



Equity



Social-Emotional Learning

- Teen mental health first aid
- SEL Community of Practice through the county: six or seven modules
- Mapping Relationships
- Phoenix & Silver Strong, Character Counts: developing core competencies (self-management, self-regulation, empathy for others)
- Nonviolent Communication
- Need: Look at Health Kids Survey
- Building Connection and Community
- Anti-bullying
- Healthy Relationships — Communities Beyond Violence
- Suicide Prevention Curriculum
- Get Focused, Stay Focused: Who am I? What do I want? How do I get it?
- Responsible decision making (Base)
- CASEL: Core competencies
- Something the Community has asked for — productive human beings



Restorative Practices



Next Steps



Next Steps



Conclusion