



# Oak Park Elementary School District 97

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**To:** District 97 Board of Education  
Dr. Carol Kelley, Superintendent

**From:** Dr. Carrie Kamm, Senior Director of Equity

**RE:** Equity Policy-Recommended Implementation Resources

**Date:** January 29, 2019

**Type of Report:** Informational

## Introduction:

The purpose of this report is to provide to the board an overview of the resources the District 97 administrative leadership team has determined will be necessary if the current draft of the Education and Racial Equity Policy is approved by the board. On December 17, 2019 the administrative leadership team met to discuss the *Implementation* section of the Education and Racial Equity policy draft. Board members Spurlock and Breymeier were also in attendance. During the meeting, the administrative leadership team posed questions to board members Spurlock and Breymeier regarding the draft policy and named the resources they determined would be needed in order to implement the policy if approved.

The Administrative Leadership team focused their discussion on the Implementation section (p.3-5) of the Educational Equity Policy draft dated January 8, 2019. The following will name the recommended resources needed in order to implement the Education and Racial Equity draft policy:

## Section A-Equitable Access

Recommended resources:

- Staffing:
  - Middle Schools: Reading Specialists (2 FTEs)
  - Curriculum Coordinator/Teaching Specialist (2 FTEs; expertise in differentiation, workshop model, Universal Design, subject-areas)
  - Special Education teachers to support implementation of Co-Teaching model (1 FTE in SY20)
  - MTSS Coordinator (1 FTE)
  - Data Specialist (1 FTE)
  - EL Coordinator (.5 FTE)
  - Additional Teacher Mentor (1 FTE)
- Professional Learning:
  - Continue working with Lisa Westman to provide consulting/support to teachers on math differentiation (Grades 2-8)
  - Tier 1/Differentiation training for all teaching staff
  - High Expectations Course for all staff
  - Annual implicit bias training for all staff

- Co-teaching training (refresher and onboarding for new staff to co-teaching)
- Resources:
  - Elementary: Common curriculum/unit-based assessments in reading
  - External audit for practices, procedures, and programs that result in over- or under-representation of student groups

## **Section B-Racial Equity Analysis**

Recommended resources:

- Staffing:
  - Data Specialist (also in Section A-Equitable Access)
- Professional Learning:
  - Training on racial equity analysis tool for department leads and principals
- Resources:
  - Common racial equity analysis tool to be used across schools and departments
  - Data warehouse

## **Section C-Stakeholder and Community Engagement**

Recommended resources:

- Staffing:
  - Family Engagement Coordinator (1 FTE)
- Professional Learning:
  - N/A
- Resources:
  - Research evaluation tools that incorporate student, family, and stakeholder voice
  - Establish D97 Parent University (will require stipends, class resources)
  - High Expectations course for families

## **Section D-Workforce Equity**

Recommended resources:

- Staffing:
  - Part-time or seasonal staff in Human Resources
  - Additional Teacher Mentor (1 FTE)
- Professional Learning:
  - Annual professional learning with embedded coaching support on cultural competency, equity, meeting needs of students/families
  - Annual training for school and district-based hiring teams on bias
- Resources:
  - Establish Affinity Groups for teachers of color (will require stipends)

## **Section E-Professional Development**

Recommended resources:

- Staffing:
- Professional Learning:
  - Designing and Facilitating Meetings for Equity (National Equity Project) annual training for all new hires (district leaders, principals, assistant principals, Instructional Coaches, Teacher Mentor, Diversity Council)
- Resources:
  - 3-5 year professional learning plan coordinated across all departments and schools

## **Section F-Welcoming School Environments**

Recommended resources:

- Staffing: See Family Engagement Coordinator in Section C Stakeholder and Community Engagement
- Professional Learning:
  - Annual training for school-based gender support teams
- Resources:
  - Annual assessment of school culture and climate
  - School-based gender support teams (additional roles/stipends)

## **Section G-Eliminating Discipline Disparities**

Recommended resources:

- Staffing:
  - Middle School Culture and Climate Coach (Brooks and Julian; 1 FTE)
  - Middle School Safety and Security Monitors (6 FTEs)
  - Elementary Culture and Climate Coaches (2 FTEs)
- Professional Learning:
  - Annual training for school-based Tier 1, Tier 2, and Tier 3 teams
  - Professional learning for teachers on Tier 1 classroom practices and restorative practices
  - Annual training and ongoing support for social workers and other relevant staff on trauma-informed care, suicide prevention, depression, anxiety, etc.
- Resources:
  - Establish Tier 2 and Tier 3 teams (estimated roles/stipends per school: 6; 60 total)
  - Middle School: Mentoring for families new to District 97
  - Space in schools to provide community-based mental health services
  - Materials for teachers to establish self-regulation spaces in each classroom

## **Section H-Recognizing and Valuing Diversity**

Recommended resources:

- Staffing:
  - Curriculum Coordinator/Teaching Specialist (2 FTEs; expertise in differentiation, workshop model, Universal Design, subject-areas; also in Section A-Equitable Access)
- Professional Learning:
  - Additional professional learning time
- Resources: N/A

## **Section I-Equity Leadership and Infrastructure**

Recommended resources:

- Staffing:
  - Senior Director of Equity role is in place, serves on the senior leadership/Cabinet team, and reports directly to the superintendent
- Professional Learning: N/A
- Resources:
  - External auditor to evaluate funding and staffing and alignment to equity policy

## Summary

The administrative team recommends the following to fully implement the Educational and Racial Equity Policy:

### Staffing:

- Middle Schools: Reading Specialists (2 FTEs)
- Curriculum Coordinator/Teaching Specialist (2 FTEs)
- Special Education teachers to support implementation of Co-Teaching model (1 FTE in SY20)
- MTSS Coordinator (1 FTE)
- Data Specialist (1 FTE)
- Family Engagement Coordinator (1 FTE)
- Part-time or seasonal staff in Human Resources (.5)
- Additional Teacher Mentor (1 FTE)
- Middle School (PBIS) Culture and Climate Coach (1 additional FTE)
- Middle School Safety and Security Monitors (6 FTEs)
- Elementary Culture and Climate Coaches (2 FTEs)
- English Learner Coordinator (.5 FTE)
- **TOTAL FTEs=19**

### Professional Learning

- Continue working with Lisa Westman to provide consulting/support to teachers on math differentiation (Grades 2-8)
- Tier 1/Differentiation training for all teaching staff
- High Expectations Course for all staff
- Annual implicit bias training for all staff
- Co-teaching training (refresher and onboarding for new staff to co-teaching)
- Training on racial equity analysis tool for department leads and principals
- Annual professional learning with embedded coaching support on cultural competency, equity, meeting needs of students/families
- Annual training for school and district-based hiring teams on bias
- Designing and Facilitating Meetings for Equity (National Equity Project) annual training for all new hires (district leaders, principals, assistant principals, Instructional Coaches, Teacher Mentor, Diversity Council)
- Annual training for school-based gender support teams
- Annual training for school-based Tier 1, Tier 2, and Tier 3 teams
- Professional learning for teachers on Tier 1 classroom practices and restorative practices
- Additional professional learning time
- Annual training and ongoing support for social workers and other relevant staff on trauma-informed care, suicide prevention, depression, anxiety, etc.

### Resources:

- Elementary: Common curriculum/unit-based assessments in reading
- External audit for practices, procedures, and programs that result in over- or under-representation of student groups
- Common racial equity analysis tool to be used across schools and departments

- Data warehouse
- Research evaluation tools that incorporate student, family, and stakeholder voice
- Establish D97 Parent University (will require stipends, class resources)
- High Expectations course for families
- Establish Affinity Groups for teachers of color (will require stipends)
- 3-5 year professional learning plan coordinated across all departments and schools
- Annual assessment of school culture and climate
- School-based gender support teams (additional roles/stipends)
- Establish Tier 2 and Tier 3 teams (estimated roles/stipends per school: 6; 60 total)
- Middle School: Mentoring for families new to District 97
- Space in schools to provide community-based mental health services
- Materials for teachers to establish self-regulation spaces in each classroom
- External auditor to evaluate funding and staffing and alignment to equity policy