

Red Wing Public Schools SEL & Racial Equity Plan

In Progress

2019-2025

Updated: April 20, 2020

Vision

Red Wing Public Schools strives to provide an innovating and meaningful educational experience that fosters curiosity; pursues and applies best practice; **embraces diversity by respectfully engaging all students, families, and staff**; connects and partners with our community.

Mission

The mission of the Red Wing Public Schools is to educate and inspire all students as they realize their full potential and become respectful, responsible, and productive citizens.



Core Values - How do we live these?

Respect - We act in a way that demonstrates how much we value each other

Responsibility - We keep our promises and follow through on what is expected of us

Pride - We are proud of our history and who we are becoming

Safety - We work for the well-being and care of each other

Community - We welcome all and recognize the whole as the sum of our diverse parts



RWPS Educational Plan Strategic Directions 2019-2025

Direction 1: Providing excellent educational opportunities to enhance student learning and engagement with proven instructional strategies and technology integration

Direction 2: Focusing instruction and professional growth on improving student learning and engagement

Direction 3: Creating a responsive, safe, open and respectful environment across all schools and programs

Direction 4: Providing high quality efficient services through the strategic investment and allocation of resources



Objectives

- Develop an awareness of the RWPS 5 Year Equity Plan
- Participate in activities
- Create next steps in your racial equity journey
- Create next steps for school board



Inclusion & Centering Activity: 5-3-1

- What 5 words would represent your equity journey so far?
- Given this, what 3 themes do we see?
- If we were to put these into a jar with 1 word as a label, what would that be?



Norms - Beyond Diversity Training

Speak Your Truth - Immediate & Personal

Stay Engaged

Experience Discomfort

Expect & Accept Non-Closure



Challenges

This will be uncomfortable

This work is hard

We are all going to make mistakes - Please
assume positive intent.

This is a never ending journey of self.



Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



School Board Work so far - September Workshop

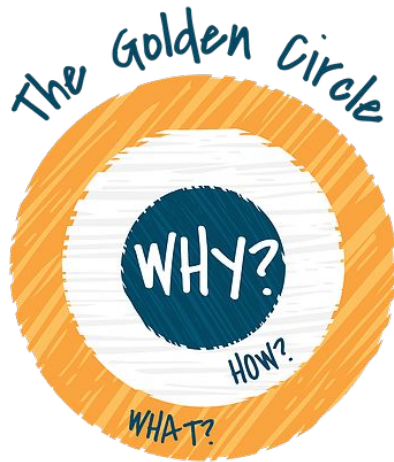
RWPS District Working Definition of Equity

- We believe it's ok to be different.
- We believe different students need different solutions or treatment to learn and have the same opportunities.
- **We believe in treating others the way we want to be treated. (The way they want to be treated)**
- We believe in working with many people to do this work.

More discussion needed

- We believe structural & systemic racism/discrimination exists in different degrees - where?
- Define systemic racism





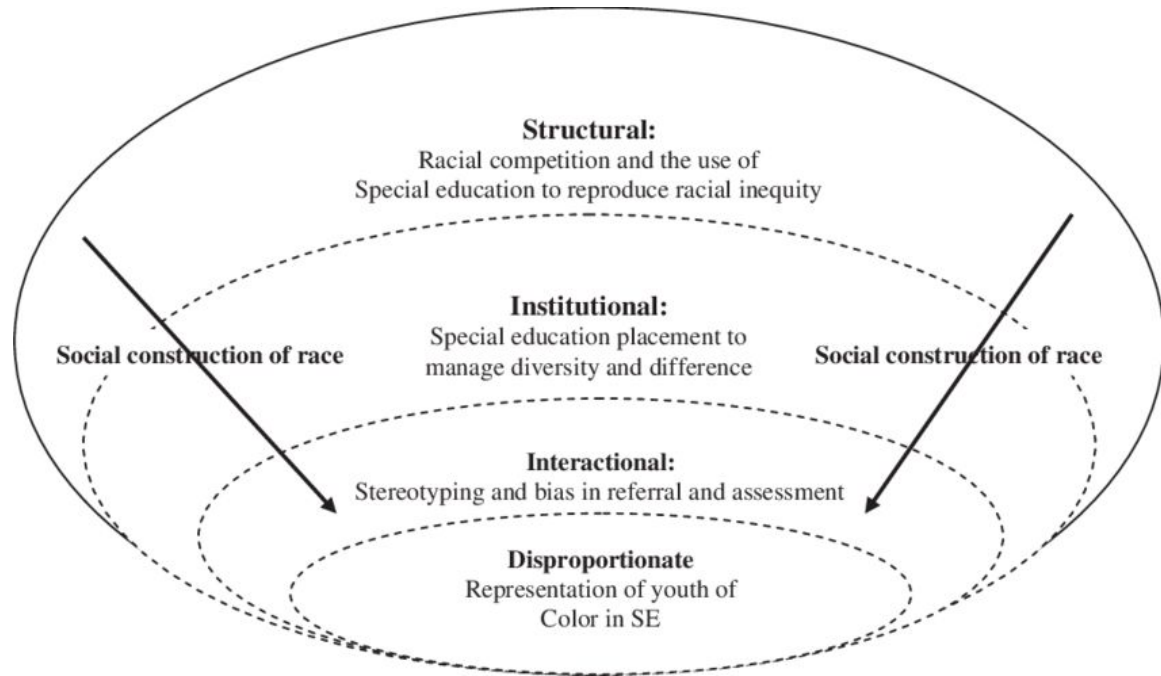
DATA



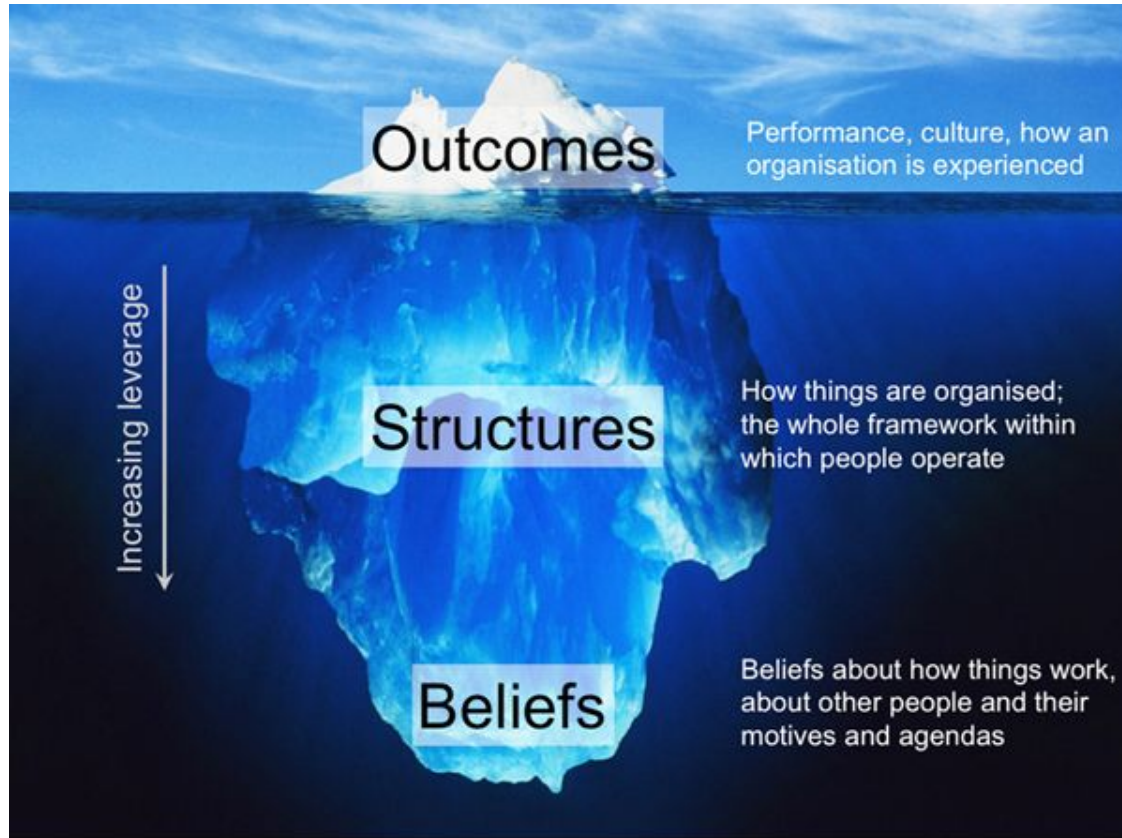
KNOWLEDGE



ACTION



Based on your experience, what is under the water in this conversation in RWPS?



Data & Iceberg

Please answer the following questions:

What confirmed what you already hold to be true?

What was new learning or surprised you?

How does this change what you do going forward?





YEAR 1 (2019-20)



Vulnerability is the
birthplace of innovation,
creativity and change.

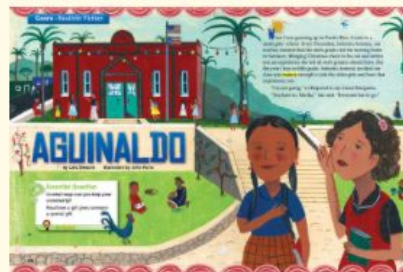
Brené Brown

Quoted from

Purposeful Text Selection

The texts in *Wonders* introduce students to a diverse range of voices, races, and experience. We believe that all children should be presented with the opportunities to engage in worthwhile tasks that challenge and expand their thinking while using materials that are sensitive to cultural, ethnic, ability, or gender bias. We also believe that children should see themselves, and people who are different from them, represented in the texts they read.

Examples of the diversity of texts in *Wonders* include:

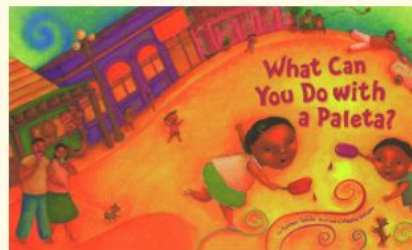


Aguinaldo by Lulu Delacre



Brave Bessie by Eric Velasquez

Examples of the diversity of texts in *Wonders* include:



What Can You Do with a Paleta?
by Carmen Tafolla



All Aboard! Elijah McCoy's Steam Engine
by Monica Kulling

Brene Brown



Brene Brown

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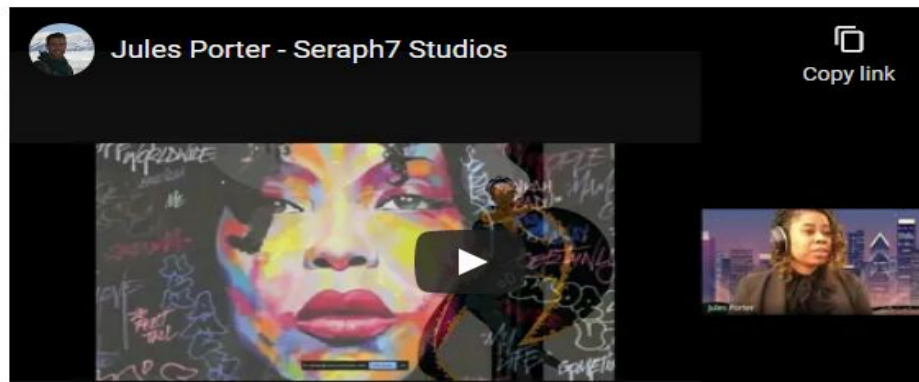




Year 2



Jules Porter - Video Game Designer - Seraph 7 Studios
(Entrepreneurship - Graphic Design - Computer Science)



The Good/Bad Binary: The most effective adaptation of racism over time is the idea that racism is conscious bias held by mean people. If we are not aware of having negative thoughts about people of color, don't tell racist jokes, are nice people, and even have friends of color, then we cannot be racist. Thus, a person is either racist or not racist; if a person is racist, that person is bad; if a person is not racist, that person is good. Although racism

New Racism: The Binary

Racist = Bad

- Ignorant
- Bigoted
- Prejudice
- Mean-spirited
- Old
- Southern

Not Racist = Good

- Educated
- Progressive
- Open-minded
- Well-intended
- Young
- Northern

Color Blind

- I was taught to treat everyone the same.
- I don't see color.
- I don't care if you are pink, purple, or polka-dotted.
- Race doesn't have any meaning to me.
- My parents were/weren't racist, so that is why I am not racist.
- Everyone struggles, but if you work hard . . .
- So-and-so just happens to be black, but that has nothing to do with what I am about to tell you.
- Focusing on race is what divides us.
- If people are respectful to me, I am respectful to them, regardless of race.
- Children today are so much more open.
- I'm not racist; I'm from Canada.
- I was picked on because I was white/I grew up poor (so I don't have race privilege).



Color Celebrate

- I work in a very diverse environment.
- I have people of color in my family/married a person of color/have children of color.
- I was in the military.
- I used to live in New York/Hawaii.
- We don't like how white our neighborhood is, but we had to move here for the schools.

- I was in the Peace Corps.
- I marched in the sixties.
- We adopted a child from China.
- Our grandchildren are multiracial.
- I was on a mission in Africa.
- I went to a very diverse school/lived in a very diverse neighborhood.
- I lived in Japan and was a minority, so I know what it is like to be a minority.
- I lived among the [fill-in-the-blank] people, so I am actually a person of color.
- My great-grandmother was a Native American princess.



Good/Bad Binary & Color Blind/Celebrate

Please answer the following questions:

What confirmed what you already hold to be true?

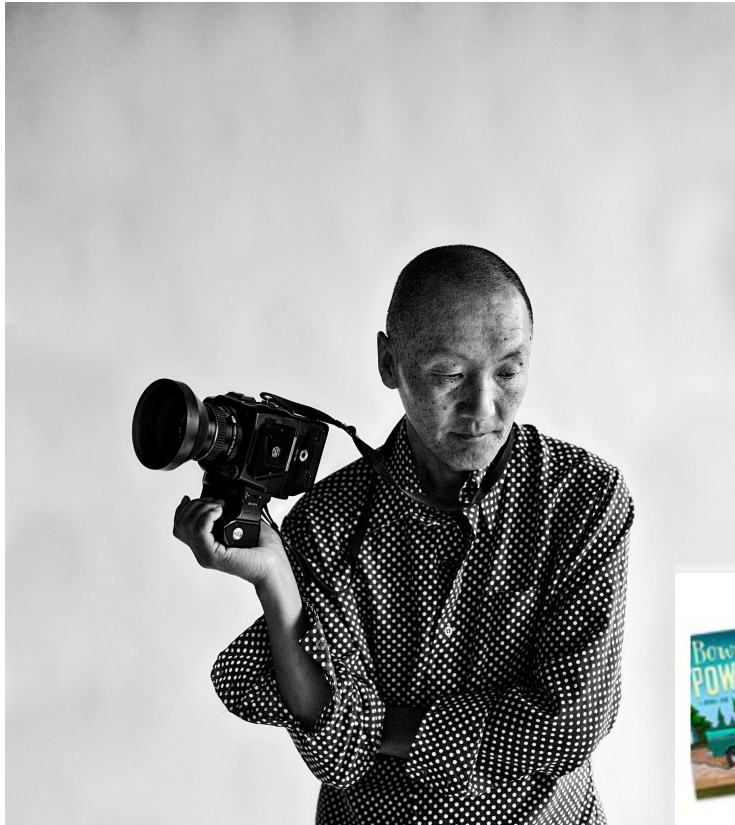
What was new learning or surprised you?

How does this change what you do going forward?





YEAR 3-5





School Board



What actions would you like the board to take in the next
THREE years regarding equity?

- Get information, recommendations, and collaboration from the Admin & Equity Team
- Draft an Equity Statement
- Looking into Flexibility in Learning & Grading Policies
- Reviewing the student experience
- Identify barriers that keep us from hiring diverse employees and take action based on findings
- Outcome/Data based solutions
- Lobby state to shift Teacher Education Programs to include differentiation
- Workshops discussing equity moving forward



School Board



Next Steps: