

SMALL GROUP WORK ACTIVITY
Focus 203-Unique Programming and Services
Wednesday, April 24, 2019 – NAPERVILLE CENTRAL HIGH SCHOOL

Task #1

What did you hear tonight that should be celebrated?

- District goal of diversifying staff
- District goal of remedying inequities
- District outreach to hear from families
- At least celebrate recognition of an issue
- Hired a director of diversity with a strong background
- Not a lot to celebrate because the district has fallen short
- Good progress, relatively quickly
- Diversity and Inclusion mission statement is exciting
- Hiring of Rakeda Leaks
- Social-emotional curriculum
- Diversity Committee
- Priority for district to recognize diversity
- Diversity in community is expanding
- The idea that 203 created Dr. Leaks position and began this incredible process
- We celebrate the groups Dr. Leaks mentioned
- Comforting and reaffirming to us that this conversation is happening.
- Celebrate the courage to share our stories and be open to acknowledging what the district needs to improve on.
- Teaching about implicit bias as a part of this priority to increase understanding.
- Transparency of data-not sugar coated.
- Our district has made addressing gaps and making diversity and inclusion a priority.
- Having a Board policy and a Blueprint priority shows commitment to this goal.
- Addressing the lack of diversity in our teaching staff as a part of this goal.
- Opening this conversation for our community helps drive away fears and encourages families to have honest conversations and take action in their schools.
- Partnership with so many community groups.

- Diversity and Inclusion priority areas, especially the hiring practices and the implicit biases-which apply to more than just race, but also to previous experiences of disabilities and all differences.
- Naperville is performing better than the state.
- We like that there are priority areas/seem appropriate
- Nice broad definition of diversity
- Hiring staff members
- Curriculum review
- We are fortunate to have the role of diversity and inclusion
- Efforts in general
- Addressing the issues
- Addressing the inequities
- Plans to recruit staff
- SEL curriculum
- We are addressing the issues openly
- We have someone who can lead us through the process
- Underrepresented performing higher than state
- Commitment is a step in the right direction
- Hiring Dr. Leaks
- Increased diversity in the student body

Task #2

Based on the information shared tonight, what idea/thoughts do you have regarding our draft diversity and inclusion statement and priority areas?

- We liked the statement
- We want to see it in action, (for example, why do we still have self-contained classrooms?)
- Need to hire more diverse teachers and administrators, not just “examine” hiring practices.
- Implicit bias training needs to be for everyone-students, staff, teachers and parents
- Like the “generalness” of the statement, especially the “seek to identify and address...”
- Avoidance of a list
- ...is inclusive-possibly strives to be inclusive (or is makes the statement of an ideal state)
- ...offers students-possible broaden to include families/community
- Treat people the way you want to be treated

- Can you include the definitions of diversity, inclusion and equity somewhere as a link after to help educate and inform, also the definition of inequality?
- We suggest a place on the website to include the fence image, Harvard Implicit Bias testing, definitions, etc.
- Materials available in other languages such as Focus 203 emails
- Find out barriers for Latinx families regarding attending things like this
- No suggestions to the wording of the Drafted Statement
- It's a powerful statement-empowering for parents of students of color-gives teeth, shows commitment.
- Set a legacy beyond current administration that shows a community commitment
- These are the right priorities-they are actionable.
- Remove the words, "we believe" from the last sentence to make a firm statement of accountability.
- We like the phrase "is evident in who we are and what we do" and hope to see that in the future.
- Comprehensive Statement
- Diverse staff-good priority-action steps to achieve
- Revise to communicate that we want students to contribute/create inclusive environments
- "...or belief that an exemplary school district"-wording seems passive and noncommittal.
- Should include "we are" or something to become active.
- Make it accessible to students-kid friendly
- Targeting these areas is helpful
- Focus on improving the understanding of Principals on the importance of diversity and that actions impact
- "Who we are and what we do"-values/beliefs into actions
- Humanize the statistic-look at uniqueness of each individual

Task#3

What additional community organizations should we build relationships to help us be more inclusive of marginalized groups in 203? What additional ways can we better support the community to raise awareness about diversity and inclusion?

- Bring in experts (inclusion expert from National Down Syndrome Association)

- WDSRA
- Gigis Playhouse
- Church leaders
- Please we are already using NAACP, Islamic Center of Naperville, etc.
- Kids Included Together (KIT) www.kit.org-teaching inclusive practices
- ALIVE-Teen drop in center
- Dyslexia Action Group and other disability organizations
- St. Timothy boys and girls club
- Find groups that provide mentors for students
- Question about why a church that is openly not inclusive is used as a venue.
- Park District
- University Partnerships/Mentorships
- Literacy of DuPage
- Parents as Partners
- Parents as Teachers
- PADS
- Loaves and Fishes
- SOS for 2e
- Center on Halsted-LGBTQ+
- DuPage United
- Latinx Organization-we don't know of one specifically
- Career Day with diverse adults
- Outreach to Latinx families
- Can we better support economically disadvantaged students, i.e breakfast programs at all schools
- Is there an organization we can partner with for this purpose?
- Celebrate other holidays and cultures?
- WDSRA to recognize/support kids with special needs.
- More diversified approach for the Jr. Achievement Initiative
- NAMI
- Manny Scott
- Lions Club
- Think College
- Urban League
- Focus on bringing in speakers from different careers who are diverse themselves.

- Hire a recruiter to find those speakers who are racially diverse and differently abled.
- More opportunities for presentations and open honest conversations about all differences for both students and staff development.
- Word cloud-opportunity for sharing confidential answers in real time.
- Area food banks or grants to provide breakfast or after school snacks.
- Dyslexia Action Group of Naperville
- Latino Organizations
- Little Friends
- Bring the info about diversity and inclusion to all stakeholders
- Parent resources
- Data on students of color in Accelerated Classes, Honors Classes
- Ways to break the mold and not follow the pattern of greater community
- Data other than achievement such as suspensions, behaviors...
- Data and Information to provide clarity on degree of inclusion and number of classrooms.
- Resources within our families-how do we leverage and begin to have these conversations.
- 100 Black Men
- Asian groups within community
- What organizations could offer resources and support specifically with Hispanic/Black/disabled students.

SMALL GROUP WORK ACTIVITY
Focus 203-Unique Programming and Services
Thursday, April 25, 2019 – Compass Church

Task #1

What did you hear tonight that should be celebrated?

- Diverse representation at meeting but want more
- Step in the right direction, noted 204 began this long ago
- Academic success among all groups above Illinois.
- Dr. Leaks on boarding. Need more!
- Liked that she interviewed students.
- Hired a very qualified diversity director and someone that is approachable.

- Recognition that you need a diverse faculty.
- Specific implicit bias training.
- The issues are acknowledged and the district is moving towards addressing them.
- This district is looking at the whole child.
- SEL process
- Diversity and inclusion is on the table and there is a good turnout here.
- Recognition that there are gaps, not sweeping them under the rug and planning for change.
- Action is being taken, hiring Director of Diversity and Inclusion.
- Inclusion statement-not just talk.
- Update of efforts, (data)
- Having a public acknowledgement of issues
- Having a full time position, Dr. Leaks, devoted to inclusion and diversity
- Having clear definitions
- Using powerful language like micro aggression and diversity of thought
- Recognition of need to consider diversity as a community
- Interest in including/increasing diversity of staff
- Consider other abilities under the umbrella of diversity
- In every group across the tables, we have a higher % of students performing well
- We appreciate that we are looking at student results and the differences
- District is addressing the topic of Diversity and Inclusion and building awareness
- Have a Director of Diversity and Inclusion who is addressing topics, building understandings, and leading the charge.
- Celebrate that we double state level achievement for our subgroups
- Higher achievement in High School can be attributed to choice, personalized to goals and needs of students.
- An appreciation that the Diversity and Inclusion statement is broadly defined
- D203 is implementing a formal, strategic approach in recognizing that as the demographics of the community has changes, its positive that

the school district is striving to implement Diversity and Inclusion best practices.

- Anticipated and addressing the needs is excellent.

Task #2

Based on the information shared tonight, what idea/thoughts do you have for our next steps for continuous improvement of programs and services?

- Looking for info about Action Plan for 4 Priority Areas
- Urgency for more staff and implicit bias training for ALL.
- Policy statement thorough but some feel vague at the same time.
- More specific to include ALL.
- Make sure its translated frequently.
- Include symbols acknowledge of all students: race, LGBTQ+, religion, socioeconomic
- Good thoughts, needs better flow, feels wordy.
- Thoughts solid
- The phrasing of “uniqueness of each individual” does not include groups and probably should be adjusted.
- Questioning the use of inclusive in the last sentence-need to prepare students for a world that is not inclusive.
- Feels like it is too lengthy
- Would like to see it more concise-maybe bullet points
- Children need to be prepared for a non-inclusive world
- Good that buzz words/specific groups removed to make a global statement that applies to all
- Last sentence points a rosy, unrealistic picture of the world.
- The world is diverse and often divided, not inclusive.
- Graduates need to be aware and ready to help make a change in the world.
- Need to address how to close the gaps specifically
- Recruitment/hiring practices and changes are very important
- Access to technology, other resources for students and families
- Address barriers to entry, e.g., adult socials cost \$\$, teacher experience, auctions cost \$\$
- Be thoughtful on how bias training is delivered to teachers so they can receive message with an open mind.

- We can appreciate that 203 is taking responsibility to partner with parents in preparing students to live in an ever changing world.
- Perhaps add additional language to address the celebration of individuality.
- Create opportunities to empower students to be educators.
- Does not address views in political views
- How we define success is not included, is this the end goal, how is it measured?
- Examining our recruiting and our hiring process is important
- Thinking about our parent culture and engagement
- All students should have equal opportunity to learn—Table could not agree on how to get to that equality
- Want to continue to see what the data shows from this work
- District statement is thorough and all inclusive
- District is focused on continuous growth and improvement; we always set the bar high.
- Is there a community action step or plan? Think about including community in the action step?
- Included need for community support
- Ensure that use of term “individuals” is not explicit
- Celebrating the many similarities that exist
- Ensure that an individual belonging to a particular “individual” group doesn’t create barriers
- The conversation on Diversity and Inclusion is great

Task#3

What additional community organizations should we build relationships to help us be more inclusive of marginalized groups in 203? What additional ways can we better support the community to raise awareness about diversity and inclusion?

- Immigrant groups
- Pads or Loaves and Fishes
- Moms Building Bridges
- Show District commitment at all levels-mandatory training
- Whole District events for students during the day with Rakeda Leaks to lead
- Dr. Leaks to speak to older students (6-12)
- Celebrate uniqueness and diversity

- Want some more opportunities to participate in diversity committee beyond the 2 reps or maybe another committee.
- Groups that advocate for Neuro-diversity (autism, mental illness, etc.)
- Getting SUCCESS in more schools
- Little Friends
- There should have been/should be conversations about:
 - Come back with
 - Detailed plans
- Parent community exchanges
- Public library-support teens, provides resources, safe place for kids after school
- Alive Center
- Chamber of Commerce-include in the conversation-are they providing opportunities for diverse student population-internships, summer jobs, stc.
- Home and School, SFCP, SUCCESS 203-parent group
- Need to educate parents
- Other places to reach out to groups not engaged-cultural festivals
- One Book, One School book choices vanilla-great opportunity
- Alive Center
- Replicate SUCCESS group
- Compass Church and other faith based organizations
- West Suburban Food Pantry
- Teen parent connection
- Krejci
- Members at our table who self-identified as conservative felt like this was a hard concept to discuss-as deciding if we should do diversity and inclusion work
- Alive Center
- Peer Tutoring and other programming
- Churches
- Career opportunities and experiences for students not always focused on college.
- Focus on trades.
- Research other successful districtsa dn learn from their success.
- Address academically disadvantaged/homeless population-how do we help, support, and provide/include information for parents.

- District organization in addressing academically disadvantaged/homeless in providing breakfast, meals, other needs.
- Dyslexia Action Group
- Navigate Adolescence of Downers Grove
- Religious groups partnering with D203
- Continue educating the community on the different experiences/situations