

MINUTES approved by: Allison Lauchaire, Jennifer Berry, Kristen Masson-Diedhiou, Melissa Y.

Rock

Agenda for REIAC Meeting

Date: 12/8/2020

Time: 6:30pm - 8:30 pm

Location: Zoom

Chair: Liz Pickett

Minute Taker: Lisa Hasbrouck

Report out to BOE: 1/6/2021 Alana (?) and Lisa Hasabrouck

- A. Confirm date and time of next REIAC meeting- January 12, 2021 6:30 pm
- B. Establish minute-taker and Chair for next meeting :

Chair: Lisa Hasbrouck

Minutes: Melissa Rock

Report out: Melissa Rock

- C. **Community Agreements**

[Meeting Ground Rules](#)

- D. **Updates from BOE Liaison Diana Armstead**

Board is working on better communication with BOCES. Currently the board is focused on COVID-19 precautions and protocol.

REIAC Input - The communication regarding COVID-19 and testing protocol. The form came out only in English. How is the district making sure all families have a clear understanding of the procedures and consequences of signing the forms? Make links to have access to all forms in families' first language.

Has there been any discussion about continuing with the honor roll? Not at this time.

Updates from student members: The students report that they have nothing to report at this time. It appears that hybrid model people are following procedures ie. mask wearing and socially distancing. They are feeling that things are being appropriately monitored.

Remote students feel that the attention they are getting is equitable. Students are able to interact with other students in the class. They can see their teachers and classmates.

Hybrid and remote students appear to be getting equal time. One group is not being given less attention than the other group.

When students are home and get done with work early they can do other things for other classes.

There is a 5 minute break between classes who are remote. Students are on computers all day.

There is a break on Tuesday at 10:30-11:30. It is unclear about how Tuesdays are to be used.

Some students feel it is over scheduled and some feel it is not.

E. **NEW BUSINESS:**

F. **The committee would like to use the REIAC Immediate Priorities-Task List as a living document. It will be visited before each meeting and after each meeting.**

G. The committee wants to encourage REIAC students to give their input. Ask students what they need to participate in the meeting. Do you need time to be made for them to have time to speak? Would they find time in a breakout room on their own to help support each other and then prepare what they wanted to share with the committee? Can we connect Arlington students with New Paltz Students?

H. Webpage changes:

The REIAC meetings are public meetings. The REIAC meets on the second Tuesday of each month at 6:30. Members of the public are invited to observe the meetings.

Please see the link to the Google Form if you wish to submit a public comment.

Meetings continue to be virtual. In order to get a Zoom link, please email the REIAC at REIAC@newpaltz.k12.ny.us

New public comment form: [Public comment form](#)

The above was added to the board webpage. We need to remind the board about putting the glossary of terms as well as a DASA link on their webpage. We will contact Sanda Ermo about adding the glossary of terms and the DASA form on the REIAC page (Lisa Hasbrouck). We also want to add these same forms to the parent page and student page (Liz Pickett) On the homepage could we have a spot on the sidebar with REIAC information (Liz Pickett).

I. How to set up zoom meeting and allow for REIAC meeting to be public

Currently, we will expect people to contact REIAC directly through our email for Zoom link.

J. Update on new BOE member opening- *Diana Armstead will be our representative*

K. New hybrid Schedule - See student input above.

L. Questions/concerns regarding policy/plans for discipline in the new setting and/or equity concerns for this blended learning environment

- What data is the district recording on patterns of attendance and types of models?

Grades are being given as in the past. Students are receiving number grades. What is the rate of failure of classes? Who is being impacted by remote learning and how is it impacting different groups of students? Handing in assignments is difficult now. Students may be struggling to get work in spite of understanding the material. It is time consuming to regulate the technology of handing in assignments. See article listed below.

- Remote ENL students were bused to middle school for connectivity issues. Remote ENL students were being picked up from the middle school and missing their online classes. This has been corrected. Students are staying longer at the middle school so they can attend remote classes.
- There is a concern about the inconsistency of in and out of school is impacting students and teachers. What are the mental and physical implications moving in and out of hybrid and remote learning?

M. Subcommittee assignments/volunteers & brief small group breakout sessions to share

ideas/possible goals? Review who has signed up for which subcommittee (*note, some subcommittees may want to refer to [REIAC Immediate Priorities - Tasks List](#) to guide discussion in the smaller group discussion*)... sign up for which subcommittee we want to sit on here: <https://bit.ly/35dAJf4>

- i. Website & Communications (Equity glossary, DACA resources, updating REIAC information, how to update & utilize REIAC recruitment video)
- ii. Action Plan for Addressing Racial Equity and Creating a Culturally Proficient District
- iii. Hiring and Retention of Staff Members of Color
- iv. Code of Conduct = We're still looking for data on referrals, suspensions (BOE was reminded of our request for this data at the 8/25 report out)
- v. Student Groups = Racial Equity Committee at the high school (connect with Arlington students) / Affinity spaces (possibly connect with SUNY)
- vi. Curriculum/Culturally Responsive Practices
- vii. Dignity for All Students Act (DASA)
- viii. **The committee would like to use the REIAC Immediate Priorities-Task List as a living document. It will be visited before each meeting and after each meeting.**

Members should individually go into the Google form and brainstorm individual goals prior to meeting. We will go into breakout rooms into our groups. Google form from Melissa Rock

Ongoing Business: Discuss how immediate these concerns are in relation to building a partnership with the new Superintendent

- N. Vision to focus our work and shape our communication: (Make this a priority.)
 - i. Where does REIAC fit in?
 - ii. How can REIAC best serve the students, parents and community in collaboration with the BOE/admin?

Build a relationship with the superintendent so that we can include her in our work. Give a history of what we have brought to the table. This is what we continue to work on. This is what we have not been able to do. HOW can we support her?

We should have something written up and invite her to our meeting with a date and time. Allison and Kristen will write up an invitation and brief history of our role for the next meeting on January 6th.

iii. Yearly wrap up of our accomplishments, capture items that went unaddressed, and decide where we go from here.

- O. Racial Equity Professional Development/Curriculum development [RESOURCES](#)
- P. Review racist incident [protocols](#) shared Dr. Josefsberg
- Q. Discussion of DASA requirements for reporting (who should be required to report, in what format, etc.)
- R. What to focus on for the future. [REIAC Immediate Priorities - Tasks List](#)
- S. Member Check-in (making sure all voices are heard)

Previous Recommendations to the BOE:

- The district needs to adopt a racial equity/literacy 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. *(This was mentioned to the BOE at the 8/25/2020 report out. The district agreed that having a common glossary was a good idea that could be posted on the district website. They requested that REIAC's recommendation for a suitable racial literacy glossary. REIAC agreed to provide our recommendation at the September 16th, 2020 report out)*
- 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.

- It has been suggested to explore the Intercultural Development Inventory, a bias level assessment tool. Jennifer Berry is becoming a Qualified Assessor of this inventory. We want to consider this for all faculty and staff in the district. Here's the link to the website. <https://idiinventory.com/>

Report out for the Board of Education on January 6th

- We are concerned about student progress (social, emotional, and academic well-being) during this unprecedented school year. Certainly our school district is not alone in feeling the strong impacts of the covid pandemic on our school community and especially our students/children. Given numerous news reports and studies that have been coming out highlighting the challenges school districts across the country are facing, we request that the district provide data on performance trends for our district since the start of the academic year. Collecting, analyzing and sharing data with our community is key to our ability to prepare better for our current situation, but to also have an eye to the work that lies ahead. We bring this request forward not to lay blame, but in the spirit of better understanding how we can support our students and community - especially the most vulnerable among us. Useful data would include percentage of students passing/failing in the first marking period. Rates of absenteeism (and how they may/may not be correlated with pass/fail rates). Trends related to food insecurity (have applications for the free breakfast/lunch program changed during the pandemic)? These questions (and more discrete/focused ones) can aid in targeted supports and strategic planning for the school district so that administrators, teachers, parents and students can be clear-eyed in recognizing our many challenges (which, again, we are not alone), so that we may make informed decisions about how we address that which was lost during the pandemic - but which can be recovered through our collective work, caring, and commitment to our children/students and each other.

[Failing Grade Spike in Virginia's Largest School System as Learning Gap Emerges Nationwide](#)
[Online Learning is Failing the Most Vulnerable Students](#)

[Why Boys Are More at Risk of Falling Behind During Remote School](#)

- We have tried to increase our visibility on the webpage. Students did not have knowledge or access to the DASA form. We will be requesting the addition of the DASA form to the student page, parent page and the REIAC. We will also request that the [glossary of key racial literacy terms](#) be added to the REIAC page.
- Student members of REAIC continue to update other members of what is happening at the high school. We acknowledge that everyone is working hard and putting in a lot of extra effort. Students share the challenges of submitting work remotely is so much different than in person submissions. Work can easily get missed or forgotten, impacting student grades.