

# Racial Equity Advocacy Leadership (REAL) Team Plan

# Racial Equity Action

**REAL VISION STATEMENT: RCSD will be a thoroughly anti-racist institution that ensures equitable opportunities for all.**

<b>Human Resource Sub-Committee</b> <b>DRAFT November 25, 2019</b>				
<b>Mission Statement</b>	<b>Work toward ensuring that staffing of the RCSD will reflect the racial composition of the student population.</b>			
<b>District and Community Goals</b>	<ol style="list-style-type: none"> <li>1. Recruit and retain significantly greater numbers of qualified, appropriately credentialed, underrepresented race and class-conscious staff of color: African American, Hispanic, Asian, and Native American.</li> <li>2. Improve quality, consistency and transparency of communications as they pertain to internal and external hiring and retention practices.</li> <li>3. Engage students, parents, and community in the overall recruitment, hiring and retention of District staffing.</li> <li>4. Implement systemic, equitable hiring practices.</li> </ol>			
<b>Deliverables</b>		<b>Accountability</b>		
<b>Measurable Outcomes &amp; Benchmark Due Dates</b>	<b>Strategies and Tactics</b>	<b>Implementation Responsibility</b>	<b>Monitoring &amp; Evaluation Responsibility</b>	<b>Corrective Action</b>
10 percent year-over-year improvement in number of Staff of color hired (e.g. if there were 87 staff of color hired in 2018-19, we would expect 96 hired in 2019-20) in compliance with state requirements in each bargaining unit: a) BEG	<ol style="list-style-type: none"> <li>1. Recruit and retain significantly greater numbers of qualified, appropriately credentialed, underrepresented race and class-conscious staff of color: African American, Hispanic, Asian, and Native American. People who are certified/qualified must be given priority for hire over people who are seeking certification through transitional options.               <ol style="list-style-type: none"> <li>a. Increase recruitment efforts at Historic Black Colleges &amp; Universities (HBCUs) and Hispanic Association of Colleges &amp; Universities (HACUs)</li> </ol> </li> </ol>	HR	Superintendent and REAL Team	TBD

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<p>b) SEG c) ASAR d) RAP e) RTA f) BENTE</p> <p>Parent and community satisfaction survey used to evaluate hiring and retention practices and capture suggestions for improvement; survey establishes baseline satisfaction for future</p>	<p>i. Use characteristics of race and class conscious teachers (see below for details) as recruitment tool to attract mission-driven teachers</p> <p>b. Expand “Grow Your Own” Strategies:</p> <p>i. Move employees up the career ladder across all programs inclusive of Teaching Assistants, Paraprofessionals, and Per Diem Substitutes</p> <p>ii. Mobilize local individuals looking for second career opportunities through Public Relations and Recruitment efforts, e.g. Rochester Works</p> <p>iii. Leverage relationships w/NYSED to create reciprocal agreements with other state certification programs and create additional pathways for certification, e.g. Empire State College</p> <p>iv. Establish fast-track teacher education/certification process across all RCSD programs by developing partnerships with local colleges and technical schools</p> <p>2. Improve quality, consistency and transparency of communications as they pertain to internal and external hiring and retention practices.</p> <p>a. Develop an online Dashboard that is known and accessible to all current RCSD staff and the community and includes:</p> <p>i. Current hiring and retention statistics</p> <p>ii. Hiring opportunities</p> <p>iii. Exit interview information</p>	<p>HR</p>	<p>Superintendent and REAL Team</p>	<p>TBD</p>
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<p>measurement against targets</p> <p>RCSD holds 10 job fairs in 2019 in partnership with community organizations</p> <p>10 percent year-over-year increase in number of teachers of color</p> <p>Hiring practices documented and reviewed in fall 2019 REAL Team meeting</p> <p>Establish quarterly HR report delivered to</p>	<ul style="list-style-type: none"> <li>b. Raise awareness of methods for teachers and parents to report complaints in accordance with Board policies (e.g. to Parent Engagement Office and REAL Team)</li> <li>c. Hold focus group of parents, community members, and faith groups to inform parent and community satisfaction survey used to evaluate hiring goals, procedures, and outcomes AND develop rubric for race and class conscious teachers based on T&amp;L definitions</li> </ul> <p>3. Engage students, parents, and community in the overall recruitment, hiring and retention of District staffing.</p> <ul style="list-style-type: none"> <li>a. Leverage community relationships to promote awareness of job/career opportunities, i.e. job fairs, and other community outreach activities.</li> </ul> <p>4. Implement systemic, equitable hiring practices.</p> <ul style="list-style-type: none"> <li>a. Standardize and document Building-level and District level hiring practices that emphasize equity.             <ul style="list-style-type: none"> <li>i. Ongoing Racial Equity education for all new hires</li> <li>ii. Evaluate prospective hires for race and class consciousness using rubric developed in partnership with the community through focus group</li> <li>iii. Engage REAL Team to review hiring practices and improper administrative practices</li> </ul> </li> </ul>	<p>HR</p>	<p>Superintendent and REAL Team</p>	<p>TBD</p>
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<p>REAL Team and community at Board meetings to track and communicate progress</p>	<ul style="list-style-type: none"> <li>b. Develop Guidelines for hiring administrators that ensure diversity of the selection team and candidate pool.</li> <li>c. Educate and hold building and area administrators accountable for equitable hiring and recruitment practices and systems change.</li> <li>d. Explore the feasibility of:               <ul style="list-style-type: none"> <li>i. HR, school-based planning teams, and Superintendent reviewing all building and district levels selections for racial equity before submitting to the Board.</li> <li>ii. Instituting a mandatory hiring checklist that documents whether underrepresented candidates were interviewed and reasons for not hiring or interviewing.</li> <li>iii. Documenting characteristics each candidate possesses regarding "Race &amp; Class Consciousness." (to be defined at a later date)</li> </ul> </li> </ul>			
<p><b>Timeline</b></p>	<p>Implementation timeline will be defined in Action Plan for each set of goals, strategies, and tactics.</p>			
<p><b>Policy Foundations for HR Goals &amp; Accountability</b></p>	<p><b>The RCSD Equal Opportunity Policy (Manual from August 20, 1998, Policy 9110) states:</b>          The Superintendent of Schools shall ensure that applicants for open positions in either the administrative, instructional or support staff of the district, are actively sought from members of any minority group which is underrepresented in that staff. Candidates for open positions, as well as for promotion and transfer, will be evaluated on the basis of education, experience and ability, to determine fitness to perform the duties of the position.</p> <p>Ensuring equal employment shall be a fundamental and direct responsibility of all levels. Management, administrators and supervisors shall be required to comply with governmental regulations and the equal employment opportunity goals of the district.</p>			

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	<p>Anyone who believes that he or she has been subject to unequal treatment shall notify in writing either the Superintendent of Schools, Supervising Director of Human Resources or the district's Affirmative Action Officer. A determination will be made within thirty (30) days. Retaliation against anyone who has filed or involved in a complaint is strictly prohibited.</p> <p><b>New York State Education Law 100.11. Participation of parents and teachers in school-based planning and shared decision-making.</b> Parent engagement is required in the School Based Planning Team process</p> <p><b>New York State Education Law 3009. Unqualified teachers should not be paid from school moneys.</b></p> <ol style="list-style-type: none"><li>1. No part of the school moneys apportioned to a district shall be applied to the payment of the salary of an unqualified teacher, nor shall his salary, or any part thereof, be collected by a district tax except as provided in this chapter.</li><li>2. A. Notwithstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teacher aides who shall assist the regular teacher or teachers of the district in the performance of their teaching functions by performing those nonteaching duties otherwise performed by such regular teacher or teachers. B. Notwithstanding any other provision of law to the contrary, the school authorities of any school district shall have the power, in their discretion, to employ persons as teaching assistants. Such persons, if so employed, shall be authorized to act only under the general supervision of a licensed or certified teacher.</li></ol> <p><b>New York State Education Law 3010. Penalty for payment of unqualified teacher.</b> Any trustee or member of a board of education who applies, or directs, or consents to the application of, any district money to the payment of an unqualified teacher's salary, thereby commits a misdemeanor; and any fine imposed upon him therefore shall be for the benefit of the common schools of the district.</p> <p><b>New York State Education Law 3013. Abolition of office or position.</b></p> <ol style="list-style-type: none"><li>1. If a trustee, board of trustees, board of education or board of cooperative educational services abolishes an office or position and creates another office or position for the performance of duties similar to those performed in the office or position abolished, the person filling such office or position at the time of its abolishment shall be appointed to the office or position thus created without reduction in salary or increment, provided the record of such person has been one of faithful, competent service in the office or position her or she has filled.</li><li>2. Whenever a trustee, board of trustee, board of education or board of cooperative educational services abolishes a position under this chapter, the services of the teacher having the least seniority in the system within the tenure of the position abolished shall be discontinued.</li></ol>
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	<p>3. A. If an office or position is abolished or if it is consolidated with another position without creating a new position, the person filling such position at the time of its abolishment or consolidation shall be placed upon a preferred eligible list of candidates for appointment to a vacancy that then exists or that may thereafter occur in an office or position similar to the one which such person filled without reduction in salary or increment, provided he record of such person has been one of faithful, competent service in the office or position he or she has filled. The persons on such preferred list shall be reinstated or appointed to such vacancies in such corresponding or similar positions in the order of their length of service in the system at any time within seven years from the date of abolition or consolidation of such office or position.</p> <p>B. The persons on such preferred list shall be reinstated, in accordance with the terms of paragraph (A) of this subdivision, to such substitute positions of five months or more in duration, as may from time to time occur without losing their preferred status on such list. Declination of such reinstatement shall not adversely affect the persons' preferred eligibility status.</p>
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	<p><b>Relationship Building Sub-Committee</b> <b>DRAFT November 25, 2019</b></p>
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<b>Mission Statement</b>	<b>Work toward ensuring that adults will unlearn racist attitudes, belief systems, and behavioral practices in order to cultivate equitable and positive relationships. School community members will learn how to think critically about racism and take responsibility by reflecting upon their behavior and making amends.</b>			
<b>District and Community Goals</b>	<ol style="list-style-type: none"> <li>1. Review the Code of Conduct (COC) and its processes with students, parents, the community and RCSD staff to ensure that all stakeholders are aware of content, expectations, and usage.</li> <li>2. All staff are required to be educated in anti-racism. Teachers will have a yearly professional development plan, pre-approved by building level administration and the school-based planning team, which encompasses at least 15 hours in the following areas: implicit bias, restorative practices, culturally relevant pedagogy, effective classroom management strategies, social/emotional support for students, and the history of institutional racism in public education.</li> <li>3. All School Safety Officers, office staff, and every person in contact with student, parents, and the community will be professional, respectful, and create a warm, friendly, welcoming, and helpful environment.</li> </ol>			
<b>Deliverables</b>		<b>Accountability</b>		
<b>Measurable Outcomes &amp; Benchmark Due Dates</b>	<b>Strategies and Tactics</b>	<b>Implementation Responsibility</b>	<b>Monitoring &amp; Evaluation Responsibility</b>	<b>Corrective Action</b>
By June 2020, 100% of employees will have received trainings on the Code of Conduct	<ol style="list-style-type: none"> <li>1. Review the Code of Conduct (COC) and its processes with students, parents, the community and RCSD staff to ensure that all stakeholders are aware of content, expectations, and usage.             <ol style="list-style-type: none"> <li>a. Provide a semi-annual Code of Conduct community gathering for students, families and community.</li> <li>b. Newsletters, printed materials, and mini videos on the Code of Conduct will be made available in the main office and/or the parent center.</li> </ol> </li> </ol>	Building Principal/Program Administrator/ REAL Team	Superintendent & REAL Team	





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	<p>a. Customer service, anti-racism, implicit bias, and cultural responsiveness education will be provided to all union members.</p>			
<p><b>Exemplars of Goals in Action</b></p>	<ul style="list-style-type: none"> <li>▪ Decreased classroom removals</li> <li>▪ Meaningful and regular contact with parents (documented)</li> <li>▪ Increased RP check-ins and circles</li> <li>▪ Alternatives to suspension</li> <li>▪ Community participation in classrooms (documented)</li> <li>▪ Implementation of culturally relevant pedagogy, PD and curriculum design</li> <li>▪ Pre, mid, and post school climate surveys indicate a positive shift in culture and climate</li> <li>▪ Feedback from parents and students indicate that school is safe, welcoming, and inclusive</li> </ul>			

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<b>Professional Learning Sub-Committee DRAFT November 25, 2019</b>	
<b>Mission Statement</b>	<b>Work toward ensuring that all RCSD educators will demonstrate fundamental understanding and commitment to valuing the importance of race and class consciousness.</b>
<b>District and Community Goals</b>	<ol style="list-style-type: none"> <li>1. Initiate a process for the REAL team to develop a common language regarding key concepts and realities related to racism and racial equity in the RCSD, which must be disseminated throughout the institution (with a clear expectation that all RCSD employees will familiarize themselves with the language).</li> <li>2. Create an aligned framework that captures (within the Racial Equity Action Plan) all RCSD initiatives that address racism and racial equity through professional learning, (see attached list of RCSD initiatives that address racism and racial equity through professional learning). The intent is that facilitators of all RCSD initiatives that address racism and racial equity through professional learning will understand goals and objectives of each, and will be aware of specific RCSD populations that each has worked with, and/or are working with, so that the various initiatives may be able to coordinate their collective efforts, and accurately measure their respective and collective impacts.</li> <li>3. Create a process to ensure that all RCSD employees who work directly with students, including outside contractors, receive ongoing education from the RCSD concerning the significance and importance of individual, institutional, and structural racism (as it is manifested historically, and as it continues to operate via attitudes, belief-systems, rules, regulations, policies, practices, procedures, and laws that guide and governs the institution of public education).</li> <li>4. Review the RCSD Mentorship process/program, with emphasis on creating racial equity, relative to candidate selection process --- see '<i>Career in Teaching (CIT) Lead Teacher-Mentor Selection Process</i>' attached.</li> <li>5. Work toward development and implementation of a plan to significantly strengthen and expand the Teaching and Learning Institute (TLI) Program.</li> </ol>



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<p>begin disseminating information throughout the institution and broader community regarding RCSD initiatives that address racism through professional learning, Spring, 2020</p>	<p>initiatives that address racism and racial equity through professional learning, (see attached list of RCSD initiatives that address racism and racial equity through professional learning). The intent is that facilitators of all RCSD initiatives that address racism and racial equity through professional learning will understand goals and objectives of each, and will be aware of specific RCSD populations that each has worked with, and/or are working with, so that the various initiatives may be able to coordinate their collective efforts, and accurately measure their respective and collective impacts. The Professional Learning Subcommittee will develop and present (for agreement) to the REAL team an aligned framework that captures (within the Racial Equity Action Plan) details regarding all RCSD initiatives that address racism and racial equity through professional learning. This will include goals and objectives of each initiative, and outlines regarding respective RCSD populations that will be serviced by each initiative during the 2019-20 school year. This process will be revisited annually.</p>	<p>Supt.; Prof. Learning Subcommittee; REAL team</p>		
<p>Regarding ongoing, anti-racist education, begin (immediately) exploring a vetting process for onboarding outside contractors who work directly with</p>	<p>3. Create a process to ensure that all RCSD employees who work directly with students, including outside contractors, receive ongoing education from the RCSD concerning the significance and importance of individual, institutional, and structural racism (as it is</p>	<p>Supt.; Prof. Learning Subcommittee; REAL team</p>	<p>Supt. &amp; REAL Team</p>	

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<p>RCSD students and families, projected rollout/ launch date, Sept. 2021</p> <p>See attached information regarding proposed definition / criteria for race and class-conscious staff</p> <p>In order to achieve racial equity, racial makeup of the mentorship program should reflect the overall student population, e.g., roughly 80% of the student population is composed of students of color. In order to achieve equity: 1) communication regarding existence and details of the program must be greatly improved; 2) produce a 10% or more year-over-year increase relative to racial equity, beginning</p>	<p>manifested historically, and laws that guide and govern the institution of public education).</p> <p>The Professional Learning Subcommittee will work collaboratively with the RCSD to develop:</p> <ul style="list-style-type: none"> <li>a. a process to identify and engage individuals and organizations (in addition to those listed as part of Goal #2) that are qualified and capable of helping to address racism and racial equity through professional learning, especially as it relates to ongoing education for outside contractors who work directly with RCSD students.</li> <li>b. criteria for race and class-conscious Staff.</li> </ul> <p>4. Monitor the RCSD Mentorship process/program, with emphasis on creating racial equity, relative to candidate selection process --- see <i>'Career in Teaching (CIT) Lead Teacher-Mentor Selection Process'</i> attached; monitor racial makeup of the CIT governing panel.</p>	<p>Supt.; HR; Prof. Learning Subcommittee; REAL team</p>	<p>Supt. &amp; REAL Team</p>	
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<p>with 2020-21 compared to 2019-20 Continue meeting with Program founders, Superintendents, Director of Placement, and other key individuals, Next meeting, Nov. 2019</p>	<p>5. Work toward development and implementation of a plan to significantly strengthen and expand the Teaching and Learning Institute (TLI) Program. The Professional Learning Subcommittee will initiate an effort to collaborate with Teaching and Learning Institute (TLI) staff, and other key individuals, to explore what (specifically) would be necessary in order to significantly strengthen and expand the TLI Program.</p>	<p>Prof. Learning Subcommittee</p>	<p>Supt.; REAL team Prof. Learning Subcommittee</p>	
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