



Diversity, Academic Equity, Race Relations (DAERR) Partnership

Exit Slip Responses: *What action plans on Diversity, Academic Equity, and Race Relations should be developed and implemented in our community and schools?*

- Develop new approaches to reach families: reinvent old programs, develop new programs
- Develop foundational funding for enrichment/interventions direct \$ to students, not all to tech
- Are all ethnic groups tracking to graduate? Action plans to make sure there is not a group who is not graduating at the rate of the whole district. What is done when that group has a significant group?
- Diversity in hiring all staff.
- Talk less
- Do something...starting now!
- Implement learning communities in the schools that emphasize meeting each student where they are at, and doing whatever needs to be done to get them where they need to be.
- Is it ok if new people join the committee if they weren't here tonight?
- Find \$ to continue these initiatives
- Involve students. Train teachers on cultural & religious sensitivities and how to address them. Provide curricula that are fair and represent students of all background. Involve PTO
- Continue to meet & discuss options to close the advancement of all students
- Cultural training for staff, students, & families.
- Analyze data for all, look @ cause action, develop action plans.
- Focus on increasing diversity of staffing in the district
- Keep having the conversation
- Build stronger community partnership, more action
- Listen to the students
- No fees
- Get more parents involved!
- Focus on what is best for students. Focus on how to support students, Parents and staff to achieve the above goal.
- Before action plans can be developed all community members need to be invited to DAERR. Will there be an invitation that goes out to all stakeholders?
- Parent university...show parents how to help their students
- Should we test the students coming into the BHSD in so far as their academic levels are concerned?
- A conscious effort to recruit a diverse staff. We could partner with strong minority schools to seek out the best candidates.
- Non-academic teacher training. Student feedback sessions and involvement. Increase teacher awareness of diversity/cultural/religious challenges.
- Analyze the data for subgroups. Review current strategies and evaluate them. Get input from students about strategies before beginning the work. Implement ongoing surveys so students and parents can also say how they feel. Listen to your heart, not just your mind.
- Measured interventions- data, follow up, clear picture of each child.



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- Student – teacher conferences
- Has there been a needs assessment on this topic that we can build from? If so that should be the first step, and transparency with that info.
- Find \$ resources to eliminate as many fees for participation in all programs.
- Create positive relationships between the school district and families to work together to close the gap.
- Action plan suggestion. Develop teacher-student-parent networks for formal and informal meetings. Involving community in learning evaluating
- Community & relationship building
- Create a platform for open dialogue regarding diversity
- Plans that include all stakeholders in formulating next steps with regular check points to determine success.
- System development for students individual needs as well as the teachers' needs. Review current systems and data and make changes where they are needed. Work on student, teacher and parent relationships to develop a plan that put students in the best position to succeed. Develop pathways for success for students based on what they want and not what we want them to have.
- Communicate our strengths and weaknesses and own them!
- Develop better teacher student relationships so that all students feel they belong.
- Increase awareness and communication about differences that exist in our community – cultural = religious= learning abilities
- Equal access to programing
- Look at the period prior to school entry what programs are available to young children at risk for academic failure or poor performance
- Public and loud commitment to the Ron Edmonds quote by BD & staff
- More diverse staff
- Policies for no fees & no pre-requisite for enrichment activities and classes. (i.e. Tutoring, sports ap classes)