FUSD Anti-Racism and Anti-Bias Task Force
Report for the Flagstaff Unified School District School Board
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In collaboration with the 2020 FUSD Anti-Racism and Anti-Bias Task Force members

This report is presented to the Flagstaff Unified School District (FUSD) Governing Board by the District's Anti-Racism and Anti-Bias Task Force. This Task Force was formed in August 2020 to examine issues related to bias, racism, and inequity in the District and to make recommendations about these issues to the Board. The Task Force was intentionally developed to center a diverse set of community perspectives, and to leverage inclusive community dialogue about equity concerns within the District. This report includes various recommendations that the Task Force members believe will increase belonging, reduce inequities, and make FUSD a more inclusive, equity-oriented, and anti-racist educational organization.

The Need

The death of George Floyd at the hands of police officers in May of 2020 triggered nationwide protests against police brutality and a rising consciousness of the ongoing and pervasive nature of racism in the United States. While protests against the deaths of Black people had occurred before, these protests were much larger and more widespread, leading to a type of cultural reckoning of the harm systemic racism was inflicting on the populations of Black, Indigenous, and other People of Color. There has also been ongoing conversation, and growing awareness, about the patterned inequities and harm experienced by students with multiple and intersecting non-dominant identities. This includes students who identify as LGBTQ+, students with dis/abilities, students who are emergent bi- or multi-lingual speakers, and students who are undocumented as citizens of the United States. National statistics clearly indicate that schools have not served all students equally well, and FUSD data is consistent with these national trends. Since March 2020, our community also witnessed the disproportionate impact of the COVID-19 pandemic in communities of color, and this has been particularly true on the Native Nations bordering Flagstaff that are home to many FUSD students, staff, and families. Our local and regional move to online schooling further exposed the educational inequities experienced by some FUSD students and renewed the FUSD Governing Board's adopted commitment that "All students, regardless of external factors, are safe and have access to the champions and supports they need to succeed in college, career, citizenship and life."

FUSD serves a diverse community. Of the approximately 9,000 students in the District, roughly 25% are Native American, 28% are Latino/Hispanic, 1% are African American/Black, 1% are Asian American, and 42% are White. Roughly 41% of students qualify for free or reduced-price lunch (a standard measure of low income), 5% are classified as emergent bilingual speakers, and 18% are identified for special education services. The District does not have statistics on the percentages of students who identify as LGBTQ+. Across the District, teachers, staff, and leaders do not mirror these demographics of students. District data also indicates disproportionality in learning opportunities and outcomes for students with non-dominant identities. FUSD is not unique in this way. A robust and long-established body of research clearly delineates the multiple ways schools in the United States have disproportionately harmed

students of color, students with dis/abilities, students who identify as LGBTQ+, students whose first language is not English, and students from low-income backgrounds. Key questions for the District and broader community to ask right now include: Do all students feel welcomed, included, valued, and honored in our schools? Do all students have access to the same opportunities for learning and growing in our schools? Do all students see themselves in their teachers, school leaders, coaches, mentors, and curricular materials?

Background and Context

The FUSD Governing Board's commitment to ensuring equity was formally established in 2018. The Board, in collaboration with the Superintendent, created and approved a strategic plan identifying educational access and equity as one of its core priorities. In describing what "Access and Equity" means, FUSD documents note that "All students, regardless of external factors, are safe and have access to the champions and supports they need to succeed in college, career, citizenship and life." This is further elaborated through the following three points:
  • "All students are provided the opportunity & support to be successful.
  • Celebrate the diversity of students & staff, and respond with appropriate support & resources.
  • FUSD is proactive, responsive & adaptive to the future needs of students, staff & community."
With input from FUSD staff, SMART goals and corresponding outcomes were established. The Board also established a process to tie resources to goals with the creation of an Innovation Fund. All Governing Board members have attended training through the Arizona School Boards Association on the role and responsibilities of Board members in promoting equity throughout the District. Given that Board members identified priorities, developed a plan, allocated resources, and received professional development on equity, they were looking for a next step. Some members of the Board and broader community felt that although the access and equity language and focus (as well as other related Resolutions) were adopted, there had not yet been the requisite action needed to see changes within the District.

During a July 2020 Board meeting, an anti-racism and anti-bias Resolution was brought forward, but it was not passed by the Board. Instead, the FUSD Governing Board voted to approve the development of what they called an Anti-Racism and Anti-Bias Task Force. The development of the Task Force was, therefore, a culmination of the Board's and Superintendent's stated commitment to equity; to increase a sense of belonging for students, teachers, and staff from all backgrounds; to cultivate a thorough and inclusive dialogue with diverse stakeholders; and to review and hold themselves accountable to goals and the needs of FUSD students. The Board developed a set of Objectives for the Task Force (see Appendix A), as well as a specified time frame for the Task Force's work. When the facilitator was hired to guide the Task Force, she suggested that the Task Force focus on four priority domain areas in the Objectives. These domains were: (1) FUSD staff diversity, (2) professional learning for FUSD staff, (3) curriculum, and (4) student behavior and social-emotional learning. Cross-cutting each of these domains were two key considerations also articulated in the Objectives: community input/feedback, and system-wide accountability. The graphic below illustrates how the Task Force's work was framed:

FUSD Curriculum	FUSD Staff Diversity
Community Input/Feedback & **System-wide Accountability**	
Professional Learning for FUSD Staff	Student Behavior & Social Emotional Considerations
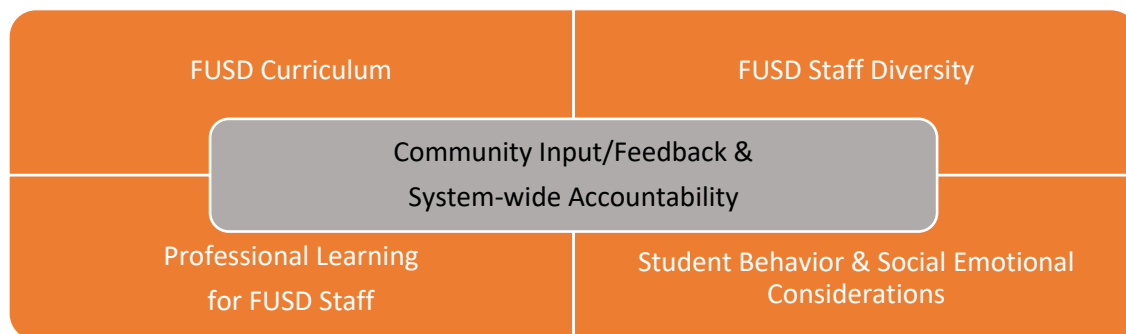
(Image description: A rectangular shaped graphic divided into quadrants. Each quadrant contains one of the following phrases: FUSD curriculum, FUSD staff diversity, professional learning for FUSD staff, student behavior and social emotional considerations. In the middle, across all four quadrants, is another box that reads: community input/feedback and system-wide accountability.)

The Task Force used this framing to guide their focus and work. Specifically, four subgroups were formed according to Task Force members' preference areas and the subgroups each focused on one domain, with community input/feedback and system-wide accountability being considerations that all subgroups discussed.

Significant work was done after the first meeting to collect various data sets from FUSD. The facilitator requested the following sets of data from FUSD's Director of Research, Assessment, and Data based on what she anticipated might be useful to the Task Force:

- Student achievement data (disaggregated by school, race, gender, SES, disability) (I know that this is available for AZ Merit scores on the AZ report card site, so it may not be necessary to have this from you, but if you have it in an alternative format that you think is better, we'll take that too)
- Student disciplinary referral data (disaggregated by school, race, gender, SES, disability)
- Graduation data (disaggregated by school, race, gender, SES, disability) (I know that this is available for AZ Merit scores on the AZ report card site, so it may not be necessary to have this from you, but if you have it in an alternative format that you think is better, we'll take that too)
- Push out (drop out) data (disaggregated by school, race, gender, SES, disability) (I know that this is available for AZ Merit scores on the AZ report card site, so it may not be necessary to have this from you, but if you have it in an alternative format that you think is better, we'll take that too)
- Enrollment in AP/Honors and Gifted and Talented (disaggregated by school, race, gender, SES, disability)
- FUSD employee data that shows race of school-level employees compared to race of students at each building
- FUSD employee demographics (disaggregated by role, race, gender, disability)
- FUSD professional development plan/goals/offerings
- FUSD school culture/climate data/surveys (disaggregated by race, SES, school)
- FUSD parent/caregiver satisfaction data (disaggregated by race, SES, school)

FUSD leaders were able to provide most of the items on this list. Some of the data sets are not collected and/or stored in ways that allow for every disaggregation noted above, but all data provided to the facilitator was subsequently made available to the Task Force members via a shared Google folder.

This report was written and prepared by the facilitator of the Task Force, Dr. Angelina Castagno. The report is an accounting of the work conducted by the Task Force, and the ideas contained in this report are those expressed by the Task Force members, including the Co-Chairs. Dr. Castagno was hired to facilitate the Task Force due to her experience and expertise related to anti-racist and equity-oriented schooling, so there are some points within the report where she added ideas, considerations, and/or questions from her individual perspective. In every case where this is done, the writing is transparent in identifying that the point is not one made by the Task Force but rather by the facilitator.

The reader is encouraged to read the individual meeting summaries available online to get a fuller understanding of the scope and sequence of the Task Force's work from August through the end of November 2020. All of these summaries can be found at https://www.fusd1.org/Page/18400. This report serves as a summary report of the outcomes and recommendations of the four-month process undertaken by the Task Force.

Task Force Membership, Process, Engagement, and Community Input

There were 23 members of the Task Force, plus an additional five Co-Chairs (see Appendix B). Following a public invitation to apply for the Task Force, there were approximately 60 applicants. The Co-Chairs – who were appointed by the FUSD Governing Board – selected the Task Force members with careful attention paid to the experiences each applicant described in their application; the multiple, intersecting, and diverse identities described by the applicants; and representation from the various sectors FUSD serves. The full Task Force of 28 included individuals who identified as students, parents/caregivers of students, FUSD staff (teachers, District office, and school principal), and community members. Task Force members and Co-Chairs were diverse across race, ethnicity, language, gender identity, dis/ability, age, and sexual orientation.

Task Force members were asked to commit to attending five 2-3-hour meetings. In addition, Task Force members were asked to attend subgroup meetings at certain points, the community-wide Town Hall on October 5, and a final optional meeting at the end of the process to finalize this report. Due to the COVID-19 pandemic, all meetings were held virtually.

The Co-Chairs and facilitator met before the first Task Force meeting to discuss the most appropriate approach, common goals, and potential challenges. In addition, prior to each meeting, the facilitator drafted an agenda, sent it to the Co-Chairs for review and approval, and then emailed it to the Task Force members. After each meeting, the Co-Chairs and facilitator met for about 30 extra minutes to debrief the meeting and to discuss immediate next steps.

Drawing from Singleton and Linton (2005), the Task Force adopted the following six commitments:
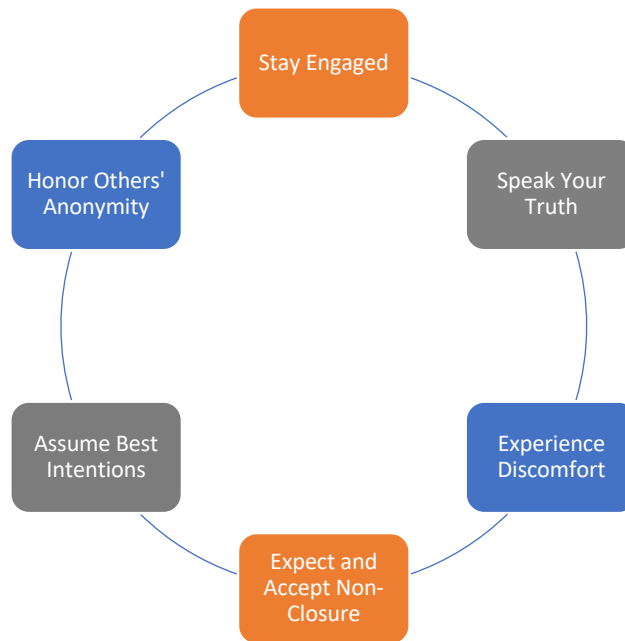
(Image description: A circular graphic with six boxes. Each box contains one of the following: stay engaged, speak your truth, experience discomfort, expect and accept non-closure, assume best intentions, honor others' anonymity. There is a circular line connecting all six boxes.)

Task Force members agreed to these commitments, which were important given the potentially difficult, uncomfortable, and politically fraught issues that we would be focusing on.

The first three Task Force meetings included time for the Task Force members to learn and discuss a shared set of key concepts. This is more fully described in the meeting summaries, but the key concepts that we covered were: anti-racism, anti-bias, educational equity, whiteness, systemic change, and SMART criteria for goals (see Appendix C).

Although the Board set a specific timeframe and meeting dates when the Task Force was conceptualized and approved, a few modifications were made by the Co-Chairs in order to be responsive to the process as it unfolded. In addition to the five meetings set by the FUSD Board, the Co-Chairs and facilitator decided to request that Task Force members attend subgroup meetings between some of the full Task Force meetings in order to ensure certain work goals were completed. The Co-Chairs also decided to host a community-wide Town Hall in early October to solicit input from a wider community base, and Task Force members were invited to this. The Co-Chairs also decided to invite key representatives from FUSD leadership to part of the Task Force meeting in early November in order to solicit their input and feedback on the recommendations the Task Force was developing. And finally, the facilitator requested, and the Co-Chairs approved, an extension of one month for presentation of the report to the Board and an additional optional meeting for Task Force members to provide direct feedback on a draft of the report.

Almost all Task Force members attended most, if not all, of the meetings with the exception of the student members of the Task Force. Most meetings had at least one student member present, but after the very first meeting, only three students attended any of the meetings. This point is not made as a criticism of the students, rather it is noted to highlight that student perspectives were not as integrated

into the Task Force as was originally intended. The following table indicates the total attendance at each of the Task Force meetings; the numbers include the Co-Chairs but do not include the facilitator:

August 13 meeting	24
September 3 meeting	20
September 24 meeting	25
October 20 meeting	19
November 5 meeting	20
November 19 optional meeting	12

Although limited in time and constrained somewhat by technological challenges, rich insights were shared at the Town Hall event in early October. More detailed notes about the Town Hall are included in the October meeting summary online, so that information will not be repeated here. What is important to note here, however, is that the Task Force members spent dedicated time reviewing the data from the Town Hall and considering how to incorporate that information into the discussions they were having and recommendations they were developing. In most cases, information shared at the Town Hall supported and/or resonated with what the Task Force members had been considering, so the information in this report is informed by and inclusive of data from the Town Hall.

Limitations of the Task Force

Although the Task Force members were able to accomplish quite a bit of work, some did express frustration with the process due to limitations in time, consistency, and participation. Specifically, the Task Force was given a set number of months and meetings during which to conduct our work, and many Task Force members felt the time was overly rushed. Combined with this feeling, however, was a feeling among many that the need was urgent and, therefore, that the Task Force should move swiftly. This tension was most likely exacerbated by the inability to meet in person due to the COVID-19 pandemic, and the inability to host the Town Hall in person. In addition, Task Force members noted during the first meeting how important it was that we had student members of the group, but as the Task Force's work progressed, we saw fewer and fewer students participate. Some members also noted that our Task Force was limited by the fact that not everyone who applied was able to be on the Task Force due to a desire to keep the group to a manageable size. Although the Town Hall was planned specifically to capture input from community members who were unable to be on the Task Force, we acknowledge that that was a singular, and thus insufficient, occurrence. And finally, some Task Force members experienced what they perceived to be defensiveness on the part of some FUSD staff members who were on the Task Force; and others experienced what they perceived to be a hesitancy by some FUSD staff members on the Task Force to be fully open due to fears of recrimination. It should be noted that these perceptions did not appear to be widespread.

Key Domains of the Task Force Objectives

As explained above, the Task Force was divided into four subgroups for much of our time together. Each subgroup focused on one of the domains identified as central to the Task Force Objectives. In what follows, each domain is discussed along with the goals and recommendations identified by the Task Force for each discrete domain.

1. **FUSD Staff Diversity**

The Task Force Objectives note the following related to Staff Diversity:

- "Examine recruiting practices to diversify our candidate hiring pools so that there is an increase in representation throughout the District of the students we serve."

This subgroup was provided a demographic overview of current FUSD staff disaggregated by gender, race, ethnicity, and position type, as well as two years of demographic data of all applicants to FUSD disaggregated by gender, race, and ethnicity. These two sets of data provided a useful starting point for the subgroup, but future work in this area would benefit from more advanced statistical analysis (i.e., comparing the applicant pools to the numbers of those hired; longitudinal data that shows patterns over time; staff demographics compared to student demographics; etc.).

a. Overview of the key issues

Discussions and initiatives related to increasing staff diversity are not about "meeting quotas." Instead, this is about recognizing and honoring that diverse people bring diverse perspectives and sets of knowledges, and that this makes any organization better. Further, students need to see people who look like them and to whom they can relate, so having diverse representation across all levels of staff is also good for student outcomes. This subgroup talked at length about the need for FUSD to cultivate and communicate the value of a diverse workforce to both FUSD members and to the broader Flagstaff community. This domain does not function in isolation of the other domains. Goals related to increasing staff diversity overlap with many of the other domains the Task Force was charged to explore. For example, with a more diverse teaching and school leader staff, we would likely see improvements in student behavior and in anti-racist, equity-centered curricular efforts. When asked near the conclusion of the Task Force's time to articulate the most important messages or points to convey to the FUSD Board, this subgroup noted the following:

- We need an inclusive approach to staff diversity. It is important to establish a common understanding as to why staff diversity matters. We agree that representation matters and we do not want to lose sight of that. Our first priority is to cultivate staff diversity and inclusion as a value throughout FUSD.
- We need to identify and understand the barriers to diversifying staff, which relate to both hiring and retention. This should include collecting and analyzing data on hiring and exit interviews.
- We need to establish a formal means for increased dialogue about the issues this Task Force addressed. The Task Force can't be a one-time thing with a report that goes on a shelf. There needs to more input from the community and accountability that the work is being prioritized throughout FUSD.
- We need professional development for all employees on inclusion, diversity, equity. While professional development subjects are typically chosen by faculty, staff, and/or leadership, it is important to require certain themes for all to establish a foundation, conversation, and accountability throughout FUSD.

Many of these points were similarly echoed by community members who attended the Town Hall.

b. Goals identified by the Task Force

It is important to preface that "diversity" and "diverse" in the table below is meant to signify various forms of diversity, and at a minimum, diversity in race, gender identity, sexual orientation, and dis/ability. Thus, for the goals and points listed below, FUSD would need to record and track staff *self-reported* demographics in these areas in order to meet these goals. In the absence of such data points, metrics and targets are meaningless.

It is also important to note that "staff" in the table below is meant to signify all employees of FUSD, from the Superintendent and Cabinet, to teachers, paraprofessionals, facilities staff, etc. Again, in order to track and report on the goals below, FUSD should have a system in place to disaggregate positions by key categories.

Goal 1.1: Strive for staff demographics that reflect the student body, and specifically, increase staff (including leadership positions, cabinet, etc.) diversity by 10% in each staffing category in year.	
Timeline	This is an ongoing aspiration, but we should see a noticeable difference within 3 years
Key Stakeholders	FUSD Governing Board; FUSD leadership; FUSD current staff
Success Metric	• Numbers reflect a 10% increase each year
Leverage areas	• Incentives for moves • Debt reduction • Provide initial cost assistance upon request
Possible barriers	• Limited new openings of current positions • Lack of diversity among current leadership positions • Cost of living in Flagstaff and lack of affordable housing • Low wages • Some racialized groups do not feel welcomed/comfortable in Flagstaff

Goal 1.2: Improve recruitment efforts to reach and attract diverse candidates for all positions.	
Timeline	2-3 years
Key Stakeholders	FUSD HR and marketing departments; outside consultants
Success Metric	• Applicant pools indicate more diversity • Annual data is shared with stakeholders about diversity of applicant pools
Leverage areas	• Could form partnerships with NAU/CCC for incentives like paid graduate credit, etc • Could partner with local employers for spousal hire opportunities
Possible barriers	• Lack of knowledge about where to post • Timelines are too compressed for adequate notice • Current staff aren't aware of positions and, therefore, can't share with their networks • Climate in FUSD and/or Flagstaff is not always perceived as welcoming to all racially diverse individuals

Goal 1.3: Increase retention of diverse staff by 10% over current rates.	
Timeline	3 years
Key Stakeholders	FUSD leadership

Success Metric	• When the numbers reflect a 10% increase • We should see incremental improvements year over year
Leverage areas	• HR department • FUSD leaders who know this is an important goal
Possible barriers	• Need current baseline data • Some reasons people leave are not in our control

Goal 1.4: Conduct an annual staff culture and climate survey, and report findings each year to the Board.	
Timeline	Begin annual survey distribution at the end of the 2020-2021 school year.
Key Stakeholders	FUSD leadership; FUSD staff
Success Metric	• A survey is identified and a system established for annual use. • Survey results are shared with stakeholders and indicate positive culture and climate across various subgroups of staff
Leverage areas	• Surveys exist
Possible barriers	• Time • Lack of survey currently

Goal 1.5: Match every new hire to FUSD with a mentor who has similar background/identity characteristics.	
Timeline	System in place by May 2021. Begin program June 2021.
Key Stakeholders	FUSD leaders; FUSD current staff
Success Metric	• When a system is developed and communicated. • When feedback from new hires is collected and reported to stakeholders
Leverage areas	• Similar system exists in other local orgs (like NAU, Gore) that we could model after
Possible barriers	• Time • Lack of a system to do this matching

Goal 1.6: Create affinity groups for faculty and staff to share experiences and provide support to one another.	
Timeline	Could be developed and in place to begin by summer 2021
Key Stakeholders	FUSD leadership; FUSD staff
Success Metric	• When system is in place and communicated to key stakeholders
Leverage areas	• Significant information online and in local orgs (like Gore) about this model • Some staff have started to do this informally
Possible barriers	• Lack of understanding/awareness about affinity groups and their benefits

	• Lack of system to implement this • Time

Goal 1.7: Develop a "grow your own" program that encourages diverse FUSD students to pursue educational degrees/careers.

Timeline	2 years to develop Could be operational by 2023
Key Stakeholders	FUSD leadership; NAU/CCC leadership; AZ Dept. of Ed; granting agencies
Success Metric	• When a program is in place • We should see incremental steps toward a program bi-annually • When FUSD sees an increase in graduates studying education and applying for positions at FUSD
Leverage areas	• NAU/CCC • Programs exist elsewhere that could be models • Arizona Teachers Academy at NAU
Possible barriers	• Time • Resources • Lack of current program • Infrastructure

An important point related to staff diversity conversations is that initiatives to diversify staff must attend to both recruitment and retention issues. Diversifying staff also often defaults to conversations about racial diversity only. Racial diversity is absolutely critical for the District to consider, but it should not be the only form of diversity that is considered when discussing a diverse workforce in FUSD.

2. **Professional Learning for FUSD Staff**

The Task Force Objectives note the following related to Professional Learning:
- "Identify professional learning opportunities around equity, critical consciousness, and anti-racist schooling throughout the District."
- "Identify professional development that supports skill development for teachers to shift the way existing curriculum is delivered to include diverse voices."

This subgroup had access to a 2-page document that listed the titles of professional development offerings in the District. Although somewhat helpful, it is difficult to discern any real meaning from solely looking at the titles of offerings. The group included individuals who identify as both staff and administrators within FUSD, as well as other community members, so there was a rich set of experiences they brought to this discussion.

a. **Overview of the key issues**

Many Task Force members, and especially those in this particular subgroup, acknowledged that every other domain is intimately connected to and relies heavily upon this domain of professional learning. Specifically, it is worth noting that (1) staff recruitment and retention can be positively impacted by robust professional growth opportunities that center issues that matter deeply to staff members with non-dominant identities; (2) curriculum initiatives will fall short if teachers and school leaders do not

have the requisite knowledge to adequately engage them; and (3) student behavior initiatives will also fall short if staff who interact directly with students do not have the requisite knowledge to understand their own biases and systemic patterns of harm inflicted on students with non-dominant identities. In other words, professional learning that is high quality, mandatory, and squarely focused on racism and other biases in schools is fundamental to achieving most of the goals of FUSD's Anti-Racism and Anti-Bias Task Force. When asked near the conclusion of the Task Force's time to articulate the most important messages or points to convey to the FUSD Board, this subgroup noted the following:

- Professional learning needs to be mandatory for all FUSD staff.
- FUSD should invite outside, expert facilitators who are credible and intersectional to guide the District in professional learning. These individuals should be chosen by a representative group of involved stakeholders, in order to increase accountability.
- Professional learning should be inclusive of all biases, including racism, ableism, sexism, heterosexism, transphobia, ageism, and classism.
- We would like to see a group of community members to continue this work of evaluating District practices and anti-racism/anti-bias work. This is ongoing work and needs a continuous group to ensure accountability.
- It is important to be sure this work can continue regardless of the people currently working in different positions. We need a cultural shift as a District that should be structural and systemic.

This subgroup articulated a strong consensus for the ideas noted above.

b. Goals identified by the Task Force

The following three goals were developed by the subgroup focused on professional learning.

Goal 2.1: Collect baseline data to gather information about staff knowledge of racism and bias issues, attitudes and interest in learning about anti-bias/anti-racism, and their current practice with respect to equity.	
Timeline	By Spring 2021
Key Stakeholders	District administration; district staff
Success Metric	- Baseline data collected - Data utilized to create an action plan
Leverage areas	- NAU researchers who can provide support in creating data collection tools - District expertise (i.e., Director of Assessment)
Possible barriers	- Finding/developing a reliable instrument (needs to be given in context, questions should be specific to our exact work and end goals) - Staff willingness to complete survey

Goal 2.2: Create a funded 9-month plan for mandatory PL around anti-racism and anti-bias that involves all district employees and is integrated into the school district and each school, as evidenced by the integrated school district and individual school action plans.	
Timeline	By Fall 2021 or Spring 2022
Key Stakeholders	FUSD Board; FUSD leadership; principals; school leadership teams; staff; families
Success Metric	When a 9-month plan is agreed upon and accepted by stake-holders

	• When the plan is included in the action plan documents • If mission and belief statements of schools change to reflect anti-racism/anti-bias • When there are specific line items on the district budget for anti-racism and anti- bias PL
Leverage areas	• Existing integrated action plans for PL at each school and district • Existing district-wide dedicated PD days • Funding sources for PL • Existing/past PD offerings
Possible barriers	• Decision makers • COVID-19 • Time constraints • Current federal guidelines that may prohibit the honest discussion of anti-racist/anti-bias issues

Goal 2.3: The district will utilize an external committee/organization to annually evaluate the effectiveness and integrity of the implementation of the PL offerings.	
Timeline	Spring 2022/Fall 2022
Key Stakeholders	FUSD Board; FUSD leadership; school leadership teams; principals; staff; outside group/organization
Success Metric	• When an outside group/org is established for evaluation • When data are collected and analyzed that will provide feedback re: training and guidance re: moving forward
Leverage areas	• NAU/other researchers who can provide support in creating data collection tools • Director of Assessment
Possible barriers	• Time constraints • Staffing constraints • Development of an evaluation tool

As someone who has developed and delivered professional learning experiences to schools, districts, and state departments of education across the nation, the facilitator concurs with the points and recommendations made by this Task Force related to professional learning for staff in FUSD. We know from research that investing in staff matters for student outcomes. Indeed, high quality teachers are the single most influential school-based factor impacting student success, and high-quality administrators is a close second (https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf). Although school districts tend to know the importance of investing in their staff's professional growth, districts do not often prioritize staff learning related to issues of educational equity, racism, and bias.

3. **FUSD Curriculum**

The Task Force Objectives note the following related to Curriculum:

- "Review current curriculum and explore expanded curriculum that more accurately depicts the contributions of underrepresented populations to prepare our students to be culturally competent and anti-racist."
- "Mandate anti-racism curriculum at all grade levels."
- "Cultivate critical thinking in our students to recognize and examine the contributions of our Native American, African American and Mexican American ancestors."

A key challenge this subgroup faced was that they did not have access to any of the current curriculum being used by FUSD teachers across the grade levels and content areas. The subgroup members did bring their own experiences with curriculum as FUSD staff members and as parents with multiple children at different schools and of different ages, plus the experiences they have heard about from friends, family, and colleagues in FUSD over the years, so much of their work as a subgroup was informed by this. In addition, the entire Task Force had access to data about FUSD student achievement patterns, enrollment in AP and Honors courses, and graduation rates – all disaggregated by at least some subgroups (most commonly gender, race, ethnicity, and sometimes SES, language, and dis/ability). As is true in most school districts across the nation, these data indicate inequitable learning outcomes across FUSD.

a. Overview of the key issues

Although the Task Force Objectives focus primarily on the review and expansion of the FUSD curriculum related to race and racism, this subgroup had broader discussions about the need for the curriculum to engage students not only in critical thinking but also in exploring their personal interests and passions. The Task Force members also learned from the Town Hall that families' experiences and perceptions of the curriculum varied greatly depending on the school, program, and teachers with which they were most familiar. When asked near the conclusion of the Task Force's time to articulate the most important messages or points to convey to the FUSD Board, this subgroup noted the following:

- These conversations about issues going on in our community can start at a young age and develop through K-12. Students need not be forced into a particular, one-time experience. Rather, when one moves up in age, as students dive into deeper content, they develop greater capacity to have these conversations over time. Start kinship at early ages so that young people learn what it means to be a part of a team, kinship for another person (different from just being a student who is different from another).
- We want to make sure we have all voices included in these conversations.
- At an early age and going forward (K-12), students should be introduced to the idea that various knowledge systems (i.e., Indigenous epistemologies) other than Western intellectual lenses exist. Students need exposure to diverse interpretations of history, literature, the arts, STEM, etc.

This subgroup also discussed the importance of student voice, agency, and leadership when thinking about curriculum. Curricular decisions should always center students as active learners and leaders.

b. Goals identified by the Task Force

The subgroup focused on curriculum developed the following three goals.

> Goal 3.1: Establish a consistent process (forum) to address issues that are concerns to students and stakeholders related to curriculum.

Timeline	4 months to establish a process 1 academic year to have the process in place, to have used the process, and to refine as needed
Key Stakeholders	Principals (buy-in is significant); teachers; student leaders
Success Metric	• When a sustainable, transparent process is in place • When students are actively bringing the topics of conversations from said forums into their classrooms
Leverage areas	• Student and Stakeholder Focus Groups can be brought into the classrooms • A proven method or approach (i.e. Needs Assessment)
Possible barriers	• If we go too broad, nothing gets accomplished; keep it focused • Lack of organization

Goal 3.2: Conduct a thorough review of the extent to which students with dis/abilities have full access to the general curriculum, and make changes where needed for full access.	
Timeline	Review should occur by end of 2021 calendar year. Changes made by end of 2022.
Key Stakeholders	FUSD leaders, students with dis/abilities
Success Metric	• When a review is complete and shared with stakeholders • When action steps are implemented • When students with dis/abilities and their families report full access to curriculum
Leverage areas	• Passionate families and leaders
Possible barriers	• Time • Expertise

Goal 3.3: Integrate ethnic studies into the curriculum, including in elementary grades.	
Timeline	2 years to have it complete and implemented across grade levels and schools.
Key Stakeholders	Curriculum leaders in FUSD, principals, teachers and other staff who have this interest and expertise, FUSD school board; community members
Success Metric	• When the plan and curriculum are available, and anyone can see these documents • When there is a set standard for how teachers are rolling it out • We would hear about the curriculum in various meetings and public spaces
Leverage areas	• Passionate leaders • Strong network system where outside partnerships can be used • Community involvement

Possible barriers	• Money
	• Time
	• Systemic practices that only benefit the majority or those who harbor nondesire to change
	• Internal committees that review curriculum may not be supportive of change

Although these were not recommendations considered by the Task Force, the facilitator suggests FUSD consider the following three additional actions related to curriculum:

- Conduct a review of current standard curricular materials (i.e., required core subject textbooks at each grade level) for bias and cultural relevancy. This should include reviewing curricular materials to be consistent with the definition of educational equity noted in the Appendix, and it should include specific attention to multiple and intersecting forms of diversity. There are multiple tools/rubrics available for this purpose, so the District would not need to create their own, but FUSD would need to create a process for such a review and adopt a tool for this task. One example is provided here: https://greatlakesequity.org/resource/assessing-bias-standards-and-curricular-materials.
- Consider adopting Teaching Tolerance's Social Justice Standards (https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf) as a District-wide framework for anti-bias education. This set of standards provides clear guidance from every grade level from Kindergarten through 12th grade, and it could guide both curriculum and related teacher evaluations.
- Consider how to ensure teachers are aware of, and are support to use the many curricular and classroom resources online that align to the goals of this Task Force. Some of these resources include the Zinn Education Project (https://www.zinnedproject.org/), Teaching Tolerance (https://www.tolerance.org/classroom-resources), Rethinking Schools (https://rethinkingschools.org/), and the Anti-Defamation League (https://www.adl.org/education-and-resources).

It is important to acknowledge and honor that teachers are professionals and should be given the space to develop and deliver curriculum, and none of the suggestions above should be interpreted in ways that contradict this. But there also must be a shared commitment to anti-racist, anti-bias, equity-centered, socially just, and/or culturally responsive curriculum across the District. This commitment should be paired with the necessary leadership, resources, and support for classroom teachers to deliver on this commitment through the curriculum with which they engage students.

4. **Student Behavior and Social Emotional Considerations**

The Task Force Objectives note the following related to Student Behavior and Social Emotional Considerations:

- "Examine and evaluate the use of all resources and practices to meet the socio-emotional needs of our historically underrepresented students. Specifically, explore our current discipline policies, the adopted investment in School Resource Officers weighed against the availability of social workers and school counselors."

This subgroup had access to two years of data indicating total infraction counts at each FUSD school. Future work in this area would benefit from additional data about the types of infractions, the originators of the reports (not by name, but coded and categorized), and the types of responses. The subgroup also did not have a comprehensive understanding of the various policies, resources, and

programs currently in place across the District. However, the subgroup was composed of students, staff, parents, and community members, so they brought their diverse experiences to inform this work.

a. Overview of the key issues

There was widespread consensus among Task Force members that there are inequitable outcomes related to student behavior and social and emotional learning in FUSD. The data provided to the subgroup only allowed for a cursory analysis based on race and ethnicity, which indicated overrepresentation among disciplinary infractions for some racialized subgroups at many schools. The data provided did not allow for an analysis of possible overrepresentation in other disaggregated categories (i.e., SES, gender, sexual orientation, language, dis/ability). Although the Task Force felt they were able to begin examining these issues and identifying possible responses to the issues, they felt strongly that additional work is needed. When asked near the conclusion of the Task Force's time to articulate the most important messages or points to convey to the FUSD Board, this subgroup noted the following:

- We want the Board to continue this work beyond the Task Force and ensure our goals continue in the years to come.
- Continued conversation and compensation to support the goals.
- Accountability so that the recommendations in this report are implemented.

Some Task Force members felt strongly that FUSD should divest from policing in the District and instead put those resources elsewhere, while other Task Force members did not agree with this approach. There has certainly been a push in other communities across the U.S. to remove police from all preK-12 schools, and some districts have recently done this. The Task Force did have widespread consensus in the efficacy of restorative practices and the need for additional and sustained learning opportunities related to restorative practices and social emotional learning approaches in general.

b. Goals identified by the Task Force

The following goals were developed by the subgroup that focused on student behavior and social emotional learning.

Goal 4.1: Create an ongoing District-wide committee that includes students and staff members to review behavior infractions as they relate to racism and bias, while ensuring restorative practices are in place.	
Timeline	By the start of the 2021/2022 school year, but not ensuring restorative practices until the 2022/2023 school year.
Key Stakeholders	Students; parents; community members; nonprofits; mental health professionals; FUSD personnel
Success Metric	- When the committee begins at the beginning of the 2021/2022 year - Able to produce usable data to inform practices at the school sites - Review past and present data on physical altercations, suspension rates and incidences, disparities in school discipline, and truancy – all disaggregated by race, gender, IEP, SES
Leverage areas	Interest

	• Need
	• Partnerships with County, City, and nonprofits
	• Long term mental health
Possible barriers	• Time
	• Buy-in among key stakeholders
	• Confidentiality of student data

Goal 4.2: Implement a process to have an on-call advocate/mentor (community member, staff member, or student) that a student can identify with in one or more identities. This person would be coordinated through the counselor or administration for students that may need it. Students and/or counselors can determine need.

Timeline	Start the creation of a process for counselors to follow March 2021, with an implementation of 2021/2022 school year.
Key Stakeholders	Mental health professionals; counselors; students; parents
Success Metric	• Establishment of the program
	• Survey student, teachers, and administers to see if the process was helpful
Leverage areas	• Long term mental health providers
	• Non-profits
	• NAU and Coconino Community College
Possible barriers	• Funding
	• Advocate that relates to student
	• Community involvement

Goal 4.3: District will hire an external expert/organization to conduct an assessment of policies, practices, and procedures already in place related to student behavior. Based on the assessment, FUSD will then create a prioritized list of research-based practices for improvement of those policies, practices, and procedures.

Timeline	By the end of 2020/2021 school year
Key Stakeholders	School board; superintendent; administrators
Success Metric	• When an outside expert is hired for this purpose
	• When the assessment is completed and shared with stakeholders
	• When a priority list of improvements is completed and actions have been taken
Leverage areas	• Committed staff and board
	• Awareness in community and at school level
Possible barriers	• Identification of an appropriate expert
	• Money
	• Time and follow through

Goal 4.4: District will provide ongoing training for families on restorative practices to promote understanding, partnership, and encourage families to implement restorative practices at home.

Timeline	2021-2022 School year
Key Stakeholders	Families; Staff; and Community/nonprofit groups.

Success Metric	• Training schedule is established and communicated to families • Participation in trainings is tracked and reported • Participant feedback is recorded and reported
Leverage areas	• Parent participation and availability • Availability of trainers
Possible barriers	• Parent participation and availability • Availability of trainers

Although not explicitly included in the Task Force's recommendations, the facilitator encourages FUSD to be cautious in assuming that investing in social and emotional learning trainings and restorative practice programs will alone address the concerns related to inequities in this domain. There is a growing body of published literature that suggests that these relatively popular educational approaches should be paired with a deep understanding of systemic racism and educational inequity, if they are to actually be effective. Specifically, educators and leaders should have a deep understanding of how bias leads to disproportionate targeting of particular groups of students, and they should be supported in becoming more skilled at identifying when this is occurring and how to disrupt it. The facilitator worked closely with Puente de Hózhó a few years ago to implement a restorative approach to student behavior, but this was only done after many months of staff development related to equity, race, gender, and culturally responsive schooling principles. For a few discussions about the need to ensure SEL and restorative approaches do not unintentionally advance racial inequities, here are a few resources:

- https://www.edsurge.com/news/2019-05-15-dena-simmons-without-context-social-emotional-learning-can-backfire
- https://medium.com/@justschools/when-sel-is-used-as-another-form-of-policing-fa53cf85dce4
- https://greatlakesequity.org/resource/centering-equity-social-emotional-learning
- https://jjie.org/2019/04/10/restorative-practices-require-power-must-be-redistributed-to-black-brown-children/

The key point is that any program, philosophy, or approach must be understood and implemented within a larger context where educators have a deep understanding of equity, systemic patterns of racism and bias, and transformational change.

Emergent Themes and Recurring Ideas

As should be clear from this report, the Task Force embarked on a robust journey beginning in August 2020. The facilitator observed a number of recurring ideas and themes that have emerged and presented themselves in patterned ways over the past four months. Those emergent themes and recurring ideas are listed below as a way to synthesize some key issues that cut across the domains explained above.

- Desire for space for ongoing dialogue about these issues: During the first few meetings of the Task Force, we spent time dialoguing about foundational ideas (like equity, racism, etc.) and it was clear that Task Force members valued this opportunity and many shared a desire for additional spaces like this for community-based conversations about topics that are often reserved for more private interactions. A similar desire was shared during the Town Hall. FUSD could serve as a leader in the Flagstaff community and/or a partner with others in organizing opportunities for community members to become more practiced at these kinds of conversations, and to learn from one another's experiences.

- Desire for structures to solicit regular community input on these issues: Task Force members and Town Hall participants expressed a desire for FUSD to have structured and transparent systems in place for regular and sustained community input on the issues this Task Force examined. This might entail biannual Town Halls on anti-racism and anti-bias, or regular space on Board meeting agendas for this topic, or a group of people such as this Task Force that meets regularly, or some other structure. Many Task Force members would like to see the continuation of this group (or at least part of it), since this would provide a consistent and sustained opportunity for community review and guidance to the Governing Board. A potentially informative step would be to survey the members of this Task Force to understand their perceptions of the experience and to solicit their recommendations for a similar group in the future.
- Greater public communication and transparency: Task Force members and Town Hall participants expressed that regular, clear communication about equity goals, metrics, and progress is needed. As a follow-up to this report, there is a need for a clear communication strategy about what the District's next steps will be, how specific goals/priorities will be determined and monitored, and when the public can expect to receive updates about this work. This requires the District to adopt a somewhat humble and vulnerable positioning as an organization that is working to improve and open to feedback.
- Restorative practices: Discussion of restorative practices emerged in multiple subgroups (and the Town Hall) and at multiple times throughout the Task Force's work. Task Force members talked about the importance of truth and reconciliation processes as being accountable to how people feel. There is an affective/feeling element to accountability, restorative practices, and reconciliation.
- Staff learning and support for anti-racist and equity-oriented practices: There was a strong consensus around the importance of staff (meaning all FUSD employees) having opportunities to learn and grow in their knowledge and capacities related to anti-racist and equity-oriented work. This is not something that will be accomplished through a few lectures; it must be recognized as a process that is ongoing.
- Accountability: Task Force members talked at length about the need for FUSD to follow through on the language they use related to equity, diversity, and inclusion. Anti-racist and anti-bias schooling requires that all educators in a District "walk the talk."
- A culture shift is required: Task Force members want FUSD to be an anti-racist, equity-centered school district, and this requires a shift in the culture of the organization such that these concepts drive everything that is done. This requires the cultivation of a particular mindset and awareness of these issues throughout the District. Everybody has a role to play in this culture shift, and it requires a long-term commitment since organizational change should be ongoing and continuous. It also requires that leaders within the District (i.e., Superintendent, Cabinet members, Board members) commit to their own professional growth, examination of bias, and cultivation of an equity-centered understanding of leadership.
- External expertise: Expertise in these issues is required, and will likely require contracting with external individuals and/or organizations. Task Force members shared a belief that most of the recommendations in this report may require the facilitation of external experts who possess targeted knowledge and experience in specific domains of anti-racist, anti-bias, and equity-oriented work.
- Student voice: Although limited due to sporadic attendance by the student members of this Task Force, the members felt strongly that FUSD students should have a strong voice in future efforts

related to the issues identified in this report. Some Task Force members recommended that FUSD consider a distinct, student-only group focused on anti-racism and anti-bias.

Recommendations for Next Steps

This report contains a number of recommendations and considerations for the FUSD Board and leadership. If adopted or otherwise approved, it will be important for the District to develop a clear plan with identified priorities, action steps, timelines, and accountability mechanisms (including monitoring, evaluating, and reporting). While the Task Force members brought significant and rich expertise to bear on the development of this report, this report will not be actionable if the District does not commit the necessary time and resources to fully develop the ideas contained herein. It may be worth contracting with an outside vendor who has facilitated similar processes with other schools and districts. The facilitator cautions, however, that this not be approached in ways that minimize or decenter the need for expertise related to anti-racist and anti-bias schooling. In other words, this is not a task for a traditional educational consultant, but rather for an individual (or set of individuals) who are practiced in equity-centered transformational change initiatives with educational organizations.

At a minimum, an annual report should be authored that specifically addresses the goals, timelines, metrics, and evolving issues related to anti-racism and anti-bias in the District. This report should be presented to the Board, but also available to the wider community online. A more robust and effective approach would include a quarterly review by the Board of the goals and accomplishments, with a full report submitted annually.

As mentioned earlier in this report, the Task Force was fortunate to have access to multiple sets of data related to equity and diversity within the District. However, this access came about because of a specific request by the facilitator and the subsequent sharing of data with the Task Force. One of the things the facilitator has heard from Task Force members, Town Hall participants, and other community members is that it is virtually impossible to find this sort of data for the District. Thus, one recommendation is that an open site (webpage, etc.) be developed where disaggregated data related to the four domains is annually updated for public consumption. Disaggregation should be provided to the greatest extent possible, while still maintaining anonymity of students, families, and staff. The site should include, at a minimum, disaggregated data related to:
- All staff applicants to the District
- All staff hires within the District
- All staff departures from the District
- Student behavior infractions
- Student behavior responses
- Professional learning feedback surveys related to anti-racism and anti-bias opportunities
- Climate surveys
- Student achievement
- Student push out rates
- Student graduation rates
- Student enrollment in advanced (AP/Honors/IB) courses
- Student enrollment in special programs (i.e. middle and high school academies, gifted and talented, etc.)

This site and the presentation of data should be developed very intentionally with a general audience in mind. In other words, the site and the specific data should be presented in ways that are accessible and understandable by the general community.

And finally, the facilitator wishes to underscore the importance of FUSD developing and/or establishing a shared definition of some foundational concepts. As explained above, this was the starting point for the Task Force, and it was important for norming the group and modeling for the group what conversations about racism and bias could look, sound, and feel like. At a minimum, the District needs a common definition of educational equity to guide their work moving forward. The definition this Task Force used is from the Midwest and Plains Equity Assistance Center (MAP Center) (https://greatlakesequity.org/map-eac), a federally funded technical assistance center with which the facilitator is affiliated. Their definition of educational equity is:

> When educational policies, practices, interactions, and resources, are **representative** of, constructed by, and responsive to all people such that each individual has **access** to, can **meaningfully participate**, and make progress in high-quality learning experiences that empowers them towards self-determination and reduces disparities in **outcomes** regardless of individual characteristics and cultural identities.

This definition is further elaborated in many of the MAP Center's publications, including one called "The Fundamentals of Educational Equity" (https://greatlakesequity.org/resource/fundamentals-educational-equity). In the facilitator's work with multiple organizations across the U.S., she has learned that most districts use this word "equity" and yet do not have a clear and common definition of it. This leads to confusion, lack of accountability, and an inability to move initiatives forward with clear messaging and goals.

Of course, none of this work can be accomplished if FUSD leaders aren't committed to their own professional learning and to modeling what it means to be an equity-oriented school district who deeply values continuous improvement. This requires space for leaders to grow in their own understanding of the issues highlighted in this report; space for leaders to be vulnerable to learning where mistakes have been and will continue to be made; and space for leaders to try new approaches knowing that some will have the intended outcomes and others will not. Task Force members have demonstrated that the many in the community are ready for these spaces and ready for this kind of leadership.

The FUSD Governing Board has an opportunity to act on its stated values of diversity, equity, and inclusion, and to be a leader in anti-racist and equity-oriented schooling. The District ought to consider both immediate/short term action steps that can be taken, as well as a longer-term strategy that will lead to a culture shift and sustainable organizational change towards anti-racist, bias-free, and equity-oriented schooling. The establishment of this Task Force was a courageous and important step. Task Force members look forward to the many additional courageous steps the District will take to advance the work started in this report.

Appendix A
Objectives developed by the FUSD Governing Board for the Task Force

WE DIRECT the Superintendent to establish a community wide Diversity, Equity, and Inclusion Task Force to provide the Governing Board with suggested input into FUSD policies.

Details of the DEI Task Force:

1. It will meet for a period of time not to exceed 6 months in duration.

2. It will be co-chaired by a member of the Governing Board and a community leader, both to be selected and approved by the Governing Board.

3. Membership of the Task Force will include students, family members, faculty, staff, FUSD leadership, and community representatives

4. Key objectives to be explored include:

a. Establishing a community process to engage all stakeholders to create a shared understanding and commitment to equity, inclusion, and anti-racism. This includes but is not limited to: identifying and correcting practices and policies that perpetuate opportunity and achievement gaps and institutional racism in all aspects of the functioning of the school District with accountability mechanisms.
b. Identifying professional learning opportunities around equity, critical consciousness, and anti-racist schooling throughout the District.
c. Review current curriculum and explore expanded curriculum that more accurately depicts the contributions of underrepresented populations to prepare our students to be culturally competent and anti-racist:

       a. Mandate anti-racism curriculum at all grade levels.
       b. Identify professional development that supports skill development for teachers to shift the way existing curriculum is delivered to include diverse voices.
       c. Cultivate critical thinking in our students to recognize and examine the contributions of our Native American, African American and Mexican American ancestors
       d. Examine recruiting practices to diversify our candidate hiring pools so that there is an increase in representation throughout the District of the students we serve
       e. Create a mechanism to yearly review and hold the board and superintendent accountable to our commitments (update strategic plan, revisit adopted resolutions to measure progress, examine disaggregated data on students of color, students with disabilities and systemic change)
       f. Examine and evaluate the use of all resources and practices to meet the socio-emotional needs of our historically underrepresented students. Specifically, explore our current discipline policies, the adopted investment in School Resource Officers weighed against the availability of social workers and school counselors.

At the conclusion of the Task Force, the summary findings will be presented to the board for consideration of adoption into the goals and the FUSD strategic plan.

Appendix B
List of Task Force Members and Co-Chairs

The FUSD Anti-Racism and Anti-Bias Task Force was composed of 23 members, plus five Co-Chairs. Each person was asked if they wanted to be publicly named in this report. The list below only includes those members who gave explicit written approval to be named here.

Alora Richardson
Student, Sinagua Middle School

Amber Jones, M.S.
FUSD alumni

Breyaunna Smith, MSW
ADAC Chair

Carol M.Haden, EdD (co-chair)
FUSD Governing Board

Cyanne Henson
Student Body President at Flagstaff High School

Darrell Marks
Native American Academic Advisor - Flagstaff High School

Eric Descheenie (co-chair)
Father to FUSD students

J Michael Cruz, PhD, MA, LPC
Community Member

Jillian Hernandez
Teacher at Puente de Hózhó

Joe Gutierrez
Principal at Killip Elementary

Kara Kelty (co-chair)
FUSD Governing Board

Liz Archuleta, District 2 (co-chair)
Coconino County Board of Supervisors

Meagan Metz
Community Member

Perfilliea Mikki Charlie
Parent of FUSD students

Robert S. Braudy, PhD
Community Member

Rose Toehe, M.Ed
Coordinator for Indigenous Initiatives, City Manager's Office, City of Flagstaff

Sgt. Charles M. Hernandez II, Flagstaff Police Dept.
Parent of FUSD Students, FUSD Graduate

Shaina Cordero
Student, Flagstaff High School

Shayne Smith
Flagstaff High School, Director of Performing Arts

Stephani Sarnoski, M.Ed, M.S., L.Ac.
Former Special Ed. Teacher/Disability Advocate, Parent of FUSD student

Susan A. Immel, MA Ed
Community Member

Susan Smith (co-chair)
Director of Equity, Inclusion, and Support, FUSD

Wanda Billings-Reber
Community Member & Human Resources Coordinator, FUSD

Appendix C
Working Definitions of Key Terms for the Task Force

Anti-racism
- Kendi (2019) explains racism as anything that suggests racial groups are unequal.
- Racism is when policies and ideas come together to produce and/or normalize racial inequities.
- Thus, anti-racism is when policies, practices, and/or ideas oppose racism. Said differently, it is when policies, practices, and/or ideas come together to suggest that racial groups are equal.
- The "anti" suggests an active, engaged stance. Not just not racist, but I'm working to actively oppose racism and rid my community of racism.

Anti-bias
- This explicitly extends the conversation beyond race, and recognizes other forms of marginalization and oppression that often intersect/interact with racism.
- Bias is favor for or against a thing, person, or group of people.
- Thus, anti-bias is the opposition of discrimination and unequal treatment of a person or group.
- The "anti" suggests an active, engaged stance. Not just not biased, but I'm working to actively oppose bias and rid my community of bias.

Educational Equity
- "When educational policies, practices, interactions, and resources are <u>representative</u> of, constructed by, and responsive to all people so that each person has <u>access</u> to, <u>meaningfully participates</u> in, and has <u>positive outcomes</u> from high-quality learning experiences, regardless of individual characteristics and group memberships" (Fraser, 1998; Great Lakes Equity Center, 2012).
- This is what we are striving for overall.

Whiteness:
- Whiteness gets in the way of our goals for educational equity and bias-free, anti-racist schools
- Functions to maintain inequity, and racial (and other/intersectional) dominance
- Whiteness is linked to identities, ideologies, and institutions (Dyson 1996)
- Often operates through "nice" people with good intentions (Castagno 2014; 2019)

Systemic Change:
- Working within the school/District system to effect change (towards greater equity and anti-racist/anti-bias principles)
- Requires attention to various levels and domains
- Systems are made up of people, so it also requires attention to people, individuals' capacity and affective needs, and relationships between people

SMART goal criteria: Specific; Measurable; Attainable; Relevant; Time-based

Barriers: Policies, practices, norms, relationships, people patterns that may get in the way of a goal.

Leverage Points: Assets and/or resources that can be leveraged to achieve a goal.

Stakeholders: People and/or groups of people that are important and/or play some role in a goal.

This list contains specific citations included in the report, as well as a few highly relevant readings that FUSD may find useful as it considers the issues and recommendations herein. Certain other resources are listed in the body of the report where relevant.

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