

## Diversity Advisory Committee Meeting

May 19, 2015

9:00 a.m. -10:30 a.m.

Board Room

AGENDA

1. Welcome and Check-in
  - a. New member: Tahmina Watson
2. Discussion of LT reading: *Are you racist? The science is beginning to unmask the bigot in your brain*, Curtis Mooney
3. Debrief: Achieving Racial Equity Through Policy and Beyond—Gary, Wayne and Ivy  
Out best thinking to date:
  - a. *Invite Dr. Nogurea for October event*
  - b. *Opening “hearts” first in addition to opening “minds”*
  - c. *Recognize racial / ethnic stereotypes affecting us ---Possible Implicit Bias Test*
  - d. *Have an ethnically diverse staff*
  - e. *Add a board goal on diversity*
  - f. *Have a racial equity policy*
4. Continuing discussion of guiding strategic actions –Review Update to School-based Teams on Diversity Goals for 2015-2016
  - a. *Possible Idea: School-based Diversity Action Teams*
  - b. *Possible Idea: Cultural Competency Training TBD*
  - c. *Possible Idea: District Event—October 9, 2015 Possible invite Dr. Pedro Nogurea of NYU, Professor of Education*
5. Next Meeting: TBD
6. Adjourn

Taken from the NEA website: <http://www.nea.org/tools/30402.htm>

There are five basic cultural competence skill areas. They apply to individual educators as well as the schools they work in and the educational system as a whole. Growth in one area tends to support growth in another (Adapted from Diller and Moule, *Cultural Competence: A Primer for Educators*, Thomson Wadsworth 2005):

- **Valuing Diversity.** Accepting and respecting differences—different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
- **Being Culturally Self-Aware.** Culture—the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests—shapes educators' sense of who they are and where they fit in their family, school, community, and society.
- **Dynamics of Difference.** Knowing what can go wrong in cross-cultural communication and how to respond to these situations.
- **Knowledge of Students' Culture.** Educators must have some base knowledge of their students' culture so that student behaviors can be understood in their proper cultural context.

- **Institutionalizing Cultural Knowledge and Adapting to Diversity.** Culturally competent educators, and the institutions they work in, can take a step further by institutionalizing cultural knowledge so they can adapt to diversity and better serve diverse populations.