

Drake Parent Equity* Team Agenda 3-11-19

<p>Purpose/Outcomes for Meeting:</p> <ul style="list-style-type: none"> ● Introduce tools and norms to use for courageous conversations. ● Review the Equity work at Drake High School. ● Develop possible action items/goals for the group to consider implementation. 	<p>Norms and/or Agreements:</p> <ul style="list-style-type: none"> ● Stay engaged ● Experience discomfort ● Speak your truth ● Expect and accept non-closure
<p><i>Purpose for Agenda Items Key:</i></p> <ul style="list-style-type: none"> ● Information Sharing- IS ● Community Building- CB ● Learning- L ● Discussion- D ● Planning- P ● Problem Solving- PS 	<p>Helpful Reads:</p> <p>Singleton, G. (2006) Courageous Conversations about Race. DiAngelo, R. (2018) White Fragility: Why it's so hard to talk...</p>

Time	Agenda Item	Person	Outcomes and Purpose	Notes
10 min	<p>Welcome and Introductions Community Building with the Compass.</p>	Liz C.	Introductions and hello! Checking in using the compass in our conversations. CB	
30 min	<p>Drake Equity Work Review</p> <ul style="list-style-type: none"> ● Restorative Practice work <ul style="list-style-type: none"> ○ Conscious Conversations ● Beyond Diversity Work ● District Equity Work ● Drake Equity Team ● SOAR, multicultural club and Keith's group 	Liz S. Liz C.	Review and understand the work Drake is engaged in and how parents can be involved. L, D	
45 min	<p>Our Goals: Discussion and Action Brainstorm-</p> <ul style="list-style-type: none"> ● Identify areas parents can have 	All	Review possible goals for parent work. Discuss possible ideas for action items to meet	

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	impact on equity issues. <ul style="list-style-type: none"> • Action Team time- develop a goal and possible action items • Report out to group 		goals. Share out ideas and possible implementation plans. <i>D, L</i>	
10 min	Reading the Work/Nuts and Bolts	All	Sharing awesome reads	Next Meeting: 4/24?

***Equity Definition:** raising the achievement of all students. Narrowing the gap between high and low achievement levels and eliminating the racial predictability of which students occupy the high and low achievement levels