

Miner Equity Team - Spring 2020

Direct Action Teams

“Default” Actions

Action	Team Members
0-1. Develop ideas for improving communications from school leaders (admin, PTO, LSAT) to parents and families.	Ashley Luttmer Bernadette Wittschen Billy Lynch Cara Camacho Chris Deutsch David Treat Emma Halley Julie Muir Justin Burniske Kayt McKissick Sarah Pitoniak Tiffany Brown
0-2. Assist the school with outreach and communications to families for the school’s mission/vision work, as well as support feedback collection.	Bernadette Wittschen Billy Lynch David Treat Emma Halley Latoya McCarthy-Scott LaShawn Oliver Shanice Wright Tiffany Brown

Category 1: Parent & Family Resources

Action	Team Members
1-1. Offer classes and resources to parents who need it (optimally this would be preceded by some form of Needs Assessment (see Category 5) to determine which types of classes/resources are needed).	Channing Cooper Emma Halley Hannah Williams Justin Burniske Kirsten Green Shanice Wright
1-2. Bring in a group on how to talk to kids about race.	Amy Treat Ashley Luttmer Billy Lynch Cara Camacho Channing Cooper Jamie Milhous Julie Muir Kayt McKissick Kirsten Green

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1-3. Pair diverse families to support each other for a month or a limited time.	Billy Lynch Julie Muir Kayt McKissick
1-4. Co-host Parent/Grandparent Cafes with PreK Parent Committee (ECE) and with PTO (K-5). Also determine how to make Parent Cafes more interesting and better-attended.	Kayt McKissick Latoya McCarthy-Scott
1-5. Help white families learn/understand how to be charitable and directly help families in need without being a "white savior."	Ashley Luttmer Bernadette Wittschen Emma Halley Julie Muir Justin Burniske Kayt McKissick Kirsten Green
1-6. Develop ideas for how to make Room 101 (the Parent Center) a safe space for all - then recommend school/CSC implement the best ideas.	None

QUESTIONS/COMMENTS FROM THE SURVEY:

1. I don't have some background information to help me understand some of these actions. For instance, I'm not familiar with "Parent Cafe". I also don't think I understand the intent behind item 1-3 (families supporting each other). What does "support" mean, in this context? I'd like more information in order to give a more informed opinion.
2. I don't understand some of these recommendations to offer most helpful answers. Do we have a shared understanding of what equity is to develop goals? What about a School Equity Plan? **Answer: See the Equity Team page on Miner's website for information about what equity means at Miner: <https://www.minerelementary.org/equity-team.html>. The Equity Team has proposed to advise the school administration to undertake an equity assessment, of which and Equity Plan would be a result. See Action/Advice 5-1.**

Category 2: Student & Teacher/Staff Resources

ACTIONS: None

QUESTIONS/COMMENTS FROM THE SURVEY:

1. I'm not sure if this falls under this category, but what about a Miner little free library? There was a shopping cart of books in the lobby recently that seemed to be a big hit. This would be a great way for families whose bookshelves are overflowing to get books to kids who may not have as many.
2. In addition to advising parents and families on how best to talk to their children about race, could a similar training be offered to teachers/staff? Would the teachers/staff find that kind of dialogue or training useful?
3. Develop curriculum to help teachers at different grades teach students about race and inequity.
4. more resources for older grades - money for field trips, supplies, etc.

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5. Not sure if having classroom parents to help with communications between teachers and the parents if their students would fall here, but I think I could be a good idea to keep everyone informed and to enhance relationships between parents.

Category 3: Building & Maintaining Relationships & Community

Action	Team Members
3-1. Host a "mixer" event so parents in ECE can get to know upper grade parents.	Amy Treat Ashley Luttmer Billy Lynch Jamie Milhous Jessica Burniske Julie Muir Justin Burniske Latoya McCarthy-Scott
3-2. Host a "Meet & Greet" event for the Grade 3-5 team (or presentation by them)	Amy Treat Jessica Burniske Latoya McCarthy-Scott Marc Borbely
3-3. Invite DCPS Community Action Team (CAT) to brief the school community? Does the CAT do equity work?	None
3-4. Equity Team and/or other parent leaders wear buttons stickers during drop off and/or pick up to identify them as "welcomers" or "greeters."	Cara Camacho David Treat Julie Muir
3-5. Reach out to Latino families and make them feel welcome.	Billy Lynch Jessica Burniske
3-6. Identify any issues hindering good day-to-day customer service in the school. Then recommend solutions to the admin if needed.	Billy Lynch Chris Deutsch Kirsten Green David Treat LaShawn Oliver Shanice Wright Tiffany Brown
3-7. Create a pledge for parents and staff to sign to demonstrate a commitment to equity, inclusion, and participation (money and/or time).	Billy Lynch Jamie Milhous Julie Muir Shanice Wright

QUESTIONS/COMMENTS FROM THE SURVEY:

1. I marked the "stakeholder pledge" item as "don't do," but only because I'm really not sure what that means. With more information, my answer would likely change.
2. I'm not sure what a stakeholder pledge means or would entail.

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3. To do equity work, we need a shared goal and set of principles. That really should be developed soon to start developing plans to implement that goal. **Answer: a start to these are shared on the Equity Team webpage on the school website: <https://www.minerelementary.org/equity-team.html>.**
4. Not sure commitment to equity pledge should be limited to money/time but I like the idea of a pledge. I'm not sure what the CAT team is. Do we know that Latino families feel unwelcome/so do we have clear and evidence based info about how the Latino community feels?

Category 4: Participation & Volunteering

Action	Team Members
4-1. Develop ideas for how to get more parents involved as leaders and as general volunteers.	Billy Lynch Emma Halley Jamie Milhous Jessica Burniske Julie Muir Justin Burniske Latoya McCarthy-Scott Marc Borbely Marissa Gunn

QUESTIONS/COMMENTS FROM THE SURVEY:

1. All current active members of the school community should take a pledge to try to get one more person or family involved in a school event each event. **Answer: this could be part of Action 3-7 above.**

Category 5: Issues/Needs Identification & Assessment

Action	Team Members
5-1. Assist in updating school-wide needs assessment if the school undertakes such an assessment. Details of Equity Team advice for Miner administration: Take inventory of where inequity is most prevalent and where barriers may be to true equity. Identify problem areas and focus on taking corrective action. Perform equity assessment and identify barriers to equity. This should include identifying needs that require DCPS/city engagement, as well as identifying family support needs and ensure equitable provisioning of services. Highlight where people feel things are not equitable to better understand the issues. Should include resource mapping (i.e., where are the resources located that serve a particular need) and should lead to an "Equity Transformation" plan if required.	Billy Lynch Chris Deutsch Kayt McKissick Tiffany Brown
5-2. Recommend equity-related school priorities to LSAT and admin in advance of budget season. - BUDGET SEASON FOR SY20-21 IS CLOSED. THANKS TO ALL WHO PARTICIPATED IN BUDGET DISCUSSIONS EITHER AS AN ELECTED LSAT REP OR AS AN OBSERVER.	Ashley Luttmer Billy Lynch Kirsten Green Marissa Gunn Sarah Pitoniak Tiffany Brown

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QUESTIONS/COMMENTS FROM THE SURVEY:

1. We need a school equity plan. To develop a plan we need to identify existing barriers. **Answer: See Action/Advice 5-1.**