

Breakout Room Protocol

1. **Establish roles:** facilitator, engager, note taker, timekeeper and presenter
2. Each person share their recommended priorities
3. Come to consensus on one priority for each category
4. Establish action steps for each category
5. If there is time, you may establish other priorities and action steps

Core Team Recommendations

Group 1 Team Members: Christina, Crystal, Julie, Ali, Ruby

Here's What!

Data Driving Recommendations

- Students felt ideas valued, and had opportunities to speak mostly, however less with students of color
- Discomfort levels among students & teachers when talking about race
- More authentic voices among race, LGBTQ, class, etc.

So What?

Recommended Priorities

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Now What?

Recommended District Action Steps:

- Newer diverse materials, and offering choice, in various formats
 - By diverse by we mean non stereotypical stories not centered around trauma / from those who are:
 - Asian American
 - Middle Eastern
 - Hispanic
 - LGBTQ - non-cis-gendered
 - Different family structures
 - Disability community
 - class/language/geography



Now What?

Recommended District Action Steps:

- PD: Hear from teachers who have done this, how to make the discussions productive and more comfortable, and establish a vertical literature list
- Regularly surveying students, teachers may have input on wording of questions for clarity purposes

Core Team Recommendations

Group 2 Team Members: Rachel Riegler, Whitney Carr, Michelle Rogers, Jessica Willis,
Binta Bah

Here's What!

Data Driving Recommendations

- Lack of diverse characters and non traditional families
- Need for more texts that aren't solely from white experience

So What?

Recommended Priorities

- More cultural representation
- Ability to purchase current and modern supplemental texts
- More modern texts
- Teachers supporting students with diverse supplemental texts and opportunities for choice, helping them choose texts that represent and affirm students

Now What?

Recommended District Action Steps:

- Continue to support teachers: give them time and resources to do this work
- Intentional budgets for current, diverse texts
- Partnerships between BCS and other schools and community partners, like the library

Here's What!

Data Driving Recommendations

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So What?

Recommended Priorities

- Putting texts in historical context
- Pairing fiction and nonfiction together
- Partnerships with teachers and agencies so they have the tools to help with dei instructional approach
- Teachers have routes to help students have social justice