



# Foxborough Regional Charter School

## Diversity, Equity & Inclusion Committee Meeting

Published on August 28, 2023 at 3:25 PM EDT

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### Date and Time

Wednesday February 15, 2023 at 7:00 PM EST

### Location

Meeting ID: 889 5897 4790

Passcode: 152707

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### Meeting Format

Whether in person or online, the public is welcome to attend Board/Committee Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board/Committee Chair. All meeting Agendas are posted on the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). Meetings start promptly on time as noted on the agenda.

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
<b>A. Record Attendance</b>			1 m

	Purpose	Presenter	Time
<b>B.</b> Call the Meeting to Order			1 m
<b>C.</b> Privilege of the Floor	Discuss		5 m
<b>II. Committee Business</b>			
<b>III. Policy</b>			<b>7:07 PM</b>
<b>A.</b> 1st Reading	Discuss		1 m
<b>B.</b> 2nd Reading	Discuss		1 m
<b>C.</b> Survey	Discuss	Anissia Vixamar	45 m
<b>IV. Closing Items</b>			<b>7:54 PM</b>
<b>A.</b> Approve Minutes	Approve Minutes		1 m
<b>B.</b> Adjourn Meeting	Vote		1 m

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The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

# Coversheet

## Survey

**Section:** III. Policy  
**Item:** C. Survey  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** FRCS DEI Survey - Feb 2023.docx  
Shared Recommendations DEI Temperature Check.docx

## FRCS DE&I Survey – SY 22/23 Middle/High School Students

### *Relevant Terms*

**Adults:** Individuals that are part of the FRCS staff.

**Discrimination:** The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, **mental/physical ability**, gender identity, sexual identity, sexual orientation, or age (but not limited to this). This could mean either including or excluding people based on their individual identity or membership in social identity groups.

**Peers:** Classmates or other FRCS students.

**Social Identity:** Groups or communities that individuals identify with which may include but are not limited to:

- Race
- Ethnicities
- Gender Identity
- Sexual Orientation
- **Mental/Physical Ability**
- Religion/Spirituality
- Socioeconomic Status

**Students:** Individuals enrolled at FRCS.

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### ***Background Questions (Free-Response Fields)***

Name (Optional/Not Required):

What is your race or ethnicity?

What gender do you identify with?

What language(s) do you mostly speak at home?

What grade are you in?

What religion, if any, do you identify with?

## FRCS DE&amp;I Survey – SY 22/23 Middle/High School Students

## Survey Questions

How often do you spend time at school with students from different social identities?	<i>Almost never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost always</i>
At your school, how common is it for students to have close friends from different social identities?	<i>Almost never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost always</i>
How fairly do students at your school treat people from different social identities?	<i>Not at all fairly</i>	<i>Slightly fairly</i>	<i>Somewhat fairly</i>	<i>Quite fairly</i>	<i>Extremely fairly</i>
How fairly do adults at your school treat people from different social identities?	<i>Not at all fairly</i>	<i>Slightly fairly</i>	<i>Somewhat fairly</i>	<i>Quite fairly</i>	<i>Extremely fairly</i>
How often do teachers encourage you to learn about people from different social identities?	<i>Almost never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost always</i>
How empowered do you feel to have honest conversations with students about race?	<i>Not at all confident</i>	<i>Slightly confident</i>	<i>Somewhat confident</i>	<i>Quite confident</i>	<i>Extremely confident</i>
How empowered do you feel to have honest conversations with staff about race?	<i>Not at all confident</i>	<i>Slightly confident</i>	<i>Somewhat confident</i>	<i>Quite confident</i>	<i>Extremely confident</i>
At your school, how often are you encouraged to think more deeply about race-related topics with other students?	<i>Almost never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost always</i>
How comfortable are you sharing your thoughts about race-related topics with other peers at your school?	<i>Not at all comfortable</i>	<i>Slightly comfortable</i>	<i>Somewhat comfortable</i>	<i>Quite comfortable</i>	<i>Almost always</i>
How comfortable are you sharing your thoughts	<i>Not at all comfortable</i>	<i>Slightly comfortable</i>	<i>Somewhat comfortable</i>	<i>Quite comfortable</i>	<i>Almost always</i>

**FRCS DE&I Survey – SY 22/23 Middle/High School Students**

about race-related topics with staff at your school?					
When there are major news events related to race, how often do adults at your school talk about them with students?	<i>Almost never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost always</i>
When there are major news events related to discrimination, how often do adults at your school talk about them with students?	<i>Almost never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost always</i>
How well does your school help students speak out against discrimination?	<i>Not at all well</i>	<i>Slightly well</i>	<i>Somewhat well</i>	<i>Quite well</i>	<i>Extremely well</i>
How well does your school help students speak out against racism?	<i>Not at all well</i>	<i>Slightly well</i>	<i>Somewhat well</i>	<i>Quite well</i>	<i>Extremely well</i>
I know who to contact with questions and concerns about discrimination.	<i>Yes</i>	<i>No</i>	<i>Unsure</i>		
When I see discrimination towards others, I feel I have the tools and am capable to intervene.	<i>Not at all confident</i>	<i>Slightly confident</i>	<i>Somewhat confident</i>	<i>Quite confident</i>	<i>Extremely confident</i>
How educated are you on the social identities of your peers/others?	<i>Not at all educated</i>	<i>Slightly educated</i>	<i>Somewhat educated</i>	<i>Quite educated</i>	<i>Extremely educated</i>
I can identify at least one trusted adult to seek out for support.	<i>Yes</i> <i>Adult's Name:</i>	<i>No</i>			
I can identify at least one trusted peer/student to seek out for support.	<i>Yes</i>	<i>No</i>			
How well do people at your school understand you as a person?	<i>Not at all well</i>	<i>Slightly well</i>	<i>Somewhat well</i>	<i>Quite well</i>	<i>Extremely well</i>
How connected do you feel to the adults at your school?	<i>Not at all connected</i>	<i>Slightly connected</i>	<i>Somewhat connected</i>	<i>Quite connected</i>	<i>Extremely connected</i>

**FRCS DE&I Survey – SY 22/23 Middle/High School Students**

How much respect do teachers show students that are of a different social identity?	<i>Not at all respected</i>	<i>Slightly respected</i>	<i>Somewhat respected</i>	<i>Quite respected</i>	<i>Extremely respected</i>
How much do you matter to others at your school?	<i>Not at all</i>	<i>Slightly</i>	<i>Somewhat</i>	<i>Quite a bit</i>	<i>A lot</i>
Do you feel the curriculum offers you opportunities to see yourself and others represented?	<i>Not at all</i>	<i>Slightly</i>	<i>Somewhat</i>	<i>Quite a bit</i>	<i>A lot</i>
Overall, how much do you feel like you belong at your school?	<i>Not at all</i>	<i>Slightly</i>	<i>Somewhat</i>	<i>Quite a bit</i>	<i>A lot</i>
I would like to speak to a member of the <b>school community</b> about my concerns.	Yes  <i>Please provide name and/or email for follow-up:</i>	No			

## Recommendations After Reviewing Survey

### Resources- Family support Narrative

School districts across the country are administering school culture and climate surveys to collect information about the experiences of all stakeholders i.e. parents, educators, school staff, students etc. to identify strengths and areas for improvement. When administering such surveys FRCS aims to thoughtfully identify ways to support stakeholders before, during and after the survey process. FRCS will be offering student process groups led by **DSCC** in the weeks to follow after the administration of the survey. We are asking our families to partner with us in providing this support by beginning or continuing conversations about diversity, equity and inclusion. Here are some online resources you may find useful while having such conversations with your child during the survey period and beyond.

<https://www.washingtonpost.com/podcasts/interactive/2021/teens-talk-about-race/>  
<https://www.aldenhabacon.com/13-tips-how-to-talk-to-children-about-diversity>  
<https://yourteenmag.com/family-life/communication/conversation-starters-about-race>  
<https://kidshealth.org/en/parents/talk-about-race.html>  
<https://med.emory.edu/departments/psychiatry/documents/documents1/talk.to.your.kids.about.race.pdf>  
<https://centerracialjustice.org/resources/resources-for-talking-about-race-racism-and-racialized-violence-with-kids/>  
<https://columbiasc.momcollective.com/7-ways-we-can-teach-our-children-and-teens-about-diversity-and-inclusion/>  
<https://fulleryouthinstitute.org/blog/talking-about-race-with-teenagers>  
<https://www.today.com/parenting-guides/how-talk-kids-about-race-racism-t179138>  
<https://www.learningforjustice.org/>  
<https://www.ushmm.org/>  
<https://peacealliance.org/>  
<http://www.standupfoundation.com/>  
<https://www.matthewshepard.org/>  
<https://au.reachout.com/>  
<https://www.thetrevorproject.org/>  
<https://pacerteensagainstabullying.org/>

- Identify/name type of survey as - student experience and opinion survey
- Possibly indicate any surveys or scholarly articles that were referenced during the creation of the survey (looks like panorama and Hamilton Southeastern Schools in Indiana)
- Standardize the demographic information in alignment with the way the district collects and reports out demographic data to state agencies (see suggestions on page 2). Research suggests that standardizing some of the demographics helps define the question being asked and helps gather information in a way that elevates the ability to identify trends and themes during analysis.

**Commented [VA1]:** DSCC – Director of School Culture & Climate



- DSCC can work with principals to schedule debrief process groups with students who indicate interest via the last question on the survey. Staggering administration by having the high schoolers take it later in February and the middle schoolers take it in March or April will help make this more manageable to do.
- Consider a more developmentally appropriate format for middle schooler
- What does communicate all info to staff via principal identified best method
- Highlight that the district intends to conduct similar surveys with staff and families through the panorama platform to ensure their voices and experiences are included in the quest to better understand the culture and climate at FRCS.
- Consider defining the Likert scale options i.e., difference between sometimes and frequently especially because many of our students are bi or multilingual
- Tailor questions 1-5, 17 and 22 to specific categories of racial/race, ethnicity/ethnic or cultural background. Looks like these questions came from a survey administered by Hamilton Southeastern Schools in Indiana, which had the questions tailored in that manner. Or write the question as so, to ensure we get a clearer picture to guide future work. (See example pg. 2)
- We may want to define social identity categories i.e., socio- economic status and consider changing “disability” to “ability”.
- Survey should include a narrative at the start of the survey explaining the “the why?” and how the data will be used/what the data should be used for.
- The DEI Committee does include student members from the advisory board per tasks force by laws; however, I can’t get into board on track to review at this time.

How often do you spend time at school with students with different?					
	<i>Almost never</i>	<i>Occasionally</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost always</i>
Sexual orientations or gender identities					
Racial, ethnic and cultural					
Religion/Spirituality					
Mental/Physical Disability (ability?)					
Socioeconomic Status (poor, working class, middle class or upper class/wealthy?)					

**Suggestions for additions to question bank:**

- Teachers make assumptions about my ability, character or behavior based on stereotypes about my race
- My school is welcoming and inclusive to students of all skin colors, cultures, religions, sexual orientations etc.
- Outside of specific events (such as Black History Month) do you feel like your school does enough to celebrate diversity
- I feel like I am treated differently and/or excluded from the community based on my race, ethnicity, religion, sexual orientation or gender identity, ability or socio-economic status.
- How important is it for you to have teachers that are diverse in race, ethnicity, sexual orientation, gender identity, ability and socio-economic status?

**Suggestions for Standardized Demographics Data:**

- Gender Identity (Male, Female, Non-Binary)
- Grade (9th, 10th, 11th, 12th)
- Race with categories reflecting the racial demographic categories used to collect and report out data to the state (Black or African American; White or Caucasian; Asian; American Indian/Alaska Native; Native Hawaiian/Other Pacific Islander)
- Ethnicity Open response with an example of ethnicity i.e., Haitian, Puerto Rican, Kenyan
- Religion (Catholic, Methodist, Pentecostal, Buddhist, Hindu, Muslim, Non-Denominational; Other please specify: \_\_\_\_\_)
- Language open ended makes sense since our families speak 47 different languages and dialects.

Original Set of Questions

1.	How often do you spend time at school with students from different social identities?
2.	At your school, how common is it for students to have close friends from different social identities?  Racial, ethnic or cultural backgrounds

3.	How fairly do students at your school treat people from different social identities?
4.	How fairly do adults at your school treat people from different social identities?
5.	How often do teachers encourage you to learn about people from different social identities?
6.	How empowered do you feel to have honest conversations with students about race?
7.	How empowered do you feel to have honest conversations with staff about race?
8.	At your school, how often are you encouraged to think more deeply about race-related topics with other students?
9.	How comfortable are you sharing your thoughts about race- related topics with other peers at your school?
10.	How comfortable are you sharing your thoughts about race-related topics with staff at your school?
11.	When there are major news events related to race, how often do adults at your school talk about them with students?
12.	When there are major news events related to discrimination, how often do adults at your school talk about them with students?
13.	How well does your school help students speak out against discrimination?
14.	How well does your school help students speak out against racism?
15.	I know who to contact with questions and concerns about discrimination.

16.	When I see discrimination towards others, I feel I have the tools and am capable to intervene.
17.	How educated are you on the social identities of your peers/others?
18.	I can identify at least one trusted adult to seek out for support.
19.	I can identify at least one trusted peer/student to seek out for support.
20.	How well do people at your school understand you as a person?
21.	How connected do you feel to the adults at your school?
22.	How much respect do teachers show students that are of a different social identity?
23.	How much do you matter to others at your school?
24.	Do you feel the curriculum offers you opportunities to see yourself and others represented?
25.	Overall, how much do you feel like you belong at your school?
26.	I would like to speak to a member of the school community about my concerns. Schedule process groups during lunch and HS workshop time