

**PACREE: Recruitment and Retention of Staff of Color Recommendations**  
**Teachers/Staff**  
**2020-2021**

*Recommendations & Comments*

**Recommendation 1:**

**PD/Affinity Meetings for BIPOC teachers to be held during the duty day**

**Comments:**

- Opportunities for relationship building, networking and collective mentorship.
- Because many teachers have extracurriculars or priorities after school, the work day is the best time to get everyone in one place.
- Models of Success
  - Champlin Park High Schools has an monthly Educators of Color affinity that meets during collaborative teams. Principals have been very supportive and it includes admin, teachers and support staff of color.
  - Roseville Public Schools (FOCUS) gathers their teachers of color together for one day 3x in the school year for PD and providing feedback on district priorities.
- Teachers lead both affinity spaces, would need compensation. Money for subs would also be needed if teachers are meeting on a student-contact day.
- Affinity and connections strengthen and develop the assets of BIPOC teachers, can also connect Grow Your Own teachers to this group to sustain retention.
- Mentorship program can also be strengthened with field observations at mentee and mentor's school sites.

**Recommendation 2:**

**Strengthen Retention by Addressing Microaggressions in Workplace**

- *Collecting data on how schools are able to retain teachers and how others are not, and understand the reasons why*
  - *exit interviews*
  - *A system of reporting for BIPOC teachers for district and school reflection and feedback*
- *Professional development for admin to support goals of equity and antiracism and ways to support and protect BIPOC teachers and having a system of accountability for teachers and admin when they are causing harm*
- *Seeking consultation prior to terminating a BIPOC teacher to consider teacher assets and systemic barriers to personal/professional growth AND/OR make additional efforts to ensure a teacher is rehired in the district if their position is cut.*

**Comments**

- *The microaggressions that occur in the workplace from student, teacher, admin and parent interactions place a heavy burden on teachers and cause racial fatigue, isolation and withdrawal*
- *As a result, BIPOC teachers can be easily perceived through a lens of deficiency because they are measured through mainstream teacher standards that often are aligned to white norms and expressions without considerations for cultural and linguistic capital/assets*
- *BIPOC are often deemed at fault for not navigating white fragility acceptably, and are expected to carry the burden without critique of the climate and system that defaults to their push out.*