

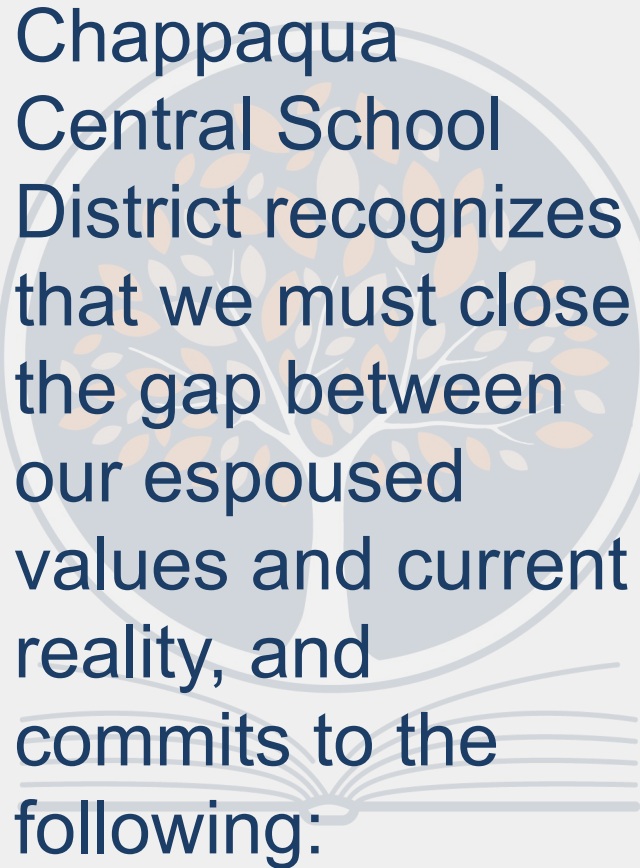


Chappaqua School District

*Anti-Racism and Social Justice Education
in Our School Community*

Chappaqua Central School District is a community of learners who demonstrates an understanding and appreciation for continual growth in all aspects of education. Our community values equity, celebrates inclusivity and promotes social justice.

June 23, 2020



Chappaqua
Central School
District recognizes
that we must close
the gap between
our espoused
values and current
reality, and
commits to the
following:

Act with Purpose

We will create a tangible action plan to drive change.

Accelerate Our Response

We will identify and take decisive strategic actions to fight racism and other discriminatory forces in our schools and by extension, our community.

Show Progress

We will measure the impact of our strategic actions and report progress and challenges to our school community.

District Equity Work

Strategic Focus Areas - 2019-2020

- ❑ Created ChappEquity P.R.I.D.E. Fellowship
- ❑ Engaged in Diversity Recruitment & Hiring Initiatives
- ❑ Facing History: Professional Development & Curriculum
- ❑ Continued SEL Work: RULER Approach
- ❑ Facilitated Anti-Racism Virtual Professional Development Sessions for Staff



District Equity Work

Strategic Focus Areas - 2019-2020

- ❏ Provided District Level Support - BSU & Unity Day
- ❏ Supported Student Lead Equity Work (GSA, ENOUGH, BSU, 7B Diversity Club, Bell Diversity Club)
- ❏ Supported Faculty Lead Curriculum Diversification Initiatives
- ❏ Two-Prong Process when Students & Staff are victims



June 8, 2020 - June 23, 2020

- ❑ Greeley Student Assemblies
- ❑ CCSD Faculty Meetings, Staff & Departmental Focus Groups
- ❑ CCSD Unity Day Facilitated by the BSU
- ❑ Board of Education - Community Focus Groups
- ❑ Focus Groups with Black Alumni, BSU & BIPOC Staff
- ❑ Provided Ongoing Professional Development
- ❑ Secured Professional Development for Leadership Team
- ❑ Investigated & Addressed Additional Incidents



Framework



Evolution

Set clear short- and long-term goals and measure progress, reporting on improvements or setbacks.

Education

Ensure our curriculum & faculty are reflective of the global community, and is one that values, celebrates and accurately represents our rich history and diversity.

Equity

Ensure every student, staff & family is treated equally and justly so they are safe, seen heard and valued

	COMMITMENT	GUIDING QUESTIONS	PROPOSED ACTIONS
Evolution	Set clear short- and long-term goals and measure progress, reporting on improvements or setbacks.	* How will we organize ourselves to do this work as we identify <u>appropriate goals, measure progress</u> over time and report this progress to our community?	Develop BOE Advisory Committee District Quarterly Report on Progress Reevaluate Strategic Plan Revisit BOE Strategic Questions Revise BOE Policies Revisit Mission Statement
Education	Ensure our curriculum & faculty are reflective of the global community, and is one that values, celebrates and accurately represents our rich history and diversity.	* How can we utilize <u>professional learning</u> to ensure that all faculty and leaders create and support culturally responsive classrooms & schools? * How can we enrich our programs by <u>diversifying student experiences</u> and <u>faculty</u> . * How should we <u>enhance our curriculum</u> to better educate students as they take an anti-racist stance?	Secure Renowned Experts Leadership, Faculty, Parents & Students Personal Growth & Development Curriculum Analysis & Revisions Diversify Staff through Hiring Practices Prioritize educational experiences related to Digital Citizenship Education
Equity	Ensure every student, staff & family is treated equally and justly so they are safe, seen heard and valued	*To what extent are our <u>espoused values</u> , policies, and practices anti-racist and culturally responsive? *How can we access the expertise of all <u>stakeholder groups and outside experts</u> to realize our vision? * How can we provide <u>robust support systems</u> for historically marginalized students, families and faculty?	Create & Publish School Charters (RULER) Revise Code of Conduct & Communicate Expectations Develop Alumni Mentorship Opportunities for Students Increase Expertise on Staff & Allocate Position to Lead this Work
<div> <div></div> <div></div> <div></div> <div></div> </div> <div>Framework For Action</div>			

Summer Leadership Development



Brenda Campbell Jones,
Ph.D., CEO



Franklin Campbell Jones,
Ed.D

Welcome to Drs. Brenda & Franklin Campbell Jones



Summer Curriculum Revisions & Professional Learning



CHAPPAQUA
Central School District

- Chapp Equity P.R.I.D.E. **Fellowship**
 - ◆ Develop Professional Learning Approach for 20/21
 - ◆ Select Consultant Expert for Faculty Training for 20/21
 - ◆ Develop Educational Approach for Students & Families for 20/21
- Enhanced & Articulated **Digital Citizenship** Curriculum
- Curriculum Priorities - Equity Audit/Curriculum Review
 - ◆ Identify and **remove racially insensitive curricular** materials & experiences
 - ◆ Add **BIPOC perspectives, voices, and authors**
 - ◆ Address the teaching of contemporary issues especially as it pertains to **systemic racism**
- Expand partnership with **Facing History**

Facing History and Ourselves

Facing History and Ourselves uses lessons of history to challenge teachers and their students to stand up to bigotry and hate.



TEACHING FOR EQUITY AND JUSTICE

Whole schools (including administrators) engage in a series of trainings that we call [Teaching for Equity and Justice](#). The series consists of 4 consecutive modules that can be done over time or in one 8 hour training.

MODULE 1

Establishing
Brave Space for
an Adult Learning
Journey Centering
Equity

MODULE 2

History, Race
and Educational
Inequity

MODULE 3

Developing
Mindsets for
Equity-based
Work

MODULE 4

Facing History
and Ourselves
and Culturally
Responsive
Teaching

Diversifying Staff & Targeted Support

- Revised & Standardized District-Wide Hiring Processes & Procedures
- Researched & Implemented Practices to Support Recruitment, Hiring & Retention of Educators of Color
 - Revised district description & job descriptions to attract candidates from underrepresented groups
 - Received input from students & staff to inform process
 - Participated in Diversity Recruitment Fair
 - Posted & Advertised positions across various platforms
 - We are seeing results...
 - 2019-2020 - 3% of new staff identified as POC
 - 2020-2021 - Ongoing; currently apprx. 30% of new staff identify as POC
- Develop Alumni Mentorship Program
- Create a Position to Support Students, Staff and Families of Color

Systems of Accountability



- Identify baseline **Climate Assessment** for Elementary, Middle and High School Students & Conduct **Randomized Focus Groups**
- Revise **District Code of Conduct** with Stakeholder Team
 - What does our response look like when incidents occur?
 - How do we balance accountability with restorative practices?
 - How & when do we communicate with the community?
- **Report Incidents & Progress Quarterly** to the Board of Education
- Revisit **Strategic Plan & BOE Strategic Questions**



Next Comprehensive Community Update September 2020

- ☐ Professional Development Plan for all Staff
- ☐ Revised Code of Conduct
- ☐ Plan for Student Learning Experiences to Promote an Antiracist stance
- ☐ Result of Preliminary Curricular Review and Identification of Curricular Shifts as a result of Summer Work
- ☐ Diversification of Learning Experiences: BIPOC perspectives, voices, and authors
- ☐ K-12 Digital Citizenship Curriculum Map
- ☐ Define Quarterly Report Structure
- ☐ Full Hiring Analysis & Future Recruitment Process Overview
- ☐ Selection of Climate Assessment Tool for Students
- ☐ Establishment of Student Mentoring Program
- ☐ New Position Established & Process Underway to Hire Candidate
- ☐ Establish New Board of Education Advisory Committee



Thank You!