

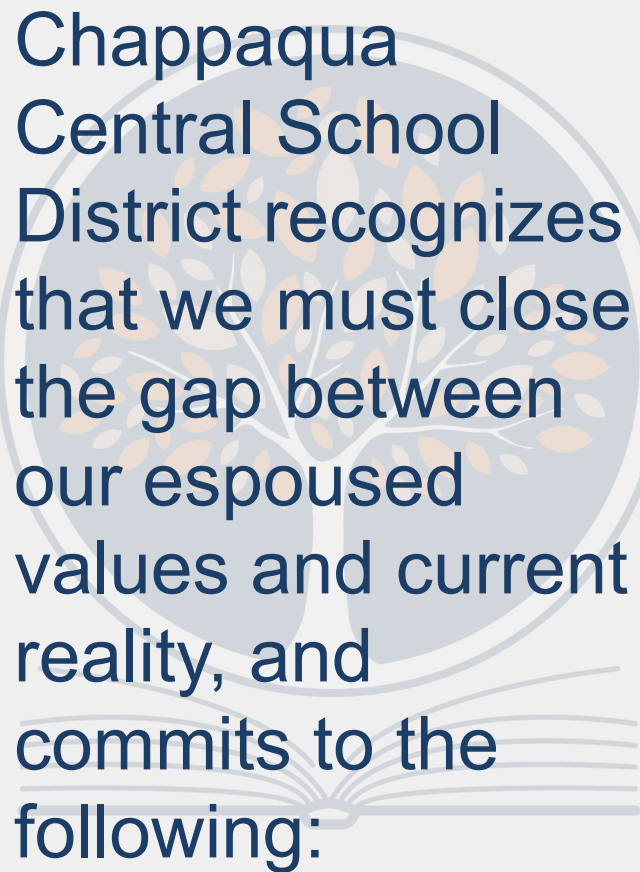


Chappaqua School District

*Antiracism and Social Justice Education
in Our School Community*

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

September 16, 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.

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 member & family are treated equally and justly so they are safe, seen, heard and valued



Framework For Action



Professional Learning

EARLY JUNE

June 4



Confronting Racism

How to lead difficult, but critical conversations with students - PD Team

June 5



Let's Talk About Race

Using literature to talk about race- PD Team

June 9



UNITY Day

District-wide event held by the BSU for all CCSd faculty and HG students

June 10 & 13



Confronting Racism

How to lead difficult, but critical conversations with students- PD Team

June 10 & 11



Mapping the Pathway towards Social Justice K-4

Strategies and lessons for developing student's understanding of their own identities and the identities of others

June 15



MS Literature Review

Jamie Edelman and the 7B ELA team reviewed current classroom literature

June 15



Identity Mapping as the underpinning of Anti-Racist Action

During this session participants engaged in an identity mapping exercise to understand the roots of their identities.

MID-JUNE

June 15 & 17



Affinity Group: Supporting the Development of Anti-Racist Kids

Conversation about how we can purposefully plan action steps for our students- PD Team

June 15 & 17



MOVING FORWARD: Revising MS & HS SS Curriculum

Curriculum review and rewriting for our SS department 5-12

June 16



Juneteenth An opportunity to discuss race with students- PD Team How to be an Anti-Racist

A deep dive into the Podcast and theories of Ibram Kendi-PD Team

June 16



How to be an Anti-Racist

A deep dive into the Podcast and theories of Ibram Kendi-PD Team

June 18



MS Literature Review

Jamie Edelman and the Bell ELA team reviewed current classroom literature

June 18



FACING HISTORY- Straight A's for Effective Facilitation

Strategies for facilitating conversations and discussions about sensitive but necessary topics like race.

June 18



Talking About Race & Racism in our Elementary Classrooms

Tools and guidelines on how to start the conversation about race

LATE JUNE

June 20



Grade 9 Book Selection Review

June 22



Grades 5 & 7 - Book Selection Review

June 23



LIFE School
Integrating Anti-racism into LIFE school curriculum

June 24



Grades 6 & 8 English teachers
discussion of book selection for 2020-2021

June 24



Director of Literacy meets with BSU to discuss BOE meeting and thoughts regarding book selection and use

June 25



K-12 literacy audit scorecard for texts used in classrooms

June 29 & 30



Grade 4 Social Studies Summer Curriculum Work
Review and Revision of SS curriculum

EARLY JULY

July 6 & 7



Administrative Retreat
Campbell Jones Culture, Class & Race & NYU - "How is race, power, and privilege connected to curriculum?"

July 7 & 8



Grades 7 & 8 Social Studies Summer Curriculum Work
Review and Revision of SS curriculum

July 9 & 10



Grades 5 & 6 Social Studies Summer Curriculum Work
Grade 7 Anti-Racism Curriculum Work

July 13 & 16



Grade 8 Anti-Racism Curriculum Work
Revision of Curriculum and implementation of an Equity Audit to ensure an Anti-racist lens

July 14



Getting to Know Your Students: Community & Connections
Utilizing principles of Facing History, to explore how to create brave anti-racist communities

July 14 & 23



K-12 Incorporating the Principles of Digital Citizenship
Discussing, sharing and learning about the principles of digital citizenship- PD Team

July 23



Thinking about Equity and Creating a Culturally Responsive Classroom
PD Team

LATE JULY

July 20



9th Gr. English Curriculum

Building an Anti-Racist Lens for our work

July 21 & 22



K-8 Art Curriculum

Building a foundation of anti-racism through art & literature K-8

July 22 & 23



9-12 Social Studies Curriculum

Building an Anti-Racist Lens for our work

July 23



LIFE School Social Justice Curriculum

Revising the Social Justice curriculum

July 23



Getting to Know Your Students

Building Community & Connections with tools from Facing History

August 4



"Night in a Day" Curriculum

Interdisciplinary planning on human rights curriculum

August 4 & 5



Literacy Gr. 5

Planning literacy lessons around social justice literature & nonfiction

EARLY AUGUST

August 10 & 13



Social Studies Gr. 6 Curriculum

Revise grade 6 curriculum to build an understanding of different cultures.

August 10-14



Administrative & BOE Cohorts

Work with CampbellJones to explore culture, class and race

August 11



Getting to Know Your Students

Building Community & Connections with tools from Facing History

August 17 & 18



5-9 ELA Curriculum

Work with Kate Roberts to craft curriculum & select new books

August 18 & 19



5-8 Music Curriculum

Incorporating Anti-Racism, Diversity and Social Justice

August 21 & 28



Gr. 12 AP Gov Curriculum

Embedding Civic Action and Social Justice into the curriculum

August 25



Director of Literacy Memo

Outlining protocols for use of texts with racist language

**MID
AUGUST**

Aug 11



**Principles of
Digital
Citizenship**

K-12 PD Session

Aug 20



**Thinking about
Equity and
Creating a
Culturally
Responsive
Classroom**
PD Session

Aug 20



**Getting to Know
your Students:**
Community &
Connections- Exploring
identity to build
relationships with
students

Aug 24



**Social Justice &
Equitable
Access**
Dr. Sinanis at New
Teacher Orientation

Aug 26



**Exploring
Identity & Brave
Spaces with
New Teachers**
PD Team at New
Teacher Orientation

Aug 27



**Race, Equity &
Social Justice:**
Cultural Proficiency Tool
HS Chairs & PD Team -
CampbellJones

Sept 1-2



**Race, Equity &
Social Justice:**
Cultural Proficiency Tool
MS Chairs, Grade Level
Leaders, Fellows & PD
Team - CampbellJones

SEPT.

Sept 3



**Director of
Literacy met
with Equity
Fellowship**

Literature Review &
Guidance Doc.

Sept 16



**BOE Community
Update**
*We Are here!"

Sept 23



**Launch of
#ChappEquity
Fellowship**

Oct 8



**Teaching for
Equity and
Justice**

Facing History Inservice
PD Course for MS & HS
Faculty



Learning Teams & Book Clubs

Learning teams and book clubs designed to deepen understanding of racism, racial justice and instructional implications.

Topics included:

- The Inner Work of Racial Justice (18)
- This Book Club is Anti-Racist (7)
- Stamped Book Club (23)
- Facing History and Ourselves: Teaching for Equity and Social Justice
- Proposed for 2020-21 - BIPOC Faculty Affinity Group (TBD)



Amanda McDo... · 8/11/20 ✓

The work continues...this **antiracist** book club furthers the discussion around race, privilege, & empowering our students. We are capitalizing on the urgency & committing to the work ahead.

[#WeAreChappaqua](#)

[@biblioteqie](#)

[@elwood_carolyn](#)

[@EbethSov](#)





Adam Pease + 14 • 2mo

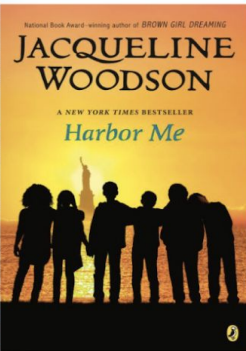
The CCSD Page-Turner Project

"Virtually connecting the readers of Chappaqua CSD"

incarceration to Amari's fears of racial profiling and Ashton's adjustment to his changing family fortunes. When the six are together, they can express the feelings and fears they have to hide from the rest of the world. And together, they can grow braver and more ready for the rest of their lives.

Slavery at Sea

Mustakeem explores the Middle Passage and shows how the process of commodification and related power struggles played out not just for adult men, but also for women, children, teens, infants, nursing mothers, and the elderly, diseased, ailing, and dying. She offers provocative new insights into medical treatments intersected with trauma and violence that transformed these human beings.



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1 comment

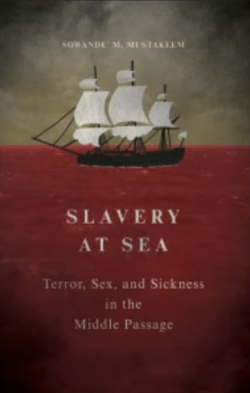
Really interesting...this is the kind of conversation that actually happens in the Art rooms. Many of our kids make it their "home away from home".

Add comment

Anonymous 2mo

Homegoing by Yaa Gyasi

Ghana, eighteenth century: two half sisters are born into different



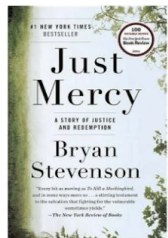
Add comment

2mo

Add comment

Just Mercy by Bryan Stevenson

A true story of Stevenson- African American Harvard law grad -who establishes the Justice Initiative in Alabama to represent death row inmates who are wrongly accused. A good follow up to The New Jim Crow.



1

Add comment

I highly recommend this collection by Toni Morrison which touches on topics of race, gender and writing. As a matter of fact, I recommend anything written by her since I think she is one of the greatest writers of all time.

THE SOURCE OF

Add comment

Sign, Gone. by Phuc Tron

Let's think about racism for our students of Asian descent... this memoir is BEAUTIFULLY written and is the story of a first gen Vietnamese boy growing up in small town Pennsylvania.



Sign, Gone: A Misfit's Memoir of Great B...
For anyone who has ever felt like they do...
bookshop

0

Add comment

Between the World and Me

by: Ta-Nehisi Coates
Andrew Corsilia recommended it.



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1 comment

The audiobook version read by Coates is the most powerful audiobook I've ever listened to!

Around the World in 80 Trees by Jonathan Drori

Sweet little book. A little history, a little science, a little nature, a little sociology. Beautiful illustrations.



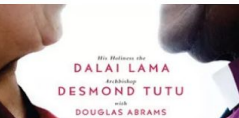
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1 comment

Sounds so interesting!

Add comment

The Book of Joy: Lasting Happiness in A Changing World



The Book of Joy by Dalai Lama, Desmond...
An instant New York Times bestseller Tw...
penguinrandomhouse.com

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Add comment

Dublin Murder Squad, Tana French

A true (as told to me) story

Bess Kalb

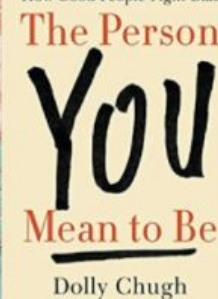
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Add comment

The Person You Mean To Be by Dolly Chugh

A growth mindset for bias...

How Good People Fight Bias



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Add comment

Slavery at Sea

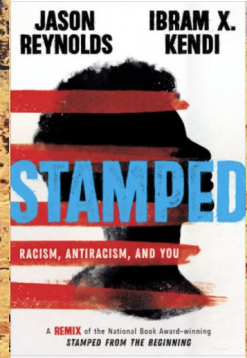
Mustakeem explores the Middle Passage and shows how the process of commodification and

THIS IS NOT a history book.

This is a book about the here and now.

A book to help us better understand why we are where we are.
A book about race.

The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. This remarkable reimagining of Dr. Ibram X. Kendi's National Book Award-winning *Stamped from the Beginning* reveals the history of racist ideas in America, and inspires hope for an antiracist future. It takes you on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can also be discredited.



Chappaqua Central School District

CampbellJones & Associates



Race, Class, and Culture: Constructive Conversations that Unite Us

Everyone has courage. Take the opportunity to summon it when most needed.

-CampbellJones, Keeny, CampbellJones

- ❏ Administrative Team & Board of Education
- ❏ HS Department Chairs & Co-Facilitators
- ❏ MS Department Chairs
- ❏ ES Grade Level Leaders
- ❏ Professional Development Team

Agenda

Welcome and Overview

- Grounding
- Outcomes
- Learning Agreements
- Prepare to Engage
- Overview of Cultural Proficiency
- **Tool:** Cultural Proficiency Continuum
- Microaggressions Article
- Closing



CHAPPAQUA
Central School District

New Teacher Orientation

Empathy & Equity... The Keys To Nurturing Fully Inclusive Classrooms!



Tony Sinanis... Father, Son, Partner & Educator
Asst Superintendent HR & Leadership
Chappaqua CSD #WeAreChappaqua

CCSD
Superintendent
Conference
Day
November 3,
2020

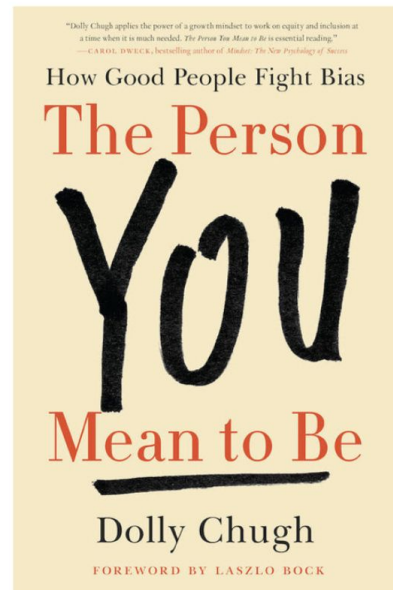
The Person You
Mean to Be: How
Good People
Fight Bias



When and why are we less ethical and egalitarian than we intend to be?

Dolly Chugh is an award-winning psychologist and associate professor of management and organizations at the Stern School of Business at New York University. She studies how and why most of us, however well-intended, are still prone to race and gender bias, as well as what she calls "bounded ethicality."

CV | Stern Profile | Google Scholar



ChappEquity P.R.I.D.E. Fellowship

- Launching September 23rd
- Leadership team to facilitate Fellowship (created Summer 2020):
 - ChappEquity Fellows Leadership Team featuring 6 teacher leaders, 5 of which self-identify as BIPOC
 - District-level coordination by Dr. Sinanis and the Director of Equity, Inclusion & Wellness
- Fellowship features 25 educators across the K - 12 continuum
- Initial learning arc of the Fellowship will focus on:
 - Identity
 - Building Relationships
 - Establishing Norms

Embedded & Sustainable Professional Development

Identified the following priorities for future Professional Learning (*excerpt from RFP*):

- ▣ Experiences that all staff members must be part of
 - ▣ Self-reflection/identity work for all staff
 - ▣ Bias/Assumptions about individuals, race, gender, sexuality, etc. Including...
 - Coded language, Microaggressions, “Jokes”, Tokenism “Saviorism” vs. allyship, Cultural appropriation
 - Alternative ways of thinking/working from other cultures
- ▣ Unpacking the concepts of equity, diversity
- ▣ Understanding and appreciation of different cultures
- ▣ Explicit training around being an anti-racist & the continuum of that work

Requests for Proposals
(RFP) - Policy 6085

Professional Services Excess
of 40K per Year



-ChappEquity Fellows Leadership Team



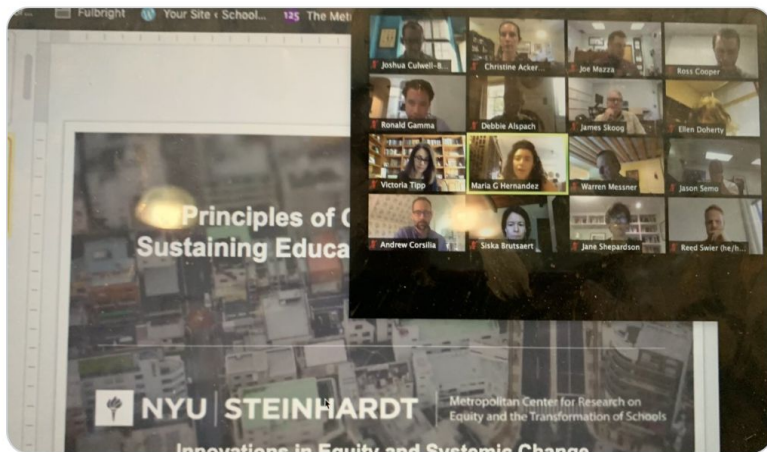
Student Learning Experiences

NYU's Metropolitan Center for Research on Equity and the Transformation of School – Innovations in Equity and Systemic change



Christine Ackerman CCSD @chackerman1 · Jul 6

Our **leadership** retreat is in full swing! My breakout group is learning this morning with the NYU - Metropolitan Center for Research on Equity & the Transformation of Schools **#WeAreChappaqua**



CHAPPAQUA
Central School District



Professional Development Plan

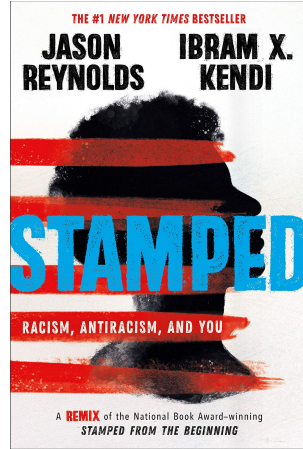


Newly Established & Redefined Curricular Experiences

Anchoring an
Anti-Racism/Social Justice
Vocabulary

Grades 7 & 8 US History

ethnicity
nationality
equity
upstander
microaggression
social stereotype
bias
racism
race
culture
white systemic
bystander
justice equality
privilege
antiracism



Framing the
study of the
nation's past &
present with
the lens &
periodization
of *Stamped*

Grade 11
US History



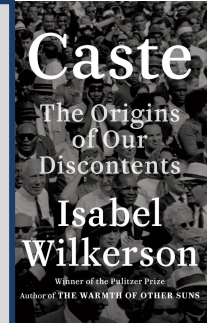
Defining
democracy
with parting
words of
John Lewis

Grade 12
AP Gov



Challenging
interpretations of
America's origins
with selected
readings

Grade 11 APUSH



Caste
The Origins
of Our
Discontents
Isabel
Wilkerson
Winner of the Pulitzer Prize
Author of THE WARMTH OF OTHER SUNS



Social Studies

Grades 5-12

- ▣ **Framing: Texts from Dr. Ibram X. Kendi**
- ▣ **Identity & Brave Space:**
Facing History Back to School Toolkit
- ▣ **Equity Audit: NYU Metro Center**
- ▣ **Curriculum Mapping:**
 - Embed Social Justice themes in driving questions for units
 - Focus on enduring issues that connect across time with an emphasis on modern day connections



NYU

STEINHARDT
Metropolitan Center for Research
on Equity and the Transformation of Schools



Diversification of ES Literature

- Received CSF grant for K-2 and 3-4 Windows and Mirrors classroom libraries
- Provided guiding questions for selecting texts for classroom use





Diversification of MS/HS Literature



- Received donations of books for secondary classrooms from the Chappaqua Children's Festival
- Reviewed whole class text titles for grades 5-9 and added new titles including a variety of voices, perspectives and experiences



ELA Curriculum Adjustments

Remove racially insensitive curricular experiences

- ❑ Immigration Simulations
- ❑ “Getting to Know You” Activities - Family Trees
- ❑ Moved *To Kill a Mockingbird* and *The Adventures of Huckleberry Finn* from whole class texts to independent choice texts
- ❑ Prohibited the use of the “N-word” in classrooms including when reading aloud from a text



9-12 Guidance Circles

The emotional climate of a classroom seems to be the best predictor of student engagement, student performance as well as student behavior.

-Marc Brackett



BIPOC Student Mentoring

Support
Empower
Amplify
Mentor



**BIPOC Mentorship in the
Chappaqua CSD**





S.E.A.M. Mission

BIPOC students need to feel that they belong. They need to be seen and heard. The role of the mentorship program is to amplify the voices and experiences of BIPOC students. We will ensure that BIPOC students are full members of our school community and not just participants.



Digital Citizenship



Help students take ownership of their digital lives

All students need digital citizenship skills to participate fully in their communities and make smart choices online and in life.

- Cyberbullying, Digital Drama and Hate Speech
- Digital Footprint and Identity
- Privacy and Security
- Media Balance and Well-being
- Relationships and Communication
- News and Media Literacy



Chappaqua Central School District

K-12 Digital Citizenship Implementation Plan

August 2020

Digital Learning Goals

1. Support Chappaqua students to be thoughtful learners and critical thinkers by providing a technology-infused, active learning environment.
2. Prepare Chappaqua students to become collaborative citizens.
3. Create an environment that increases the value and efficiency of learning time.



LEARN



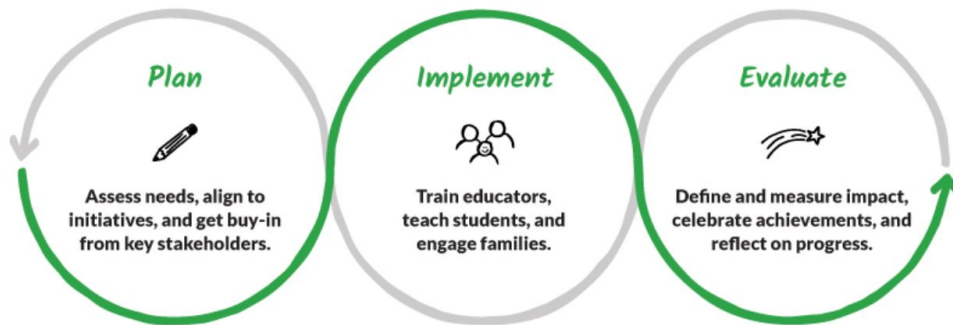
TEACH



LEAD

1

Phased Implementation



Common Sense Education

Grades K-2

Grades 3-5

Grades 6-8

Grades 9-12

Backed by research. Inspired by real life.



Designed and developed in partnership with **Project Zero at the Harvard Graduate School of Education** -- and guided by research with thousands of educators -- each digital citizenship lesson takes on real challenges and digital dilemmas that students face today, giving them the skills they need to succeed as digital learners, leaders, and citizens tomorrow. [Read about the research behind our curriculum.](#)



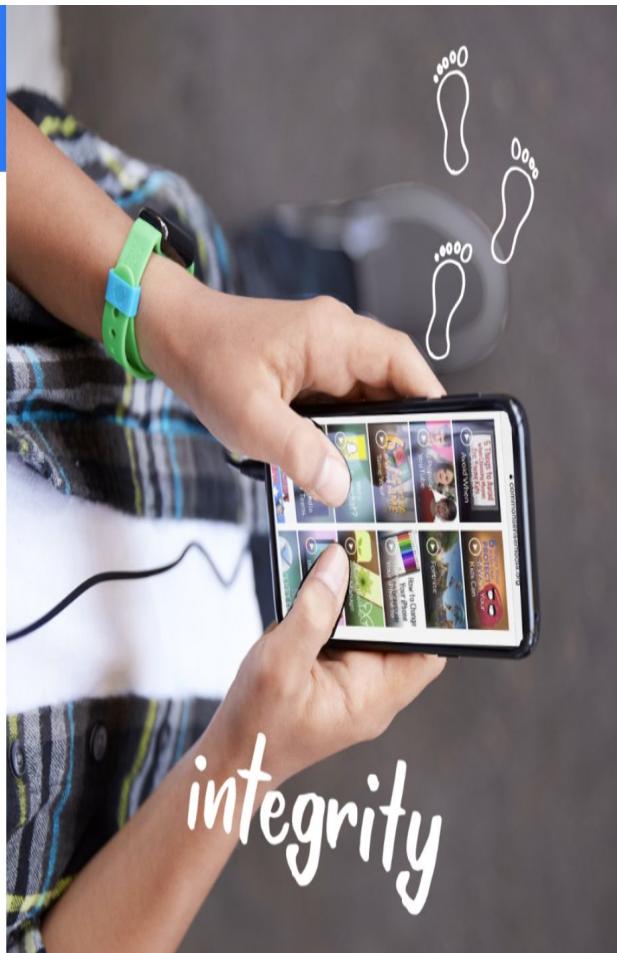


DIGITAL FOOTPRINT & IDENTITY

We define who we are.

DIGITAL CITIZENSHIP | GRADE 4

Our Online Tracks



Learning Objectives

1

Define the term "digital footprint" and identify the online activities that contribute to it.



2

Identify ways they are—and are not—in control of their digital footprints.



3

Understand what responsibilities they have for the digital footprints of themselves and others.





Board of Education

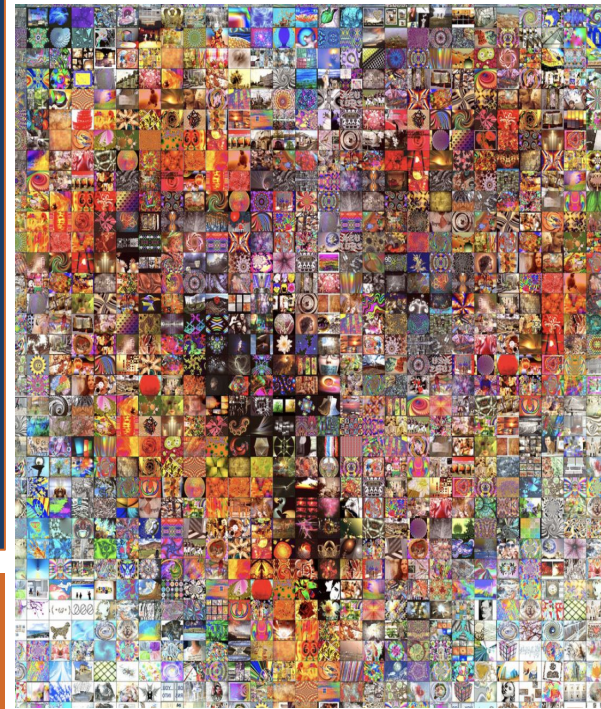
**Community Advisory Committee on
Antiracism, Equity & Social Justice**

Community Advisory Committee on Antiracism, Equity & Social Justice

Community Advisory Committee, to be co-chaired by two sitting Board members, for the purpose of presenting recommendations to the Board on how to promote and foster a culture and climate in our school district community that is anti-racist, anti-discriminatory, and socially and racially equitable. The Committee will address goals, implementation, accountability measures, methods of feedback, and all matters that will assist in advancing the District's commitment to racial equity and social justice.

Membership:

Members of the Committee shall consist of a balance of individuals who will provide diversity with respect to race, ethnicity, age, gender, and sexual orientation and identity, within the school district community, and who will represent all stakeholder groups, including parents at all school levels, students, staff, residents with no students in schools, and alumni.



First Meeting Date

October 5, 2020



Director of Equity, Inclusion & Wellness

Applicant Demographics

- Over 120 Applicants
- Diverse candidates from across the country
- Sitting DEIs have applied

Selection Process Overview:

- Applicant Resume Review by District Leadership Team
- Initial Screening Interview with Dr. Sinanis & Ms. Doherty
- Small Committee Interviews with District Leadership Team
- Committee Interviews featuring key community stakeholders
- Writing Sample Analysis & Problem of Practice Task
- Site Visit & Reference Review
- Board of Education Interview
- Recommendation for BOE Appointment

Position Description:

Under the supervision of the Assistant Superintendent of HR & Leadership Development, to implement, administer and maintain the school district's priority of nurturing an equitable and inclusive environment for all students and staff with an emphasis on promoting anti-racist practices, social justice, and social-emotional wellness.

To also **provide expertise, leadership, and collaboration in all areas of the school district** and is integral to fulfilling our commitment to educating a diverse student body and creating a safe and welcoming environment where all students, families and staff members feel safe, valued and seen.

Position Created on August 5, 2020 &
Advertised in the NY Times on
August 16, 2020



Hiring & Recruitment

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 - Appr. 30% of new staff identify as POC

Diversifying Staff & Targeted Support

➤ Action Steps for 2020 - 21 School Year...

- Launching a Learning Team focused on supporting BIPOC faculty members through an Affinity Group structure (anticipated launch 9/20)
 - Affinity groups are safe spaces that offer gathering opportunities for people who share a common identity
- Partnering with Nemnet Diversity Recruitment Consultants to access a broader & more diverse candidate pool
- In preparation for the spring of '21 recruiting & hiring season, we commit to reviewing our processes to further mitigate unconscious bias on the part of committee members
- Implement structures to better support and retain our newly hired BIPOC colleagues



Code of Conduct Revisions

CCSD Policy Sub-Committee

Membership:

- Superintendent
- Two Board of Education Members
- Three Building Principals
- School District's Attorney
- Two Parents

Code of Conduct Revision Process

Draft Created by Sub-Committee

Feedback Received from School Community:

- ★ Faculty k-12 Focus Groups
- ★ Student Focus Groups (SG, BSU, SEL Fellowship)
- ★ Parent Comments by Email & Public Hearing

Draft Revised by Sub-Committee

September 1, 2020

Code of Conduct Presented to Full Board of
Education, Adopted & Communicated to Families

Attachment to 5030: Code of Conduct

Secondary Level: Discrimination/Hate Speech/Bias incident

Instructional Level	1 st Offense	2 nd Offense
Middle School	2-5 Days (OSS/ISS)	3-5 Days (OSS)
High School	2-5 Days (OSS)	5 Days (OSS) + Superintendent Hearing

The District reserves the right to convene a superintendent's hearing for a first offense or second offense at the middle school level based on the nature of the incident.

OSS- Out of School Suspension

ISS - In School Suspension

For High School and Middle School students who commit an infraction of the Code of Conduct that results in a short-term suspension (5 days or less of out-of-school suspension for High School and 5 days or less of in-school or out-of-school suspension for Middle School) the student may request to have their file reviewed for consideration of having their record expunged of the short-term suspension, under the following conditions:

1. The student had no additional violations of the Code of Conduct for a period of 12 months;
2. The student successfully completed a substantial educationally reflective process which may include counseling;
3. The student successfully completes a substantial community service project;
4. If applicable, the student will interact and make amends with the student/students harmed by the behavior.
Furthermore, the student/students harmed by the behavior will be consulted with for feedback on how this redress process should occur. *(Please note a student may be suspended for an offense where there is no victim and this provision would not apply).*

The Building Principal must approve the restorative justice action plans in advance of the 12 month review period and certify the plan has been completed. This procedure is not applicable to any Superintendent's suspension level offenses.

Incident Communication

Principal

to communicate with parents, staff, and/or students when there is an incident where hate speech, bias, and/or discrimination occurs that results in disciplinary action that rises to the level of a superintendent's hearing (if there is an identified victim or victims of this behavior, he/she/they will have considerable influence in how and what is communicated);

Superintendent

to communicate with the District when themes and behavior patterns emerge;

to communicate quarterly to the Board of Education incidents that involve hate speech, bias, and discrimination.

1. 1st Report: November 18, 2020
2. 2nd Report: February 10, 2021
3. 3rd Report: April 14, 2021
4. 4th Report: June 23, 2021



Student Climate Survey

Climate Survey for Students

- Partnering with **Panorama Education** to implement an **Equity & Inclusion Survey** for students
- The **Climate Survey Data** will help us...
 - **Assess students' perceptions** of equity and inclusion in our schools
 - **Amplify** and **center student voices** in our equity and anti-racism work
 - Implement **structures** to better **support** and **retain** our newly hired **BIPOC colleagues**
 - Students will reflect on their experiences as they relate to overall climate in our school

Survey Creation & Administration

Sample Questions

CLASSROOM BELONGING: How much students feel that they are valued members of the classroom community.

Example Question: How well do people in your class understand you as a person?

FREE RESPONSES: Open-ended questions about a variety of topics that may be of interest to many schools.

Example Question: If this teacher were to change one thing about his/her teaching, what should s/he change? Please be as specific as possible.

At your school, how common is it for students to have close friends from different racial, ethnic, or cultural backgrounds?

Not at all common

Slightly common

Somewhat common

Quite common

Extremely common

How fairly do students at your school treat people from different races, ethnicities, or cultures?

Not at all fairly

Slightly fairly

Somewhat fairly

Quite fairly

Extremely fairly

How fairly do adults at your school treat people from different races, ethnicities, or cultures?

Not at all fairly

Slightly fairly

Somewhat fairly

Quite fairly

Extremely fairly



Next Comprehensive Community Update January 2021

- ❑ Identify and share strategic goals crafted by the Community Advisory Committee on Antiracism, Equity, & Social Justice
- ❑ Administer the Climate Assessment Tool for Students & Share Results with the Community
- ❑ Reconvene District Strategic Plan Steering Committee to Analyze Student Climate Survey Results and Consider SP Revisions
- ❑ Identify Professional Development Scope & Approach for ALL Staff (RFP Awarded)
- ❑ Expand Curricular Experiences for All Students
- ❑ Hire the Director of Equity, Inclusion, and Wellness
- ❑ Establish Affinity Groups for BIPOC Faculty
- ❑ Implement Mentor Program for BIPOC Students



Thank You!