

Equity Study Action Plan Update

Presentation to the Westport Board of Education

May 15, 2023



Year 1 Initiative: Mission/Vision Statement

Initiative Name	Create District Mission/Vision for Diversity, Equity and Inclusion	Initiative Status	Pending
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Supports Objective	Create schools where all students achieve at high levels, are valued, and have a sense of belonging		
Initiative Owner	TBD		
Initiative Summary	The formation of a district committee to draft a DEI mission and vision statement for the district. This statement will be vetted through a number of constituent groups, including the Board of Education and parents before finalizing and publishing.		
Resources Required	Meeting times, identification of worthy candidates to serve on committee.		

#	Milestones	Start Date	End Date	Status
1	Identification and formation of DEI Mission Statement Committee	Oct 1	Dec 31	Completed
2	Research and Draft mission/vision statement for DEI in WPS	Jan 1	April 25	Completed
3	Get feedback from various constituent groups	May 1	May 15	Pending
4	Revise, edit, and publish DEI Mission Statement	May 24	June 1	Pending

Mission and Vision Update

1. What is your present perception of equity in education?
2. What is your vision for the future of equity in education?

PRESENT	FUTURE
Unfair Disconnect Disconnected/limited Distant Barriers Disjointed	Fulfilling Engaged Together Connected* Current

Mission and Vision Update

MISSION STATEMENT REFLECTION EXERCISE					
<p>The Westport Public Schools Mission Statement: To prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community. We achieve this by fostering critical and creative thinking and collaborative problem solving through a robust curriculum delivered by engaging and dedicated educators. We are committed to maintaining an environment that supports inquiry and academic excellence, emotional and physical well-being, appreciation of the arts and diverse cultures, integrity and ethical behavior.</p>					
Action Words	Shared Beliefs Or Values	Is there a Why?	Is there a How?	Is there a What?	Language Specific to DEI
<ul style="list-style-type: none"> Engaging committed Achieve Fostering Problem solving Maintaining Collaborative Creative thinking Prepared Supports Delivered Inspiring Appreciation 	<ul style="list-style-type: none"> Ethical behavior All students can learn Integrity Creative and critical thinking Appreciation of arts and diverse cultures Emotional and physical well-being Academic excellence Rigor Socially responsible Contributors Engaged and dedicating educators Lifelong learners Exemplary learning community Personalized curriculum Collaborative 	<p>Want them to be lifelong learners to meet the challenges of a global complex and changing world</p>	<p>We achieve this by fostering critical and creative thinking and collaborative problem solving through a robust curriculum delivered by engaging and dedicated educators.</p>	<p>Environment-academic excellence, well-being and appreciation for ...</p>	<p>Appreciate diverse cultures Global community Social responsibility Emotional and physical well-being All students reach their full potential Personalized curriculum</p>

1. What does our mission statement really say and how does it support or not support DEI?
2. What is it in our current mission statement that guides us on how to craft a DEI mission statement?

Mission and Vision Update

Themes from committee member belief statements

Safety, trust,
awareness

Safe, fair,
respected

Student feelings: safe,
successful, seen,
joyful.
Democratic/communit
y/collective/everyone.
Systemic.
Responsible. Access.
Fair.

theme,
theme,
theme...

Accessibility

ALL students,
global
community,
access,
engagement,
welcome

Accessibility... Safety...
Connectedness/Inclus
ivity... Rigor...
Individuality...
Validation... Kindness...
Engagement...
Growth...
Empowerment

Access,
inclusive,
engagement,
global
community,
well being

Awareness

Student
engagement

Mission and Vision Update

Review of DE&I statements from across the state.

Fairfield:

Equity and Diversity

Fairfield Public Schools is committed to providing a high quality education which supports the needs of all learners, regardless of age, race, identity, religious beliefs, political affiliation, or special needs.

Our classrooms and schools value each person as an individual and we implement programs to help our educators provide the best culture and climate for all students to be successful.

Bethel:

Equity is achieved when student outcomes are not predicted by gender, race, ethnicity, class, or special needs and where all students reach a level of efficacy and competencies that support a rewarding and productive life. This requires the elimination of the inequalities that contribute to disproportionate learning and achievement by students of different social groups while ensuring all students are prepared for a productive and meaningful life.

Darien:

We seek and embrace diverse human differences of all kinds in effort to support the learning and growth of all students. We will advocate for and advance opportunities to support learning for everyone.

West Hartford EQUITY AND ANTI-RACISM VISION

We, the members of West Hartford Public Schools, dedicate ourselves to the pursuit of equity. Equitable schools are those that value and honor ALL in our community as unique individuals capable of maximizing their true potential. We make a solemn promise to identify and dismantle all elements of systemic racism and historical inequities. We vow to clear paths, with a relentless duty to those in traditionally marginalized groups. We pledge to partner with ALL families in the service of the success of each child.

Mission and Vision Update

Working Information

Visioning for Equity 1. What is your present perception of equity in education? 2. What is your vision for the future of equity in education?	Westport Mission Statements	Belief Statements	Words and phrases from other districts
<p>The Future</p> <ul style="list-style-type: none"> • Fulfilling • Engaged • Together • Connected* • Current <p><u>*indicates more than once</u></p>	<p>Action Words</p> <ul style="list-style-type: none"> • Engaging • committed • Achieve • Fostering • Problem solving • Maintaining • Collaborative • Creative thinking • Prepared • Supports • Delivered • Inspiring • Appreciation <p>Shared Beliefs</p> <ul style="list-style-type: none"> • Ethical behavior • All students can learn • Integrity • Creative and critical thinking • Appreciation of arts and diverse cultures • Emotional and physical well-being 	<ul style="list-style-type: none"> • Safety, trust, awareness • Accessibility • Access, inclusive, engagement, global community, well being • Awareness • ALL students, global community, access, engagement, welcome • Student feelings: safe, successful, seen, joyful. Democratic/community/collective/everyone. Systemic. Responsible. Access. Fair. • Student engagement • Accessibility... Safety... Connectedness/Inclusivity... Rigor... Individuality... Validation... Kindness... Engagement... Growth... Empowerment 	<p>Students</p> <ul style="list-style-type: none"> • richness of diversity" • Have a sense of belonging • Critically examine the world and others • Educational equity benefits all students • Build capacity of students to model values of diversity, equity, and inclusion • supports the needs of all learners, regardless of all aspects of identity, educational, physical, emotional, and social needs are met • all human differences <p>Teachers</p> <ul style="list-style-type: none"> • Commitment to self-awareness,

Mission and Vision Update

Draft: Equity Vision & Mission Statements

Westport Public Schools believes in fostering an inclusive environment that promotes mutual respect, empathy, and diversity of perspectives and ideas. Our community has a responsibility to nurture socially responsible contributors to an ever-changing and interconnected world. We are committed to ensuring equitable access and opportunities for all students (including but not limited to: race, age, sex, body type, gender expression, gender identity, color, socioeconomic class, ethnicity, language, culture, sexual orientation, nation of origin/citizenship, religion/spirituality, and physical/intellectual ability) to reach their fullest potential and pursue their dreams.

In order to accomplish our Equity Vision Statement, our mission is to:

- Provide academic and social-emotional resources necessary for every child to succeed.
- Engage in ongoing professional learning to develop skills to support culturally responsive practices for staff, parents, and the community.
- Design a rigorous and engaging curriculum for all students advancing collaborative problem-solving and inquiry-based learning.
- Teach self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making explicitly to successfully learn and grow with each other.
- Build safe spaces that empower stakeholders to share their lived experiences and express what they need to succeed.
- Establish on-going practices where students, staff, and community members are engaged in collaborative conversations and gatherings to learn about diverse perspectives, ideas, and people.

Year 1 Initiative: Code of Conduct

Initiative Name	Code of Conduct	Initiative Status	Pending
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Supports Objective	Initial review Code of Conduct for appropriateness and clarity
Initiative Owner	TBD
Initiative Summary	The formation of a district committee to review code of conduct. Ultimately, producing a code of conduct centering around restorative approaches.
Resources Required	Meeting times, identification of worthy candidates to serve on committee.

#	Milestones	Start Date	End Date	Status
1	Identification and formation of Code of Conduct Sub Committee	Oct 1	Oct 31	Completed
2	Identify any irrelevant or outdated content in the code of conduct	Oct 31	Dec 1	Completed
3	Revise, edit, and update code of conduct	March 1	May 15	Pending
4	Determine what behavioral data to collect and analyze yearly	Jan 1	June 1	Pending

Code of Conduct Update

- Goal:
 - change behaviors
 - strengthen/repair relationships
- Examined peer districts' Codes of Conduct, CSDE information
 - focus on restorative principles and practices
- Reviewed current Code of Conduct and considered revisions
- Examined SHS Core Values/connection to the Code of Conduct
- Introduction to restorative practices and practical application
 - Reviewed current restorative practices at each level
 - Administrative Training (Summer 2023) for initial implementation for Code of Conduct infractions for 2023-2024 school year

Code of Conduct Update

- Aligning Code of Conduct with BOE Policy #0525 “*Hate-Based Conduct*” for start of 2023-2024 School Year
 - Adding specific language regarding “identity-based incidents”
 - Infractions classified as a “Tier 3”
 - Range of consequences:
 - (1) day ISS -(10) days OSS
 - possible police referral
 - Restorative element required as part of process
 - “Identity Based Incidents Protocol” Developed
 - Modeled after Title IX and Bullying Prevention and Intervention

Process for Addressing Identity Based Incidents

<ul style="list-style-type: none">● Focus on Safety First<ul style="list-style-type: none">○ (Attend to the harmed individual)
<ul style="list-style-type: none">● Get the facts<ul style="list-style-type: none">○ (Investigate the incident)
<ul style="list-style-type: none">● Educate<ul style="list-style-type: none">○ (Educate the student committing the offense- how/ why it is problematic)
<ul style="list-style-type: none">● Inform all stakeholders (of incident and process)
<ul style="list-style-type: none">● Implement a consequence
<ul style="list-style-type: none">● Work towards Restoration<ul style="list-style-type: none">○ (Take steps to repair the relationship between both parties)
<ul style="list-style-type: none">● Debrief with School Based Equity Team<ul style="list-style-type: none">○ (Review incident for feedback)

Year 1 Initiative: Culture and Community Building

Initiative Name	Culture and Community Building	Initiative Status	Pending
Supports Objective	Develop welcoming and affirming school communities.		
Initiative Owner	TBD		
Initiative Summary	Develop a committee to investigate professional development opportunities that support the development of an inclusive and equitable school community.		
Resources Required	Meeting times, identification of worthy candidates to serve on committee.		

#	Milestones	Start Date	End Date	Status
1	Sub committee researches instructional approaches and professional development associated with asset-based pedagogies and cultural competency.	Oct 31	Dec 1	Pending
2	Determine, schedule and deliver PD on asset-based pedagogies	Oct	Feb	Pending
3	Survey staff about PD offered and needs in years 2 and 3	Nov	March	Pending

Professional Development Overview

Goals:

- WPS staff will become culturally competent and reflective educators.

PD will be grounded in three questions

- Does the professional learning go beyond defining concepts and developing general awareness?
- What specific practices are PD participants able to apply as part of the professional learning journey?
- What evidence will be documented to measure progress toward more equitable outcomes?

Professional Development Structure

- District Equity Team
- School Based Equity Teams
- Cornerstone text for staff study
- Bimonthly training (faculty meetings, pd days) throughout the year.

Professional Development Update

Implicit bias, microaggressions and “subtle acts of exclusion” training for :

- Elementary staff
- Middle School staff
- High school staff
- Administrative team
- Athletic Coaches

Athletics

Provide our coaches with professional development opportunities that focus with our WPS Mission Statement, specifically centered around:

- Students becoming socially responsible contributors to our global community
- Commitment to our students emotional and physical well-being
- Appreciation of diverse cultures
- Supporting ethical behavior

Professional development courses to be offered this spring:

- The Impact of Ethical Standards on Youth
- Sportsmanship and Citizenship
- Cultural Sensitivity and School Athletic Programs
- Building Character in Athletes
- Mental Health in Athletes

Additional professional development courses will be offered to coaches annually

Student Engagement

Examples of Lessons and Leadership Opportunities

- Athletics
- High School
- Middle Schools
- Elementary Schools

Q&A

