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DEI Strategic Planning Process and Timeline



A Commitment to Anti-Racism and Advancing Diversity, Equity, Inclusion, and Belonging

1

Professional Development in DEIB and Anti-Racist Practices

Enhance the accessibility of professional development for all faculty and staff, focusing on cultural competency and anti-racist practices to meet the diverse learning needs of each student.

2

Inclusive, Equitable and Anti-Racist School Culture

Cultivate a welcoming, respectful, and anti-racist school culture that models behaviors centered on equity, inclusion, psychological safety, accountability, and a commitment to belonging for students, faculty, and staff.

3

Culturally Responsive Curriculum: Equity and Inclusion in the Classroom

Continue promoting an equitable and culturally responsive curriculum that affirms students' identities, learning styles, and an understanding and appreciation of diverse perspectives.

4

Student and Family Engagement

Leverage the cultural wealth of students and families by creating partnerships that recognize their voice, value, contributions, and needs.

5

Hiring, Mentoring, and Retention

Increase recruitment, hiring, mentoring, and retention of Educators of Color.

6

Transparent Communication and Institutional Accountability

Utilize meaningful data to hold ourselves accountable and be transparent in our communication about how we are achieving the goals and objectives of the strategic plan on Diversity, Equity, Inclusion, Belonging, and Anti-racism Education.

DEI STRATEGIC PLANNING COMMITTEE

OVERVIEW

- The committee consists of twenty-three (23) members with representation from high school students who reside respectively in either Boston, Concord, or Carlisle; School Committee Members; School Administrators; Faculty; and Parents.
- The committee began meeting last week, Wednesday, May 18th. The committee's work on the Strategic Plan will end by June 9, 2022, and reconvene in September 2022.

TASKS

To guide the implementation of the Strategic Plan on DEIB and Antiracism education.

1. Review priorities, goals, and objectives
2. Determine the key metrics that matter and a timeframe to track progress.
3. Draft a unifying mission and vision that reflects our commitment to antiracism education and advancing diversity, equity, inclusion, and belonging in our schools.



PROFESSIONAL DEVELOPMENT IN DIVERSITY, EQUITY, INCLUSION, BELONGING AND ANTI-RACISM EDUCATION

OBJECTIVES	METRICS	TIMEFRAME	PERSON(S) RESPONSIBLE
<p>1 Support DEI Teacher Leads role and facilitation of difficult conversations on Race/Racism and DEIB-related topics during building-based Cultural Competency Steering Committee and faculty meetings.</p>	<p>Attendance and minutes; Feedback through surveys on how faculty and staff are applying what they learn into practice.</p>		<ul style="list-style-type: none"> • Building Principals • Andrew Nyamekye, DEI Director
<p>2 Collaborate with the Teachers Associations to amend the current teacher's contract and require all new teachers to enroll in the IDEAS Anti-racist School Practices course and be equipped with the skills, language, and tools to engage in difficult conversation about Race/Racism.</p>	<p>Identify the number of educators who have taken and need to enroll in the IDEAS course.</p>		<ul style="list-style-type: none"> • Dr. Laurie Hunter, Superintendent • Bob Conry, Assistant Superintendent of Finance and Operations • Collective Bargaining Units/CCTA and CTA
<p>3 Organize a Professional Learning Community of special and general education teachers and administrators who come together to review current literature, assess and analyze current issues, and recommend best practices for inclusionary practice.</p>	<p>Attendance and meeting minutes on topics/discussions. implementation of best practices.</p>		<ul style="list-style-type: none"> • Debbie Dixson, Interim Director of Student Services • Andrew Nyamekye • Special Education Chairs
<p>4 Pilot the ADL Training program for all 9th-grade students.</p>	<p>Reflection from students, and how are they will apply what they have learned into practice?</p>		<ul style="list-style-type: none"> • CCHS Administrative Team • Andrew Nyamekye • 9th Grade Academy Leaders
<p>5 Participate in METCO Inc. HQ's Anti-racism Roadmap committee.</p>	<p>Incorporate elements of the roadmap into Strategic Plan.</p>		<ul style="list-style-type: none"> • Andrew Nyamekye

INCLUSIVE, EQUITABLE AND ANTI-RACIST SCHOOL CULTURE

OBJECTIVES	METRICS	TIMEFRAME	PERSON(S) RESPONSIBLE
<p>1 Implement Restorative Justice practices over “Zero-Tolerance” policies across our schools, emphasizing repairing the harm caused by someone’s behavior.</p>	<p>Applying RJ to discipline, SEL</p>	<p>RJ Training completed by June 2023; Pilot 2023-24 SY; implementation by 2024-25</p>	<ul style="list-style-type: none"> • Administrative Team • Mental Health Teams • School Committee
<p>2 Create a visual culture that is positive, inclusive, expresses our core values, and reflects the demographics of our students, educators, and staff.</p>			<ul style="list-style-type: none"> • Building Principals • Andrew Nyamekye, DEI Director
<p>3 Complete the district’s Equity Audit: equity surveys, focus groups, and interviews with KW Diversity, Inc., and CW Blake Associates.</p>	<p>Interpretation of data from KW Diversity, Inc. and CW Blake Associations.</p>	<p>By January 1, 2023</p>	<ul style="list-style-type: none"> • Dr. Laurie Hunter, • Andrew Nyamekye
<p>4 Gather feedback periodically through climate surveys from faculty and staff, students, and families to assess the impact and progress of DEIB initiatives.</p>	<p>Report qualitative and quantitative data from surveys.</p>		<ul style="list-style-type: none"> • Administrative Team
<p>5 Communicate a clear and transparent process and procedure(s) for responding to hate and bias.</p>	<p>Documentate instances of hate and bias; provide data on their occurrences and investigative outcomes.</p>		<ul style="list-style-type: none"> • Administrative Team

CULTURALLY RESPONSIVE CURRICULUM: EQUITY AND INCLUSION IN THE CLASSROOM

OBJECTIVES	METRICS	TIMEFRAME	PERSON(S) RESPONSIBLE
<p>1 Identify and eliminate gatekeeping practices that maintain a system of inequity for Students of Color, Students with Disabilities, Low-income Students, and English Language Learner Students.</p>			<ul style="list-style-type: none"> ● Administrative Team ● Department Chairs
<p>2 Engage elementary grade-level teams and departments in reviewing their lesson plans to deconstruct dominant narratives and ensure positive reflections of students' diverse identities and perspectives.</p>			<ul style="list-style-type: none"> ● Kristen Herbert, Assistant Superintendent of Teaching and Learning ● Andrew Nyamekye, DEI Director ● Dr. Paula Martin, Consultant
<p>3 Assess patterns of disproportionality in student achievement, and identify research-based, data-driven enrichment programs (similar to The Calculus Project) to close academic gaps.</p>	<p>MCAS, SAT, STAR Assessment Data; Student placement and performance data in Honors-level and AP classes; Post-Secondary Education outcomes</p>	<p>By January 1, 2023</p>	<ul style="list-style-type: none"> ● Administrative Team ● Department Chairs
<p>4 Develop an African American History course at CCHS, and make sure a Black teacher teaches the class.</p>	<p>Curriculum developed; qualified Educator of color hired</p>		<ul style="list-style-type: none"> ● CCHS Administrative Team
<p>5 Pilot the FlyFive SEL Curriculum; a climate-building framework for fostering cultural responsiveness in K-5 classrooms.</p>	<p>Gather qualitative data from students and teachers about the learning experience, and best practices being implemented.</p>		<ul style="list-style-type: none"> ● Kristen Herbert ● K-5 Building Principals ● Andrew Nyamekye

STUDENT AND FAMILY ENGAGEMENT

OBJECTIVES	METRICS	TIMEFRAME	PERSON(S) RESPONSIBLE
<p>1 Establish a student-centered DEI advisory group that supports DEIB initiatives within student clubs and organizations.</p>	<p>Track attendance, and minutes; report feedback on the initiatives led by student leaders.</p>		<ul style="list-style-type: none"> • Andrew Nyamekye, DEI Director • Faculty Advisors of student clubs and organizations
<p>2 Avail professional development opportunities to the parent community through Concord Carlisle Adult and Community Education (CCASE), such as Anti-racist School Practices or African American, Concord Abolitionists, and the Story of Concord.</p>	<p>Track attendance; report feedback/reflection from parents: how are they applying what they have learned into practice?</p>		<ul style="list-style-type: none"> • Kristen Herbert, Assistant Superintendent of Teaching and Learning
<p>3 Create space for students to discuss topics related to DEIB and social justice advocacy through forums and affinity groups; organized and facilitated by the building principal and DEI Director.</p>			<ul style="list-style-type: none"> • Building Principals • Andrew Nyamekye
<p>4 Organize social engagements that foster trust and respect and promotes a greater appreciation and sense of cultural awareness for educators, staff, students, and families. (i.e. multicultural food festival, Thoreau Heritage Week).</p>	<p>Reflection survey to gather feedback to ensure participants' experiences align with the objective(s) of the cross-cultural event.</p>		<ul style="list-style-type: none"> • Administrative Team • PTG/PA Presidents

HIRING, MENTORING, AND RETENTION

OBJECTIVES	METRICS	TIMEFRAME	PERSON(S) RESPONSIBLE
<p>1 Partner with The Massachusetts Partnership For Diversity in Education (“MPDE”) and actively attend their annual diversity job fair.</p>	<p>Track the number of prospective educators who are recruited from diversity organizations/websites and job fair; reflection on the job fair process</p>		<ul style="list-style-type: none"> • Denise Zahn, HR Manager • Andrew Nyamekye, DEI Director
<p>2 Report on annual staffing data, including feedback through mentoring and focus groups from Educators of Color to improve diversity, working conditions, strategies on hiring, mentoring and retention, and opportunities for professional growth.</p>	<p>Internal staffing data; data on retention and turnover rate; all by race, ethnicity, and gender.</p>	<p>Quarterly</p>	<ul style="list-style-type: none"> • Denise Zahn • Andrew Nyamekye • Kristen Herbert, Assistant Superintendent of Teaching and Learning
<p>3 Apply for the DESE FY23 Teacher Diversification Grant, and participate in the Pilot Program to support district efforts to strengthen and diversify existing teacher recruitment and retention.</p>	<p>Report on recruitment strategies, Identified workplace conditions that foster a sense of belonging, and incentives that attract educators of color.</p>		<ul style="list-style-type: none"> • Denise Zahn • Andrew Nyamekye

Transparent Communication and Institutional Accountability

OBJECTIVES	METRICS	TIMEFRAME	PERSON(S) RESPONSIBLE
<p>1 Develop DEI Data Dashboards to monitor and update quarterly on the progress of each strategic goal that is transparent to faculty, staff, students, and families.</p>	<p>Staffing data; instances of racism, discrimination, microaggressions; PD attendance (educators and the number of participants); Data on disproportionality in student achievement.</p>		<ul style="list-style-type: none"> ● Kristen Herbert, Assistant Superintendent of Teaching and Learning ● Andrew Nyamekye, DEI Director
<p>2 Revise district policies, procedures, and protocols through an equity, and anti-bias lens, including but not limited to a resolution prohibiting the use of offense terms.</p>	<p>Evidence of revised policies, procedures and protocols for anti-bias language, gender neutrality that is communicated in multiple languages</p>	<p>2022-2024</p>	<ul style="list-style-type: none"> ● School Committee ● Dr. Laurie Hunter, Superintendent ● Andrew Nyamekye ● Collective Bargaining Units/CCTA and CTA
<p>3 Meet monthly with the DEI Strategic Steering Committee to monitor and track the district's progress on the goals and objectives of the Strategic Plan.</p>		<p>Starting in September 2022</p>	<ul style="list-style-type: none"> ● Administrative Team ● Andrew Nyamekye
<p>4 Collaborate with internal and external organizations that work to support and improve the educational experiences and outcomes for underrepresented and historically marginalized students.</p>			<ul style="list-style-type: none"> ● CCHS Administrative Team

Thank you!

We've come to the conclusion that a leader is the decisive element in the school community. It is the personal approach of that leader which creates the climate. It's the emotional responses of the leader that makes the weather. The leader has tremendous power to make the life of teachers and students miserable or joyous. The leader can be a tool of torture or an instrument of inspiration. He or she can humiliate or honor, hurt or heal. In all situations, it is the reactions of the leader that decides whether a crisis will be escalated or deescalated and a community strengthened or diminished.

-D'Auria, King, & Saphier