

Concord
PUBLIC SCHOOLS

Concord-Carlisle
REGIONAL SCHOOL DISTRICT



2022 - 2027

**STRATEGIC PLAN FOR
DIVERSITY, EQUITY,
INCLUSION, BELONGING
AND ANTI-RACISM**

Prepared By:

Andrew K. Nyamekye, Director

Diversity, Equity, Inclusion and Belonging

Submitted July 1, 2022



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2022 - 2027

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Executive Summary

Transforming Concord Public Schools and Concord-Carlisle High School

Overview

Our collective vision for an equitable, inclusive and anti-racist future in the Concord and Concord-Carlisle public schools has been an impressive undertaking since 2017 when we established the PreK-12 Cultural Competency Committee. The current Strategic Objective on Inclusive Culture has served as the foundation for our efforts to influence Diversity, Equity, Inclusion, Belonging (DEIB), and anti-racism in our schools. Part of our District's mission is to educate students to be responsible contributors to our increasingly diverse global society. Thus, we have a moral responsibility to expose and dismantle racism and other systemic oppression influences wherever we find and experience it in our schools.

Racial Justice and DEIB After George Floyd

As a nation, we witnessed the murder of George Floyd in the Spring of 2020. Senseless killings of unarmed BIPOC men and women sparked a racial reckoning across communities in America. In Concord, our approach to anti-racism efforts emphasized the need for all stakeholders (faculty, staff, students, and parents) to increase their cultural competency and be willing to explore and share their unspoken biases. Through difficult conversations about race, we became emboldened to confront racism and other systems of oppression (heterosexism, ableism, and anti-Semitism) that negatively impact our community, especially our BIPOC faculty, staff, students, and families. We have since made a collective commitment to strive toward being anti-racist by standing up and speaking out against racism, and racial and social injustice, and holding individuals accountable for their actions.

Strategic Planning Process

In the Fall of 2021 and through the winter of 2022, a series of DEIB Roundtable discussions unearthed common perspectives across stakeholder groups. Their compelling appeals and recommendations generated a consensus that DEIB and Anti-racism should be a top priority for Concord and Concord-Carlisle Public Schools. In May 2022, we established a DEIB Strategic Planning Committee composed of nineteen (19) members who represented the School Committee, School Administration Team, faculty, staff, and students from our communities of Boston, Concord, and Carlisle. The Committee convened weekly from May 18th to June 9th to comprehensively assess and integrate findings from the DEI roundtable discussions; prioritize specific objectives for the 2022-2023 School Year, and draft a unifying mission-vision statement as the foundation for our DEIB and anti-racism efforts. The culmination of our work to advance DEIB and anti-racism across all levels of our schools and ourselves will become central to our practices, policies, and mission and transform our school's culture and individual perspectives, intentions, and actions.



Executive Summary

A Message from the Superintendent of Schools

The work in this comprehensive Strategic Plan for Diversity, Equity, Inclusion, Belonging, and Antiracism reflects the values of our school community. These goals offer a pathway to accomplish our vision for ALL students:

Students of Concord and Concord-Carlisle Regional Schools actively seek varied pathways through which they achieve their potential and find joy. They will possess a strong sense of self and embrace their responsibilities as members of both local and global communities.

The DEIB and Antiracism plan results from the districtwide strategic planning in 2018, where all stakeholders identified an objective to create an inclusive culture and celebrate diversity. The foundational work before the spring of 2020 built a critical base on which our response to George Floyd's murder, simultaneous with an egregious local event, empowered, energized, and demanded urgency in the work. The practical and logistical steps since then and for the next five years are delineated in this document.

The affective and cultural commitment and engagement of staff, parents, students, and the community are harder to put to paper. We must be active listeners creating safe environments for difficult conversations. We must all be willing to self-reflect and change. We must make efforts for constructive and collaborative dialogue rather than words that injure, harm, and divide. We must want every child to feel safe, connected, and supported by the school community.

The challenges of the past few years give me nothing but hope as we further this journey together. We have shown what trusting relationships can create under very difficult circumstances. I have great faith in what this community can accomplish together to better serve each child.

Dr. Laurie Hunter
Superintendent of Schools



Acknowledgments

Concord and Concord-Carlisle Public Schools Strategic Plan for Diversity, Equity, Inclusion, Belonging, and Anti-racism is the result of the contributions and commitment of many dedicated educators, school leaders, students, and parents across our community. Special thanks to the following groups who dedicated hours to facilitating the many analyses and discussions that have led us to this Strategic Plan: DEIB Strategic Planning Committee, the School Committee Subcommittee on DEI, IB School Committee Members, The Administrative Team, and the 2022-23 PreK-12 Cultural Competency Committee. As this work evolves, our efforts will continue to be enriched and informed by the strong foundation built by all who contributed to this Strategic Plan.

DEI Strategic Planning Committee

Facilitator: Andrew K. Nyamekye, Director of DEIB

Tracey Marano, Chair of the Regional School Committee

Sharon Whitt, Vice-Chair of Regional School Committee

Naomi Krakow, Alcott Principal

Katie Stahl, CCHS Assistant Principal

Dr. Paula Martin, IDEAS/M.A.S.S Instructor

Joe Meyer, CMS Social Studies

Seeta Durvasula, CMS Social Studies

Rachael Hollander, 5th Grade Teacher

Sydney Pomponi, Willard 5th Grade

Nina Davidson, English Teacher

Gayle Chatlosh, Kindergarten Teacher

Minjung Kim, English Teacher

Casey Atkins, SEPAC

Tanika Williams, PTG

Meleah-Lynn Cepeda, Student

Phe O'Leary, Student

Jason Lu, Student

Ryann Scott, Student



Acknowledgments

PreK-12 Cultural Competency Committee

Adam Gooder	Jacqueline Moss	Nancy Lankford
Alyssa Bigay	Jacquelyn Turner	Naomi Krakow
Amelia Burns	Jamie Andrade	Nicole Yatrousis
Anna Anderson	Jennifer Blounts	Nora Murphy
Andrew Nyamekye	Jennifer Cheng	Pamela Goar
Annie Peduzzi	Joe Meyer	Patricia Worth
Ariane Goodman-	Johanna Glazer	Paula Amante
Belkadi	Joyce Carter	Paula Harris
Caitlin Smith	Judith Olson	Paula Martin
Catherine Kessler	Justin Cameron	Paulina Gonzalez
Catherine Watts	Karen Murchie	Priscilla Guiney
Cheryl Brandwein	Karin Baker	Rachael Hollander
Christine Brown	Karin Valencia-Bedard	Rachael Morris
Christine Price	Kate Fleming	Rachel Balian
Colleen Desmond	Kate James	Rachel Levesque
Courtney Latta	Katharyn Peebles	Robert Merrill
Courtney Sawicki	Katherine Sauter	Robin Cicchetti
David Nurenberg	Kathryn Squire	Sally Quinn-Reed
Deborah Harmon	Kelli Kirshtein	Samantha Fox-Morrow
Debra Jemison	Kristen Herbert	Sarah Bullwinkel
Denise Zahn	Laura Regis	Sarah Kwok
Diane Kablik	Laurie Hunter	Seeta Durvasula
Donna Balmuth	Lina Smith	Sharon Hehn
Dora Golding	Maria Sira	Sharon Staggers-Moss
Elise LaCroix	Mary Almeida	Shelley Hull
Eliza J. Spang	Mary Jenkinson	Sonya Peterson
Elizabeth Fidler	Matt Lucey	Stacey Torres
Elizabeth Frank	Meaghan Kacavich	Stacey Watford
Elizabeth Rose	Megan Hogan-	Sue O'Connor
Emily Ferrara	Stedman	Susan Alex
Erin Fife	Mehmoosh Watson	Susan Ravalese
Florence Ehrenthal	Melissa Carr	Sydney Holloman-
Gayle Chatlosh	Melissa Charych	Pressley
Hanna Bruno	Michael Aboulafia	Theresa Bertolami
Heather Lomartire	Michael Mastrullo	Tracie Dunn
Hollie Haycock	Minjung Kim	Tracy Breen
Portelli	Monica Tsubaki	Victoria Moskowitz
Iolanda Volpe		

School Committee - Concord Public Schools

Chair: Alexa Anderson
Vice-Chair: Carrie Rankin
 Courtland Booth
 Tracey Marano
 Cynthia Rainey

School Committee Concord-Carlisle Regional School District

Chair: Tracey Marano
Vice Chair: Sharon Whitt
 Alexa Anderson
 Courtland Booth
 Carrie Rankin
 Cynthia Rainey
 Sara Wilson

The Administrative Team

Dr. Laurie Hunter, Superintendent of Schools
 Kristen Herbert
 Assistant Superintendent of Teaching and Learning
 Bob Conry
 Assistant Superintendent of Finance and Operations
 Debbie Dixon
 Director of Student Services
 Peter Kelly
 Director of Information Technology
 Naomi Krakow
 Alcott Elementary School Principal
 Matt Lucey
 Willard Elementary School Principal
 Angel Charles
 Thoreau Elementary School Principal
 Justin Cameron
 Concord Middle School Principal
 Michael Mastrullo
 Concord-Carlisle High School Principal
 Assistant Principals: Brian Miller, Christine Price, Julie Basler, Katie Stahl, Olive Bradford, Taryn Moon, and Tyler Steffey.

Special Education Administrators: Frances Wooff and Laura Brande.



Strategic Planning Process and Timeline

At the start of the 2021-2022 school year, Superintendent Dr. Hunter announced the creation of a Diversity, Equity, Inclusion (DEI) position, to which Andrew K. Nyamekye was appointed. A School Committee Subcommittee on DEIB was established, and an Equity Audit was commissioned for Concord Public Schools and Concord-Carlisle Regional School District. The District hired Dr. Kalise Wornum of KW Diversity, Inc. and Dr. Carroll Blake of CW Blake Associates to lead the Audit and submit their findings and recommendations.

[The Key Findings and Emerging Themes from the DEIB Roundtable Discussions](#) informed the priority areas, goals, objectives, and accountability measures incorporated in the Strategic Plan. Critical findings from the roundtable discussions included, but are not limited to, the School's demographic diversity and hiring and retention data. These findings emerged as themes that could have divergent impacts on the experiences, education, and careers, of faculty, staff, students, and families. Overall, the Strategic Plan is a shared responsibility for all community members to sustain the District's commitment to anti-racist practices and to advance diversity, equity, inclusion, and belonging across all levels of our Schools.

TIMELINE

FEBRUARY - MARCH 2022

Phase Two -- Analyze Data: Shared data findings and emerging themes from Roundtable Discussions with the School Committee, to advance DEIB and anti-racism across the school community.

SEPTEMBER 2021

Phase One -- Assessment: Hosted DEIB Roundtable Discussions with various Stakeholders in the school community to assess the districts' DEIB and anti-racism efforts and identify areas of concern and improvements.

APRIL - MAY 2022

Phase Three -- Development of the Strategic Plan: Established the DEIB Strategic Planning Committee to review and make revisions to the Strategic Plan, draft a mission-vision statement, and determine the accountability measures and timeframe for achieving the Strategic Plan Objectives.

JUNE - JULY 2022

Phase Four -- Implementation of the Strategic Plan: Deliver a Strategic Plan to Dr. Hunter and the School Committee for approval and implementation.



Equity Audit Process

Concord Public Schools and Concord-Carlisle Regional School District School Committee approved for the Districts to commission an equity audit in the spring of 2021. The Districts hired diversity consultants Dr. Kalise Wornum of K.W. Diversity, Inc., and Dr. Carroll Blake of CW Blake Associates to lead the Audit.

The goal of our District's Equity Audit is to understand and address issues of racial equity in our schools and translate our understanding into sustainable actions that embed equity into our institutional practices and policies.

The Equity Audit Consulting Team



Kalise Wornum
Ed.D, Educational Leadership
and Management



Carroll Blake
Ed.D Urban School
Leadership



Patricia Kelly
Ed.D, Educational
Administration and
Leadership



Kathy McDonough,
Ed.D, Language,
Literacy, and Culture

Timeline of the Equity Audit Process

Phase One **Spring 2021 - December 2021**

Dr. Wornum and Dr. Blake develop equity surveys for students, parents, faculty, staff, and school leaders. A pilot equity survey is disseminated to the Class of 2021 in May 2021.

September - December 2021
Equity Surveys are disseminated to middle and high school students, parents, faculty and staff, school administrators, and the School Committee.

Phase Two **January 2022 - November 2022**

Dr. Wornum and Dr. Blake organize focus groups and 1:1 interviews.

August - September 2022
Equity surveys are reissued to faculty and staff, and parents.

September - October 2022
Process data from all collected surveys.

Phase Three **December 2022 - January 2023**

Dr. Wornum and Dr. Blake present their final report on the disaggregated data.

January 2023
Submit a completed report with findings and recommendations.



Strategic Plan At-A-Glance

Overview

We are at a profound moment of institutional change and intentional action in our school community. Each stakeholder has the agency to accelerate our strategic plan priorities, goals, and objectives in their school, department, classroom, community, and home. The transformation we seek will require action, collaboration, partnership, accountability, and transparency if we are to sustain the principles and values of Diversity, Equity, Inclusion, Belonging, and Anti-racism work for our faculty, staff, and future generations of students and their families.

Accountability

To facilitate deep engagement in the District's commitment to this work, the DEIB Strategic Planning Committee prioritized specific Strategic Objectives (pages 14-15) for the 2022-2023 school year from each priority area of the Strategic Plan. The Committee also determined the accountability measures we will utilize to be transparent about achieving the Strategic Plan's goals and objectives. The District will explore the development of a data dashboard to monitor our progress along the way.

Strategic Plan Priorities Areas and Goals

- 1 Professional Development**
 Enhance the accessibility of professional development opportunities for all faculty and staff, focusing on increasing our cultural competency and embedding anti-racist practices to meet the diverse learning needs of each student.
- 2 School culture**
 Cultivate a welcoming, respectful, and anti-racist community that models behaviors grounded in equity, inclusion, belonging, and balances psychological safety with accountability.
- 3 Culturally Responsive Curriculum, Equitable and Inclusive Classroom**
 Continue promoting inclusive and equitable practices in the classroom and a culturally responsive curriculum that affirms students' social identities, and increases their understanding, and appreciation of diverse perspectives and learning styles.
- 4 Student and Family Engagement**
 Leverage the cultural wealth of our students and families by creating partnerships that recognize their voice, contributions, and needs.
- 5 Hiring, Mentoring, and Retention**
 Increase recruitment, hiring, mentoring, and retention of racially and ethnically diverse staff and ensure their representation in teaching and leadership positions across our schools is continuously increasing.
- 6 Transparent Communication and Institutional Accountability**
 Utilize meaningful data to hold ourselves accountable and be transparent in our communication about how we achieve the goals and objectives of the strategic plan on Diversity, Equity, Inclusion, Belonging, and Anti-racism.



Mission and Vision Statement for DEIB and Anti-racism

In the Concord and Concord-Carlisle Public Schools, we embrace our diverse community regardless of race, ethnicity, gender identity, gender expression, religion, disability— mental or physical, sexual orientation, or socioeconomic status. We welcome, respect, value, and encourage our employees, students, and families to share their culture with those they work, learn, and interact with to allow a greater sense of cultural humility for all.

We understand the commitment it takes to cultivate healthy learning and working environments that balance psychological safety with accountability. We accomplish this by modeling behaviors that foster equity, inclusion and belonging. A modeled behavior recognizes the uniqueness of each learner and embraces the strengths of our neurodiverse students, faculty, and staff who learn, think, and behave in unique ways. We practice risk-taking and work to confront and dismantle systems of oppression, privilege, and bias that perpetuate discriminatory ideas and actions in our policies; these policies disproportionately impact our community's historically marginalized groups.

We commit to bolstering equity and justice in our academic and workspaces, an environment where our diverse employees and students have equal access and opportunities to thrive professionally and academically. We will hold ourselves accountable for practical anti-racism actions to serve everyone in our community, especially those who are historically marginalized. In the Concord and Concord-Carlisle Public Schools, we will lead by example and show others how to be the change we wish to see in our schools.

The mission-vision statement was adopted by the DEIB Strategic Planning Committee during the 2021-2022 School Year.



Strategic Plan Measures of Success

Professional Development

GOAL: To enhance the accessibility of professional development opportunities for all faculty and staff, focusing on embedding cultural competency and anti-racist practices in all academic and training programs to meet the diverse learning and professional needs of each student, faculty, and staff.

PROGRESS

- 1) School Committee members, Administrators, faculty, staff, students, and parents engage in learning opportunities that enhance their capacity to work effectively across racial and social identities, be strong anti-racism activists, and lead equitably and inclusively.
- 2) All community members have a heightened awareness of the effects of systemic racism and the importance of promoting racial and social justice.

SUCCESS INDICATOR

Through the Supervision and Evaluation process, faculty and staff demonstrate sustained growth toward cultural proficiency by 1) consistently applying strategies and practices from their PD activity to enable students to demonstrate respect for and affirm their own and others' differences related to identity; 2) anticipate and respond appropriately to conflicts or misunderstandings arising from differences in sociocultural identities.

School Culture

GOAL: To cultivate a welcoming, respectful, and anti-racist community that models behaviors grounded in equity, inclusion, belonging, and balances psychological safety with accountability.

PROGRESS

- 1) Classrooms and schools foster and support all cultural identities and drive students' equitable academic, social, and emotional outcomes.
- 2) Faculty, staff, and students feel empowered to participate in the learning and decision-making because their voices and contributions are welcomed, respected, and valued.

SUCCESS INDICATORS

- 1) Faculty, staff, and students have a shared responsibility to foster allyship among students, faculty, and staff for members of the LGBTQ+ community.
- 2) All students and families report that their school is inclusive of, responsive to, and reflective of their child's cultural background.
- 3) Annual surveys monitor change in scores on belonging, school climate, equity gaps across identity groups, satisfaction working/ learning at CPS and CCHS, and knowledge of and trust in processes for reporting hate incidents.

Strategic Plan Measures of Success

Culturally Responsive Curriculum, Equitable and Inclusive Classroom

GOAL: To continue promoting inclusive and equitable practices in the classroom and a culturally responsive curriculum that affirms students' social identities, and increases their understanding, and appreciation of diverse perspectives and learning styles.

PROGRESS

- 1) All Educators incorporate equitable and anti-racist practices in teaching and learning.
- 2) All Educators and students work effectively across racial and cultural backgrounds and embrace diverse perspectives.
- 3) Students' cultures are integrated into all aspects of the learning environment, including, but not limited to, instruction, curriculum, and teacher-student and teacher-family communication.

SUCCESS INDICATORS

- 1) All students have multiple pathways to academic success, including increased representation of BIPOC students in Honors-level and Advanced Placement classes.
- 2) Students' cultures are integrated into all aspects of the learning environment, including, but not limited to, instruction, curriculum, and teacher-student and teacher-family communication.

Student and Family Engagement

GOAL: To leverage the cultural wealth of our students and families by creating partnerships that recognize their voice, contributions, and needs.

PROGRESS

- 1) All students and families feel like they belong and that the culture of the schools facilitates cross-cultural engagement opportunities for all to foster trust and respect and promote a greater appreciation and cultural humility.
- 2) All student and parent voices and participation in the decision-making processes are encouraged, valued, and heard.

SUCCESS INDICATORS

- 1) High percentage of Students and Families participate in cross-cultural engagement opportunities hosted by the Schools and the community.
- 2) Students and families' cultural identities are central to engagement and foster feelings of psychological safety and belonging.

Strategic Plan Measures of Success

Hiring, Mentoring, and Retention

GOAL: To increase recruitment, hiring, mentoring, and retention of racially and ethnically diverse staff and ensure their representation in teaching and leadership positions across our schools is continuously increasing.

PROGRESS

1) Faculty, and staff, especially those historically underrepresented in our school community, have access to affinity support groups and opportunities to advance their careers in the district.

2) The Districts are proactively recruiting and hiring racially and ethnically diverse applicants to work in our schools.

SUCCESS INDICATORS

1) Increased and sustained growth in hiring and retention of racially and ethnically diverse faculty and staff across teaching and leadership positions.

2) Faculty and staff, especially educators of color, report that policies and practices in the hiring and onboarding processes are fair, transparent, inclusive, and equitable.

Transparent Communication and Institutional Accountability

GOAL: To cultivate a welcoming, respectful, and anti-racist community that models behaviors grounded in equity, inclusion, belonging, and balances psychological safety with accountability.

PROGRESS

1) All stakeholders in the community know how to report hate incidents and seek support and guidance.

2) All stakeholders in the community are viewed as advocates and allies in advancing DEIB and anti-racist education in the school community.

SUCCESS INDICATORS

1) Reporting on accountability measures is readily available to all school community members.

2) District Administrators, faculty, staff, and students demonstrate aspects of DEIB in practice, behaviors, and policies.

3) Concord and Concord-Carlisle Public Schools is a recognized district for leading efforts in social justice education and diversity, equity, inclusion, and belonging.



Strategic Objectives for the 2022-2023 School Year

PRIORITY AREA	STRATEGIC OBJECTIVE	IMPLEMENTATION LEADS
Professional Development	Ensure all teachers receive DEIB and anti-racism PD, and first-year teachers in particular register to take the IDEAS Anti-racist School Practices course by the end of their third year of employment.	Superintendent; Assistant Superintendent of Teaching & Learning; Director of DEIB, and Teachers Associations (CTA and CCTA)
School Culture	Initiate the necessary training to Implement Restorative Justice practices across all schools.	Assistant Superintendent of Teaching & Learning; Director of DEIB; Administrative Team; and Dr. Paula Martin
School Culture	Organize cross-cultural engagement opportunities that foster trust and respect and promote a greater appreciation and cultural humility.	Administrative Team, Parent-Teacher Groups/Parent Association Student Clubs and Organizations
Culturally Responsive Curriculum, Equitable and Inclusive Classroom	Dismantle institutional practices that support a gatekeeping philosophy to targeted and holistic approaches that meet the needs of diverse students, particularly the High Needs student populations: Students of Color, Students with Disabilities, Low-income Students, and English Language Learner Students.	Assistant Superintendent of Teaching & Learning; Director of DEIB; Administrative Team; Department Chairs; and Team Leaders
Culturally Responsive Curriculum, Equitable and Inclusive Classroom	Assess patterns of disproportionality in student achievement, impacting Students of Color, Students with Disabilities, Low-income Students, and English Language Learner Students, and identify research-based, data-driven enrichment programs (similar to The Calculus Project) to close academic gaps.	Director of Student Services; Assistant Superintendent of Teaching & Learning; Principals; Academic Coordinator; Director of DEIB Director; Department Chairs; and Grade-level Teams

Strategic Objectives for the 2022-2023 School Year

PRIORITY AREA	STRATEGIC OBJECTIVE	IMPLEMENTATION LEADS
Family Engagement	Communicate professional development opportunities to the parent community through Concord Carlisle Adult and Community Education (CCASE).	Assistant Superintendent of Teaching & Learning; Director of DEIB; and Dr. Paula Martin
Student Engagement	Create space for a student-centered advisory group to discuss DEIB and social justice advocacy topics organized, supported, and facilitated by the building principals and the Director of DEIB, to encourage collaboration amongst student leaders, and promote DEIB initiatives within their school through clubs/organizations.	Director of DEIB, and Faculty Advisors of student clubs and organizations
Hiring, Mentoring, and Retention	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.	HR Manager, Director of DEIB, Assistant Superintendent of Teaching & Learning ; and Principals
Hiring, Mentoring, and Retention	Apply for a membership with The Massachusetts Partnership For Diversity in Education ("MPDE") and attend their job fairs, conduct on-campus recruitment at HBCUs, and build relationships with college and university career-center staff.	HR Manager; and Director of DEIB
Transparent Communication and Institutional Accountability	Communicate a transparent intake process for responding to hate incidents.	Superintendent, and Administrative Team
Transparent Communication and Institutional Accountability	Meet monthly with the Steering Committee on DEIB and Antiracism to progress monitor strategic plan objectives, and accountability measures.	Director of DEIB, and the Strategic Steering Committee on DEIB and Antiracism
Transparent Communication and Institutional Accountability	Complete and address the findings and recommendations of the Equity Audit submitted by Dr. Kalise Wornum of KW Diversity, Inc., and Dr. Carroll Blake of CW Blake Associates.	Superintendent; Director of DEIB; Assistant Superintendent of Teaching & Learning; and Principals



Appendix A: Timeline of Strategic Efforts since 2017

[Click Here for additional highlights.](#)

Our journey towards a more equitable, inclusive, and anti-racist school district began in the 2017-2018 school year with a PreK-12 Cultural Competency Committee under the leadership of Assistant Superintendent Kristen Herbert. The goals of the Committee were to design and implement professional development on cultural competency for all educators, to support and encourage the inclusion of diverse perspectives in the CPS and CCHS curriculum, and to encourage and support the hiring of more educators who are people of color or from backgrounds different than those dominant in Concord.



Appendix B: Key Findings on Diversity and School Culture in Concord and Concord-Carlisle Public Schools

Diversity is how we welcome, embrace, and represent our schools' different identities and perspectives. Our students, faculty, and staff come to school with diverse backgrounds, knowledge, and beliefs, influencing how they experience the school culture. Taking into account the demographics of our school community and based on internal HR data and The Department of Elementary and Secondary Education's (DESE) Annual Accountability Report:

- 1) There are over fifty-one (51) nationalities represented in the student population at Concord Public Schools, and over seventy (70) nationalities represented at Concord-Carlisle High School (CCHS).
- 2) There is a consensus that we must create more opportunities for faculty, staff students, and families to build connections with each other as a District.
- 3) Students are more racially and ethnically diverse than their classroom teachers, with 26.6% of Concord Public Schools students identifying as BIPOC (Black, Indigenous, and People of Color) compared to 25.1% at Concord-Carlisle High School. This data is based on the 2021 Department of Elementary and Secondary Education (DESE) Annual Accountability Report.
- 4) As a District, we must redistribute access and opportunities to historically underrepresented groups who feel their needs and interests have not always been prioritized.
- 5) Based on 2021-22 internal HR data, among 436 Classroom Teachers, 44 or 10.09% identify as BIPOC, and 14.56% of Support Staff (clerical, teacher assistants, aides, custodial, maintenance, and bus drivers) identify as BIPOC.
- 6) Based on preliminary equity survey data, 81% of students from the class of 2021 said their school should hire more faculty of color. Similarly, over 70% of parents and guardians share the same sentiment.
- 7) Racial diversity is low among School and District Administrators such as Principals, Assistant Principals, and Program Directors.
- 8) In our schools, we have to normalize conversations about Race/Racism, faculty, staff, and students experience with Microaggressions, and foster allyship between students and adults for members of the LGBTQ+ community.
- 9) High Needs students who belong to the following subgroups: English Language Learners, Students with Disabilities, and Economically Disadvantaged represent 25.7% of the student population in Concord Public Schools and 24.7% at Concord-Carlisle High School.
- 10) We must prioritize conversations about disabilities (mental and or physical disability) the same way we engage in discussions about race, gender, and other social identities.

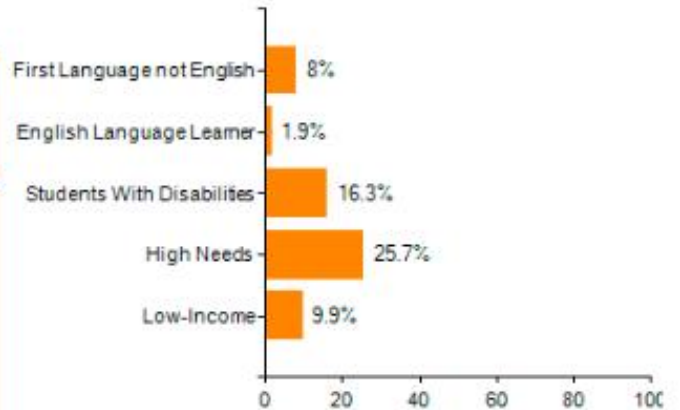
Appendix C: District Demographics

This data reflects the demographics of enrolled students as of the 2021-2022 School Year.

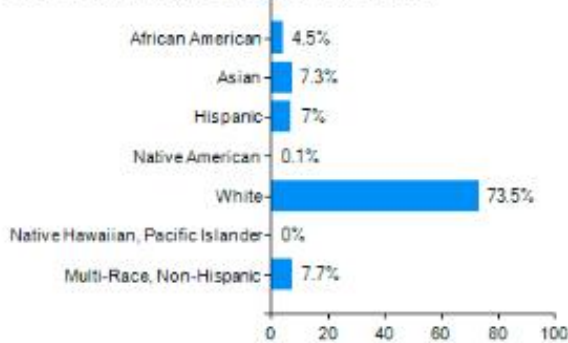
There are over fifty-one (51) nationalities represented in the student population at Concord Public Schools, and over seventy (70) nationalities represented at Concord-Carlisle High School (CCHS).



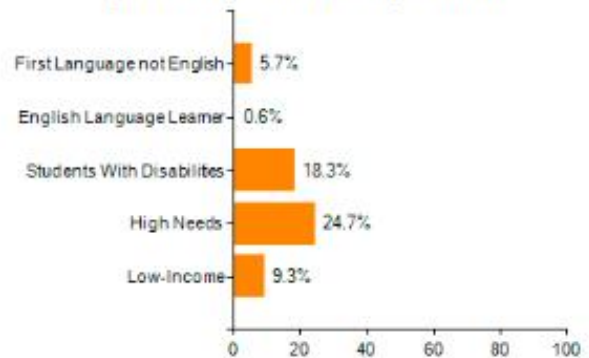
Concord Public Schools (PreK-8)
High Needs Student Population



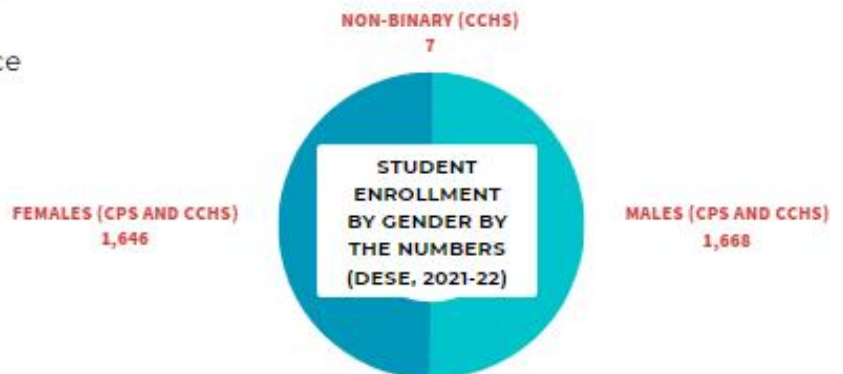
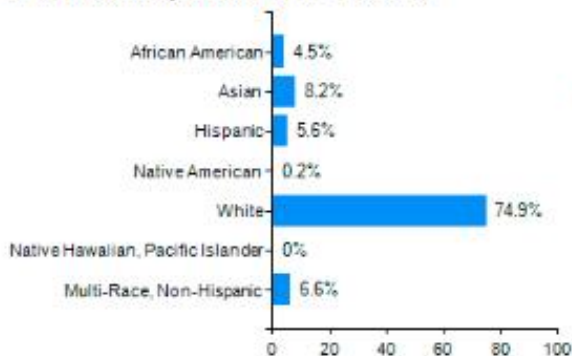
Concord Public Schools (PreK-8): Student Race and Ethnicity (DESE, 2021-2022)



Concord-Carlisle High School
High Needs Student Population



Concord-Carlisle High School: Student Race and Ethnicity (DESE, 2021-2022)



Appendix C: District Demographics


This data reflects the demographics of faculty and staff as of the 2021-2022 School Year.




Appendix D: Professional Development Roadmap

Kristen Herbert, Assistant Superintendent of Teaching and Learning has created this visual to highlight our District's professional development (PD) offerings in cultural competency and anti-racism.


- The flowers represent some of the PD opportunities that PreK-12 faculty and staff can choose from during the school year. Learning opportunities will take place in October, December, and February during the 2022-2023 school year.
- The PD opportunities highlighted in green (Opening Day, IDEAS,) are required for all faculty.
- Through the Concord Education Fund, we have invited nationally recognized keynote speakers and workshop presenters to our Faculty Opening Day to convey messages of cultural competency and anti-racism.




Professional Development in Diversity, Equity, Inclusion and Belonging and Anti-Racist Education




Teaching & Learning: Best Practices in Concord




How To Make Your Curriculum Bias-Free with Anti-Defamation League




Choosing and Using Inclusively Diverse Literature with Dr. Kim Parker




Let's talk About "IT" How to have difficult conversations about the isms...with Dr. Paula Martin and Andrew Nyamekye




Inclusion Through Cultural Competency CHARGE with CCHS faculty




Concord Fellows




African American Abolitionists and the Story of Concord Susan Foster and other faculty from Concord Museum




Special Ed Tools and Practices to Meet the Needs of All Learners



The Calculus Project Dr. Adrian Milins



Cultural Competence in Counseling Courtney Tucker, Ph.D., LICSW, BRYT



Engaging all students in reading Dr. Kim Parker

Faculty Opening Day Beverly Daniel Tatum, PhD. Author, *Why Are All the Black Kids Sitting Together in the Cafeteria? Can We Talk About Race?*

Cultural Competency Goal Setting with Dr. Paula Martin, Andrew Nyamekye, and Kristen Herbert Dr. Derrick Gay Principal Kafele

IDEAS
Anti-Racist School Practices to Support the Success of All Students

Faculty Meetings

Book Clubs Speakers Discussion Groups

Flowers are some of the courses faculty may choose. Courses, required for all faculty are in green.

Appendix E: Anti-racist Leadership Behaviors and Practices



In the 2021-2022 school year, the PreK-12 Cultural Competency Committee engaged in discussions to define what it means to be an anti-racist leader in the Concord and Concord-Carlisle Public Schools. The Committee generated a list of anti-racist behaviors and practices that educators and school leaders must exhibit.

- Recognize the importance of METCO; that as District participants in the METCO program, we all are part of and benefit from the METCO experience, in which we value the diverse and cultural richness the program affords to our predominately white school community.
- Practice active listening in all brave spaces.
- Center relationships and connections at the heart of creating environments that foster inclusion, belonging, and psychological.
- Be open and reflective of one's own biases, social position, power, vulnerabilities, and necessities to change.
- Actively engage in conversations about race, prejudice, microaggressions, discrimination, and other social justice-related issues.
- Proactively learn and pronounce each person's name correctly.
- Proactively learn and embrace each person's preferred pronouns.
- Recognize race, and actively confront racism and other "isms".
- Avoid assuming every African American/Black or Hispanic/Latino student lives in Boston or is economically disadvantaged.
- Set high expectations, both academically and behaviorally for every student, especially historically underrepresented students.
- Acknowledge and embrace the historic realities of violence, racism, and oppression against historically underrepresented groups.
- Recognize, respect, and value individuals' humanity, lived experiences, contributions, and intersecting identities of race, ethnicity, gender, disability (physical or mental), sexual orientation, and socio-economic status.
- Promote racial equity recognizing that "equality—attending equally to everyone's interests, reproduces inequity" (Paul Gorski).

Appendix F: 2022-2023 Religious and Cultural Observances Calendar

Concord and Concord-Carlisle Public Schools are religiously and culturally diverse. In recognition of this diversity and in keeping with the Districts' core value of a "caring and empathic community", the Districts intend to raise awareness and respect for our employees and families' religious and cultural observances. Therefore, [our yearly District School Calendar](#) will now highlight all religious and cultural observances.

- Please be advised that the observance of Jewish, Baha'i, and Muslim holidays begins at sundown of the preceding day.
- [Click here to learn more about our District's Accommodations for Religious and Cultural Observances.](#)
- Refer to the next page to view the dates of religious and cultural observances.

To add additional religious and cultural observances to our school calendar, contact Mr. Nyamekye, Director of Diversity, Equity, and Inclusion, at anyamekye@concordps.org.

Appendix F: 2022-2023 Religious and Cultural Observances Calendar

Ganesh Chaturthi (Hindu)	August 31, 2022	Setsubum-sai (Shinto - Japanese)	February 3
Labor Day	September 5	Tu B'Shvat (Jewish)	February 5-6
Samvatsari (Jainism- Hindu)	September 1	Valentine's Day	February 14
Hispanic Heritage Month	Sept 15 - Oct 15	Sivarathri (Hindu)	February 18
Mexico's Independence Day	September 16	Presidents Day	February 20
Rosh Hashanah (Jewish)	September 25-27	Ash Wednesday	February 22
Navratri (Hindu)	Sept 26 - Oct 5	Lent	Feb 22 - April 6
Yom Kippur (Jewish)	October 4-5	Purim (Jewish)	March 6-7
Italian Heritage Month	October 1	Holi (Festival of Colors - Hindu)	March 7
Indigenous Peoples Day	October 10	St. Patrick's Day	March 17
Day of Race (Día de la Raza)	October 10	Naw-Ruz (Baha'i New Year)	March 21
Simchat Torah (Jewish)	October 18	Ugadi (Hindu)	March 22
Diwali (Festival of Lights- Hindu)	October 24	Ramadan	March 22 - April 21
Birth of the Báb (Baha'i)	October 25-26	Greek Independence Day	March 25
Birth of Bahá'u'lláh (Baha'i)	October 26-27	Ram Navami (Hindu)	March 30
Halloween	October 31	Palm Sunday	April 2
All Saints Day (Roman Catholic)	November 1	Passover (Jewish)	April 5-13
Election Day	November 8	Good Friday	April 7
Veterans Day	November 11	Easter	April 9
Mexican Revolution	November 20	Tamil New Year	April 14
Thanksgiving	November 24	Eid al-Fitr (Muslim)	April 21-22
Advent	Nov 27 - Dec 24	First day of the Rivdan Festival (Baha'i)	April 21
Bodhi (Buddhism)	December 8	Armenian Genocide Commemoration	April 24
Hanukkah (Chanukah - Jewish)	December 18-26	Ninth Day of the Rivdan Festival (Baha'i)	April 29
Winter Solstice	December 21	Twelfth Day of the Rivdan Festival (Baha'i)	May 2
Christmas	December 25	Mother's Day	May 14
Kwanza	Dec 26, 2022 - Jan1, 2023	Ascension Day (Christian)	May 18
New Year's Day	January 1, 2023	Declaration of the Bab (Baha'i)	May 24
Epihanany/ Three Kings Day (Día de Los Reyes)	January 6	Ascension of Bahá'u'lláh (Baha'i)	May 29
Makar Sankranti (Hindu)	January 14	Memorial Day	May 29
Thai Pongal (Harvest Festival- Hindu)	January 15-18	Father's Day	June 18
Martin Luther King, Jr. Day	January 16	Juneteenth	June 19
Chinese New Year	January 22	Summer Solstice	June 21
Lunar New Year	January 22	Eid al-Adha (Muslim)	June 28-29
International Holocaust Remembrance Day	January 27th	4th of July	July 4th
Black History Month	February 1 - March 1	Martyrdom of the Bab (Baha'i)	July 10

Appendix G: Definitions and Shared Understanding

These definitions are provided by the Anti-Defamation League.

ALLYSHIP: Allyship is when an individual speaks out and advocates for a person or group that is often targeted and discriminated against. Allyship works to interrupt and end oppression by supporting and advocating for people who are stigmatized, discriminated against, or treated unfairly either proactively, reactively, or both.

ALLYSHIP IN PRACTICE: Allyship in practice is when someone supports and advocates for the rights of lesbian, gay, bisexual, transgender, and queer (LGBTQ) people.

ANTI-RACISM: The practice of actively identifying and opposing racism.

ANTI-SEMITISM: The marginalization and/or oppression of people who are Jewish based on the belief in stereotypes and myths about Jewish people, Judaism and Israel.

ANTI-BIAS: An active commitment to challenge bias within oneself, others, and institutions.

BIPOC: An acronym for "Black, Indigenous, and People of Color."

CULTURE: The patterns of daily life that can be seen in language, arts, customs, holiday celebrations, food, religion, beliefs/values, music, clothing, and more.

DISCRIMINATION: Actions or thoughts based on conscious or unconscious bias favor one group over others.

DIVERSITY: Having a variety of racial, gender, sexual, class, religious, ethnic, abled, and other social identities represented in space, community, institution, or society.

ETHNICITY: Refers to the social characteristics that people may have in common, such as language, religion, nationality, ancestry, and traditions.

EQUITY: Everyone gets what they need to have access, opportunities, and a fair chance to succeed. It recognizes that the same for everyone (equality) doesn't truly address needs; therefore, specific solutions and remedies, which may be different, are necessary.

GATEKEEPING: A term used to describe when someone takes it upon themselves to decide who does or does not have access or rights to a community or identity. Gatekeeping is about the subtle things, particularly for those in power.

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INCLUSION: An environment and commitment to respect, represent and accept diverse social groups and identities; an environment where all people feel like they belong.

INSTITUTIONAL RACISM: Refers to the policies and practices within and across institutions that intentionally or not produce outcomes that chronically favor or put a racial group at a disadvantage.

MICROAGGRESSIONS: The everyday verbal and nonverbal, and environmental slights or insults, whether intentional or unintentional, which communicate hostile, derogatory, or harmful messages to target persons based solely upon their marginalized group membership.

PREJUDICE: A premature judgment or belief formed about a person, group, or concept before gaining sufficient knowledge or selectively disregarding facts.

NON-BINARY: Refers to Individuals who do not identify as just female or male.

RACE: Refers to the categories into which society places individuals based on physical characteristics (such as skin color, hair type, facial form, and eye shape).

RACIAL JUSTICE: The fair treatment of people of all racial backgrounds, resulting in equitable opportunities and outcomes for all.

RESTORATIVE JUSTICE: "A Restorative Justice framework emphasizes repairing the harm caused by someone's behavior, holding the offender accountable for their actions, repairing the relationship they have harmed, and reintegrating them back into the community" (Marieke Van Woerkom, Curriculum Writer on Teaching Social Responsibility).

STEREOTYPE: An oversimplified generalization about a person or group of people without regard for individual differences.

SYSTEMIC RACISM: A combination of systems, institutions, and factors that advantage white people and people of color, causing widespread harm and disadvantages in access and opportunity.

UNCONSCIOUS BIAS: Negative stereotypes regarding a person or group of people - these biases influence individuals' thoughts and actions without their conscious knowledge.

Appendix H: Aspects of My Identity

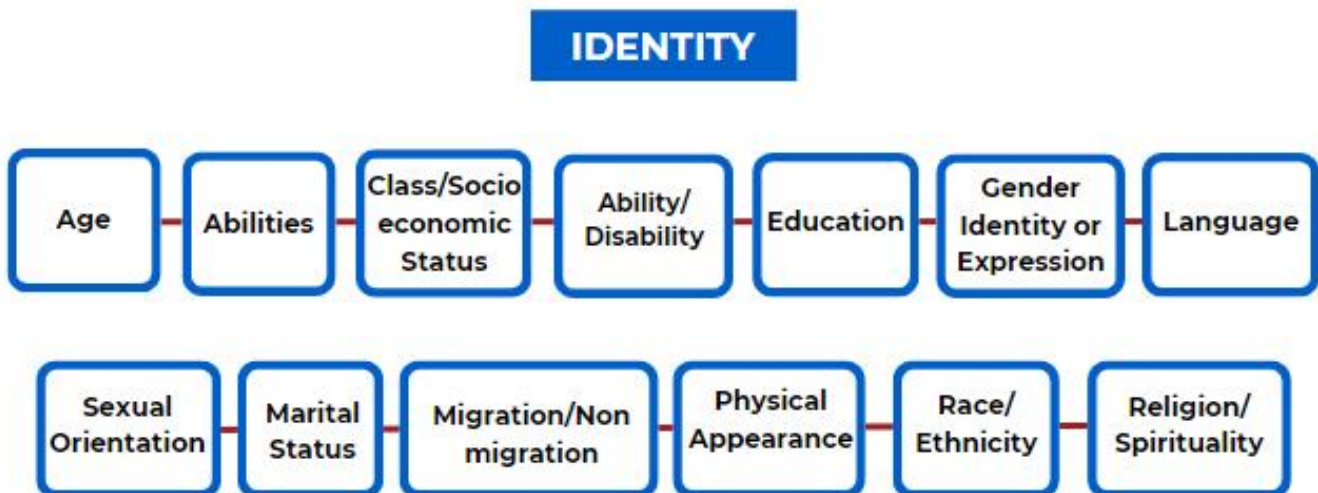
Directions

1) Read this Article:

[Understanding intersectionality is critical to advancing educational equity for all.](#)

2) Reflection 1:

There are several aspects of social identity. How do you identify with each aspect of your identity using the chart below?



3) Reflection 2:

- How does your identity shape you as a person?
- Which aspects of your identity do 1. you or 2. others pay attention to most?
- What feelings arise for you- positive/ negative?
- Give an example of when an aspect of your identity caused someone to change their behavior, either positive or negative. What emotions arose?
- How does your identity impact your practice and ways of being in the world?

Appendix I: Resources for Learning and Action

Follow the links below to learn more.

WELCOME TO THE CONCORD & CONCORD CARLISLE SCHOOL DISTRICTS' RESOURCE HUB FOR CULTURAL COMPETENCY AND ANTI-RACIST LEARNING AND ACTION [Contact Us](#)

A Resource Hub for Cultural Competency, Diversity, Equity, and Inclusion, Anti-bias & Anti-Racist Education



Home:
Where can I start?

<https://sites.google.com/concordps.org/cultural-competency/home>



<https://www.wickedlocal.com/story/concord-journal/2016/05/19/how-metco-got-its-start/29566413007/>

Antiracist Leadership

1. Do your internal work
2. Take a stand as an antiracist
3. Communicate with empathy and compassion
4. Understand the lived experience of marginalized groups
5. Examine and address systemic racism in your organization
6. Embrace allyship
7. Use your clout to change social norms

Equity: Think and Share

What are some school and district policies, practices, and procedures that advantage some children, and disadvantage others?

Video:
<https://youtu.be/iOrgf3wTUbo>

LP 707 SHAPING SCHOOL CULTURE, MODULE 3



<https://sites.google.com/concordps.org/cultural-competency/how-to-be-an-anti-racist>