West Hartford Public Schools continues to see steady changes in our racial, ethnic and socio-economic demographics and embraces the richness that diversity brings. The **Equity and Diversity Council (EDC)** currently exists as a faculty and staff advisory that seeks to *promote equity, advance diversity, and foster inclusiveness, acceptance, mutual respect and support, civility and non-discrimination across all areas of our district’s programs and services.*  The work of the EDC is aligned with the WHPS’ mission and vision for *Clear Paths. Bright Futures. No Limits.*

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The EDC is a district-wide structure that serves to develop systemic approaches to enhancing our policies, practices, programs and the teaching and learning process. To this end, the EDC aims to ensure equitable opportunities and support for each and every student. Further, the EDC applies a real-time equity lens to closely examine Board policies and identify impact for opportunities and barriers.

**Activities and Outcomes of the Core EDC**

**Membership/Leadership:**

* This past year, members volunteered to serve as Subcommittee Chairs. Their leadership has strengthened the structure and communication of the EDC.
* Two educators volunteered to serve as Core EDC Co-Chairs to support and assist the Director of Diversity Advancement
* Building Representatives reported back to their schools key highlights summarizing the work of the EDC and shared EDC created resources
* The role of ‘EDC Greeter’ was established to welcome newcomers as visitors to EDC meetings

**Meetings:**

* The Core EDC met 6 times.
* The EDC Subcommittees met formally 3 times (and at other times to plan activities or work on projects)
* The Subcommittee Chairs met 4 times.
* The meeting schedule is set during the summer and posted on the EDC webpage of the WHPS website at [www.whps.org/edc](http://www.whps.org/edc) with active links to resources and events

**Presentations/EDC Member Collaborations:**

* Professional Learning and Evaluation Committee (Four times this past year)
* Conard High School PTO – *Uncovering Unconscious Bias*
* Elementary Schools PTO (Hosted by Norfeldt) – *Uncovering Unconscious Bias*
* WHPS Parent Teacher Council (PTC)- *Equity and Diversity Council Update*
* WHPS Board of Education –*Building our Cultural Competence- EDC Update, Equity and Excellence Update*
* Duffy PTO –*Diverse Literature*
* First Baptist Church of West Hartford- *Equity and Diversity in the WHPS*
* West Hartford Rotary- *Inspiring Equity*
* Health and PE CSI- *Health and PE Culturally Responsive Practice*
* Para PD- *Cultural Competence 101; Cultural Competence 102; LGBTQ Awareness*

**Professional Learning:** All off-site professional learning requests are carefully reviewed and approved judiciously with the expectation that participants share new learning and resources within the district.

* NCCJ Two-Day Anti-Racism Conference
* Transgender and GenderQueer Public School Students: School Safety in an Era of Uncertainty
* WHPL Book Buzz-Teaching Equity and Diversity to Young Children
* Graustein Inspiring Equity Community Learning Series
* Racial Justice Training
* Reaching for Inclusive Excellence *Micro-Aggressions Awareness Train the Trainer*
* CREC Family Engagement Conference
* Debby Irving- *Waking Up White-* Book reading and Workshop
* Pat Kelly and Carroll Blake- Modern Racism
* CREC- *Cultural Timeline*
* Elijah Nealy, PhD- *Raising Transgender Youth with Love and Care*
* College Board Preparate’ – Attended by Conard FEOD Program Coordinator- April 2018
* Hosted CREC Regional Dine and Discuss- *Understanding and Breaking the Cycle of Escalating Behavior*
* CITs: *Culturally Responsive Teaching and the Brain* based on the work of Zaretta Hammond and *Culturally Responsive Pedagogy* based on the work of Geneva Gay

**Parent Meetings:**

* The Director of Diversity Advancement and EDC members met with parents of elementary, middle and high school 18 times at their request for specific equity and diversity relevant purposes.

**Consultation and Collaboration:** The Director of Diversity Advancement and EDC members

* Provided consultation to Southington Women for Progress regarding the development of the EDC
* Provided consultation to Southington Public Schools regarding Open Choice practices
* Consulted with Hanover Research
* Met with Great by 8 to discuss how they can support our work with parents of elementary school children
* Facilitation of Collaborative Inquiry Teams (CIT), centered around culturally responsive teaching and the brain; culturally responsive differentiation in the music and arts classrooms; and developing curriculum that is culturally responsive
* Review of athletic coaches’ training modules to ensure the inclusion of a cultural competence module, reinforced through modeling and practice by adults (coaches) and students(athletes and team captains)
* Collaboration with the Professional Learning and Evaluation Committee (PLEC) on activities that include building capacity of the membership to lead school-based cultural competence professional learning experiences
* Participated in Sheff v. O’Neil research re: Open Choice/School Integration

**District-wide and School-based Support:**

* The EDC vetted proposals, programs and resources for school-based implementation relevant to cultural competency
* The EDC supported school-based programs and efforts relevant to cultural competency
* The EDC participated in, supported and promoted the *Inspiring Equity Project: We All Have a Story to Tell* which culminated in storytelling, stories of how individuals and groups inspire equity captured in a book, and a 2-night exhibit. The project has inspired other school-based projects at Charter Oak, Norfeldt, Whiting Lane and Wolcott with other schools exploring similar projects

**EDC SUBCOMMITTEES**

The five subcommittees of the EDC’s priorities, strategic choices, targeted outcomes and recommendations are framed by the District Development Plan Goals.

**Ethnic Affairs Committee**

This subcommittee is a local level of the Ethnic Minority Affairs Committee of the Connecticut Education Association composed of educators and administrators across the district who collaborate, plan, and support programs and opportunities for expanding and sustaining diversity. We are comprised of **two action work groups**:

**The Educators’ Ethnic Affairs** aims to build a network of support for our educators of color and identify more ways to increase the racial and ethnic diversity of our certified staff.  These efforts throughout the year have also strengthened support for our Future Educators of Diversity high school ‘grow-your-own’ aspiring educator pipeline program.

**Activities and Outcomes of the Ethnic Affairs Subcommittee**

**Recruiting**

* CREC MTR Career Fair
* UConn Teacher Recruiting Fair
* WHPS Career Fair
* HBCU membership
* The Directors of Diversity Advancement and Human Resources are members of the CREC Minority Teacher Recruiting Network
* Examination of hiring practices and human capital strategies

**Support**

* Personalized outreach to teachers of color
* Participation in Regional Teacher of Color Network at CCSU (EDC hosted the first network session with HPS)

**Future Educators of Diversity Program** provides encouragement, training, mentorship, and support for high school students of color to enroll in a CT teacher preparation program. The program was created and sustained by school administrators, district leaders, and teachers in the West Hartford Public Schools. The goals of this program are to ensure that future minority educators are identified, mentored, and encouraged to build relationships with those who can support them in their journey to becoming West Hartford professional educators. Students who successfully complete the program, meet higher education requirements, and complete educational certification will be guaranteed an interview for employment opportunities in the WHPS.

This program enables WHEA teachers, administrators, and university partners to collaborate on an extended basis with these potential minority educators. Participants will work to develop supportive relationships to ensure a successful pathway to becoming a CT educator. This is accomplished by:

1. Providing a high school teaching training program including classes, internships, and student teaching experiences.

2. Establishing and supporting participants’ college application process to CT educator certification programs through collaboration with State University admissions personal.

3. Provide ongoing mentorship for participants by teachers and administrators during the program and process of becoming an educator, including academic skill set training and university linkage.

4. Receiving the support of the district human resources department to provide interviews for participants who have completed the WHPS FEOD program and educational certification requirements.

**Activities and Outcomes of the Future Educators of Diversity Program**

* Future Educators of Diversity was piloted at Conard in 2015 in collaboration with the University of Connecticut.  This year, Future Educators of Diversity has expanded to Hall High School and the local college partnerships supporting the program have since grown as well
* *There are currently just over 30 Conard future educators in the program between both schools*
* Future Educators of Diversity Club (FEOD) was launched at Hall
* Conard and Hall FEOD came together for a winter mixer and workshop
* Conard and Hall FEOD hosted a fall college fair in which FEOD local partnering college representatives attended
* Program participants attended the UConn Leadership In Diversity (LID) Conference on March 24
* Program participants attended a Fall HBCU Fair on April 7
* FEOD at each school met monthly and engaged in seminars and activities to learn and practice principles and methodologies of teaching (e.g. *Classroom Management Seminar; Learning Intentions*); post-secondary education pathways; career pathways. Students heard from guest speakers from colleges and from WHPS. Students also observed models of effective teaching and processed what they observed
* Participants reviewed literature and research relevant to teacher diversity, minority teacher shortage, anti-bias education
* FEOD at both schools recruited building-based educators to serve as mentors for student participants
* FEOD students participated in student-led Cultural Competence CSIs. Hall FEOD students are filming a Student Voices segment to raise awareness about micro-aggressions and share advice and ideas for how to prevent and address it
* Hall FEOD students designed and led 8th grade middle to high school transition presentations
* Both schools have engaged parents in awareness of program and as mentors for students in the FEOD program

**Family and Community Engagement**

The members of the Family Engagement subcommittee believe that the approaches and strategies designed for family participants of the Open Choice program may be of benefit to WH resident families. Elements of study and subcommittee work addresses barriers to and opportunities for engagement.

**WHPS’ definition of ‘family engagement’ through the lens of equity: *Family Engagement*** is the result of a relationship between the family and the school where families and school representatives work in partnership to best foster student achievement and social emotional well-being.

The Family and Community Engagement subcommittee has worked closely with the Open Choice Enhancement subcommittee to collaborate on efforts to welcome and engage families of the West Hartford Public Schools.

**Activities and Outcomes of the Family and Community Engagement Subcommittee**

* The subcommittee has worked to establish district norms for how we define and measure effective family engagement and partnership.
* The four schools are involved in a Welcoming Schools Pilot (Wolcott, Norfeldt, KPMS, & BMS) which includes:
	+ Focus groups of families (to date, Norfeldt and Wolcott have hosted focus groups).
	+ Walk-throughs- All four pilot schools have had visiting teams to visit one another's schools for welcoming schools assessments.
	+ Parent surveys- One school has distributed a 10-question survey and has received parent feedback. The other pilot schools are evaluating the best time to distribute the survey to avoid over surveying (e.g. Recently: School Climate Survey, Re-Thinking School Start Times)
	+ Website Walk-Through-School websites and parent information are being reviewed by EDC members
	+ All other schools are completing self-assessments of their current practices in family engagement
	+ The data from the Welcoming Schools pilot will be examined and used to guide improvement, effective measures and pilot expansion
	+ Wolcott conducted parent outreach to families living in the Hillcrest community.  Report card conferences were held at the Hillcrest Avenue Neighborhood Outreach Center (HANOC) in the fall.

**Open Choice Enhancement**

The Open Choice Enhancement subcommittee recognizes that the unique sacrifices and needs of Open Choice families require more individualized study and support beyond what WHPS does for West Hartford resident families. Challenges that Open Choice families face may not be common for West Hartford families, and all school staff need to be aware  (i.e. Families with students in multiple districts, multiple schools within district, transportation challenges - before, after, snow delay, etc.). The Open Choice Enhancement subcommittee has worked closely with the Family and Community Engagement subcommittee to collaborate on efforts to welcome and engage families of the West Hartford Public Schools.

**Activities and Outcomes of the Open Choice Enhancement Subcommittee**

* Finalized School/Town Family Resource Guide. Distributed during Kindergarten Registration. The committee will develop a distribution plan to update and distribute more widely in 2018-2019
* Open Choice Family Links Meetings led by the Family Engagement Consultant, parents of Open Choice coordinated two successful family engagement events:
	+ K-12 Family Game Night (November 2018)
	+ K-12 Friends and Family Ice-Skate Party in which Open Choice students invited a buddy and their family from their school (May 2018)
* Open Choice families completed a short feedback form at each event to indicate the extent to which they feel included in the WHPS and interest in helping to plan future events.
* August Open Choice Welcome and Orientation (included dinner, a bus tour of town w/ stops at assigned schools, student-selected book bags)
* A few parents of the Open Choice program participated in the Welcoming Schools pilot
* Enhancements were made to the Open Choice Lottery process. Siblings were kept together and new students were placed in schools that measured the shortest proximity/bus ride to and from their homes
* School bus transportation for high school Open Choice students began in November 2017
* Two parents who have been involved on the EDC are also enrolled in the 12-week People Empowering People program. Their self-selected and designed projects focuses on developing a Parent EDC as a subset of the district-wide EDC

**LGBTQ\* Advisory**

Embracing diversity is a core value of the West Hartford Public Schools. We want all students and parents to feel welcome, regardless of income, race, religion, or family structure, i.e. two parent, grandparent-headed, single parent, and LGBT (lesbian, gay, bisexual, transgender) households. The administration wants to be sure that this core value is modeled for employees in the same way it is for our students and families. To that end, the LGBTQ Advisory offers support for matters of concern to LGBTQ staff and works to better promote inclusion, awareness and respect.

*\*The Advisory is considering a name change to LGBT+*

**Activities and Outcomes of the LGBTQ Advisory**

* LGBTQ Advisory conducted a district-wide PD Needs Assessment on LGBT topics (Gender & Identity Spectrum, Language/Terminology, Challenges that LGBT youth face, Laws Policy and Practice, Diverse Family Structures, and Support Resources).
	+ The top three most pressing needs were consistent across all three building levels (elementary, middle and high school): 1.) Laws, Policy and Practice; 2.) Support Resources; 3.) Language/Terminology
	+ The advisory gathered current, credible and accurate literature, facts and resources on these topics and developed a workshop presentation complete with accessible resources for educators
	+ The presentation has been given at 3 schools by LGBT Advisory adults and high school students; given at Leadership with Exec Team, principals and directors, during Para Training week and to Health and PE Dept. (*LGBT Culturally Responsive Practice in HPE*)
	+ Feedback from the workshops were collected and shared with the LGBTQ Advisory and principals
* Consultation and collaboration with the Athletic Director to ensure that the expectation for LGBT inclusive and respectful teams and environments are addressed within the Coaches training module
* Continued research and work on Grade 5 Human Growth and Development curriculum– Examination of where recommendations can be made for developmentally appropriate curricular materials (www.weneeddiversebooks.com) via the District Curriculum Review process
* The advisory shared and maintained current and accurate knowledge, understanding of resources on laws and respectful practices re: name and pronoun changes based on gender change to reference as unique scenarios emerged
* Coordinated and promoted Elijah Nealy, PhD- *Raising Transgender Youth with Love and Care* (Feb. 28)
* Provided consultation to three elementary schools with supporting transgender and transitioning students and made referrals to local resources (e.g. True Colors, The Bridge, Elise Cardona) for staff PD
* The LGBT Advisory welcomed a new subcommittee co-chair, Kim Grady-Davis, a WHPS parent and Arts Department Lead Secretary with former experience as the Conard Student Activities Coordinator.  Kim has been involved on the LGBTQ Advisory and brings professional and personal experiences and perspectives as a building and district-wide staff member and as an engaged parent who shares her story as a mother of a transgender teenager

**Student Achievement and Educator Capacity-Building Subcommittee\***

 This subcommittee serves to facilitate access to opportunities for students and educators and pathways for success through policy, practice and programming. The Cultural Competence Continuum and CT Cultural Competence Standards for Professional Learning frame, ground and guide the work of this subcommittee. **\****Student Achievement and Educator Capacity-Building Subcommittee name is under review for suggested change that continues to encompass students and educators*

**Cultural Competence Continuum**

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|  Cultural **Consciousness**:Understanding of one’s own cultural identity, bias, prejudices and experiences of both privilege and marginalization | Cultural **Responsiveness**:Commitment to the continuous improvement of skills, knowledge and personal growth needed to establish meaningful connection with people from various cultural backgrounds | Cultural **Advocacy:** Lifelong commitment to action that supports equity in each school community |

**CT Cultural Competence Standards for Professional Learning:** Professional learning that enhances both educator practice and outcomes for each and every student facilitates educators’ self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students

**Activities and Outcomes of the Student Achievement and Educator Capacity-Building Subcommittee**

* Continued examination of 10 WHPS Board Policies: analysis of ‘positives’ and ‘barriers’ of each (e.g. *Are there variety of awards? Do awards take into account students who start with barriers and overcome? “Primary goal of schools is to teach” is outdated)*
* Involvement in K & Gr. 2 Religion Curriculum and lessons development with Town-wide Curriculum Specialist for Literacy/Social Studies [Kindergarten Religion Lesson Plan](https://docs.google.com/document/d/1gET_GTcCw_Ujcqvc3_Gdx4nenzo4e2_N-X177DkjptE/edit?usp=sharing) [Grade 2 Religion Lesson Plan](https://docs.google.com/document/d/1ypkosADdjx4oBatYKeG_y28m6zttzsJiqLZAOwnW3PA/edit?usp=sharing)
* Provided PD to Professional Learning and Evaluation Committee (PLEC) intended to build capacity of membership to lead school-based cultural competence professional learning experiences
* Examination of CSI and PLEC evaluation feedback used to drive subsequent experiences and activities
* Expanded, maintained and marketed WHPS Cultural Pedagogy Toolkit Schoology site with resources for culturally responsive pedagogy (access code to join is 2FN2V-GT64R). Includes: links to articles and websites
* Maintenance of Equity and Diversity in Action Google Community which contains a compendium of resources cultural competency resources
* Maintains of an EDC in-house Team Drive for shared resources
* Partnered with Family and Community Engagement and Open Choice Enhancement subcommittees to co-sponsor Open Choice Family and Friends Ice-Skate Party
* Outreach to staff members for this subcommittee that reflect diversity across race, ethnicity, gender, years of experience, building levels across disciplines. There is currently elementary, high school, ESOL, Special Education and community representation
* Provided EDC Talking Points for building reps to share within their schools

**APPENDIX A**

The work of the EDC and the five subcommittees are driven by the WHPS District Goals and aligned with the

WHPS Board of Education Policies

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| **WHPS Board Policies** | **Ethnic Affairs Committee**  |
| **Instruction**- Non-Discrimination:  Instructional Program POLICY  6210 | Provide an instructional program that supports more educational opportunities for administrators and teachers for applying and improving culturally responsive instructional practices and an equal opportunity for all students to participate in a teacher preparation program. |
| **Instruction** College Level Coursework POLICY  6233 | The classwork and activities associated with this program are guided and informed by university Educator preparation programs like UCONN and CCSU with close collaborations with university partners as well as partners from local community colleges. |
| **Personnel -** Certified/Non-Certified - Recruitment and Selection POLICY 4030 | This program increases the ability of WHPS to identify, nurture, and support WHPS students ability to possibly becoming certified educators who then can be recruited back to WHPS schools and assist in increasing and sustaining a diverse staff that reflects the current and student populations. |

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| **WHPS Board Policies** | **Family and Community Engagement and****Open Choice Enhancement Subcommittees’ Targets** |
| **Community Relations**-School**-**Community Associations Parent –Teacher Groups **POLICY  1210****Instruction-**Parental Involvement Policy for Title I Students **POLICY  6291** | Family engagement as represented by:* + Active two-way communication utilizing a variety of mediums.
	+ Providing a welcoming school environment and reducing identified barriers.
	+ Positive communication regarding student behavior & achievement to families.
	+ Communication that allows for the identification of experiences that increase dialogue opportunities.
	+ Opportunities for families to be involved and influence planning/policy utilizing their expertise.
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| **WHPS Board Policies** | **LGBTQ Advisory Targets** |
| **Personnel-**Affirmative Action POLICY  4010**Personnel-**Assurances-Sexual Harassment POLICY  4011**Instruction-**Non-Discrimination: Instructional Program POLICY  6210**Instruction-**Cultural Diversity POLICY  6211 | Serve as a support network for matters of concern relevant to lesbian, gay, bisexual and transgender (LGBTQ) persons by: * + Providing welcoming, visible and tangible support
	+ Promoting opportunities that increase awareness of LGBTQ topics and issues
	+ Providing access to “safe” places, people and forums for confidential discussion, support and resource information
	+ Conducting studies as needed to influence practice and address matters of concern
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| **WHPS Board Policies** | **Student Achievement and Educator Capacity Building Subcommittee** |
| **Students-**Student Attendance Areas POLICY  5117**Students-**Student Attendance; Truancy POLICY  5310**Students-**Suspension/Expulsion; Due Process POLICY  5320**Students-**Progress- Awards for Achievement POLICY  5450**Students-**Parent-Teacher Communications POLICY  5460**Instruction-**Non-Discrimination: Instructional ProgramPOLICY  6210**Instruction-**Curriculum Design and DevelopmentPOLICY  6230Instruction-College Level Coursework POLICY 6233Instruction-Extracurricular Activities POLICY 6240Personnel-Certified-Staff Development POLICY 4140 | Facilitate access to opportunities for students and educators and pathways for success through policy, practice and programming by:* Examining policies that promote/or discourage bias
* Analyzing data for diverse students and disproportionality data to informing decisions/instruction
* Reflecting on who we are as teachers and influence on our views and practice
* Developing materials to support WHPS personnel in developing as culturally responsive educators (lesson ideas, professional development resources, literature).
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**APPENDIX B**

**School-Based Cultural Competence**

**‘Speed Date’ Shares**

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| Braeburn | Wishtree by Katherine Applegate Focus on inclusion Where In My Community Do I Belong? |
| Wolcott | Promoting Awareness of Diversity in Children’s Literature-growing the school library to reflect the diversity of Wolcott’s students and staff populations; CSI/faculty meeting work to promote awareness and use of such text in instructional practice; accompanying murals painted in intermediate hallway that reflect the diverse inventory and promote reading of such books (*Last Stop on Market Street, Drum Dream Girl*, books by Grace Lin, etc.) |
| Sedgwick | Understanding Gender VocabularyGuest presenter, Elise Cardona, presented information surrounding understanding the vocabulary associated with gender. The other goal for her presentation was to give our staff an understanding of how to balance holding true to their own beliefs and values while supporting all students in our school. |
| Bristow | Black History Month Trivia - to help educate all staff and students of the various contributions of obscure or unknown African Americans who have contributed to our country.  All staff are readers and we try to align questions to their content areas. |
| Webster Hill | We had a guest speaker (Sedgwick teacher, Areej Nitowski) educate our staff regarding Islam and helped dispel popular myths about Muslim males and females.   |
| Aiken | We had two speakers from the Bridge (Mike Saracceno and Martin Smith) to discuss understanding the bias of gender identity. Three areas of focus: * Create an environment where everyone is included.
* How do we as adults talk about gender identity
* How do we make sure our beliefs are not negatively impacting interaction with students?
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| Conard | Over 120 students trained at UCONN on how to a moderate a conversation with students centered around a controversial topic (the topic: What is the 21st century mission for our public schools?”) followed by a whole school program that these students facilitated.  |
| Bugbee | Privilege Walk/ Dignity & Respect in the ClassroomStaff privilege walk/debriefPaint the privilege backpack of two children in your class (one being the photo from the beginning of the year); discuss any assumptions made in this part of the exercisePresenter identifies classroom environment strategies that promote dignity and respect (i.e. approach the child and whisper a behavioral request or use a raised voice across the room); teachers privately identify which they have used for each child Individual reflection/some shared very personal but important take-aways  |
| Norfeldt | Teaching Children From Poverty and Trauma  published by NEARead chapters at a staff meeting (in small groups) and had discussion. Also used for para PD. Very well received by all. |
| Duffy  | Parent engagement Sent a group to Norfeldt to hear Roszena speak as well as the Great by 8 sponsored book talk .https://lh5.googleusercontent.com/G2CppLNH2gYuF0uYBa3C5x9Rjka4WYmoPu5g6hfsj2tJjVhPMW4dHOHxsFMyi29jINBpqaOkkoO72uRhzIqOFt0xXJq5wTnwWfpZDUIpoWfSbPX5giMvRYInaeDlZ0fbTENU27MEngaged the entire faculty and staff in a 21 Day Equity Habits Challenge |
| Whiting Lane | Two gifted presenters (one parent) engaged the fourth and fifth grade students and their families in an interactive and multi-modal Racial Justice Training.  A discussion about the roots of racism in our society, how it impacts us all and the role we can play to raise awareness and promote peace, tolerance and social justice. A Building CSI time in March was designated for a similar presentation/PD for staff. |
| King Philip | **(Coming Soon- June 11) - 8th Grade Identity Conference**Identity is extremely complex and multifaceted. Eighth graders are at an age where they are constantly asking the question, “Who am I?” They are also becoming more aware of the world around them as they figure out where and how they want to fit into the larger society. At the end of eighth grade, after students have engaged in a yearlong course about the foundations of US History that include discussions on identity and race, it is a perfect time to create a space for students to reflect on their own identity individually and within society. The 8th Grade Identity Conference gives students a space for meaningful and guided discussions on different aspects of their identity and different identities within our school and culture. This will be accomplished through a one day conference facilitated by the professionals at NCCJ and members of the West Hartford community. Breakout Workshop topics will include race, gender, and the ‘Othered’.  |
| Hall | Privilege Walk and Debrief in smaller groups before coming back as a whole faculty.  |

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| **Educators’ Ethnic Affairs** This A local level of the Ethnic Minority Affairs Committee of the Connecticut Education Association composed of educators and administrators across the district who collaborate, plan, and support programs and opportunities for expanding andSusssustaining diversity.  |
| Ways to support the Educators’ Ethnic Affairs subcommittee at the building level:* Host an Educators of Color District-wide Networking Event
* Develop and communicate a system for checking in with educators of color
* Connect the need to build the racial, ethnic and linguistic diversity of the certified staff with the school’s mission or Development Plan: <https://www.academia.edu/28835450/RECRUITING_AND_RETAINING_TEACHERS_OF_COLOR?auto=download>
* Participation in and contributions to the district’s recruitment and selection processes
* Other?
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| **Future Educators of Diversity (FEOD)**This program increases the ability of WHPS to identify, nurture, and support WHPS students ability to possibly becoming certified educators who then can be recruited back to WHPS schools and assist in increasing and sustaining a diverse staff that reflects the current and student populations |
| Ways to support the FEOD program at the building level: * Serving as feeder school mentors to the high school participants
* Providing opportunities for FEOD participants to observe live or recorded instruction (confidentiality policy applies)
* Serving as a guest speaker at FEOD seminars
* Identifying elementary, middle and high school students of color who aspire to be educators
* Other?
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| **Family and Community Engagement (FCE)**The Members of the Family Engagement subcommittee believe that the approaches and strategies designed for family participants of the Open Choice program may be of benefit to WH resident families. Elements of study and subcommittee  work addresses barriers to and opportunities for engagement.   ***Family Engagement*** is the result of a relationship between the family and the school where families and school representatives work in partnership to best foster student achievement and social emotional well-being.  |
| Ways to support this subcommittee at the building level: * Participation in the FCE Welcoming Schools Assessment
* Host a Focus Group
* Host a visiting team school Walk-Through (physical school plant, website, school-to-home materials)
* Participate on a visiting team Walk-Through at another school
* Distribute a 10-question survey
* Examine collected data to inform keep-stop-change
* Current Pilot Schools:
* Examine collected data to inform keep-stop-change
* Share data with stake holders
* Welcoming Schools Train-the-Trainer participation (identify potential school participants)
* Update School & Town Family Resource Guide; make available online and printed copies for all new and returning families
* Other?
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| **Open Choice Enhancement** WHPS recognizes that the unique sacrifices and needs of Open Choice families require more individualized study and support beyond what WHPS does for West Hartford resident families. Challenges that Open Choice families face may not be common for West Hartford families, and all school staff need to be aware. This subcommittee works closely with the FCE subcommittee to collaborate on efforts to welcome and engage families of the West Hartford Public Schools. |
|  Ways that Open Choice participating schools can support this subcommittee: * Host and promote a K-12 Family Links event
* Outreach to K-12 Open Choice families and their WHPS “Friends” regarding Family Links events
* Participate in August Open Choice Welcome and Orientation
* Reach out to new families and returning families
* Provide school paraphernalia for new students
* Identify and recruit potential Open Choice Family Representatives: See Rep Role Description- <https://drive.google.com/a/whps.org/file/d/0B6c_cIJ__HrEcGxLeEF1OWVtZXc/view?usp=sharing>
* Foster opportunities for Open Choice Hartford & West Hartford resident connections (e.g. Buddy Families)
* Engage Open Choice families in the Welcoming Schools efforts and in PTO activities
* Contribute to the Open Choice webpage of the district website: <http://www.whps.org/page.cfm?p=3991>
* Other?
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| **LGBTQ Advisory**Embracing diversity is a core value of the West Hartford Public Schools. We want all students and parents to feel welcome, regardless of income, race, religion, or family structure. The administration wants to be sure that this core value is modeled for employees, students and families. To that end, the LGBTQ Advisory offers support for matters of concern to LGBTQ students and staff and works to better promote inclusion, awareness and respect. |
|  Ways to support the LGBTQ Advisory at the building level* Prioritize a time and format for an annual school-wide LGBTQ presentation
* Conduct a school-based LGBTQ Professional Development Needs Assessment
* Consult with the LGBTQ advisory for specific supports
* Host and promote a parent awareness presentation
* Other?
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| **Student Achievement and Educator Capacity Building Subcommittee**This subcommittee serves to facilitate access to opportunities for students and educators and pathways for success through policy, practice and programming. The Cultural Competence Continuum and CT Cultural Competence Standards for Professional Learning frame, ground and guide the work of this subcommittee. |
|  Ways to support the SAEC-B at the building level:* Access, promote and contribute literature, instructional materials, and resources to the WHPS Cultural Pedagogy Schoology Toolkit- [www.schoology.com](http://www.schoology.com)

(access code to join is 2FN2V-GT64R)* Serve as host school facilitator of a Culturally Responsive Practice CIT
* Examine a Board policy as a school to analyze and dismantle disproportionality and assess alignment with equity and cultural competency practice
* Consult with the SAEC-B for PD support
* Other?
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