



WINDSOR CENTRAL

UNIFIED UNION SCHOOL DISTRICT

Joint Committee Meeting

October 18, 2021, at 6:30 p.m.

Join meeting here:

<https://wcsu-net.zoom.us/j/89508981208?pwd=d2VuMFFla252aytXZlloem1ncS9YUTo9>

Meeting ID: 895 0898 1208 Passcode: 785219

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Agenda

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| <p><u>Buildings & Grounds Committee:</u> Location: Barnard Academy In-Person Only</p> <ol style="list-style-type: none"> 1. Call to order 2. Amendments to agenda 3. Public comment 4. Update on work completed or in progress 5. Upcoming or needed projects 6. Adjourn <p>November location: Reading Elementary</p> | <p><u>Finance Committee:</u> Location: WCSU & Zoom</p> <ol style="list-style-type: none"> 1. Call to order 2. Amendments to agenda 3. Public comment 4. FY23 Budget: update from Dir. of Finance & Operations 5. FY23 Budget: Initial budget projections with assumptions 6. District bus routes review/discussion 7. Adjourn |
| <p><u>Policy Committee:</u> Location: WCSU & Zoom</p> <ol style="list-style-type: none"> 1. Call to order 2. Amendments to agenda 3. Public comment 4. Antiracism draft policy 5. Naming draft policy (attached) 6. Fundraising draft policy (attached) 7. Adjourn | <p><u>Negotiations, Hiring & Retention Committee:</u> Location: WCSU & Zoom</p> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px; margin: 5px 0;">CANCELLED</div> <ol style="list-style-type: none"> 1. Call to order 2. Amendments to agenda 3. Public comment 4. WCEA status update 5. ESP negotiation request 6. Executive Session 7. Adjourn |

DISTRICT NAMING POLICY

The purpose of the following Policy is to provide District board members, school administrators and the Superintendent with policies specific to naming opportunities for facilities, programs and events.

A. Honorary Naming

1. A group or person may propose naming a facility or program based on their contributions to the nation, society, the District, or to communities in the District. This process will adhere to the following guidelines.
2. Any person or group proposing an honorary name for a District facility or program must submit a written proposal to the Superintendent, outlining the reasons for the proposed name. If the proposal is to name a District facility or program after an individual, the proposal must outline specific contributions the individual has made to the nation or to the District community.
3. The District, except for extraordinary circumstances, shall not name a District facility after a person currently employed in the District or after a person who was employed in the District during the previous three years.
4. The District shall not endorse any dedication that is inconsistent with the District's educational mission, policies, goals or community values.
5. The Superintendent in consultation with the Finance Committee and Policy Committee shall make a recommendation to the Board regarding the proposal. The Board of Directors must approve all honorary names of District facilities.

B. Named Funding Opportunities

1. The District welcomes the naming of facilities, programs and endowed funds that meet the funding requirements outlined in the Fundraising Policy. Nothing within this policy precludes further naming within facilities, spaces, endowments or programs of those facilities, spaces, endowments or programs which are named.
2. Naming opportunities are available for the buildings, endowed funds, rooms, facilities or other capital projects or programs for which the Board has authorized fundraising or has approved for donor recognition, memorial, or other purposes.
3. The Fundraising Workgroup, Finance Committee, and / or Superintendent can develop and revise, for approval by the School Board, lists of naming opportunities, with an indication of the amounts required.

4. The Finance Committee in consultation with the Superintendent and Fundraising Workgroup, will submit recommendations to the District Board for their approval of all naming opportunities for buildings, endowments, or other large projects, or, if conditions are attached to a gift that may have a large financial impact, or add or change a major program.
5. Simple bequest intentions will not be associated with naming opportunities. Upon occasion, however, the Board may wish to honor an individual based on their long-term commitment to the school in addition to their bequest intention. The policy on Memorial Gifts is outlined in the next section.
6. Planned gifts are eligible for approved naming opportunities only if the remainder value, at the time the planned gift is realized, equals or exceeds the minimum amount required to name a gift or if the gift is designated for an endowment purpose such as scholarship.
7. The Board will not engage in any relationships granting any entity or person a special legal entitlement to any facility.
8. The recommended value of naming opportunities will generally be set by the Fundraising Work Group, Finance Committee and Superintendent, and approved by the Board.
9. The actual placing of a name on a building, room, or other capital project will be completed once 100% of the pledge associated with the naming opportunity has been received by the District (and as appropriate a capital project is complete).
10. Named endowed funds will not generally be established for gifts of less than \$100,000. For details regarding named endowed funds see Fundraising Policy
11. For further guidance on fundraising, refer to the district's fundraising policy

C. Renaming/Name Changes

In the case that there is a proposal for the renaming of an existing dedication the process for approval will be as follows:

1. Once named, a dedication may not be renamed within 25 years from the date of naming unless under extraordinary circumstances or in the event that new information is presented by the Superintendent, Board, or Community member/group that disqualifies the original dedication under A(3) and/or B(1) of this policy.
2. A dedication named greater than 25 years ago may be renamed under section A or B of this policy.
3. The Superintendent will deliver a report outlining the contributions of the person to whom the existing named dedication refers and an analysis outlining how the change would impact the District, community, and if applicable, programming, budgets, and taxes.

4. A public meeting will be held with a 30-day warning and comment period preceding it. The meeting will be held to hear community comments on the issue of renaming the facility, program and/or event.
5. The Board shall only pass the renaming if the vote is greater than or equal to 60% of the votes.
6. In the case that a pre-existing naming is replaced, then the previous naming will be commemorated with an appropriate memorial within the school.

Date of Adoption:

Fundraising Policy

Introduction:

Gifts raised by the District's fundraising efforts support the District in carrying out the District's mission relative to providing a great education to every student. The District welcomes gifts of cash and other assets to defray capital project costs, to create an endowment, and to assist in a variety of special programming and purposes that simultaneously reflect the needs of the District and the interests of its donors.

The following pages outline general policies specific to fundraising. It also describes the administrative responsibilities and procedures developed in connection with fundraising.

The purpose of this Policy is also to provide District board members, school administrators, the Superintendent, and volunteers with guidelines that enable them to assist prospective donors, their families, and advisors in making gifts to the District. The ideal gift to the District is one that is both consistent with the donor's intent and financial plans, and supports the District's stated goals and programs without imposing undue financial or legal burden upon the District. The intent of these guidelines is to encourage more gifts to the District and at the same time provide discipline in the acceptance and administration of gifts. They are intended to be both flexible and realistic in order to accommodate unpredictable giving situations and opportunities as well as variability in donor expectations.

In accordance with IRS regulations, the District does not provide tax, financial, legal advice or appraisals to donors. The District strongly recommends that donors seek advice from professional financial advisors or attorneys.

Consistent with the District's non-discrimination policies, terms of a gift must not discriminate against anyone on the basis of race, religion, color, age, gender, sexual orientation or disability.

Gifts shall not be accepted that are, by the Board's determination, associated with any individual or company whose actions:

- i. conflict with the educational mission of the District;
- ii. would commercialize or damage the image of the District;
- iii. detract from or interfere with student learning;
- iv. are associated with alcohol, tobacco, illegal drugs or weapons;

- v. Promote hostility, violence, or disorder;
- vi. Advocates any religious or political purpose or interests;
- vii. Promotes, favors, or opposes a candidate for elected office or a ballot measure;
- viii. Advocates the violation of law;
- ix. Are inconsistent with the District's educational mission, policies, goals or community values;
- x. Is otherwise in violation of the law; or
- xi. Is otherwise deemed unfit under these guidelines.

These fundraising policy guidelines supersede all existing policies at the District; they are subject to change, in keeping with District's mission and programs, without prior notice by the District.

Acceptance and Valuation of Gifts

1. The District reserves the right to only accept gifts insofar as they support and further the strategic plan of the District and the intended purpose of a campaign or initiative.
2. Gifts will be valued for the purpose of recording in the books of record on the date they are transferred to and accepted by the District in accordance with District policies.
3. The responsibility for substantiating the value of any gift to the Internal Revenue Service belongs to the donor.
4. The District is committed to principles of gender equality and compliance with Title IX. The District reserves the right to decline or restrict any donations, gifts, and fundraising proceeds, including those that may result in gender inequity or a violation of Title IX or any State or Federal anti-discrimination laws.
5. All gifts, donations, fundraising efforts and bequests shall become the property of the District.

Gift Assignment and Reporting

Gifts raised by the Fundraising Work Group serve several broad, general purposes, including but not limited to: capital projects including a new middle and high school building, new programs, and program enhancement.

During the course of a special, capital, or comprehensive campaign, gifts will be solicited for a variety of purposes, according to the interests of the donor(s). Best efforts will be made to seek and receive gifts that place the least possible restriction on all gifts, so long as the absence of restriction fulfills the expressed or known desire of the donor.

The District's financial records and statements will comply with the general guidelines set forth in the Statement of Financial Accounting Standards No. 117, published by the Financial Accounting Standards Board (June 1993). In that statement, FASB required that revenues and changes in net assets be classified into three broad categories: un restricted, temporarily restricted, and permanently restricted. Within these broad categories, however, institutions may, at their discretion, maintain "disaggregated" information as to particular, planned uses of funds. Accordingly, reference is made below to traditional designations which correspond both to the school's stated and ongoing planning

objectives, and to donor interest, understanding that they will be reflected on the school's financial statements in the three broad "aggregated" categories.

A. Gift Assignment, General

1. All gifts received will be assigned to a specific restricted or unrestricted gift category per the donor's intent.
2. Donor intent will guide the final determination of whether a gift is restricted or unrestricted.
3. All gifts will be recorded by the Finance Office, by date, by type of gift, by purpose.
4. In addition to recording all gifts, all documents related to a gift will be retained by the Finance Office.
5. Under corporate matching gifts programs, matching gifts will be credited to the purpose for which the donor's gift was made, as long as it is consistent with the company's policy. When an individual makes a pledge and also expects a matching gift to be sent to the District, the donor's pledge and the matching gift pledge must be recorded as two distinct pledges. Matching gifts will be customarily applied as permitted by the matching gift company's policy.
6. During the course of a capital campaign, all gifts given in support of campaign objectives will be recorded against campaign goals.

B. Consideration in the Assignment of Restricted Gifts

1. All restricted gifts will be recorded according to the assigned restricted purpose category. The donor's written instructions shall be made part of the permanent record.
2. Should ambiguities regarding a gift's restricted purpose exist, they will be resolved by the Fundraising Working Group and Policy Committee, in consultation with the donor, and the District's legal counsel where necessary.
3. Funds received for endowment purposes and expected to be held long enough prior to expenditure to accrue income will retain that income for the benefit of the restricted purpose.

D. Gift Reporting

1. For financial statement and audit purposes, the District will follow and adhere to the rules and standards of GAAP.
2. For gift acknowledgment purposes, the District will follow the requirements of the Internal Revenue Code and regulations thereunder.

E. Pledges

1. The Finance office will maintain all pledge documentation.
2. Pledges for special projects or capital campaigns will generally be limited to three to five years. Multi-year pledges must be approved by the Finance Committee.

Administration of Gifts

AUTHORIZATION

1. The Board, in conjunction with the Policy Committee, has full and final authority over all policies and procedures for solicitation activities and acceptance of all gifts to the District. The

Fundraising Workgroup oversees fundraising strategy, recruitment and training of campaign volunteers, and prepares for gift solicitations.

2. The Superintendent has the authority to oversee the implementation of policy and provide guidance to the Fundraising Workgroup.
3. The Policy Committee in consultation with the Fundraising Work Group is responsible for the advancement of fund- raising-related policies for board approval and subsequent implementation of board- approved policies.
4. All capital campaigns made on behalf of the District must be approved by the Board.
5. No general or group solicitation of funds for specific purposes may be undertaken by any faculty, staff, or department without the approval of the Superintendent. Faculty members are required to consult with the Superintendent regarding special appeals for projects or programs.
6. Only the Superintendent, and officers of the District, or their designees are authorized to accept gifts to the District that meet the guidelines stated in this document. Gifts presented directly to faculty or staff members must be forwarded to the Finance Office to ensure the donor receives the appropriate acknowledgement for tax purposes.
7. The Fundraising Working Group is responsible for the following functions:
 - a) coordinating and managing the solicitation, receipt, acknowledgment, documentation and stewardship of gifts to the District related to Capital Projects;
 - b) alerting the Finance Office to incoming gifts for timely deposit to the appropriate designation and for safeguarding of gift receipts;
 - c) following up with the Finance Office to ensure that all pledge and gift receipts have been input into a database;
 - d) following up on and collecting pledge payments.

The District's financial records and statements are produced in accordance with Generally Accepted Accounting Principles (GAAP). For financial statement purposes, the finance office is responsible for accounting for gifts to the District in accordance with these guidelines.

Named Endowed Funds

1. On occasion, endowed funds may be established at less than the required amount when the donor has clearly expressed an intention to meet the funding requirements within three years. Such exceptions must be approved in writing by the Board, with the advice and consent of the Finance Committee, Superintendent, and Fundraising Work Group, as appropriate.
2. The District may approve the establishment of named or memorial funds upon the receipt of gifts or bequests in specified minimum amounts for specific purposes. These minimum amounts will generally be set at a level of at least twenty times the required income value, reflecting a 5% draw rate. These levels are subject to change.
3. Endowed funds must be fully funded within three years of the initial pledge. If, after three years, the gifts received for a fund are not sufficient to establish the named, endowed fund intended by the donor, the District will contact the donor to discuss alternate naming opportunities. If the donor is not available, the Superintendent, the Fundraising Work Group and Finance Committee,

in consultation with the Board as appropriate, will determine how the funds will be allocated in accordance with legal requirements. Solicitation discussions and materials should be clear that gifts to a specific fund are subject to this contingency.

4. Named endowed funds are subject to a change in use if the stated purpose of the fund becomes impractical, impossible or obsolete, or it becomes advisable to deviate from the express purposes of the gift to further the mission or programs of the District. Solicitation discussions and materials should be clear that gifts to a specific fund are subject to this contingency.
5. Whenever an endowed fund is established to support a new activity – (i.e., a program or event not provided for in the current operating budget), the new activity shall not begin until the endowment amount is fully funded and/ or does not obligate the District to expend extra monies to support the new activity. The Policy Committee may recommend a waiver of this policy in exceptional circumstances.

DEFINITIONS

A. General Definitions

1. **Legal name** of the institution receiving gifts is Windsor Central Unified Union School District.
2. **Gift** is defined as a voluntary irrevocable transfer of assets from an individual or organization to the District. A gift may be made outright (such as cash or check) or it may be deferred.
3. **Pledge** is defined as a written statement of an intention to make a gift or grant signed by the donor or her/his authorized agent.
4. **Letter of intent** is a non-binding, written statement of a donor's intention to make a gift.
5. **Grant** is defined as a voluntary irrevocable transfer of assets or awards for specific or general purposes to the District from a corporation, foundation, government agency, association or other entity.
6. **District facility** shall refer to a District owned or leased site, building, room or other facility located upon or within a site or building.

B. Definitions of Unrestricted and Restricted Gifts

1. **Unrestricted Gifts** are those given by donors with no limitation, prohibition or constraint on the specific purpose or use of the funds regardless of any subsequent designation by the District.

2. **Restricted Gifts** are those given by a donor for a specific purpose set forth in writing by the donor including those available for current expenditure or restricted temporarily or permanently restricted endowment.
3. **Temporarily Restricted Gifts** are gifts with a donor-directed purpose that has yet to be fulfilled or a gift subject to restrictions that will lapse or expire upon a certain event or when a designated period of time has elapsed. For instance, a gift restricted for use in building a new structure will not be used until the District needs the funds to begin construction. Likewise, a gift restricted to support a new program may not be expended until the program is ready to be implemented.
4. **Permanently Restricted Gifts** are gifts that must be maintained in perpetuity by the District in an endowment. These gifts may be limited by donor-directed conditions that neither expire over time nor can be removed by the District, except as provided by law. Should the purpose for which the funds are provided cease to exist, the District may reallocate the principal to the general endowment.
5. **Endowment, Unrestricted Income** are gifts permanently restricted by donors for endowment but not bearing any restriction from the donor as to the use of the income the endowment produces.
6. **Endowment, Restricted Income** are gifts permanently restricted by donors for endowment with their income restricted to a specific use, such as student financial aid, faculty support, program support or other purposes. If all of the income is not spent during a given year, the remaining funds are to remain in the same fund and re-invested.

Date of Adoption:

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|----------------------|---------------------------|-------------------|--|
| Policy Title: | Anti-Racism Policy | Policy ID: | |
|----------------------|---------------------------|-------------------|--|

Purpose of Policy

The purpose of this policy is to acknowledge and eliminate all forms of racism in the Windsor Central Supervisory Union. In order to address individual and systemic racism, the WCSU commits to:

1. **Purposeful Culture** - WCSU will promote the development of Brave Spaces to allow critical thinking and open dialogue regarding the history, contribution, perspectives, and structural barriers placed upon diverse ethnic and social groups, specifically those traditionally discounted in K-12 education for all people;
2. **Inclusive Studies**- WCSU will incorporate classroom content and strategies that enable students to recognize then analyze the impacts of institutional racism in various settings; explore questions surrounding membership in diverse ethnic and social groups; understand race equality; and seek ways to actively combat racism;

3. **Professional Development** - WCSU will emphasize the importance of proactive education strategies by requiring annual professional development addressing classroom dispute resolution methods, diversity, bias, anti-racism, and inclusionary practices.
4. **Collective Accountability** - WCSU will establish protocols to identify and ensure accountability when addressing issues and instances of racism and inequality occurring within the school district
5. **Community Pledge** - WCSU will create engagement opportunities that provide families with a transparent, accessible means of raising any concern about their child's experience as it relates to racial, ethnic, or social identity at school.¹
6. **Student-led Initiatives** - WCSU will monetarily support student-led groups and programs that center inclusive learnings regarding the intersections of institutional and systemic racism.

Policy Scope

This policy applies to all schools, facilities and programs in the Windsor Central Supervisory Union and to all members of the District including, but not limited to, students, staff, volunteers, visitors, and teachers.

Policy Statement

It is the policy of the Windsor Central Supervisory Union School to:

1. Affirm the need to provide Brave Spaces of learning for all students, while addressing the potential need for extended conversation for students to better grasp diverse teachings centering the unequal consequences of systemic and institutional barriers.
2. Promote teachings that examine the legacy of white supremacy, superiority and/or privilege by acknowledging the violence, disenfranchisement, and potential generational trauma that may become unearthed during these difficult discussions.
3. Identify and eliminate inequitable practices that create prejudicial or disparate outcomes for students based on social or cultural factors, such as race, class, ethnicity, religion, gender, or gender identity.²
4. Establish and implement procedures to effectively deal with racially-motivated conflicts, specifically those that go beyond the current anti-harassment/bullying procedures.
 - a. Procedures shall include a specific process for notifying guardians/parents of students involved.
 - b. Notification shall include but is not limited to: investigation developments and decisions regarding disciplines.
5. Create an anti-racist, equity-centered culture by understanding the impacts institutional, systemic, and individual racism have on the District and the broader world, and acknowledging that racism is intersectional and often times is compounded by other forms of discrimination.

¹ H.3 (Act 1) (g)(2)(A)(i-iii)(B)

² Albemarle County Public Schools, *Anti-Racism Policy*,

<https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/policy.aspx>, (last visited: June 9, 2020)

Definitions

Anti-racism: the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.³

BIPOC: Black, Indigenous, People of Color. The term intentionally separates Black and Indigenous communities from the term “people of color” to acknowledge the heightened layers of systemic oppression these communities face in this country.⁴

Brave Spaces: a non-physical space within a school or organization designed to help create an environment that allows individuals to engage with one another over controversial issues like race, diversity, and social justice with honesty, sensitivity, respect. The intention is to help reassure those who feel anxious about sharing their thoughts and feelings regarding these sensitive and controversial issues.⁵

Ethnicity: the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person’s native language, and so on.

Explicit Bias: Biases we are aware of on a conscious level. Explicit bias is the traditional conceptualization of bias. Overt racism and racist comments are examples of explicit biases (for example, feeling threatened by another group and delivering hate speech as a result).⁶

Family Group Conferencing: a form of voluntary mediation with the community of people most closely involved in an incident — likely including the offender, the victim, and their families— to discuss levels of harm and how that harm might get repaired.⁷ Some of the goals of this method include ensuring that the victim is involved in the discussion and decision-making process for next steps, and allow both victim and offender to reconnect to key community support systems, among others.⁸

Implicit (Or Unconscious) Bias: An unconscious association, belief, or attitude toward any social group.⁹ These biases often arise as a result of trying to find patterns and navigate the overwhelming stimuli in this very complicated world. Culture, media, and upbringing can also contribute to the development of such biases.¹⁰

³ Alberta Civil Liberties Research Centre, *Anti-Racism Defined*, <http://www.aclrc.com/antiracism-defined>, Ontario Anti-Racism Secretariat (Last visited: June 7, 2020)

⁴ <https://www.nytimes.com/article/what-is-bipoc.html>.

⁵ Brian Arao and Kristi Clemens, *The Art of Effective Facilitation: Reflections from Social Justice Educators*, Chapter 8: “From Safe Spaces to Brave Spaces” (2013), <https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2016/06/From-Safe-Spaces-to-Brave-Spaces.pdf>.

⁶ <https://www.justice.gov/crs/file/836431/download>.

⁷ U.S. Department of Justice, *Family Group Conferencing: Implications for Crime Victims*, https://www.ncjrs.gov/ovc_archives/reports/restorative_justice/restorative_justice_ascii_pdf/ncj176347.pdf (2000).

⁸ Office of Justice Programs, National Institute of Justice, Office for Victims of Crime, National Institute of Corrections, and Office of Juvenile Justice and Delinquency Prevention *Restorative Justice Fact Sheet*, <https://www.courts.ca.gov/documents/FamilyGroupConferencing.pdf>.

⁹ <https://www.verywellmind.com/implicit-bias-overview-4178401>.

¹⁰ <https://www.simplypsychology.org/implicit-bias.html>.

Individual Racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

Institutional Racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

Land Acknowledgement: a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous peoples and their traditional territories.¹¹

Peace-Making: Peacemaking is a traditional, non-adversarial form of justice practiced by many different Native American tribes. It is designed to heal damaged relationships and restore harmony to the community. Peacemaking brings together the immediate parties to a conflict, along with family, neighbors, community members, and others who wish to support the participants.¹²

Racism: Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.¹³

Racist Act: conduct, whether verbal or physical, that demonstrates prejudice, discrimination, or antagonism directed against a person on the basis of their membership in a particular ethnic or racial group.

White Privilege: a web of institutional and cultural treatment and exemption from racial and national oppression that results in preferential treatment for white people.¹⁴

White Supremacy: the political, economic, and cultural systems in which white individuals overwhelmingly control power over material resources—a form of dominance and control, and not just the overt hate of one group towards another.

Systemic or Structural Racism: The way in which public policies, institutional practices, cultural representations, and other norms work in various ways to reinforce and perpetuate racial group inequity. It is not something we as individual members of society actively choose to practice, instead it is a feature of the social, economic, and political systems in which we all exist. It refers to the history,

¹¹ *Native American and Indigenous Initiatives*, Northwestern University, <https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>.

¹² Center for Court Innovation, *Peacemaking Circles: Evaluating Native American Restorative Justice Practices in a State Criminal Court Setting in Brooklyn*, <https://www.courtinnovation.org/sites/default/files/documents/Peacemaking%20Circles%20Final.pdf>. In a peacemaking session, the participants sit in a circle with one or more peacemakers, who are respected community members trained in peacemaking, to discuss the underlying causes of the conflict. Peacemaking not only seeks to resolve the immediate conflict but to foster healing and help the participants avoid future problems.

¹³ Sherri Mitchell, J.D., *Racism, Colonization, and Other Distortions of Thought Glossary of Terms-- Weeks One and Two* (February 2021).

¹⁴ Racial Equity Tools, <https://www.racialequitytools.org/resourcefiles/martinas1.pdf>, (last visited June 9, 2020)

culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

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| Responsible Owner: | Windsor Central Supervisory Union | Contact(s): email | |
| Approved By: | | Revision History: | |
| Approval History: | | | |
| Current Approval Date: | | | |
| Related Polices & Procedures: | | | |
| Related Job Aids: | | | |

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|---------------|--------------------------------------|-------------------|--|
| Title: | <u>Anti-Racism Procedures</u> | Policy ID: | |
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Purpose of Procedures: To eliminate all forms of racism in the Windsor Central Supervisory Union.

The following procedures will be implemented throughout the Windsor Central Supervisory Union] (See policy for definitions):

1. The following public statement will be posted in all School District facilities and on the District website. In all locations it will be posted in a high foot traffic location visible to students, staff, and visitors.

The public statement shall read:

“Windsor Central Supervisory Union rejects all forms of racism. Racism in any form will not be tolerated in this school. Windsor Central Supervisory Union is committed to the mission of increasing cultural respect by cultivating greater understanding of concepts of diversity, inclusion, equity, implicit bias, white privilege, white supremacy, and systemic racism.”

This statement shall also be translated for bilingual and multilingual families, if and when needed.

2. The District shall annually designate money to train/support student-led groups focused on racial/socioeconomic equity and anti-racism—including but not limited to the Social Action Club at Woodstock Union High School—to be able to serve as leaders and spokespersons within all schools in the District
3. The District shall proactively seek to recruit, hire and retain diverse faculty and staff to their schools.
4. The District shall develop a systematic approach to assessing and monitoring institutional climate, ensuring that implicit bias and its potential consequences are understood, and that people of diverse backgrounds feel welcome and respected.
5. The District shall implement alternative discipline processes, such as peace-making circles and family group conferencing, to reduce racial disparities in discipline and suspension.
6. The District shall develop a system for reporting racial incidents and employing an equity lens to identify inequities and inform decision making.
7. Responding to Racist Acts
 - a. The District must establish a set of guidelines and steps for responding to acts of racism to ensure transparency, accountability, and adequate follow up for the students involved and their families.

*Guidelines shall be published in the student handbook and translated for bilingual and multilingual families.

- b. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other policies or training resources.
- c. The District shall develop a support group for victims to cope with race-related stress and disclose their experiences through a safe, non-punitive platform.

8. Training:

- a. All teachers and school staff shall be trained in the Anti-racism policy.
- b. All teachers and administrators shall be trained in ways to eliminate disparate outcomes in school based on race, including professional development focused on cultural awareness, implicit bias, restorative justice, and dispute resolution.
- c. All teachers and staff shall be trained about racism and how racism produces inequitable practices and outcomes in the school system and beyond.
- d. Every year, the District shall budget monies towards addressing racism through training and/or activities for school staff, teachers, and students.
- e. All teachers and staff must be trained on de-escalation techniques, such as dispute resolution, and strategies to immediately respond to racist acts that occur in the classroom setting.
- f. WCSU shall establish an anti-racism training checklist for faculty and staff to gauge progress towards attaining a culture of anti-racism. The checklist shall be completed by all faculty and staff bi-annually. Principals, in collaboration with the Superintendent, shall oversee implementation and collection of all completed checklists and the Superintendent must include findings in their report as outlined in Section 9, subsection a.

9. Enforcement:

- a. The Superintendent shall collect, review, and provide on a two year cycle a report to the School Board regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy. These written reports shall also be made available to the public.
- b. The Superintendent shall be responsible for implementation and evaluation of District strategies for actualizing the goals outlined in this policy.
- c. The Superintendent shall appoint an individual or group to oversee development of a check-point evaluation system to ensure District members are holding themselves accountable to the policy.

- d. Processes for students and staff to report racism and other forms of discrimination shall be established and shall include a way for such reports to be submitted anonymously.

WCSU Anti-Racism Policy Feedback Form Students

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| Policy Title: | Anti-Racism Policy | Policy ID: | |
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Purpose of Policy

The purpose of this policy is to acknowledge and eliminate all forms of racism in the Windsor Central Supervisory Union. In order to address individual and systemic racism, the WCSU commits to:

1. **Purposeful Culture** - WCSU will promote the development of Brave Spaces to allow critical thinking and open dialogue regarding the history, contribution, perspectives, and structural barriers placed upon diverse ethnic and social groups, specifically those traditionally discounted in K-12 education for all people;
2. **Inclusive Studies**- WCSU will incorporate classroom content and strategies that enable students to recognize then analyze the impacts of institutional racism in various settings; explore questions surrounding membership in diverse ethnic and social groups; understand race equality; and seek ways to actively combat racism;
3. **Professional Development** - WCSU will emphasize the importance of proactive education strategies by requiring annual professional development addressing classroom dispute resolution methods, diversity, bias, anti-racism, and inclusionary practices.
4. **Collective Accountability** - WCSU will establish protocols to identify and ensure accountability when addressing issues and instances of racism and inequality occurring within the school district
5. **Community Pledge** - WCSU will create engagement opportunities that provide families with a transparent, accessible means of raising any concern about their child’s experience as it relates to racial, ethnic, or social identity at school.¹⁵
6. **Student-led Initiatives** - WCSU will monetarily support student-led groups and programs that center inclusive learnings regarding the intersections of institutional and systemic racism.

| Agreements | Concerns and/or Recommendations |
|--|---|
| <ul style="list-style-type: none"> ● Good to examine White Supremacy ● Student initiative support Brave ● Spaces and connection to families All people on/around WUHS/MS campus ● and held accountable | <ul style="list-style-type: none"> ● Brave spaces may not be successful, or may become echo chambers ● III. 2. Change “promote” to “require” ● Teacher leadership conference teacher evaluation ● Elaborate on professional development |

¹⁵ H.3 (Act 1) (g)(2)(A)(i-iii)(B)

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| <p>including teachers and visitors We agree that intersectionality is important, could be included in wellness?</p> <ul style="list-style-type: none"> ● White Supremacy is important to consider when teacher this ● I like how the school wants to support student groups educating people ● Brace Spaces, criticizes history. It is good that people can support peoples ● Supportive people. Student voices ● Teaching students to recognize and combat racism. Mandatory ● Widespread and mandatory leads to more action ● Institutional racism, connection to our history. Every system is built on the enslavement of people ● Curriculum adding it to English class, etc. is important ● BLM should be incorporated throughout the whole school year not just Black History month ● Effort for inclusivity and teaching topics that will cover issues related to racism ● Develop strategies to deal with instances of racism in the classroom School will ● transparent - community can see what is tangibly happening Establishing specific ● protocols Traditionally discounted groups ● where education has failed us ● Specific details of <u>what</u> they wanted to teach ● Including elementary school - start at a young age ● Inclusive Studies Section ● Ease of reporting ● Attention to social identity ● Racial and ethnic groups not being lumped together ● Provided definitions with citations! ● Intersectionality ● Emphasis on broader world | <ul style="list-style-type: none"> ● How can we “extend” our important conversations? Is this realistic Structured detention for people who committed racist actions to teach and inform them - ● opportunity to change When are these policies carried out during the school day? ● Is it possible to be more specific in order to make the goals more doable, make it more of a reality, and how is it an enrichment not just a box to fill ● (quantitative class numbers, courses)? How does enforcement work? How much can we do? ● Is there a way to make a concise, comprehensive policy that anyone 6th up with an idea of racism can understand? Simplify. <ul style="list-style-type: none"> ○ Statement can then be signed ● Lacks specificity for certain proposed policies - worked out somewhere Is this a draft - Where’s the plan and action, ● more information please More of a ● table of contents ● Staff member of color or advocate ● Mascot - letting the community know the acronym ● Avoid alienation of people ● If people want to bring up racism, they could always report it - doesn’t bring ● up micro aggression #5 Talks about engagement opportunity- what if families aren’t comfortable ● Not specific enough - what protocols? ● Exact plans ● Anti-Racism - what about protection against other forms of prejudice ● “Decisions regarding discipline” “Brave” - ● right word? Maybe “safe spaces” ● “Potential need” - extended ● conversations are a must ● A lot of “maybes” ● Line between teaching broadly vs. ● racism in our school |
| | <ul style="list-style-type: none"> ● Make sure to make it feel like education doesn’t forget certain students are bias |

- “Promote teaching” - teaching should be enforced
- Needs to be more specific/community must understand the full power/effect of this document
- How much specificity can we provide in the overview/general statement
- No more “maybes”
- The execution and transparency of decision making
- “Non physical” Brave Spaces
- Lack of responsibility for staff behavior
- Anti-bigotry not Anti-Racist
- Student/staff collaboration
- Descriptive language, student influence, clarity
- Do we have a generalized policy against discrimination - yes
- “Eliminate all forms of racism”, is a very tall order, reword to add “Strive” or something like that
- What is a Brave Space? Context?
- Use of word “legacy” suggests positive connotation: replace with “product of White Supremacy”
- Add sexual orientation to “ism” lists
- Brave Spaces: does non-physical mean online? Or just a safe space

Policy Scope

This policy applies to all schools, facilities and programs in the Windsor Central Supervisory Union and to all members of the District including, but not limited to, students, staff, volunteers, visitors, and teachers.

Policy Statement

It is the policy of the Windsor Central Supervisory Union School to:

1. Affirm the need to provide Brave Spaces of learning for all students, while addressing the potential need for extended conversation for students to better grasp diverse teachings centering the unequal consequences of systemic and institutional barriers.
2. Promote teachings that examine the legacy of white supremacy, superiority and/or privilege by acknowledging the violence, disenfranchisement, and potential generational trauma that may become unearthed during these difficult discussions.

- 3. Identify and eliminate inequitable practices that create prejudicial or disparate outcomes for students based on social or cultural factors, such as race, class, ethnicity, religion, gender, or gender identity.¹⁶
- 4. Establish and implement procedures to effectively deal with racially-motivated conflicts, specifically those that go beyond the current anti-harassment/bullying procedures.
 - a. Procedures shall include a specific process for notifying guardians/parents of students involved.
 - b. Notification shall include but is not limited to: investigation developments and decisions regarding disciplines.
- 5. Create an anti-racist, equity-centered culture by understanding the impacts institutional, systemic, and individual racism have on the District and the broader world, and acknowledging that racism is intersectional and often times is compounded by other forms of discrimination.

| Agreements | Concerns and/or Recommendations |
|---|---|
| <ul style="list-style-type: none"> ● Notifying guardians will hold kids accountable, there are <u>consequences</u> ● Thoughtful, well done. #6 takes direct action ● Inclusive studies, agree that it is important to recognize and analyze ● #1, We like it (Brave Spaces) #3. ● Proactive actions for staff, will better classroom teaching Training requirements! ● Concrete actions mentioned ● We like the definitions ● Hold students accountable ● Discussion more than teaching ● #2 and #3 Accepting of truth The elimination of inequitable practices | <ul style="list-style-type: none"> ● Can we add that parents will be contacted even after one instance <ul style="list-style-type: none"> ○ Make sure students know the line between okay and not ○ Make sure to create action steps, then need to know that racism isn't a joke, intent doesn't make the situation different <ul style="list-style-type: none"> ■ Intent vs. impact ● Implementing diverse teachers to broaden the lense ● Important to have required courses for students ● When looking for teachers/staff, we think it's important that teachers have background in anti-racism ● Diversity in staff - to increase safe |
| | <p>space for BIPOC</p> <ul style="list-style-type: none"> ● #3 "inequitable practices" disallow students to present racist ideologies in projects ● We think it is important to follow through and hire someone with insight about racism (first hand) so issues like hazing, microaggressions and other things can be dealt with properly |

¹⁶ Albemarle County Public Schools, *Anti-Racism Policy*, <https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/policy.aspx>, (last visited: June 9, 2020)

- #5 How will this happen? Who is going to follow through?
- Definitions: Brave Spaces should be physical as well as mental
- App for getting word out, projector in hallway showing important announcements/ think about something (Effective Communication)
- Educate, don't discipline. They don't know better - polarizing
- Jokes cross the line
- What you grew up with - don't know better
- Add sexuality
- Legacy has a positive connotation
- In #3, the list should begin with "social or cultural factors, such as but not limited to..."
- In #4, when it talks about racially motivated conflicts that "specifically" go beyond bullying procedures, and my question is, what racially motivated conflicts aren't considered bullying or harassment

Definitions

Anti-racism: the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.¹⁷

BIPOC: Black, Indigenous, People of Color. The term intentionally separates Black and Indigenous communities from the term "people of color" to acknowledge the heightened layers of systemic oppression these communities face in this country.¹⁸

Brave Spaces: a non-physical space within a school or organization designed to help create an environment that allows individuals to engage with one another over controversial issues like race, diversity, and social justice with honesty, sensitivity, respect. The intention is to help reassure those who feel anxious about sharing their thoughts and feelings regarding these sensitive and controversial issues.¹⁹

¹⁷ Alberta Civil Liberties Research Centre, *Anti-Racism Defined*, <http://www.aclrc.com/antiracism-defined>, Ontario Anti-Racism Secretariat (Last visited: June 7, 2020)

¹⁸ <https://www.nytimes.com/article/what-is-bipoc.html>.

¹⁹ Brian Arao and Kristi Clemens, *The Art of Effective Facilitation: Reflections from Social Justice Educators*, Chapter 8: "From Safe Spaces to Brave Spaces" (2013), <https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2016/06/From-Safe-Spaces-to-Brave-Spaces.pdf>.

Ethnicity: the social characteristics that people may have in common, such as language, religion, regional background, culture, foods, etc. Ethnicity is revealed by the traditions one follows, a person's native language, and so on.

Explicit Bias: Biases we are aware of on a conscious level. Explicit bias is the traditional conceptualization of bias. Overt racism and racist comments are examples of explicit biases (for example, feeling threatened by another group and delivering hate speech as a result).²⁰

Family Group Conferencing: a form of voluntary mediation with the community of people most closely involved in an incident — likely including the offender, the victim, and their families— to discuss levels of harm and how that harm might get repaired.²¹ Some of the goals of this method include ensuring that the victim is involved in the discussion and decision-making process for next steps, and allow both victim and offender to reconnect to key community support systems, among others.²²

Implicit (Or Unconscious) Bias: An unconscious association, belief, or attitude toward any social group.²³ These biases often arise as a result of trying to find patterns and navigate the overwhelming stimuli in this very complicated world. Culture, media, and upbringing can also contribute to the development of such biases.²⁴

Individual Racism: pre-judgment, bias, or discrimination by an individual based on race. Individual racism includes both privately held beliefs, conscious and unconscious, and external behaviors and actions towards others.

Institutional Racism: occurs within institutions and organizations, such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

Land Acknowledgement: a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous peoples and their traditional territories.²⁵

Peace-Making: Peacemaking is a traditional, non-adversarial form of justice practiced by many different Native American tribes. It is designed to heal damaged relationships and restore harmony to the community. Peacemaking brings together the immediate parties to a conflict, along with family, neighbors, community members, and others who wish to support the participants.²⁶

²⁰ <https://www.justice.gov/crs/file/836431/download>.

²¹ U.S. Department of Justice, *Family Group Conferencing: Implications for Crime Victims*, https://www.ncjrs.gov/ovc_archives/reports/restorative_justice/restorative_justice_ascii_pdf/ncj176347.pdf (2000).

²² Office of Justice Programs, National Institute of Justice, Office for Victims of Crime, National Institute of Corrections, and Office of Juvenile Justice and Delinquency Prevention *Restorative Justice Fact Sheet*, <https://www.courts.ca.gov/documents/FamilyGroupConferencing.pdf>.

²³ <https://www.verywellmind.com/implicit-bias-overview-4178401>.

²⁴ <https://www.simplypsychology.org/implicit-bias.html>.

²⁵ *Native American and Indigenous Initiatives*, Northwestern University, <https://www.northwestern.edu/native-american-and-indigenous-peoples/about/Land%20Acknowledgement.html>.

²⁶ Center for Court Innovation, *Peacemaking Circles: Evaluating Native American Restorative Justice Practices in a State Criminal Court Setting in Brooklyn*, <https://www.courtinnovation.org/sites/default/files/documents/Peacemaking%20Circles%20Final.pdf>. In a peacemaking session, the participants sit in a circle with one or more peacemakers, who are respected community members trained in peacemaking, to discuss the underlying causes of the conflict. Peacemaking not only seeks to resolve the immediate conflict but to foster healing and help the participants avoid future problems.

Racism: Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.²⁷

Racist Act: conduct, whether verbal or physical, that demonstrates prejudice, discrimination, or antagonism directed against a person on the basis of their membership in a particular ethnic or racial group.

White Privilege: a web of institutional and cultural treatment and exemption from racial and national oppression that results in preferential treatment for white people.²⁸

White Supremacy: the political, economic, and cultural systems in which white individuals overwhelmingly control power over material resources—a form of dominance and control, and not just the overt hate of one group towards another.

Systemic or Structural Racism: The way in which public policies, institutional practices, cultural representations, and other norms work in various ways to reinforce and perpetuate racial group inequity. It is not something we as individual members of society actively choose to practice, instead it is a feature of the social, economic, and political systems in which we all exist. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

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| Responsible Owner: | Windsor Central Supervisory Union | Contact(s): email | |
| Approved By: | | Revision History: | |
| Approval History: | | | |
| Current Approval Date: | | | |
| Related Polices & Procedures: | | | |
| Related Job Aids: | | | |

²⁷ Sherri Mitchell, J.D., *Racism, Colonization, and Other Distortions of Thought Glossary of Terms-- Weeks One and Two* (February 2021).

²⁸ Racial Equity Tools, <https://www.racialequitytools.org/resourcefiles/martinas1.pdf>, (last visited June 9, 2020)

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|---------------|--------------------------------------|-------------------|--|
| Title: | <u>Anti-Racism Procedures</u> | Policy ID: | |
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Purpose of Procedures: To eliminate all forms of racism in the Windsor Central Supervisory Union.

The following procedures will be implemented throughout the Windsor Central Supervisory Union] (See policy for definitions):

1. The following public statement will be posted in all School District facilities and on the District website. In all locations it will be posted in a high foot traffic location visible to students, staff, and visitors.

The public statement shall read:

“Windsor Central Supervisory Union rejects all forms of racism. Racism in any form will not be tolerated in this school. Windsor Central Supervisory Union is committed to the mission of increasing cultural respect by cultivating greater understanding of concepts of diversity, inclusion, equity, implicit bias, white privilege, white supremacy, and systemic racism.”

This statement shall also be translated for bilingual and multilingual families, if and when needed.

2. The District shall annually designate money to train/support student-led groups focused on racial/socioeconomic equity and anti-racism —including but not limited to the Social Action Club at Woodstock Union High School —to be able to serve as leaders and spokespersons within all schools in the District
3. The District shall proactively seek to recruit, hire and retain diverse faculty and staff to their schools.
4. The District shall develop a systematic approach to assessing and monitoring institutional climate, ensuring that implicit bias and its potential consequences are understood, and that people of diverse backgrounds feel welcome and respected.
5. The District shall implement alternative discipline processes, such as peace-making circles and family group conferencing, to reduce racial disparities in discipline and suspension.
6. The District shall develop a system for reporting racial incidents and employing an equity lens to identify inequities and inform decision making.
7. Responding to Racist Acts
 - a. The District must establish a set of guidelines and steps for responding to acts of racism to ensure transparency, accountability, and adequate follow up for the students involved and their families.
*Guidelines shall be published in the student handbook and translated for bilingual and multilingual families.
 - b. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other policies or training resources.

- c. The District shall develop a support group for victims to cope with race-related stress and disclose their experiences through a safe, non-punitive platform.

8. Training:

- a. All teachers and school staff shall be trained in the Anti-racism policy.
- b. All teachers and administrators shall be trained in ways to eliminate disparate outcomes in school based on race, including professional development focused on cultural awareness, implicit bias, restorative justice, and dispute resolution.
- c. All teachers and staff shall be trained about racism and how racism produces inequitable practices and outcomes in the school system and beyond.
- d. Every year, the District shall budget monies towards addressing racism through training and/or activities for school staff, teachers, and students.
- e. All teachers and staff must be trained on de-escalation techniques, such as dispute resolution, and strategies to immediately respond to racist acts that occur in the classroom setting.
- f. WCSU shall establish an anti-racism training checklist for faculty and staff to gauge progress towards attaining a culture of anti-racism. The checklist shall be completed by all faculty and staff bi-annually. Principals, in collaboration with the Superintendent, shall oversee implementation and collection of all completed checklists and the Superintendent must include findings in their report as outlined in Section 9, subsection a.

9. Enforcement:

- a. The Superintendent shall collect, review, and provide on a two year cycle a report to the School Board regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy. These written reports shall also be made available to the public.
- b. The Superintendent shall be responsible for implementation and evaluation of District strategies for actualizing the goals outlined in this policy.
- c. The Superintendent shall appoint an individual or group to oversee development of a check-point evaluation system to ensure District members are holding themselves accountable to the policy.
- d. Processes for students and staff to report racism and other forms of discrimination shall be established and shall include a way for such reports to be submitted anonymously.

WCSU Anti-Racism Policy Feedback Form Parents

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|----------------------|---------------------------|-------------------|--|
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²⁹ H.3 (Act 1) (g)(2)(A)(i-iii)(B)

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| <p>-fully support giving teachers and staff the professional development to support their classroom strategies</p> <p>- agree with the above comment and hope that this includes a safe space for teachers and staff to build up their own capabilities for supporting each other and students with</p> | <p>-expressing concern for ensuring that discussions of racism and diversity are meaningful and developmentally appropriate for each grade level. Introducing concepts and having them be hands-on enough for students to see the positive impact at their school and in their communities.</p> <p>Does the school need provide or partner to create opportunities for the community to explore questions</p> |
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challenging conversations.

-incorporating classroom content and strategies that enable students to recognize and analyze the impacts of institutional racism -doesn't shy away from institutional racism - Brave Space point - what space stands for and with purposeful culture point

- Brave Space - students and/or staff? It is as safe for adults to speak about these topics as for students

-Purposeful culture - like how that aims for what the District stands for - as middle/high school students determine who they are - they need a safe place for that to happen

- Purposeful culture

- Accountability is important - backs up the policy

- These are foundational pieces

accountability is super important

- #2 Inclusive Students- "actively" combat racism

- Love the student lead initiatives with topics such as this

- Curious - as part of the purposeful culture the District is doing its own part to assess if there are any structures that perpetuate white supremacist culture

- Throughout talks about racism, but not white supremacist culture

- "acknowledge and eliminate all forms of racism" - very intricate and many leveled jobs - includes a procedural component - Community Pledge #5 - engagement opportunities (care givers) - need a system or resources for this to happen then doesn't help the Black and Brown students - procedures?

People?

-

around institutional racism?

Understanding of what racism really is in the younger grades especially

- Clear teaching at early grades of what racism really is in a way that young kids can understand what happened
- Professional Development - is an annual training enough
- How do you build out curriculum across the K - 12 curriculum, an intentional comprehensive system, and builds upon itself
- Don't wait until there is an issue, part of process of learning it along the way
- Professional Development for families/guardians on how to educate their children, is that part of our role
- How do we get that wrap around message to our greater communities
- Greater communities for those who aren't in our schools
- Collective accountability - has to be safe and community wide
- Unless there is community readiness raising the BLM flag can cross greater danger for our Black and Brown families
- Helpful for parents/families to have the language of the school for this work
- #5 Not just an invitation to families to talk with the school, can be for action oriented to connect and educate the community
- Anytime that families can understand what our students are learning rather can coming in blind, will help the community starting with the parents to understand the goals of the school
- Believe in Community Pledge, that people may not be able to commit to based on what we've seen
- #5 is more of an intention that the school, District and those that work in will be receptive to concerns
- Worry about the outreach to the community, the comment that was shared, was surprising, wonder how they will respond to knowing that their child(ren) and them as parents will be educated in anti-racism
- Wonders, the best we are going to do, educate our kids and promote an anti-racism environment and trust that parents will be inspired by their children, this may be more effective
- Teach the right things to our kids and trust that parents will follow that lead

- District has a mission to educate the community, but the idea there is an

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| | <p>opportunity for families to engage with and explore this work</p> <ul style="list-style-type: none"> - Is there a middle ground between this being an important topic but we want to provide an opportunity for discussions to happen - #5 Community Pledge - Heading - How do we educate a White brain - It is vitally important that the SU is pledging to provide an environment to raise their concerns regarding race - "Pledge to the Community" rather than "Community Pledge" - Execution of the Policy may be an opportunity to provide families with the anti-racist materials - Messaging around the inclusive studies is so important - Teaching the right things needs to be highlighted - Support for kids when there is discord from what is learned in school and what is heard at home, important to add in - Student Led Initiatives - that group needs to be supportive and protective with autonomy and safe - mentor, faculty person, liaison - Worried about #3 and #4 do not go far enough <ul style="list-style-type: none"> - is one PD enough. All PD should include a DEI lens, all policies are looked at with a cultural lens. - #5 in the word Community Pledge, whole community? or District Community? - #6 Student-led Initiatives - don't see language specific to affinity groups based on race, monetary support/programs/resources, would like to see that specified and built out at our schools or #7 - |
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Policy Scope

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| Agreements | Concerns and/or Recommendations |
|--|---|
| <p>-agree that issues of diversity affect each and every one of us. Support giving kids tools to have these discussions and learn how to advocate for themselves and others.</p> <p>I agree with eliminating inequitable practices</p> | <p>Again, I hope this teaching isn't prioritized. I agree with the above comment regarding prioritizing this teaching.</p> <p>Affirmative action and preferential hiring practices aren't really topics for children.</p> |

³⁰ Albemarle County Public Schools, *Anti-Racism Policy*, <https://www.k12albemarle.org/acps/division/anti-racism-policy/Pages/policy.aspx>, (last visited: June 9, 2020)

based on any of those categories listed.

- Brave Spaces - need for honor, sensitivity and respect in the classroom, experience of the student in the room and create that Brave Space and culture in a very intentional way, need PD for this
- Brave Space could be a place to roll their eyes so that they can learn and grow in their understanding, those students need the space to deal with these needs, creating Brave Spaces where those students are heard even if they are not in line with the goals we have for them
- More teaching and the environment created so that its addressed early and for those who didn't have the opportunity to learn these skills
- How do we empower the teacher to lead in this sticky place
- Need PD is so important in this area, every person has the right to express their truth while it does not impact on the truth of others, can disagree not disrespect, norm setting begins with the teacher and why the PD is so important, asking students to be wise before their years which isn't fair
- Teachers know when to shut those conversations down, navigating these challenging situations, it is nuanced, it is really specific PD
- Addition - beautiful conversation difference between difference and disrespect - does that need to be highlighted in this portion of the policy
- Words that may be missing is "bias" in that statement, disrespect and harming of others
- Disrespect is being modeled all the time in social media all the time, fighting against some powerful influences, opportunity in a school setting for that to happen

-how can we ensure that

parents/students/educators can recognize their own inherent biases and share proactive learning with kids in an age appropriate way. -i agree with the above as a concern

- #5 add "individual", District and broader world

- How do we know we better off, how do we know we have improved, accountability for this policy

- Language added on how to support and coach students trying to create an anti-racist culture, moments that make up a day out of the ear shot of teachers, bystander effect not knowing how to push back and challenge, support students on how to be part of that process

- Teach children a script as to how to respond in these situations

- what are the things to make this happen- What does this look like?

- All the ways these things are going to happen?

- Children are our best teachers to us

- How to get those that don't have children in our schools, we want to see that trickle to our parts of our community

- #4 "Deal with racially motivated conflict" most of this is not a conflict - they are racist, steeped racial stereotypes, really accurate terms for things, is "ethnicity" what you mean - does it mean, really explicit what we mean - #2 purpose - explore membership.... Is that what you mean?

- #4 eliminate all forms of racism - don't say including and not limited to..., racial stereotypes

- In Policy Scopes, school buses need to be included? Not explicitly said, does the scope need to be broadened in any way, Board?

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| <ul style="list-style-type: none"> - In teaching and talking with students, important for them to understand that these conversations for lives outside of our communities, goes beyond just Woodstock and what we deal with here, needs to carry to college and a bigger picture, don't feel as important here, not about here but bigger picture - Teaching is about life and how we interact with each other, no matter the number of students of color in our schools, - Love #5 - so agree with it, beautiful thing and so important, look inward and how that has impact - Purpose of Policy and Policy Statement - most in purpose are echoed in Policy Statement except #5 and #6 - perhaps they are encompassed within, maybe needs to be brought out more specifically, structurally they are both is saying and specific in the purpose, not in the policy statement regarding monetarily supporting and dealing with conflicts/providing spaces for families to address concerns | |
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Definitions

Anti-racism: the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.³¹

BIPOC: Black, Indigenous, People of Color. The term intentionally separates Black and Indigenous communities from the term “people of color” to acknowledge the heightened layers of systemic oppression these communities face in this country.³²

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³¹ Alberta Civil Liberties Research Centre, *Anti-Racism Defined*, <http://www.aclrc.com/antiracism-defined>, Ontario Anti-Racism Secretariat (Last visited: June 7, 2020)

³² <https://www.nytimes.com/article/what-is-bipoc.html>.

³³ Brian Arao and Kristi Clemens, *The Art of Effective Facilitation: Reflections from Social Justice Educators*, Chapter 8: “From Safe Spaces to Brave Spaces” (2013), <https://sites.lsa.umich.edu/inclusive-teaching-2/wp-content/uploads/sites/732/2016/06/From-Safe-Spaces-to-Brave-Spaces.pdf>.

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³⁵ U.S. Department of Justice, *Family Group Conferencing: Implications for Crime Victims*, https://www.ncjrs.gov/ovc_archives/reports/restorative_justice/restorative_justice_ascii_pdf/ncj176347.pdf (2000).

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³⁷ <https://www.verywellmind.com/implicit-bias-overview-4178401>.

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Racist Act: conduct, whether verbal or physical, that demonstrates prejudice, discrimination, or antagonism directed against a person on the basis of their membership in a particular ethnic or racial group.

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White Supremacy: the political, economic, and cultural systems in which white individuals overwhelmingly control power over material resources—a form of dominance and control, and not just the overt hate of one group towards another.

Systemic or Structural Racism: The way in which public policies, institutional practices, cultural representations, and other norms work in various ways to reinforce and perpetuate racial group inequity. It is not something we as individual members of society actively choose to practice, instead it is a feature of the social, economic, and political systems in which we all exist. It refers to the history, culture, ideology, and interactions of institutions and policies that perpetuate a system of inequity that is detrimental to communities of color.

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| Responsible Owner: | Windsor Central Supervisory Union | Contact(s): email | |
| Approved By: | | Revision History: | |
| Approval History: | | | |
| Current Approval Date: | | | |
| Related Polices & Procedures: | | | |
| Related Job Aids: | | | |

⁴¹ Sherri Mitchell, J.D., *Racism, Colonization, and Other Distortions of Thought Glossary of Terms-- Weeks One and Two* (February 2021).

⁴² Racial Equity Tools, <https://www.racialequitytools.org/resourcefiles/martinas1.pdf>, (last visited June 9, 2020)

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|---------------|--------------------------------------|-------------------|--|
| Title: | <u>Anti-Racism Procedures</u> | Policy ID: | |
|---------------|--------------------------------------|-------------------|--|

Purpose of Procedures: To eliminate all forms of racism in the Windsor Central Supervisory Union.

The following procedures will be implemented throughout the Windsor Central Supervisory Union] (See policy for definitions):

1. The following public statement will be posted in all School District facilities and on the District website. In all locations it will be posted in a high foot traffic location visible to students, staff, and visitors.

The public statement shall read:

“Windsor Central Supervisory Union rejects all forms of racism. Racism in any form will not be tolerated in this school. Windsor Central Supervisory Union is committed to the mission of increasing cultural respect by cultivating greater understanding of concepts of diversity, inclusion, equity, implicit bias, white privilege, white supremacy, and systemic racism.”

This statement shall also be translated for bilingual and multilingual families, if and when needed.

2. The District shall annually designate money to train/support student-led groups focused on racial/socioeconomic equity and anti-racism —including but not limited to the Social Action Club at Woodstock Union High School —to be able to serve as leaders and spokespersons within all schools in the District
3. The District shall proactively seek to recruit, hire and retain diverse faculty and staff to their schools.
4. The District shall develop a systematic approach to assessing and monitoring institutional climate, ensuring that implicit bias and its potential consequences are understood, and that people of diverse backgrounds feel welcome and respected.
5. The District shall implement alternative discipline processes, such as peace-making circles and family group conferencing, to reduce racial disparities in discipline and suspension.
6. The District shall develop a system for reporting racial incidents and employing an equity lens to identify inequities and inform decision making.
7. Responding to Racist Acts
 - a. The District must establish a set of guidelines and steps for responding to acts of racism to ensure transparency, accountability, and adequate follow up for the students involved and their families.
*Guidelines shall be published in the student handbook and translated for bilingual and multilingual families.
 - b. When school administrators determine a student has committed a racist act, the student will be provided the opportunity to learn about the impact of their actions on others through such practices as restorative justice, mediation, role play or other policies or training resources.

- c. The District shall develop a support group for victims to cope with race-related stress and disclose their experiences through a safe, non-punitive platform.

8. Training:

- a. All teachers and school staff shall be trained in the Anti-racism policy.
- b. All teachers and administrators shall be trained in ways to eliminate disparate outcomes in school based on race, including professional development focused on cultural awareness, implicit bias, restorative justice, and dispute resolution.
- c. All teachers and staff shall be trained about racism and how racism produces inequitable practices and outcomes in the school system and beyond.
- d. Every year, the District shall budget monies towards addressing racism through training and/or activities for school staff, teachers, and students.
- e. All teachers and staff must be trained on de-escalation techniques, such as dispute resolution, and strategies to immediately respond to racist acts that occur in the classroom setting.
- f. WCSU shall establish an anti-racism training checklist for faculty and staff to gauge progress towards attaining a culture of anti-racism. The checklist shall be completed by all faculty and staff bi-annually. Principals, in collaboration with the Superintendent, shall oversee implementation and collection of all completed checklists and the Superintendent must include findings in their report as outlined in Section 9, subsection a.

9. Enforcement:

- a. The Superintendent shall collect, review, and provide on a two year cycle a report to the School Board regarding racial disparities in areas including, but not limited to, student achievement, enrollment, suspension/discipline, graduation rates, and gifted identification. The report shall also include evidence of growth in each area outlined by the anti-racism policy. These written reports shall also be made available to the public.
- b. The Superintendent shall be responsible for implementation and evaluation of District strategies for actualizing the goals outlined in this policy.
- c. The Superintendent shall appoint an individual or group to oversee development of a check-point evaluation system to ensure District members are holding themselves accountable to the policy.
- d. Processes for students and staff to report racism and other forms of discrimination shall be established and shall include a way for such reports to be submitted anonymously.

WCSU Anti-Racism Policy Feedback Form Faculty

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|----------------------|--------------------|-------------------|--|
| Policy Title: | Anti-Racism Policy | Policy ID: | |
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Purpose of Policy

The purpose of this policy is to acknowledge and eliminate all forms of racism in the Windsor Central Supervisory Union. In order to address individual and systemic racism, the WCSU commits to:

1. **Purposeful Culture** - WCSU will promote the development of Brave Spaces to allow critical thinking and open dialogue regarding the history, contribution, perspectives, and structural barriers placed upon diverse ethnic and social groups, specifically those traditionally discounted in K-12 education for all people;
2. **Inclusive Studies**- WCSU will incorporate classroom content and strategies that enable students to recognize then analyze the impacts of institutional racism in various settings; explore questions surrounding membership in diverse ethnic and social groups; understand race equality; and seek ways to actively combat racism;
3. **Professional Development** - WCSU will emphasize the importance of proactive education strategies by requiring annual professional development addressing classroom dispute resolution methods, diversity, bias, anti-racism, and inclusionary practices.
4. **Collective Accountability** - WCSU will establish protocols to identify and ensure accountability when addressing issues and instances of racism and inequality occurring within the school district
5. **Community Pledge** - WCSU will create engagement opportunities that provide families with a transparent, accessible means of raising any concern about their child’s experience as it relates to racial, ethnic, or social identity at school.⁴³
6. **Student-led Initiatives** - WCSU will monetarily support student-led groups and programs that center inclusive learnings regarding the intersections of institutional and systemic racism.

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| Agreements | Concerns and/or Recommendations |
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⁴³ H.3 (Act 1) (g)(2)(A)(i-iii)(B)

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| | <p>#1 Bold terms that are defined below such as Brave Spaces</p> <ul style="list-style-type: none"> - “For all people”, should place a comma after K-12 education to increase readability <p>#2 Question about the term “surrounding membership”</p> |
| | <ul style="list-style-type: none"> - Wonder if “seek ways to actively combat racism” is actually the purpose not a separate activity <p>#3 Don’t like the “proactive education strategies”</p> <ul style="list-style-type: none"> - What do we want them to do? - Need clarity on require PD <p>#4 Clear path for accountability - there is a plan</p> <p>#5 Title may not be in line with the statement</p> <ul style="list-style-type: none"> - May go more with Accountability - Why does social identity fall into an anti-racism policy - Add to definitions <p>#6 Support should be monetary and staff</p> <ul style="list-style-type: none"> - “Center inclusive learning” - is that the focus, or highlight? |

Policy Scope

This policy applies to all schools, facilities and programs in the Windsor Central Supervisory Union and to all members of the District including, but not limited to, students, staff, volunteers, visitors, and teachers.

Policy Statement

It is the policy of the Windsor Central Supervisory Union School to:

1. Affirm the need to provide Brave Spaces of learning for all students, while addressing the potential need for extended conversation for students to better grasp diverse teachings centering the unequal consequences of systemic and institutional barriers.

2. Promote teachings that examine the legacy of white supremacy, superiority and/or privilege by acknowledging the violence, disenfranchisement, and potential generational trauma that may become unearthed during these difficult discussions.

3. Identify and eliminate inequitable practices that create prejudicial or disparate outcomes for students based on social or cultural factors, such as race, class, ethnicity, religion, gender, or gender identity.⁴⁴

⁴⁴ Albemarle County Public Schools, *Anti-Racism Policy*,

4. Establish and implement procedures to effectively deal with racially-motivated conflicts, specifically those that go beyond the current anti-harassment/bullying procedures.

- a. Procedures shall include a specific process for notifying guardians/parents of students involved.
- b. Notification shall include but is not limited to: investigation developments and decisions regarding disciplines.

5. Create an anti-racist, equity-centered culture by understanding the impacts institutional, systemic, and individual racism have on the District and the broader world, and acknowledging that racism is intersectional and often times is compounded by other forms of discrimination.

| Agreements | Concerns and/or Recommendations |
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| #4 Very important | <p>#1 “while addressing”</p> <ul style="list-style-type: none"> - Delete while and add “to address” #2 Is this CRT? Will that bring added negative attention to this policy? - Do we need the end statement “that may become unearthed...” <p>#3 Why is “gender” added here and not in the entire policy?</p> <ul style="list-style-type: none"> - What are the inequitable practices that will be taken away? - Empowerment is missing here - should it be added to this policy? <p>#4 Need training related to racial conflict</p> <ul style="list-style-type: none"> - Add “Establish and implement training and procedures...” <p>#5 Add “Create and acknowledge</p> <ul style="list-style-type: none"> - Correct spelling in “acknowledge” later in statement - Learning opportunities for our students - need to share this growth with students |

Definitions

Anti-racism: the practice of identifying, challenging, and changing the values, structures and behaviors that perpetuate systemic racism.⁴⁵

<https://www.k12albamarle.org/acps/division/anti-racism-policy/Pages/policy.aspx>, (last visited: June 9, 2020)

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