

Update on Global Citizenship & Character Work

Region 15 Board of Education Meeting
Dr. Carrie Chiappetta
February 11, 2019





Agenda For Tonight's Presentation

- Background of this work
- Update on work since June 2018
- Next Steps





Global Citizenship & Character Advisory Committee

- Population/Demographic Changes in R15,
- 21st Century Learning Expectations,
- Isolated events affecting some students over the past years
 - Learned that there is a need for education regarding bias and intolerance because of incidents that have been occurring not only in R15 but around the state, country, and world.





Four Areas of Focus

To ensure that students:

- feel welcome in the schools
- are safe in the schools
- have opportunities to participate
- have opportunities to learn





Advisory Committee's Three Goals

1. To nurture, in students, lifelong respect and compassion for themselves and other human beings regardless of *race, ethnic origin, gender, social class, disability, religion, appearance, or sexual orientation*.
 - **Objective 1:** To develop school based programs that foster a sense of belonging, safety, and wellness.
 - **Objective 2:** To develop community partners that will address multicultural priorities and values within their range of activities for students outside of school.





2. To nurture, in staff, lifelong respect and compassion for themselves and other human beings regardless of *race, ethnic origin, gender, social class, disability, religion, or sexual orientation.*

- **Objective 1:** Staff will develop an awareness related to valuing differences among staff and students
- **Objective 2:** Staff will demonstrate an appreciation and depth of knowledge related to valuing differences among staff and students





3. Revise curriculum to reflect a broad range of knowledge and information which illustrates varied and diverse contributions to history, the arts, science, mathematics, and literature.





Eight Steps To Successful Change - John Kotter





2017-2018





- Formation of the Global Citizenship & Character Advisory Committee
- Ally Training for select MS students
- Presentations for MS students on bias
- Anti-Bias Training for select teachers/administrators/members of the Advisory Committee
- Various professional learning opportunities for administrators on bias
- Evening presentation on the importance of multiculturalism
- Initial meetings with some community members
- Training for some elementary/middle school teachers/administrators on Restorative Practices





2018-2019



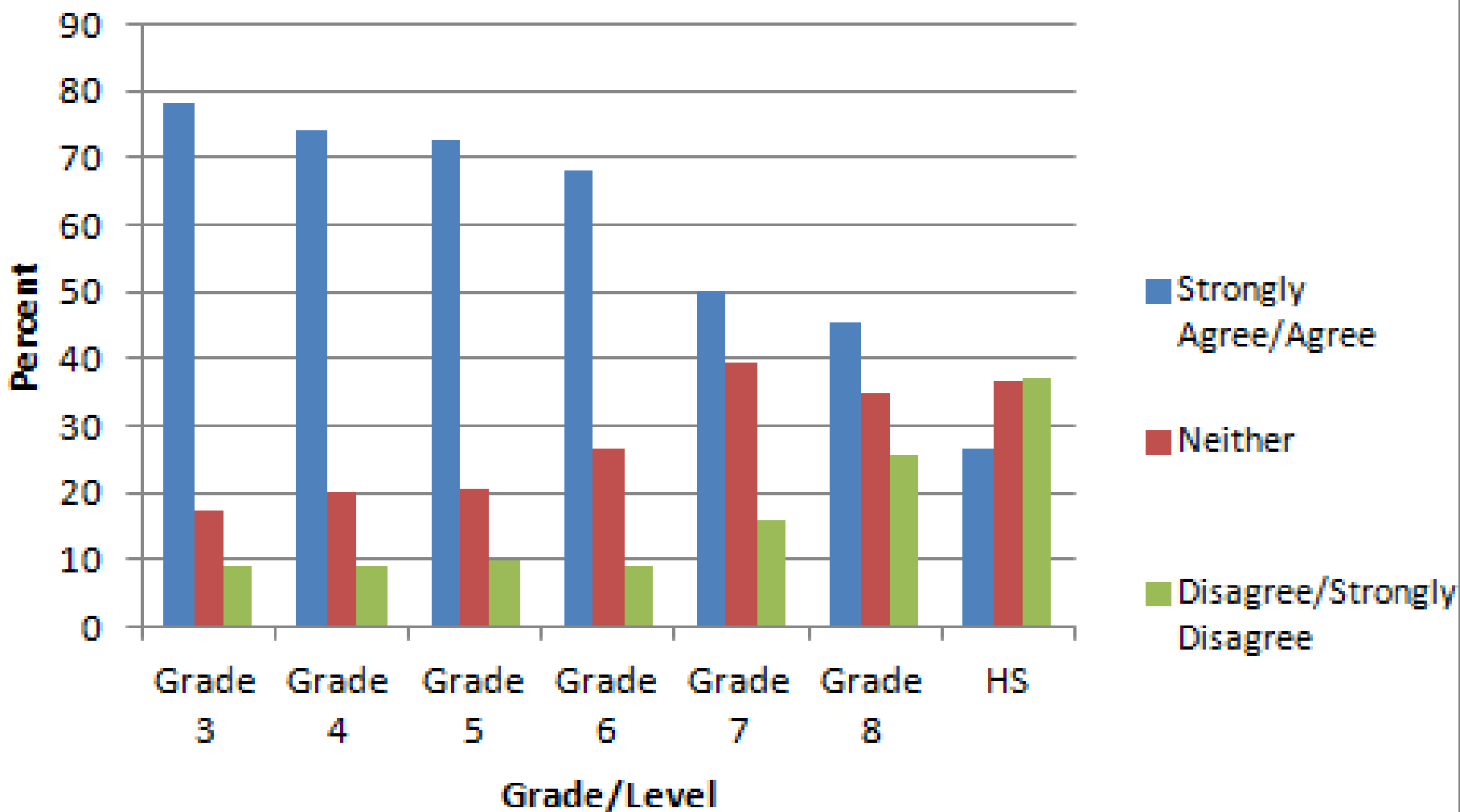


Analysis of Data

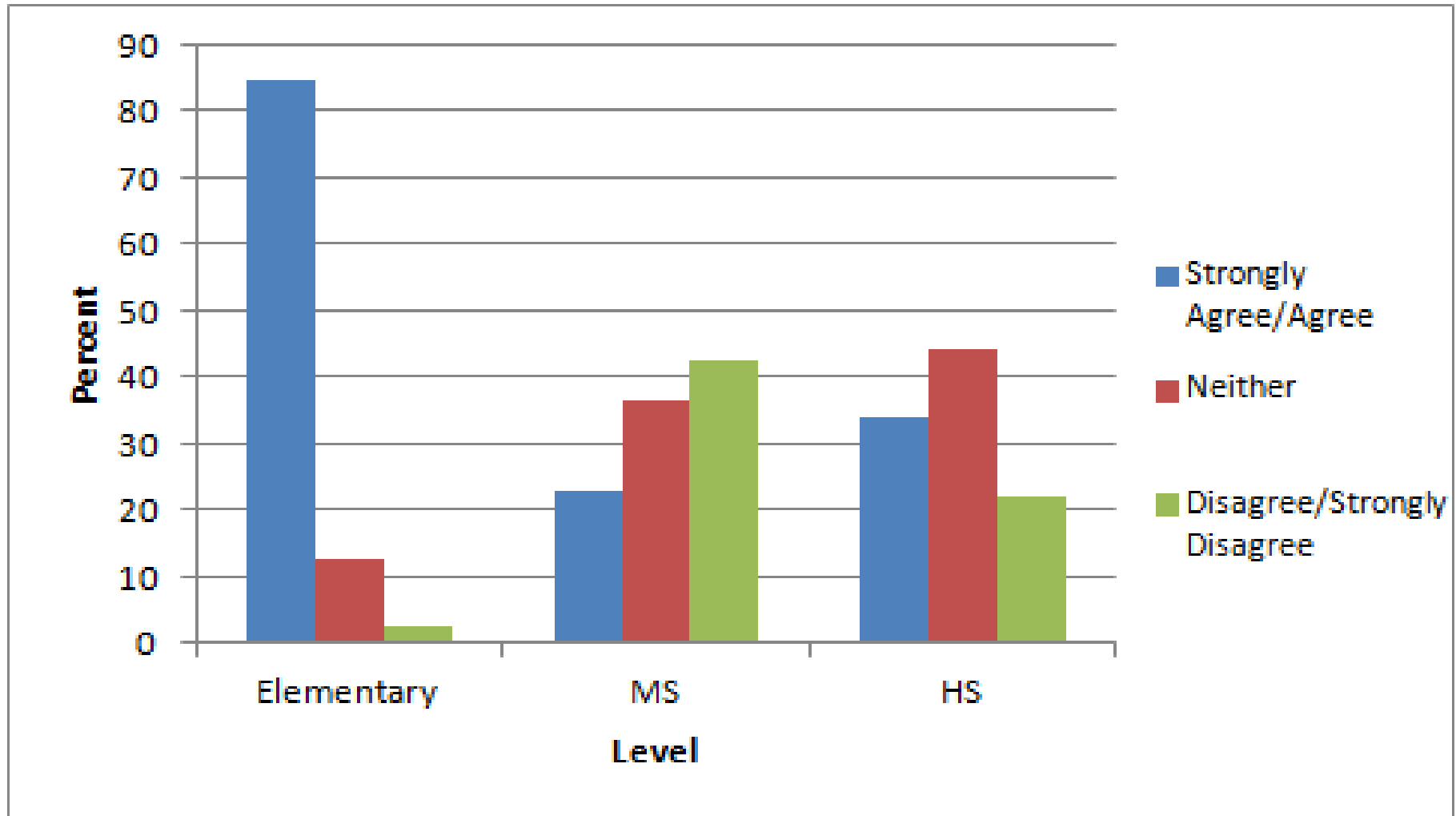




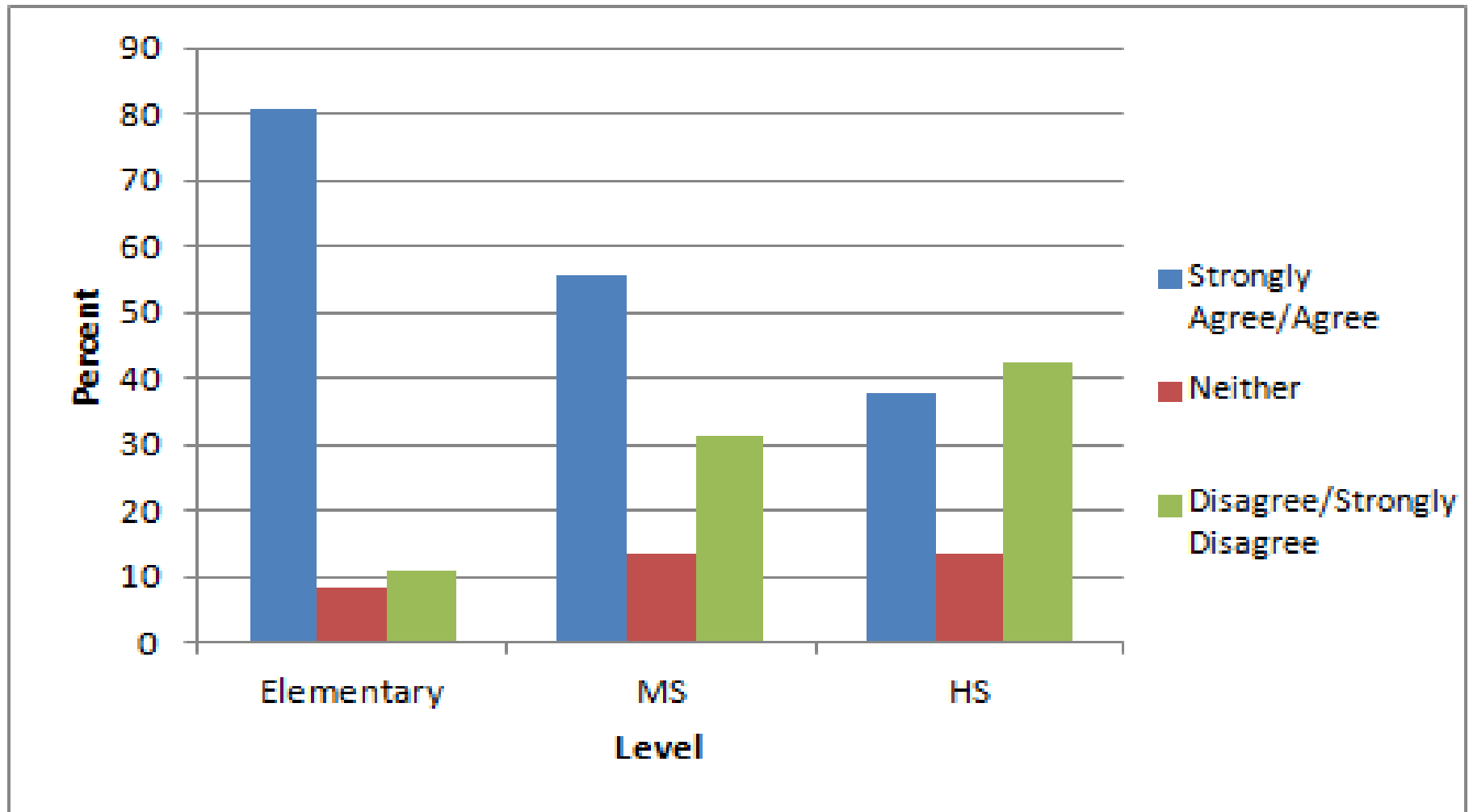
Student Responses: Students in This School Respect Differences in Other Students



Teacher Responses: Students in This School Respect Differences in Other Students



Parent Responses: Students Treat One Another With Respect



Theory of Action

If we foster schools that are welcoming and inclusive to all students, then students will feel valued and they will be better able to access their learning.





Communicating the Need for the Work

- Summer Curriculum Leads
- Administrator Retreat
- New Teacher Orientation
- Interventionist meetings
- Elementary Instructional Teacher Leader (ITL) meetings
- Reading Consultant meetings
- Secondary Math Instructional Teacher Leader (ITL) meetings
- Secondary ELA/SS Instructional Teacher Leader (ITL) meetings
- Secondary Science Instructional Teacher Leader (ITL) meetings
- World Language Instructional Teacher Leader (ITL) meetings
- Professional Development/Evaluation Committee (PDEC) meeting
- District Climate Committee meetings
- R15 Library Media Specialists
- Southbury & Middlebury Libraries
- Southbury & Middlebury Historical Societies



Curriculum



High School English

- Teachers did an analysis of the books students were being asked to read and determined that the books were not inclusive.
- Over the summer, teachers revised curriculum to include more diverse novels.

Some examples are:

- *The Kite Runner* by Khaled Hosseini
- *Sing, Unburied Song* by Jesmyn Ward
- *I am Not Your Perfect Mexican Daughter* by Erika Sanchez
- *Little Fires Everywhere* by Celeste Ng
- *Poet X* by Elizabeth Acevedo
- *The House on Mango Street* by Sandra Cisneros

High School: Conversations on Race/Human Rights

Conversations on Race	Human Rights
<ul style="list-style-type: none">•Perspective,•Awareness,•Historical Roots,•Actions	<ul style="list-style-type: none">•History of Human Rights,•Development of Universal Declaration of Human Rights,•United Nations,•Case Studies (genocide, human trafficking, migrant caravans, etc.)

How Does a Global Citizen...

Think

Learn

Act



- Increase enrollment in the two classes in 2018-2019
- Guest Speakers
 - CT Commission on Human Rights and Opportunities
 - Professor from Quinnipiac
- Examining Global Citizenship Fair (Semester 1)
- A Day of Regional Discussion (Semester 2)





Grade 4 Social Studies

- Curriculum was based on the regions of the United States
 - Northeast, Southeast, West, Midwest, Southwest
- Curriculum was revised to include some of the people/groups of people who had an impact on the various regions.



Professional Learning & Trainings





Restorative Practice

- Teachers from elementary and middle schools have attended the training
- Schools within the Region have hosted training sessions
- Elementary principals attended summer leadership training at the International Institute for Restorative Practices in Pennsylvania
- Joann Freiberg from the CSDE provided an evening session for parents on Restorative Practices





R.U.L.E.R Training

- R.U.L.E.R:
 - Recognizing
 - Understanding
 - Labeling
 - Expressing
 - Regulating emotion
- PES and MMS had teams attend this training at Yale last summer





CAS: The December Dilemma Workshop

- **General Constitutional Rule:** When a school chooses to acknowledge the December holidays, it must never appear to endorse or favor religion over non-religion or one particular religious faith over another.
 - Diversity includes religious diversity.
 - Schools must be careful not to cross the line between *teaching about* religious holidays (which is permitted) and *celebrating* religious holidays (which is not).
 - Special school events, assemblies, concerts and programs must be designed to further a secular and objective program of education and must not focus on any one religion or religious observance.
 - Religious symbols are not appropriate seasonal decorations in public schools.
 - In an effort to be inclusive, it is not advisable to seek or rely on information about a religion from a child of that faith.





Theme: Equity



Whole Child 101- An Equity Framework

Each Student is

- Provided the resources to be **healthy**
- Physically and mentally **safe** in their learning environment to grow, make mistakes, and contribute to the learning community
- **Engaged** in school and their community through an organized activity.
- **Supported** in their Social Emotional and Academic Development (SEAD).
- **Challenged** with rigorous learning = Where the student is plus 1.





United Way - ALICE

- **Asset Limited, Income Constrained, Employed**
 - “These are households who have income above the Federal Poverty Level (FPL) but struggle to afford the basic household necessities.”
 - Examples of ALICE occupations in CT:
 - Retail salesperson, Teaching Assistants, Nursing Assistants, Personal Care Aides, Customer Service Reps, Cashiers, Office Clerks, etc.
 - According to the United Way, “in **Connecticut**, **40%** of households could not afford basic needs such as housing, child care, food, transportation, health care, and technology in 2016.”





Town	% Poverty	% ALICE	% Poverty & Alice
Waterbury	23%	34%	57%
Cheshire	3%	12%	15%
Watertown	5%	20%	25%
Prospect	4%	15%	19%
Woodbury	4%	20%	24%
Middlebury	3%	17%	20%
Southbury	5%	26%	31%

ADL:

“Becoming an Ally” Student Training

- Second cohort of 15 middle school students at each middle school trained this year.
- Interactive training on the harms of name-calling and bullying and how to develop and practice skills to respond
- Supported by S.M.A.R.T.



Workshop on Human Rights

- January 2019
- Two PHS Teachers attending conference in California
- Learned about:
 - challenges to teaching Human Rights,
 - why it is needed,
 - how to/why it's important to understand various perspectives,
 - the importance of building relationship in the classroom,
 - how to create a culture of understanding and acceptance in K-12 students,
 - All teachers need to have training and support.



What's Next?



Continue with the Developed Plan

- Continued Curriculum Revision,
- Continued Training for Teachers,
- Continued Training for Students





Examples of Proposed Curriculum Revisions

- Developmental Guidance, K-12
- Human Rights/Conversations on Race
- MS English
- MS Social Studies
- Art & Music



Restorative Practices & R.U.L.E.R.

- Elementary and Middle School Staff continue to attend Restorative Practice training
 - RMS hosting a training session the end of February
- More Schools attending R.U.L.E.R. training
 - LMES attending in March
 - GES, MES, Student Services attending in summer



Online Class: Best Practice in Social Justice

- 4 Teachers (elementary and MS)
- Volunteered to take this online course
 - February through June
- Teachers will learn about:
 - The Teaching Tolerance Standards for Social Justice
 - Protocols and tools to use with colleague to help them learn the standards
 - Classroom practices from national recognized experts
 - Strategies to use in the classroom and support from facilitators



Conference: Ways to Productively Address Hurtful, Biased Comments or Actions in Schools

- Seven elementary/middle school teachers/administrators attending
- Three hour session
- Teachers/Administrators will:
 - learn ways to speak with children about insensitive or discriminatory comments and behavior and help them know what to do or say, if and when that is appropriate.
 - practice modeling for children ways to be an ally and ways to speak up against insensitive comments and discriminatory acts.





National Conference for Community & Justice: Anti Bias Training

- Spring 2019
- Two day interactive workshop on Bias
 - How racism impacts our lives, communities, and workplace
- This year, about 10 people from R15 are attending
 - Teachers, administrators, other staff in the schools



Training for Teachers: Building Your Holocaust Instructional Materials: Teaching through Hope

- Spring 2019
- Six hour session
- Two high school teachers are attending
- Teachers will learn about:
 - How to teach the Holocaust through Hope
 - Resources/Lesson plans available
 - How to answer questions from students about anti-Semitism



Dismantling Systemic Racism: 2019 Conference on Race, Education, & Success

- April 2019
- Full day
- Team from R15
 - At least 1 representative from each school including a few high school students
- Focuses on:
 - ways to support, promote, and develop racial equity in education



Spring Event for Students

- District Climate Committee
- Written in Global Citizenship & Character Advisory Committee Plan
- Initial stages of planning
- Tentatively Scheduled during the school day on May 21
 - United Nation's World Day for Cultural Diversity for Dialogue and Development
 - District Climate Committee would like to work in collaboration with Global Citizenship & Character Advisory Committee
- More Information coming soon!



Community Events

- Having initial conversations with various groups
- Tentatively thinking of having the first evening session on May 21
 - To coincide with
 - program at the schools
 - UN World Day for Cultural Diversity for Dialogue and Development
- Tentatively thinking of having the second evening in June with possibly a few more evening next school year
- More information coming soon!





Thank You!

