

"We the members of the Lincoln-Sudbury Regional School Committee are profoundly aware of and saddened by the racism and injustice that permeate our society. The recent horrific killings of George Floyd and many others, as well as the disproportionate impact of the COVID-19 pandemic on communities of color, have brought to the fore the unacceptable inequality that has in reality existed and persisted for far too long.

**We take this moment
to reaffirm
our commitment to
racial justice,
diversity, equity, and
inclusion.**

We pledge to continue working to ensure that Lincoln-Sudbury Regional High School is a place where all students and staff, regardless of race, religion, gender, gender identity, sexual orientation, or abilities, feel welcome and included as equal members of our community and where all students have equal access to a high-quality education. In addition, we recognize the tremendous power of education to combat racism, bigotry, and oppression in all its forms and will continue to work with administration and staff to ensure that Lincoln-Sudbury is actively engaged in educating students to value and respect differences and to contribute to the creation of a better world.

- Lincoln-Sudbury School Committee
June 19, 2020

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L-S Racial Climate Task Force

JANUARY SCHOOL COMMITTEE MEETING

1-19-2021

Who's on the team?

Jim Berry, Instructional Technology Specialist

Sarah Greeley, Wellness Teacher

Shelly Hinds, METCO Director

Lori Hodin, Coordinator of Safe School Initiatives/History Teacher

Phillip James, History Department Coordinator/History Teacher

Leslie Patterson, Associate Principal - co-chair

Martha Wall, ACE Program Administrator - co-chair

Bella Wong, Principal/Superintendent

REMINDER: Background & Context

- Like many school districts, L-S has been impacted by racial climate issues in the country
- L- S has worked to address racial incidents that have occurred
- We have heard from some of our students of color that they don't feel a true sense of belonging at L-S
- These factors have underscored the need to build and improve our cultural proficiency as a district

RCTF Mission Statement

The Racial Climate Task Force (RCTF) is committed to ensuring that the racial climate at Lincoln Sudbury Regional High School supports a sense of belonging and promotes inclusiveness for all. Additionally, RCTF is committed to fostering a racial climate that is safe and respectful, and supports full and equitable access to the entire curriculum (including co-curricular experiences) for all of our students.

Strategic Plan Objectives (2020 - 2025)

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|---|---|
| <p>Connectedness</p> <p>Create an inclusive, collaborative school climate that fosters a sense of belonging and connectedness.</p> | <p>Narrow the Opportunity and Achievement Gaps</p> <p>Achieve excellence with equity.</p> |
| <p>Curricular and Programmatic Engagement</p> <p>Create, maintain, and deliver meaningful, robust, current, accessible curriculum and programming.</p> | <p>Student and Staff Well-being</p> <p>Prioritize student and staff well-being and positive self-identity development as essential components to sustainable personal growth and life-long learning.</p> |

RCTF Goals 2020 - 2021 . . .

- Recruiting, Hiring, and Retaining Educators of Color
- Providing Professional Development for Staff
- Curriculum (*new this year*)
- Hearing from Students and Responding to Experiences and Incidents
- Fostering Family/Community Engagement

Recruiting, Hiring, and Retaining Educators of Color

- Exploring partnerships with local colleges and graduate schools
- Preliminary data gathering
- Affinity group for staff of color

Providing Professional Development for Staff

- Long-term PD plan in process . . .
- Commitment to at least two faculty meetings per year with racial climate focus
- Implicit Bias Training
 - Samuel R. Sommers, Ph.D. and Keith Maddox, Ph.D.
- I'm Not a Racist . . . Am I?

Hearing from Students and Responding...

- Exit interviews
- Refined protocol for incident reporting and follow-up
- Collaboration with the community-based RCTF group

Curriculum

- Document the curriculum and content available and taught to our students in the areas of cultural competence and issues of race, identity, prejudice, and discrimination (through classes, workshops, seminars).
- Support the institution and departments in Initiative 3.1 – Review department curricula to ensure that they are current, relevant, and promote a culturally responsive practice – from the 20-25 Strategic Plan.

Fostering Family/Community Engagement

- Monthly meetings with larger RCTF group
- Steering Committee leadership

Steering Committee . . .

Matthew Baird, Lori Hodin, Pamela Jones, Judy Merra

- **Our role:**
 - Planning for and facilitating RCTF community meetings
- **Our process:**
 - Collaborate using shared leadership model
- **Actions steps:**
 - Based on Needs Assessment report - prioritization
 - Bridges/Barriers to identify action steps
 - Implementation
 - Subcommittees
 - PML 'I'm Not Racist... Am I?' Event

I'm Not Racist... Am I?

watch the trailer 

Questions?