PARTNERSHIPS FOR ACADEMICALLY SUCCESSFUL STUDENTS

August 28, 2019
Welcome parents, staff members and community members!

When people care for you and cry for you, they can straighten out your soul.

~Langston Hughes
THANK YOU & WELCOME

- School Board Member Representative
- CCSD Executive Leadership Team and District Leadership Team Members
- CCSD Administrators, Building Leaders & Staff Members
- CCSD Cultural Liaisons
- Community Members & Parents
LOGISTICS FOR TONIGHT

- Childcare available - Please sign in
- Interpreters Presence - Honoring the linguistic diversity in our community
- Focus - Our discussions remain global in nature
- Feedback - Communication cards
A MESSAGE FROM OUR BOARD OF EDUCATION

Ms. Kelly Bates
Thank you for your leadership!
TODAY’S OBJECTIVES

- To become familiar with the Office of Inclusive Excellence and District P.A.S.S.
- To understand the purpose and charge of District P.A.S.S.
- To share the 2019-2020 District P.A.S.S. Goals
- To proactively plan for the impact of current, epidemic events within the climate and culture in CCSD
I SEE YOU. I AM HERE.
AFRICAN ZULU GREETING

*Sawubona* - I see you: "I see your personality. I see your humanity. I see your dignity and respect."

*Ngikhona* - I am here: "I feel I have been seen and understood and that my personal dignity has been recognized."

"What we really yearn for as human beings is to be visible."
-Jacqueline Novogratz
BECOMING VISIBLE: WHAT IS YOUR STORY?

• I am ________ (your name and/or nickname).
• I am from ________ (A location where your education began).
• I am from _________ (a phrase describing you as a child at the beginning of each school year and ___________ (a phrase describing your child at the beginning of each school year.
• I am from ___________ (a phrase describing your elementary school experience), and _______ (a phrase describing your middle school experience, and __________ (a phrase describing your high school experience).
• I am from __________ (an inspirational educator) and __________ (an inspirational educator).
• I am from _________ (a word or phrase describing your strengths in the midst of the storm).
• I am from ___________ (a phrase describing your fears for your child this school year) and __________ (a phrase describing your hopes for your child this school year).
• I am from those moments ________________ (a phrase describing your commitment to your child for this school year).
THE OFFICE OF INCLUSIVE EXCELLENCE

ASSISTANT SUPERINTENDENT OF PERFORMANCE IMPROVEMENT – MICHAEL GILES JR.
DIRECTORS – STACEY BRANDON & LA TOYUA TOLBERT

Dr. Sandy Mason
Justin Cole, Vickie Onodera, Tara Vellinga
Lisa Drangsholt
In the **Office of Inclusive Excellence**, we exist to fulfill a **greater cause**. We exist to disrupt and dismantle power structures that have historically limited opportunities for students of color and to ensure that every student receives an excellent education.

**Our Why**

• Our **WHY** is bound in:
  Our belief that EVERY student in CCSD **deserves excellence**.
  Our charge to break boundaries AND shatter ceilings.
  Our belief that we do not have a choice. Failure to do so is being complicit with racism.

**Our Charge**

• STUDENTS and parents, teachers, community members, administrators, staff members can be **affirmed** in who they are without dehumanizing others in the system, creating an environment where individuals are **valued** and our **authentic identities/our authentic selves** (the essence of who we are) can exist in the learning environment.
How does CCSD ensure Inclusive Excellence for all students? What is the framework that guides our behaviors and system-wide work?
OIE UPDATES/HIGHLIGHTS

2019-2020 Theme: Towards Sustainability

Pushing for Collective Racial Consciousness and Disrupting Implicit Bias

Example: Beyond Diversity Seminars, Transportation Trainings
District Partnerships for Academically Successful Students is:

- A parent advisory committee designed to provide space for parents to voice their concerns and needs in relation to navigating CCSD as people of color.
- A space in which parents, educators, community members and administrators work in partnership to ensure inclusive excellence for all students.
- A space to identify and respond to the lived experiences of students of color to ensure that all students’ educational experiences in CCSD are excellent.
**P.A.S.S.: GUIDING THEMES**

**Praise:** The byproduct of a nurturing and authentic relationship between parents and educators

**Advocacy:** Equity, access and empowerment within the school system

**Equitable Environment:** A welcoming school climate

**Voice:** An environment to speak your truth

**Knowledge:** Knowledge of self and the promotion of an empowering sense of identity

**Equitable Environment:**

**Voice:**

**Praise:**

**Advocacy:**

**Knowledge:**
Our WHY as a District Steering Committee is to serve in an advisory role for the district with an explicit emphasis on the needs and lived experiences of the students of color in our district. We are charged with holding the district accountable for interrupting the predictable, unfavorable experiences of marginalized members of our district community and to ensure excellence for all.
To create opportunities to hear students’ voice/perspective/narrative as it relates to their experiences in CCSD

To strengthen communication channels to parents.

To increase the presence and engagement of professionals community members of color throughout CCSD to create new, positive, accurate narratives for students and staff about people of color

To increase awareness, knowledge of programming options (i.e. GT, AP, IB, Honors etc.) and ways to access the options available in our schools and sustain students of colors’ presence in the programming
CCAR PROTOCOLS

The tools we use to have healthy, productive conversations about race.
2019-2020 GOAL ANALYSIS PROCESS

Examine: Analyze your identified goal

Consider: Reflect on the proposed action steps for the goal

Brainstorm: Generate a list of additional action steps to meet the identified goal

Prioritize: Organize the action steps in prioritized order

Which step is the most important to achieve our identified goals this year?

Measure: Identify how the goals might be measured
GALLERY WALK

1. What do you believe should be the priority within each goal?
2. What is one major action step to achieve the identified goal?
3. How might we measure our progress towards our goal through our actions?
As a Steering Committee, we will . . .

1. Synthesize your feedback and suggestions
2. Determine the need to form sub-committees to execute the identified action steps
3. Report back on our plan/progress at our upcoming District P.A.S.S. meetings
SUMMERS/PATTERNS OF TERROR

**Terror Defined:** A very strong feeling of fear; something that causes very strong feelings of fear; something that is terrifying; violence that is committed by a person, group, or government in order to frighten people and achieve a political goal.

https://www.merriam-webster.com/dictionary/terror
CCSD’S RESPONSE PLAN: FROM MOURNING TO ACTION

- Letter from Dr. Siegfried to staff w/ FAQs
- Listening and Learning - Small Group Meetings
- Larger Parent Meetings (Cafecitos, District P.A.S.S., Title III Family Mtgs.)
- Long-term Plan - Towards Continuous Improvement
UNTIL WE
MEET AGAIN . . .

• **Next District P.A.S.S. Mtg.** – September 18, 2019, 6-8pm at CTHS

• **Focus: DAC/P.A.S.S. Combined Mtg.**
  • Data! Data! Data!
  • District Unified Improvement Plan Input
  • Data Analysis
  • Root Cause Analysis