



Granby Public Schools

Anti-Bias and Anti-Racism Action Plan

2020-2022

Granby Public Schools Equity Team

Steering Committee:

Sarah Amara, Wells Road Reading Interventionist
Ann Belding, GMMS/GMHS Reading Specialist
Pauline Greer, Wells Road Principal
Kerry Lord, Connecticut Center for School Change
Patrice Nelson, Connecticut Center for School Change
Jennifer M. Parsons, Interim Assistant Superintendent
Jacky Paton, GMHS Science Department Chair

Granby Board of Education Members

Melissa Migliaccio - Board Chair
Mark Fiorentino - Vice Board Chair
Rosemarie Weber - Secretary
David Peling
Jenny Emery
Sarah Thrall
Brandon Webster

Membership:

Colleen Bava, Kelly Lane Principal
Dan Bodman, Parent
Kim Bressem, GMHS Psychologist
Alicia Budney, Wells Road Teacher
Mike Dunn, GMHS Principal
Madeline Green, GMHS Student
Jordan E. Grossman, Ed.D., Superintendent
Lynn Guelzow, Community Member
Talina Hogan, Parent
Ursula Jackson, Wells Road Social Worker / Open Choice Liaison
Cathryn Kibby, Kelly Lane Teacher
Karen Kudish, GMHS Teacher
Raleigh Leggett, Parent
Rose Mouning, Parent
Kim Narciso, Kelly Lane Teacher
Adesuwa Okoro, GMHS Student
Cheryl Page, Kelly Lane Social Worker
Dave Peling, Board of Education
Clark Pfaff, Community Member
Raquel Porter, Parent
Laurie Smith, Wells Road Library Media Specialist
Heather Tanis, Assistant Principal, Granby Memorial Middle School
Harlem Van Cole, GMHS Student
Kathy Waddington, GMMS Teacher
Ivana Walker, GMMS Staff
Anne Zummo-Malone, Parent

Granby Public Schools Administration

Jordan E. Grossman, Ed.D., Superintendent
Jennifer M. Parsons, Assistant Superintendent
Aimee Martin, Director of Pupil Services
Mike Dunn, Principal, Granby Memorial High School
Kimberly Calcasola, Ed.D., Assistant Principal, Granby Memorial High School
Julie Groene, Assistant Principal, Granby Memorial High School
Taylor Wrye, Principal, Granby Memorial Middle School
Heather Tanis, Assistant Principal, Granby Memorial Middle School
Pauline Greer, Principal, Wells Intermediate School
Colleen Bava, Principal, Kelly Lane Primary School

Granby Equity Team's Action Plan to Support Anti-Bias and Anti-Racism

Granby Public Schools' Equity Statement:

Equity in the Granby Public Schools ensures practices that allow all students to achieve at high levels, and that outcomes are not predicted by race, religion, ethnicity, socioeconomic status, gender, gender identity, or sexual orientation; and barriers are removed to meet the needs of students of all abilities and backgrounds; thereby realizing the district mission for all students to become powerful thinkers, effective collaborators, and compassionate contributors.

Granby Equity Team Mission:

The Granby Equity Team will lead the district in creating and holding all stakeholders accountable for an Anti-Bias Anti-Racism action plan that increases consciousness, responsiveness, and advocacy around critical race and equity issues.



Key Networks -

<p>Granby EquityTeam (GET) Steering Committee: The Steering Committee for 2020-21 will consist of Jennifer Parsons (Assistant Superintendent), Pauline Greer (Principal, Wells Road Intermediate School), Jacky Paton (Science Teacher Granby Memorial High School), Ann Belding (Secondary Schools Literacy Coach) and Sarah Amara (Interventionist, Wells Road Intermediate School). The purpose of this team will be to keep the momentum going around this important work and develop a cohesive and systemic approach. This committee will plan GET meetings in conjunction with the Connecticut Center for School Change (CCSC) and develop a progression and throughline for the larger team's experiences.</p>				
<p>Granby Equity Team (GET): The Granby Equity Team should have 2-3 teacher representatives from each building in addition to an administrator, students (6-12) and parents. Currently additional representation from GMMS is needed. Parent representatives from all resident towns will be invited. The commitment will be to attend monthly evening meetings that are two hours in length and come prepared to fully participate and contribute to the team. The membership will be expected to bring back and help lead the work of the GET in their buildings or with their constituent groups. Within meetings the GET will create and oversee the Anti-Bias Anti-Racism Action Plan, monitor and measure the work, participate in experiential learning to develop consciousness, and establish a common language for talking about equity and race issues.</p>				
<p>Board of Education Initiatives: The Board of Education (BOE) representative will report out to the full BOE on the work of the GET and coordinate with key members of the BOE that would like to pursue additional experiences. BOE members will participate in consciousness building activities.</p>	<p>Parent or Community Forums: The parents and community members on the GET belong to additional networks in which they will share and report out on the work of the Granby Public Schools, promote collaborations and gather feedback.</p>	<p>Student Leadership Groups: The students involved on GET will collaborate with their student leadership groups and meet with advisors to plan for student based awareness activities.</p>	<p>School Based Staff: The school based GET members will collaborate with their school based leadership teams to embed the work of the GET in school level planning. All staff will participate in ongoing professional learning with the CCSC.</p>	<p>Administrative Community of Practice (COP): The administrative team will work with the CCSC four times over the course of the year to develop leadership skills related to equitable experiences for all learners.</p>

Actions to Build Consciousness:

“Increase awareness and understanding of faculty, staff, and students on the impact of racism, bias, and marginalization on student experiences and outcomes.”

Actions	Target Audience	Responsible	Timeline	Supporting Data
Embed conscious building activities such as “Experiences to Explore Equity” (E3’s) along with work to develop common vocabulary into GET meetings.	GET members	GET Steering and CCSC	9/23, 10/28, 12/9, 1/27, 2/24, 3/31, 4/28, 5/26	vocabulary feedback
Develop and deliver, in conjunction with the CCSC, a series of professional learning experiences for staff that increases their consciousness around racial identity and implicit bias.	staff	GET Steering and CCSC	8/27, 10/13, 2/10, 5/28	feedback survey data
Develop awareness within the Board of Education forum through ongoing updates on the work of the GET.	BOE	Assistant Superintendent	ongoing	feedback
Gather information from key stakeholders including students, staff, and families on their experiences in relation to bias and racism in the school setting	students staff families	GET	late winter	survey data
Conduct ongoing data review to inform key district-wide systems such as identification for student supports and programming. Analyzing discipline rates and academic achievement to identify trends and achievement and opportunity gaps.	students	GET	ongoing	data analysis
Build the mindset and tools needed to review lesson development and curriculum units with an equity lens.	staff	DLT/Coaches	ongoing	feedback toolkit
Offer optional quarterly book club discussions for staff through the Better World Book Club.	staff	Library Media Specialists	quarterly	participation
Conduct a book discussion of <u>Waking Up White</u> with a small group of BOE members, teachers, and administrators followed by a larger group virtual session with author Debbie Irving, “I’m a Good Person, Isn’t that Enough?”	designated small group and large group	Assistant Superintendent	Book Club 11/1 - 12/23 Event 1/13	feedback participation

Actions to Build Responsiveness:

“Increase capacity of school and district leaders to actively lead for equitable opportunities, experiences, and outcomes for students, in particular addressing the abilities and mindsets necessary to implement equity-focused classroom practices.”

Actions	Target Audience	Responsible	Timeline	Supporting Data
Establish protected time and space for regular equity based discussions (morning circles, advisory, etc...) and build teacher tool boxes for approaching conversations.	students staff	Building Principals	ongoing	schedules tool box
Develop leadership capacity and action planning strategies for equity through the administrative COP.	administrators	Assistant Superintendent & CCSC	9/21, 11/23, 1/25, 3/15	DIP/SIP
Determine areas in need of adjustments and coordinating strategies for improvement based on review of discipline and academic data.	all	GET/DLT	spring	action steps
Develop an equity lens for use by teachers and staff when reviewing data at ongoing PLC meetings that involves disaggregating data.	staff	GET/DLT/Coaches	ongoing	data discussions
Identify culturally responsive texts to embed into existing curriculum units.	students	DLT/Coaches/Teachers	ongoing	book selection
Create a webpage with book lists and resources addressing equity, racism, and bias.	staff students families	GET Steering and CCSC	late winter	use of resources
Develop comprehensive wrap-around supports for Open Choice participants including establishing partner family and alumni connections, additional supports for orientation, retention and college and career transitions.	students families	Choice Liaisons administrators	spring	menu of supports
Design and implement a community book club, proposed title - <u>Stamped: Racism, Antiracism, and You.</u>	all	committee, including CREC consultant	2/1-3/31	participation
Explore partnership with CREC for Minority Teacher In-Residence Program.	workforce	Superintendent and Assistant Superintendent	ongoing	increase in minority teacher percentage
Engage in celebrations of culture and diverse backgrounds.	students	student groups student advisors	ongoing	events participation

Actions to Build Advocacy:

“Increase agency and action to actively address issues of racism and equity in Granby Public Schools.”

Actions	Target Audience	Responsible	Timeline	Supporting Data
Develop a Vision of a Graduate with equity and social emotional learning embedded within the vision. Ensure students within GPS feel seen and heard and that their voices matter.	students	Administrators/DLT	spring	vision of a graduate documents
Engage a community partner to co-facilitate the 21 Day Equity Challenge.	all	committee, including community partner	spring	participation
Exploration of curriculum resources including Teaching Tolerance Social Justice Standards.	students	DLT/Coaches	spring-summer	adoption of resources
Conduct a curriculum audit with an equity lens to ensure perspectives and counter perspectives are included when developing understanding of an event or concept.	students teachers	Administrators/DLT	summer through to 2021-22 school year	curriculum revisions
Hold open sessions for teachers and students to have dialogue around race and bias.	teachers students	GET Steering teachers	ongoing	participation
Create a plan to expand the BRIDGES program facilitated by students for students.	students	High School Principals	spring-summer	participation